



HM Prison &
Probation Service

Co-Producing Digital Content to Promote Desistance Amongst Men with Intimate Partner Violence (IPV) Offences

Jason Morris – HMPPS, UK





Outline



- Context
- Desistance-Orientated Technologies
- Co-producing Complementary Digital Media (CDM) to help address Intimate Partner Violence
- Emerging Reactions to CDM
- The future...

Context: Traditional Rehabilitation

- Offending Behaviour Programmes (OBPs) can be effective in helping people change target behaviours (e.g. Bloomfield & Dixon, 2015; Travers, Mann & Hollin, 2015)
- OBPs are cognitive behavioural; targeted to individuals with higher risk scores; and, teach skills such as emotional regulation and perspective taking



Powtoon Ltd ©

Traditional Clinical Tools

OBP's use tools such as:

- psycho-education
- motivational and strengths-based working
- mindfulness
- targeted skills building/relapse prevention
- promoting self-efficacy



Tools can now be operationalised digitally to:

- complement OBP's through blended learning
- enable self-help and peer support approaches

(Kip et al, 2018; Elison-Davies et al, 2018; Ross, 2018)

Digitalisation of Clinical Tools

Systematic Review of eHealth in Forensic Settings (see Kip et al, 2018)

- communication technologies (e.g. video conferencing)
- interactive language-based digital interventions (e.g. online courses accessible through various devices)
- virtual reality simulation of offence-related realistic:
 - stimuli
 - situations
- gaming
- user-generated platforms

Desistance Orientated Technology

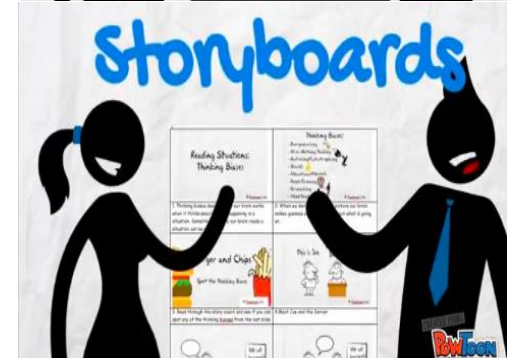
- Pioneered by corporations, small businesses, universities or 'intrapreneurship'
- Personalisation to the individual and their circumstances (Kip et al, 2018; Ross, 2018; Elison-Davies et al, 2018)
- Can utilise:
 - co-production
 - service user voices
 - peer delivery



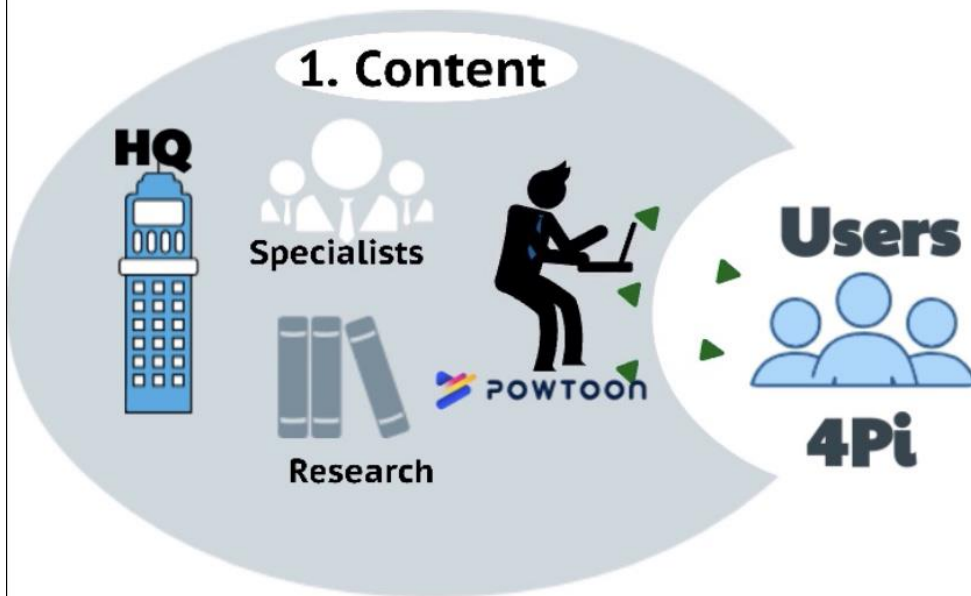
(Morris & Knight, 2018; Graham 2018)

Complementary Digital Media CDM

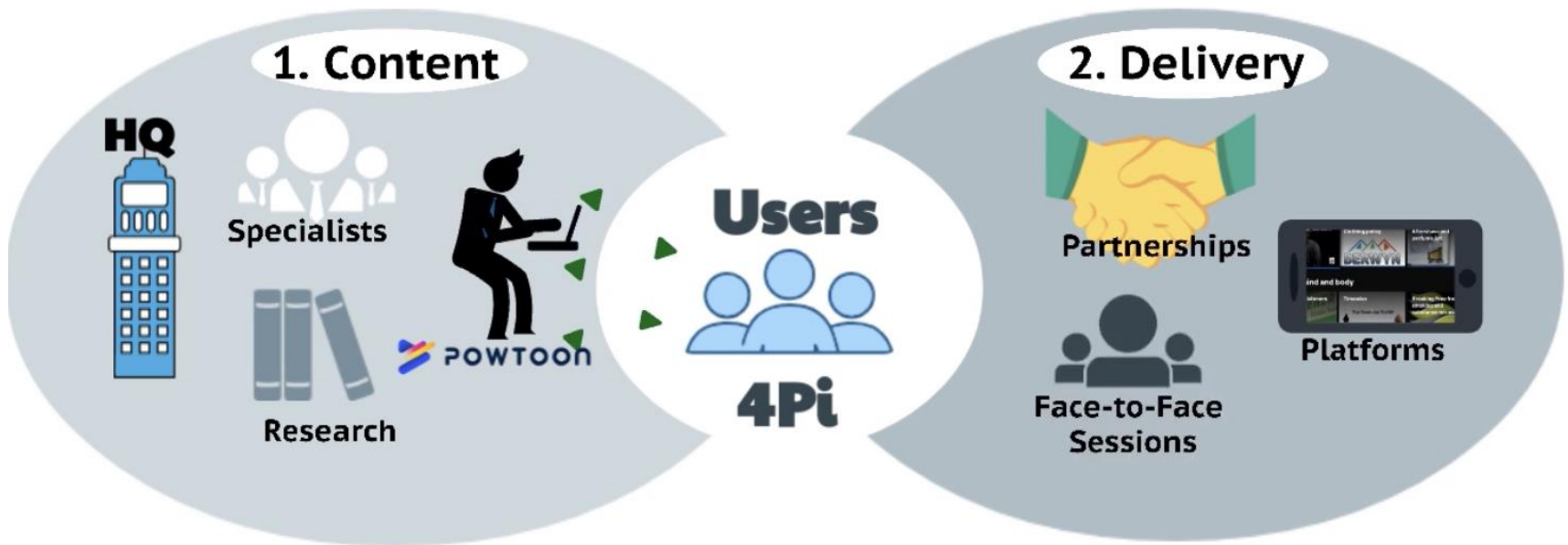
- Micro-learning explainer clips
- Get conversations started between supporters and participants
- Digital Learning principles:
 - Combine audio and visuals (modality principle)
 - Connect related elements to highlight key points (signaling principle)



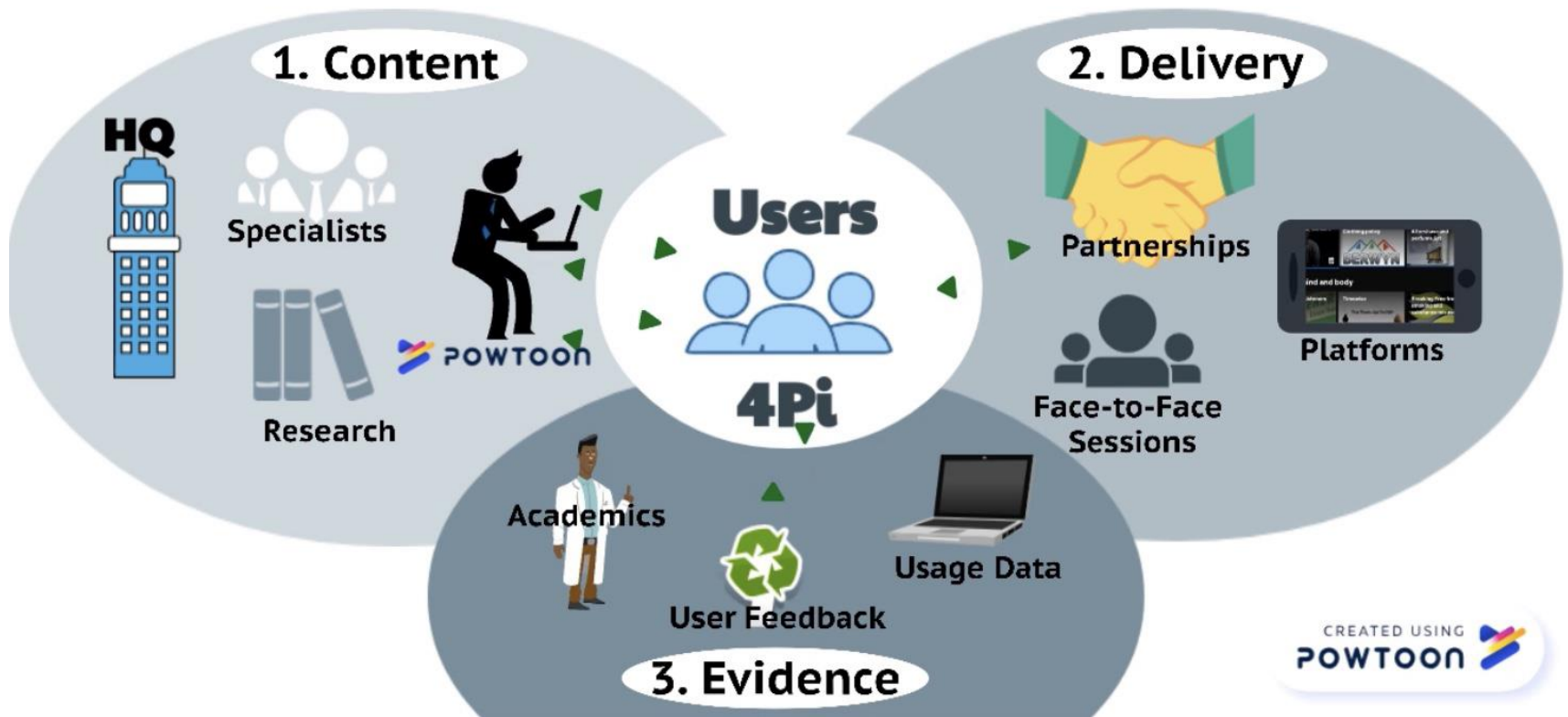
HMPPS Interventions Services - Digital Strategy



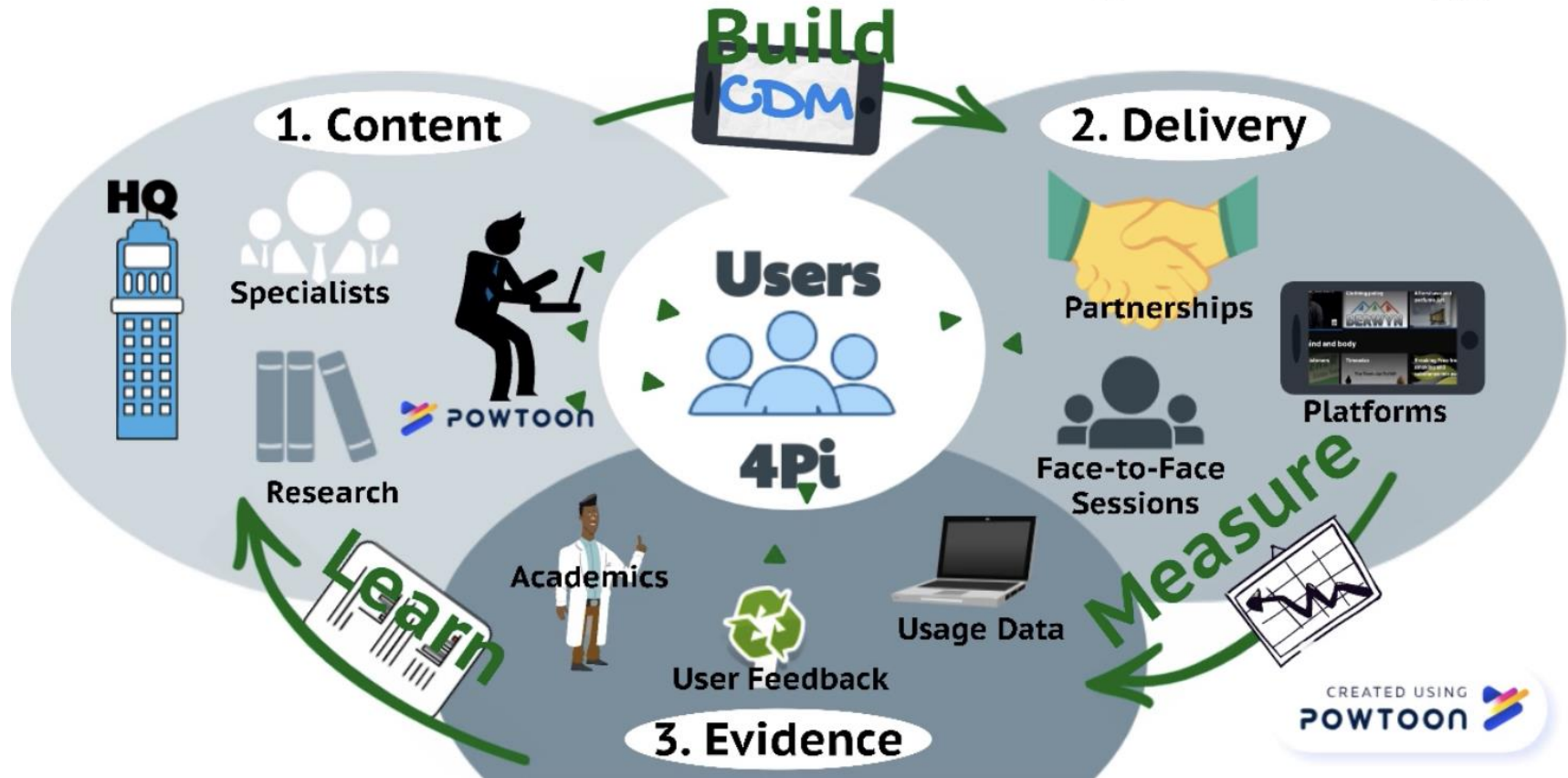
HMPPS Interventions Services - Digital Strategy



HMPPS Interventions Services - Digital Strategy



HMPPS Interventions Services - Digital Strategy





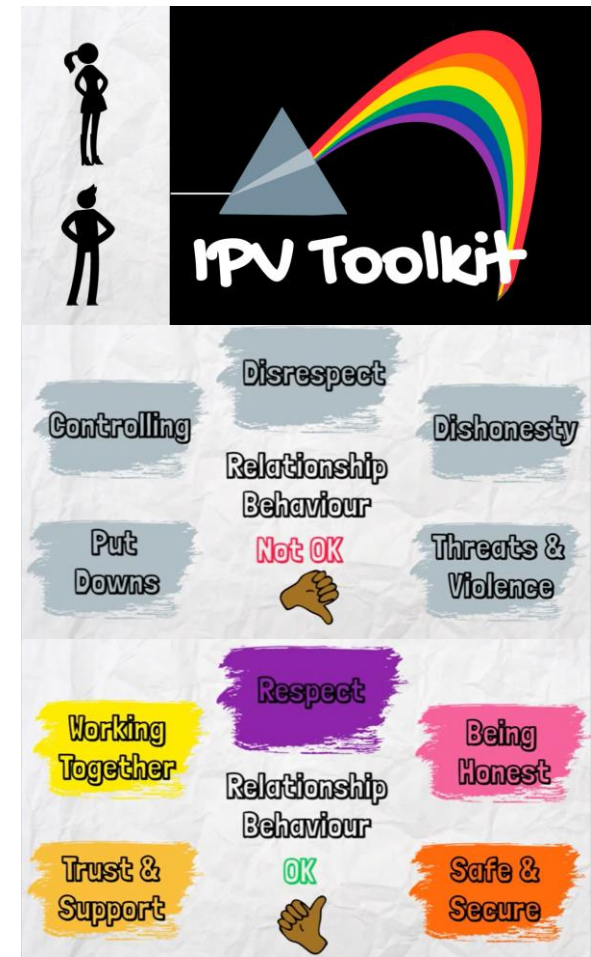
Developing and applying CDM to promote desistance in people who have used Intimate Partner Violence (IPV)

Intimate Partner Violence

- Est. 2 million adults aged 16 to 59 yrs experienced domestic abuse between Mar '17 to Mar '18
- 1.3 million women, 695,000 men
(Crime Survey for England and Wales)
- HM Inspectorate of Probation (2018) Thematic Review of Domestic Abuse recommends that providers:
 - improve the range, volume and quality of domestic abuse courses
 - ensure that short Rehabilitation Activity Requirement (RAR) interventions are evidence-based and delivered effectively

Intimate Partner Violence Toolkit

- 24 clips co-produced to introduce a range of skills to address the needs of men with IPV offences
- 3 Separate Pilots:
 1. “Spectrum” course (Group) – CRC (private sector probation)
 2. Supervision adjunct (1-2-1) - National Probation Service (public sector probation)
 3. Supplement to an Accredited Programme (Building Better Relationships; private sector)



Co-Producing the IPV Toolkit

- Service User Reference Group employing 4Pi Framework:
 - Purpose, Principles, Process, Presence and Impact
- Developing new content – scripts, storyboards, voiceovers
- Clips typically present:
 1. The challenge
 2. Explanation of a skill
 3. Use of the skill

For example: <https://youtu.be/UHLIR2v7nCs>

Also, developing implementation strategies to help practitioners support Spectrum participants

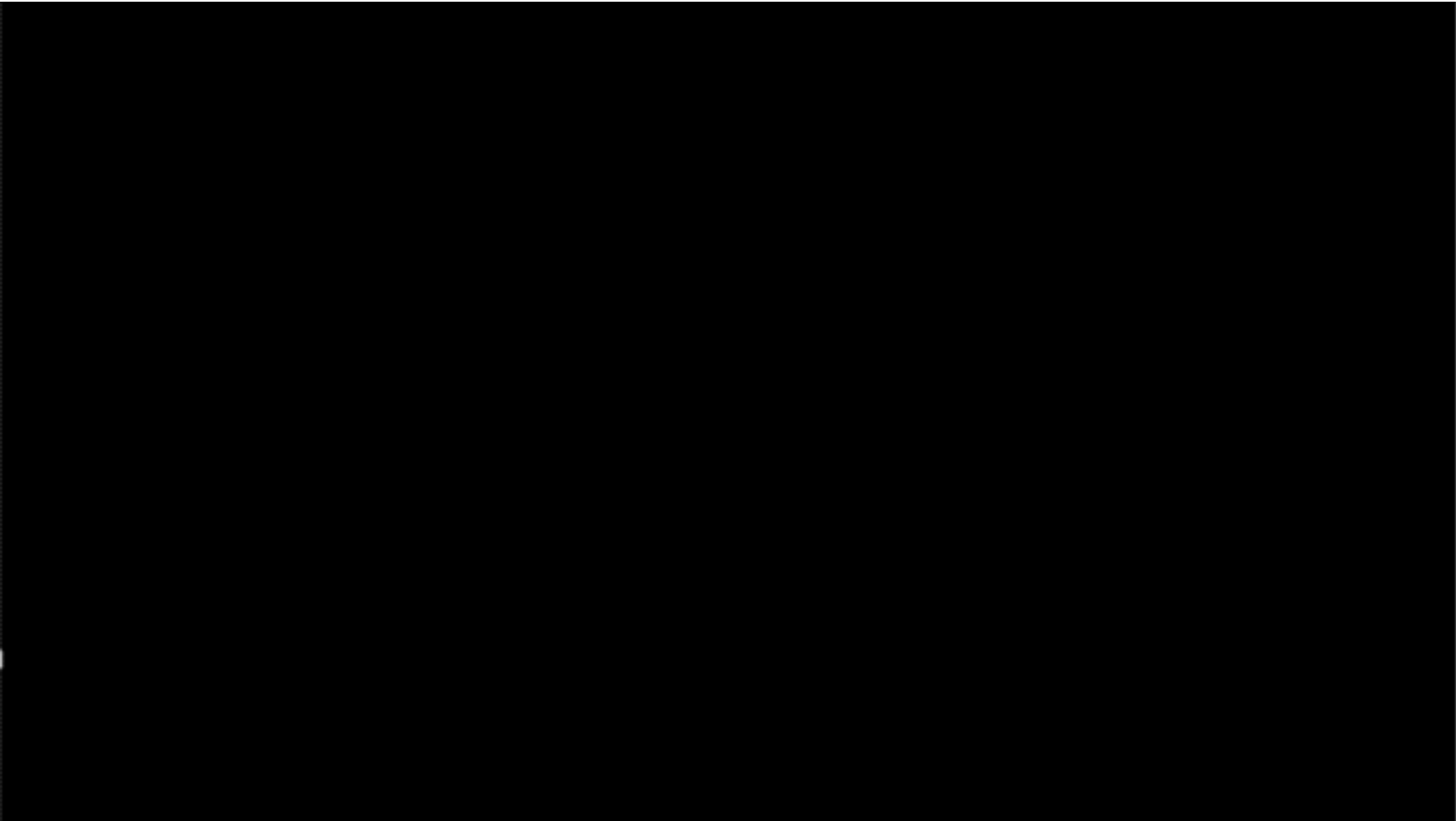


Co-Producing Same-Sex Content

- Literature review and stakeholder consultation on provision for LGBT people with IPV offences
- Co-production enabled culturally competent content designed to be in tune with the intimate lives of participants
- Impact on volunteers: https://youtu.be/Yk8ah_tYbb4

Morris et al (forthcoming)





Piloting Spectrum

- Integrated into a coordinated CJS response to IPV
- 24 Work packs delivered in up to 10 group or one-to-one sessions
- Introduces skills using animations and/or storyboards
- Supported with the Spectrum Workbook

Target group:

- Men who do not meet the criteria for an accredited IPV programme (i.e., Low Risk participants)
- Men who cannot attend conventional IPV group-work sessions because of responsiveness needs

Model of Change

Supporting Factors

- Active Engagement
- Identifying strengths
- Understanding trauma
- CDM Clips
- Self-Monitoring
- Workbook Tasks
- Personal Support
- Therapeutic Alliance
- Whole system approach

STOP

Develop insight and understanding

PREPARE

Acquisition of skills to target: attitudes, impulsivity, attribution, rumination, stress tolerance, conflict management, attachment

GO

- Rehearsing skills
- Strengthened protective factors
- Feedback from Spectrum supporters



Early Reactions to CDM within Spectrum

Practitioners: General

B2 - I think the clips worked and they delivered the right sort of content

B1 – they explained really clearly to have an example of a real life scenario against the point you are trying to make, just worked

NE1 – feedback that I've been getting is really good.....really relatable

B1 - [were all about the right length. I didn't see any loss of attention

B1 - you play the clip.... and then everything would come straight back about what had happened in last week's session

NE2 – It works really well with one to one

Participants: General

P5 - they were helpful. For me personally, I like looking at visuals rather than just reading, reading, reading. So visuals helped

P3 –they made the point. They explained everything then the support workers explained what it was all about

P4 – it is a bit silly, but every person has a different way of learning, innit. Some people are advanced learners, some people are not advanced learners. This just breaks it down, innit

Practitioners: “Breaking the Ice”

NE1 – a very easy way to generate a discussion with participants. The clips allow them to sort of become a third-party assessor of the skills, so generating a discussion is much easier, so you can draw the discussion round to personalising that material.

NE1 - The clips mean that you can get a feel for what is being discussed, without there being too much pressure ... It allows them to sort of personalise it in a slightly more gentle way. It makes it easy to understand whilst it makes it easily relatable

B1 - A lot of it comes from the clips....., because of the clips the guys were bringing what they needed to bring.

Participants: “Breaking the Ice”

P4 – everyone’s thinking, “I’m not going to talk in front of these kind of people”.... those little cartoons, they were like little ice-breakers to the group.

P5 – another thing is the language that is being used. It was an ice-breaker. You could hear people swear.

P4 – swearing and this and that

P5 – I think that is on our sort of level. Because that is how people speak

P4 – how everyone speaks

Practitioners: Development Areas

B2 - to look at the clips, I think they are quite bland – if that's the right word - to be honest. They are just animated figures. I can understand why we have done that, because you didn't want to identify any people.

NE1 – the building skills one. I don't show it. You are telling people at that point things we've already covered in so many different ways, so I feel it is surplus to requirements.

NE1 - some timing issues in some of them. The emoji wheel – oh god, it's painful.

NE2 – it moves so slowly. It just needs to be quickened up

Participants: Development Areas

P6 – I didn't like them. They were the least thing I liked about the group to be fair. I just found it a bit annoying. That's my personal opinion

Fac - What were the thoughts behind that?

P6 – it was the “bird” [partner of the main character], really. The bird's voice. I just didn't like her. To be honest

P4 – it's cartoon characters yeah - in all honesty the cartoon characters are little bit stupid - but it breaks the ice



Conclusions

CDM & Co-production: Ethos

Injecting simple tech (like CDM) into existing services can assist meaningful face-to-face connections and promote learning consolidation between sessions



Tech should respect and complement (not replace) the core practices of practitioners and peer supporters



Content must be real to users. Co-creation produces real content. Feedback and iteration are essential to optimise content



Desistance Orientated Tech: The Future

- Opportunities:
 - Replicable and personalised services
 - Blend of fidelity, flexibility, meaning
 - Continuity - through-the-gate
- Challenges:
 - Resources
 - Policy alignment
 - Seamless integration: staff awareness & skills
 - Delivering quality at scale

Thank you

Jason Morris

Jason.morris@noms.gsi.gov.uk

@jasoncpsychol



**HM Prison &
Probation Service**

References:

- Morris & Bans (2018) Developing digitally enabled interventions for prison and probation settings: a review. *Journal of Forensic Practice*. <http://www.emeraldinsight.com/doi/abs/10.1108/JFP-08-2017-0030>
 - Also see: <http://www.russellwebster.com/timewise/>
- Morris & Knight (2018) Co-Producing Digitally-Enabled Courses that Promote Desistance in Prison and Probation Settings. *Journal of Criminological Research, Policy and Practice*
 - Also see: <http://www.russellwebster.com/jasonvic18/>
- Morris, J., Gibbs, C., Jonah, O., Bloomfield, S. Weatherston, P. & Ireland, J. L. (Forthcoming). Developing Content to Promote Desistance in Men Who Have Used Violence Against a Male Intimate Partner
- Morris, J., & Graham, H. (in press) 'Using technology and digitally enabled approaches to support desistance' (chapter 16) in Ugwu-dike, P., Graham, H., McNeill, F., Taxman, F., & Trotter, C. (eds.) *The Routledge Companion to Rehabilitative Work in Criminal Justice*, London: Routledge.