ACTING AROUND IN YOUNG OFFENDER REHABILITATION:

INVESTIGATING HOW PSYCHOLOGICAL
THEORY FUSED WITH DRAMA TECHNIQUES
CAN CREATE A MODEL (THE V² MODEL) FOR
REDUCING CRIME WHEN WORKING WITH
YOUNG OFFENDERS WITHIN THE COMMUNITY

Ву

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DEDICATION

This is dedicated to my mother, Bogusia.

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Daniela Stasia Varley

PREAMBLE

When you try your best but you don't succeed
When you get what you want but not what you need
When you feel so tired but you can't sleep
Stuck in reverse

When the tears come streaming down your face When you lose something you can't replace When you love someone but it goes to waste Could it be worse?

Lights will guide you home And ignite your bones And I will try to fix you

High up above or down below
When you're too in love to let it show
If you never try you'll never know
Just what you're worth

Lights will guide you home And ignite your bones And I will try to fix you

Tears stream down your face When you lose something you cannot replace Tears stream down your face And I

Tears stream down your face I promise you I will learn from my mistakes Tears stream down your face And I

> Lights will guide you home And ignite your bones And I will try to fix you

'Fix You'

Coldplay (2005)

ABSTRACT

Background. The rehabilitation of young offenders remains an important objective and presents increasing demands upon the criminal justice system. Creative methods have previously been seen as an add-on approach to offender behaviour programmes, often viewed as merely a means of increasing engagement and attendance. The main focus of this thesis explored how the arts, in particular drama, can positively contribute to the process of reducing reoffending behaviour and reoffending rates with male young offenders serving community sentences.

Methods. The sample included in this thesis consisted of 72 male young offenders aged 10-18 years of age (mean age 15 years, SD = 1.66), referred by Birmingham Youth Offending Service over a period of 18 months, to the Recre8 company, which used the V² method of drama based intervention. Data was gathered over three intervals: pre-intervention; postintervention; and at three months follow-up. The three main aims of the investigation were; (i) to see if the psychology based drama interventions could ensure offender engagement and attendance; (ii) to examine the effectiveness of the V² model in relation to reducing or eliminating recidivism; and (iii) to explore what impact the V² model had on the development of self-esteem, confidence and personal and social development of the young offender participants. The CRIME PICS II questionnaire was used to collect data about participants. Qualitative semi-structured interviews were undertaken with a sample of 10 offenders, asking them for their views on the V2 intervention programme at the three months follow-up stage.

Results. A completion rate of 91.5% was demonstrated by offenders who took part in all of their sessions on the V² programmes. There was shown to be a significant (P<0.001) reduction in those classed as medium risk offenders at pre-intervention (60%) to low risk by three months follow-up (25%). A corresponding increase was observed in those classed as low risk at pre-intervention (40%) by the three months follow-up (75%). A repeated measures ANOVA was conducted on the intervention, post-intervention and follow-up scores on all five sub-scales of the CRIME PICS II questionnaires as well as Rosenberg's Self-Esteem Scale. Results showed significant positive improvements from preintervention to three months follow-up in all six measures (general attitude towards offending (G) p < .001; anticipation of reoffending (A) p < .001; victim hurt denial (V) p = .004; evaluation of crime as worthwhile (E) p < .001; perception of current life problems (P) p < .001 and Rosenberg's Self-Esteem Scale p = .054).

The semi-structured interviews identified three main themes: 'Programme distinctiveness'; 'Going above and beyond'; and 'Change: "offending itself is stupid". Subthemes were identified for each of these and are discussed and explored further within the thesis.

Conclusion. This thesis bridges the research gap in the areas of rehabilitating young male offenders, by utilising a mixed methods approach, highlighting the benefits of drama interventions, and in particular with low and medium risk offenders, producing a scientific framework to measure the impact of behavioural change with in a creative intervention. This research thesis contributes towards the literature around the arts and rehabilitation models for young male offenders.

Key words

Young offenders, Offender rehabilitation, Drama, Arts, Interventions, Risk, Recidivism

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INTRODUCTION

Youth crime in England and Wales, and how best to respond to it, has attracted political attention for decades. More than 30 years ago the Conservative party manifesto (1979) promised to make more use of attendance centres for "hooligans" and to give a "short, sharp shock" to young offenders. Then the Labour government reformed youth justice by creating the Youth Justice Board and a system of local, multi-disciplinary Youth Offending Teams in 1998. Evaluations of these reforms identified improvements. However criticisms of such reforms dedicated specifically to young people came in the form of identifying a lack of prevention work, (particularly through other services such as local authority childrens' services) and less criminalisation of young people (Grimwood and Strickland, 2013).

In 2010, the CONS-LIB Coalition government announced a review of sentencing and the consultation (green) paper on punishment and rehabilitation, published in December 2010, promised to "break the cycle" of reoffending (MoJ, 2010). This would be achieved by the introduction of 'payment by results' to all offenders by 2015. This paper highlighted that prolific adult offenders first commit crimes between the age of 11 and 12 (Loeber and Farrington, 1998; Hales, Nevill, Pudney, and Tipping, (2009). Early intervention with children and young people at risk of offending can be the most successful time to intervene and "break the cycle" of crime (MoJ, 2014). However the question to ask is what works and for whom, as there is

clearly no blanket approach to the rehabilitation of offenders (McNeill and Weaver, 2010).

Currently there is strong support for rehabilitative interventions both in prisons and within community sentences in the UK, with the main aim being to keep the reoffending rates down, thus reduce associated costs, and to appease the general populist view that governments do not tackle crime effectively. The average cost per UK prison place per adult is £36,237 (MoJ, 2014), however this figure nearly doubles when dealing with young offenders in custody, rising to over £72,000 (MoJ, 2014). Lockwood and Hazel (2015) found that 68% of young offenders leaving custody reoffend within one year, strongly inferring that not all interventions offered to young offenders are effective. One possible explanation for this is that over 70% of young offenders have a low perception of their personal attainment, describing their educational attainment as zero. Therefore any approach to rehabilitation that follows a traditional education framework (similar to school lessons) may be dismissed by young offenders, in fear of repeated sense of failure (Balfour, 2004; Bayliss, 2003). Therefore a new style towards the rehabilitation of offenders is needed, one that separates itself from traditional methods and is inclusive, and therefore more likely to be successful.

The past three decades has seen a popular development of the use of drama and theatre methods being used alongside offenders (Thompson, 2002), especially with incarcerated offenders. Clements (2004) states that arts-based interventions tend to be popular with offenders both in custody

and whilst serving community orders as the approach is holistic and provides a safe space for them to explore their own feelings, beliefs and behaviours. However, communication about the rehabilitative nature of the arts in helping young people create meanings for their lives and in turn reducing offending seems sparse in government documentation. Indeed in the government document "Breaking the Cycle" (MoJ, 2010) there is no reference to the arts, despite the paper heavily addressing the rehabilitation of offenders. In the present economic climate, there is concern that budget cuts may present challenges to the delivery of the arts (Hughes, 2005; Dick, 2011; Hedderman, 2013). So there will be a knock on effect to those in arts-based services.

In 2014 the coalition government introduced a "rehabilitation revolution" with payments made to independent providers who contribute to reduced reoffending rates, known as 'Payment by Results'. This meant that service providers would be paid according to the reductions in reoffending they could be proved to have achieved, with such proof provided through rigorous evaluations and reports. Hedderman (2013) states; 'On the face of it this 'Payment by Results' (PbR) idea is hugely attractive, particularly in the current economic climate and under a government which is so keen, not only to reduce public expenditure, but also to reduce the scale of the public sector. Why should we pay for the delivery of a service which may or may not bring about the desired change, when it is possible to transfer the cost of failing onto the supplier' (pg. 44). This approach wanted to filter out the

organisations that were not producing the desired outcomes and to financially reward those who were able to reduce offending.

There has been increasing acknowledgement of the important and major role that art-based programmes can have in reducing offending behaviour. This is by contributing to assist with those psychosocial factors associated with offending behaviours, such as poor social skills, education, self-confidence and esteem (Thompson 1998; Miles 2004). In 1994, the Association of Chief Officers and Probation (ACOP) stated in their 'Probation and the Arts' briefing paper that; 'The arts play a directly functional role especially in the primary task of reducing offending, through education and challenging behaviour, offering new ways of thinking, and redirecting energies.' As a result of this, arts-based interventions have been continuously used as part of the approach to treating offenders, often applied mainly in custodial environments for a number of years (Jennings, 1997; Balfour, 2004; Anderson and Overy, 2010).

One of the main challenges art-based programmes endure within the criminal justice system is providing sufficient evaluative evidence showing that such projects produce positive effects in relation to reducing re-offending rates (Jennings, 1997). Many projects currently fall short of the specified requirements of 'Payment by Results'. According to Thompson (1995), 'Clearly more research is needed on which style of arts prevention programme has what effect, and how participants respond to the explicit rehabilitation programmes as compared to the creative arts process

programmes.' Although dated, his insight proves to be current today, especially with the new 'Payment by Results' strategy proposed/implemented by the UK coalition government (2013).

This thesis explores the literature surrounding the evaluations of arts-based interventions and their effectiveness when aiming to rehabilitate young offenders. The main aim of the thesis is to explore how the arts, in particular drama, can positively contribute the process of reducing reoffending rates with young offenders serving community sentences. As the literature encompassing rigorous scientific evaluation is sparse, a wide range of past research will be explored both in the UK and beyond. The present study is based on young offenders (aged 10-17); however, the literature will review adult offenders and young offenders, both male and female, in order to offer a palatable amount of useful evidence.

The three main objectives of the investigation are; (i) to see if the psychology based drama interventions (V^2 model) successfully gain levels of engagement among offenders; (ii) to examine the effectiveness of the V^2 model in relation to reducing or eliminating recidivism and; (iii) to explore what impact the V^2 model has on the development of self-esteem, confidence and personal and social development of the young offenders taking part.

The first chapter, the Literature Review, examines secondary data and research results based on the theoretical framework of this thesis in

order to understand the rehabilitation of offenders through the use of various models. Emphasis is placed on interventions designed for young offenders, with a strong focus on academic research identifying the effectiveness of such models and interventions. The role of using arts with offenders is also explored, particularly focusing on the art form of drama and how this is implemented, evaluated and perceived by academics and those working within the criminal justice system.

Chapter 2 addresses the methodological context in which the thesis is framed and how it has guided data collection, analysis and development of theory. The subsequent section describes the data collection phases for this study, which included pre, post and a 3 months-follow up questionnaire, utilising the scientific rigor of statistical analyses (repeated measures ANOVA and Chi-square). This was supported against a qualitative backdrop of thematic analysis, enabling reflection and conceptualisation from the data through the use of semi-structured interviews obtained from a sub-sample of participants in this study.

Chapter 3 presents the results of the study. This chapter is divided into two sections; the first showing the findings from the statistical data and the second section highlighting the themes derived from the responses of the participants obtained from the semi-structured interviews. A summary of the results section attempts to synthesis the findings based upon the statistical data and the qualitative data.

In chapter 4, the analysis of findings are discussed in the wider context of rehabilitation and the approach to youth offending. The V^2 model is explored as a possible rehabilitative tool for use with young offenders as well addressing the limitations of the study. This is done within the context of the wider issues raised within the literature review. Chapter 5 aims to conclude the research thesis and the broader context of the findings, as well as outlining recommendations for further research in the area.

CHAPTER 1. LITERATURE REVIEW

1.1 Introduction

The rehabilitation of offenders debate of "nothing works" (Martinson, 1974) to "what works" and now "what works and for whom" has dominated academic research for over 60 years, as well as being a heavily debated topic within the political field. His research attempted to assess the effectiveness of various prison reforms. The aim of this research is to examine how psychological theory fused with drama can reduce offending when working with young offenders.

The three main objectives of the study are:

- (i) to see if the psychology based drama interventions successfully improve levels of engagement among offenders
- (ii) to examine the effectiveness of the V^2 model in relation to reducing or eliminating recidivism
- (iii) to explore what impact the V^2 model has on the development of self esteem, confidence and personal and social development of the young offenders taking part

There are many factors that are acknowledged to impact the success rates of intervention methods, and these will be introduced and discussed here. Firstly, the attrition of participants over time is a risk that is prevalent in many offender behaviour programmes. Documented research addresses how levels of attendance (Friendship *et al.*, 2003), can affect results by highlighting that poor attendance and non-completion of programmes can contribute to higher reconvictions. Research generally hypothesises that

those who complete offending behaviour programmes are more likely to not reoffend (Grimewood and Berman, 2012). Offending behaviour programmes that boast the highest attendance rates tend to be those delivered in custodial settings, whilst corresponding community based programmes tend to have more issues regarding attendance (Grimewood and Berman, 2012). The combination of drama and psychology within behaviour programmes, claim to have a high programme completion rates due to matching interest levels and engagement of participants. This is shown in the research conducted by Blacker, Watson and Beech (2008) working alongside prisoners addressing violent behaviour and also the findings of Antonowicz and Ross (1994), who suggest that drama combined with psychological theory equals a successful component for offender rehabilitation because creative arts engage and motivate offenders (Meekums and Daniel, 2011).

The second area of interest for this piece of research is to see how effective psychology based drama programmes are at reducing offending behaviour. The combination of creatively exploring a range of pertinent situations relevant to the lives of young offenders, supported by key psychological theories can be seen as an alternative approach to rehabilitation. Theories including cognitive behavioural theory (Beck, 1976 and Vennard *et al.*, 1997), social learning theory (Bandura, 1977) and role theory (Goffman, 1959) fused with drama techniques deviates from traditional teaching methods. Past research indicates that traditional teaching methods tend to be unsuccessful with offenders due to previous negative

experiences in school (Corr, 2014), highlighting that new approaches are needed in order to engage and motivate young people.

Another area of consideration concerns the development of so-called "soft skills" within the young offenders. Past academic research from a review by Hughes (2005) has highlighted the enhancement of soft skills such as confidence and self-esteem are key factors to employment, education and maintaining successful relationships, which in turn aids the process of desistence. These non-criminogenic needs are included in the Risk-Need-Responsivity model of offender assessment and rehabilitation (Bonta and Andrews, 2007).

This literature review examines research data and outcomes based on the rehabilitation of offenders and various models that have been introduced into the field. Emphasis is placed on interventions designed for young offenders, with a strong focus on academic research identifying the effectiveness of such models and interventions. The role of the use of arts with offenders is also explored, particularly focusing on the art form of drama with offenders and how this is implemented, evaluated and perceived by academics and those working within the criminal justice field.

1.2 Offender Rehabilitation

This section explores the history and development of offender rehabilitation, placing emphasis on the models that have been used, the 'What Works' debate and how offending behaviour programmes have been adapted to accommodate the needs of offenders with varying levels of success. Reoffending costs the UK taxpayer between £9.5 - £13 billion per year (MoJ, 2015) and half of the crime committed is by people who have already entered the criminal justice system (repeat offenders) (MoJ, 2015). The findings of this report were based on consultations held with the Probation Service, 'Payment by Results' pilot study data and Transforming Rehabilitation (a community based service that aims to reduce reoffending). The report states that almost half (42.2%) of all offenders released from custody in the UK go on to reoffend within 12 months. With such alarming figures there is a strong focus on delivering interventions that produce positive results. The report acknowledges that punishment of offenders does not deter them from engaging in further negative behaviour, and those serving short sentences tend to be the same criminals who repeatedly pass through the courts, prison and community sentences.

Offender Rehabilitation, according to Rotman (1990) can be defined as a 'change for the better'. The concept of rehabilitation has a double meaning; it can be seen as an end goal or outcome, or it can be viewed as a set of processes and practices (Rotman, 1990). Concepts and themes associated with the rehabilitation process include redemption, resettlement, restoration, reform, reintegration and re-entry. The common denominator between such themes is the pre-fix 're', suggesting that one is able to return to a previous state or condition (Robinson and Crow, 2009). In the case of offender rehabilitation, it refers to the return of a pro-social citizen after a period of exclusion (prison/community sentence) where the association to

negative anti-social behaviour is no longer apparent (1974 Rehabilitation of Offenders Act: MoJ, 2014). This act exists to support the rehabilitation into employment of reformed offenders who are no longer committing crimes. Under this act, for an offender to be regarded as rehabilitated, a time frame is adhered to which varies according to the disposal administered or sentence passed, cautions and convictions may become spent (except those resulting in prison sentences of over four years as well as any public protection sentences). This time frame ranges from six months to three years for an offender under the age of 18 when convicted, and between one year to seven years for an offender aged 18 or over at the time of conviction. Thus indicating that an offender is rehabilitated.

1.2.1 History of Offender Rehabilitation

Ideas and practices associated with the rehabilitation of offenders are rich in history, stretching back as far as the eighteenth century (Robinson and Crow, 2009). The Penitentiary Act, which was passed by the British Government in 1779, made the rehabilitation of criminals a function of all prisons. Although imprisonment remains the central form of punishment, since that time the emphasis has shifted somewhat from punishment to rehabilitation. Offender rehabilitation, although not at the forefront of government policy at all times, has had a dated history providing evidence that interventions can reduce recidivism, albeit to different levels of success. The techniques used to rehabilitate offenders vary including psychological rehabilitation, treatment and educational and vocational training.

Before being able to identify the specific strands of theories directly linked to the rehabilitation of offenders, one must first gain a solid understanding of the foundation of research that has dominated the argument of rehabilitation. The turn of this century was an exciting time for behavioural psychologists and behaviourists as new theories were offered and assumptions were made that long-term change in behaviour is possible. Examples of such theories include cognitive behavioural theory, which provides a framework for understanding the ways in which beliefs and attitudes affects thinking, feeling and behaviour (Beck, 1976; Vennard et al., 1997 and McGuire, 2000); Social learning theory explained principles by which learning takes place in an interactive process using modeling and repetition in a social context (Bandura, 1977). Both are extremely popular and still widely used today in order to understand and challenge behaviours. Role Theory (Goffman, 1959) is a set of concepts and interrelated theories focusing on adopting and adapting roles to suit social situations. Although this list of theories is not exhaustive, each or all of these theories have a firm foundation in rehabilitation models used for the treatment of offenders, including the Risk-Need-Responsivity model (Andrews, Bonta and Hoge, 1990).

The constant drive behind any form of rehabilitation with offenders is the notion of change and learning. Kirby (1954) reviewed past qualitative research on the effects of treating male criminals and delinquents and identified four treatments based on a counselling model that proved to be effective when exploring the rehabilitation of offenders. The reviewed studies

were measured comparing those offenders who received treatment, to those who did not. Findings indicated that three out of the four studies highlighted lower recidivism rates for those offenders who had received the treatment (75% effective). However he did claim that the findings of the majority of treatment programmes were based 'on hope' and perhaps informed speculation of practitioners at the time, rather than on verified information and data. This questions the validity of the research, as "speculation" is clearly not a scientific rigorous measuring tool.

Similar findings were echoed by Bailey (1966), where 60% of studies proved to be effective based on a review of 100 reports based between 1940 - 1960. His findings showed that 52% of the research reviewed lacked a control or comparison group; this therefore questions some of the validity of the findings. Out of the 100 studies consisting of a sample of all male offenders, only 22 were classified as experimental, of which 42% of these reported a positive statistically significant change in indices of the dependent variable applied to the treatment group. However upon closer inspection the results analysed indicated that a majority of the programmes were evaluated in "forced treatment" settings such as prison or parole compared to "voluntary treatment" (pg.156) settings therefore questioning both the ecological validity and reliability of the research. Logan (1972) found that out of 100 studies identified, approximately 50% of treatment given to prisoners was effective in changing behaviours (see table 1). His review included studies based on "technique of corrective or preventative treatment" (pg.62). This broad definition allowed the review to include all studies that sought behavioural change in offenders or potential offenders ranging from psychiatric treatment, imprisonment treatment, to community treatment and vocational rehabilitation. Claims of successful outcomes were categorised as 'High' = 16 studies; "Good to High" = 4 studies; "Good" = 24 studies; 'Fair to Good' = 11 studies; 'Fair' = 15 studies; 'Failure' = 16 studies and finally 'Unclassifiable' = 14 studies. There was a strong optimism regarding rehabilitation as 16 studies were classed as 'High'. Education programmes made the highest claims of success of rehabilitation.

Table 1. Reviews of the effectiveness of rehabilitation

Review	Number of studies reviewed	%effective
Kirby (1954)	4	75
Bailey (1966)	22	60
Logan (1972)	18	50

The 1950s and 1960s was the time when reducing recidivism was seen as a direct link to effective treatment; the rehabilitation of offenders was becoming of greater interest to both the UK government and the general public. However, the 1970s and following decades were not classed as a fashionable time for ideas based on offender rehabilitation. It was during the 1970s that recidivism and effective treatment experienced a downfall. Robert Martinson (1974) undertook a review of 230 offender treatment interventions from 1945 - 1967. Martinson held a very liberal view of what defined treatment and even though findings found that 50-60% of treatments were effective, the overall conclusion from the meta-analysis was that "nothing works" when it comes to offender rehabilitation in prison, or indeed to reform

criminals at all ("Nothing works" debate). His research concluded that there was "no clear pattern to indicate the efficacy of any particular method of treatment" (pg. 49) and "... with few and isolated exceptions, the rehabilitative efforts that have been reported so far have had no appreciable effect on recidivism". (1974: pg. 25). He reported that amid the rising crime rates, with a few exceptions no post programme evaluations showed an effect on the recidivism of offenders (Greene, 2002). These claims were not universally accepted at the time the article was published and Martinson himself revoked this claim by acknowledging the poor design quality of many of the programmes. He stated that this might have precluded the detection for positive outcomes.

The result of "nothing works" was a huge movement within the criminal justice field. The general consensus was that if offenders could not be rehabilitated, punishment or deterrence should be the focus of how to reduce criminal behaviour. The punishment approach became known as the "get tough" movement and according to Greene (2002) this became the new ideology mind-set, driven by a political stance that led to an increase within the prison population. The evidence to support this is seen within the rise of the prison population. The "get tough" stance on crime strongly opposed policies that proposed "soft" options (usually therapeutic), favouring the rights of victims (Miller, 1973). The "get tough" movement shifted from policies based on rehabilitating offenders towards ones that concentrated on punishment and deterrence (Harty, 2012). Forty years on, researchers evaluated whether this approach actually worked. Findings exposed that

both prison and probation populations rocketed and deterrence had very little, if any impact at all on offender recidivism (Villettaz, Killias and Zoder, 2006). In some cases due to the retribution movement, an increase in recidivism was demonstrated (Andrews and Bonta, 2006).

Although the current UK government tends to give a tough view of crime in terms of both policing and sentencing, they also present a view that community safety must include effective offender rehabilitation (Polaschek, 2010). However this concept is not well documented within the media indicating that they do not want to be seen endorsing a "soft" approach. The main concern is due to the financial expense that such programmes cost to develop and deliver, and therefore the testing of old interventions (or at least components of old interventions) tends to produce the best evidence based research to which many new interventions are built upon (Wormith *et al.*, 2007).

Polaschek (2010) stated that programme evaluations have unearthed a number of factors including; programme integrity (according to Andrews and Dowden, (2005) this refers to whether a programme implemented is delivered as intended by its underlying theory and design); levels of risk of offenders, (the risk offenders pose to the public and to committing further offences); length of the intervention/duration of treatment; and attrition rates.

To date, there has been a shift in the "What Works" debate in offender rehabilitation to "what works for whom, and when" (Wormith *et al.*, 2007).

The answer tends to lie in the type of intervention method used, e.g. cognitive, behavioural, or both, or the type of offender e.g. sexual offender, violent offender. Therefore this may be a much more complex and nuanced area, where it is impossible to be one-dimensional in terms of saying whether treatment is effective or not without acknowledging the complexity of the field.

A positive outcome of the "nothing works" ideology was that treatment programmes followed a more stringent evaluation approach. In the 1980s researchers including Gendreau and Ross (1981) and McGuire and Priestly (1985) collected information based on interventions that obtained positive results and proved successful with offenders. Their research (and others) was likely to be subject to meta-analysis (if of good enough quality) where a number of principles and factors were able to be explored (see table 2). What also emerged were strong theoretical models that provided reasoning, evidence-based findings and explained why some interventions were successful and others were not (Andrews and Bonta, 2003; Andrews *et al.*, 1990). The various evidence-based principles and factors that emerged were described by McGuire (1995) as: risk classification, criminogenic needs, responsivity, community based, treatment modality and programme integrity.

Table 2. Principles and definitions emerged from the meta-analysis on interventions with offenders

Principle	Definition
Risk classification	Matching risk against intervention (e.g. the higher the risk of offender, the more intensive the intervention
Criminogenic Need	Goals needed to reach in order to reduce offending behaviour
Responsivity	Delivery style that is responsive to the learning of the offender(s)
Community base	Programmes in the community have a greater success at offender rehabilitation
Treatment modality	Programmes should be multimodal, based on the cognitive behavioural approach and skills orientated
Programme integrity	Ensures the programmes are delivered the way that they should be

1.2.2 Offender Rehabilitation Models

Ward *et al.*, (2007) highlighted that good theories of offender rehabilitation should directly specify the aims of the therapy, provide the justification in terms of core assumptions regarding aetiology, highlight the values that underpin the approach and share a framework of how such treatment should be undertaken. Successful rehabilitation models should also provide the most effective treatment style (whether this be skills based, group focused, structured); explore the issue of motivation to completing the transition to offender rehabilitation; and also clarify the role of a good therapeutic alliance.

Addressing criminogenic risk factors (also known as dynamic factors) is the primary goal of offender rehabilitation (McGuire, 2002). A criminogenic

risk factor is something that has been demonstrated to be associated with offending behaviour. These risk factors can be historical (i.e. static) and therefore unchangeable such as age of first conviction, or they can be dynamic and therefore changeable such as level of employment or educational opportunity. To date, social scientists have consistently identified eight risk factors, referred to as the "central eight". Andrews and Bonta (2003) state that these are:

- 1. A history of offending
- 2. Antisocial personality pattern (e.g. impulsive, novelty-seeking, aggressive behaviour)
- 3. Antisocial attitudes, values, beliefs, rationalisations and identity
- 4. Antisocial associates
- 5. Substance abuse / misuse
- 6. Unsatisfactory family and/or marital situation (dysfunctional or supportive of crime)
- 7. Poor performance and/or lack of education/employment
- 8. Lack of involvement and satisfaction in pro-social recreational/leisure activities

It is therefore assumed that in order to work successfully with an offender in terms of addressing their needs, programmes should to be based around the relevant risk factors in order for there to be a change in behaviour and attitude. Subsequently, Andrews, Bonta and Wormith (2006) identified the risk and dynamic need in order to reduce recidivism, as shown in table 3.

Table 3. The major risk and/or need factors for promising intermediate targets to reduce recidivism (Andrews, Bonta and Wormith, 2006)

Factor	Risk	Dynamic Need
History of antisocial behaviour	Early and continuing involvement in a number and variety of antisocial acts in a variety of settings	Build noncriminal alternative behaviour in risky situations
Antisocial personality patter	Adventurous, pleasure seeking, weak, self control, restlessly aggressive	Build problem-solving skills, self-management skills, anger management and coping skills
Antisocial cognition	Attitudes, values, beliefs, and rationalisations supportive of crime; cognitive emotional states of anger, resentment and defiance; criminal versus reformed identity; criminal versus anticriminal identity	Reduce antisocial cognition, recognise risky thinking and feeling, build up alternative less risky thinking and feeling, adopt a reform and/or anticriminal identity
Antisocial associates	Close association with criminal others and relative isolation from anticriminal others; immediate social support for crime	Reduce association with criminal others, enhance association with anticriminal others
Family and/or marital	Two key elements are nurturance and/or caring and monitoring and/or supervision	Reduce conflict, build positive relationships, enhance monitoring and supervision
School and/or work	Low levels of performance and satisfactions in school and/or work	Enhance performance, rewards, and satisfactions
Leisure and/or recreation	Low levels of involvement and satisfactions in anticriminal leisure pursuits	Enhance involvement, rewards and satisfactions
Substance abuse	Abuse of alcohol and/or other drugs	Reduce substance abuse, reduce the personal and interpersonal supports for substance-oriented behaviour, enhance alternatives to drug abuse

NOTE: The minor risk and/or need factors (and less promising intermediate targets for reduced recidivism) include the following: personal and/or emotional distress, major mental disorder, physical health issues, fear of official punishment, physical conditioning, low IQ, social class or origin, seriousness of current offence, other factors related to offending.

1.2.2.1 The Risk-Need-Responsivity Model

The Risk-Need-Responsivity model, according to Andrews, Bonta and Hoge (1990), is underpinned by social learning theory, focusing on the behavioural reinforcement and modelling of criminal behaviour. According to Blanchette and Brown (2006) this model is the most influential when addressing the assessment and treatment of offenders. The aim of this model is to reduce the risk of committing additional offences, which in turn has broader ramifications and ultimately helps to create safer communities. The model evolved from three 'core' principles: those of risk, need and responsivity (RNR), a fourth was also included – known as professional discretion. What is so unique about this model is that it not only lists the principles for effective rehabilitation (18 in total) but it also provides evidence that is based on empirical research, theory and practical work on which the principles rest – this is known as the 'General Personality and Cognitive Social Learning' perspective (Andrews, Bonta and Wormith, 2011).

The Risk-Need-Responsivity model of offender treatment has a strong focus on the management of offender risk. The risk principle centres on the factors (usually static) that predict recidivism; therefore interventions for the offender should be matched to this level of risk. This principle refers to who should be treated. Research identified that high-risk offenders benefit the most when the intensity is sufficient; 100 hours for high-risk young offenders (Lipsey, 1999) and up to 300 hours for high-risk adults (Bourgon and Armstrong, 2005). Bourgon and Armstrong (2005) examined the relationship between treatment dosage and risk level in a sample of incarcerated adult

offenders by comparing the likelihood of recidivism of inmates receiving different treatment dosages to a comparison group of inmates receiving no treatment while in prison. Findings led to several conclusions regarding the effect of different dosage levels for different risk levels of offenders. They found that moderate risk offenders or those with few criminogenic needs were less likely to recidivate when they received 100 hours of treatment. Offenders who were classed as high risk with few criminogenic needs or moderate risk with multiple criminogenic needs recidivated at lower levels when they received 200 hours of treatment. Therefore cases referred to treatment need to be based on valid and reliable risk assessments (static and dynamic risk factors). The second principle, known as 'need' focuses on targeting factors that relate to criminal behaviour (criminogenic needs, also known as dynamic risk factors) as shown previously in table 3. These are the intermediate targets of change in rehabilitation programmes; or needs that have minimal to no causal relationship to offending (noncriminogenic needs, also known as static factors) (Andrews and Bonta, 1998). (See table 4)

Table 4. Noncriminogenic needs (Andrews and Bonta, 2010)

Noncriminogenic need

Self-esteem

Vague feelings of emotional discomfort (anxiety, feeling blue and feelings of alienation)
Major mental disorder (schizophrenia, depression)

Lack of ambition

History of victimisation

Fear of official punishment

Lack of physical activity

Finally, the responsivity principle highlights the sheer gravity of being able to match interventions to characteristics of the offender; such as their learning style, levels of motivation, cultural identity, academic ability and interest levels (see table 5).

Table 5. The Risk-Need-Responsivity model of offender assessment and rehabilitation (Bonta and Andrews, 2007)

Principle	Statement
Overarching principles	
Respect for the person	Services are provided in an ethical, legal, just, moral, humane and decent manner.
Theory	Use a general personality and cognitive social theory.
Human service	Introduce a human service delivery rather than relying on the severity of the penalty.
Crime prevention	The theoretical and empirical base of RNR-based human service should be disseminated widely for purposes of enhanced crime prevention throughout the justice system and beyond (e.g., general mental health services).
RNR	
Risk	Match the level of service to the offender's risk to re-offend.
Need Responsivity:	Assess criminogenic needs and target them in treatment. Maximize the offender's ability to learn from a rehabilitative intervention by providing cognitive behavioural treatment and tailoring the intervention to the learning style, motivation, abilities and strengths of the offender.
General	Use cognitive social learning methods to influence behaviour.
Specific	Use cognitive behavioural interventions that take into account the strengths, learning style, personality, motivation and bio-social (e.g., gender, race) characteristics of the individual.
Structured assessment	
Assess RNR	Use structured and validated instruments to assess risk, need and responsivity.
Strengths	Assess personal strengths and integrate them in interventions.
Breadth	Assess specific risk/need/responsivity factors as well as non-criminogenic needs that may be barriers to pro-social change but maintain a focus on the RNR factors
Professional discretion	Deviate from the RNR principles for specified reasons.
Programme Delivery	
Dosage	Engage higher risk cases and minimize dropout from programmes that adhere to RNR
Staff practices:	
Relationship skills Structuring skills	Respectful, collaborative, caring staff that employ motivational interviewing (stages 1 and 2). Use pro-social modeling, the appropriate use of reinforcement and disapproval, cognitive restructuring, motivational interviewing (stages 3-6).
Organisational	Services that adhere to RNR are more effective when
Community-based	delivered in the community although residential or institutional services that adhere to RNR can also reduce recidivism.
Continuity of service	Provision of services and ongoing monitoring of progress.
Agency management	Managers select and train staff according to their relationship and structuring skills, provide clinical supervision according to RNR, ensure that there are organizational mechanics to maintain the monitoring, evaluation and integrity of assessments and programmes.
Community linkages	The agency within which the programme is housed will maintain positive relationships with other agencies and organisations.

In terms of the rehabilitation of offenders, the past thirty years have seen a growing influence of Andrews and Bonta's (2006) Risk-Need-Responsivity Model, as well as the results of meta-analyses of data taken from the 'What Works' debate. Although such data and frameworks are important, there was a consensus that this approach focused on a "one-sizefits-all" model, rather than addressing the differential treatment response based on risk and need (Polaschek, 2010). First developed in 1990 by Andrews, Bonta and Hoge, the Risk-Need-Responsivity model has been elaborated and contextualised within a general personality and cognitive social learning theory of criminal conduct (Andrews and Bonta, 2006). The Risk-Need-Responsivity model transformed offender management and rehabilitation provision by acknowledging the level of risk against the need for rehabilitation. Ward et al., (2007) categorically stated that the Risk-Need-Responsivity model is the premiere treatment model for all offenders. The model has influenced the way that risk and treatment of offenders can be managed and how criminal behaviour can be predicted with more certainty. Also, risk can be treated with certain levels of intensity which influences the outcome, with the ultimate goal leads to recidivism (Andrews and Bonta, 2003).

The Risk-Need-Responsivity model has been subject to meta-analytic research. In 1990, Andrews *et al.*, refuted Martinson's (1974) findings of "nothing works" and it was during this time that the criminal justice system started to see an overhaul with regards to their direction towards rehabilitation. Andrews *et al.*, (1990) conducted a meta-analysis of 80

previous research studies. Findings revealed a significant association in studies between adherence of offenders to rehabilitation programmes and to the three core principles of Risk, Need and Responsivity. Reduced rates of recidivism, showing a significantly greater effectiveness than criminal sanctions or any other treatment model were also observed in studies where the principles of RNR were adhered to. The findings showed an attachment to the three core principles, having a mean effect size (phi coefficient) of .30. Treatment programmes that did not adhere to the three principles showed an increase in recidivism (phi = -.06). Sanctions including punishment within the criminal justice system also did not show a reduction in recidivism (phi = -.07).

In addition a more recent review of research in 2006 conducted by Andrews *et al.*, highlighted that offender treatment under the Risk-Need-Responsivity principles, as an intervention with offenders to prevent recidivism was also effective, more so than the punishment of offenders. Results from 374 tests highlighted the effects of both treatment and punishment sanctions within the realms of the criminal justice system; treatment based was .12 (CI = .09, .14; k = 273) where as sanctions showed a mean effect size of -.03 (CI = -.05, -.03; k = 101). Table 6 shows a comparison of the effectiveness of offender treatment against sanctions, police clearance rates and any medical interventions for serious health issues. Unsurprisingly the offender treatment (RNR) is the more effective option.

Table 6. Selection of comparative effectiveness for selected interventions (Andrews and Bonta, 2010).

Intervention	Target	Mean effect size (r)
General psychotherapy	Child maltreatment	0.26
Psychological coping	Panic attacks	0.21
General psychotherapy	Youth depression	0.17
Offender treatment (RNR)	Recidivism	0.29
Medical interventions		
Aspirin	Cardiac event	0.03
Chemotherapy	Breast cancer	0.11
Bypass surgery	Cardiac event	0.15

To further support this, subsequent meta-analyses addressing effective treatment models with violent offenders (35 studies) all provided similar findings (Dowden and Andrews, 1999a; 2000). The samples were all male with 70% being classed as adult offenders. Findings showed that behavioural / social learning programmes produced larger treatment effects than those produced by non behavioural programmes (using the Binominal Effect Size Display the recidivism rate for the intervention groups was 46.5% compared to the control group at 53.5%), highlighting that behavioural based programmes were instrumental when reducing recidivism. However, although lower than the control group, a 46% recidivism rate is still high. Table 7 shows the mean effect sizes for each level of the principles.

Table 7. Mean effect sizes and number of tests of treatment based on a metaanalytical research

Variable label	No	Yes	Eta
Human Service	01 (20)	+0.12 (32)	.37**
Risk	+.04 (16)	+.09 (36)	.16ns
Criminogenic Need	+.00 (33)	+.20 (19)	.59***
General responsivity: Behavioural	+0.1 (34)	+.19 (18)	.52***

^{**}p<.01 ***p<.001

Although the findings from the meta-analytical research were promising, a number of limitations were acknowledged. Firstly, the sample consisted only of males, and female violent offenders were not included therefore the principles were not tested across both genders to see if they applied equally. Secondly the term 'violent offender' encompassed a whole range of offenders. Specific categories of offenders, for example violent sex offenders should be grouped in order to test the empirical validity and be able to generalise across the violent offending population. Therefore further research should specify types of violent offenders to see what treatment models are most effective.

A sound theoretical basis for the Risk-Need-Responsivity model had been established, and generally supported by empirical research. However factors to enhance any effectiveness of such programmes had not been conducted. A review undertaken by Dowden and Andrews (2004) examined the current practices of frontline correctional staff, addressing their role in reducing recidivism. Meta-analysis was conducted based on research including both male and female participants, as well as juvenile offenders.

Punishment programmes were not included in the analysis studies. The hypothesis was that those programmes that incorporated the principles of Risk-Need-Responsivity alongside elements of the 'Core Correctional Practice' (effective use of authority; effective modeling; effective reinforcement; effective disapproval; structured learning procedures; problem solving; effective communication of resources; and quality of interpersonal relationships), as outlined by Andrews and Carvell (1998), would be linked with more positive treatment effects than those programmes that did not adhere to the aforementioned techniques. The results are presented in table 8.

Table 8. Findings based on the core correctional practices within the principles of effective correctional treatment (Dowden and Andrews, 2004).

Core Correctional Practices Techniques Used

Variable Label	No		Yes		Н
Type of human service Inappropriate Appropriate	.01 .16	98 71	.04 .25		0.8 .26*
Risk Low risk High risk	.04 .09	38 131	.11 .22		.22 .32***
Need Noncriminogenic Criminogenic	.07 .15	85 84	04 .24	20 84	03 .26***
Responsivity Nonbehavioural Behavioural	.06 .18	145 24	.13 .26	52 52	.18*** .18

^{*}p<.05. **p <.01

Table 8 highlights that the mean effect sizes for high risk offenders increased significantly. This indicates that treatment that adhered to the 'core

correctional practices' were prevalent with programmes that embedded the Risk-Need-Responsivity principles.

What this meta-analysis failed to show was the impact that staff skills and characteristics may have when delivering the programmes, and whether these contribute to reducing recidivism. Although one core practice acknowledges the effective use of authority (Andrews and Carvell, 1998), this did not prove to be statistically significant, whereas staff encouragement was significant. This means that the approach of the facilitator and the quality of their input may be a key factor to producing significant effects reducing recidivism (Dowden and Andrews, 2004). Therefore the data alludes to programme integrity and staff delivery as important functions of the Risk-Need-Responsivity model. Factors that undermine the efficacy of delivering the model include insufficient staff training and staff resistance (Andrews and Bonta, 2003). Programme integrity therefore is used to monitor the correct use of the principles.

Although the implementation of the Risk-Need-Responsivity model has produced some interesting and highly significant results from meta-analytic research, there are also a number of criticisms that have been identified. Ward (2002) and colleagues have, over the years, provided a strong critique of the Risk-Need-Responsivity model, resulting in offering an alternative model to offender rehabilitation known as the 'Good Lives Model'. Ward's main criticism on the Risk-Need-Responsivity model is that it focuses on risk management rather than an individual's well-being. The debate

between Ward and Stewart (2003a) and Andrews and Bonta (2003) emerged from the different viewpoints associated with defining the goals of offender rehabilitation (Ogloff and Davis 2004). The Risk-Need-Responsivity principle was developed during a time where the punishment of offenders was the most popular choice. Assessment identified that the correct intervention could indeed reduce levels of recidivism, and such a revelation has led to a wider acceptance of the term offender rehabilitation.

Ward's Good Lives Model, on the other hand, was established once offender rehabilitation had been endorsed by empirical research (Ward and Stewart, 2003a) so therefore the model aimed to increase the psychological well-being of offenders by going beyond simple criminogeninc and noncriminogenic needs (Ward, 2002). Ward and Stewart (2003) further argued that that this model did not address the role of personal identity and the impact this has. With the focus being on addressing criminogenic factors, there was a concern that individuality is lost within the process. This is also supported by the work of Thomas-Peter (2006) who stated that the psychological processes of change for an offender needed to be identified and supported, which involves more than just addressing the criminogenic needs. He further stated that a 'readiness to change' was needed when providing interventions such as group work. Ward and Maruna (2007) claimed that the Risk-Need-Responsivity model focused too heavily on risk management and that more emphasis was required exploring the well-being of offenders and their strengths, values and goals. It was assumed that this individualised approach would have a greater impact on the offenders.

Ward and Brown (2004) concluded that the Risk-Need-Responsivity model is based on theoretical assumptions, implications for practice and lack of scope. This suggests that it is difficult for therapists, practitioners and workers to provide engaging materials and sufficient tools for rehabilitation if the main focus is purely on rehabilitation. Therefore the personal needs of the offender tend not be met using this approach. They further acknowledge that a strength-based, goal orientated approach that motivates the offender, alongside the management of risk of offenders tends to be a favourable option. This approach, unsurprisingly, is otherwise known as The Good Lives Model.

1.2.2.2 The Good Lives Model

First published in 2002 by Ward, the Good Lives Model is a strength-based theory that "augments the risk, need, and responsivity principles of effective correctional intervention through its focus on assisting clients to develop and implement meaningful life plans that are incompatible with future offending." (Prescott, 2014: pg.80). According to Bonta and Andrews (2010) the Good Lives Model is complementary to the Risk-Need-Responsivity model and empirical research evidence suggests that the Good Lives Model enhances the Risk-Need-Responsivity approach, including engagement and motivation of treatment programmes (Gannon et al., 2011). Ward et al., (2012) added that this model accommodates the core principles outlined in the Risk-Need-Responsivity model but within a rehabilitation framework that is broader in terms of focusing on the individual needs of the offender and that is strength-based.

This model has proved to be a strong rehabilitation framework within forensic populations with preliminary research acknowledging that the Good Lives Model can enhance Risk-Need Responsivity based approaches including the engagement in treatment (Gannon et al., 2011). Linked to the treatment of offender rehabilitation, the suggested framework is responsive to an offender's aspirations, interests and abilities (Ward and Willis, 2011), which in turn should engage the offender. The approach was designed to be individualised, rather than generic with a strong emphasis being placed on providing interventions that hold meaning to the offender. Ward and Steward (2003) have claimed that offending behaviour occurs as a result of maladaptive attempts to meet life values, a lack of resources (instilled by parents, teachers and the community) which all contribute to a person committing crimes. Based on that reason, the ethos of the Good Lives Model proposes that rehabilitation of offenders should equip them with the necessary tools (skills, knowledge, education, opportunities) in order to satisfy their life values without being of harm to themselves or others (Ward and Willis, 2011).

The Good Lives Model is an alternative psychological theory of offender enhancement. The model shifted the focus from risk reductions, but also, according to Ward and Steward (2003), "requires articulating a view of human well-being, albeit in a naturalistic and humanistic manner" (pg. 126). The Good Lives Model is composed of three hierarchical sets of conceptual underpinnings; the general ideas, which include the aims of rehabilitation, the etiological underpinnings that refer to the onset and maintenance of

offending and finally the practical implications, which arise from the rehabilitation aims and etiological positioning (Ward and Willis, 2011).

The ethos of the Good Lives Model is based on improving quality of life, therefore reducing the likelihood to re-offend. The main focus of the model is not to reduce offending but to provide life skills that in turn will change the way a person lives, living a socially acceptable life. According to Purvis et al., (2011) the Good Lives Model responds to the needs and aspirations of the offender and therefore grounds itself within the ethical concept of human dignity (Ward and Syverson, 2009). Within this framework the Good Lives Model acknowledged the importance of an offender's ability to set and obtain achievable goals and formulate plans. Linked closely with this is a set of experiences, characteristics and state of mind, which are defined in the model as 'Primary Goods'. Currently there are eleven Primary Goods that have been identified (Purvis, 2010), as shown in table 9. Although eleven of there are set in the offender's present time, time allocated to each one differs greatly depending on roles and responsibilities. In addition to this, Instrumental Goods - also known as 'Secondary Goods' provide a solid means of securing primary goals.

Table 9. Primary Goods, Common Life Goals, Definitions, and Possible Secondary/Instrumental Goods¹ (Yates and Prescott, 2011).

Primary Good	Common Life Goal	Definition	Possible secondary/Instrumental Goods
Life (healthy living and functioning)	Life: Living and Surviving	Looking after physical health, and/or staying alive and safe.	Pursuing a healthy diet, engaging in regular exercise, managing specific health problems, earning or stealing money to pay rent or to meet basic survival or safety needs.
Knowledge	Knowledge: Learning and Knowing	Seeking knowledge about oneself, other people, the environment, or specific subjects.	Attending school or training courses, self-study (e.g., reading), mentoring or coaching others, attending a treatment or rehabilitation programme.
Excellence in Work and Play ²	Being Good at Work or Play	Striving for excellence and mastery in work, hobbies or leisure activities.	Being employed for volunteering in meaningful work, advancing in one's career; participating in a sport, playing a musical instrument, arts and crafts.
Excellence in Agency (autonomy and self- directedness)	Personal Choice and Independence	Seeking independence and autonomy, making one's own way in life.	Developing and following through with life plans, being assertive, having control over other people, abusing or manipulating others.
Inner Peace (freedom from emotional turmoil and stress)	Peace of Mind	The experience of emotional equilibrium; freedom from emotional turmoil and stress.	Exercise, mediation, use of alcohol or other drugs, sex, and any other activities that help manage emotions or reduce stress.
Relatedness (intimate, romantic, and family relationships)	Relationships and Friendships	Sharing close and mutual bonds with other people, including relationships intimate partners, family and friends.	Spending time with family and/or friends, having an intimate relationship with another person.
Community	Community: Being Part of a Group	Being part of, or belonging to, a group of people who share common interests, concerns and values.	Belonging to a service club, volunteer group, or sports team; being a member of a gang.
Spirituality (finding meaning and purpose in life)	Spirituality: Having Meaning in Life	Having meaning and purpose in life; being a part of a larger whole.	Participating in religious activities (e.g., going to church, prayer), participating in groups that share a common purpose (e.g., environmental groups).
Happiness	Happiness	The desire to experience	Socialising with friends, watching movies, sex, thrill-

		happiness and pleasure.	seeking activities, drinking alcohol, taking drugs.
Creativity	Creativity	The desire to create something, do things differently, or try new things.	Painting, photography, and other types of artistic expression; participating in new or novel activities.

Adapted from Yates and Prescott (2011a, 2011b), and Yates et al., (2010).

According to Chu and Ward (2015) offending behaviours are viewed as flawed attempts within the Good Lives Model, of an individual gaining fulfillment. Therefore offending behaviour may breed from inappropriate means to obtain Primary Goods, trying to obtain a sparse range of primary human goods at the expense of more important ones. There may not be the opportunities on offer or the resources needed in order to obtain the primary goods (Ward, Yates and Willis, 2012).

Purvis *et al.*, (2011) explained that the Good Lives Model has gained 'powerful momentum' across the forensic treatment arena, with a particular emphasis on incarcerated individuals. There is a growing body of research that has incorporated principles of the Good Lives Model and embedded them alongside interventions based with sex offenders. According to Ward and Maruna (2007), the Good Lives Model has shifted towards a framework with which to work with sex offenders.

Barnett and Wood (2008) conducted a small research study with 42 sexual offenders. The research examined any differences in priority based on the Primary Goods of agency, inner peace and relatedness at the time of sexual offending. Findings highlighted that relatedness and agency were

² The Primary Good that has been suggested as being separated into two Primary Goods (i.e., Excellence in Work and Excellence in Play; Purvis 2010).

prioritised over inner peace, therefore contributors to the sex offenders' offending behaviour could result from the inability to obtain Primary Goods and also the lack of opportunity in the good lives plan of the individual offender. However, this research cannot be generalised too far as the sample size is very small. Additionally not all of the Primary Goods within the Good Lives Model were included in the research; therefore the findings are not applicable to the model as a whole.

In 2009, Yates *et al.*, conducted research, again addressing the most valued Primary Goods. In total, 96 incarcerated adult male sex offenders were asked to prioritise their primary human goods. Findings showed that agency received the highest prioritisation with 36.5% of sex offenders placing this first. Inner peace was rated at 25%, happiness at 19.8% and relatedness at 14.6%. These four were classed as the most valued primary human goods within the sample. As a result of this research, a number of key findings were identified including: victims who were related to the offenders were associated the most to relatedness and least to happiness, victims who were acquaintances were associated the most to agency and least to inner peace, happiness was associated with less treatment progress. Therefore the treatment for adult sexual offenders includes the support needed to widen their range of primary human goods.

Simons, McCullar and Tyler (2006) evaluated the Good Lives Model in relation to treatment planning in a sex offender treatment programme delivered in prisons. Offenders who received the Good Lives Model

approach to treatment planning were more likely to complete the suggested treatment, and be more motivated to participate in the treatment (rated by therapists) than those offenders who received Relapse Prevention based treatment planning (n = 100). Pre and post programme findings showed that those who took part in treatment informed by the both Good Lives Model and Relapse Prevention improved on levels of victim empathy and social skills, whereas problem-solving skills were significantly improved among the Good Lives Model treatment group. Finally, better coping skills were noted post intervention with the Good Lives Model treatment group participants compared to the Relapse Prevention sample.

Although widely accepted and still really in its infancy and development stage, the Good Lives Model is not without its critics. Purvis *et al.*, (2011) acknowledged that the formal outcomes of the Good Lives Model approach is yet to be systematically evaluated with empirical evaluations currently underway, but preliminary findings (as mentioned above) have produced encouraging findings. Andrews and Bonta (2003) raised concerns stating that the Good Lives Model lacks adequate empirical support, arguing that concepts that underpin the model have not been tested with offender populations. Ogloff and Davis (2004) noted that if needs are addressed that are beyond those outlined as criminogenic, there is a risk that there will be no improvement to the reduction of re-offending. They further stated that addressing these new needs may actually reinforce criminality and therefore lead to an increase in offending. A wealth of research surrounding this

rehabilitation model is needed in order to gain the support and momentum that the Risk-Need-Responsivity model has so rightly obtained.

The model focuses on individualistic offender rights rather than collectivist community rights, which is the opposite to previous criticisms of the Risk-Need-Responsivity model (Ward, 2002). Ogloff and Davis (2004) stated that the theory of therapeutic jurisprudence has been proposed as a means to unite the two approaches, therefore being able to balance offender rights with community rights from a human rights perspective.

1.3 Treatment and Interventions – Different Approaches to Youth Offending

1.3.1 History of Youth Justice

Munice (2006) stated that in 1776 the term 'disorderly youth' became popular which reflected the social and political unrest regarding certain types of behaviour expressed by some young people. Before 1776 there was no clear, defined policy that explored youth crime. It was not until 1810 that England and Wales began to dedicate an approach to pursuing the prosecution of juveniles. By 1828 the term 'young offenders' became a social and somewhat political domain. The focus of this was the correct facilitation of punishment and rehabilitation (education and training). This is where the welfare versus punishment dispute was born and many of the arguments presented then still apply to today concerning punishment versus rehabilitation. Please review Appendix A for a timeline of developments in youth custody from 1820 until 2014.

In September 1998, following the Crime and Disorder Act (1998) the Youth Justice Board was established with the ultimate aim being to prevent offending and reoffending by children and young people. The youth justice sector encompasses custodial and non-custodial settings. Custodial settings include Secure Training Centres for children aged up to 17, Local Authority Children Homes accommodating 10-15 year olds and Young Offender Institutions, aimed at 18-21 year olds. The alternative to custody is community-based sentences overseen by Youth Offending Services (YOS), specifically Youth Offending Teams (YOTs); these are comprised of multiagency partnerships that operate within the boundaries of single local authorities encompassing the police, education workers, mental health workers, social services and third sector organisations, as shown in figure 1.

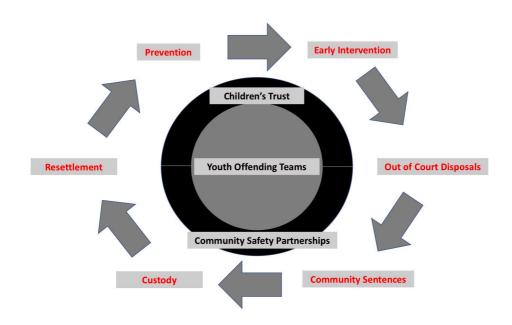


Figure 1. Areas covered by the youth justice system (YJB, 2000b)

According to the Youth Justice Statistics (2016), there were 16,500 first time offenders who entered the criminal justice system, an additional 28,400 were cautioned or convicted and 1600 were given custodial sentences. Figures also showed that 42.2% of young people continue to reoffend. However, it must be acknowledged that such figures may be inaccurate due to under-reporting. This is especially the case with young people as the majority of crimes against young people are not reported to the police, with only 13% of violent offences and 15% of thefts reported by young victims (ONS 2014a). Research into unreported crime, conducted by Beckett and Warrington (2014) identified a plethora of reasons why crime statistics in relation to youth crime may be incorrect, including: young people not always knowing what a crime is and how to report it; victimisation effecting the likelihood of reporting the crime; the fear of repercussions of reporting a crime; negative perceptions of the police; young people may blaming themselves for the crime; or not wanting to attract police attention. Figure 2 provides a visual representation of the flow through the Youth Justice System 2012/2013, exploring the breakdown of recorded crime.

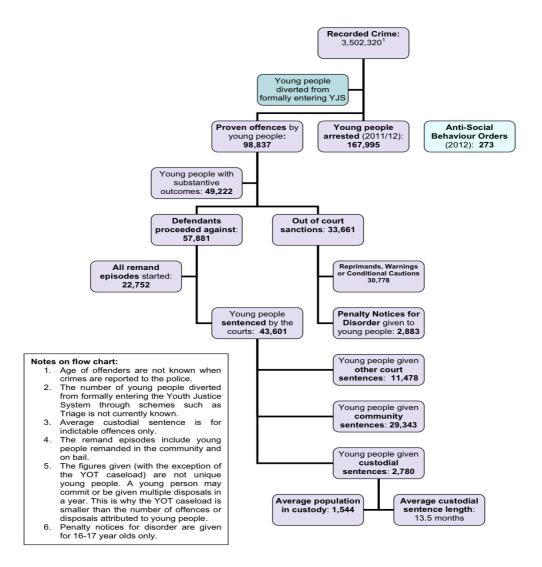


Figure 2. The youth justice offender flow 2012/2013 – taken from the Ministry of Justice summary (2014)

The past general approach to offender rehabilitation was that 'one size fits all', which dismissed the consideration of individual needs. Recommendations filtered through from the 'What Works' debate have been rolled out throughout the National Probation Service and Prison Service and these have slowly seeped through into the youth justice sector (McNeil, 2009). These principles were identified following meta-analyses on research studies since the 1980s to determine which interventions worked and with what type of offender. McGuire (1995) determined that whilst an all-

encompassing approach was not apparent, based on findings from metaanalyses conducted by Andrews *et al.*, (1990) and Lipsey (1995), there were a number of principles adopted by interventions in their design and delivery that appeared to improve their levels of success. Often referred to as the 'McGuire Principles', the youth justice sector tends to focus on seven of the most effective principles as a result of the 'What Works' literature, as shown in table 10.

Table 10. The 'McGuire Principles' (1995)

Effective Principle	Brief description of effective principle		
Risk classification	Offender intervention should be matched with level of risk.		
Dosage	Refers to the amount of intervention received by a young offender. By adding to the intensity and duration of the intervention, this should in theory provide sufficient opportunity for a change in behaviour to occur.		
Criminogenic need	Interventions should address factors that are considered to contribute directly to offending behaviour.		
Intervention modality	Effective programmes to be employ a variety of techniques to address the needs of the young offender. An effective technique is the use of Cognitive Behavioural Therapy (McGuire, 2000).		
Responsivity	Kolb (1984) and Gardner (1999) highlight the importance of different learning styles. Interventions that match young peoples learning styles are more likely to have a positive effect on the individual. This addresses how the young person responds to the intervention.		
Programme integrity	Programmes should have clear aims and employed methodology (Hollin, 1995), Those delivering interventions must be committed to the theoretical underpinnings of the programmes and ensure that they are delivered as planned with sufficient monitoring and evaluation in order to track progress.		
Community base	Programmes based in local communities to that of the young offenders are more likely to achieve high levels of engagement. By using local resources, this tends to have a lasting impact post programme. There is evidence to suggest that principles of effectiveness have a less positive impact than those delivered in custodial settings (Bottoms <i>et al.</i> , 2001)		

Although these principles are broad, they provided a framework of effective ways to work with young people who offend. More recently programmes and interventions to tackle offending have started to address

these principles alongside the risk and protective paradigm more effectively, proving to be a more efficient way of changing behaviour (Andrews and Bonta, 2003). Examples of such interventions are discussed below and the risk and protective factors for delinquency is outlined below in table 11.

Table 11. A table illustrating the Risk and Protective paradigm for delinquency (Source: Office of the Surgeon General, 2001).

Domain	Risk factor Early onset (ages 6-11)	Risk factor Late Onset (ages 12- 14)	Protective Factor*
Individual	General offenses Substance use Being male Aggression** Hyperactivity Problem (antisocial) behaviour Exposure to television violence Medical, physical problems Low IQ Antisocial attitudes, beliefs Dishonesty**	General offenses Relentlessness Difficulty concentrating** Risk taking Aggression** Being male Physical violence Antisocial attitudes, beliefs Crimes against persons Problem (antisocial) behaviour Low IQ Substance use	Intolerant attitude toward deviance High IQ Being female Positive social orientation Perceived sanctions for transgressions
Family	Low socioeconomic status/poverty Antisocial parents Poor parent-child relationship Harsh, lax, or inconsistent discipline Broken home Separation from parents Other conditions Abusive parents Neglect	Poor parent-child relationship Harsh or lax discipline Poor monitoring, supervision Low parental involvement Antisocial parents Broken home Low socioeconomic status/poverty Abusive parents Family conflict**	Warm, supportive relationships with parents or other adults Parents' positive evaluation of peers Parental monitoring
School	Poor attitude, performance	Poor attitude, performance Academic failure	Commitment to school Recognition for involvement in conventional activities
Peer group	Weak social ties Antisocial peers	Weak social ties Antisocial, delinquent peers Gang membership	Friends who engage in conventional behaviour
Community	not known **Maloc only	Neighbourhood crime, drugs Neighbourhood disorganization	

^{*} Age of onset not known **Males only

This risk factor paradigm, according to Farrington (2000) referred to the identification of key risk factors for offending and the prevention methods that contribute to counteracting them. Farrington stated "...a major problem with the risk factor paradigm is to determine which risks factors are causes and which are merely markers or correlated with causes." (Farrington, 2000 pg.7).

Although prevention has a key role to play, the reduction of reoffending surrounding young offenders is paramount. In order to achieve the
goal of preventing offending and reduce rates of reoffending, the use of
effective intervention programmes are needed. The term "effective" in the
context of offender rehabilitation is based on empirical research that has
been conducted as a result of the 'What Works' debate (Martinson, 1974).

In order to determine if an intervention has been effective, one is to calculate the statistical significance (if any exists) and note whether any differences found are greater than what would be expected by chance (Bloom, 2006). Experimental designs using control groups and experimental groups are a basic way to establish the effectiveness of an intervention or key components (Wikström and Treiber, 2008). However individual differences and environmental factors may contribute towards how someone may respond to an intervention, and therefore the random selection of samples is preferably used in order to minimise any influences that may impact on findings. Randomised experiments are regarded as the 'Gold Standard' of evaluation when determining the effectiveness of interventions,

even though they are not perfect and free from any such risks. According to Sherman *et al.*, (1997) methodological quality scales have been developed in order to understand the scientific threshold researchers can use for the assessment of studies. The Scientific Methods Scale, also referred to as the Maryland Scale is based on five levels and is shown in table 12.

Table 12. The Scientific Methods Scale (Sherman et al., 1997).

Level	Criteria
Level 1	Correlation between an intervention and an outcome at one point in time.
Level 2	Pre and post intervention measure of the outcome.
Level 3	Comparison of a pre and post intervention measure for a control and experimental group.
Level 4	A pre and post measure in multiple experimental and control units, controlling for variables that influence crime.
Level 5	Randomised experiments (gold standard)

Sherman *et al.*, (1997) claimed that confidence in the results is at its most high at level 5 (Randomised experiments). Level 3 should be the minimum level needed in order to obtain and achieve fairly accurate results. Therefore, using this scale, a meta-analysis of randomised experiments combined with variable analysis seems to be the best method to assess the effectiveness of a programme.

1.3.2 Essential Components of Successful Rehabilitation Programmes for Offenders

Researchers are no longer exploring whether rehabilitation works, but are placing emphasis on evidence-based approaches and under what conditions rehabilitation works (Ward, Day, Howells and Birgden, 2004). The

evaluations of offending behaviour programmes highlighted that different measures contribute to an effective intervention.

Meta-analyses has proved to be the most common tool used to measure to criminal behaviour and recidivism. Such tests have also focused on psychological adjustment of the participants' participation; performance in academic activities; improvements at work; interpersonal adjustment, institutional adjustment; and participants' involvement in the treatment programme (motivation) (Hollin, 1999, 2002; McGuire, 2002). The development of the statistical procedure of meta-analysis has enabled researchers to draw together findings from large numbers of studies in a way that is intelligible and easily interpreted (e.g. Andrews, Zinger *et al.*, 1990; Lipsey, 1992).

Meta-analyses provide a quantitative tool to analyse data from a number of different studies that can be decades apart. Meta-analytic statistics describe the strengths of the effect that is being investigated, the statistical significance and the variability provides an opportunity to identify and explore any moderating variables (Latimer *et al.*, 2005). Rosenthal (1991) highlighted that the outcome of meta-analysis is an effect size, interpreted as an estimated effect of the independent or dependent variable.

Findings produced from meta-analyses consistently seemed to draw to two conclusions. Firstly, substantial evidence is present to highlight the effectiveness of interventions to reduce re-offending, based on treated groups compared to non-treated groups. Secondly, findings revealed that some interventions have significantly larger effects than others. Therefore, this has led to a focus on identifying characteristics of programmes that produce the 'best' outcomes, resulting in 'good practice' (Day and Howells, 2002).

Although meta-analytic reviews are classed as a preferred method of research synthesis, due to them being more explicit and exhaustive of the data, (Latimer et al., 2005) the approach does not come without criticism. A limitation of the meta-analytic technique refers to the biased sampling procedures adopted by the researcher. Many of the studies used are already published pieces of research and it is inferred that using such data increases the statistical significance of the results. This therefore means that the published studies are not representative of the studies conducted in that field, which could lead to an over-estimation of the effect size (Rosenthal, 1991). Referred to as the "file drawer problem" (Rosenthal, 1991 pg. 103), it has been suggested that the effect size would be smaller if unpublished data sets were included.

Lipsey (1992) conducted a large meta-analysis combining 443 interventions, with over 40,000 young offenders aged between 12 – 21 years. Reports used dated from 1950 to 1987 and included unpublished and published documents ranging from prevent programmes to those delivered to juveniles who had already been convicted. Results showed that 64% (285) taking part on the programmes reduced recidivism (treatment group)

whereas 30% (131) showed a reverse effect (Lipsey, 1992). The programmes that yielded a negative impact on the offenders were those that focused on punishment and deterrence, with very little educational and/or therapeutic guidance. Programmes with the greatest impact on the young offenders were those that were multimodal and behavioural or skills-orientated, showing a 10-16% reduction in recidivism compared to control groups.

The components of the interventions are of interest to researchers as previous research has provided the platform to share findings about which offending behaviour programmes work at reducing recidivism. When addressing components of programmes, reductions in recidivism ranged from 25-60% and the greatest reductions were found in community-based programmes rather than prison programmes (Andrews, Zinger *et al.*, 1990; Gendreau and Ross, 1981).

A more recent meta-analysis, again conducted by Lipsey (2009) reviewed 548 independent study samples from 361 reports. The sample consisted of young offenders aged between 12 – 21 years who all received an intervention based on their specific criminal behaviour. Lipsey categorised the programmes into seven interventions types:

- 1) Surveillance (N=17)
- 2) Deterrence (N=15)
- 3) Discipline (N=22)
- 4) Restorative (N=41, including Restitution N=32, Mediation N=14)
- 5) Counselling (N=185, of which individual counselling N=12; Mentoring N=17; Family counselling N=29; Short term family crisis counselling

- N=13; Group counselling led by therapist (N=22=4; Peer programmes N=22, Mixed counselling N=39, Mixed counselling with referrals N=29)
- 6) Skills Building programmes (N=169, including Behavioural Programmes N=30; Cognitive-behavioural therapy N=14, Social Skills Training N=18, Challenge programmes N=16, Academic training N=41, Job related interventions N=70)
- 7) Multiple coordinated services (N=138, including Case Management N=58, Service Broker N=49, Multimodal regimen N=32) Findings indicated that the largest effect on recidivism was counselling.

interventions (-13%), multiple services (-12%), and skills building (-12%). These three were referred to as 'therapeutic interventions' and the differences noted were not significant yet were negligible. Unsurprisingly the punitive interventions had the smallest effect on recidivism, surveillance (-6%), deterrence (+2) and discipline (+8).

Lipsey (2009) acclaimed that reduction in recidivism among the therapeutic interventions ranged from 3% (multimodal services) to greater reductions of 20-26% (Cognitive Behavioural, Behavioural, Mentoring and Case Management interventions). Less encouraging results were noted for non- therapeutic interventions, showing a negative impact on recidivism for deterrence and discipline. Surveillance did produce a positive effect on recidivism, however this score was half of that of the overall effect found for 'therapeutic' interventions.

The findings that cognitive-behavioural, behavioural or multi-modal programmes seem to be the most successful at reducing recidivism is supportive of previous literature (Losel 2001; MacKenzie, 2006). Meta-analysis of 154 treatment comparisons by Andrews *et al.*, (1990) reported

this type of treatment to be the largest correlate of effect size. Treatment was categorised into four areas; criminal sanctions, unspecified correctional services, appropriate correctional services and inappropriate correctional services. Expectedly the findings showed that behavioural programmes were linked to appropriate services, 38 out of 54 programmes (70%). Behavioural treatments did reduce recidivism.

The evidence from the meta-analyses suggested that effective correctional treatment programmes appear to follow some basic principles. Based on the findings of successful components of rehabilitation programmes, Gendreau (1996) highlighted characteristics associated with interventions that reduced recidivism:

- 1) Intense services lasting over a period of a few months, based on differential association and social learning conceptualisations of criminal behaviour.
- 2) Programmes were behavioural, cognitive and modelling types that targeted needs of high risk offenders.
- 3) Programmes adhered to the responsivity principle learning pro-social skills.
- 4) Programme contingencies were informed in a firm, fair manner, with positive reinforces greater than punishers by 4:1.
- 5) Therapists related to offenders in sensitive and constructive ways and were trained and supervised appropriately.
- 6) The structure of the programme and activities covered reached out into the offenders' real social network and disrupted delinquency networks by placing offenders among people and places where pro-social activities predominated.

Additionally Gendreau (1996) also presented the characteristics in treatment programmes that did not reduce and/or sometimes slightly increased offender recidivism:

- 1) Traditional psychodynamic and nondirective/client centred therapies.
- 2) Sociological strategies such as labelling.
- 3) Programmes that focused on punishment such as boot camps, drug testing, electronic monitoring and shock incarceration.

4) Programmes that targeted low risk offenders or non-criminogenic needs or did not address multiple causes of offending.

Such findings encouraged other researchers to focus on successful components of offender rehabilitation. In 1994, Antonowicz and Ross conducted a quantitative analysis on 44 controlled treatment programmes that were published between 1970 to 1991. The studies between these dates had to exhibit experimental or quasiexperimental designs, evidence of community-based follow up measures including reconvictions and reincarcerations. Emerging results indicated that six factors were associated with the efficacy of:

1) Multifaceted programming

These programmes incorporate a variety of techniques in their intervention strategy rather than relying on a single strategy. This approach identified that offenders have a range of complex needs and therefore interventions need to be designed to suit the individual needs of the offender. Past research exemplifies this approach (Lipsey, 1992); his research identified a varied approach to offender rehabilitation ensuring that programmes matched the interest levels of the offender. Once again 75% of the successful interventions presented in Antonowicz and Ross's (1994) review exhibited the multifaceted approach, compared to 38% of unsuccessful programmes.

2) Targeting of "criminogenic needs"

Criminogenic needs, also known as dynamic factors, are the factors linked with recidivism including; poor environment, social factors (peer

influence), drug abuse, poor education, negative attitudes and negative values. Out of the studies assessed by Antonowicz and Ross (1994) 90% successfully targeted criminogenic needs compared to 58% of programmes that were identified as unsuccessful.

3) The responsivity principle

This principle directly links to matching learning styles and abilities of the offender. Usually adopting the form of cognitive behavioural techniques or social learning techniques, the intervention is tailored to the specific needs of the offender. An astounding 80% of successful treatment interventions employed such techniques compared to 50% of the unsuccessful programmes (Antonowicz and Ross, 1994).

4) Roleplaying and modelling

This area is the main focus for the thesis. The use of role-play and modelling is seen as being a key component to generating successful interventions. This process is still under-researched to a strong scientific standard; leaving many researchers unaware of the full capability such creative processes pose on offender rehabilitation. The findings from Antonowicz and Ross (1994) indicated that 50% of successful treatment interventions adopted role-playing and modelling as a technique to strengthen levels of empathy, problem solving and develop coping mechanisms relating to pro-social activities. The comparison of 17% of unsuccessful programmes again highlights the lack of research conducted into the effectiveness that drama techniques pose on offender rehabilitation.

5) Social cognitive skills training

This component relates to the techniques used in order to have an impact on the offender's thinking. In relation to the evidence presented in this study, it is clear that such techniques are critical to programme efficacy. 75% of programmes incorporating this component proved to be successful whereas 100% of programmes that did not include the cognitive component were unsuccessful.

The intervention presented should match the criminal behaviour of the offender. The guide should present techniques that are based on evidence-based practice in order to reduce recidivism. For Antonowicz and Ross (1994), the review indicated that cognitive behavioural theoretical models were the most beneficial (75% of CBT programmes were successful, compared to 38% of unsuccessful programmes). Programmes that encompassed other models such as sociological, psychodynamic or deterrence received little or no support. These findings are not surprising, as deterrence and punishment approaches seem to gain little recognition in offender rehabilitation. Also, lack of research into theoretical models would impact on the support received in the 1990s.

Following on from this, Hollin (1995) emphasised that programme integrity was a mitigating factor in relation to programme efficacy. Programme integrity refers to the practice of delivering interventions in line with the programme manual instructions. If the programme is not delivered as specified there is a strong possibility that the outcome of the programme

will not reach the desired effects. Further research highlighted engagement as a key component (Hollin, 1999) explaining that if presented content is relevant and of interest, the offender will increase responsivity and therefore increase the potential for reducing offending (Cann *et al.*, 2003).

1.3.3 Cognitive and Behavioural Approaches

Over the last 30 years research findings have persistently highlighted that effective programmes aimed at reducing offending are embedded within the cognitive and behavioural change framework. These programmes are designed and aimed to address cognitive distortions, reduce maladaptive behaviours and negative thoughts.

Cognitive behaviour modification is based on the social learning theory, assuming that offenders are a product of their environment and have learned unacceptable forms of behaviours, known as deficits (Lipton, 2001). Thinking may be distorted and impulsive and values and beliefs may in actual fact support anti-social behaviour, views are egocentric and low levels of empathy highlight this. McGuire (2000) emphasised that the use of cognitive behaviour techniques can have a positive effect on offenders in terms of controlling their behaviour, developing consequential thinking and being able to understand their actions. Cognitive behaviour programmes have been seen as the most successful approach in reducing recidivism as a wide variety of issues and needs are explored, including; social skills training and affirmative reinforcement of positive behaviour.

Meta-analytical research has indicated that Cognitive Behavioural characteristics present in interventions prove to be the most effective, (Lipsey et al., 2001, 2007; Lipsey and Landenberge, 2005; Wilson et al., 2005; MacKenzie; 2006), contributing to rehabilitation and recidivism rates (Friendship et al., 2002; Hollin, 2002), based on three key principles; the Risk principle, the Need principle and the Responsivity principle (Andrews, Bonta and Hoge 1990). This highlights effective practice incorporating a range of cognitive tools during interventions (Hollin and Bilby, 2007) that are claimed to be absent in the majority of offenders (McGuire and Priestley, 1995). These cognitive tools, known as "deficits" if not present or developed are; perspective taking, critical thinking, impulse control, consequential thinking, victim awareness, moral reasoning, empathy, problem solving and decision making. A lack of these cognitive tools can lead to an inability to integrate within societal norms and structures, and comprehension of what is deemed acceptable (Ross and Fabiano 1991). These factors all contribute to the multi-layered approach to understanding cognitive deficits which according to Clarke (2000), '...are seen as the central mechanism through which environmental and innate factors combine to produce anti-social behaviour.' However it is important to note that such an approach does not claim to be applicable to all offenders; it is merely a framework, which acknowledges general differences between offenders and non-offenders.

Wikström and Treiber (2008) conducted a review of 500 articles, of which 300 addressed cognitive behavioural and multi-systematic

interventions (Latimer *et al.*, 2003; Mackenzie, 2006). Findings indicated that cognitive behavioural programmes that address the moral thinking of the offender, produced promising results. The best results were found in systematic programmes that were multi modal and addressed criminogenic needs. Lösel (2001) states:

"...nearly all research syntheses showed relatively consistent differences between modes of treatment: theoretically and empirically driven well-founded, multimodal, cognitive-behavioral and skill-oriented programs that address the offenders' risk, needs, and responsivity had substantially larger effects than the overall mean ...in contrast, traditional psychodynamic and non-directive therapy and counselling, low-structured milieu therapy and therapeutic communities, merely formal variations in punishment had relatively weak or no effects." (Pg. 68).

In 2004, Nichols and Mitchell developed the Juvenile Enhanced Thinking Programme (JETS) for 15-18 year olds. This programme was developed on the success of the Enhanced Thinking Skills Programme (ETS), now referred to as the Thinking Skills programmes (TSP) aimed at adult offenders which was an accredited programme implemented throughout the prison service since the early 1990's (Sadlier, 2010). Nichols and Mitchell (2004) used the ETS as a basis for JETS. The JETS programme adopted a cognitive behavioural approach addressing six aspects of thinking that have been shown to be linked to offending behaviour; problem solving, self control, cognitive style, perspective taking, moral reasoning and critical reasoning. The programme is made up of 25 sessions lasting two hours each and is designed to be more responsive in terms of active teaching and learning methods (McGuire, 2002), by including drama techniques, ice breakers, games and competitions.

A study conducted by Tarrant (2012) looked at 47 incarcerated male juvenile offenders during 2005 and 2006; 32 in the experimental group and 15 in the control group. Those taking part were aged between 15 – 18 years. Results showed effectiveness in improving levels of moral reasoning in the experimental group. Evidence for the positive impact of the JETS programme in addressing cognitive deficits was present. Results also showed a negative impact on empathy and malevolent aggression. However, the sample size is too small to generalise findings. Upon reviewing the literature surrounding JETS, there is limited academic research that evaluates the components of this programme. However, this programme follows a similar format to ETS and TS and there is some research evidence of this programmes' success (Friendship *et al.*, 2002).

Not all research findings are as supportive of the approach. Research evidence stating the effectiveness of cognitive behavioural therapy with young offenders is ambiguous. Although dated, research in 1999-2000 based around twenty-three cognitive behavioural programmes with young offenders, aged 15-17 years was conducted (Feilzer *et al.*, 2004). The programmes were categorised into three groups; 15 projects were based on structured cognitive behavioural programmes aimed at persistent young offenders, 4 projects were based on treatment plans working with adolescent sexual abusers and 4 projects were classed as making limited use of cognitive behavioural elements through the guise of educational or reparation projects, referred to as 'outlier' projects. In total 1,111 young people started on an intervention, however less than half of the original

sample completed the programme (n=540). Reconviction rates based on a 12-month follow-up period were based on a small sample size (n=129) showing 80% for persistent young offenders, 25% for adolescent sexual abusers (although none reoffended sexually), and finally 56% of the 'outlier' cohort. However, the lack of matched control groups and problems with the methodology including lack of data provided and lack of referrals means that this data should be approached with caution.

Research by Cann et al., (2003) on a cohort of adult (21 years plus) and young offenders (18-21 years) who took part in a cognitive skills course was conducted. The sample was made up of 2,195 adult male offenders who took part in either the ETS programme or Reasoning and Rehabilitation (R&R) programme between 1998 and 2000. The young offenders sample was smaller (n=1,534) and was based on findings from the ETS and R&R programme between 1995 and 2000. Alongside this, two matched comparison groups were used; 2,195 adult male offenders and 1534 young male offenders. Both comparison groups had not participated in the cognitive skills programme during their sentence. Findings highlighted that there were no differences in the one and two year reconviction rates between adult men and young offenders on the ETS course against their matched comparison group (17% for adult programme completers compared to 19.5% for adult comparison group; 31.4% for young offender treatment group compared to 35% of comparison group). However, one must question the validity of such research as programmes were delivered in a custodial setting, therefore not allowing normal social situations to occur, as they would in the community.

Research evidence from Cann et al., (2003) conflicts with results found by Izzo and Ross (1990) who investigated 46 studies based on interventions with juvenile offenders aged between 11 and 18 years. Results indicated that programmes that were embedded with a cognitive component were twice as effective as those interventions that were not. In this research, the term 'effective' is based on the categories in which the studies were placed. Those addressing crime from either a medical model or a punishment model were not classed as effective. Those based on theoretical conceptualisation were classed as effective. Those based on theoretical principle were fives more effective than those that had no theoretical basis. Programmes that included a cognitive component (one or more of six intervention modalities; role-play/ modelling, behaviour cognitive modification, problem solving, interpersonal skills training or rational-emotive therapy) were twice as effective as programmes that did not (F=5.62; p < .01) (Izzo and Ross, 1990). The results showed that 15 out of 16 cognitive programmes were effective (94%), and 10 out of the 34 non-cognitive programmes were effective (29%). This research was consistent with previous work in this field in terms of evidencing that successful programmes are multifaceted and target the offender's behaviours, feelings, interpersonal skills, values, cognition and self-evaluation.

Subsequently Lipsey and Wilson (1998) conducted a systematic review addressing effective components within interventions amongst 14-17 year olds. There were 200 studies identified, 83 studies on interventions delivered in custodial settings and 117 delivered in non-custodial settings. Findings revealed that significant differences were acknowledged in programmes where interpersonal skills and behavioural elements were incorporated. Interestingly, effective custodial programmes were longer in duration with a high level of monitoring; this is in opposition to those programmes based in the community where interventions were effective with less contact time. Community based programmes were shown to reduce recidivism by 40%. Table 13 highlights the comparison of treatment types used with non-institutionalised and institutionalised offenders.

Table 13. A comparison of treatment types in order of effectiveness (Lipsey, Wilson and Cothern (2000).

Types of Treatment used with noninstitutionalized offenders Types of treatment

with

used

institutionalized offenders

Positive effects, consistent evidence

Individual counseling Interpersonal skills
Interpersonal skills Teaching family homes

Behavioural programmes

Positive effects, less consistent evidence

Multiple services Behavioural programmes Restitution, probation/parole Community residential

Multiple services

Mixed generally positive effects, inconsistent evidence

Employment related Individual counseling
Academic programmes Guided group counseling
Advocacy/casework Group counseling

Family counseling
Group counseling

Weak or no effects, inconsistent evidence

Reduced caseload, Employment related probation/parole Drug abstinence Wilderness/challenge

Weak or no effects, consistent evidence

,

Wilderness/challenge
Early release, probation/parole
Deterrence programmes
Vocational programmes

Milieu Therapy

To date there are a number of cognitive behavioural programmes that address these deficits both in custodial and community settings as a result of the extensive research encompassing evidence based practice. These include; The Controlling Anger and Learning to Manage it (CALM) Programme; The Sex Offender Treatment Programmes (SOTP) and (Enhanced Thinking Skills (ETS), now known as Thinking Skills Programme (TSP) to name but a few.

The ETS programme was developed with reference to the 'What Works' principles (McGuire, 1995) using a cognitive-behavioural approach to address cognitive deficits. This programme is a continuation from the R&R programme, developed by Ross and Fabiano (1985). The ETS programme consists of 20 sessions lasting two hours each, with set homework tasks. Every session is designed with reference to the "What Works" principles to be responsive and skills-oriented by using techniques including: skills practices, relevant examples for illustration and use of games, discussions, active exercises and role-plays, to encourage active learning and to cater for a wide range of learning styles. This programme is one of the largest accredited offending behaviour programmes delivered across the HM Prison Service in England and Wales.

As a result of this, three large-scale evaluation studies have been conducted to investigate the impact of the ETS programmes delivered by the prison service in England and Wales. Friendship *et al.*, (2002) compared 670 adult male offenders who completed either ETS or R&R between 1992 and 1996, with a matched group of 1801 adult male offenders on two year reconviction rates. Offender groups were split into four risk categories: low, medium-low, medium-high and high. Overall, across all risk levels of offenders, results illustrated that reconviction levels were lower for those offenders who completed the programme. Upon closer analysis, results were only significant for the medium-low category that had a 14% reduction and for the medium-high category who had an 11% reduction when compared to the matched group, thus questioning whether the programme is suitably

matched for low risk and high risk offenders. Bonta (2002) commented that such findings are dependent on the way that these programmes were matched, in accordance to the risk category of the offender. Therefore, being able to identify which offenders had benefited the most from such programmes would help shape the evaluation research and in turn provide a deeper understanding as to the impact such cognitive skills programmes have on reducing recidivism (Friendship *et al.*, 2003).

Falshaw et al., (2003) conducted a second evaluation of the ETS programme, results from this study were not as positive. A total of 649 adult male offenders who had completed ETS or R&R between 1996 and 1998 were matched against a comparison group (n=1,947), who had not participated in any cognitive skills programmes during their custodial sentence. They were matched to the treatment group based on relevant variables including offence type, ethnicity, year of discharge and risk of reconviction. No significant reduction in reconviction rates was found. Possible explanations for the results include the lack of motivation from both staff and offenders. Offenders were aware that non attendance to the voluntary programme could affect their early release from custody, therefore a motivation to attend may not have been reflected in a motivation to change behaviour (Flashaw et al., 2003). Subsequently the research was conducted during a period of expansion for the programme delivery; this in turn may have impacted negatively regarding the treatment quality (Gendreau et al., 1999). Finally, the research unearthed the identification for 'What works with whom?' (Friendship et al., 2003) meaning that cognitive skills programmes

may only be useful when targeting specific groups of offenders based on risk levels.

Cann *et al.*, (2003) conducted a third piece of research into programme effectiveness. This programme not only looked at data based on adult males (n=2195) but 1534 young male offenders were also used. Both cohorts who completed either ETS or R&R programme between 1998 and 2000 were matched against control groups. Findings showed no significant difference in reconviction rates between the group after both the first and second year of release.

Although the research evidence presented does not fully endorse the ETS programme, it is still one of the most recognised programmes delivered within custodial settings. Other programmes include anger management, social skills training, moral reasoning, behaviour modification, relapse prevention and victim awareness. The purpose of such programmes is to "teach offenders the process of consequential thinking in order to avoid patterns of thinking which lead them to offend" (pg. 1) (Cann et al., 2003). However, Bottoms et al., (2001) responded "we should not restrict ourselves to just one approach (such as the cognitive behavioural approach, important and promising though that clearly is) but rather should be open to the possibilities offered by several different approaches" (pg. 230). Therefore the use of an eclectic approach may also provide promising results when addressing offending behaviour.

A substantial body of evidence taken from systematic reviews and meta-analysis research indicates that the success of interventions is more likely when adopting a multi-model approach incorporating careful assessment, use of protective risk factors, long term engagement and contact time as well as programme integrity (McGuire, 2002; National Audit Office, 2006). However, according to Prior and Mason (2010) without successful engagement of participants in a programme, regardless of how well designed, it is unlikely that the programme will achieve positive outcomes. Therefore it is important to focus on tools that are likely to engage offenders and implement them into offending behaviour programmes. According to Thompson (2002), a drama practitioner/ university lecturer who specialises in creating drama programmes for offenders, he claimed that many offenders have poor attention spans. Active methods, a process where group members engage in activities such as problem solving, discussion, role-play, writing and so on, seemed to be the best way to engage offenders and motivate them to change. Behaviour rehearsal, role-play and active teaching methods have been engagement tools used in therapeutic communities for a long time (Goldstein et al., 1994) in relation to rehabilitation programmes. One form of engagement is through art enrichment activities. Parkes (2011) highlighted that such activities, including; dance, music, creative writing, drawing and painting and drama can be a powerful and emancipatory process that can enhance feelings of safety (especially within a prison environment).

1.4. Arts

This section explores the role of arts with offenders and how this has developed over time. Whilst the arts and arts-based therapies are used with offenders in a plethora of contexts, whether it is custodial or community based projects, research presented in this area is, according to Meekums and Daniel (2011), is "variable in purpose, style and rigor" (pg.3).

The arts and therapies reviewed within this chapter take many forms including group projects, therapeutic programmes, rehabilitation programmes, performance and exhibition programmes; ranging from pure enjoyment (Ames et al., 2005) to the more structured therapy-based approached (Blacker et al., 2008). Art therapies have already proven to be a cost effective way of rehabilitation for adult and young offenders across both genders. This is highlighted in a paper addressing the economic benefits of arts in the criminal justice (Johnson, Keen and Pritchard, 2011). This paper focused on three arts charities that work with offenders; Clean Break, Only Connect and Unitas. Follow-up data was gathered post arts-based intervention ranging from 13 weeks to yearly intervals. Results indicated a reduction in reoffending rates across all three companies as well as sharing the savings made as a result of offenders taking part in the arts activities (for example, Clean Break's economic benefit to society, n=16, -£94,526 whereas without the Clean Break intervention the economic benefit to society was -£521.784).

Additionally, in 2010 the Arts Alliance (a national network supporting the arts in criminal justice) exposed the unique values of arts-based learning for offenders, including:

- a good investment and good value for money
- offer new ways to learn skills (both social and life skills)
- encourage offenders to take responsibility for their actions and address their offending behaviour
- offer opportunities
- successful engagement of offenders who are disengaged with traditional learning

However, even with such supportive findings, there is still a debate surrounding the effectiveness of such activities in terms of strong scientific evaluation, addressing criminogenic risk factors both in custody and in the community (Koiv and Kaudne, 2015). Barriers to the effective delivery of arts-based projects included the suspicious and apathetic view from the criminal justice system regarding the contributions the arts can make. Miles and Clarke (2006) clearly stated that this is a reason as to why arts activities in prisons are marginalised, poorly funded, short lived and usually small-scale.

1.4.1 The Role of Arts with Offenders

Arts-based interventions have been a continuous approach with offenders applied both in custody and the community for a number of years (Jennings, 1997). In 1994, the ACOP briefing paper – Probation and the Art stated; "The arts play a directly functional role especially in the primary task of reducing offending, through education and challenging behaviour, offering new ways of thinking, and redirecting energies."

Arts-based activities with offenders include creative writing, painting, theatre projects, dance, drawing, crafts, film and music. Such activities are delivered through a number of organisations ranging from custodial to community and can be delivered as an intervention, as therapy, via education, as part of a rehabilitation programme (part or full) or purely for freedom of experiencing a creative process (Burrowes *et al.*, 2013). Therefore the application of such creative processes within the criminal justice system is widespread. A good source of information surrounding art-based interventions with offenders is a literature synthesis conducted by Meekums and Daniel (2011). In this report, the following databases were searched; Ovid MEDLINE(R), 1996 to June week 3 2010; Ovid Nursing Database, 1950 to June week 3 2010; PsychINFO, 2002 to June week 3 2010; International Index to the Performing Arts and The Arts in Psychotherapy.

In total 343 references were retrieved however only 6 reviews were used, once initial papers had been rejected either at title, abstract or full papers as they were not classed as relevant. According to Meekums and Daniel (2011), the purpose of using the arts with offenders both serving custodial and community sentences is: "to heal, educate, 'reform; or to improve self-esteem, emotional literacy and aid socialisation by providing creative opportunities for self-understanding and expression." (Miles 2004, pg. 229). Ruiz (2004) and Arts Alliance (2010) acknowledged the positive attention that the role of the arts have had in contributing to the reduction of offending. They also make reference to a number of non-criminogenic needs

that also contribute to the reduction of offending, including; the enhancement of personal development, increase in self-esteem, confidence, engagement in education and motivation levels. The arts are seen as a 'safe' activity (Daykin et al., 2011; Anderson and Overy, 2010) and therefore are an inviting option to both adult and young offenders in custody and the community. Another possible reason as to why the arts are so well received with offenders is that it appeals to all intellectual abilities (Burrowes et al., 2013). Halperin, Kessler and Braunschweiger (2012) conducted research based on a drama project with 116 adult prisoners (118 control group) in five different correctional facilities. Findings showed the 57.5% of those who participated in the programme went back into further education via the correctional facilities to which they were housed, compared to 28.6% of the control group. Gardner (1999) stated that the theory of multiple intelligence is based on modalities including; musical, visual, verbal, kinesthetic, existential, interpersonal, intrapersonal, logical and naturalistic and therefore can be accessed, measured and expressed through arts-based activities. In addition to this, Johnson et al., (2011) stated that the arts can foster skills that can help offenders to integrate back into society including communication, team building, and problem solving skills, as found by the 3 arts-based companies used within the report. There is an ongoing body of evidence that highlights the lasting social development upon participants once they have been involved in arts-based programmes or therapies (Matarosso, 1997; Meekums and Daniel, 2011). Not only does taking part in this creative process develop soft skills including self worth, confidence and concept of self, it is also used pragmatically to focus on offending issues and pertinent life (risk) factors (Burrowes *et al.*, 2013).

Karkou (2010) identified that art therapies have evolved into four disciplines; these are represented in the figure below.

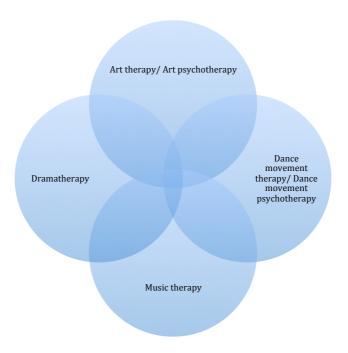


Figure 3. A figure to show the overlap of art therapies when creatively approaching forms of rehabilitation.

Smeijsters *et al.*, (2011) identified that the aforementioned art therapies deal with 'problem areas' such as impulsivity, lack of emotional expression and lack of interpersonal boundaries. Systematic reviews of arts-based research studies (Hughes, 2005; Meekums and Daniels, 2011) highlighted that art therapies tend to be expressed by reduction of stress and/or anger. Cognitive deficits are measured by the enhancement of impulse control, coping skills, emotional literacy and the compliance to adhere to rules; both in secure settings and in the community (Maguire *et al.*, 2007). Milliken (2002) identified that engaging in creative processes is a

'deeply healing experience' (pg. 203). This is based on the numerous narrative studies undertaken by artists working in correctional settings. This is also supported by Burrowes *et al.*, (2013) who identified four arts-based studies (Cox and Gelsthorpe, 2008; Dawes, 1999; Gussak, 2004; Moller, 2011) where results showed that arts projects improved prison behaviour, placing emphasis on the relationships between staff and inmates and how a reduction of rule-breaking and an increase in compliance was noted. The research evidenced how art projects bring around behavioural change including; providing a safe outlet for negative emotions (Gussak, 2004) and helping participants see themselves and others in a new way (Moller, 2011). Milliken (2002) argued that research based purely on statistical data does not tell the "real story" (pg. 204) and therefore is unable to contextualise the process of change.

1.4.2 The Use of Arts to Prevent Offending

In 2002 the Youth Justice Board joined forces with the Arts Council of England (ACE) to promote the use of the arts in programmes to prevent offending. Gathering an evidence base is a crucial way of demonstrating the impact that arts programmes may have on the lives of both adult and young offenders. However, although anecdotal evidence in this area is in abundance, the research methods and designs used to evaluate such programmes are often flawed or less than ideal. The majority of research in this field has relied on qualitative methods adopting narrative structures and although these make interesting and insightful reading, limited sample sizes are used making it difficult to generalise findings and provide strong scientific

evidence to highlight art therapies as being successful (Hughes, 2005). There is limited empirical evidence to suggest positive outcomes and decision-making often in relation to recidivism (Parkes and Bilby 2010) and impact seems to be based on anecdotal evidence (Meekums and Daniels 2011). The literature surrounding such creative forms is so underrepresented and when research has been produced, it lacks scientific rigor; "signposts are not as clear as in the hard sciences" (Meekums, 2010, pg.37). It is important to mention that art types are not natural science types and therefore evaluations on such creative forms lacked a strong scientific framework by which to adhere (Miles and Clarke, 2006).

Although many art-based programmes provide impressive results in terms of reduction in recidivism or a noticeable decrease in aggressive or violent behaviour (in custodial settings) (Reiss *et al.*, 1998; Balfour, 2000, 2003: Blacker *et al.*, 2008), it is important to acknowledge that the majority of literature focusing on arts with offenders comprises anecdotal accounts by art therapists (Meekums and Daniel, 2011). Hughes (2005), in her review 'Doing Arts Justice' assessed 76 arts-based evaluations; of this only 2 were evaluated using quantitative methods whereas 38 studies adopted the qualitative approach. The combined approach (qualitative and quantitative methods) was present in 35 studies. Upon closer analysis there was a lack of information regarding how data was analysed and interpreted within the qualitative studies, only 10 studies out of the sample reported this. This is just one example of a review of studies delivered to offenders; many others echo similar findings (Meekums and Daniel, 2011; Arts Alliance, 2010). One

must therefore be skeptical of the validity of such results and be aware of any bias that may arise within the literature, as the researcher tends to also be the programme deliverer.

The most recent review of arts-based programmes used within an incarcerated setting was conduced by Gardner et al., (2014) who looked at 48 different programmes in America. The Prison Arts Resource Project (PARP) is an annotated bibliography of studies analysed in order to provide evidence of the benefits of arts programmes in correctional settings for adult and juvenile offenders. This is the first compilation of findings that represented the impact of a collection of prison art studies within America. What is of interest is that the UK seems to be leading in this field in terms of outcomes, although methodological issues are questionable. The art forms used included dance, drama, creative writing, visual arts and theatre based work. Gardner's review highlighted the outcomes of the incarcerated offenders based on individual impact (self-esteem, social skills, mental health), societal impact (cost/benefit analyses), and where documented effectively, the impact on the institution or artist(s). The researchers did not interpret the results used within this review; they were merely reported as they were presented, by the author/ artist/ prisoner. Again, as with research presented by UK based artists, evaluation tools and methods have heavily relied on case studies and personal interpretations; therefore jeopardising the validity and robustness of the findings. A number of limitations were presented including the sample sizes. The smallest sample size consisted of 6 participants (Brewster 2010) and the largest being in excess of 5000, in a

study conducted by Worrall and Koines (1978). Other limitations in the review ranged from unclear populations (lack of demographical knowledge) to poor use of data-collection tools.

Richards *et al.*, (2000), explored the role of writing on the health of adult male prison inmates who had been diagnosed with psychiatric illnesses. All prisoners were confined to the psychiatric wing of a correctional facility. The project was a form of art therapy, however this was not identified or labelled as an 'arts intervention' to staff or prisoners, but referred to as a creative form of writing. Richards found that both staff and prisoners referred to the intervention as a group programme that incorporated art-based elements. The programme was not considered as 'art therapy' or an arts programme. This is of great interest to note, as there is clearly an element of stigmatisation of arts-based interventions being a 'soft' option. However, Liebmann (1986; 1994; 1996) strongly argues that many of the processes and exercises that are incorporated into arts-based programmes, especially those which are drama based, are successful in highlighting emotions, perspective taking, developing empathy, building relationships and creating change.

The use of drama interventions that have previously adopted role-play have produced poor evaluative research due to the insufficient use of methodology, lack of evaluative knowledge and preconceived negative ideas of the use of drama as a rehabilitation tool (Hughes 2005). As Clare (1998) demonstrated, "Drama projects are sometimes dismissed as frivolous, or a

waste of time or precious resources, so they may cause suspicion or even hostility in some quarters."

The Arts Alliance (2010) further acknowledged that art-based projects within the criminal justice system are seen as a way for offenders to pass time. Arts interventions in most cases fail to articulate a developed methodology therefore fall short of establishing strong links with testable and measurable theoretical frameworks that are able to capture solid outcomes and processes during interventions (Miles and Clarke, 2006). A well researched programme incorporating all of the cognitive deficits, and using the drama technique of role-play to improve offenders' perspective taking abilities is Thinking Skills (TS), formally known as Enhanced Thinking Skills (ETS) as discussed previously in this chapter. Friendship *et al.*, (2003) stated "specific methods underlie treatment effectiveness...Cognitive-behavioural approaches to treatment have produced the most promising results" (pg. 103).

However research conducted by Falshaw *et al.*, (2004) failed to support Friendship's (2003) findings, reporting no significant differences between the control group (n=649) and experimental group (n=1947) when looking at reconviction rates. Falshaw *et al.*, (2004) evaluated the effectiveness of a cognitive skills programme based in prisons in England and Wales for reducing reconviction. The study focused on reconviction rates over a two-year period (1996 – 1998) of those who had taken part in the programme (experimental group) and those who had not (control group).

Possible explanations for the findings are discussed in the research paper including; results reflecting expected variation, bias, delivery of the programme (programme integrity), staff and offender motivation – although the study states that prisoners volunteered to take part, non attendance could adversely affect their early release date and therefore levels of motivation for change may not have been present for all offenders taking part. This therefore questions the ethical validity of the research and findings. Meekums and Daniel's (2011) research is of great interest as they called for a change in the way artists evaluate their work. Although there is a vast amount of knowledge that researchers can gain from narrative explorations and auto-ethnographical alternatives, Meekums (2010) requested a unified approach between artists and scientists. This translated into research adopting a mixed methods approach, combining qualitative and quantitative methodologies. One of their key recommendations from the review was to develop a research framework addressing the role of arts with the offender population and to link this to behavioural outcomes within the prison and recidivism rates upon release. They further acknowledged that perceptions of arts-based therapies and programmes need to be challenged within the criminal justice system as this limits the impact such programmes may have.

The arts in the criminal justice field are polarized by the artistic experience used in its own right, for its own sake (intrinsic) and then by arts being used as a method to meet the targets and aims presented by the criminal justice system (extrinsic). It is evident from the majority of research encountered during the literature review that many papers have previously

adopted an intrinsic view, providing weak methodology and anecdotal evidence of success through the views of the arts practitioner. The literature that addressed the extrinsic elements, although very limited, started to portray a positive argument supporting art-based interventions with offenders both in custodial settings and in the community. Although literature surrounding the creative arts has been under-represented in terms of strong scientific evidence, mainly relying on subjective qualitative data; attempts have been made nonetheless to explore the benefits of adopting such art forms when working with offenders.

1.4.3 Research using Art-based Methods

One of the main challenges art-based programmes endure within the criminal justice system is providing sufficient evaluative evidence showing that such projects produce positive effects in relation to reducing re-offending rates (Jennings, 1997). Art-based therapy approaches may however prove to be an effective alternative to traditional, verbal therapy approaches (Bennink et al., 2003). A number of advantages have been acknowledged in favour of arts-based approaches including facilitating the unconscious level of cognitive processing (Greenwald, 1992). Other advantages include: growth of self-esteem; bypassing dishonesty (sometimes present in verbal therapy); acceptance for non-verbal disclosure (to which verbal disclosure may leave an offender feeling vulnerable); permitting of self-expression and creativity and the decrease of pathological symptoms in a non-verbal manner (Gussak, 1997), which are all linked to non-criminogenic minor needs

outlined in the risk/need factors associated with offending (Bonta and Andrews, 2007).

Van den Broek *et al.*, (2011) stated that compared to traditional verbal therapy approaches, art therapies seem to be at an advantage. The importance of emotion, developing emotional literacy and dealing with repressed feelings all contribute to offender rehabilitation and are strongly linked to cognitive processing, according to theory (David and Szentagotai, 2006). Art therapies can elicit emotions on a variety of levels, including the subconscious and therefore demonstrate effective alternatives to verbal therapies, especially when working with clients (offenders) who may be emotionally detached. Art therapies, in particular dramatherapy in forensic settings explore emotions, destructive behaviours and impulsivity and self-control in a safe environment (Reiss *et al.*, 1998; Blacker *et al.*, 2008).

Psychologists such as Chandler (1973) conducted a study using 11 - 13 year olds who displayed delinquent behaviours (from a sample obtained by police records including those who had lengthy records and numerous court appearances who were classed as suitable for the experimental group). Two groups were used (45 participants in each group – 15 from each age year); a control group who were asked to make a film and an experimental group who as well as making a film, were asked to consider the perspectives of certain roles and act them out. Reliable metrics such as the Peabody Picture Vocabulary Test and a measure of social egocentrism were administered during this quantitative research. An 18-month period follow-up

to the study revealed that participants in the experimental group displayed an offence rate that had almost halved in relation to previous crime rate records. The control group however, showed little change. Chandler (1973) claimed that participants' egocentric views were challenged by the role-plays and as a result there was a change in behaviour, therefore reducing criminal activity.

However upon closer analysis of the research methodology, the experimental training programme differed somewhat from the training received by the control group along dimensions other than the role-taking and perspective taking, this in turn my have influenced the results. Also, any attempt to generalise these findings to other populations of antisocial youths should reflect an appreciation of the special character of the sample employed in this study. Although the study showed limitations they must be recognised on a two-fold basis. Firstly, drama methods can be useful when working with young offenders as a vehicle for learning and also for enhancing cognitive tools (Baim *et al.*, 2002). Secondly this study, although dated, has provided a sound strong evidence-base for the creative output in the criminal justice field.

In addition to acknowledging past research findings, when searching for literature relating to the arts and offenders, there seemed to be confusion as to what 'school of thought' this paradigm lay with. According to Blacker *et al.*, (2008), the role of arts with offenders tends to produce research surrounding the mental health field as the discipline adopts a therapeutic approach. Similarly in 2003, Kipper and Ritchie reviewed research that

embedded psychodrama techniques such as 'doubling' and 'role-reversal' within a mental health framework, rather than rehabilitation. This adopted some kind of Medico-legal framework. Findings highlighted that positive evidence was identified. So perhaps the question one should ask in relation to art interventions with offenders is; what context are such projects used with offenders?

Although the mental health field has embraced arts-based interventions, education tends to follow closely behind in terms of acknowledging any benefits. Previous research has identified that creative forms are innovative and help engage offenders, particularly prisoners (Wilson, 2001; Owers, 2008). Tett et al., (2012), Tarling and Adams (2012) explain how creative outlets improve attendance and literacy and have been a catalyst for offenders returning to mainstream education both in secure and community settings. This ties in with the Victorian and Christian model established one hundred and forty years ago, suggesting that education could be used to eradicate social ills. What is of relevance is the ideology that education is a means of rehabilitation (Hollin, 2002) and the process of creative and experiential learning will aid the reintegration transition (Clements, 2004).

Smeijsters and Cleven (2006) investigated how aggression is treated using art therapies in forensic psychiatry. The study provided an overview of dance therapy, art therapy, music therapy and drama therapy interventions in a forensic setting with an adult population in the Netherlands and

Germany. Findings indicated that these art therapies do contribute to decreasing recidivism amongst the study sample. The study draws attention to the "analogy" between vitality of the psyche against the dynamic processes during manifestation of the art forms; both of which are characterised by equal parameters including the tempo, dynamics and rhythms of the art form. Timmer (2004) stated, in previous research focusing on drama therapy within treatment for sex offenders, that forensic patients are able to work through layers of past experiences that have not yet flourished to the point of articulation, thereby experiencing vitality affects through the use of art forms. This in turn slowly becomes part of the conscious cognitive scheme.

Gussak (2007) researched the effectiveness that art therapies have in reducing depression in prison populations in America. Comprising of a pilot and follow-up study using both single study and control groups with a pre test/post test design, the study adopted a quantitative approach in a prison setting in North Florida. The sample consisted of 48 inmates who had been selected by the mental health counsellor. Using the Formal Elements Art Therapy Scale (Gantt and Howie, 1979), a non-standardised assessment tool (FEATS) and the Beck Depression Inventory – Short Form (Beck and Beck, 1972), the inmates received art therapy services for two sessions per week over a duration of four weeks. The groups were asked to draw a person picking an apple from a tree during the first and final session. This drawing, along with the assessment and survey were analysed. Results highlighted a highly significant change on the FEATS scale and also the

pre/post test survey (p<.001), supporting the hypothesis that inmates receiving the art therapy will show improvement in their mood, problem solving abilities and also the socialisation.

Although this study produces quantifiable data, it is not without limitations. Firstly, the pilot study revealed that there were a number of different art therapists running the sessions; therefore the direction of each session differed from group to group. This made it difficult to ascertain which specific intervention and interaction from the therapists influenced the results. In order to rectify this, the follow-up study used just one therapist for the sessions. The second limitation worth addressing was that of the sample. Participants were not randomly assigned to the study, and the mental health counsellor chose the group members based on her previous experience of working with them. This could presumably result in a confounding variable – a systematic selection/participant bias. There was also a distinct lack of evidence presented in terms of other forms of mental health care that participants were receiving. Therefore it can only be assumed that findings do not pose an accurate overview of the project as medication and/or other treatment methods may have impacted upon the sessions.

As with all secure setting based research, compliance to such artbased interventions may be perceived as "good behaviour" to officers or may be based on previous relationships between the counsellors and participants. The sample size and duration of the study also raised concerns. In addition, according to Gussak (2007), the measuring tools were not able to measure the small changes presented within the groups so the study may have been statistically under recorded. In order for the study to be generalised to the wider prison population, more participants are needed and more rigorous methods used. The final limitation presented in Gussak's (2007) study highlighted the importance of using an already established, standardised measuring tool. The FEATS tool was developed 'in-house', and may not be valid or reliable.

The 'Doing Arts Justice' Report (Hughes, 2005) was one of the most comprehensive review evaluations into the effectiveness of arts within the criminal justice sector, worldwide. The report revealed that there was a lack of theory present within the interventions to demonstrate impact on offenders, concluding that evaluations of the arts were of low quality. Evaluating 76 pieces of arts-based research in prison, the review was not able to cite sufficient research evidence. The paper referred to the amount of studies that did not meet academic 'scientific standards' (pg. 24), stating that 42 out of the 76 studies were assessed with 'some' quality. The most recurrent weaknesses that Hughes (2005) identified were small sample size; lack of comparison groups; lack of evidence between outcome and intervention; relying too much on non-existent theory; too much emphasis on self reported outcomes which are subjective, and finally a lack of research to examine themes present in the study.

One example of such a study is that of 'Blagg' devised for young offenders by Thompson (1995). By creating the character 'Joe Blagg',

participants explored the background, education, friends, work and interest of the character and devised an offence. Thompson (1995) claimed that by rehearsing interventions and adopting different roles relating to the main character, the use of role-play incorporating perspective taking was a main element to the course. By adopting new roles and exploring a number of issues such as developing the character's thoughts, feelings and through rehearsal and repetition in a number of different situations, the project was aimed to widen participants' perspectives on a range of issues. These included peer influence, victim and community awareness and gaining sufficient tools to help prevent re-offending. However the insufficient evaluation conducted by the study (highlighted in Hughes' review (2005)) failed to report adequate evidence, which could not help acknowledge the intervention success.

The evaluation consisted of an attitudes questionnaire devised by a drama practitioner, which had not been psychometrically tested, and also interviews carried with participants and members of the youth offending team (YOT). The analysis of the interviews used grounded theory, allowing the evaluator to be selective in what was actually being added to the study; therefore findings presented in the report may not be fully accurate with negative responses potentially being omitted. The studies evaluated in Hughes' (2005) review failed to clearly demonstrate how the arts-based methods used were linked with the theoretical base. This is echoed by the findings of Daykin *et al.*, (2011), having conducted a systematic review of studies from 11 databases from the UK, USA, Canada, Australia and South

Africa. Quantitative, qualitative and mixed method approaches were evaluated, all of which posed methodological weaknesses. These ranged from small sample sizes, general lack of detail in report writing and research design and data collection. Daykin *et al.*, (2011) highlighted that although arts-based project evaluations reported a wide range of outcomes, ranging from increased confidence to improved attitudes and the capacity for reflection, the evaluation of such projects within the youth justice settings are complex and the evidence-base from which to draw upon is often vague and under-developed.

As a result of Hughes' review (2005), a decade on, arts-based companies are evaluating their work with a stronger emphasis on quality of methods. However, there is still a great divide between quality of research and outcomes achieved by such companies when addressing the stipulated targets of the criminal justice sector. Arts tend to focus on 'soft' outcomes such as increases in confidence, enhanced self-esteem and team building rather than the 'hard' outcomes that are sought such as; re-offending rates, re-housing, employment.

More recent research has been conducted by Caulfield and Wilson (2010) who focused on the role of music (Good Vibrations Project) and the impact it posed on female offenders. Running over one week, the Good Vibrations Programme used drums, rhythm and personal compositions as the basis of their framework. The paper explored the notion that prisoners' self esteem was increased, as well as a reduction in negative behaviour

(noted by the prison officers, who knew the participants). In total 10 prisoners took part in the research highlighting whether findings are valid due to small sample sizes. The research methodology was also questionable as data was only made available for two of the prisoners (OASys files) and this limited the depth of the data obtained in the measures of emotion scales pre and post programme, which aimed to highlight change over a six-month period. Semistructured interviews with prisoners and informal interviews with prison officers were also conducted. This research followed a qualitative approach following the grounded theory approach of analysis, which clearly identified increased levels of enjoyment from 9 out of the 10 participants and also explored the concept of helping them 'cope' with prison life. The paper did not note whether the prisoners were involved in other intervention-based work running parallel to the project, which could have impacted the results (historical confounders). The positive result from this study was the link between engagement and the return to mainstream education – even though the paper states during the procedure section that 8 out of the 10 prisoners were already in formal education courses within the prison, whereas in the discussion section Caulfield and Wilson (2010) noted that 9 out of the 10 prisoners were in formal education. Caulfield and Wilson (2010) did not note explicitly the limitations of the project. This questions the strength of the research as a piece of evidence in favour of the arts.

Although there are documented advantages presented in academic literature regarding art therapy as a treatment modality, the majority of studies that argued the effectiveness of arts tended to rely on a qualitative

methodology, often adopting case studies. Saunders and Saunders (2000) stated that there have been relatively few large quantitative studies around the arts-based therapies, which in this current climate is seen as a necessity in order to provide outcomes and secure funding.

Many researchers have contributed to the debate surrounding the use of 'qualitative versus quantitative' methodologies when documenting and evaluating arts-based projects (Landy, 1993; Politsky, 1995). There is a strong argument presented surrounding how arts can and should be evaluated as such stringent measures can deter from the creative process (Meekums, 2010). However in order for the arts, especially drama to be taken seriously as a rehabilitative tool with offenders, researchers, therapists and facilitators should not shy away from the process of evaluation. As Saunders and Saunders (2000) emphasised, the evaluation of programmes and subgroups can lead to identifying the specific target groups who benefited from certain aspects of the programme. Therefore, one is able to take such data and develop specific interventions based on specific information e.g. age, offence, gender, number of sessions needed and so on. This fits well with the evidence provided from the Risk-Need-Responsivity model (Andrews, Bonta and Hoge, 1990). By not conducting good quality research of an arts intervention is ethically unjust.

The arts, particularly drama and music, have been used to help rehabilitate offenders and/or help improve their life chances. Evidence of such transformative power has been documented in the anecdotal format,

however this struggles to illustrate the hard evidence for effectiveness, particularly against the criminal justice system targets (Johnson *et al.*, 2011). Due to the current financial climate, arts-based companies working within the criminal justice sector are under increasing pressure to provide hard scientific evidence based on their effectiveness and impact of re-offending rates (Johnson *et al.*, 2011).

Mullen (1999) stated in her research paper that there had been no research that connected arts programmes to recidivism rates. Although this statement is dated, it was also echoed in Meekums and Daniel's (2011) review. This once again highlights how the arts can be perceived as weak; they became reliant on anecdotal evidence from therapists and have an absence of credible methodologies when looking long-term at the impact of arts-based projects on rehabilitation rates.

The review of past research literature based around arts with offenders has unearthed a number of quality based issues. Aware of the lack of scientific rigor presented throughout the majority of the research papers, Meekums and Daniel's (2011) review highlighted the strong notion of researcher bias; according to their review, 'many articles were written by practitioners working with offenders, or by therapists who were sympathetic to the practitioners' point of view' (pg. 232). Another issue relating to bias stressed within the review surrounds that of funding, or more appropriately the lack of funding. Budgetary constraints often lead to research in this area being conducted by artists themselves. Such ethnographic accounts provide

the humanising aspect to the therapies that seems somewhat lost in scientific data. Therefore, by bridging the humanising element with the rigorous evidence, elements of bias will be reduced and an insight into the therapeutic process will aid in the development of embedding such creative tools when addressing recidivism.

A more current piece of research conduced via the National Offender Management Service (NOMS) identified outcomes of arts projects with adult offenders (Burrowes et al., 2013). A review of past literature into this area, for the purpose of this study, revealed that due to the lack of good quality research evidence that explored the impact of arts with offenders; there was insufficient evidence to conclude that arts projects have a measurable impact on reoffending (Burrowes et al., 2013), which in turn could have negative consequences for arts-based projects to secure funding. In total 2028 papers were identified, 134 research papers were acknowledged as relevant for the study, with only 16 being able to meet the quality criteria set out for the review. What was of interest, was that the said projects did impact positively on behaviour (in prison) including engagement, motivation and compliance with programmes (Cox and Gelsthorpe, 2008; Moller, 2011); and by improving individual psychological factors including depression, anxiety and increased self of purpose (Harkins et al., 2011; Gussak, 2009b).

Although there are clear weaknesses involved in evaluating art interventions, there is no denying that the arts can have positive outcomes on offenders. The role of dramatherapy and psychodrama are now

embedded within the criminal justice system when working with offenders. Both are the two major influences on drama work with offenders, influencing the work of many practitioners and companies leading the way in drama with offenders (Geese Theatre and Clean Break Theatre). Geese Theatre Company was established in the UK by Clark Baim, in 1987. Clark had toured extensively in the USA with the original Geese Theatre USA, a touring company established in 1980 by John Bergman. Geese Theatre USA visited hundreds of prisons and paved the way for a great deal of innovative artsbased work in America. Since 1987 the company has worked in more than 150 custodial institutions, with over 250,000 offenders and people at risk, delivered training to over 20,000 people and performed at 750 criminal justice and social welfare conference events. Clean Break was set up in 1979 by two women prisoners (Jenny Hicks and Jacqueline Holborough) who believed that theatre could bring the hidden sorties of imprisoned women to a wider audience. Still the only women's theatre company of its kind. Clean Break has remained true to these roots.

1.5 Dramatherapy

Dramatherapy, according to Reiss *et al.*, (1998) has the potential to be an effective form of therapy with offenders as it is seen as a complementary process. Based in a group environment, dramatherapy provides an interactive platform to work through intense exploration within a socially acceptable framework. By marrying thought, feelings and action together, dramatherapy provides a safe environment to enhance cognitive levels. Combining talk-based therapy with activities adopted from theatre to

promote expressions, those taking part in such a process use both their minds and bodies.

The British Association of Dramatherapists (BADth, 2013) defined this process as "...Dramatherapy has as its main forms the intentional use of the healing aspects of drama and theatre within the therapeutic process. It is a method of working and playing which uses action to facilitate creativity, imagination, learning, insight, and growth."

The development of dramatherapy is not linear but has evolved from a combination of interconnected disciplines, which were themselves developing prior to and during the early part of the 20th century, including psychiatry, psychology, psychotherapy and psychoanalysis. Therefore this therapy seemed to lack a coherent and systematic therapy to which practitioners adapted a range of techniques without any firm theoretical basis (Kedem-Tahar and Kellermann, 1996). Since then dramatherapy and its core principles have developed and work of pioneers such as Jennings (1992; 1994) and later Jones, (1999; 2007) has led to a fully comprehensive 21st century discussion of dramatherapy in the UK. In 1994, Jennings defined dramatherapy as "the intentional use of the healing aspects of drama in the therapeutic process." (pg. 16). Dramatherapy is often used where there is internal personal conflict for individuals or groups, and this is invariably connected with the external world outside of therapy.

Dramatherapy encompasses the use of action techniques, playing particular attention to drama techniques including role-play, improvisation, puppetry, masks, drama games/exercises and performance (a list of drama techniques can be found in the index). These techniques aid and facilitate the contribution to both behaviour change and personal growth (Jennings, 1997). Having established strong roots in mental health, rehabilitation therapies, education and religion; dramatherapy is process-orientated rather than outcome-oriented, progressing through various stages. There is generally no final play performed in front of an audience (Jennings, 1997), it is more focused on the journey the client takes during the therapy.

According to Landy (2006) dramatherapy "concerns a relationship between a therapist and a client or clients who attempt to make sense of their life experience..." (pg. 135). One can say that dramatherapy has combined the traditional verbal therapies with tools taken from the creative field of theatre to promote emotional expression. The process is active rather than passive so the client feels submerged in the techniques. Dramatherapy is the use of drama as a therapeutic method.

In order to understand the potential usefulness that dramatherapy poses for offender rehabilitation, it is important to grasp an understanding as to the process and format such sessions yield. Sessions tend to begin with a 'check-in' process; thus allowing the drama therapist to be aware of current moods in the group and therefore projecting the session appropriately. This is a crucial part of the session as one group member whose attention is not

focused could produce a negative knock on effect to the group (Dixon, 2000). Following on from the 'check-in' process the group enters a 'warm-up phase. Here exercises, usually active ones, are introduced in order to get the focus and attention of all group members. This then leads the session to a main drama therapy activity followed by a group discussion. For those group members who have adopted roles during the main activity, the 'de-role' process begins; this allows the group member to reconnect with themselves rather than staying in role. Finally the session ends with a closure activity – ranging from an active exercise, a session feedback or a ritual followed by a 'check-out'.

Emunah (1994) identified the 'Five Phase Model' through which many drama-therapy groups and therapists follow. The first phase is known as the 'metaphor through action' and is of particular interest when working with offenders, as emotions, issues and behaviours are represented in a metaphorical manner; thus allowing symbolic understanding. By addressing behaviours, group members adopt different roles (e.g. victim, friend, father); these roles are then played out in dramatic situations, thus helping one understand the role (perspective taking) and exploring situations with regard to emotions (empathy and emotional literacy).

'Concrete embodiment' is the second phase and this relates to group members being able to act out an experience, making it more real through feeling in the present. This process allows group members to focus on the 'here and now' in terms of dealing with situations rather than just thinking

about them or talking about them. By experiencing this, it allows for learning or embedding of new behaviours. Adopting a kinesthetic approach (learning by doing) is a process that is widely respected.

Another key phase is 'Distancing'. This allows the therapist to protect feelings and emotions by adopting roles similar to the group member's own, but at a safe distance. This process stops a group member feeling overwhelmed with emotion and not knowing how to respond accordingly. Adopting roles is different to playing ourselves. By using distancing, a wider perspective is gained. In over-distanced forms of drama therapy, clients participate in dramas that do not relate overtly to their own lives. This becomes a cognitive process of remembering the past (Landy, 1983). In under-distanced forms of drama therapy, clients view themselves more directly and personally in the drama. This is an affective process of reexperiencing a past event. Distancing can be explored through a number of techniques including: storytelling, projective techniques such as puppets and masks, and role-reversal. However each technique may be used along a continuum of distancing. For example, in storytelling, a client could tell a story from his own life and re-experience emotion from that past event, thereby participate in an under-distanced form of dramatherapy. On the other end of the continuum of distancing, a client could be asked to create a story that has nothing to do overtly with his/her life. This would be an example of an over-distanced form of dramatherapy (Landy, 1983).

Affiliated to 'Distancing' is 'Dramatic Projection', this is usually an unconscious process and involves placing aspects of ourselves (feelings and emotions) into other people or things. This allows for an idea/emotion to be used from a group members and shared/acted within the session. The struggle between internal problems becomes shared externally through the use of dramatic techniques. This process of sharing is cathartic for the group as all members become involved in the situation (Jennings, 1994).

The final phase is known as 'Transitional Space'. This is created within the group and is an essential component to many, if not all learning and therapeutic environments. This space is timeless where anything can exist through our imagination (Bailey, 2010). Transitional spaces are where healing and change is possible (Stanislavski, 1961), jointly created by the therapist and the group members. It is a place to believe in the possible.

It is therefore not surprising that dramatherapy, along with other art therapies have a place within clinical and forensic settings. According to Reiss et al., (1998) dramatherapy is "group based, interpersonal, interactive and educational" (pg.140). He goes on further to state that the process of drama-therapy confronts previous intense emotions and with the use of theatrical exercises used within dramatherapy, the restructuring of personal responses may become embedded in frameworks that are socially acceptable (pro-social rather than anti-social). Baim et al., (2002) acknowledged the significance in using dramatherapy in anger-management programmes as the methods used in dramatherapy tend to be more

personal, less reliant on literacy and help address thoughts, feelings and behaviour.

Dramatherapy has strong links with Psychology, as both study human behaviour through thoughts, emotions and behaviour. Dramatherapy adopts an active orientated framework by which thoughts, feelings and emotions are explored (Blatner, 2007), using drama processes (games, improvisation, storytelling, role play) and products (puppets, masks, plays/performances). As shown in figure 4.



Figure 4. The Dramatherapy Pie (Bailey, 2010)

Bailey (2010) designed the Dramatherapy Pie based on the four types of Drama approaches; Process-Orientated, Non-fictional, Presentational and Fictions. The pie is plotted out based on drama methods and what approaches these are best suited with.

There are a number of benefits as to why dramatherapy is so renowned when working with offenders. Although dated, it is still of great relevance in current explorations of the effectiveness of dramatherapy; Emunah (1994) states;

"The scenes in drama therapy are not necessarily directly related to people's real life experiences. Rather, drama therapy utilizes far more improvisation of fictional scenes, capitalizing on the notion that to play and to pretend enables a sense of freedom and permission, and promotes expression and self-revelation, albeit obliquely" (pg. 18).

1.6 Psychodrama with Offenders

Psychodrama was founded by Jacob Levy Moreno in the early 1920's. The concept is based on spontaneous improvisations and how this can have social implications in therapeutic environments. Originally an art form that had no separation between actors and audience and a less than structured framework, over the years psychodrama has become associated with clinical practices, especially those of group therapy. This has seen the spontaneity reduce to structured and specific methods such as role-play (Kedem-Tahar and Kellermann, 1996).

As defined by Moreno (1946), psychodrama is "the science which explores 'the truth' by dramatic methods" (pg. 249). He accentuated that the main goal of psychodrama is to help people discover their inner truth, express repressed emotions, and create authentic relationships with others. According to Chimera and Baim (2010), writings of psychodrama has an

extensive literature base with over 6000 publications presented in the academic field (with most adopting the qualitative format).

Psychodrama, in its most naked form provides the opportunity for one person (protagonist) to portray relationships and scenarios from their own life (Baim *et al.*, 2002). Fong (2007) identifies psychodrama as a therapeutic art form in which clients are encouraged to use their bodies as mediums thus being able to unearth personal truths and healing from traumatic experiences instead of traditional verbal participation. Fong (2007) further states that due to the direct link between psychodrama and play, the use of such a technique with adolescents proves to be successful.

Moreno (1946) suggested that when an individual acts out particular roles or incidents within a group, he/she will explore unconscious patterns, uncomfortable emotions, deep conflicts, and meaningful life themes in the safety of the therapeutic group. Internal patterns and conflicts are made external. Group members experience struggles as opposed to simply talking about them in a detached manner. As a result, group members will be able to gain new awareness and insight into their behaviour. Therefore psychodrama is unique as the process attempts to go beyond the linear methods of talking therapy to promote deep self-awareness and integration.

This concept is widely used across therapeutic establishments in group work settings as group members adopt roles from the protagonist's life. Psychodrama is seen as a method of psychotherapy, clients (offenders)

are encouraged within a group session to complete past actions via the use of role-play and dramatisation. There is a consensus regarding the lack of a commonly used definition of the term psychodrama as there is a triadic system of this paradigm that encompasses sociometry, group psychotherapy and psychodrama (Ridge, 2010). The process of psychodrama allows for the safe expression of strong feelings and/or the practice of containing emotions. Participants move from 'talking about' into action, providing opportunities to heal the past, clarify the present and imagine the future. By offering a broader perspective both on individual and social issues, psychodrama provides a safe environment in which new behaviours can be explored. This is a key element to the process of offender rehabilitation as new behaviours are rehearsed (Clarke, 2000).

The basic elements (operational components) of psychodrama are:

- The protagonist: Person(s) selected to "represent a theme" of the group in the drama.
- The auxiliary egos: Group members who assume the roles of significant others in the drama.
- The audience: Group members who witness the drama and represent the world at large.
- The stage: The physical space in which the drama is conducted.
- The director: The trained psychodramatist who guides participants through each phase of the session.

The three distinct phases of classical psychodrama are: The 'warm-up', this is where the group theme is identified and a protagonist is selected. The second phase is referred to as 'the action'. During this phase the problem is dramatised and the protagonist explores new methods of resolving it. The final phase is known as 'sharing'. Here group members are invited to express their connection with the protagonist's work.

Blatner (2000) identifies psychodrama as a method of exploring both social and psychological problems by reenacting scenes rather than just talking about them, using traditional psychotherapies. Hamamci (2006) explains that the use of role-play within the psychodramatic framework can create alternative ways of thinking and behaving. Role-play is used to disrupt the cycle of dysfunctional behaviour, negative moods and anti-social thoughts. Each psychodrama addresses the concerns of the person who is in focus (the Protagonist). The person who shares their work is chosen sociometrically by the group, highlighting the group concern and therefore increasing elements of empathy (Moreno, 1946).

Alongside role-play, psychodramatists adopt a range of tools that focus on the concept of self and aid changes in behaviour. Avrahami (2003) acknowledged how the Soliloquy technique can support clients (offenders) to explore irrational thoughts and become more familiar of their internal dialogue, which again may be difficult to explore during verbal therapies. The most famous technique used in psychodrama is that of the 'empty chair'. During this technique, the client imagines someone sitting across from him in an empty chair. The "other" (empty chair) may represent a family member or friend with whom the client needs to encounter, or it could be the client when he/she was younger or older; or may be his/her "inner child," a dream figure, or a spiritual entity (Blatner, 2007). This process allows the client to confront personal issues that have yet to be resolved.

Another key technique is that of 'The Mirror Technique.' Starr (1977) explains this technique as: "the moment when [the child] sees his/her image in the mirror and discovers that the image is of him/herself....he/she may touch it, kiss it, or hit it. This action, immortalised in the myth of Narcissus, is translated into an action technique in which the looking - glass reflects the self as seen by another." (pg.178).

This technique is key when working with offenders as it allows the protagonist to distance themselves from their emotions, it also allows the protagonist to connect with their emotions; developing emotional literacy.

Psychodrama and its related methods (sociometry, role-play, sociodrama) are applied to a range of different settings including medical training, trauma and abuse recovery, relationship counseling, mental health and forensic settings. Being so diverse, psychodrama is usually combined with other therapies (creative arts therapies, cognitive behavioural therapy), depending on the nature of the problems (Yablonsky, 1992).

From reviewing the literature, it seems as though drama is the common source of inspiration for both psychodrama and dramatherapy. Due to their great similarities, they are often confused with one another or they are seen as being identical (Keden-Tahar and Kellermann, 1996). However, though psychodrama and dramatherapy are based on a common source, they are not identical, nor are they similar to other creative arts-based action methods, as table 14 clearly highlights the differences between the two.

Table 14. A comparative summary of Psychodrama and Dramatherapy (Kedem-Tahar and Kellermann, 1996)

	Psychodrama	Dramatherapy
Definition	Group Psychotherapy Psyche (aim) drama (means)	Expressive art therapy Drama (aim) psyche (means)
Theory	J.L Moreno and others Spontaneity- creativity Role; sociometry, social psychology, object relations theory, behavioural learning	No one "founder" Theatre theory Anthropology and ritual Role and play therapy Expression Jungian psychology
Aims	Therapeutic Self-awareness Involvement	Aesthetic Expression Distance
Therapeutic factors	Catharsis Tele Action-insight As-if Magic	Play Improvisation Distancing Rituals Group work
Practice	Clear structure Imagination and reality Cognitive Integration Focus on individual Specific techniques	Unclear structure Imagination, myth No processing Focus on group No specific techniques
Target population	Conflicts Life Crises Psychological minded	Developmental deficiencies, handicapped, retarded
Therapist functions	Analyst, producer, Therapist, group leader	Dramaturg, teacher, artist, shaman

According to McGuire (2008), the most popular form of programmes for offenders to address their offending behaviour encompasses Cognitive Behavioural Therapy. Ayers (1981), although dated, proposed that drama could be used as a vehicle for change within the prison population. Addressing the notion of 'arrested development' in terms of the deficits presented in offenders' moral, social and cognitive development, Ayers (1981) explored the concept that numerous offenders tend to be caught at the concrete operational stage of cognitive development and therefore cognitive deficits including moral reasoning, decision making, victim empathy

and perspective taking need to be enhanced. One way of doing this is through educational programmes, however drama encompasses an action-orientated kinesthetic approach that motivates offenders and boosts their levels of social and cognitive development. It is through the use of role-play, improvisations, performance and self-reflection that allow the offender to advance their cognitive and developmental abilities. According to Cogan and Paulson (1998), drama is a powerful medium as it impacts on negative behaviours exhibited by prisoners through the use of role playing and motivating participation. The use of drama in prisons allows offenders with a range of educational abilities take part and adopt different roles, meaning it is inclusive and accessible (Landy, 1994; Blacker *et al.*, 2008).

However, not all research has indicated positive results when using any form of drama as rehabilitation tool. In 1983, Schramski and Harvey conducted a review of 19 studies addressing the use of role play and psychodrama techniques in both prisons and young offender institutions. They approached findings with optimistic caution when exploring attitude change alongside other variables, as two experimental and five quasi-experimental studies "yielded positive, though not consistently significant results" (pg. 246). The findings supported the impact of psychodrama on offending behaviour as being positive yet inconsistent.

1.7 Combining Drama-based Methods with Successful Evidence-based Models

Alongside interventions based specifically around the arts, techniques taken from the art paradigm have been implemented and fused together with pre-existing models of well-established evidence-based findings focusing on reducing offending behaviour. The psychological theories that are embedded within the rehabilitation approach address risk factors whilst simultaneously developing protective factors. It is within such theories of cognitive behavioural therapy, social learning theory and Role theory that drama, as a rehabilitative tool, has been instilled (Jones, 2007).

Some research highlights the direct link of drama being used to promote positive change within offenders and therefore enhance levels of cognitive development. Ploumis-Devick (2011) identifies that in order for programmes to be successful when working with offenders, well designed interventions that address personal exploration and change including cultural awareness, communication skills and self-awareness are fundamental for cognitive and behavioural change. Furthermore these cognitive processes blend well with arts-based interventions, especially those that embrace a dramatic element.

The concept of arrested development (as previously mentioned), meaning that the psychological development is not complete in relation to offenders, indicates that programme intensity needs to be matched with the developmental level of the offender. Referring to the work of Piaget (1964) to

help accentuate the point, cognition is developed through a range of sequences and processes. Starting with the sensorimotor stage, concluding in the formal operational stage. Research suggests that offenders remain at the concrete operational stage, linked to adolescence. However, those who commit crimes as an adolescent also tend not to progress to further developmental stages, therefore when responding to the need of the young offender the programmes need to be suitable for their developmental level. This is where the use of drama becomes paramount. According to Johnson (1982) and McGuire (1995) the process of drama allows the individual or group to elevate to more advanced cognitive developmental stages, this is supported through the use of role-play, modeling, mirroring, improvisation and when appropriate, through the use of performance. Consequently, drama connects people on a different, more holistic approach in comparison to traditional approaches (Day and Howells, 2002). According to McGuire and Priestley (1995) responsive approaches are to be matched to learning styles, most offenders require active, engaging and participatory ways of working.

Antonowicz and Ross (1994) acknowledge that a number of drama methods including role-play and modelling are generally the most effective interventions present in behavioural-based programmes. Performing arts and drama-based programmes are the most commonly used art forms when working with offenders (Arts Alliance, 2010).

Psychologists and those who carry out drama-based work as a means of intervention, such as theatre companies, drama therapists and psychodramatists adopt the role-playing technique. Originating from a concept devised by Goffman (1959), Role Theory focuses on how different roles are adapted to suit different social situations. His notion of 'frame distancing' is heavily used in any role-play situation aimed at enabling the participant to see an event through different viewpoints. Goffman (1959) proposed that the self is staged performance and we adopt different social scripts dependent on the context - the more scripts one has, the better equipped we are to deal with social situations. One of the many roles that forensic psychologists' adopt when working in a prison environment is that of facilitating cognitive-behavioural programmes to tackle offending behaviour (McGuire, 2008). The benefits of such programmes include enhancing interpersonal skills as well as providing cognitive skills training to enhance an offender's ability to communicate and interact with others and their ability to solve problems. Interpersonal skills training can sometimes involve using role-play to help create real life situations within a prison context (McGuire, 2008), this is a common tool within the Thinking Skills programme (Clarke, 2000). However, the powerful influence of role-playing is not new within Psychology, as it was dramatically demonstrated by Zimbardo in the Stanford Prison experiment in 1972 (cited in Gazzaniga and Heatherton, 2006).

Developing on from this, Wilkinson and Fagan (2001) applied Role

Theory to deviant behaviour and stated that criminality is another social

script learnt through playing a role within a criminal context – those who do this have very few opportunities to develop alternate social scripts. By adopting new roles and exploring a number of issues such as developing the characters' thoughts and feelings through rehearsal and repetition in a number of different situations, role-play allows the participant to understand, interpret, empathise and therefore predict human behaviour. Cogan and Paulson (1998) state that role-playing allows participants to deal with personal issues at a distance for they are not actually playing the role of themselves, which again supports the notion of frame distancing.

In 2008, Blacker *et al.*, alongside a theatre group worked with 62 violent male offenders in a combined cognitive-behavioural drama-based intervention. This study highlighted that drama based interventions can be successful when working with violent offenders. Research was conducted over 9 days with offenders from 6 UK prisons. Cognitive exercises were delivered using role-play, and this process was evaluated using pre and post methods via STAXI-2, Spielberger (1999). STAXI-2 is a valid and reliable tool to measure the experience, expression, and control of anger and consists of six scales; State Anger, Trait Anger, Anger Expression-In, Anger Expression-Out, Anger Control-In, Anger Control-Out, and an overall Anger Expression Index. According to Forrester (2000) role play, modelling and other drama techniques are "used to explore various human phenomena; including interpersonal capacities, personality traits, behaviours and cognitive frameworks..." (pg. 238).

Although results showed a significant impact post intervention, which support the findings of Reiss et al., (1998) who researched drama-based methods when working with mentally disordered violent offenders, there are a number of limitations that could discredit the findings. There was an attrition rate of 10 participants (16%); therefore results are based on a small sample size. Pre and post methods were administered by theatre staff so results may seem biased and as there was no clear follow-up study it is unknown as to the impact the study would have had on offenders upon release. Also, Blacker et al., (2008) states that prisoners ranging from low risk to high risk accessed the programme and this was a voluntary process, thus increasing the potential for self selecting bias. This does not fall in line with the Risk-Need-Responsivity model (Andrews, Bonta and Hoge 1990), which identified that levels of intervention should match the risk of reoffending. This study focuses on a quantitative approach, thus eliminating any personal experiences taking from the prisoners. Also the paper does not take into consideration other interventions that prisoners were accessing alongside the drama intervention. Despite limitations, the research is another acknowledgement of how effective drama can be when working with offenders.

A more recent study combining drama with psychological theory in order to contribute to rehabilitation, focusing on female offenders, 'Journey Woman' was carried out by Day (2013). The paper acknowledges that the main theory underpinning the project is the cognitive model, therefore problem solving, self-esteem, relationships, attitudes and reoffending are all

explored using effective drama tools including metaphors and role-plays. Using open ended questions and adopting a diary format administered over three separate programme groups, 8 participants completed them on a daily basis (32 diaries for purpose of research). Interpretative Phenomenological Analysis principles were used when looking at the collected data samples. Themes that emerged from the data included 'developing relationships', 'motivation to change' and learning environment', all of which are positive factors associated to change (McMurran and Ward, 2004).

Although the findings are beneficial in terms of understanding personal views whilst partaking in a drama-based project, the limitations of the research need to be addressed. Firstly, this type of research reverts back to previous arts-based methods where collected data was not generalisable. The measures are not scientific nor do they expel preconceived views about drama projects. One needs to be cautious when reviewing such research as many of the studies used were based in a prison environment – therefore results are not a true reflection of community-based issues and/ or offenders (Meekums and Daniel, 2011).

1.8 Summary

Although more research is filtering through in the field surrounding the effectiveness of art-based therapies with offenders, much documented evidence is based within custodial settings, thus not having a true reflection on the individual in the community. This in itself raises questions regarding engagement, response rates, motivation and whether attendance was

voluntary or compulsory. In addition, there is still a gap that is yet to address whether such interventions are aimed at prevention, rehabilitation and/ or enrichment. The research evidence presented in many cases is anecdotal and conducted by artists themselves (Hughes, 2005). However it is clear that arts-based work is not only cost effective (Kõiv and Kaudne, 2015) but also produces positive results when working with offenders, both adult and young (Meekums, 2010).

The current study proposed in this thesis acknowledges such barriers and therefore presents findings based on programmes that are delivered in the community, voluntary in attendance, with an aim of reducing offending and no previous relationship between programme deliverer (Recre8) and participant (Youth Offending Service young person) has been established. Also the use of established, standardised measuring tools ensures that the element of bias would be minimised as much as possible.

CHAPTER 2. METHOD

Chapter 2 examines the methodology used to conduct the research, addressing the research approach; the research methods and the research design. An overview of research paradigms along with a rationale for the adopted approach will be provided. The purpose is to present the philosophical assumptions underpinning this research and introduce the research strategy as well as outlining the empirical techniques applied.

The philosophical assumptions underlying this research are adopted from the interpretive tradition, implying that subjective epistemology and the ontological belief that reality is socially constructed. The data collection techniques used in this research were standardised psychometric questionnaires and semi-structured interviews as the research design aims to elicit viewpoints from participants based on attitudinal change towards crime. Consideration is also given to the strengths and weaknesses of the chosen tools.

Blaikie (2000) identified a number of challenges that researchers are presented with when identifying appropriate methods due to the varying assumptions that researchers bring to their own work (Crotty, 1998). Epistemology, gaining knowledge of social reality (Blaikie, 2000) and Ontology, philosophy of reality (Krauss, 2005) all contribute to the paradigms; representing the way one views the world, how we interact and perceive it (Guba and Lincoln, 1994). Thus said, research historically has

been influenced by two paradigms – positivism and interpretivism. Adopting either or both (mixed methods) approaches will influence the methods used to collect data.

Balfour and Poole (1998) stated "Whilst most Drama work (with offenders) lends itself to process evaluations, problems arise when trying to demonstrate the outcome of the work, particularly in terms of attitudinal change." Although dated, this quote poses a great insight into the difficulties faced when evaluating drama-based work with offenders. Meekums and Daniel (2011) suggest that a mixed methods approach is needed in research in order to provide a greater understanding as to the effects arts pose on offender rehabilitation, measuring change over set periods of time.

2.1 Study Design

The object of this study was to evaluate the success of the V^2 psychology based drama model when working with young offenders of all ethnic backgrounds and severity of crimes (ranging from first time to persistent young offenders (10 – 18 years) in the community). This research shall adopt a qualitative and quantitative approach to develop a strong mixed methods study that focuses on the links between approaches, also known as 'Triangulation' (Denscombe 2007; Creswell 2009). The research shall place itself at the forefront of reducing offending using drama methods, and be of good scientific quality, allowing for confidence in the findings and interpretation of results.

The aims of the investigation are:

- to see if the psychology based drama interventions successfully improve levels of engagement among offenders
- 2. to examine the effectiveness of the V^2 model in relation to reducing or eliminating recidivism
- 3. To explore what impact the V² model has on the development of selfesteem, confidence and personal and social development of the young offenders taking part

According to Clough and Nutbrown (2002) the research methodology embraced by a researcher all depends on values, principles, ideologies and philosophies that strengthen the research. The main methodology presented in the literature of exploring 'arts' with offenders follows a naturalistic (interpretivist) approach adopting a qualitative format, following the epistemological basis in idealism. According to Strauss and Corbin, (1990) qualitative research means '...research that produces findings not arrived by any means of statistical procedures or other means of quantification' (pg.19). Qualitative approaches are incredibly diverse, complex and nuanced (Holloway and Todres, 2003). According to Aronson (1998), qualitative research captures the complexity in research by explaining the 'what' and 'why' to human interaction and behaviour. The purpose of using qualitative analysis in this research was in order to provide a robust body of knowledge surrounding personal responses to the Recre8 programmes.

There are a range of advantages to using qualitative research such as allowing an in-depth examination of phenomena, ability to develop new

theories, the use of subjective information and not being limited to rigidly definitive variables. Such research is subjective and therefore relies on researcher interpretation to understand human behaviour (Holliday 2002; Cohen *et al.*, 2007).

Human behaviour changes constantly, depending upon certain situations, therefore it is difficult to generalise findings adopting a qualitative format. Holliday (2002) states "there is the potential for considerable rigor and discipline in qualitative research, that there is science within its complex nature, but this rigor largely resides in the way in which the research is expressed." However there are also a number of limitations to using such methods including; difficulty to replicate studies; the expense; the subjectivity leading to procedural problems; and also the notion of researcher bias is inevitable.

In order to generalise findings, positivist theorists adopt quantitative methods. Theorists following this methodology rely on the objective scientific knowledge that can be replicated and generalised. This research approach is an objective, formal systematic process, which relies on numerical data findings, describing, testing and examining cause and effect relationship (Burns and Grove, 1987). Advantages for using such methods include: allowing for a broader study in terms of numbers and being able to generalise results; allowing for greater objectivity; having prescribed procedures by which validity and reliability are ensured; researcher bias may be avoided by using participants unknown to the researcher; and finally

according to Kruger (2003) by using standard means that the research is able to be replicated, analysed and then compared with similar studies in the same field.

There are also a number of limitations presented when using quantitative methodology that have to be acknowledged. Firstly data collection may be much narrower and the results can be seen as limited as they provide numerical descriptions which provide a less intricate account of human perception. The current research study shall adopt both methodologies in order to provide a strong emphasis on research, methods and evaluation; which seems to have been overlooked in the majority of studies presented in the literature review.

Table 15 outlines the theoretical assumptions based on the two paradigms.

Table 15. Alleged differences between Positivism and Interpretivism (Weber 2004)

Metathecaretical		
Metatheoretical assumptions about	Positivism	Interpretivism
Ontology	Person (researcher) and reality are separate	Person (researcher) and reality inseparable (lifeworld)
Epistemology	Objective reality exists beyond the human mind	Knowledge of the world is intentionally constituted through a person's lived experience
Research object	Research object has inherent qualities that exist independently of the researcher	Research object is interpreted in light of meaning structure of person's (researcher's) lived experience
Method	Statistics, content analysis	Hermeneutics, phenomenology, etc.
Theory of truth	Correspondence theory of truth: one-to-one mapping between research statements and reality	Truth as intentional fulfillment: interpretations of research object match lived experience of object
Validity	Certainty: data truly measure reality	Defensible knowledge claims
Reliability	Replicability: research results can be reproduced	Interpretive awareness: researchers recognise and address implications of their subjectivity

Source: Class notes originating from Jorgen Sandberg. Published in Weber (2004, p.iv)

2.1.1 Confounding Variables

In order to control for the effects of the extraneous variables, a number of exclusion criteria were applied to the population, as follows: Individuals over the age of 18 or below the age of 10 were excluded. Individuals who were incarcerated during the Recre8 programmes were also excluded as the research focuses on young offenders in the community.

The researcher was aware of any young people referred with learning disabilities, English as an additional language and behavioural difficulties. Extra support was offered to these individuals during the programme and also during the data collection process.

Demographic factors including age, gender and level of education (full-time, part-time, not in education or training (NEET)) are acknowledged to affect test performance (Lipsey and Derzon, 1998; Loeber and Farrington, 2000). Research measuring these outcomes ensures that such factors are suitably controlled.

In addition to demographic factors, it is important to highlight superfluous factors that may affect the research. As this research was conducted in the community, the researcher identified environmental factors, peer influence (Hindelang, 1976; Gardner and Steinberg, 2005) additional treatment programmes, education involvement, the use of drugs and alcohol (Van der Put, Creemers and Hoeve, 2014) and general chaotic lifestyles

(McNeill and Batchelor, 2002) as contributory factors that could possibly affect results.

2.1.2 Sample

The sample consisted of 72 young offenders aged between 10 – 18 years; who were all subject to court orders or who had been referred by agencies or via peers to attend on a voluntary basis (Reprimands, Final Warnings) and were attending the Youth Offending Services. In total 84 young people took part on the programmes, however 5 young people requested not to be included in the research and seven young people were incarcerated during the life of the research project and therefore their data sets were incomplete. All young people were serving community orders rather than custodial sentences. 7 young people were not on statutory orders but had been referred on a 'Final Warning'. There were 26 participants who had completed the first part of their sentence in custody and were carrying out their remaining sentence in the community. Orders of the participants included: Youth Rehabilitation Order (YRO), Referral Order and Detention and Training Order (please refer to appendix B to see the definitions of each order).

Recre8 were contracted/commissioned by Birmingham Youth Offending Service to work alongside the young offenders and deliver the offending behaviour interventions (see appendix C for research confirmation letter). In total 10 offending behaviour programmes were delivered. Please refer to table 16 to see how many participants were on each programme.

Table 16. Recre8 programmes and number of participants.

Recre8 Offending Behaviour Programme	Number of participants
1) Segreg8 (July 2012)	7
2) Segreg8 (August 2012)	6
3) Intimid8 (August 2012)	5
4) Segreg8 (Final Warnings) (September – October 2012)	7
5) Intimid8 (February 2013)	5
6) Intimid8 (February 2013)	8
7) Aggrav8 (March – April 2013)	8
8)Segreg8 (July 2013)	9
9) Segreg8 (August 2013)	9
10) Segreg8 (October 2013)	8
Total	72

Participants who took part in the study ranged from first time to persistent young offenders. The participants were assessed based on Asset scores (a structured assessment tool used by case workers) and referred to take part in the programme. This process was completed by Youth Offending Service (YOS) case workers and Recre8 facilitators in order to ensure that group members had no negative association with one another (e.g. gang issues, or if they have previously been victims of certain group members). Please note that not all Asset scores were obtained for each participant during the life the data collection. This is due to a number of reasons including; completion of order, change of area and therefore new case manager.

All groups were of single sex (all male groups), this is a policy that Recre8 adopt as sensitive issues are covered in the programmes and past experience has indicated that both sexes are more likely to disclose personal information in a same sex group. This also minimises disruptions, as there is no need to try and impress the opposite sex. All participants who took part in this piece of research were young males. No females were represented in the sample.

2.1.3 Ethical Considerations

Ethical clearance was obtained from Birmingham City University Ethical Committee (see appendix D). Consent and anonymity was secured by participants before any data collection was obtained. All participants were debriefed. Informed consent was sought by providing each participant with an information pack; including a consent form and a participant information sheet explaining the nature of the research and the intended use for the collected data. The participant information sheet also provided the contact details such as a work mobile number, blackberry pin and also an email address of the researcher and also the contact details of the university supervisor (Professor Craig Jackson). Please refer to appendix E to see the consent form and participant information sheet. Double copies were provided to caregivers, parents or guardians of participants under the age of 16 years old.

Data was obtained from Birmingham Youth Offending Service. An information sheet and consent form was sent to the Head of Service and to relevant team managers. A copy of the researchers' Enhanced CRB was

shown to all of the establishments that agreed to the research being taken. A copy of the Enhanced CRB is attached (Appendix F).

All obtained data including interviews, referral forms and questionnaires were kept secure and locked at the researcher's home address where only she had access to the information. It was made clear to all young people on the programmes that they did not have to take part in the research.

Participants were made aware that all information is confidential and they will remain anonymous throughout the research. Individual's names were not used on any of the questionnaires; researcher identification of participants was made with encrypted ID numbers. Pseudonyms were provided for those who took part in the interview.

Each young person that took part was de-briefed by the researcher post intervention in order for them to fully understand the nature of the research, the debrief was delivered in such a way that all levels of academic ability were able to understand the process. During the debrief the young people had the opportunity to discuss their experiences, report any problems they encountered and seek further clarification.

Post programme the young people were thanked for their participation, alongside organisation staff. All involved in the research were advised on how and when they were able to obtain a summary of the results. Each young person had the right to withdraw from the research project at

any point up until the dissemination of the results. Time scales were provided. The aforementioned process was also applied after the three-month follow up data collection.

The researcher is also the Director of Recre8. In order to minimise conflicts of interest, the researcher was only present during the administration and collection of data and during the semi-structured interviews. The researcher did not deliver any session nor did she know any group members prior to the programme commencing. Please see appendix G for the declaration of interest letter.

2.2. Outcome Measures

2.2.1. CRIME PICS II (Frude et al., 1994)

Standardised pre and post questionnaires based on CRIME PICS II (Frude *et al.*, 1994) were used to measure the participants' views towards offending via a Likert scale (relating to cognitive deficits including victim empathy, perspective taking, problem solving and decision making) and also their perceptions of current life problems. The CRIME PICS II is a fully validated questionnaire that is used to examine and identify attitude changes towards offending. It is the improved successor to CRIME-PICS, a tool initially developed by the authors and support from the Mid-Glamorgan Probation Service.

The CRIME PICS II is a widely recognised assessment tool that focuses on attitudinal change. The changes in scores have been associated with positive reconviction outcomes, referred to as an 'Industry Standard Interim outcome measure' (HMIP, 1998). Deviating from traditional assessment measures focusing on simple activity measures (compliance levels and reconviction rates), the CRIME PICS II questionnaire focuses on offender's attitudinal changes. Although reconviction rates and compliance levels are important data, they do not provide sufficient information regarding the change in offender that a service provider has brought about. The CRIME PICS II questionnaire can be utilised alongside other testing methods to assess intervention success amongst offenders.

There have been numerous research studies that have incorporated CRIME PICS II as an assessment tool (McGuire *et al.*, 1995; Rex *et al.*, 2004; Harper and Chitty, 2004), it was one of the key psychometrics used in past studies that researched the effectiveness of offending behaviour programmes (McDougall *et al.*, 2009). The CRIME PICS II tool also featured in Sadlier's (2010) study which evaluated the impact of the HM Prison Service Enhanced Thinking Skills programme on reoffending outcomes of the Surveying Prisoner Crime Reduction (SPCR) sample. This study is unique in the sense that both dynamic and static factors were matched. It is clear that the CRIME PICS II questionnaire has served its apprenticeship in regards to an effective, reliable and useful assessment tool to measure change in attitudes with the offending population.

The CRIME PICS II consists of 20 questionnaire items and a 15-item "Problems inventory", both adopting the Likert scale approach. Responses are translated into five scores.

G = General attitude towards offending consisting of 17 items. Low scorings in this category indicate that the offender is aware that committing crime is not an acceptable behaviour.

A = Anticipation of re-offending consisting of 6 items. This measures the offender's acceptance of the likelihood of re-offending. A low score indicates a probability to not offend again.

V = **Victim hurt denial (empathy)** consisting of 3 items. A low score indicates the acceptance that offending behaviour has a negative effect on victims.

E = Evaluation of crime as worthwhile consisting of 4 items. This measures the extent to which the offender accepts or rejects the view that crime is a form of excitement and/or is a useful way of obtaining goods. The lower the score indicates a rejection of the view that crime has benefits that outweigh costs/ risks.

P = Perception of current life problems consisting of 15 scales.

The 20-item questionnaire, offenders are asked to (strongly) agree or disagree, producing a Crime Index that summarises the extent to which attitudes support offending; possible scores range from 17-85. The Problem Inventory, changed to 'Hassle Inventory' for the purpose of this research, is based on a four scale rating (big hassle) to (no hassle). The possible scores for this range from 15-60. CRIME PICS II is divided into four sections. The

first section summarises the offender's current status, past offending history and also explores demographic characteristics. This section allowed the researcher to gather background information to the young offender; however this section was modified to suit the research, e.g. removal of 'client code'. It is anticipated that the researcher will gather this information via a case manager, prior to participants completing the questionnaire. Details were cross-referenced with all participants.

The scoring system has been devised in such a way that high scores indicate attitudes, which predispose involvement in crime, or has many areas of problems (problem inventory). If a reduction is noted in the raw scores post intervention, interpretation indicates an improvement in attitude or in the problem inventory, a reduction of the number of problems in his/her life. The original CRIME PICS II questionnaire can be found in appendix H.

2.2.2 Rosenberg's Self-Esteem Scale (1965)

Developed in the 1960's this scale was developed to measure adolescents' global feelings of self-worth or self-acceptance, and is generally considered the standard against which other measures of self-esteem are compared. Rosenberg (1965) described self-esteem as 'a favorable or unfavorable attitude towards the self' (pg.15). The popularity of Rosenberg's Self-Esteem Scale (RSES) is a result of its long history of use, its brevity and also the use of uncomplicated language which makes it accessible and easy to administer (Whiteside-Mansell and Corwyn, 2003). Blascovich and Tomaka (1993) claim that the scale is a valid and reliable tool for assessing

self esteem in a quantitative format. The scale attempts to achieve a global measure of self-esteem in a one-dimensional format. The statements presented are endorsed by those with low and high self-esteem and the RSES can be modified to measure self-esteem reflecting on current feelings (Rosenberg, 1989).

The original study of such a tool was based on 5,024 high school juniors and seniors from ten schools in New York using random selection and originally scored as a Guttman scale. The RSES is considered a reliable and valid quantitative tool for self-esteem assessment. The reliability of RSES adopts excellent internal consistency by demonstrating a Guttman scale coefficiency of reproducibility .92. The test-retest correlations range from .88 to .82 and Cronbach's alpha for various samples are in the range of .77 to .88 (Blascovich and Tomaka, 1993). The scale further demonstrates predictive, concurrent and construct validity using known groups and significantly correlates with subsequent self-esteem measures including the Coopersmith Self-Esteem Inventory (1967).

Since then the Self-Esteem Scale has made appearances in a numerous studies including Gray-Little *et al.*, (1997) research into item response theory analysis, Baumeister *et al.*, (2003) research into the link between self-esteem and better performance, healthier lifestyles and happiness and more recently, in 2007, Ciarrochi *et al.*, longitudinal study investigating self-esteem, hope and attribution style on school grades and emotional well-being of adolescents, highlighting its effectiveness.

The Rosenberg Self-Esteem Scale is a 10-item self-report measure of global self-esteem. The scale consists of 10 statements related to overall feelings of self-worth or self-acceptance and the items are based on a four-point scale ranging from 'strongly agree' to 'strongly disagree'. Scoring for the items 1,2,4,6 and 6 is Strongly Agree = 3, Agree = 2, Disagree = 1 and Strongly Disagree = 0. Items 3, 5, 8, 9 and 10 are reversed scored so Strongly Agree = 0, Agree = 1, Disagree = 2 and Strongly Disagree = 3. The scoring for the Self Esteem Scale ranges from 0-30, 30 being the highest score possible to attain.

For the purpose of this study, the Self-Esteem Scale was added to the CRIME PICS II questionnaire to make a continual questionnaire and was used to test pre and post levels of self-esteem, a non-criminogenic need in the Risk-Need-Responsivity Model (Andrews, Bonta and Hoge, 1990). Please see appendix I for the format of the assessment tools (revised CRIME PICS II and Rosenberg's Self-Esteem Scale) used in this piece of research.

2.2.3. Asset Profile Score (Youth Justice Board, 2000)

The Asset was introduced by the Youth Justice Board to the youth justice system in 2000 as a structured assessment profile (Baker *et al.*, 2002). The tool was created in order to promote levels of practice consistency in the multi-disciplinary environment of youth offending teams (YOTs). This high quality assessment tool is seen as central to achieving the objective of reducing offending by young people.

The Asset is designed by the research literature on risk factors contributing to offending by young people and also by conducting interviews with a wide range of individuals and organisations working in the field of youth justice, thus implementing evidence based practice. It is used to inform sentence and intervention planning. Higher Asset scores are associated with a higher risk of re-offending. Under the Scaled Approach, (a tiered approach to intervening with young people in order to reduce re-offending, which is based on the assessment of risk and need using the Asset tool); young people are placed into one of three categories of increasing intensity of YOT supervision based on their Asset score (which is made up of static and dynamic factors).

The tool was designed for young offenders aged between 10-18 years, to identify the key risks and protective factors, predict reconviction based on score, asses their risk of serious harm to others and self, measure any change over a period of time (course of sentence) and finally highlight any issues that need further assessment. In its present design, the total score is obtained by summing the twelve ratings.

Components of Asset Core Profile

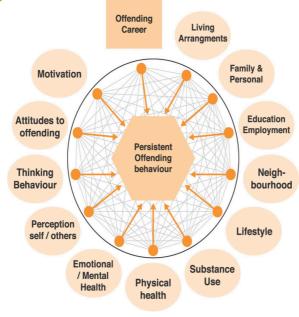


Figure 5. Asset Core Profile 12 components – Youth Justice Board (2000)

Since it's implementation in 2000, a number of reviews and research have been conducted around the assessment tool to highlight effectiveness. In 2002, Baker *et al.*, undertook an 18th month study consisting of 39 YOT's across the country and a sample of 3395 Asset profiles. Alongside this young offenders were asked to complete a 'What do YOU think' evaluation of the tool, to which 627 took part. An interim report (Roberts *et al.*, 2001) stated that many caseworkers were confused by the purpose of the tool and therefore it was not being used to its full potential. However, despite the initial difficulties, the Asset tool was being praised for its potential. The predictive accuracy of Asset is 67%, this figure is comparable to that achieved by assessment tools used with adult offenders in the UK (Baker, 2004).

According to Wilson and Hinks (2011), a young person's Asset score influences the level and type of supervision given by the YOT worker - informing their referral onto offending behaviour-based programmes aiming to reduce their re-offending and to address factors associated with their antisocial and criminal behaviour including but not limited to substance misuse and education, training and employment. The accurate assessment of risk is considered important to allocate resources appropriately.

The scoring of the Asset is outlined in figure 6. The scoring ranges from 0 to 48.



Figure 6. Scoring method used for the Asset Core Profile Assessment (YJB, 2000)

In 2009 The Scaled Approach was introduced by the Youth Justice Board (2010a), the aim for such an approach was to work with the young offenders with the highest Asset scores placing them at the highest risk of reoffending. In order to support this process, four static factors were added to the existing dynamic scores (0 – 16 scoring low to highest risk of reoffending), making 64 the highest score for risk of re-offending. Young people are grouped into three levels of interventions (please see table 17):

Table 17. Breakdown of scores linked to intervention levels (Youth Justice Board, 2010a)

Child/young person profile	Intervention Level
Low likelihood of reoffending (as indicated by Asset score [dynamic and static factors] between 0 and 14 inclusive) AND Low risk of serious harm (as indicated by no risk of serious harm assessment being required, or low risk of serious harm assessment	Standard
Medium likelihood of reoffending (as indicated by Asset score [dynamic and static factors] between 15 and 32 inclusive OR Medium risk of serious harm (as indicated by risk of serious harm assessment)	Enhanced
High likelihood of reoffending (as indicated by Asset score [dynamic and static factors] between 33 and 64 inclusive) OR High risk of serious harm or very high risk of serious harm (as indicated by risk of serious harm assessment)	Intensive

For the purpose of this study, the Asset Core Profile score was used to assess the likelihood of reoffending (see appendix J). The scores were provided by the participants' case workers at the beginning of the programme, at the end of the programme and after the 3 month follow-up interval.

2.3 Procedure

2.3.1 Quantitative Data

The quantitative data was collected at three intervals; pre programme, post programme and then at a 3 month baseline follow-up date of completion of the programme. The researcher was present for the beginning and final session of each Recre8 programme in order to obtain the data with the group. A follow-up meeting was arranged with case managers and

participants to obtain the final part of the data, after a three-month interval. In total 72 completed questionnaires were received over a 17 month period.

All group members were aware of the research and consent forms and information sheets were distributed and collected by the researcher and case managers. The questionnaires were completed by the participants in a group setting, however all participants completed their own questionnaires without distraction of others. Once the initial questionnaire had been completed, the researcher adopted a numeric system to identify the participants, in order to adhere to ethical procedures surrounding anonymity and confidentiality. Case managers provided the information regarding offense, offense tariff, previous convictions and Asset scores in relation to reoffending, at all three intervals. Unfortunately some of this data was returned incomplete due to a number of reasons outside of the control of the researcher. This process was repeated post Recre8 intervention and then again 3 months after completion of the programme. It was during this final data collection process that each young person completed their final section alone, without the other group members being present.

2.3.2 Qualitative Data

According to Cohen *et al.*, qualitative data: 'carry meanings; that are nuanced and highly context-sensitive' (2007). He further states that as text contains different levels of meaning, 'the researcher's analysis may say as much about the researcher as about the text being analysed' (2007).

Semi-structured questions were devised to elicit participants' views on the V² model and the offending behaviour programme that they took part on, this form of data collection provided an insight into their personal and social development as a direct link to the intervention (please refer to Appendix K for an outline of the semi-structured questions). An interview schedule was designed with key questions. These were grouped thematically to be used as prompts, if needed. The researcher hoped that by preparing this list beforehand would allow the freedom of being spontaneous, rather than rigidly focusing on the schedule. The use of semi-structured interviews over structured and unstructured interviews was to allow the researcher the flexibility to generate rich and illuminating data based on the modification. Cohen and Crabtree (2006) highlight additional benefits to using semistructured interviews such as; allowing informants the freedom to express their views in their own terms and providing reliable, comparable qualitative data. Interviews can provide insights that are not available to researchers working with large survey samples. They are the most suitable approach when seeking rich data illuminating individuals' experiences and attitudes.

Interviews are integral to intrepretivist research and is considered the most appropriate method for exploring beliefs and understanding into offending behaviour programmes and eliciting participants' views towards taking part. Cohen and Manion (1989) described interviews as being a form of conversation "initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused on content specified research objectives of systematic description, prediction or explanation"

(pg. 307). This method proved to be the most sufficient way to collect the required data. Strengths of implementing this method include that it can provide in-depth and rich data allowing for good interpretative validity. This allows for the researcher to probe and establish a rapport and is a good tool for measuring interest (Johnson and Turner, 2003). However such a method is not exclusive of limitations including; interviewer effect and data analysis can be time-consuming (Denscombe, 2007).

The interviews took place in a private room at one of the Youth Offending Team offices (YOT). Only the researcher and young person were present. The interviews lasted between 9 and 25 minutes. Interviews were recorded on a digital recorder. A small sub-sample took part in semi-structured interviews post programme, in total 10 participants were interviewed and they were selected from a pool of willing participants. The 10 participants were given pseudonyms and are referred to these throughout the thesis. The interviews were conducted during the 3-month follow up data collection point. Please see table 18 for interviewed participants information.

Table 18. Interviewed participants information

Pseudonym	Recre8 Programme	Level of risk
Anthony	Segreg8	High
Brick	Intimid8	Low
Charlie	Segreg8	Medium
Daniel	Intimid8	Medium
Ethanial	Segreg8	Medium
Freddie	Segreg8	High
Ghalib	Aggrav8	High
Haalim	Segreg8	Medium
Issac	Aggrav8	Medium
Jamal	Intimid8	Low

Once all 10 interviews had been conducted they were transcribed verbatim and a copy was distributed to the participants to read through before the data was subject to thematic analysis, searching through the data to find re-occurring themes. Each participant was thanked for their contribution and told that they were able to have a copy of the transcribed interview to ensure that they were happy for the information to be analysed.

2.3.3 Data Handling

All referrals for the young people were sent over via a password protected email to Recre8 staff members. Referral forms (please see appendix L) included postal addresses, email addresses and telephone numbers. This information was shared with the researcher when consent

was obtained from the participants' parent/carer/guardian. All names of participants were changed and numbered from 1-72.

Sensitive correspondence between the researcher, Recre8 staff and caseworkers were password protected. The research data from the questionnaires (pre, post and follow-up) was inputted twice onto an excel spreadsheet. The double entries were compared for data entry errors; they were then corrected upon detection. The excel spread sheet was password protected, stored on a secure server and number encryptions rather than names of the participants were inputted.

Interviews were recorded on a digital recorder. Post interview, the digital interview was transferred onto a computer and was password protected. The researcher transcribed all the interviews. Printed versions were locked in a safe where only the researcher had access. All names were blanked out of the transcripts and were replaced by pseudonyms. All anonymised transcripts are available upon request.

2.4 Strategy for Analysis

2.4.1 Descriptive Data

Descriptive data sets were compared across respective groups, using parametric and non-parametric statistical tests. Both continuous and normally distributed data was analysed. The comparison of responses between the independent groups, with normally distributed data was

analysed with the use of a repeated measures analysis of variance analysis of variance (ANOVA) and Chi-Squared tests.

2.4.1.1 Univariate Analysis

The analysis of the quantitative data was subjected to two forms of analysis. Firstly descriptive analysis indicated the broad demographic offender types and details of the participants who took part on the V² programmes. Further inferential analysis was to interrogate the baseline; 3 months post programme. Appropriate use of parametric and non-parametric tests were used. Chi-Square and repeated measured ANOVAs were used, with Bonferroni corrections used when appropriate.

The primary aim of the analysis was to ascertain if the V^2 model impacts upon offender perceptions and attitudes at the end of the Recre8 programme and beyond. Analysis of the sub-groups amongst the participants (age group, offence type, offence persistence) were used to investigate if the V^2 model is more successful in some situations than others. The V^2 programmes (Intimid8, Segreg8 and Aggrav8) were each evaluated for their effectiveness. Delivery of the programmes were facilitated by Recre8 staff members, other than the researcher (Daniela Varley).

2.4.1.2 Thematic Analysis

Thematic analysis is the search for themes that emerge as being important to the description of the phenomenon (Daly, Kellehear, and Gliksman, 1997). The analytical process of thematic analysis involves the

identification of themes through the careful scrutiny (reading and re-reading) of the data (interviews). Pattern recognition within the data was identified therefore allowing the emerging themes to become the categories for analysis. Braun and Clarke (2006) state that the purpose of using thematic analysis is to identify patterns through a process of data familiarisation, data coding and theme development and revision. Thematic analysis was the qualitative method chosen for analysis of the interview data (please see Appendix M for transcripts of the interviews 1-10 and Appendix N for the themes identified from the transcripts).

Thematic analysis seeks to provide a description and interpretation of themes, often relating to previous studies reported in the literature (Flick, 2006; Braun and Clarke, 2006). Boyatzis (1998) states that the process for encoding qualitative data is through the use of codes and themes; a theme is a pattern found in data that "describes and organises the possible observations…and (can) interpret(s) aspects of the phenomenon" (pg.161).

Braun and Clarke (2006) identified six phases of analysis when thematically analysing qualitative data, as shown in Table 19.

Table 19. Six phases of Thematic Analysis (Braun and Clarke, 2006).

Phase	Description of process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis to the research question and literature, producing a scholarly report of the analysis.

As table 19 highlights, the initial phase for carrying out Thematic Analysis is for the researcher (or more) to review the data (interviews) and develop a set of themes that are reoccurring throughout the interviews. Themes are then coded. This process supported the researchers identification of themes.

The process of Thematic Analysis involves the constant movement back and forth between and within the data. Table 19 highlights this; highlighting the comparisons a researcher will make when codes and themes are identified and then cross-reference this with previous literature (Braun and Clake, 2006; Fereday and Muir-Cochrane, 2006).

An inductive approach was adopted when thematically analysing the interviews. The codes and themes were directed by the content of the data,

rather than being directed by existing concepts or ideas (deductive approach).

Table 20. The process of Thematic Analysis (Braun and Clarke, 2006).

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent and distinctive.
Analysis	7	Data has been analysed – interpreted, made sense of – rather than just paraphrased or described.
	8	Analysis and data match each other – the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organised story about the data and topic.
	10	A good balance between narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done – i.e., described method and reported analysis are consisted.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as <i>active</i> in the research process; themes do not just 'emerge'.

Table 20 demonstrates the framework approach to thematic analysis is neither linear nor rigid. According to Mays and Pope (2000) this approach is provided to ensure that the quality of research is high providing a transparent account by which the data was interpreted.

Careful consideration was given when deciding what qualitative methods would best support this piece of research. Although Grounded Theory (Glaser and Strauss, 1967; Strauss and Corbin, 1990) can be used for both quantitative and qualitative analysis, the researcher felt that the process of analysis of constant comparison of data against themes and theoretical sampling of different groups to maximise similarities and differences of information (Creswell, 2009), did not support this research. Due to its sociological origins, Grounded Theory is more focused and the aim of the research was not to generate a new theory. Although Braun and Clarke (2006) argue that Grounded Theory is very similar to Thematic Analysis in terms their procedures for coding themes or coding from data, differences still exist. The data collection and analysis process is similar, however further data collection should be grounded on previous findings (Strauss and Corbin, 1990). This therefore makes Grounded Theory unsuitable for this piece of research, as this area is unique in the sense that previous research into this area is limited.

Whilst researching Thematic Analysis, a number of strengths were identified which seemed to support the researcher's views on the qualitative data. This process allows the researcher to identify patterns that can explore personal accounts around elements of the programme, within the data sets as well as providing an overview of the data. It offers an explorative insight into the journeys that the participants share. The method is flexible which allows for creativity when identifying emerging themes and codes (Braun and Clarke, 2006). However, an absence of clear and concise guidelines around

Thematic Analysis means that the 'anything goes' critique of qualitative research (Antaki, Billig, Edwards, and Potter, 2002) can apply (in some instances). Other limitations, according to Boyatzis (1998) include the method being based entirely around the ability of the researcher, the process does not tell the user how to identify themes and therefore if these are not identified the process is pointless as data is not being maximised. Finally, reliability is seen as a concern due to the scope of interpretation from a number of different researchers.

According to Braun and Clarke (2006) Thematic Analysis is a poorly demarcated, rarely-acknowledged, yet widely-used qualitative analytic method within social sciences. The process is fluid allowing for the flexibility in constructing frameworks for analysis. Creswell (2003) identified that the quality of research presented in the qualitative format remains a 'complex and emerging area' (pg.193). With the lack of scientific rigor, many researchers have argued whether the principles of generalisability, reliability and validity can be applied effectively (Healy and Perry, 2000).

2.4.2 Generalisability

As this is a mixed methods approach to research, the aspect of generalisability refers more so to the qualitative data rather than the quantitative. Morse (1999) identified that if "qualitative research is not considered generalisable then it is of little use, insignificant and hardly worth doing" (pg.5). One way to ensure the concept of generalisation can be applied was to demonstrate that the interview sample (10 participants) was a

true reflection of the population studied and that conclusions drawn by the researcher show a true reflection of the data provided by the participants (Ritchie and Lewis, 2003).

2.4.3 Reliability

Kirk and Miller (1986) define reliability as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. This process is usually associated with quantitative data. This research adopted the Test-Retest Reliability; having the questionnaires administered at 3 separate intervals. Reliability, or the replicability of the research findings if repeated in another study, is a concept with which qualitative researchers are often uncomfortable. So much so that a number of alternative terms have been introduced including trustworthiness (Glaser and Strauss, 1967) and consistency (Hammersley, 1992).

However determining reliability in qualitative research can be a challenge as real life situations are being explored, usually on a face-to-face basis (interview). Therefore misinterpretation, biases, miscommunication are prone to such methods. In order to strengthen the reliability involved in this type of research it is essential that the process taken is described systematically and any interpretations made are supported by the data (Ritchie and Lewis, 2003).

2.4.4 Validity

Originating in positivism, validity explores the concept of research being plausible and credible; being valid. Validity was applied in both the design and methods of this piece of research to ensure that the findings truly represent the phenomenon that is being measured. Joppe (2000) explained research validity based on whether it "truly measures that which it was intended to measure on how truthful the research results are."

Internal validity relates to the robustness of the research design, or precision of a research reading, whereas external validity concerns the extent to which results can be generalised to a wider population. There are a number of ways to strengthen the validity in research, Mays and Pope (2000) identified six ways including; triangulation, participants to validate interpretation by researchers and ensuring that the research considers a wide variety of perspectives.

2.4.5 Triangulation

Bryman (1998; 2001) states that triangulation "refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings", and is the primary rationale for using multiple methods. Although triangulation does not ensure validity, it aids the process of producing a more coherent and robust data set. Triangulation was used in this study as a means to explore the similarity of the data that was collected through not only different sources, but also

different methods. The qualitative and quantitative data was compared against previous, although limited, research in this area.

2.5 Recre8

Recre8 is a psychology based drama company that works with young offenders, those at risk of offenders and any marginalised group, focusing on challenging thought processes and thinking patterns in relation to crime. Founded in 2006, Recre8 has significantly grown and developed into one of the country's leading professional Psychology based Drama company working with young people both in custody and in the community.

Recre8 works with young people (10-21 years) on a national level and designs and delivers a number of award winning offending behaviour programmes that focus on specific types of offending, with an aim to creatively reduce offending behaviour. Recre8 are committed to bringing about social cohesion, building stronger communities, and positive change amongst marginalised young people. Through its programmes, performances and short films, Recre8 aim to channel strong, hard hitting thought provoking and relevant issues that are faced by young people.

Recre8 incorporate a wide variety of learning/teaching methods, which in turn engage the groups that it works with. The programmes have been devised in order to engage, creatively challenge and explore aspects of offending behaviour. By developing a story based on true events, Recre8

use creative props which engage the groups immediately. A one-step removed approach is followed where the group collaboratively develop a character; they subconsciously divulge their own experiences, thoughts and feelings. The programme incorporates all of the cognitive tools that are used in accredited offending behaviour programmes used within the criminal justice system. By doing this Recre8 collectively explore the possible consequences and effects of the crime committed by the character.

By getting young people to explore such sensitive and prominent issues using Drama, Recre8 are also increasing their soft skills including; levels of confidence, self-esteem, self-worth and enhancing emotional literacy and social skills. This enables young people to take a step forward in achieving economic wellbeing and getting prepared for the world of work.

2.5.1 Recre8 Programmes

The V² model is implemented in a range of psychology based drama programmes designed specifically for young offenders. Three programmes focusing on different types of specific offending behaviour will be used in this study including; knife crime (Intimid8), violent behaviour (Aggrav8) and gang crime (Segreg8). Although Recre8 have a number of offending behaviour programmes, these were identified as being the most popular and current with social issues at the time of completing this thesis. Within each programme the group follows a storyline. Using a one-step removed (Heathcote and Bolton, 1995) approach the group will be able to build up the main characters from the story, the victims, friends and family based upon

aspects of the group members' personal experiences. This process proves to be very effective when working in a group for it allows individuals to express their beliefs, identify the value systems and evaluate past experiences without feeling vulnerable or on display.

Within the programmes, Psychological theories (Cognitive Behavioural Theory, Development Theory, Social Learning Theory and Role Theory) are combined with Drama techniques (role-play, conscience alley, cross-cutting, frame distancing, forum theatre, flashbacks and flash forwards, mantle of the expert, still images, thought tracking, hot seating, narration, teacher in role and role on the wall (please refer to appendix B for a description of each technique)), which allow young people to creatively investigate the thinking patterns and attitudes surrounding specific types of offending behaviour. The programmes use a range of realistic, thought provoking, emotive and harrowing props in order to draw similarity between the participants and the character(s) explored during the programme. This is the theoretical underpinning of the V² model.

The programmes used within this study lasted between 12 - 16 hours (delivery time) and this can be implemented over a block of 4 consecutive days or split over a period of weeks (dependent on the Youth Offending Service(s)). Each programme has the maximum capacity of 10 young people per programme, this is so that individual needs can be met and the group can create a safe learning environment in which to explore the content. Although not each programme will follow the exact same storyline

(programmes are delivered according to offence type and risk levels), the format will be the same, as will the V^2 model.

The programmes have been in existence for 9 years; during this time the Recre8 facilitators have identified the tools needed to engage young offenders. This research project will be the first time that the programmes are evaluated.

2.5.1.1 Aggrav8

Aggrav8 is a programme designed to target young offenders and those at risk of offending who are associated with any form of violent behaviour or who express issues surrounding anger management. The programme combines Drama techniques and exercises with specific aspects of psychology, such as perspective taking and role reversal, to heighten awareness and factors related to offending behaviour. One of the aims of the programme is to develop aspects of emotional literacy which would enable young people to; Be healthy (emotionally), Stay safe, Enjoy and achieve, Make a positive contribution and Achieve economic well being. Aggrav8 follows a strong narrative which looks at the life of a teenager who expresses issues surrounding anger management.

During the 16 hour programme, the young people are given the opportunity to focus on the 'before', 'during' and 'after' of a violent assault. During Aggrav8 the young people focus on the consequences associated with violent offending behaviour. To aid this process and gain a better

understanding as to the thought processes associated with violence, the group members adopt and explore a range of characters including; Police Officers, family members, friends, victim and offenders, to name but a few. By using a one-step removed approach the groups are be able to develop the characters of the offender, the victims, friends and family based upon aspects of the group members' personal experiences. This experience proved to be a very common and effective process to use when working in a group setting for it allows individuals to express their beliefs, identify their value systems and evaluate past experiences without feeling vulnerable or on display.

2.5.1.2 Intimid8

Intimid8 is a 12-hour programme that creatively explores issues surrounding Knife Crime. The objectives of this programme are to creatively educate and work alongside the young people highlighting the negative association and effects surrounding knife crime as well as paying particular attention to victim awareness, reasons why knives are carried, self-esteem, peer pressure, status and the notion of respect.

The 'Intimid8' Knife Crime programme aimed to enhance and develop the following cognitive and behavioural tools: perspective taking, victim awareness, concept of choice, consequential thinking, coping strategies, decision making, moral reasoning, motivation focusing on change of behaviour, understanding thoughts, feelings and emotions, critical reasoning.

By combining drama together with psychology and adopting the onestep removed approach, this unique and active way of working allows young people to create powerful and realistic role play scenarios where their views are explored, challenged, evaluated and new patterns of behaviour are encouraged.

2.5.1.3 Segreg8

Segreg8 is a programme devised by Recre8 which focuses on the increase of youth gang culture in the UK, Following extensive research into the area of gangs, the main aim of Segreg8 is to identify and highlight the potential risks of being associated in a negative gang culture. The storyline focuses on two characters, Ryan and Fydel who are involved in a gang, to which one member is brutally killed and the other is slashed with a knife. Both characters are teenagers and both fall into the category of victim and offender. By focusing on their past (family, friends and experiences), the group are actively involved in identifying possible reasons as to why these young people had become members of a gang. The programme strongly focuses on the concept of choice, decision-making and personal responsibility.

Segreg8 aims to:

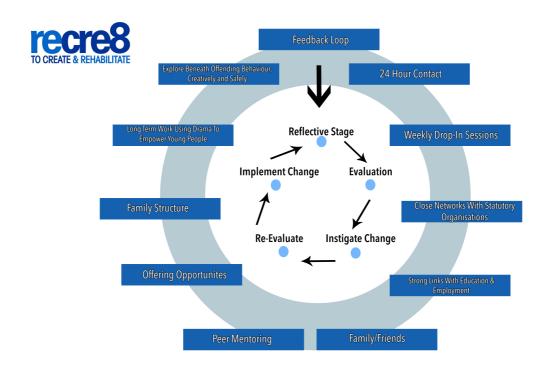
- Challenge beliefs, perceptions and values in order to bring about social cohesion
- Explore alternative views to promoting self-respect and standing up for what you believe in, in a non confrontational manner
- Empower young people to say no

- Promote Citizenship
- Explore the concept of 'friends are family'
- Focus on future choices and decisions
- Understand self-worth and respect and explore power and status

The whole programme is aimed at enabling young people to explore their issues in an emotionally safe environment and to heighten their awareness about the consequences relating to offending behaviour and gang culture.

2.5.2 Recre8 Model (V^2)

Below is the model developed by Recre8 in terms of a successful working framework by which they work. Each component has been carefully assessed over the years to see what actually works when attempting to rehabilitate young offenders. Past clients have helped shape and refine this model by evidencing components that were of use to them during their journey of rehabilitation.



V2 MODEL @Recre8 2015

Figure 7. The V² model developed by Recre8

Each intervention delivered by Recre8 adopts this model, firstly allowing a fully encompassing approach with the individual followed by a reflective process for both the individual and Recre8 staff member.

Since 2006 Recre8 have won numerous awards for their innovative approach to offender rehabilitation including the 'Fast Growth Award, UnLtd 2015, 'Creative Approach to PSHE Award' through the TQM schools inspectorate scheme, 2013, a nomination for the Black International Film Festival Short Film Category, 2011, West Midlands Police and Community Safety Partnership 'Inspiration' Award, 2011, the prestigious Lemos and

Crane 'Fear and Fashion Award 2010 and the Pride of Sandwell Awards 2009 to name but a few. In addition to this Recre8 have created short DVD's and resource books looking at Knife Crime, Child Sexual Exploitation, Preventing Violent Extremism and Restorative Justice all of which are used within youth organisations nationally.

2.6 Summary

This chapter has explored the implemented research design, the data collection methods, data management and analysis involved. An insight into the Recre8 model used when working with young offenders has also been explored. Chapter 3 will focus on the results obtained from the statistical data and the themes derived from the qualitative data.

CHAPTER 3. RESULTS

3.1 Descriptive Analysis

3.1.1 Response Rate

In total, 84 participants took part in the Recre8 programme, and of those, 72 (86%) provided complete questionnaire data at pre, post and follow-up stages. This is an attrition rate of 14% and out of those participants (n = 14) who did not complete questionnaires, 5 (5.9%) were recalled back to prison; 3 (3.6%) declined to take part.

3.1.2 Age of Participants

The mean age of the participants (n = 72) was 15.26 years (SD = 1.66). The youngest participant was 11 years of age, with the oldest participant being 18 years of age. The distribution of ages is shown in figure 8.

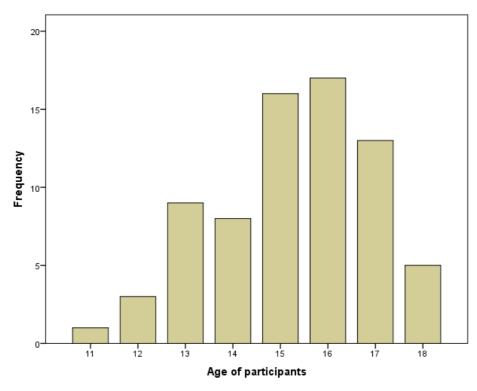


Figure 8. Distribution of ages of participants

3.1.3 Sex of Participants

All of the participants were male (n = 72).

3.1.4 Ethnicity of Participants

The largest group of participants describe themselves as White (n = 23, 31.9%), see table 21 for a breakdown of ethnicity.

Table 21. Distribution of ethnicity of participants

Ethnicity	N	Percentage
White British	23	31.9
Black Caribbean	11	15.3
Asian	9	12.5
Dual Heritage	9	12.5
Black British	9	12.5
Black African	6	8.3
Somalian	2	2.8
Romanian	2	2.8
Black Jamaican	1	1.4
Total	72	100

As four of the ethnicity categories were small in sample size, the categories were collapsed into four ethnicities; Black, White, Dual Heritage and Asian.

Table 22. Collapsed groups of ethnicity of participants

Ethnicity	N	Percentage
Black	29	40.3
White	25	34.7
Asian	9	12.5
Dual Heritage	9	12.5
Total	72	100

3.1.5 Offence Type at Baseline

The offence for which the participants were prosecuted for prior to commencing the Recre8 programme was recorded and is shown in table 23.

Table 23. Distribution of offences of participants

Offence type	N	Rank by %
Violence against person/ disorder	20	27.7
Robbery	14	19.4
Theft & handling	9	12.5
Criminal damage	7	9.7
Final Warnings	7	9.7
Possession of an offensive/bladed weapon	6	8.3
Drugs (possession/ supply)	5	6.9
Burglary	4	5.5
Total	72	100.0

3.1.5.1 Previous Community Convictions of Participants

The number of previous community convictions for participants at baseline was recorded and is shown in table 24.

Table 24. Offences with community convictions prior to commencing the programme

Commu	unity convictions N	Percentage
0	31	43.1
1	20	27.8
2	14	19.4
3	0	0
Final	7	9.7
warning	js <u> </u>	
Total	72	100

3.1.5.2 Previous Custodial Convictions of Participants

The number of participants without any previous convictions (community or custodial) was n = 38 (52.8%) (including 7 final warnings) and the number of participants with any previous conviction was n = 34 (47.2%). The number of previous custodial convictions for participants at baseline was recorded and is shown in table 25.

Table 25. Frequency of offences with custodial convictions of participants

Number of custodial convictions	Number of participants	Percentage %
0	57 (Including final warnings)	79.2
2	3	4.2
Total	72	100

3.1.6 Current Employment/Education Status at Baseline

The current employment/education status at baseline was recorded and is shown in table 26.

Table 26. Educational/employment status of participants at baseline and follow-up

Education/employment status	N (baseline)	Percentage	N (follow-up)	Percentage at follow-up
Alternative provision	12	16.6	5	6.9
College	13	18.1	16	22.2
Not in Education, Employment or Training	22	30.5	19	26.4
School	25	34.7	10	13.9
In Employment or Training	0	0	3	4.2
Missing Data	0	0	19	26.4
Total	72	100	72	100

3.2 Inferential Analysis

3.2.1 Asset Framework Score

The mean Asset score at baseline (n = 72) was 16.81 (SD = 9.16), the lowest score presented was 2 and the maximum score presented was 42. The distribution of the Asset scores at baseline is shown in figure 9.

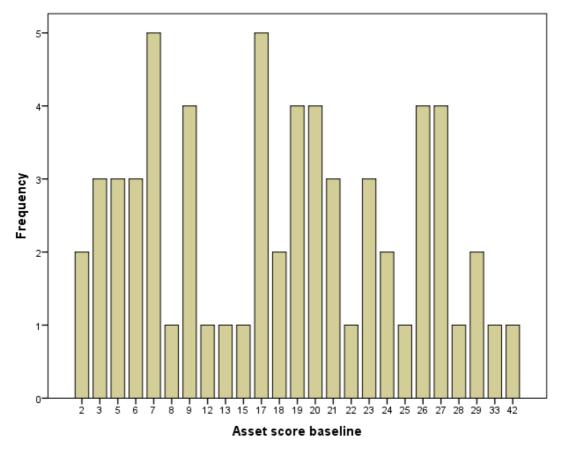


Figure 9. Distribution of the Asset scores at baseline

3.2.2.1 Asset Framework Categories at Baseline and Follow-up

The risk category of offenders at baseline, based on the Asset score was as follows: (n = 25; 35%) low risk; (n = 36; 50.0%) medium risk; and (n = 2; 3.0%) high risk. In addition, there were 7 (9%) participants who were not scored as they came under the 'final warnings' category and had not been convicted. An additional two participants (n = 2; 3%) did not present the Asset score. The risk category of offenders at follow-up, based on the Asset score was as follows: (n = 33; 45.8%) low risk; (n = 11; 15%) medium risk; (n = 2; 2.7%) high risk; (n = 7; 9.7%); (n = 26, 36.1%), incomplete scoring data sets (inclusive of the n = 7 final warnings).

A Chi-Square Test of association was conducted to see if risk level (low and medium) had an association with baseline and follow-up scores. High risk offenders were not included as the sample was too small (n = 2). There was a statistically significant association found between risk level category at baseline and at follow-up at X^2 (2)=18.132, p<.001. The observed data showed there to be a significant change for participants from medium risk at baseline to low risk at follow-up. At baseline, 60% of participants were classed as medium risk and by follow-up this has reduced to 25%.

Table 27. Chi-square test of association 2x2 table

Asset Category	Asset Baseline n=72 (%)	Asset Follow- up n=72 (%)
Low risk	25 (40)	33 (75)
Medium risk	36 (60)	11 (25)
Total	61	44

Table 28. Mean scores pre, post and follow-up intervals for CRIME PICS II

	Crime Pics G Mean (SD)	Crime Pics A Mean (SD)	Crime Pics V Mean (SD)	Crime Pics E Mean (SD)	Crime Pics P Mean (SD)
Pre intervention	48.3 (11.3)	15.4 (4.2)	7.18 (2.5)	13.08 (3.4)	29.08 (9.0)
Post intervention	43.9 (10.7)	14.1 (3.9)	5.97 (2.1)	11.9 (3.1)	26.9 (8.2)
Follow-up 12 wks.	38.6 (10.2)	12.4 (3.9)	5.20 (2.2)	9.94 (3.4)	24.2 (7.2)

3.3 General Attitude towards Offending (G): Pre score, post intervention and 3 month follow-up

A one-way repeated measures ANOVA showed there was a significant change in G-scores for the different time periods, F (1.65, 117.58) = 46.92, p <.001, η^2_p =.398 (Greenhouse-Geisser). This represented a large effect size.

Post hoc tests (Bonferroni correction) revealed that the preintervention G-scores were significantly higher compared to post intervention (p < .001) and 3 month follow-up (p < .001). Post intervention was significantly higher compared to 3 month follow up (p < .001).

3.4 Anticipation of Re-offending (A) Pre score, post intervention and 3 month follow-up

A one-way repeated measures ANOVA showed there was a significant change in A-scores for the different time periods, F (1.68, 119.33) = 30.49, p <.001, η^2_p =.300 (Greenhouse-Geisser). This represented a large effect size.

Post hoc tests (Bonferroni correction) revealed that the preintervention A-scores were significantly higher compared to post intervention (p = .008) and 3 month follow-up (p < .001). Post intervention was significantly higher compared to 3 month follow up (p < .001).

3.5 Victim Hurt Denial (V) Pre score, post intervention and 3 month follow-up

A one-way repeated measures ANOVA showed there was a significant change in V-scores for the different time periods, F (1.48, 105.24) = 15.39, p <.001, η^2_p =.178 (Greenhouse-Geisser). This represented a large effect size.

Post hoc tests (Bonferroni correction) revealed that the preintervention V-score were significantly higher compared to post intervention (p = .013) and 3 month follow-up (p < .001). Post intervention was significantly higher compared to 3 month follow up (p = .004).

3.6 Evaluation of Crime as Worthwhile (E) Pre score, post intervention and 3 month follow-up

A one-way repeated measures ANOVA showed there was a significant change in E-scores for the different time periods, F (2, 142) = 46.22, p<.001, η^2_p =.394 (Sphericity Assumed). This represented a large effect size.

Post hoc tests (Bonferroni correction) revealed that the preintervention E-score were significantly higher compared to post intervention (p = .002) and 3 month follow-up (p < .001). Post intervention was significantly higher compared to 3 month follow up (p < .001).

3.7 Perception of Current Life Problems (P) Pre score, post intervention and 3 month follow-up

A one-way repeated measures ANOVA showed there was a significant change in P-scores for the different time periods, F (1.71, 121.54) = 23.11, p <.001, η^2_p =.246 (Greenhouse-Geisser). This represented a large effect size.

Post hoc tests (Bonferroni correction) revealed that the preintervention P-score were significantly higher compared to post intervention (p = .006) and 3 month follow-up (p < .001). Post intervention was significantly higher compared to 3 month follow up (p < .001).

3.8 Rosenberg's Self-Esteem Scale Pre score, post intervention and 3 month follow-up

Table 29. Mean scores pre, post and follow-up intervals for Rosenberg's Self-Esteem Scale

	Self Esteem M (SD)
	10.4 (4.0)
Pre intervention	16.4 (4.2)
Post intervention	17.1 (3.9)
Follow up 3-months	18.2 (3.6)

A one-way repeated measures ANOVA showed there was a significant change in RSES scores for the different time periods, F (2, 142) = 6.71, p =.002, η^2_p =.086 (Sphericity Assumed). This represented a medium effect size.

Post hoc tests (Bonferroni correction) revealed no significant difference between pre-intervention RSES scores compared to post-intervention (p=0.51) but were significantly lower compared to 3 month follow-up (p=.004). Post-intervention RSES score was not significantly different compared to 3 month follow-up (p=.054).

3.9 Summary of Results

This chapter examined the statistical evidence presented from the data collected from 72 male participants. A range of statistical tests was conducted at 3 separate intervals; pre intervention programme, post intervention and 3 month follow-up. The tools used to gather statistical data included CRIME PICS II questionnaire that measured attitudes towards offending, anticipation of re-offending, victim hurt denial, evaluation of crime as worthwhile and perception of current life problems. In addition to this, Rosenberg's Self-Esteem Scale was also used to measure any differences in self-esteem during the 3 intervals. Statistical tests were used in order to measure any significant differences (Chi-Square tests of association and repeated measures ANOVAs). Results showed significant differences from pre-intervention to follow-up in all six of these measures (general attitude towards offending (G), anticipation of reoffending (A); victim hurt denial (V); evaluation of crime as worthwhile (E); perception of current life problems (P) and Rosenberg's Self-Esteem Scale).

 All participants were male, adolescent (under 18 years) and racially diverse.

- Participants' ages ranged from 11 years old to 18 years old.
- Types of offence committed by participants (when recorded at baseline)
 included burglary, criminal damage, drug possession or supply, robbery,
 theft and handling, possession of an offensive blade or weapon, and
 violence against a person.
- Participants were either in school, alternative provision, college or they were classed as not in any education, employment or training (NEET).
- With drop-outs, the study had 72 participants who completed all three stages of the study (pre intervention, post intervention and follow-up).
 This represented a drop-out rate of 8.5%.
- The risk category of offenders at pre intervention showed there to be 35% classed as low risk and 50% as medium risk. At the three month follow-up, there was a significant reduction in those classed as medium risk, were 46% classed as low risk and 15% classed as medium risk.
- Risk level changed across baseline and follow-up; low risk increased and medium risk decreased indicating that medium risk participants' Asset scores decreased post programme making them a low risk category.
 High risk stayed the same.
- Significant differences from pre-intervention to follow-up were observed in all five measures of CRIME PICS II (general attitude towards offending (G), anticipation of reoffending (A); victim hurt denial (V); evaluation of crime as worthwhile (E); perception of current life problems (P)) and Rosenberg's Self-Esteem Scale.
- Large effect sizes were noted across five of the measures from preintervention to follow-up (general attitude towards offending (G),

- anticipation of reoffending (A); victim hurt denial (V); evaluation of crime as worthwhile (E); perception of current life problems (P))
- A medium effect size was noted for Rosenberg's self-esteem scale (RSES) from pre-intervention to follow-up.

3.10. Thematic Analysis - Participants' Personal Accounts of the V² model and how this Impacted on their Engagement on the Programme, Reduction in their Offending Behaviour and Development in their Selfesteem, Confidence and Personal and Social Development.

3.10.1 Introduction

The previous section of this chapter examined the statistical evidence presented from the data collected from 72 male participants. A range of statistical tests was conducted at 3 separate intervals; pre intervention programme, post intervention and 3-month follow-up. The tools used to gather statistical data included CRIME PICS II questionnaire that measured attitudes towards offending, anticipation of re-offending, victim hurt denial, evaluation of crime as worthwhile and perception of current life problems. In addition to this, Rosenberg's Self-Esteem Scale was also used to measure any differences in self-esteem during the 3 intervals. Statistical tests were used in order to measure any significant differences (Chi-Square tests of association and repeated measures ANOVAs). Results showed significant differences from pre-intervention to follow-up in all measures (general attitudes towards offending (G); anticipation of reoffending (A); victim hurt denial (V); evaluation of crime as worthwhile (E); and perception of current life problems (P)). Self-esteem was also measured at the three test intervals and significant differences pre-intervention to follow-up were present.

The current section of this chapter analyses the qualitative data collected. A small sub-sample took part in semi-structured interviews post programme, in total 10 participants were interviewed and they were selected

from a pool of willing participants. Out of those interviewed, 5 were classed as medium risk offenders, 2 as high and 3 as low; based on their Asset score. The interviews were based on the aims of the investigation and were designed to elicit accounts surrounding their personal journeys of self-reflection since completing the programme. The use of the semi-structured interviews allowed the researcher to obtain first hand accounts of participants' understanding of the programme in terms of the impact it had on them. The interviews provided the 10 young people a safe platform to talk openly about their experiences and offered the opportunity for them to reflect on their approach, the facilitators and elements that made the Recre8 programme distinct. The process of Thematic Analysis allowed the researcher to pull out sub contexts through the use of coding. This approach proved to be successful as it allowed a rich textured analysis of accounts to be explored.

3.10.2 Overview

Responses derived from the process of Thematic Analysis suggested that the Recre8 programme had successful levels of engagement, reducing recidivism and finally the V² model implemented in the programmes increased levels of self-esteem, confidence and personal and social development. Three main themes were identified; 'Programme distinctiveness', addressed the interviewees comments made in relation to why they felt the programme was successful, why they were engaged and attended the sessions. Within this theme, three subthemes encompassed the key areas that make Recre8's programme unique:

- a) content being relatable
- b) feeling safe within the learning environment
- c) the drama techniques used

The second overarching theme titled 'Going above and beyond' highlighted the personal elements of the relationships developed between the young offenders taking part on the programme and the facilitators. The young offenders expressed why they felt that the support offered was instrumental to their development. The three subthemes identified within this theme were:

- a) facilitator approach
- b) the use of peer mentors
- c) the familial structure created within the groups

The final theme 'Change: "I find it all stupid, offending itself is stupid" was a comment made by one of the young people ('Freddie'). The reason this comment was used as the third theme title was because the participants revealed key components within the programme that helped them to reduce their offending behaviour. These were included as the three subthemes:

- a) "Wise up" (maturity)
- b) "I'm good enough" (development of skills and opportunities)
- c) Looking forward, future decisions (cognitive development)

A complete set of themes identified can be found in appendix N.

3.11 Theme #1: Programme Distinctiveness

Programme distinctiveness was revealed as a main theme because all ten participants spoke about how the Recre8 programme was different to other programmes that they had previously taken part in. Participants described how the content was engaging, which was a motivating factor for them wanting to return. Additionally, analysis revealed that 'safety' was a key aspect for the participants, feeling safe in an environment contributed to their motivation and subsequently their attendance. Finally all participants embraced the use of drama techniques that aided the programme, this active way of learning was inclusive and therefore provided the opportunity for all participants to be involved.

One of the key aspects to successful rehabilitation of offenders is their engagement to programmes designed to strengthen cognitive tools and their motivation to complete said programmes (McGuire, 2002). This theme encapsulates the levels of enjoyment expressed through the arts (Ames *et al.*, 2005), which was captured by the 10 interviewed participants. Additionally they identified specific elements of the V² model that engaged them and kept them motivated and focused. Therefore, from the responses gathered from the analysis, this theme encompasses the responsivity of the programme (Cann *et al.*, 2003) identifying the uniqueness, making it distinctive from other offending behaviour based programmes.

3.11.1 Relatable Content

All interviewees described the importance of being able to relate to the main character(s) presented during the Recre8 programmes. Through the use of this central character and using the one-step removed drama technique (collaboratively develop a character; subconsciously divulging their own experiences, thoughts and feelings), the group collectively embarked on a journey that resonates with pertinent issues in their own lives.

"...character was like us, proper made you think (pause) it was like my life being told."

(Interviewee 6, 'Freddie')

Freddie likened the narrative to a reflection on his life, thus being able to relate to the character presented in the programme. The parallels drawn between the character and the individual group members seemed to personalise the approach, and therefore was easy for them to relate to the character and content. Ethanial encompassed this by claiming; "...and that was like (pause) erm...just like me and my past... was kinda the same as the character." This was supported by Charlie who stated; "Like everything it felt like it was part of me so that's why I was really interested in it and I wanted to turn up to it", and was echoed by the remaining interviewed participants. The reference that Charlie makes to being "really interested" offers an insight as to the successful engagement of the offender. This cohort believed in the character and his narrative, they were able to understand and relate to his behaviour, actions and consequences and therefore were invested in the content. This links to the intervention modality of McGuire's Principles (1995), which outlines that effective programmes employ a variety of

techniques to address the needs of the young offender (McGuire, 2000) and also to the work of Hollin (1995) when addressing programme integrity. Hollin (1995) claims that if the content is relevant and interesting to the offenders then this will increase levels of responsivity, which in turn can increase the potential for reducing offending.

The pertinent narrative used within the programmes also enabled participants to reflect on their own lives and the situations and circumstances that they find themselves and their family and friends in:

"I like the storyline of mom and how, how he's messed up at school cos that's what, that's what happened to me, and then I went to a centre. I wasn't doing anything and you know so I could relate to that."

(Interviewee 5, 'Ethanial')

As Ethanial articulates there is a clear link between the storyline presented and elements of his life. This relatable content most certainly links with the levels of engagement, by exploring issues through the safety of a character and a storyline clearly resonates with the group members. This is supportive of the work of Ploumis-Devick (2011) who identifies that successful interventions with young offenders must address personal exploration and change.

Personal reflection as a result of the programme appeared across all interviews. Haalim spoke about how the storyline made him reflect on the impact that his own behaviour has had upon close family members, including his mom. He stated; "You know it's made me think that she's trying really hard to do the best she can and I wanna give back a bit and stop causing her

all this grief and stress." (Interviewee 8). Previous research, (Blacker et al., 2008; Cogan and Paulson, 1998) supports the findings derived from the interviews, highlighting the importance of using personal reflection and relatable content in order to engage, motivate and change behaviour, as well as encourage group members to complete the offending behaviour programme (Cox and Gelsthorpe, 2008; Moller, 2011).

However, it was not only the relatable content in terms of the narrative and storyline, identified by the interviewees that made the programme distinct, it was also the fact that the Recre8 programme was different to other programmes that they had taken part in (usually compulsory programmes delivered by YOS staff). The fact that this programme was in stark contrast to those that they had disengaged with previously was clearly articulated by the interviewees, making reference to the way the programme was delivered, the way the staff members listened to them and made them feel and the interesting storyline, to name but a few. Several interviewed participants (6) out of 10) expressed uncertainty about what to expect from the Recre8 programme prior to the programme starting. Many articulated their negative preconceptions about taking part on a programme associated with the Youth Offending Service, with previous programmes being referred to as "a waste of time" ('Ethanial', Interviewee 5). This quote is of interest, as it seems that 'Ethanial' was not able to see how the previous offending behaviour programme(s) were able to help him. This could possibly be a reason as to why he was not invested or engaged with the programme. 'Brick' elaborates on this, speaking of his disappointment upon hearing about his new Recre8

project timetable, given to each group member prior to the start of the programme:

"I was thinking this is just another project, boring project that I've got to sit there and listen to someone for an hour. I wasn't really looking forward to it."

(Interviewee 2, 'Brick')

'Brick' refers to his participation on the programme as "boring", a word that was repeated a number of times throughout all of the 10 interviews in relation to previous programmes that the interviewees had taken part in. 'Brick' further states; "You tell them what they want to hear so you can leave early." Thus clearly indicting that his levels of engagement were not as strong on previous programmes as those compared to the Recre8 programme. His contrasting thoughts based on the Recre8 programme were; "it was interesting... I did learn stuff from this project really compared to other projects what were just like erm, like sitting down and not really getting involved...my opinion mattered."

This is also reiterated by Ghalib;

"Yeah I think because after, after coming out and that it was erm it was good to do something fun and productive, and like one of the things that I've found when I went straight away when you're put on order and you're doing all this stuff is a lot of it's boring and, and if it's boring then you're not, you're not thinking and for me if something's boring I ain't even focusing for a second, so I ain't, I ain't not gonna go back there. And then I just feel like they get frustrated with me because I'm bored and then it's just, it's just, just shit. So it helped me because it was fun so I wanted to go back and get involved..."

(Interviewee 7, 'Ghalib')

This lack of learning and motivation relates back to Ward and Maruna's (2007) analysis of good offender rehabilitation models inferring that they should be embedded in all offending behaviour programmes. Ward

(2002) states that successful rehabilitation models should also provide effective treatment styles. This includes skills based, group focused, structured, and what motivates an offender to change.

The accounts provided by the interviewees seemed to capture the essence of what hooked them, the fact that they could see parts of themselves within the characters increased their engagement. The relatable content presented in the Recre8 programmes seemed to be what was different from the previous programmes that they had encountered, making them distinct and unique. Compared to previous programmes attended by participants, that were not delivered or designed by Recre8, were referred to as 'boring' and this resulted in a lack of engagement and motivation from the participants. McGuire (2000) highlights that motivation and engagement are key attributes to successful rehabilitation.

3.11.2 Safe Space: "It was like stepping into my own world."

The second subtheme relates to the unique sense of safety forged within the learning environment, all 10 participants commented on the environment created during their experience on the Recre8 programme. Feeling safe on the programme seemed to be a key factor. Participants shared their views as to what made this programme unique and distinct and why they returned to the sessions, one being that they felt safe. One participant made the comparison to being at home, meaning that he did not have to adopt a fake persona like on the streets, he could be himself. This strongly indicates that he felt safe in the group-learning environment:

"I just feel like I'm at home. No one here tries to be anyone but themselves and that is good like out on road people are different they are trying to be people that they are not because they don't wanna be singled out. So it's good that with Recre8 there is no falseness, it is just us being us."

(Interviewee 10, 'Jamal')

'Jamal' referred to the environment as 'home', clearly a nurturing and safe space for him. Making this parallel emphasises how comfortable and safe the Recre8 space was to him. He recognised that young people adapt their personality due to the situation and circumstance that they find themselves in when on the streets. The notion of 'being real' and not being judged was repeated throughout the interviews (6 out of 10), highlighting the importance of having a space where the young people could just be themselves, without the pressures they face on the streets.

"Recre8 is just...it's like stepping into my own world...really... it's a safe place where I can actually just be myself and not worry about how other people are seeing me on road. Like if I mess up in here I am not judged or seen as some idiot (pause) I am helped, like guided to the better way."

(Interviewee 6, 'Freddie')

As we can see from the above excerpt, having this space is vital for being able to escape some of the external pressures he faces outside on 'the road'. Freddie talks about how it provides him with the freedom to make mistakes. The use of the term "mess up" alerts the researcher to the lack of positive social networks where making mistakes is accepted. It is an interesting phrase as it suggests that this is something that can have serious consequences outside of this context. The pressure of growing up, having a reputation, maintaining an identity on "the streets" can lead to negative consequences. The meaning of this phrase here highlights how his actions

are scrutinised "on road". Being judged for actions seems to be reoccurring for the interviewees; the fact that the Recre8 learning environment provides a space where young people are not judged, but supported is referred to by 7 of the interviewed participants. This resonates with what 'Ethanial' says, "It's like (pause) they don't judge ya and you just (pause) you're there to do something and you get it done like it's not boring and you want to be there..." This also is emphasised with what Haalim states; "I felt we could we could talk openly about it no one was judging you and I knew that what we said would wouldn't go any further than that so we could just be ourselves and we didn't have to say something for the sake of it."

Anthony reiterates this by stating; "out there (streets) it is you alone" indicating that the streets are dangerous and because he feels alone, he adopts a protective barrier, like a new persona in order to seem less vulnerable. This notion of adopting different characters/ personas is important to young people when they have a certain reputation and identity, in this case to maintain a tough exterior is what is meant by 'Anthony'. This is supported by Goffman's (1959) Role Theory which emphasises the number of roles we adopt dependent on our situation we find ourselves in.

The word 'safe' was repeated throughout the interviews (7 out of 10 interviewees). Participants felt 'safe' within the Recre8 environment, they felt 'safe' with other group members who they did not know at the beginning of the course, they felt 'safe' being themselves without bravado.

"It is a safe place that I can go and just be me and I can look at problems through drama... here everyone, staff and other young people look out for you."

(Interviewee 1, 'Anthony')

It is interesting to analyse the choice of words expressed by 'Anthony', such as; "people look out for you." Again this alludes to the fact that in the group he felt safe, like people were watching out for him. This seems to contrast with the majority of participants' views when they talk about being on the streets, claiming they feel unsafe.

Creating a safe learning space supports the findings of Gendreau (1996) who identified characteristics associated with successfully reducing recidivism. He suggested that by placing offenders among people and places where pro-social activities are dominated, this would impact on their behaviour. If participants did not feel comfortable or safe in the learning space then the outcome in terms of programme effectiveness would be very different. These accounts also support the Responsivity principle from Andrew and Bonta's (1998) Risk, Need and Responsivity model, ensuring interventions are matched to the needs of the offender. Having this safe space, their environment, allowed for participants to talk about their troubles on the outside, in a supportive and nurturing environment where they did not feel judged or threatened and, the personal accounts revealed that they could just be themselves.

3.11.3 Drama Techniques

The final subtheme presented under 'programme distinctiveness' relates to the drama techniques and strategies used throughout the Recre8 programmes. The Recre8 programmes are rooted in drama techniques as a means of engagement and providing a strong narrative that participants can relate to and follow the journey of a central character. Adopting such techniques is an effective alternative to traditional, verbal therapy approaches (Goldstein and Glick, 1994; Bennink *et al.*, 2003). 8 out of 10 participants made reference to the drama techniques employed throughout the Recre8 programmes; their accounts included enjoyment (Ames *et al.*, 2005) "I really enjoyed the drama everything about the drama... the drama it was brilliant" ('Ethanial'), to the learning achieved. One participant spoke about how he liked being "in it" as this helped him understand how people see situations differently:

"In the story you get to see and hear from loads of different people, like the people who are involved, their families their friends you know passers-by how stuff can affect them like the ambulance and the police erm so and people like that. You just get to see from every single angle rather than just looking at a situation through your own eyes and you know not thinking about other people or how your behaviour affects other people or anything like that. I think it helps that you are actually acting it, innit, rather than being told about it like you proper are in that situation."

(Interviewee 9, 'Issac')

Immersing yourself in the situation seemed to be a positive factor for 'Issac' for this allowed him to experience possible scenarios, almost like a rehearsal and gain an understanding in perspective taking. This supports the role-playing and modelling component identified in Antonowicz and Ross's (1994) six factors associated with efficacy of community-based interventions.

What 'Issac' says resonates with the work of Kolb (1999) and Gardener (1999) in terms of learning by doing (kinesthetic learning). This strengthened Issac's understanding of perspective taking and how his behaviour affects others. This is also supported by the 'Responsivity' principle in the McGuire Principles (1995), which highlights the importance of different learning styles and how interventions that match learning styles are more likely to have a positive effect on the individual.

Perspective taking is a key element of the Recre8 process as it helps young people enhance levels of empathy, thus developing cognitive tools, which has been empirically researched, and show positive results in terms of reconviction data (Hollin *et al.*, 2008; McGuire *et al.*, 2008). Drama methods are useful when working with offenders as a vehicle for learning (Liebmann, 1996; Baim *et al.*, 2002). 'Jamal' highlighted that the drama techniques used during the programme helped him recognise the feelings of victims of crime, which contributes to the enhancement of cognitive development; "I really got to understand the role of the victim through the storyline and the drama that we did"

When analysing the interview transcripts it is clear to see how the drama elements of the programme provided an opportunity for personal reflection amongst the interviewees. Participants were honest and forthcoming when discussing the impact that the dramatic techniques had upon them. One participant stated:

"It's made me look at erm relationships. Not just with my mom but with my girl as well erm (coughs) how like, how the stuff that I do out on the roads affects them. It's made me see things from other people's views and like you know we did some really serious drama about you know police having to tell parents that they'd lost their kid and I never want that to happen. (Pause) It has made me look at me in a deeper way. Even though it happens loads like on the roads I don't want it to happen to my mom, I don't want my mom to be in that position."

(Interviewee 9, 'Issac')

'Issac' explained how the use of drama techniques has allowed him to see the different ways people are affected by crime; making reference to a drama scenario he played involving the police. During this scene, the group members were placed in role as family members of the main character and police officers. The police were delivering the news that the main character had been killed. This drama represents the harsh realities of actions and consequences. This allows each group member to witness the aftermath of such actions, a process which all claimed they never thought about. Providing that opportunity for young offenders to see beyond their own actions is paramount, being able to act as a rehabilitative tool alongside Cognitive Behavioural Therapy (Jones, 2007; Johnson et al., 2011). This is a tool that underpins the Recre8 programmes. 'Issac' makes it clear that he does not want his family to experience the police knocking on his door. This indicates that the drama role-play allowed him to put himself and his family in this situation. He was also able to relate this to his own family and perhaps see the full ramifications. 'Haalim' further explained that perspective taking was something that he had not had to address before:

"...stop and think, (pause) it was, it was real and you don't think about that side of stuff, like you get involved in it and stuff like that and you know you do it but not think about (pause) the other side or who hurt or anything like that and when we were had to do the police, as much as I don't like them, and I didn't think we would be able to do it, like we did it and I thought, God this is something that that they do all the time and I'd hate for this to happen and for them to have to be knocking my door and telling my mom this stuff."

This extract captures the importance of getting these young men to consider the consequences to certain negative behaviours and actions. It also demonstrates the effectiveness of drama strategies, including role-play. This process has allowed the group members to empathise with the police, who they most certainly would not typically relate to; again evidencing the power of this technique in getting them to perspective take.

It was evident that the drama elements added a new dimension to their learning and understanding as it allowed participants to reflect. This understanding of personal reflection is also echoed by 'Freddie', "Proper made you think (pause) it was like my life being told." This highlights the benefits of using these techniques in a relevant and real world context.

Self-reflection not only aided engagement but also appeared to act as a catalyst for positive change amongst these young men. Having the ability to work through issues behind the safety of a character (third person removed) seemed to be a welcomed approach. This is evident in 'Anthony's' account where he comments: "I had the chance to play all that out and look a choices and decisions and people involved from the ripple effect." Having this opportunity to directly take on a role, in turn helped participants rehearse and prepare responses to common scenarios and explore consequences.

'Daniel' also spoke about self-reflection "you think about you and what life you are living..." These accounts highlight the significance of being able to distance yourself from a situation and see the bigger picture; this is a key part of how these young men were able to reflect on the content of the programme. This is expressed well by 'Brick':

"Obviously, when you take a step back and think about it and think about what could have happened, it makes you wake up. Kind of like a wake up call. Obviously the hardest bits you don't get to see. Obviously the body bag is the hardest bits you see. So to see it kind of wakes you up a bit, and makes you think that could be someone that you did something to, or that could be you."

(Interviewee 2, 'Brick')

'Brick' made reference to the use of the props that were presented in the programme. The body bag was used to emphasise the consequences of lifestyle choices. Such props might possibly have never been seen by the group members and therefore adds a sense of reality to the situation. This particular prop was referred to across most of the interviews as 9 out of 10 interviewees commented on the props, referencing them as being not only an engaging tool but also a conscious raising symbol that represents self awareness, like a 'wake up' tool. 'Ethanial' made reference to the importance of the props including the pouch belonging to the main character, the mobile phones, the types of clothes presented in evidence bags and of course the body bag; "like when the body bag came out and the pouch and the phones and you know, the crime scene that they did, it like, it... it really hit me because I just thought God, everything that, that was there was like was part of me..." This rested on the authenticity of the props, as he explains; "the props were real as well... they weren't stupid do you know what I mean like

they had proper things that erm really like meant something to young people so yeah there was that aspect to it." The accounts demonstrate the impact because having a visual stimulus helped make the scenarios seem real. This complements the work of Ploumis-Devick (2011) who identified that well designed interventions address personal exploration and self-awareness.

From these accounts, we can see that this subtheme encapsulates programme distinctiveness as it is clear that the young men, after a 3-month interval were providing accounts based on the drama techniques used, how they felt safe in the learning environment and how they could relate to the characters from the storyline. These components intertwined created a unique and distinct feel to the programme. The use of kinesthetic learning, that underpinned all of the Recre8 programmes, seemed to be welcomed by all 10 interviewed participants.

3.12 Theme #2: Going Above and Beyond

The second theme to emerge from the data, highlights elements of the Recre8 approach, which according to the interviewed participants went 'above and beyond' the normal remit of offender behaviour programmes. This reflects the personal relationships among the group members as well as the delivery of the programme by Recre8 staff members. These personal attributes support the findings of Polaschek (2010) and Hollin (1995) who identify programme integrity as being a key component to successful delivery models.

3.12.1 Facilitator Approach

Programme integrity acknowledges that the programme is conducted in practice as intended in theory and design (Hollin, 1995; Dowden and Andrews, 2004). This seemed to be a key attribute expressed by interviewed participants regarding the success of the programme. All 10 interviewed participants commented on the Recre8 staff and their approach to the young people. This clearly highlights the importance of the approach and delivery style.

'Anthony' spoke about the instrumental role the staff played: "the staff are helpful and encourage you (pause)...like nothing to help you is ever too much effort for them. That is special because it don't happen everywhere. Then you feel like they help you so you wanna help them by changing and help the other young people..."

'Anthony' explains how he was shown help and encouragement, which was a catalyst for him wanting to change and help other young people. It is clear that this style of approach was new to him as he refers to it as "special". The help that the young men received seemed to become an incentive for them to want to do well in order to avoid disappointment from staff members and interestingly, each other. 'Ethanial' echoes the understanding of wanting to be better; "we all wanna get involved in drama and you don't wanna let them down and you don't wanna disappoint them and that makes you not wanna disappoint yourself either." This shows how the young men became personally invested in the programme and through

developing the relationships with the facilitators. Dowden and Andrews (2004) identified facilitator approach as an important function in the programme delivery framework. The role of the facilitator and the approach that they adopt is paramount throughout Recre8's structure. The approach of the facilitators plays a key role in the V² model as it is another means of engagement. By having group members engaged, listened to and respected, should in theory motivate them to take part on the programme. It is about having the time to invest in people.

The help and encouragement provided by facilitators seemed to be one of the key factors as to why these young men valued the facilitators so much. 'Charlie' explains how the support provided is on going and applies it to prospects after the programme:

"Like they want you to be the best that you can be so they are always there to help. I think that is important you know, especially to young people...Yeah I mean like now I've told them I'm looking for other drama courses to get on to and stuff they're sending me a lot of links to go and check out an stuff like that."

(Interviewee 3, 'Charlie')

The fact that 'Charlie' refers to this support as "important" for young people highlights a need for continuous support with young offenders. This support is a factor linked to reducing recidivism and is a strong principle in Bonta and Andrews (2007) Risk-Need-Responsivity model of offender assessment and rehabilitation. This principle addresses the continuity of service and the relationship skills staff need. This more comprehensive support is highlighted by 'Ghalib' who states; "...if you need to talk to them about an issue after the project

yeah. Erm then it's, they will offer you advice and help you, even if it's something like trying to help do a CV or something, that's unrelated to the, you know the the drama. It's just you know that little bit of help and it makes you feel like that you can actually talk and it gets you more relaxed."

It is not just the emotional support or presence during the programme that 'Ghalib' refers to, it is also the practical support that is offered. The support away from programme just reinforces the genuine care that the Recre8 facilitators have in wanting the young group members to succeed in life. Additionally, the notion of respect ties into this subcategory as half of the interviewed participants made reference to this. 'Freddie' claims; "they don't treat you like how like teachers treat ya. It's like the first time I was there, they treated me how I wanted to be treated. Like an adult and that's kinda where the respect comes from. (Pause) Erm to young people respect is really important and most groups lose the focus of the group because the respect ain't there."

Respect here is seen by how the facilitators treat the young men, however this is also reciprocated. Respect is seen as a key component when working in the arts (Meekums and Daniels, 2011), and is also supported by the principles highlighted by Bonta and Andrews (2007). This indicates how instrumental the fostering of relationships is between the facilitators and the group members. It is the inter-personal aspects that seem to be crucial, the young men recognised the ability to relate and connect with the facilitators as authentic. 'Jamal' referred to the approach of facilitators in support of

previous research, stating: "You know what else is different it is the way the teachers talk to you and work with you. It feels like a proper group because they really care and take time to get to know you."

A comparison was made between previous learning (school) and the Recre8 approach. This was common across the interviews (6 out of 10 interviewees), as these young men compared how the staff in the programme differed to those previously encountered in school. The young men spoke about how they wanted to learn, as part of the facilitators approach. This is posited by 'Daniel' who discussed how the approach helped him to "concentrate, more, because, the staff, explain things and do it in a way where you don't feel like you are learning... (pause) or that you are stupid. Basically yeah, it ain't like school... And that's why I like it cos they make me concentrate and it's one of them things innit so there is no time to mess around and stuff and I didn't want to mess about." It is interesting how 'Daniel' made reference to not having the time to mess around, highlighting how engaged he was as a result of the approach taken. This approach to learning is supported by Tarling and Adams (2012), Hollin (2002) and Clements (2004) who all identified that creative outlets and delivery staff can be a catalyst for successfully bringing individuals together to establish a group environment.

The facilitator approach was also echoed by 'Haalim'; "I thought that the teachers were good erm I haven't had a teacher like that even at school, someone who just like you know they were fun and they make things, like

you didn't realise at the time that you were learning." 'Ethanial' further supports this:

"I wanna say like (pause) erm it's good the people that run it like the the leaders you know, the teachers they're good, they listen to ya they don't judge ya erm they question ya like they proper challenge me my head was hurting with some of the stuff (laughs). They don't take no nonsense so like it's you can't (pause) they're strict but fair yeah and like a lot of yoots need that they need to have that because, you know, I was kicked out of school and I don't know, well I know what's right and wrong but like sometimes you try and push things...you try to push to the limit, whereas the Recre8 staff like were on it, man they were on it all of the time but they were fun with it and you know you don't not wanna turn up cos you don't wanna let them down..."

From these accounts, it is evident that the Recre8 programmes were able to capture their attention and engagement based on how it differed from previous learning contexts; these ultimately rest upon mainstream settings. Previous learning at mainstream settings was hindered due to a number of factors including interest levels, respect (or lack of) from and to teachers and not having individual needs met due to large class sizes; yet while on the Recre8 programmes, participants spoke of loyalty towards the facilitators and enjoyed their approach. Having the needs of the offender at the forefront of the programme is supportive of the Good Lives Model (Ward and Steward 2003).

3.12.2 Becoming Part of a Family

Throughout the interviews, 7 out of 10 participants referred to the established group as being "like a family" ('Freddie'). Due to the prevalence of this analogy, it was important to recognise this as a subtheme. Such relationships were able to be forged as a result of being part of the

programme and it is through these strong bonds that change in behaviour can occur. Positive authentic relationships have been identified as a strong factor associated to rehabilitation, especially through the use of drama (Moreno, 1946; Day, 2013).

One participant, 'Jamal', referred to the relationships created within the groups as; "you build a bond with them, like a family bond." This is a powerful analogy as research has identified that many offenders come from deprived backgrounds and 'unsatisfactory family situations' (Andrews and Bonta, 2003). Therefore for participants to comment on this after completing an offending behaviour programme is extremely encouraging, highlighting change and a positive view towards the programme. This familial tie is also expressed by 'Haalim' who states, "I know it might sound a bit strange but like they were like a family (pause) they really cared about what I was doing." He is able to identify that the concept is "strange" yet explains his reasons for labelling the relationship as "family" by outlining nurturing elements. The concept of caring and nurturing is not outside of a familial remit, it is a criminogenic risk factor — meaning that if strong, stable relationships are created, young offenders are less likely to offend (McGuire, 2002). Participants felt the environment provided the stability they clearly valued.

The family element also stretched out to the other group members, as 'Ethanial' states "they create like a family (pause) I've made some friends from it now and you know I still see like I'm still gonna be seeing them..." By him stating that he will see these people again strengthens how these are

'real' friendships that have been forged as a result of taking part on this programme. Subsequently 'Freddie' offers a personal insight as to his reasons for calling the group family:

"Like them lot have kinda been like family to me, they talk to me the way I wanna be talked, they explain things, they are always understanding, like help me through sticky situations at times, an yeah they have all had a lot of impact in everything yous have said...cause they help me out through everything; they didn't turn their back on me. It's not just the programme. They are always there. If I need help I can call them or pop and see them. They always make time and they genuine care, you get me? They want to see me doing well and will help any way that they can. I respect them for that (pause). That's what I mean about family"

(Interviewee six, 'Freddie')

The developed friendships seem to be of great importance to 'Freddie' as a reference to trust, the continuity of the relationship over time and respect is all mentioned. The investment of time in the young people seemed to be appreciated and respected. Correspondingly the 'family feel' encapsulated young people feeling valued and wanted. 'Jamal' provided a supporting example "It's now like a family, it's safe and they are always happy to see you. That kinda makes you wanna come to the sessions." In addition to the familial feel expressed by 'Freddie', which seemed to be a strong factor to the positive development of the young people, the notion of respect was also linked with this. This strongly relates back to successful rehabilitation models in terms of it being group focused (Ward et al., 2007) and matching interventions based on offender's risk, need and responsivity (Andrews, Bonta and Hodge, 1990).

3.12.3 The Importance of Peer Mentors

The final subtheme identified within the 'Going above and beyond' category is that of the importance of peer mentors. Peer mentors support the delivery of the Recre8 programmes and work alongside the young people. The peer mentors employed by Recre8 are ex-offenders who had reputations on the street. Their positive change in behaviour and contribution to the programmes is invaluable and literature around the area has suggested that peer mentoring is a solution to reducing offending behaviour and also that peer mentors can support delivery staff (Fletcher and Batty, 2012; Yates and Prescott, 2011). The use of peer mentors was identified by 5 interviewed participants as being an important element of the delivery. They felt that they could relate to them as they had been through similar situations. The peer mentors are able to offer different viewpoints to the facilitators and speak from first hand experience of the benefits to changing lifestyles.

The peer mentors were highly thought of because they are young, previously known on the streets and also helped group members in terms of sharing personal barriers that they had faced whilst offending. They were able to show that change is possible to the other group members. This was evident when 'Isaac' explained how young people are able to relate to the peer mentors explaining:

"...they've got like younger people, well like older than me but who have lived through stuff and they've really lived through way dangerous stuff and you know they have got reputations on the street and to see that they've turned their lives round. Erm I think that's

interesting to have it, (pause) you know they understand where we're coming from."

By having the mentors speak about their experiences and life limitations seemed crucial, as group members were able to envisage change for themselves. Participants were able to relate to the mentors on a deeper level to that of staff members, based on the way that they had 'lived through it'. Additionally being able to relate to the mentors offers some comfort to 'Issac' as he was able to see the positive change the mentors have made, which ultimately serves as a symbol for their own future trajectory. 'Anthony' identified that "they're setting a good path for them so if they can do it, I can do it also..." hereby acknowledging that the mentors became role models in terms of presenting positive change, thus supporting the findings of Huggins (2010). This also supports the findings of Cook et al., (2008) in that peer mentors offer an element of credibility and demonstrates understanding.

The peer mentors act as a symbol of positive change. Participants spoke highly of their peer mentors, often with great respect and admiration in terms of the positive lifestyle changes the mentors had made. This was demonstrated by 'Ghalib', who stated:

"Like it was good seeing them cause some of them are older mans and they were erm you know, I've seen how some of them have changed their err life around and some of them have come from the same sort of thing as me and even like some of them have done the same things as me. But you see them now and you see how like they are cool and everything you know they've still got the respect and that and they're doing this sort of work, so it makes you think, and it is even with them they're the people who you can talk to and relate to the most as well so that makes a difference because it's not just some older man or older woman in a suit or tie or whatever talking to you about this and that, and even when you get the older mans that come

in sometimes they try and talk to you on the level it's like yeah, but your still old enough to know a granddad so it's not the same."

This comment demonstrates how being an advocate for change can only come from those having gone through it, so therefore from the peer mentors. They are seen as authentic and credible. This demonstrates how important they are in these types of programmes for they are a symbol of hope and the young people can relate to them. The focus within 'Ghalib's' comment lies with ability to relate to the peer mentors. 'Ghalib' openly admits that he is comfortable sharing his issues with a mentor rather than someone who is unable to relate to their circumstances. This strongly reinforces the findings Boyce *et al.*, (2009) who found that offenders were more likely to turn to peers for support rather than authority figures, to whom they are less likely to relate.

This main theme has demonstrated examples of the Recre8 programmes 'Going above and beyond', according to the comments provided by the interviewed participants. Evidence presented for the facilitator approach, the environment created and the use of peer mentors together encapsulates reasoning behind the success of the programmes. The themes presented highlight the important inter-personal aspects of a programme for determining its success.

3.13 Theme #3: Change: "I find it all stupid, offending itself is stupid."

The young men's accounts evidenced having experienced some kind of change on a number of levels relating to self-esteem, confidence, personal and social development. To reduce offending behaviour, a number of skills need to be developed in order for a young person to value themselves and their future (Clarke, 2000; Lösel, 2001 and Mackenzie, 2006). Most importantly young offenders have to recognise that they to want to change. This notion of having recognised some level of change as a result of taking part in the programme was evident across the young men's accounts. This is perhaps highlighted most evidently in an excerpt from 'Freddie' who simply summed this up by claiming "I find it all stupid. Offending itself is stupid. If you want something, go work for it!"

3.13.1 "Wise up"

This subtheme is two-fold in the sense that it encapsulates both the recognition of maturity coupled with the enhancement of cognitive development. All interviewees paid homage to the programme by acknowledging some of the personal benefits that they had gained as a result of taking part in the Recre8 programmes. All interviewed participants recognised that they had changed on some level as a result of the programme, this varied from a sense of increased maturity to their appreciating change. This change reflects cognitive enhancement. All interviewed participants recognised having grown in levels of maturity. The

term "Wise up" was used by 'Issac' to demonstrate his increased maturity and; "it's made me like wise up a bit and be a bit more mature..."

This comment emphasises the link between crime and immaturity. Once recognised, this notion of having wised up seems to become incompatible with offending. This realisation seems to be key and serves as an indicator for change. Maturity is a key factor in changing offending behaviour, as Ward and Willis (2011) identified this within the Good Lives Model, the interviewed participants also made the link between maturity and life choices, which impact on offending behaviour.

"I see myself as a young man, I'm not a kid no more. I get treated erm...how can I say it, erm...I get treated...how can I say, I get treated for my actions, I get treated like if I do wrong I take responsibility for my own actions. Like when I was younger I didn't really care about what happened to me."

(Interviewee two, 'Brick')

There is a clear shift in 'Brick's' thinking by now taking responsibility for his behaviour and referring to him being "young" in the past and therefore not caring too much about his future. The fact that he acknowledged that his actions have consequences inferred that he no longer sees himself as the young man he once was who never "cared about what happened."

When addressing the development of maturity, 5 out of the 10 participants made reference to their age suggesting that there is a link between age and maturity as 'Ethanial' described "...I'm getting older now and I don't wanna be walking round like them yoots that are going round thinking they're all bad and that." The peer influence, which seems to be a

mitigating factor to youth crime, (McGuire, 1995; Thompson, 1995; Andrews & Bonta, 2003) seemed almost obsolete as 'Ethanial' directly states that he does not want to be "like them" anymore. It is almost as though he has now grown out of that negative behaviour as a result of taking part in the programme. This perception of growing up is reverberated by 'Issac':

"well I'm nearly eighteen and I don't want to be in and out prison you know I want to get a job and I need to get myself sorted and so this project was kind of like a bit of a stepping stone 'cause if I can concentrate in sessions like that then I'll be able to concentrate in other things so it kind of just proved to me that I can stick to something and I can do it. Erm you know, I don't wanna be running around the streets all the time."

'Ghalib' shared how the programme has made him think differently, "I think it's taught me that as well, I like to look at things differently and not just go for the easy solution because the easy solution is usually the one that comes out with the hardest the hardest consequence." This comment is very important as he discusses thinking about solutions, problem solving and perspective taking – all of which is inherent to the Recre8 programmes, therefore this comment evidences the programmes success. 'Issac' addressed what the consequence would be if he continued to offend;

"Before Recre8 I was just thinking about me and I got into lots of stuff on and off the streets. It's not just a street thing (pause), I think now about friends and family and how I am messing stuff up for not just me but anyone around me... Before it was just about me on the roads (pause) every man for himself but now I have opened my eyes more...Well it just makes you think, why do I need to go though such extreme lengths to do stupid things which is only going to end me in one place...jail!"

This again highlights the success of the programme as he starts to recognise the impact of his actions on himself and others. By these young

men recognising personal changes and being able to reflect upon them, it is apparent that the Recre8 programmes, combining pre-existing psychological theories such as Cognitive Behavioural Theory, Social Learning Theory and Role Theory, together with drama can be seen as an effective rehabilitative model and has the desired outcome. This echoes findings from Jones (2007) and Ploumis-Devick (2011) who both observed that cognitive processes blend well with art-based interventions, especially those of the dramatic format. It also supports the work and findings of both Johnson (1982) and McGuire (1995) who stated that the process of using drama within programmes with offenders helps the group elevate to more advanced cognitive developmental stages.

3.13.2 "I'm good enough"

The development of skills and opportunities was a reoccurring theme that highlighted the change in self-perception amongst the young men interviewed. This subtheme encapsulates the enhancement of confidence and self-esteem, which in turn changes the perception of self. This is highlighted by Liebmann (1994), Matarosso (1997) and Meekums and Daniel (2011) who advocate that creative interventions forge lasting social development. Upon completion of the programme, those interviewed were keen to state their personal progression. All stated that their confidence had increased; 'Brick' illustrates this point:

"...its kind of built my confidence as well because I was the kind of person not to let people in. I'd keep closed. Keep myself to myself really... I'm good enough, I can do better. Like I can do better for myself. I don't have to go through that path just to be recognised and

for people to let me in. I was trying my best to get noticed and to fit in with other people and the drama made me realise that I don't need all of that just to succeed, or for people to like me, or for being different."

The realisation for 'Brick', after taking part in the programme is that he is "good enough". This is a testament to the programme undertaken. His perception has shifted his thinking in terms of not having to "get noticed" or "fit in" by following the crowd or committing crimes. 'Daniel' also talks about changes he feels within himself and his thinking; "Before I did not feel great about myself so I wouldn't do much good things, if you don't like yourself why would you do good things? Now that has changed... I just want to move forward not live in the past with stupid mistakes." This supports the research findings of Caulfield and Wilson (2010) who found that a positive music project (Good Vibrations) increased the levels of self-esteem of the participating prisoners, which in turn reduced negative behaviour within the prison environment. 'Daniel's' self-reflection strongly affirms how low self-esteem and confidence contributes to negative behaviour, in this case, offending behaviour. This also highlights the fact that programmes need to have some impact on these aspects in order for them to be successful.

In addition to this, participants highlighted other positives factors that occurred as a result of completing the programme. Some participants discussed having developed other important inter-personal skills that they felt would be important for the future. This was discussed by 'Ethanial':

"I feel like I'm, I'm a somebody now like I, I was a somebody out there but now like, (pause) it's different... I feel good that I've achieved it like I've got my certificate and (pause) like I know that I like acting and linking that with my music and, an just it's like a different feeling... I give time to listen more. Yeah and that has calmed me down. Made

me see situations, like made me see situations differently and calmed me down at the same time because (pause) am quiet like and listening to people and before I came here and I was like selfish basically."

This excerpt evidences a level of pride in some of 'Ethanial's' achievements, affirming this as something positive he has undertaken in his life. He recognises he has developed a number of interpersonal skills that have enhanced his ability to communicate and interact with others, as well as his ability to reflect on his previous behaviour. This is underpinned by the work of McGuire *et al.*, (2008) who stated that role-play strengthens the teaching of Cognitive Behavioural Therapy and in turn this means that drama can be a vehicle for change with offenders (Ayers, 1981).

As a result of developing skills, 7 out of 10 participants made reference to new opportunities they felt they could embrace. Opportunities for the young men ranged from returning to education, seeking and gaining employment, making future plans away from offending. 'Jamal' stated that before taking part on the Recre8 programme, opportunities were sparse: "No there wasn't really that much. Or maybe I wasn't ready to take the opportunities." The fact that 'Jamal' recognised that he was perhaps not in a position to accept the opportunities on offer highlights his lack of confidence and self-esteem. Such non-criminogenic needs can contribute to offending behaviour (Ruiz, 2004; The Arts Alliance, 2010). However it highlights the importance of undertaking this programme to ensure he has opportunities. The 'McGuire Principles' (1995) refers to the opportunities presented post

intervention as a result of the 'dosage' of intervention that is matched to the needs of the offender.

'Isaac' also made reference to the restriction of opportunities available if he continued on a criminal path:

"Its made me a little bit more wiser to what's going on and like just I don't wanna I wanna do something you know I mean I wanna be able to travel to America and I don't want my criminal record to stop me from doing anything like I don't wanna be restricted cos I think as a young person we've already got loads of restrictions and I don't want that. Like I don't want to restrict myself even further."

The fact that 'Issac' refers to his restrictions strengthens the argument that the young men felt that there was a lack of opportunities prior to completing the programme. It could be argued that the programme opened up endless possibilities to them, that they previously dismissed or were unaware of how to achieve them. Ambition seems to be restored in 'Issac'.

'Charlie' voiced how he is now in a position to become more involved with activities in order to minimise his time on the streets and in turn avoid any potential criminal activity. He states "I try to get involved in a lot more now and try to use my free time more...productively instead of being out, out on the streets, waiting for like something to happen or you know, being there so something can potentially happen. I'd rather know now that I'm staying as busy as possible." 'Haalim' commented on how he is creating opportunities, "I'm trying to hang around and get involved in the stuff that they're (Recre8) doing...", inferring that he is working closely alongside Recre8 for any possible opportunity to arise. Whereas 'Issac' stated "I've been given an

opportunity to do more work with them like drama work as well". The young men clearly want opportunities; they simply did not know how to get them before.

'Jamal' discussed how the programme "really just gave me different opportunities, like, just encouragement to do better in my life. I never had that." When 'Jamal' was asked whether he thought he might offend again, he replied "I've got a lot of opportunities out there for me! I've got too much to lose." Positive reinforcement and encouragement is an important aspect of the V² model. The notion of positive reinforcement was highlighted by Gendreau (1996) when he explored characteristics associated with interventions that successfully reduce recidivism.

The comments presented highlight how the interviewees felt that opportunities were presenting themselves post programme, as a direct consequence of taking part in the programme. This is linked to their change in thinking, wanting to absorb the positive opportunities available now that they have developed new skills. This is supported by the work Meekums and Daniel (2011) who assert that using arts based projects with offenders helps to educate, reform, aid socialisation and provide opportunities and also by the Good Lives Model (Ward, 2002) which proposed that rehabilitation of offenders should equip them with the necessary tools (skills, knowledge, education, opportunities) in order to satisfy their life values.

3.13.3 What the Future Can Be

The final subtheme within the main category of 'Change' encompassed what the future holds for the interviewed participants. Future choices feature heavily within all the interviews indicating the importance to the group. This demonstrates the point made by Prescott (2014) who purports that effective interventions must help develop future life plans that are inconsistent to future offending. All interviewees commented on their futures. 'Ghalib' shared his future vision claiming that he wants "a car and a house and what have ya. (Pause) You know and it made me realise that (pause) trying to get money in that, in that other way was, it it ain't gonna last anyway so I'm just gonna end up back inside so (pause) I think it's just changed my, my understanding of, my understanding of my situation and the reality."

The understanding of change relates back to the recognition of the development of maturity expressed by the young men. He recognises his reality in terms of if he continues to make money illegally, he will return to prison. His understanding of reality now incorporates ambition, a future. This sense of hope and future comes from the programme.

As a result of taking part in the programme, 'Ethanial' discussed the idea of returning to further education "I was kicked out of school because I couldn't concentrate and these sessions like they were four hours at a time but I managed to stay focused because we were doing stuff constantly erm, so that's something like, it's made me think, made me think maybe I wanna

go back to college..." He recognises his self worth and through this he has started to make future plans. He no longer makes excuses for why he cannot concentrate, he now realises his ability and therefore that he can change his future. The approach and content presented within the programme has supported him to identify such changes. This reinforces the findings of Traling and Adams (2012), who explain how creative outlets are a catalyst for offenders to return to mainstream education. Hollin (2002) claims that returning to education is a means of rehabilitation.

Out of those interviewed, 8 out of the 10 participants made a direct link to the programme and a change in their behaviour. 'Brick' credited the Recre8 programme as being his catalyst for change stating:

"If it wasn't for that programme I wouldn't be the person I am now, I wouldn't get the help that I did now. That was like my golden ticket and I took every drop out of it...which was good! I'm not even saying it as a joke; If it wasn't for the help I don't know where I'd be right now."

Referring to the programme as a "golden ticket" magnifies the importance of such interventions that are designed to meet the needs of the group. It was as though the programme was his saviour, his second chance to make a solid future for himself. This comment pays homage to the Recre8 V² model and also supports the findings of the Good Lives Model where Ward and Willis (2011) suggested an individualised approach responsive to offender's aspirations, interests and abilities.

The future also included the next cohort of individuals to take part on the Recre8 programme. 'Isaac' suggested "I think everybody should do something like it when they come on to an order." This emphasises the

importance of the model used by Recre8. Such a recommendation is high praise indeed as it highlights how different this programme us from those that many have previously attended. It also highlights the important factor of community-based programmes, again outlined as a key principle to reduce offending proposed by McGuire (1995). 'Haalim' echoed this stating he wanted to "do more of them all the time". 'Ethanial', 'Daniel', Jamal' and 'Brick' all commented on how the Recre8 programmes should "be longer". This is unheard of when reviewing offending behaviour programmes. The want to continue working alongside Recre8 was great (8 out of 10 participants).

The final question asked to all ten interviewed participants was "Do you think you will offend again?" All answered 'No'. Responses compliment the statistical findings indicating that the Recre8 programme has had a positive effect when reducing offending behaviour, as simply described by Freddie, "it's just kinda weird and wonderful, I don't know (pause) whatever it is that them lot (Recre8) do in the programmes, it works."

3.14 Summary

Both qualitative and quantitative results were presented in this chapter. The main statistical findings revealed that The risk category of offenders at pre intervention showed there to be 35% classed as low risk and 50% as medium risk. At the three month follow-up, there was a significant reduction in those classed as medium risk, were 46% classed as low risk

and 15% classed as medium risk. Risk level changed across baseline and follow-up; low risk increased and medium risk decreased indicating that medium risk participants' Asset scores decreased post programme making them a low risk category. High risk stayed the same. The themes derived from the interviews indicated that programme distinctiveness, going above and beyond and the process of change were the main elements that the participants felt produced the best results in terms of the delivery and their attendance on motivation on the programme.

CHAPTER 4. DISCUSSION

4.1 Introduction

The aim of this study was to evaluate the success of the V^2 psychology based drama model when working with young offenders (10 – 18 years) of all ethnic backgrounds and severity of crimes (ranging from first time to persistent offenders in the community). Crimes included violence against person/ disorder, robbery, theft and handling, criminal damage, final warnings, possession of offending weapon, drugs (possession and supply) and burglary.

The specific objectives of the study were:

- to find if psychology based drama interventions successfully gained levels of engagement among offenders
- 2. to examine the effectiveness of the V² model in relation to reducing or eliminating recidivism
- 3. to explore what impact the V² model had on the development of selfesteem, confidence and personal and social development of the young offenders taking part

Findings in relation to the literature review presented in chapter 1 will be discussed to see if results support, differ from, or add to the current literature and research evidence that exists, regarding how arts-based methods with young offenders can be used as a rehabilitative tool. The focus of the literature review was on such programmes with young offenders serving sentences within the community. Strengths and limitations of the approaches were set out in chapter 2 and the methods of data collection adopted are

considered and explored. Finally the chapter reflects upon the key findings of the study which were obtained from the mixed methods data analysis.

The research study adopted both qualitative and quantitative methods with the aim to see if psychology based drama interventions successfully gained levels of engagement; to measure the effectiveness of the V² model in relation to reducing or eliminating recidivism; and to explore what impact the V² model has on the development of young offenders' self-esteem, confidence, personal and social development. Within the research, 72 young offenders took part, who were each categorised as being low, medium, or high risk of reoffending after completing the Asset questionnaire.

The literature review presented in chapter 1 established the historical link between rehabilitation of offenders and the arts (Balfour, 2000; Hughes, 2005; Meekums and Daniels, 2011). A number of gaps in the literature review were highlighted, which showed several limitations in the research-knowledge. Firstly there were gaps in previous studies that used arts-based methods as a means of rehabilitation; the evaluation methods used within some studies were often and mostly of poor scientific quality, with weak methodologies, usually relied on anecdotal evidence, if any at all (Hughes, 2005; Miles and Clarke, 2006). Secondly much of the literature revealed that arts-based research has struggled to place itself as a leading component of evidence when addressing the rehabilitation of offenders. This was often due to poorly documented evidence (Meekums and Daniel, 2011), and data that focuses on (perceived) soft outcomes; and accompanied by a lack of theoretical framework behind

such work (Antonowicz and Ross, 1994: Ruiz, 2004). Critically, the use of meta-analyses, usually on unpublished pieces of work rather than published research seemed to omit arts research from their analyses. This may be due to them being unpublished as a result of poorly conducted evaluations, small scale research or often because the arts practitioner coordinated the research themselves, possibly leading to an inaccurate reflection of the arts being represented. Thirdly, there was a gap in the research regarding the exploration of using arts-based methods in the community with young offenders serving community sentences. The main focus tended to be on arts activities taking place within a custodial environment. Finally, the present study established the need to provide a sound evidence based framework based on a drama model steeped in psychological theory (the V² model).

4.1.1 Main Findings from Data Analysis

In total there were 84 participants who initially took part in this study, with 72 (86%) who provided complete data sets at all 3 stages; (pre programme, post programme and 3 months follow-up). There were seven different offence types and final warnings between the 72 participants. Participants took part in 1 of 3 Recre8 programmes (Segreg8, Aggrav8 and Imtimid8), which encompassed a range of cognitive behavioural techniques, which seem to be the preferred model of successful rehabilitation intervention according to Beck, (1976); McGuire, (1995, 2000); Vennard *et al.*, (1997); McGuire, (2000); Bonta and Andrews, (2007) and Andrews, Bonta and Wormith, (2011).

A mixed methodology approach encompassing Thematic Analysis and the administration of psychometrics, CRIME PICS II (Frude et al., 1994) and Rosenberg's (1965) Self-Esteem Questionnaire were used. Statistical tests were used in order to measure any significant differences (Chi-Square tests of association and repeated measures ANOVAs). With reference to the individual components of the CRIME PICS II questionnaire (Frude et al., 1994) the scoring system was devised in a way where high scores indicate anti-social attitudes towards crime and a reduction in scores (low scores) indicates a pro-social improvement in attitudes towards crime. Results showed significant differences from pre-intervention to follow-up in all six of these measures (general attitude towards offending (G), anticipation of reoffending (A); victim hurt denial (V); evaluation of crime as worthwhile (E); perception of current life problems (P) and Rosenberg's Self-Esteem Scale). Risk level (Asset scores) changed across baseline and follow-up; low risk increased and medium risk decreased indicating that medium risk participants' Asset scores decreased post programme making them a low risk category. High risk stayed the same.

The qualitative data was derived from 10 semi-structured interviews, all held at the 3 months follow-up intervention stage. The interviews provided an exploration of the personal journeys and self-reflection of the 10 participants since completing the programme. The interviews were analysed by thematic analysis, allowing the researcher to identify common themes and tease out sub contexts through the use of coding. Three main themes were identified, each containing three subthemes (see table below).

Table 30. Identified themes and subthemes from interviews

Main theme	Subtheme
Programme distinctiveness	 Content being relatable Feeling safe within the learning environment The drama techniques used
Going above and beyond	 Facilitator approach The use of peer mentors The familial structure created within the groups
Change: "I find it all stupid, offending itself is stupid"	- "Wise up" - "I'm good enough" (development of skills and opportunities) - Looking forward, future decisions (cognitive development)

The qualitative analysis suggested that those participants who were interviewed had expressed successful levels of engagement, had not committed any additional offences since taking part on the programme (reduced recidivism) and had increased levels of self-esteem, confidence and personal and social development. So although we found no quantitative evidence of a statistically significant increase in self-esteem when measured using ANOVA, it was more detectable from the interviews.

4.2 Psychology-based Drama Interventions and Levels of Engagement

One of the research questions presented in this thesis was to address whether drama methods were a key aspect to young people engaging in interventions that addressed offending behaviour. Without successful engagement of participants in a programme, regardless of how well designed the programme is, it is unlikely that the programme will achieve positive outcomes (Prior and Mason, 2010). Therefore it was important to

focus on tools that are likely to engage offenders, and implement them into offending behaviour programmes.

Drama combined with psychological theory is viewed as a successful component for offender rehabilitation because creative arts engage and motivate offenders (Antonowicz and Ross, 1994; Thompson, 2002; Parkes, 2011 and Meekums and Daniel, 2011). The Risk-Need-Responsivity model and the Good Lives Model outlined in chapter 1, through empirical evidence, show that the engagement and motivation to participate are key factors when addressing recidivism (Hollin, 1999; Gannon et al., 2011). Both of these components are directly linked to any interest, ability and the meaning an intervention holds to the offender; therefore adding an individualised approach (McMurran and Ward, 2003; Ward and Willis, 2011). If the content presented within the intervention is relevant and meets the interest levels of the offender, this should increase responsivity, which in turn has the potential to reduce offending (Cann et al., 2003). This is supportive of the findings presented in this study whereby firstly responsivity was high, 86% completed the programmes (attrition rate of 14%). Secondly, there was a statistically significant association found between risk level at baseline: (n = 25; 40.0%)low risk; (n = 36; 60%) medium risk; and (n = 2; 3%) high risk, and follow-up: (n = 33; 75%) low risk; (n = 11; 25%) medium risk; (n = 2; 3%) high risk. In addition to this, scores within CRIME PICS II addressing reduction of reoffending (A score - anticipation of reoffending and E score - evaluation of crime as worthwhile) both showed significant differences pre to follow-up scores. Anticipation of reoffending (A) score showed a significant difference

F (1.68, 119.33) = 30.49, p <.001 and Evaluation of crime as worthwhile (E) showed a highly significant score from pre to follow-up score F (2, 142) = 46.22, p<.001. This indicated a rejection of the view that crime has benefits that outweigh costs.

The semi-structured interviews identified a sub theme of 'content being relatable' (section 3.11.1), which was acknowledged by all 10 participants as being important. Being able to relate to the characters and scenarios presented throughout the programmes supports the work of Hollin (1999), McGuire (2002) and Thompson (2002), who all agreed that active methods such as drama engage offenders and motivate them to change. Participants described the content as 'interesting', and could 'relate' to the life of the main character(s) presented within the narrative. By having the opportunity to play out certain scenarios and roles, learning takes place via interaction, modeling and repetition within a social context. This corresponds to both the social learning theory (Bandura, 1977) and the Role theory (Goffman 1959), where both focus on how individuals adapt their roles depending on their social situation. Therefore, in accordance to these theories, the time the group members spend in a positive learning environment (intervention) should impact upon their interaction and engagement.

In chapter 1, Daykin *et al.*, (2011) and Hughes (2005) discussed how arts based evaluations report increased self-reflection but the evidence base from which to draw upon this in evaluations has been vague and under-

developed. In this current thesis, underneath the sub-heading of 'relatable content', bore the notion of personal reflection. Within the findings of this study, the interview data demonstrated that many of the participants had reflected on the characters presented in the narrative and were able to draw parallels. The drama methods employed allowed the participants to reflect on the impact that their behaviour had on others, including family and friends. This supports the findings of Blacker et al., (2008) and Cogan and Paulson (2008) who claimed that personal reflection and being able to relate to content was a key factor when engaging and motivating offenders. Being able to relate to the content also strengthens the chance of an offender completing the offending behaviour programme as they become invested in the programme (Cox and Gelsthorpe, 2008); this again was expressed through the interviews. This also links to the cognitive development of offenders, in terms of enhancing perspective taking, as participants are addressing the impact they have upon others through the use of role-play (Ayers, 1981; Thompson, 1995). Self-reflection was also addressed within the statistical analysis, particularly with Rosenberg's Self-Esteem Scale (1965) with statements such as: "At times, I think I am no good at all", "I certainly feel useless at times" and "I take a positive attitude towards myself", seeing significant differences in scores from pre to follow-up. A medium effect size was noted for Rosenberg's self-esteem scale (RSES) from preintervention to follow-up.

Additionally, 'What Works' literature regarding successful levels of engagement with young offenders is based on how practitioners and

facilitators develop relationships with their client group (Prior and Mason, 2010). Theme 2 (emerged from interviews) 'Going above and beyond' identified the approach of the facilitator as being a key element of their engagement to the intervention (section 3.12). The 10 interviewed participants all commented on the approach and delivery style the Recre8 facilitators demonstrated and how this was an instrumental role in terms of their levels of engagement. Participants spoke of how facilitators encouraged them to take part during the sessions and were available post sessions to discuss personal issues, showing a genuine interest. This is supportive of literature surrounding programme integrity (Hollin, 1995) acknowledging that delivery style is a successful component to enhancing levels of engagement (Dowden and Andrews, 2004). The findings of Gendreau (1996) highlighted that key characteristics to successful interventions included; the therapist being able to relate to the offenders in a sensitive and constructive way, the activities covered in interventions reached out into the offenders' real social network, disrupting delinquency networks by placing offenders among people and places where pro-social activities predominated.

An additional element that coincides with relatable content and delivery style was that of preconceptions the interviewed participants had about the programme. Disengagement with previous programmes was a common occurrence for 6 out of the 10 interviewed participants, often referring to learning experiences or prior offending behaviour programmes as 'boring' meaning they lacked motivation to attend or engage with the content. This supports Corr (2014) who claimed that traditional teaching methods did

not work with offenders due to previous negative experiences at school. Education or the lack of it is a major risk factor associated with offending (Andrews, Bonta and Wormith, 2006), therefore being able to engage a group with material that is relatable is a key factor in reducing recidivism.

The Hassle Inventory (P in the CRIME PICS II) presented two statements that could support the aforementioned findings regarding boredom and lack of engagement. These were 'Problems with employment/prospects' and 'Tendency to get bored'. Statistical analysis using a one-way repeated meaures ANOVA showed there was a significant change in P-scores for the different time periods, F(1.71, 121.54) = 23.11, p < 0.001. This represented a large effect size.

Within this study the education status at baseline (table 3.1.6) showed that 17% of participants were in alternative provision (including behavioural centres); 18% were at college; 35% were at school; and 31% were NEETs. According to Evans *et al.*, (2009), young people who are not in education, employment or training (NEET) are 5 times more likely than their peers to become involved in the youth justice system. Additionally a young person aged 16 or over returning to the community from custody is 4 times more likely to be a NEET. Research suggests that NEETs are the hardest individuals to engage (Kettlewell *et al.*, 2012), as they are not in any form of structured education, training or employment and often lead unstructured lifestyles. Data collected during the 3 months follow-up stage showed promising findings of the education/employment status of participants. Those

attending alternative provisions decreased by 10%, those attending college increased to 22.2%; those in employment or training increased to 4.2%; whilst those classed as NEET decreased to 26.4%. However not all data sets were completed therefore this does not show a true representation of findings, although the trends suggest encouraging findings.

Attendance rates are usually the main numerical evidence to suggest levels of engagement with programmes and those who attend all sessions are less likely to re-offend (Friendship *et al.*, 2003; Grimewood and Berman, 2012). A limitation noted within this study was the lack of data given to the researcher based on attendance rates. This was to be recorded on the questionnaires, however due to staff changes, completed orders and custodial sentences, this information was not provided for any group member. Yet this can be in support of findings from McGuire, (2002) who stated that programmes delivered in custody have higher attendance rate than those attending programmes in the community and is documented appropriately. This may be due to the fact that in prison there is a captive audience. Bailey (1966) refers to this as "forced treatment" in custody and "voluntary treatment" in the community. Therefore, voluntary treatment could affect attendance levels.

Motivation is a key component of offender rehabilitation models (Antonowicz and Ross, 1994; McGuire, 1995 and McMurran; 2002). As evidenced from the findings in this piece of research, motivation for the participants to attend was based on being able to relate to the narrative,

ensuring that the intervention was interesting and also the delivery style of the facilitators was a key factor. Interventions that are skills based, group focused and structured are all contributory factors to what motivates an offender to change (Thomas-Peter, 2006). Motivating offenders to change through the use of therapeutic interventions is an important aspect of effective treatment (McMurran and Ward, 2004). The Good Lives Model indicates that encouraging consideration of participants' values and goals is an intrinsic part of motivating offenders to change. Encouraging motivation to change has important implications in reducing re-offending, particularly as those who drop-out of treatment are found to have higher rates of reoffending than untreated offenders (McGuire, 1995; McMurran and McCulloch, 2007). This resonates with McGuire's (2000) work, highlighting that key attributes to successful rehabilitation were engagement and motivation (McMurran & Ward, 2010). This seems to be regardless of the type of programme, offenders' criminogenic needs, or the treatment setting (Drieschner & Verschuur, 2010). McMurran & McCulloch (2007) conducted research based on 24 male adult offenders focusing on their attendance rates during a cognitive skills treatment programme. Results highlighted that offenders who did not complete programmes were at a higher risk of reoffending than untreated offenders. Therefore by being motivated (usually through relatable content of the programmes and delivery style), tends to have a greater positive impact on engagement and attendance levels, inferring that both of these attributes are needed in order to reduce the likelihood of re-offending (Drieschner, Lammers and van der Staak, 2004).

4.3 The Effectiveness of the V² Model in Relation to Recidivism

This current research highlights the way the V² model contributes to the reduction of offending behaviour. Dominating academic research for over 60 years, researchers wanted to know 'What Works' and for whom when developing rehabilitation models and components. The literature presented throughout chapter 1 addressed past research in terms of models, theories and frameworks usually based on findings from meta-analyses (Gendreau and Ross, 1981; McGuire and Priestly, 1985; Andrews *et al.*, 1990; Lipsey, 1992, 1995, 2009; Dowden and Andrews, 1999a; 2000). The two prevalent offending behaviour models to rise from the literature review were the Risk-Need-Responsivity model (R-N-R) (Andrews, Bonta and Hoge, 1990) and the Good Lives model (Ward and Stewart, 2003).

Blanchette and Brown (2006) argue that the R-N-R model is the most influential rehabilitation model that matches interventions to learning styles and needs of an offender based on criminogenic and non-criminogenic factors (as shown in tables 3 and 4 in chapter 1). Criminogenic needs (dynamic factors) are crime-producing factors strongly correlated with risk. They include factors such as an offenders peer network, employment status, their substance misuse, their attitudes and values. Non-criminogenic needs (static factors) are factors such as self-esteem, creative abilities, fear of punishment, physical conditioning and understanding one's culture or history. The R-N-R model is reactive in the sense that risk is identified, the need to reduce offending is established and the intervention provided is

responsive to this. Addressing criminogenic risk factors (table 3, below) is the primary goal to offender rehabilitation.

Table 3: The major risk and/or need factors for promising intermediate targets to reduce recidivism (Andrews, Bonta & Wormith, 2006)

Factor	Risk	Dynamic Need	
History of antisocial behaviour	Early and continuing involvement in a number and variety of antisocial acts in a variety of settings	Build noncriminal alternative behaviour in risky situations	
Antisocial personality patter	Adventurous, pleasure seeking, weak, self control, restlessly aggressive	Build problem-solving skills, self-management skills, anger management and coping skills	
Antisocial cognition	Attitudes, values, beliefs, and rationalisations supportive of crime; cognitive emotional states of anger, resentment and defiance; criminal versus reformed identity; criminal versus anticriminal identity	Reduce antisocial cognition, recognise risky thinking and feeling, build up alternative less risky thinking and feeling, adopt a reform and/or anticriminal identity	
Antisocial associates	Close association with criminal others and relative isolation from anticriminal others; immediate social support for crime	Reduce association with criminal others, enhance association with anticriminal others	
Family and/or marital	Two key elements are nurturance and/or caring and monitoring and/or supervision	Reduce conflict, build positive relationships, enhance monitoring and supervision	
School and/or work	Low levels of performance and satisfactions in school and/or work	Enhance performance, rewards, and satisfactions	
Leisure and/or recreation	Low levels of involvement and satisfactions in anticriminal leisure pursuits	Enhance involvement, rewards and satisfactions	
Substance abuse	Abuse of alcohol and/or other drugs	Reduce substance abuse, reduce the personal and interpersonal supports for substance-oriented behaviour, enhance alternatives to drug abuse	

NOTE: The minor risk and/or need factors (and less promising intermediate targets for reduced recidivism) include the following: personal and/or emotional distress, major mental disorder, physical health issues, fear of official punishment, physical conditioning, low IQ, social class or origin, seriousness of current offence, other factors related to offending.

Studies have highlighted that programmes that target 4 to 6 more criminogenic risk factors than non-criminogenic risk factors can have a 30% or more effect on recidivism. Programmes that mainly target non-criminogenic risk factors have little to no effect (Bonta and Andrews, 2007).

The Recre8 interventions address previous antisocial behaviour; antisocial cognition through the use of a central character(s); influence of peers; positive relationships; encouraging educational performance and leisure activities by encouraging and enhance involvement and encourage participation through drama techniques, with an aim to reduce the risk of reoffending. This coincides with the 18 principles for effective rehabilitation. Analysis of the qualitative findings in this study revealed that the risk category of offenders at baseline changed significantly at the follow-up interval, as the table below shows. Thus highlighting that the Recre8 intervention seemed to be the most effective on low and medium risk offenders. Perhaps this is due to the level of intervention matched to the level of risk (McGuire, 1995).

Table 27. Chi-square test of association 2x2 table

Asset Category	Asset Baseline n=72 (%)	Asset Follow- up n=72 (%)
Low risk	25 (40)	33 (75)
Medium risk	36 (60)	11 (25)
Total	61	44

This supports previous findings by Ward (2007) who when referring to the Risk-Need-Responsivity model, stated that risk of re-offending can be treated with certain levels of programme intensity, which in turn can influence outcomes. It is through the evaluation of such models that helps develop specific interventions to match the needs of offenders (Andrews, Bonta and Hoge, 1990). What was interesting to note was that low risk offenders' mean Asset scores increased from 40% (baseline) to 75% (follow-up), indicating

that the intervention was a success there was a significant reduction in scores for those classed as medium risk, 60% (baseline) to 25% follow-up). This supports the previous work of Ward (2007) who stated that risk could be treated with certain levels of intervention intensity (dosage), which would influence the outcome. Lipsey (1999) suggested that a sufficient intensity timeframe would be 100 hours for high risk offenders. This study evaluated the Recre8 V² model which did not match the hours suggested by Lispey (1999). The Recre8 programme times lasted between 12 - 16 hours however additional support in the form of one to one meeting or drop in sessions was offered to each participant (refer to Figure 7 to see the V² model). A systematic review of 200 studies of which 117 were in community settings found that less contact time was needed for community based interventions, and recidivism was reduced by 40% (Lipsey and Wilson, 1998). This was also supported by the work of Andrews, Zinger, et al., 1990; Gendreau and Ross, 1981, and McGuire (1995), who found that community programmes showed the biggest reductions in recidivism. The 200 studies were subject to meta-analysis and from this, evidence based principles emerged highlighting risk classification. criminogenic that responsivity, community based, treatment modality and programme integrity were successful components of offending rehabilitation. This is consistent with findings in this thesis indicating that less contact time is needed for success (with low and medium risk offenders). This suggests that offending behaviour interventions have a more positive impact when delivered in the community than in custodial settings.

In relation to the themes derived from the qualitative data, contact time, programme integrity and the relationship with the facilitator between the offender and facilitator were reoccurring subjects that may have contributed to the reduction of recidivism. The majority of interviewed participants highlighted the importance of continuous support as a factor to reducing reoffending, post programme. This supports of the R-N-R Model, based around Bonta *et al's.*, (2007) principles (shown in the table below).

Table 5: The Risk-Need-Responsivity model of offender assessment and rehabilitation (Bonta and Andrews, 2007)

Principle	Statement
Overarching principles	
Respect for the person	Services are provided in an ethical, legal, just, moral, humane and decent manner.
Theory	Use a general personality and cognitive social theory.
Human service	Introduce a human service delivery rather than relying on the severity of the penalty.
Crime prevention	The theoretical and empirical base of RNR-based human service should be disseminated widely for purposes of enhanced crime prevention throughout the justice system and beyond (e.g., general mental health services).
RNR	
Risk	Match the level of service to the offender's risk to re-offend.
Need	Assess criminogenic needs and target them in treatment.
Responsivity:	Maximize the offender's ability to learn from a rehabilitative intervention by providing cognitive behavioural treatment and tailoring the intervention to the learning style, motivation, abilities and strengths of the offender.
General	Use cognitive social learning methods to influence behaviour.
Specific	Use cognitive behavioural interventions that take into account the strengths, learning style, personality, motivation and bio-social (e.g., gender, race) characteristics of the individual.
Structured assessment	
Assess RNR	Use structured and validated instruments to assess risk, need and responsivity.
Strengths	Assess personal strengths and integrate them in interventions.
Breadth	Assess specific risk/need/responsivity factors as well as non-criminogenic needs that may be barriers to pro-social change but maintain a focus on the RNR factors
Professional discretion	Deviate from the RNR principles for specified reasons.
Programme Delivery	
Dosage	Engage higher risk cases and minimize dropout from programmes that adhere to RNR
Staff practices:	
Relationship skills	Respectful, collaborative, caring staff that employ motivational interviewing (stages 1 and 2).
Structuring skills	Use pro-social modeling, the appropriate use of reinforcement and disapproval, cognitive restructuring, motivational interviewing (stages 3-6).
Organisational	- - -
Community-based	Services that adhere to RNR are more effective when delivered in the community although residential or institutional services that adhere to RNR can also reduce recidivism.
Continuity of service	Provision of services and ongoing monitoring of progress.
Agency management	Managers select and train staff according to their relationship and structuring skills, provide clinical supervision according to RNR, ensure that there are organizational mechanics to maintain the monitoring, evaluation and integrity of assessments and programmes.

The subtheme of peer mentors was of additional interest as this concept is a relatively new component to be added to a rehabilitation model (Fletcher, 2012). This proved to be an effective strategy used within the V² model and is now embedded within all of the Recre8 programmes. Supporting the delivery of the Recre8 programmes, the peer mentors are a pool of ex-offenders who have worked alongside Recre8 for a number of years on a range of offending behaviour programmes and performances. They help deliver workshops alongside Recre8 facilitators and are aged between 18-25 years old. Adair (2005) claims that having mentors support the programme allows for the young offenders to see that positive change is possible and they can see parts of themselves in the positive role models. The peer mentors also add a unique input to the programmes and offer credibility (Finnegan et al., 2010), this is because mentees (young offenders) can hear first hand accounts of how criminal lifestyles impact future plans. Hearing firsthand accounts engages the mentee, which again intertwines with being able to relate to the content of the programmes consequently raising levels of engagement. This element of the V² model most certainly contributed to the reduction of crime as peer mentors can be effective 'identity models' for offenders; people they can identify with and who are living proof that turning away from crime is possible (Boyce et al., 2009). Furthermore peer support is necessary because offenders view professional staff as authority figures and are more likely to listen to individuals that have

'walked in their shoes' (Fletcher and Batty, 2012). Their research supports the findings of Hollin (1995; 2002) echoing that effective programmes need relatable content but also the delivery style has a huge impact on attendance rates and levels of engagement.

The use of drama techniques rooted within the V² model is a key strategy used to reduce recidivism, as role-playing and modelling are acknowledged as factors of efficacy within offending behaviour models. Daniels and Meekums, (2011) carried out a systematic review and literature synthesis looking at both qualitative and quantitative research studies that aimed to address the research question: do the arts have any role to play in therapeutic goals for offenders? Findings highlighted that arts-based methods were found to be linked to improvements in arousal levels (engagement), emotional literacy and quality of life because combining arts with therapeutic techniques strengthen levels of empathy, problem solving and develop coping mechanisms relating to pro-social activities. This is also supported by the earlier work of Antonowicz and Ross, (1994), who conducted a quantitative analysis of 44 controlled treatment programmes that were published between 1970 to 1991. Out of the 6 emerging results associated with efficacy to programmes, role-play and modelling was seen as being a key component to generating successful interventions. The findings from Antonowicz and Ross (1994) indicated that 50% of successful treatment interventions adopted role-playing and modelling as a technique.

A selection of cognitive deficits, which include a lack of empathy and self-control; a difficulty with interpersonal problem solving skills, lack of perspective taking skills, egocentricity and poor communication skills are all contributory factors associated with offending (Ross and Fabiano, 1991; Clarke, 2000). These are core components presented in each Recre8 programme. Cognitive behavioural therapy (CBT) seem to show positive effects on offenders in controlling behaviour, developing consequential thinking which in turn helps them think of their actions (McGuire, 2000). CBT is seen as the most successful approach in reducing recidivism, as when cognitive developmental characteristics are present in interventions they tend to be the most effective (Lipsey et al., 2001; Lipsey and Landenberger, 2005; Wilson et al., 2005; MacKenzie, 2006, Lipsey et al., 2007), contributing to rehabilitation and recidivism rates (Friendship et al., 2002; Hollin, 2008). Both the qualitative and quantitative findings from this thesis indicate the impact drama techniques have in a kinesthetic approach (learning by doing, similar to rehearsing) in strengthening cognitive development (Ayers, 1981; Coogan and Paulson, 1998). Placing a person in a role allows them to see situations differently and explore and rehearse possible scenarios in a safe environment (Gussak, 2004; Moller, 2011). This echoes the findings of the work of Wikström and Treiber (2008) who conducted a review of 500 articles, of which 300 addressed cognitive behavioural and multi-systematic interventions. The most successful results were found in programmes that were multi-modal and that addressed a number of criminogenic needs, which in turn improved cognitive development such as moral thinking.

Thompson (1995) affirmed that in order to gain sufficient tools to help prevent reoffending, drama interventions should widen participants' perspectives on peer influence and victim and community awareness. Adopting different roles with the use of role-play (Goffman, 1959) and incorporating perspective taking to explore a number of issues such as developing the character's thoughts, feelings and through rehearsal and repetition, allows the offender to develop cognitive tools which are necessary in order to desist (Antonowicz and Ross, 1994 and Forrester, 2000).

The statistical evidence to support the aforementioned is seen within the CRIME PICS II G score (general attitude towards offending); V score (victim hurt denial/ empathy) and E score (evaluation of crime as worthwhile), (refer to section 2.2 for outcome measures). There was a significant difference in general attitudes towards offending (G scores) between the pre intervention score and the 3 month follow-up score. The findings shows that the Recre8 programmes significantly decreased participants' general attitude towards offending. With 17 items making up the G cluster, each statement saw a reduction across the three intervals. A reduction in the raw score from one administration of the instrument to the next is interpreted as an improvement in the offender's attitude (Frude et al., 1994). This is further supported by theme 3 from the qualitative analysis, where participants highlighted the key areas of the Recre8 programme that they found reduced their offending behaviour. Participants acknowledged how taking part in the programme made them want to change, with all 10 interviewed participants acknowledging a rise in levels of maturity. Marder,

(2013) reviewed academic literature on desistance and identified that maturity is not dictated by someone's age. A contributory factor in levels of maturity is environmental; therefore maturity levels must be assessed on an individual basis rather than by age. This is in agreement with the work of Ward and Willis (2011) who incorporated the notion of maturity as a factor of changing offending behaviour within the Good Lives Model.

The V score also showed a significant reduction in scores in terms of acceptance of victim empathy from pre programme to follow-up (please refer to section 3.5). This change was also reflected through interviews where participants made reference to how the drama techniques helped them to develop levels of empathy towards their victims, such as; the use of a body bag as a prop, adopting certain roles including a police officer delivering news to a family that their son has died as a result of a stabbing, hearing the thoughts and feelings from the perspective of a victim. This supports previous literature that states that the development of cognitive tools shows positive results in terms of a reduction in recidivism (McGuire, 2008). This finding also solidifies the beneficial link between rehabilitation and the arts in terms of Emunah's (1994) Five Phase Model where perspective taking, emotional literacy and empathy are understood through the use of roles and dramatic situations. By deviating from traditional teaching and learning methods, it is clear from the findings that using drama as a vehicle for both learning and change can and does have a positive impact on young offenders (Jennings, 1997; Gardner, 1999 and Baim et al., 2002).

The E score (3.6) was another indicator that the V² model contributed to the reduction of offending by showing the change in attitudes towards evaluating crime as worthwhile in regards to obtaining goods or gaining excitement. A significant difference was noted from pre intervention to 3 month follow-up. Analysis of the 4 items showed direct links with the Good Lives Model (Ward, 2002). Henry et al., (2015) argued that effective offending behaviour interventions tend to combine accountability and wellbeing (improving the quality of life) based on the individuality of the offender and this in turn has a likelihood to reduce offending. This individualised approach is responsive to aspirations, abilities and interests of the offender. Through this tailored approach interventions should hold meaning and therefore should strive to satisfy personal life values. By decreasing their attitudes to crime being worthwhile highlights how the Recre8 interventions met the needs of group members on a targeted and individualised approach. This is further supported by the interview data (theme 3) where interviewed participants refer to offending as 'stupid' and comment on how using roleplay allowed them to explore a range of scenarios in a safe learning environment. This is triangulated by the work of Blatner, (2007) and Bailey (2010) who claim that Dramatherapy provides a developmentally appropriate means of processing events with a specific cohort for whom verbal methods alone may not be sufficient. The therapy provides a framework by which thoughts, feelings and emotions are explored safely via an experimental approach that facilitates the client's ability to solve problems, set realistic goals, express feelings and deal with everyday social roles (Jennings, 1995).

4.4 The Impact the V^2 Model has on the Development of Soft Skills in Young Offenders

This current thesis provides findings both of a statistical nature and themes extracted from interviews on how psychology based drama interventions (the V^2 model) develop the self-esteem, confidence and personal and social development of those taking part. For measures of self-esteem (Rosenberg's Self-Esteem Scale, section 3.8) results showed significant differences from pre-intervention to follow-up and a medium effect size was noted. This highlights how the V^2 model successfully increases levels of self-esteem and confidence through the use of drama.

According to Laub and Sampson (2001), who examined theory and both qualitative and quantitative research on desistance, 'soft skills', are key factors to desistance. It is unlikely that arts-based programmes alone lead to desistance (Cheliotis and Jordanoska, 2016); creative involvement is classed as 'secondary desistance', which refers to changes in self-perception. Within this lies the 'soft' contributions that may assist in desistance (Hughes, 2005; Johnson, 2008). These soft skills, also known as non-criminogenic needs (taken from the Risk-Need-Responsivity model) (table 4) are embedded within offender behaviour models (Bonta and Andrews, 2007) and arts based interventions. Literature addressing the role of arts with offenders evidenced that not only do arts-based programmes contribute to engagement and motivation towards any interventions but they also contribute to a reduction in recidivism through the development of self-esteem and confidence (Miles,

2004; Ruiz, 2004; Arts Alliance, 2010). However, as the literature presented in the literature review of this thesis stresses, the Risk-Need-Responsivity model did not focus on the individual needs of well-being. The Good Lives model aims to increase the psychological well-being of offenders by going beyond simple criminogeninc and non-criminogenic needs (Ward, 2002) and focusing more on the personal and social development of the individual. The model is a strength-based holistic rehabilitation theory, characterised by emotional well-being and aims to promote an offender's aspirations to lead a more meaningful and fulfilling life (Ward, 2010). There are 11 'Primary Goods' that have been identified which outlines experiences, characteristics and state of mind, all linked to the offender' ability to achieve goals and set plans (see table below).

Table 9. Primary Goods, Common Life Goals, Definitions, and Possible Secondary/Instrumental Goods¹ (Yates and Prescott, 2011).

Primary Good	Common Life Goal	Definition	Possible secondary/Instrumental Goods
Life (healthy living and functioning)	Life: Living and Surviving	Looking after physical health, and/or staying alive and safe.	Pursuing a healthy diet, engaging in regular exercise, managing specific health problems, earning or stealing money to pay rent or to meet basic survival or safety needs.
Knowledge	Knowledge: Learning and Knowing	Seeking knowledge about oneself, other people, the environment, or specific subjects.	Attending school or training courses, self-study (e.g., reading), mentoring or coaching others, attending a treatment or rehabilitation programme.
Excellence in Work and Play ²	Being Good at Work or Play	Striving for excellence and mastery in work, hobbies or leisure activities.	Being employed for volunteering in meaningful work, advancing in one's career; participating in a sport, playing a musical instrument, arts and crafts.
Excellence in Agency (autonomy and self- directedness)	Personal Choice and Independence	Seeking independence and autonomy, making one's own way in life.	Developing and following through with life plans, being assertive, having control over other people, abusing or manipulating others.
Inner Peace (freedom from emotional turmoil and stress)	Peace of Mind	The experience of emotional equilibrium; freedom from emotional turmoil and stress.	Exercise, mediation, use of alcohol or other drugs, sex, and any other activities that help manage emotions or reduce stress.
Relatedness (intimate, romantic, and family relationships)	Relationships and Friendships	Sharing close and mutual bonds with other people, including relationships intimate partners, family and friends.	Spending time with family and/or friends, having an intimate relationship with another person.
Community	Community: Being Part of a Group	Being part of, or belonging to, a group of people who share common interests, concerns and values.	Belonging to a service club, volunteer group, or sports team; being a member of a gang.
Spirituality (finding meaning and purpose in life)	Spirituality: Having Meaning in Life	Having meaning and purpose in life; being a part of a larger whole.	Participating in religious activities (e.g., going to church, prayer), participating in groups that share a common purpose (e.g., environmental groups).
Happiness	Happiness	The desire to experience happiness and pleasure.	Socialising with friends, watching movies, sex, thrill-seeking activities, drinking alcohol, taking drugs.
Creativity	Creativity	The desire to create something, do things differently, or try new things.	Painting, photography, and other types of artistic expression; participating in new or novel activities.

It is through the development of the secondary goods that soft skills are enhanced, therefore contributing to desistance.

Self-esteem refers to a person's global evaluation or liking of him/herself in (negative or positive) affective terms (Rosenberg, 1979; Brandon, 1994). High self-esteem is associated with feelings of self-liking and self-worth and respect whereas low self-esteem is associated to feelings of unhappiness and in turn can have detrimental effects (Tafarodi and Swann, 1995) including depression (Silverstone and Salsali, 2003), being troubled with failure and tend to exaggerate events as being negative (Rosenberg and Owen, 2003) as well as experiencing social anxiety and low levels of interpersonal confidence. Many young offenders suffer from low self-esteem (Daykin, 2011; Marder, 2013), however creative programmes do increase levels of self-esteem amongst the offending population, this is noted in arts-based literature syntheses (Miles, 2003; Arts Alliance; 2010) and research studies (mainly qualitative) whereby levels of self-esteem were noted as improved by both prisoners and prison staff (Ruiz, 2004). An example of this is seen in the 'Good Vibrations' research study conducted by Caulfield and Wilson (2010) and the impact such a creative project had on 10 female prisoners. Although the programme only lasted 1 week and full data was only available for 2 prisoners (OASys files), semi structured interviews were carried out with the prisoners and prison staff. The research highlighted that prisoners enjoyed the programme and there was an increase of prisoners returning to mainstream education – thus inferring an increase in self-esteem. However, although the findings loosely supported arts-based

research in favour of raising self-esteem, a lack of identified historical confounders may have impacted the results.

Supporting the statistical findings from this thesis based on selfesteem, another emerging theme from the qualitative analysis identifies that the aforementioned soft skills can change one's perception of the self, which in turn may reduce offending behaviour. A change in social development through the enhancement of confidence and self-esteem is successful when used through a creative input (Liebmann, 1994 and Matarosso, 1997). Those participants interviewed in the present thesis were keen to state their own individual personal progression in terms of skills and opportunities that were now on offer to them as a result of completing the programme(s) and their own personal development; including education, training, employment and making positive future plans. Such responses could be approached with caution as there may be elements of social desirability bias, telling the researcher what she may want to hear. In order to minimise this, the researcher outlined her position and developed a rapport with each participants so that they would feel comfortable during the interview. Despite elements of bias, responses are still in favour of the arts and this supports the findings of Johnson et al., (2011) who advocated that the arts help to foster transferable skills and help offenders reintegrate back into society.

The work of Matarosso (1997) is of particular importance as the objective of the research was to advocate funding for arts programmes in order to produce positive social effects. A questionnaire comprising of 24

questions (yes/no/I don't know responses) were handed out to 513 participants over 60 arts-based projects in urban, rural and metropolitan contexts. The findings, based on 50 hypotheses, were structured in 8 areas of social impact: personal development, social cohesion, community empowerment and self-determination, local image and identity, imagination and vision, health and well-being. Although this supports areas of the current thesis in terms of social impact, Matarosso's (1997) work is not without criticism. Firstly there is no internal validity - the collected data cannot support the research project hypotheses. Also the subjective responses question the reliability of responses, as does the working of the questions as this may have led to the biased responses. The research design was also flawed as there were no control groups and there was a lack of a longitudinal dimension. Nonetheless the research provides insight into the social impact arts based interventions pose. Equipping offenders with the correct tools including skills, knowledge and confidence contributes to a reduction in offending and therefore satisfies their personal values – acting as a positive affirmation cycle, according to the Good Lives Model (Ward, 2002).

Although previous research surrounding the arts and the rehabilitation of offenders is weak in terms of evaluation and documenting reliable and sound evidence, soft skills are always highlighted in such work, and how the creative methods can allow for such development of skills. The use of encouragement and positive reinforcement cements the model for effective treatment, according to Gendreau (1996). Again this was recognised in the current thesis by the interviewed participants who welcomed a creative

approach to learning. What is so unique about incorporating arts based methods into rehabilitation models whether through the use of dramatherapy, psychodrama, or by using techniques such as role-play, is that there is no right or wrong response, it is merely ones perception and understanding of the content presented. Therefore participants do not feel judged on academic ability, so without the restraints of traditional teaching methods participants are given the opportunity to explore pertinent issues at their learning level and free from worries or concerns of criticism or even "failure".

4.5 Evaluation of the Research Thesis

There are a number of advantages of the way this research thesis was planned, undertaken and how it made us of the data gathered. Firstly, the methods approach utilised in this research was a reliable and informative combination of ascertaining the role of the V² psychology based drama model in relation to engagement levels, reducing recidivism and the personal and social development of young offenders. Many pieces of research addressing the role of arts with offenders lack strong methods of evaluation, steeped within a scientific framework and more often then not, the researcher tends to also be the person delivering the programme (Hughes, 2005; Meekums and Daniel; 2011). For example much of the previous arts-based research uses small sample sizes and impact seems to be based on anecdotal evidence. 'Doing Arts Justice', a review by Hughes (2005) looked at a 76 studies of which 2 adopted a quantitative framework compared to 38 that were qualitative 35 were mixed methods). Out of the studies presented

in this review, only 10 qualitative studies describe how data was gathered and interpreted. This highlights how findings are often anecdotal. This is one of many studies/ reviews that echo the lack of scientific rigor (Meekums, 2010) and subsequently a strong scientific framework (Miles and Clarke, 2006). Therefore this present thesis is at the forefront of research of this kind for it has developed a valid field method for arts based interventions, to change attitudes and behaviours around offending. The measuring of such change in a reliable and valid way adopts both qualitative and quantitative methods cementing the strength of the evaluation.

A second advantage of the research was the richness of the qualitative data collected in the form of semi-structured interviews, from the 10 young offenders. This provided a unique insight into the effect the Recre8 programmes had in terms of engagement, motivation and enjoyment levels upon low, medium and high risk young offenders. This supports the findings of both McGuire, (1995) and Ames et al., (2005) who both stated that in order to rehabilitate young offenders, the (arts) intervention must be matched to their interest levels and make them want to return. The depth of the responses complimented the quantitative data obtained from the CRIME PICS II questionnaire and the Self Esteem Scale. An additional positive aspect was the depth of information recalled by some of interviewed participants. The smallest of details from the narrative embedded in the Recre8 programmes was discussed highlighting that time decay had not occurred and that the programme was of interest to them. For example, during the 3 months follow-up interview many of the participants made

reference to the props used throughout the programme and also recalled key facts from the narrative. This in turn contributes to the programmes being distinct.

Additionally this piece of research builds on previous learning and highlights the benefits of adopting a mixed methods approach. This research has helped to provide a deeper insight into the role of arts based methods as a rehabilitative tool (Thompson, 2002; Parkes, 2011) when working with young offenders for it provides a scientific framework by which arts can be evaluated within a creative context.

Artistic activities have several benefits for prisoner rehabilitation including therapeutic, educational, prison, quality of life management and societal (community involvement) (Johnson, 2008), with many studies focusing on the positive effects of art as a tool for therapy and rehabilitation in custodial settings. According to Gussak (2007) art of all forms supports creative activity in prison, providing an emotional escape and art activities respond to prisoners' basic human need for creative self-development, autonomy and expression (Thompson, 2008; Ward, 2002). However, the majority of the literature based on the rehabilitation of offenders using arts-based interventions has been carried out within a custodial setting so the validity and accuracy of such research may be approached with caution. Perhaps one reason for this is the easy access to participants compared to those who live in the community. Uptake to arts-based programmes in prison is usually high (Cheliotisv and Jordanoska, 2016); previous research shows

that attendance may be high as prisoners may opt to take part in order to have time out of their cell (Hughes, 2005). Within a prison environment there is traditional structure, a support network and access to opportunities that may not be easily accessible upon release (Nickeas, 2013). However, the question about how much impact such programmes have upon release must be asked and addressed. Distractions, including normal social situations (relationships, peer influence, lack of motivation) tend to be less prevalent within custodial settings (Nickeas, 2013); therefore this presents different challenges to those working with offenders serving community orders.

4.6 Limitations of Research

A number of limitations with this research need to be addressed in order to strengthen future research within this field. Chapter 2 highlighted the main criticisms for the methods used as well as the strengths and limitations commonly attributed to the methodological approach adopted for this study. This included mixed methods approach of qualitative and quantitative data (Cohen *et al.*, 2007; Johnson & Turner, 2003; Braun and Clarke, 2006); interviewer bias regarding qualitative data where interpretations are made by the researcher (Denscombe, 2007); the skills needed to extract data (Boyatzis, 1998), the time needed in order to thoroughly analyse data using thematic analysis and also whether principles of generalisability, reliability and validity can be applied effectively any thematic analysis (Healy and Perry, 2000). The focus of qualitative research lies with the exploration of new themes, addressing the 'what' rather than the 'how much' (Holliday,

2007), which in this research was explored using quantitative methods. Subsequently, quantitative statistical methods can be limited, but blending the approaches provides a more accurate and in depth understanding of the issues.

Therefore when examining the depth of the themes derived from the interviews one must not overlook the theoretical representativeness of the experiences of the participants, not only during their time on the Recre8 programme but also placing context to their life experiences and how these may have impacted their accounts. To that end, the findings derived from the qualitative data cannot be empirically generalised. However the themes uncovered here have provided a platform, a voice for the young offenders whereby an understanding of 'what works' is verified. Therefore, despite the limitations surrounding this, the findings from the current study can contribute to a wider framework of understanding.

The problem of incomplete data sets was an issue during this piece of research with n = 9 (12.5%) of the Asset risk category of participants missing at baseline and n = 26 (36.1%) missing during the Asset follow-up, (including 7 final warnings – data not included as no Asset form is completed for this category). Missing data can reduce the statistical power of a study and can produce biased estimates, leading to potential invalid conclusions. For longitudinal studies, missing data is an issue, especially when the design involves transitions between phases (pre, post and follow-up). This can be likely in this population where young offenders may have finished community

orders or have moved to a different part of the country or are in custody. Literature in social sciences acknowledges that nearly all longitudinal studies suffer from significant attrition. This raises concerns about the characteristics of the 'dropouts' compared to the remaining participants and also questions the validity of inferences when applied to the target population (Schafer and Graham, 2002). The impact of attrition and missing data can be ameliorated by the use of larger research samples. The lack of attendance rates per programme provided to the research was also a limitation of this study. This data would have allowed strong inferences to be made towards levels of engagement on the programme.

The methodological quality of this research is classed as a 'Level 2' within the Maryland Scale (Sherman *et al.*, 1997), where 'Pre and post intervention measure of the outcome.' Level 3 is classed as the minimum level needed in order to achieve accurate results with the criteria being a comparison of a pre and post intervention measure for a control and experimental group. This research therefore limits itself, as a control group was not included in this study. This was due to the lack of matched participants in order to obtain valid results. This is also perhaps one reason why such research is carried out in custodial settings as the matching process may be easier and more accessible than in the community, as highlighted by research conducted by Cann *et al.*, (2003). Two matched comparison groups were used; 2,195 adult male offenders and 1,534 young offenders. Both comparison groups had not participated in the cognitive skills programme (Enhanced Thinking Skills and Reasoning and Rehabilitation)

during their sentences. Although this study adopted the Level 3 method, findings showed no differences in the one and two year reconviction rates between adult men and young offenders on the ETS course against their matched comparison group (17% for adult programme completers compared to 19.5% for adult comparison group; 31.4% for young offender treatment group compared to 35% of comparison group). Future research should ensure that a Level 3 scientific evaluation is presented in order to strengthen the evidence base.

Subsequently, apart from methodological limitations, the following considers additional and more specific limitations within this current research. Firstly the sample consisted of only young males, young females offenders were not included in this research; therefore one is unable to generalise the findings in support of the Recre8 programmes to the wider offending population. However treating groups in a homogenous way fails to take into account the social, cultural and historical differences, which are crucial to such evaluations. Therefore some may argue that this is not a limitation of the research but a strength. According to Bateman and Hazel (2014) gender-neutral principles for the effective rehabilitation of young offenders cannot be assumed to apply to young females; their needs and issues are complex and a different approach is needed in order to ensure successful rehabilitation. Therefore, based on previous research, offending behaviour programmes and rehabilitative models would need to take into account the needs and motivations behind female offenders in order to measure the success of interventions.

Secondly, the 72 participants recruited for the quantitative data and 10 participants recruited for the qualitative data is not a large sample, however comparable to previous research in this area, sample sizes were often small due to the nature of the programmes. This is highlighted in the reviews conducted by Hughes (2005) and Meekums and Daniels (2011). Thirdly, the sample of this study was constrained geographically to one area (Birmingham), therefore although the findings show promising results from those taking part on the Recre8 programmes, the findings are not seen as valid to the wider community based young offenders.

The CRIME PICS II validated questionnaire (Frude *et al.*, 1994) was originally designed for adult offenders; therefore the use of such a psychometric measurement with young offenders has not yet been widely implemented. It was evident from the statistical findings that not all of the questions presented within the Hassle Inventory (Perception of Current life problems) were applicable to the sample used. The following statements did not seem to be applicable to this sample of participants, 'Problem of health and fitness', 'Problems with housing', 'Problems with gambling'; with the majority of participants circling 'No hassles at all' against the aforementioned statements. This may be due to their age and not yet experiencing these said problems/hassles indicating that such statements may be more suited to adult offenders. Nonetheless, the findings were significant and future research may build upon the standardised questions and adapt them to be used with the youth offending cohort.

Finally, the rehabilitation models presented in the literature review were by no means exhaustive. The researcher focused on the two main models, Risk-Need-Responsivity and the Good Lives Model as both have a wealth of research addressing their efficacy in offender rehabilitation. Further studies should evaluate the effectiveness of arts based methods against or alongside other rehabilitation models including faith-based and spirituality models which consist of religious practices such as prayer and meditation, reflection and personal transformation (Davis, 2014).

The acknowledgement of the limitations addressed above clearly demonstrate the researchers expertise to deliver a sound approach to the research, manage limitations effectively and finally provide a transparent account of the role undertaken in the research. The expertise presented within this research is based on transferable skills the researcher obtained through a psychology and drama background, with skills gained from working with young offenders and academic influences. The conclusion considers how the findings presented in this piece of research may be extended, providing recommendations for further research.

4.7 Summary

This chapter has explored the findings of the primary and secondary data in this thesis, answering the 3 research aims; psychology based drama interventions successfully gain levels of engagement, the V² model is effective in relation to reducing or eliminating recidivism (for low risk and medium risk

offenders) and the V^2 model has significant impact on the development of young offenders' self-esteem, confidence, personal and social development.

Despite the limitations of previous secondary data in terms of poor evaluation methods, the relationship between offender rehabilitation and arts-based interventions is prevalent. This was apparent from both the qualitative and quantitative primary research findings and therefore builds upon secondary research, highlighting the positive contribution that drama has upon young offender rehabilitation.

Strengths and limitations of the current thesis were identified. The conclusion will address recommendations for future research in order to continue developing a strong evidence base that acknowledges sound frameworks by which arts-based interventions can be evaluated.

CHAPTER 5. CONCLUSION

5.1 Summary of Research Findings

There is little scientific research addressing the role of arts as a rehabilitative tool with young offenders based in the community. This study sought to explore how psychological theory fused with drama (the V^2 model) can reduce offending when working with young offenders. Within this, three main aims were examined; to see if the psychology based drama interventions successfully gain levels of offender engagement; to examine the effectiveness of the V^2 model in reducing or eliminating recidivism, and finally to explore what impact the V^2 model had on the development of self esteem, confidence and personal and social development of the young offenders taking part.

The key findings from this thesis suggest that the V² model is most effective with low and medium risk offenders. Across all scores within the CRIME PICS II standardised questionnaire (Frude *et al.*, 1994) Results showed significant differences from pre-intervention to follow-up in all five of these measures (general attitude towards offending (G), anticipation of reoffending (A); victim hurt denial (V); evaluation of crime as worthwhile (E); perception of current life problems (P). Significant differences were also noted in Rosenberg's Self-Esteem Scale, pre intervention to 3 month follow-up. This indicated the success of the V² model. The qualitative data derived from 10 interviews advocated that the Rece8 programme had successful

levels of engagement, reducing recidivism and finally the V² model implemented in the programmes increased levels of self-esteem, confidence and personal and social development. The coding process of Thematic Analysis identified three main themes: 'Programme distinctiveness'; 'Going above and beyond'; and 'Change: "I find it all stupid, offending itself is stupid."

The study commenced with an extensive literature review, which identified the historical development of offender rehabilitation as well as the different approaches used to work with juvenile offenders. Offender treatment models were analysed, (the Risk-Need-Responsivity model, Andrews, Bonta and Hoge 1990 and The Good Lives Model, Ward, 2002), identifying key components that contribute to successful offender rehabilitation frameworks; one of which was the use of creative methods with offenders (Antonowicz and Ross, 1994; Goldstein et al., 1994; McGuire, 2002; Blacker et al., 2008; Parkes, 2011). Subsequently, arts-based interventions were explored in relation to the role they play with offenders (Miles, 2004; Ruiz, 2004; Daykin et al., 2011; Anderson and Overy, 2010; Burrowes et al., 2013), and how the arts can prevent offending (Reiss et al., 1998; Balfour, 2000, 2003: Blacker et al., 2008; Parkes and Bilby 2010). However arts-based interventions tend to produce poor evaluative research due to the insufficient use of rigorous and robust methodology, lack of evaluative knowledge and preconceived negative ideas of the use of arts as rehabilitation tool in its own right (Hughes, 2005; Miles and Clarke, 2006),

and therefore such art forms are often overlooked and not given the recognition that they deserve.

This thesis bridges the research gap by utilising a mixed methods approach that highlights the benefits of drama interventions when working with young offenders, to produce a scientific framework by which to measure the impact of behavioural change with in a creative intervention. The research thesis contributes towards the literature around the arts and rehabilitation models for young offenders and supports previous research evidence that suggested the role of arts with offenders could be used as a therapeutic and rehabilitative tool (Cox and Gelsthorpe, 2008; Moller, 2011; Harkins et al., 2011). This was reflected by the 10 young males who were interviewed; claiming that the process of drama allowed them to explore a range of situations in a safe environment. The research provided novel information based on the V2 model identifying specific components that encourage motivation to attend (Falshaw et al., 2003), engagement levels (Parkes, 2011) and also the reduction of reoffending; these included the use of ex-offender peer mentors and how they shared their journeys with the group members, the length of intervention and how this responded to their needs, a safe learning environment for them to come and be themselves, additional support upon completion of programme and providing a family structure whereby each group member was listened to and respected.

5.2 Recommendations for Further Research

It is encouraging that the Recre8 programmes appear to show effectiveness in relation to changing attitudes towards offending and raising levels of self-esteem, which in turn contribute to the reduction of offending behaviour. In addition to the recommendations explored with regards to limitations of this study, an emergence of key recommendations have resulted from the approach of this study. It is intended that the findings from this piece of research be built upon; strengthening the body of literature surrounding the evaluation of arts-based methods with the specific group of offenders.

Recommendations include the continued exploration of community based arts programmes with young offenders, including young female offenders. Researchers should also group specific risk categories of offenders together when offering and evaluating arts-based approaches as findings showed that low and medium risk offenders responded effectively to the Recre8 programmes, whereas little impact was held amongst the high risk category. Perhaps the elimination of 'final warnings' cohort as a subsection of participants is to be removed, in order to assess the impact arts-based programmes have on those who are classed as 'offenders'. Subsequently, a larger sample size is needed spanning across a greater geographical area in order to acknowledge how the arts can be used cross-culturally and cross-regionally. It is clear that the current study offers evidence of arts-based interventions having a positive impact in addressing

cognitive deficits to help reduce offending but more research is needed to support this finding.

As the results highlight that the V² model works with most effectively with low and medium risk offenders, any subsequent research focusing on the role of drama with offenders should take place on a national basis, as this will provide a stronger evidence base for future research. Furthermore, high risk categories of offenders should be researched in more depth when implementing the V² model, incorporating reconviction data over a longer period of time post programme, as well as having an appropriate control group in order to assess impact. This piece of research could be argued to be a Level 2 piece of work when referring to the Maryland Scale of scientific evaluations (Serman et al., 1997). In order to achieve a 'Gold Standard', randomised experiments (Level 5) where pre and post measures in multiple experimental and control units, controlling for variables that influence crime are needed. A future recommendation would be to design a study that incorporates this level in order to produce the most rigorous scientific evaluation of the role of arts as a rehabilitative tool, which accommodates randomised controlled trial methods.

Additionally future research may want to apply more age-appropriate psychometrics in order to provide more valid and reliable data. Measures used in the evaluation of the Juvenile Enhanced Thinking Skills programme (JETS) (Nichols and Mitchell, 2004) could be expanded and implemented.

The findings from the thematic analysis were clearly in support of the Recre8 programmes and provided insight into the previous observations made about successful rehabilitation models presented in chapter 1. Future research should therefore ensure that an independent researcher carries out the data collection, who is detached from the intervention. According to Allmark et al., (2009) during the interview process the researcher may take on a dual role as scientist and therapist. The researcher wants to obtain good material and therefore, try to bolster their self-esteem or put a positive interpretation on described events. More ambiguously, the researcher may use counselling techniques or tools to gain information from the participant. Finally, the researcher may have another role, and therefore may find themselves drawn into that role and away from that of researcher during an in-depth interview, this may have potentially been the case in this research. As the researcher is also the director of Recre8, elements of bias may be interpreted against the interview data, which an independent researcher would remove this concern. Although the dual role of researcher and director in this research is not unique, possible limitations are considered.

5.3 Post-research Conclusions

Since the completion of this thesis there have been a number of changes implemented regarding the assessment and planning framework (Asset) that Youth Offending Teams use with their clients. This new assessment is known as AssetPlus and was to be deployed to all 149 Youth Offending Teams by 2017. AssetPlus is the Youth Justice Board approved

framework and is the solely referenced assessment tool within YJB National Standards for Youth Justice Services for young people. This tool primarily assesses the criminogenic needs of children and young people within the Criminal Justice System, but it also allows for welfare information to be collected. Research following on from this thesis should use the data obtained from the AssetPlus as a baseline to assess the risk and intervention levels. This tool will provide a more in depth analysis as to levels of risk and key factors associated with reducing re-offending. Nonetheless this does not make the findings from this thesis redundant.

Finally, further research should account for other treatment effects or elements, including that of mentoring or support gained from external sources (McGuire, 2002) that is set up in place to continue post programme, in order to increase any likelihood of producing a more significant effect. Therefore a greater understanding surrounding the continuous support needed to keep young people from reoffending can be an area of focus.

5.4 Wider Context

The topic of offender rehabilitation will remain a key area of interest both in the political and social arena with the on-going debate of what works, when and for whom dominating academic research. Research and national statistics highlight that youth crime is ever-evolving and therefore the need for unique, effective and engaging approaches to rehabilitation are needed. Interventions based on theories and frameworks are ever-expanding and

creative forms seem to be an area of curiosity, and also caution due to limited robust evaluations. However, this piece of research provides a building block to future vigorous methodologies to be implemented which in turn highlight the creative arts as successful components in the 'What Works' debate to offender rehabilitation.

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APPENDICES

LIST OF APPENDICES

Appendix	Title
A	Adapted from the Youth Justice Timeline – Beyond Custody
	(Bateman and Hazel, 2014)
В	Glossary of Terms
С	Confirmation letter – Birmingham Youth Offending Service
D	Ethics Approval Form
E	Participant Information Sheet and Consent Form
F	Criminal Records Bureau – Daniela Varley
G	Declaration of Interest
Н	Original CRIME-PICS II Questionnaire
I	Revised CRIME PICS II and Rosenberg's Self-Esteem Scale
J	Asset Core Profile
K	Interview Questions
L	Recre8 Programme Referral Form
M	Transcripts of Interviews
N	Complete Set of Themes Identified

Appendix A– Adapted from the Youth Justice Timeline – Beyond Youth Custody (Bateman & Hazel, 2014)

Date	Developments in the Youth Justice System
1823	Prison ships are introduced to house some young offenders. Developed to separate young offenders from adults. However they were criticized for being harsh and cruel and closed in 1846
1838	Parkhurst Prison opens (Isle of Wight) as first land-based penal system run by state exclusively for juveniles. In 1846 it was re-re-roled for adults
1847	Juvenile Offenders Act is the first legislation to distinguish between adults and children in the justice system. Children under 14 now to be tried summarily in a magistrates court for lesser offences.
1854	Reformatory School Act enables voluntary reformatories to be approved by the Inspector of Prisons. Based on the prin ciples of a Victorian Christian home, reformatories are intended to save troubled children from a fallen life.
1854	Youthful Offenders Act allows courts to sentence children under 16 to a stint in a reformatory for between two and five years as an alternative to prison – but they must serve an initial 14 days in prison.
1893	Reformatory Schools Act gives courts the option of sending children to reformatories without the initial two weeks in prison. The prison element is finally abolished in the Reformatory Schools Act 1899.
1901	Youthful Offenders Act permits remand homes for children who are committed for trial. Young people may be held in remand homes or in workhouses instead of being kept in adult prisons.
1902	The first borstal institution for young males opens on an experimental basis near Rochester in Kent. Sir Evelyn Ruggles-Brise introduces a strict regime based on physical drill, training and education.
1907	Probation of Offenders Act allows magistrates to discharge offenders on the condition that they are supervised in the community. Initially, it is principally aimed at replacing punishment for young offenders.
1908	Children Act establishes a separate juvenile court for the first time, dealing with both crime and welfare issues, abolishes custody for children below 14, and now requires the police to provide remand homes.
1908	Prevention of Crime Act rolls out borstals nationally for males aged 16-20 on an indeterminate sentence between one and three years. Release is followed by a supervised licence period of resettlement in the community.
1933	Children and Young Persons Act requires courts to have regard to a child's welfare, raises the age of criminal responsibility to eight years old, and abolishes the death penalty for the under 18s.
1933	Home Office approved schools are also created by the Children and Young Persons Act. Replacing both reformatories and industrial schools, the voluntary units house both children deemed criminal and those beyond parental control.
1948	Criminal Justice Act abolishes committal to adult prisons for children under 17, but allows other types of custody. Non- custodial

	attendance centres are introduced where children over 12 are to be sent for specified daytime activities.
1952	Detention centres are opened, where sentences of up to three months are intended as a 'short, sharp shock' for 14 to 20 year olds. The 1948 Act had introduced them to replace court-imposed corporal punishment.
1961	Ingelby report recommends raising the age of criminal responsibility from eight to 12. Appointed by the Home Secretary in 1956, the Ingleby Committee also emphasises local authority welfare, early intervention and support for the family.
1963	Children and Young Persons Act raises the age of criminal responsibility to 10. Responding to the Ingleby report, it also requires local authorities to undertake preventative work with children and families at risk of offending.
1964	The first secure unit opens in Kingswood, near Bristol. Proposed by a Home Office Inspectorate group in 1961, the custodial units are intended for children aged 10 to 18 who have absconded from open approved schools.
1964	Longford report recommends the abolition of the juvenile court and replacement by a panel of experts. The recommendation is adopted by the Labour government and appears in a white paper, but is subsequently dropped.
1967	Court Lees Approved School is exposed in the press and there is a later Home Office inquiry for alleged abusive use of corporal punishment. It is one of several similar scandals at approved schools, fuelling public discontent.
1969	Children and Young Persons Act introduces supervision orders and care orders. Secure units and approved schools are combined into local authority community homes. Its raising the age of criminal responsibility to 14 is never implemented.
1971	The first of two youth treatment centres opens at St Charles, Essex. The Department of Health units are for young people considered too disturbed for other custodial options. Both youth treatment centres are closed by 2002.
1982	Criminal Justice Act merges youth imprisonment and borstals into youth custody centres for the under 21s, restricting use to a last resort. Detention centres are reaffirmed as a short, sharp shock. 'Specified activities' are introduced.
1983	Intermediate treatment and intensive probation initiatives are introduced by the Department of Health to fund alternatives to custody for children. £15 million of funding leads to 98 new diversionary projects by 1985. Custody rates fall dramatically.
1985	United Nations 'Beijing Rules' (UN Standard Minimum Rules for the Administration of Juvenile Justice) emphasise that the detention of children should only be a last resort. In 1990 'Riyadh Guidelines' set standards for care in juvenile justice.
1988	Criminal Justice Act restricts the use of custody for children and provides specified activities as a statutory alternative to custody. Youth custody centres and detention centres combine to form young offender institutions.
1989	Children Act abolishes care orders and supervision orders in criminal proceedings. It also establishes a separate family proceedings court so that the juvenile court can deal purely with young offenders.
1989	UN Convention on the Rights of the Child is published. Article 3

	states that children's best interests should always be a primary
	consideration, and Article 37 limits custody to the shortest possible time.
1991	Criminal Justice Act replaces juvenile courts with youth courts and includes 17 year olds for the first time. The age that the youth court can impose custody is raised from 14 to 15, and curfew orders are introduced for the over 16s.
1993	Two-year-old James Bulger is murdered by two 10-year-old boys in Liverpool. The media and public backlash against young people hardens political attitudes to young offenders and influences justice policy for decades.
1993	Criminal Justice Act signals a punitive turn for the justice system. It allows more scope for courts to impose tougher sentences, taking into account offender history and offences committed while on bail.
1994	Criminal Justice and Public Order Act increases the offences range referred to the Crown Court and doubles the length of the detention period available. Youth courts can use new custodial sentences for 12-14 year old persistent offenders.
1996	Misspent Youth is published by the Audit Commission – a report criticising the youth justice system as too costly, inefficient and ineffective. It recommends greater interagency co-operation in national government and local practice.
1997	No More Excuses: A new approach to tackling youth crime in England and Wales is released as a White Paper by the new government. Its hardened tone emphasises offenders taking personal responsibility and system efficiency.
1998	The first secure training centre for 12 to 14 year olds opens in Kent, implementing the 1994 Act's secure training order. Children serve half their sentence in custody and half in the community, reemphasising resettlement.
1998	Crime and Disorder Act introduces the principal aim for youth justice as being the prevention of offending. It establishes multi-agency youth offending teams and a range of orders. Doli incapax for children under 14 is abolished.
1998	Youth Justice Board is established following the Crime and Disorder Act. The new body is responsible for monitoring and promoting good practice. In April 2000 it also takes responsibility for commissioning custodial places.
1999	Youth Justice and Criminal Evidence Act creates referral orders, where first-time offenders pleading guilty are diverted from courts to lay panels. Contracts agreed with offenders emphasise restorative justice. They are available nationwide in 2002.
1999	Anti-social behaviour orders are introduced following the 1998 Act. These civil court orders are disproportionately received by children, imposing restrictions for sub-criminal behaviour. Breaching is a criminal offence punishable by custody.
2000	First set of national standards specific to youth justice is introduced by the Youth Justice Board, defining the minimum required level of service provision from agencies. Funding is conditional on related key performance targets.
2000	Detention and training order replaces detention in a young offender institution and the secure training order. Sentences of four to 24 months are served half in detention and half on community licence, requiring youth offending team co- ordinated resettlement support.
2001	Intensive supervision and surveillance programme is piloted as a

		rigorous community alternative to custody for persistent offenders. Rolled out in 2003, an intensive supervision and surveillance
		programme can be a condition of bail, an order or a post-custody licence condition.
	2002	Presumption of early release is introduced for children serving detention and training orders (except in certain circumstances), subject to an electronically monitored curfew. Release one or two months early means longer community licence resettlement.
	2002	Justice Munby rules that children in custodial institutions are entitled to the same mainstream services that most children in the community receive; they are still protected by the Children Act 1989 and human rights legislation.
	2003	Criminal Justice Act introduces indeterminate and extended custodial sentences for public protection. It stipulates that all previous convictions should be treated as aggravating unless it is unreasonable to treat them as such.
	2004	Children Act extends safeguarding duties to criminal justice agencies. It stipulates greater co-operation between youth offending teams and child protection services, and underlines the safeguarding duties of custodial institutions.
	2004	The first adolescent forensic unit opens at the Westwood Centre, West Lane Hospital, Middlesborough. Locked units for 12 to 18 year olds effectively replace the much larger previous youth treatment centres.
	2008	Youth Crime Action Plan is published, with a target of reducing first-time entrants to the youth justice system by a fifth by 2020. The government pledges almost £100 million to fund youth crime reduction initiatives.
	2008	Criminal Justice and Immigration Act replaces all existing community orders with the youth rehabilitation order, addressing reoffending risk through an individualised intervention package. Requirements for courts to balance the prevention of offending with welfare remain unimplemented.
	2008	Statutory alternatives to custody are also introduced by the Act, by attaching intensive supervision and surveillance or intensive fostering to a youth rehabilitation order. Courts must justify not imposing such an alternative where they sentence a child to custody.
	2012	Legal Aid, Sentencing and Punishment of Offenders Act devolves remand custody costs to local authorities. It also allows courts to conditionally discharge children, allows repeated referral orders and restricts the scope of public protection sentences.
	2013	Transforming Youth Custody proposes secure colleges for 12-17 year olds to replace existing custody, with the first to open in 2017. The government's response to consultation emphasises a commitment to improving partnership working in resettlement.
	2014	Anti-Social Behaviour Crime and Policing Act replaces anti-social behaviour orders with injunctions for the prevention of nuisance and annoyance (civil) and criminal behaviour orders. In addition to restrictions, the new orders allow courts to impose activity requirements.

Appendix B - Glossary of Terms

Drama techniques

Conscience Alley

A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the protagonist reaches the end of the alley, she makes her decision.

Cross-Cutting

Cross-cutting (also called split-screen) is a drama technique borrowed from the world of film editing, where two scenes are intercut to establish continuity. In drama and theatre the term is used to describe two or more scenes which are performed on stage at the same time. This makes it possible to juxtapose scenes or snippets of scenes that happen at different times or in different places, using separate areas of the performance space. The technique is used to highlight or contrast a particular theme or aspect of the story. Using different groupings, both scenes could happen at the same time, or one could be frozen while the other comes alive. This can have a similar effect to spotlighting particular areas of the stage or using a split-screen in a film.

Flashbacks and Flash Forwards

Performers in a scene are asked to improvise scenes which take place seconds, minutes, days, months or years before or after a dramatic moment. This allows for the exploration of characters' backgrounds, motivations and the consequences of their actions.

Forum Theatre

A technique pioneered by Brazilian radical Augusto Boal. A play or scene, usually indicating some kind of oppression, is shown twice. During the replay, any member of the audience ('spect-actor') is allowed to shout 'Stop!', step forward and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome. Several alternatives may be explored by different spect-actors. The other actors remain in character, improvising their responses. A facilitator (Joker) is necessary to enable communication between the players and the audience.

The strategy breaks through the barrier between performers and audience, putting them on an equal footing. It enables participants to try out courses of action which could be applicable to their everyday lives. Originally the technique was developed by Boal as a political tool for change (part of the *Theatre of the Oppressed*), but has been widely adapted for use in educational contexts.

Frame Distancing

In drama a frame is a situation or position of importance given to a person, and distance relates to how engaged the frame makes the group.

For example:

 A reporter would be furthest away from the action as they would be a spectator, reporting on events. A soldier/policeman would be in the action, and is actually within the drama, being closest.

Dorothy Heathcote created the idea of frames and distance. These concepts can be applied to thinking about a target group and how willing they would be to interact with the drama. A younger child is more likely to want to become part of the action, unlike a teenager who is more likely to want to observe and comment on the action.

Hot Seating

A character is questioned by the group about his or her background, behaviour and motivation. The method may be used for developing a role in the drama lesson or rehearsals, or analysing a play post-performance. Even done without preparation, it is an excellent way of fleshing out a character. Characters may be hot-seated individually, in pairs or small groups. The technique is additionally useful for developing questioning skills with the rest of the group.

Mantle of the Expert

Mantle of the Expert (MoE) involves the creation of a fictional world where students assume the roles of experts in a designated field. Mantle of the Expert is based on the premise that treating children as responsible experts increases their engagement and confidence. They can perceive a real purpose for learning and discovering together in an interactive and proactive way – providing them with skills and knowledge they can apply to their everyday lives. MoE encourages creativity, improves teamwork, communication skills, critical thought and decision-making.

Narration

Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters. Characters may narrate, or a performer who is not involved in the action can carry out the role of 'narrator'.

Role on the Wall

The outline of a body is drawn on a large sheet of paper, which is later stuck onto the wall. This can be done by carefully drawing around one of the participants. Words or phrases describing the character are then written directly onto the drawing or stuck on with post-its. This drama technique can be carried out as a group activity or by individuals writing about their own character. You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislikes, friends/enemies, attitudes, motivations, secrets and dreams.

Role Play

Role play is the basis of all dramatic activity. The ability to suspend disbelief by stepping into another character's shoes comes quite naturally to most children. Through the structure of the drama lesson this can be used to great effect, challenging children to develop a more sensitive understanding of a variety of viewpoints whilst sharpening their language and movement skills. By adopting a role, children can step into the past or future and travel to any location, dealing with issues on moral and intellectual levels. Thus role play can be easily utilised to illuminate themes across the curriculum.

Still Images

Still images and freeze frames are both a form of tableau. With freeze-frame, the action in a play or scene is frozen, as in a photograph or video frame. Still images, on

the other hand, require individuals or groups to invent body-shapes or postures, rather than freeze existing action. Groups can be asked to tell a story through a series of prepared still-images. This can be an effective method for students who are less inclined to improvise dialogue. The still images can also be brought to life through improvisation.

Teacher in Role

Teacher in role (TiR) is an invaluable technique for shaping the dramatic process. Simply put, the teacher assumes a role in relation to the pupils. This may be as a leader, a peer, or a subservient role - whatever is useful in the development of the lesson. The teacher may ask questions of the students, perhaps putting them into role as members of a specific group and encouraging them to hot-seat her in return.

Thought Tracking

A group makes a still image and individuals are invited to speak their thoughts or feelings aloud - just a few words. This can be done by tapping each person on the shoulder or holding a cardboard 'thought-bubble' above their head. Alternatively, thought tracking (also called *thought tapping*) can involve other members of the class speaking one character's thoughts aloud for them.

Youth Crime Sentences

Detention and Training Order

A Detention and Training Order can be given to someone aged between 12 and 17. They last between 4 months and 2 years.

The first half of a Detention and Training Order is served in custody, the second half is served in the community.

Referral order

This requires the offender to attend a youth offender panel (made up of two members of the local community and an advisor from a youth offending team) and agree a contract, containing certain commitments, which will last between three months and a year. The aim is for the offender to make up for the harm caused and address their offending behaviour. An order must be imposed for a first time young offender who has pleaded guilty (unless the court decides that another sentence is justified) and may be imposed in other circumstances.

Youth rehabilitation order

A Youth Rehabilitation Order is a community sentence used for the majority of young people who offend. Introduced by the Criminal Justice and immigration Act 2008 the Youth Rehabilitation Order (YRO) came into effect on 30 November 2009. It is the standard community sentence used for the majority of young people who offend unless it is compulsory for a Referral Order to be made.

A YRO will last for a maximum period of three years.

The requirements which can be imposed on a youth offender under a YRO are:

- Attendance centre: requires a young person to attend an attendance centre for a specified number of hours and do what they are told to do there by the officer in charge of the centre.
- Activity: requires the young person to participate in a specified activity for up to a total of 90 days.
- Exclusion: this prohibits the young person from entering places specified in the order.
- Drug testing: requires the young person to provide samples at the times specified to make sure they don't have drugs in their system.

- Drug treatment: requires a young person to submit to treatment by a treatment provider to try to reduce or eliminate their dependency on and/or their propensity to misuse drugs.
- Education: requires the young person to comply with 'approved education arrangements', ie, a young person's education made by their parent or guardian and approved by the local authority specified in the order.
- Curfew: requires the young person to remain indoors at a specified place for specified periods for up to a maximum period of one year. The curfew will include an electronic monitoring requirement unless the court considers it is inappropriate to do so.
- Local authority residence: this requires a young person to live in accommodation provided by, or on behalf of a local authority specified in the order.
- Mental health treatment: requires a young person to submit to treatment for a specified period under the direction of a registered medical practitioner with a view to improving their mental condition.
- Programme: requires a young person to take part in a set of activities as specified in the order. This may include a requirement to live at a specified place if necessary.
- Prohibited activity: the young person must refrain from participating in activities specified in the order on a day (or days) specified or during the period specified.
- Residence: requires the young person to reside with either an individual (who must consent) or at a place specified in the order.
- Supervision: requires the young person to attend appointments as specified by the YOT worker at such times and places as specified by the YOT worker.
- Unpaid work: requires 16 and 17 year olds only (at the time of conviction) to perform unpaid work in the community.
- Intensive fostering requirement: this will only be imposed if the offence was imprisonable and the court feels the offence is 'so serious' that a custodial sentence would be appropriate. For a period specified in the order the offender must reside with a local authority foster parent. It must include a supervision requirement.
- Intensive supervision and surveillance: this will only be imposed if the offence was imprisonable and the court feels the offence is 'so serious' that a custodial sentence would be appropriate. The order must include supervision; curfew; electronic monitoring; and activity of more than 90 days but not more than 180 days (known as an 'extended activity' requirement).

Appendix C – Confirmation Letter

Date: 1st August 2012

Ms Patricia Davy Team Manager Central Youth Offending Team 157-159 St. Lukes Road Highgate Birmingham B5 7DA

RE: Ph.D data collection

Dear Ms. Davy

As you are aware I am currently studying at Birmingham City University for a Ph.D in the field of Psychology and I am conducting a research project as part of the course. The purpose of the study is to find out how useful drama is in relation to raising confidence and self-esteem. I want to evaluate how effective the model in the offending behaviour course (Recre8) is at reducing reoffending.

Ph.D thesis proposed title: 'Acting around in young offender rehabilitation: investigating how psychological theory fused with drama techniques can create a model for reducing crime when working with young offenders within the community.'

As previously discussed and agreed, I would very much welcome the opportunity to carry out my research alongside Recre8 when they are delivering their offending behaviour courses (Segreg8, Aggrav8 and Intimid8) alongside Birmingham Youth Offending Service clients. I have enclosed the participant information sheet which outlines the research and what I require from the young offenders who agree to take part and also the consent forms (for your records). All information collected for the study will be kept anonymous and I will use different names so that nobody can be identified from the tape. The consent form will be separated from the interview material, so no links can be made except by myself and the project supervisor (Professor Craig Jackson from Birmingham City University).

The project report will be given to course staff at Birmingham City University, staff members at Recre8, staff members at Birmingham Youth Offending Service and could eventually be published. No young people will be identified in any way in any version of the report.

Please could you sign the dedicated space below to acknowledge the support from Birmingham Youth Offending Service during the data collection process.

Thank you in advance for all of your support.

Kind regards

Daniela Varley 69 Handsworth Wood Road Handsworth Birmingham B20 2D

I agree for Birmingham Youth Offending Servicesearch project.	ce to be associated with this academic
Signed:	
I agree to let Daniela Varley have access to Bare willing to participate in the research	
Signed: Signed:	Dated: 712 Avyan 2012

Faculty of Education, Law and Social Science Approved Ethical Procedures 2011-12

Guidance

This document provides guidance to the securing of ethical approval in relation to research projects that use human subjects. It relates to all research work carried out under the auspices of the Faculty of Education, Law and Social Science (ELSS) whether this is to be undertaken by undergraduate or postgraduate students or by members of staff.

Within ELSS the Faculty Academic Ethics Committee (FAEC) considers ethical issues and reports to Faculty Board and to University Academic Ethics Committee. FAEC has membership from across ELSS schools and departments. FAEC will consider proposals at regular intervals during the academic year at times that align with the needs of taught programmes. Proposals requiring scrutiny between scheduled meetings will be considered by Chair's action and will be reviewed by the Chair and at least one other member of FAEC, additional meetings of FAEC will be convened where this is deemed to be appropriate.

All researchers are advised to consider the ethical guidelines set out by the body relevant to research in their discipline. In ELSS this will usually mean one of the following:-

The British Educational Research Association – ethical guidelines located at www.bera.ac.uk/guidelines.html

The British Sociogical Association – statement of ethical practice located at http://www.britsoc.co.uk/NR/rdonlyres/801B9A62-5CD3-4BC2-93E1-FF470FF10256/0/StatementofEthicalPractice.pdf

The British Psychological Society ethical code of conduct located at http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm

The British Society of Criminology code of ethics located at http://www.britsoccrim.org/codeofethics.htm

The Political Studies Association information at http://www.psa.ac.uk/AbtPSA

Categories

The key responsibility of all those involved in research is to protect participants from any harm that may arise within the research process. Harm to participants may take the form of stress, which is

induced by the topic or setting of the research, loss of self esteem, psychological or physical harm. As a general rule, researchers should do their best to ensure that participants will not be exposed to risks that are greater than or additional to those they would encounter in their everyday lives.

Working with human subjects will fall into one of two categories:

Definition: Category A Proposals

In a category A proposal there will be no severe or significant interference with the participants' psychological or physical wellbeing. The subjects will not be considered vulnerable to the procedures or topic of the project proposed. Where the topic of research is sensitive there is always a possibility that a questionnaire or interview may cause distress. However, if the participants have given informed consent; are aware that they can refuse to answer any questions; are aware that they may withdraw from the research at any time - then the proposal may remain 'category A'. Proposals may involve access to confidential records provided that the investigator's access to these is part of her/his normal professional duties. It is envisaged that most under-graduate research will fall into this category.

Definition: Category B Proposals

In a category B proposal there is likely to be significant physical intervention between the researcher and the participants. Such intervention is most likely in ethnographic studies where there will be prolonged contact between the parties involved. However, where the circumstances are such that the participant/s may be unable to understand the implications of participation, or indeed where the methods and content of the research are deemed likely to increase participants' vulnerability, a 'category B' proposal may include research proposals which involve the administering of questionnaires or in-depth interviews .

Procedures

Research undertaken by students

Students undertaking research will have a project or dissertation supervisor. For the purposes and convenience of this document, these are all referred to collectively as "supervisor". The student is referred to as the "researcher" to cover all categories and stages of research ability.

The following flow of activity applies:

1. The researcher applies to carry out research involving human subjects at undergraduate or postgraduate level, using the "Ethical Approval Request" form (see Appendix 1).

- 2. The supervisor recommends the appropriate category (A or B, see above) for consideration of the ethical issues (or if unsure, seeks advice from their school representative/s on the Faculty Academic Ethics Committee).
- 3. The researcher follows guidance given for category A or B (see above) of ethical approval.
- 4. The supervisor will give ethical approval for category A proposals. Category B proposals must be considered by FAEC and should be forwarded to the FAEC secretary (Judith Timms) by the supervisor on behalf of the researcher.
- 5. If required, the researcher applies for an Enhanced Disclosure Certificate from the Criminal Records Bureau. Where a researcher already has an Enhanced Disclosure Certificate, the researcher must be prepared to permit the supervisor (for category A projects) or the chair of the ethics sub-committee (for category B projects) to see the original certificate (i.e. not a photocopy). If the certificate was gained at a place of previous employment or study, the researcher will be required to apply for a new certificate, unless the date of issue of the original was within four months of the application for ethical approval.
- 6. After approval has been given at the appropriate level, the researcher may begin working. Fieldwork must not be commenced prior to approval being given.

ii) Research undertaken by members of staff

The following flow of activity applies:

- 1. For a category A proposal (see above), the member of staff applies to the chair of FAEC for approval to carry out research involving human subjects by using the "Ethical Approval Request" form (see Appendix 1). Where there is uncertainty about the category to be granted, the FAEC will assist.
- 2. For category B proposals members of staff must gain approval from FAEC and the request should be forwarded by the member of staff to the chair of FAEC.
- 3. Where appropriate, a member of staff must have an Enhanced Disclosure Certificate from the Criminal Records Bureau if human subjects are to be part of the research proposal. The member of staff must be prepared to permit the chair of FAEC to see the original certificate (i.e. not a photocopy).
- **4.** After ethical approval has been given, the researcher may begin working. **Fieldwork must not be commenced prior to approval being given.**

5. Staff members submitting bids (for research or knowledge transfer activity) to external funding agencies must secure ethical approval from FAEC **before** submission of the bid to the funding body.

Human subjects

Care and consideration for those involved must always be at the forefront of any research activity. This is of particular importance when dealing with young people below the age of 18 years and vulnerable adults.

Definition: Vulnerable Adults

All of us are vulnerable at different times in our life. Bereavement, illness, social or work pressures may render us vulnerable. It is important whilst conducting research to proceed with respectful awareness and care in dealings with participants. To run a robust, ethically principled research project the researcher will need to remain vigilant and will need to monitor participants' welfare, seeking relevant guidance and assistance when in need of support.

The regulations contained within the Police Act (UK 1997) give a three-part definition of a vulnerable adult (see A – C below). For the purposes of conducting research under the auspices of ELSS, a fourth category has been added (D below). A vulnerable adult will be over the age of eighteen years and will fall into one or more categories.

A - Services:

- a) accommodation and nursing or personal care in a care home;
- b) personal care or support to live independently in their own home;
- c) any services provided by an independent hospital, clinic, medical agency or NHS body;
- d) social care services;
- e) any services provided in an establishment catering for a person with learning difficulties.

B – Conditions:

- a) a learning or physical disability;
- b) a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs,
- c) a reduction in physical or mental capacity.

C - Disabilities:

- a) a dependency on others to assist with or perform basic physical functions;
- b) severe impairment in the ability to communicate with others;
- c) impairment in a person's ability to protect themselves from assault, abuse or neglect.

D - Experiences:

- a) bereavement, illness, social or work-related stress;
- b) post-traumatic stress relating to war or other catastrophic events;

- c) physical or psychological abuse, bullying, victimisation or sustained harassment;
- d) experiences based on caste, religion, ethnicity, gender or other socially, culturally or politically structural situations, which may place some groups in chronically disadvantaged or vulnerable contexts;
- e) the victim of crime;
- f) an offender or ex-offender with experience of community or institutional punishment

This list may guide thinking about vulnerability but makes no claim to being exhaustive; neither does it assume that everyone who has these experiences is vulnerable at all times. It suggests that vigilant researchers should try to understand and empathise with people's circumstances and conduct their research activities with appropriate regard and respect for participants' actual or potential vulnerability.

In addition it should be recognised that:

- (a) research activities may awaken latent vulnerability in others;
- (b) a researcher's own vulnerability may, as a consequence, increase; and
- (c) strategies for managing research activities need to be designed and supported, in some cases with the guidance and assistance of colleagues or others with relevant experience and local knowledge.

Proposals requiring ethical approval from more than one institution

There are some occasions when a researcher will be required to gain ethical approval from different institutions. Whilst this may appear to be over-cautious, the differing focus of each institution may mean that an important issue for one may not be covered by the other. When duplicate approval is required the ethical procedures for each body should be consulted and followed. If ELSS is the principal lead for a research proposal, then one of the conditions may be that ethical approval for collaborative partners may also have to be obtained. If ELSS is not the lead then a lighter touch may be taken provided that evidence of ethical approval from the other body is presented to the ELSS FAEC.

Evidence of ethical approval

The original copy of the signed form should be sent to the secretary to FAEC, supervisors should also keep a copy and may choose to pass a copy to the student. If for any reason after ethical approval has been granted the research proposal changes significantly the student must immediately inform and seek advice from their supervisor.

Appeals

Students and staff have the right to appeal a decision made by FAEC. Appeals will be considered in the first instance by a full, quorate meeting of FAEC.

Request for Ethical Approval

<u>Section 1</u> – to be completed by the researcher

Full name	Miss Daniela Stasia Varley
Module number and title (student researchers only)	PhD - ELSS
Research Proposal title	"Acting Around in Young Offender Rehabilitation:" Investigating how Psychological theory fused with drama can create a model (the V ² model) for reducing crime when working with Young Offenders.
Funding body applying to if applicable	N/A
Brief outline of proposal (including research questions where appropriate) You are also asked to submit with your application copies of any questionnaires, letters, recruitment material you intend to use if these are available at the time of requesting approval	The aim of this study is to evaluate the effectiveness of the V ² Psychology based drama model when working with young offenders of all ethnic backgrounds and severity of crimes (ranging from first time to persistent young offenders (10-18 yrs) in the community. This research shall adopt a qualitative and quantitative approach to develop a strong mixed methods study that shall place itself at the forefront of reducing offending using drama methods, and be of good scientific quality, allowing for confidence in the findings and interpretation of results. A strong ethical approach is seen as vital to this project. The main methodology presented in the literature of exploring 'Arts' with offenders follows a naturalistic (interpretivist) approach

adopting a qualitative format. Such research is subjective and therefore relies on researcher interpretation to understand human behaviour (Holliday 2002; Cohen et al., 2007). Human behaviour changes constantly, dependent upon certain situations, therefore it is difficult to findings adopting a generalise qualitative format. In order to generalise findings, positivist theorists adopt quantitative methods. Theorists following this methodology rely on the objective scientific knowledge that can be replicated and generalised. This research approach is an objective, formal systematic process, which relies on numerical data findings, describing, testing and examining cause and effect relationships (Burns & Grove 1987). There are limitations to both; however the cost implications for large sample studies generally mean that quantitative methodologies are adopted when focusing on art based methods when working with offenders. The shall current research adopt both methodologies in order to provide a strong emphasis on research, methods and evaluation; which seems to have been overlooked in the majority of studies presented in the literature review.

The research will be undertaken using rich data from approximately eighty participants. The young offenders will take part in a sixteen-hour programme (either delivering in a block of four hours per day over four consecutive days or two hours per week over an eight week period). Within each programme the group follows a gripping storyline using a one-step removed approach (Heathcote and Bolton 1995). The group will be able to build up the main characters from the story, the victims, friends and family based upon aspects of the group members' personal experiences. This process proves to be very common and effective when working in a group as it allows individuals to express their beliefs, identify the value systems, and evaluate past experiences without feeling vulnerable or being "on display".

Within the programmes, Psychological theories (Cognitive Behavioural Theory, Developmental Theory, Social Learning Theory and Role Theory) are combined with drama techniques (Role Play, Conscience Alley, Cross-Cutting, Frame Distancing, Forum Theatre, Flashbacks and Flash Forwards, Mantle of the Expert, Still Tracking, Images, Thought Hot Seating, Narration, Teacher in Role and Role on the Wall - please refer to the attached index for a description of each technique), which allow young people to creatively investigate the thinking patterns and attitudes surrounding specific types of offending behaviour. The programmes are delivered in such as way as to incorporate learning styles of the all participants (please refer to an example of the Programme Information Manual, provided by the researcher). The programmes use a range of realistic, thought provoking, emotive and harrowing props in order to draw similarity between the participants and the character(s) explored during the programme. This is the basis of the V^2 model.

The programmes have been in existence for seven years; during this time the Recre8 facilitators have identified the strong tools needed to engage young offenders. This research project will be the first time that the programmes have been evaluated effectively.

The participants taking part in the interventions will complete pre and post course attitudinal questionnaires and a small sub-sample will take part in semi-structured interviews post programme (ten participants). A follow up questionnaire will be provided post programme at a three month interval in order to measure the medium and long term impact of the Psychology based drama interventions. The aim of this research is to further inform the debate of 'What Works' when focusing on evaluating the V^2 model.

Aims of the investigation:

- 1) To find if Psychology based Drama interventions successfully gain levels of engagement compared with other offending behaviour based programmes?
- 2) If they do, what is the effectiveness of the V^2 model in relation to reducing or eliminating recidivism?
- 3) To find what impact the V^2 interventions

	have on the development of young offenders' self esteem, confidence and personal and social development?
Level of research, e.g. staff, undergraduate, postgraduate, master's (award related), MPhil, PhD	PhD
Please outline the methodology that would be implemented in the course of this research.	Qualitative Methodology
	In order to gain an understanding of the
	participants' feelings and attitudes regarding their views on the V ² sessions, a semi-
	structured interview will be conducted post
	programme (please refer to Appendix A). In
	total ten participants will be selected from a
	pool of those willing to be interviewed. The
	interviews will be subject to thematic analysis
	using the constant comparative method of
	analysis. The data will be coded in two ways, open-coding, where each line was analysed and
	grouped into key words, and selective coding,
	whereby the themes are grouped to form
	categories and sub categories.
	Quantitative Methodology
	The analysis of the quantitative data, generated
	by the CRIME PICS II questionnaire, including
	the Problems Inventory (changed to the 'Hassle
	inventory for this data collection') (Frude,
	Honess and Maguire (1994), Self Esteem Scale (Rosenberg 1965) and the associated

demographic details will be subjected to two forms of analysis. In total there are 45 questions in the pre, post and follow-up questionnaire please refer to Appendix B). The questionnaires will change cosmetically over the course of the study, however the items and the data captured will remain the same. This will be done so that the young people completing the questionnaires do not become familiar with the layout. Firstly descriptive analysis will indicate the broad demographic offender types and details of the participants who take part on the V² programme. Further inferential analysis will be used to interrogate the baseline; three month post programme follow up data. Use will be made of appropriate parametric and non parametric tests. Chi-Square, T-tests and analysis of variance (ANOVA) will be used. The primary aim of the analysis will be to ascertain if the V^2 model impacts upon offender perceptions and attitudes at the end of the programme and beyond. Analysis of the subgroups amongst the participants (age group, offence type, offence persistence) will be used to investigate if the V² model is more successful in some situations than others. The V² programmes (Intimid8, Segreg8, Acceler8 and Aggrav8) will each be evaluated for their effectiveness.

Delivery of the V^2 programmes will be facilitated by other Recre8 staff members, other than Daniela Varley (researcher). The researcher will conduct the pre and post course questionnaires, including the interviews.

Materials

Semi-structured questions will be devised to elicit participants' views on the V² model and the programmes that they take part in; this form of data collection will also provide an insight into their personal and social development as a direct link to the intervention. Interviews will be recorded on blank audiotapes for security purposes. Standardised pre and post questionnaires based on CRIME PICS II (Frude et al., 1994), will be used to measure the participants' views towards offending via a likert scale (relating to cognitive deficits including victim empathy, perspective taking, problem solving and decision making) and also their perceptions of current life problems. Statements from The Self Esteem Scale (Rosenberg 1965) consisting of ten statements and rated via a likert scale will also be incorporated into the and post pre questionnaires.

Please indicate the ethical issues that have been considered and how these will be addressed.

The body of evidence related to previous research into this topic often lacks substantial ethical considerations. Research conducted with young offenders requires stringent planning and consideration when dealing with the ethical issues of working with such a client group. Therefore the aforementioned research will follow Birmingham City University's research

British ethics principles well the as as Psychological Society (BPS) code of ethics and guidance (2009). The BPS code expresses clear ethical principles. competency, integrity. standards and values and identifies the need for protection of the public. Alongside the guidance presented in the code including confidentiality, personal relationships, researcher safety and competence, there is also a strong emphasis on the research issues when obtaining data.

1) Young people research

There is a clear distinction between collating research from adults, to that of children and young people (Punch 2002; Goodenough et al., 2004; and Farrell 2005). As such, the ethical principles that apply to research conducted with adults do still apply (consent, withdrawal, confidentiality), however a number of additional provisos need to be considered. Firstly. children's and young people's competencies, perceptions and frameworks of reference, which may differ according to factors including age, may differ from those of adults so it is therefore important that all testing methods are appropriately termed so that full understanding is ensured. Secondly children's and young people's potential vulnerability to exploitation in interaction with adults, and adults' specific responsibilities towards children. This will be monitored as all facilitators and researchers are Enhanced CRB checked. A copy of the

researcher's Enhanced CRB documents will be shown to all of the establishments that agree to the research being undertaken.

All organisations that the researcher will be working alongside will have child protection policies and safe guarding policies by which all staff members adhere to. Recre8 also provide their own policies to which the researcher is familiar with. Thirdly the differential power relationships between adult researcher and child/ young person participant should be acknowledged. The researcher will ensure that information is given to the young participants and will monitor levels understanding. Finally of adult the role gatekeepers in mediating access to children, with concomitant ethical implications in relation to informed consent. Research will be approved by the Birmingham City University ELSS Faculty Research Ethics Committee and the researcher will also abide to the guidelines set out by the BPS.

2) Consent

A large proportion of the participants will be under the age of 18, therefore consent will need to be sought by the young person and also their care-giver, parent or guardian. Those who deliver the V2 model have strict guidelines in terms of obtaining consent and so the age limit that they request is 18 or over.

Informed consent will be sought by providing each participant with an information pack; including a cover letter from the researcher explaining the nature of the research and the intended use for the data that will be collected; a consent form; and a participant information sheet. Double copies will be provided for caregivers, parents or guardians. All information presented to the participants will be in a format that is age appropriate and suitable for their abilities to read and comprehend. (Please refer to Appendix C to see the consent forms and participant information sheet).

3) Data storage

Data will be kept secure and locked at the researcher's home address where only she will have access to the information. This data will be anonymised and no personal identifying details will be connected to the data. Participants will be made aware that all information is confidential and they will remain anonymous throughout the research. Participants will be given pseudonyms so that no link can be made during the research and write up of the thesis. It will be made clear to all who agree to take part in the research that they have the right to withdraw at any time. Each participant shall be fully debriefed by the researcher.

Please indicate any issues that may arise relating to diversity and equality whilst

According to Griffin (2008), Equal opportunity is

undertaking this research and how you will manage these.

defined **'each** individual...experiences opportunities to achieve and flourish which are as good as the opportunities experienced by others.' Diversity on the other hand relates to recognising individual and group differences and being able to place positive diversity across communities, education establishments and workforces. Examples of equality and diversity include; race and ethnicity, gender, sexual orientation, religion, disability. The concept of equality and diversity seem to go hand in hand when working with young offenders. No exclusion criteria for this research will be in operation. All ethnicities, religions, sexual orientations and gender will be accepted. Referrals for the programme will be made by organisational staff and Recre8.

An example of good ethical practice implemented by Recre8 is the facilitation of single sex groups. This is to minimise disruptive behaviour and create a safe learning environment where participants are free to express themselves without the need to impress (or be oppressed by) those of the opposite sex.

Recre8 have an Equality and Diversity policy that the researcher shall adhere to while conducting the research. (Please see a copy provided by the researcher). Please indicate how participants will be debriefed about their involvement in the research process and or provided with opportunities for reflection and evaluation

Each young person that takes part in this research project will be de-briefed by the researcher post intervention in order for them to fully understand the nature of the research, the debrief will be delivered in such a way that all levels of academic ability will understand the process. During the group de-brief the young people will have an opportunity to discuss their experiences, report any problems encountered and seek further clarification. All young people will be given a participant information sheet containing the contact details such as a work mobile number, blackberry pin and also an email address of the researcher. Contact details will also be provided of the university PhD supervisor for any participants who wish to double check details with a BCU point of contact. For those under the age of 18 copies of the participant information sheet and consent forms will also be given to a family member/ carer and their case worker/manager.

Post programme all young people will be thanked for their participation, alongside the host organisation staff. All involved in the research will be advised on how and when they are able to obtain a summary of the results. Each young person has a right to withdraw from the research project at any point up until the dissemination of the results, and this would include retrospective withdrawal of data. The aforementioned process shall apply after the three month follow up data collection.

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1. 18?	Will your research	project involve you	ng people un	der the age of
		YES	NO	
-	, do you have an Eı ds Bureau?	nhanced Disclosure	Certificate fro	om the Criminal
		YES	NO	
2.	Will your research	project involve vulr	nerable adult	<u>s</u> ?
		YES	NO	
3.	_	ory of proposal are y	ou applying t	for ethical
appro	val?			
		Category	Α	В

Please answer the following questions by circling or highlighting the appropriate response:

Confirmation of ethical approval

<u>Section 2</u> – to be completed as indicated, by module leader, supervisor and/or chair of ethics sub-committee

For Category A proposals:

I confirm that the proposal for research being made by the above student/member of staff is a category A proposal and that s/he may now continue with the proposed research activity:

For a student's proposal –	
Name of module leader or	
supervisor giving approval	
For a member of staff's	
proposal – name of chair of	
FAEC (or nominee) giving	
approval	
Signed	
Date	

Category B proposals:

I confirm that the proposal for research being made by above student/member of staff is a category B proposal and that all requirements for category B proposals have been met.

On behalf of students (only):

Name of module leader or supervisor	Prof Craig Jackson
Signed	
Date	18.09.2012

On behalf of members of staff and students

I confirm that the proposal for research being made by above student/member of staff is a category B proposal and that s/he may now continue with the proposed research activity:

Signed	
Name of chair of FAEC (or nominee)	
Any conditions attached to this ethical approved (attached on a separate sheet)	
Date	

Checklist of submissions required for category B proposals:

Outline summary: rationale and expected benefits from the	
study, with a statement of what the researcher is proposing to	
do and how	
Explanation of the methodology to be used	
An information sheet and copy of a consent form to be used	
with subjects	
Details of how information will be kept	
Details of how results will be fed back to participants	
Letter of consent from any collaborating institutions	
Letter of consent from head of institution wherein any research	
activity will take place	

Appendix E – Participant Information Sheet and Consent Form



Evaluation of the Recre8 programme -Participant Information Sheet

I am Miss Daniela Varley. I am studying at Birmingham City University for a PhD. I am conducting a research project as part of the course.

The purpose of the study is to find out how useful drama is in relation to raising confidence and self esteem. I want to evaluate how effective the model in the offending behaviour course is at reducing reoffending.

I would like you to complete some forms (before and after the programmes) so I can use the information in my research paper. I would also like to meet up with you in three months and six months (even if your order has finished), so if possible I would like to take your contact details. I will be the only person who has access to these details.

At the end of the programme I would like to interview a selection of young people to get a deeper insight into their experience on the programme. This interview would be audio-taped so that I can transcribe what you say (write it out) to look at it in detail. When the project has been finished and marked, I will wipe the tapes clean and destroy the written version. Until then, I will keep them locked away safely when I am not working on them. I will destroy all of the data once the report has been written.

All information collected for the study will be kept anonymous. I will use a different name that we agree beforehand so that you can't be identified from the tape. The consent form will be separated from the interview material, so no links can be made except by myself and the project supervisor (Professor Craig Jackson from Birmingham City University).

The project report will be given to course staff at Birmingham City University, staff members at Recre8 and could eventually be published, but you will not be identified in any way in any version of the report.

Your participation in this investigation is completely voluntary; therefore you may refuse to answer any of the questions that will be presented to you. Also, you may withdraw from the study at any time up to one week after the interview. In that case, you would need to contact a member of the Recre8 team – you will have access to their contact details.

If there are any questions that you want to ask relating to the study then I will be more than happy to answer them. Questions that might lead to me influencing your opinions, though, cannot be answered until after the interview. At this point I will be able to go into more detail about my study.

Any concerns relating to this study can be directed to Daniela Varley or a member from Recre8. You are welcome to keep this information sheet. If you are willing to take part in the project, please sign the separate consent form.

Contact details: Email: daniela@recre8now.co.uk Blackberry Pin: 25F755E2 **Mobile:** 07838 115253



Evaluation of Recre8 Programme - Consent Form (Including interview)

I have been invited to take part in Miss Daniela Varley's research project that will look at the Recre8 offending behaviour programme that I am about to start. I have a copy of the participant information sheet and am fully aware of what I am being asked to do.

I understand that any information given on the questionnaires, videotapes, photographs and during the interview will be anonymous, with the exceptions listed in the information sheet. Only Daniela Varley and Professor Craig Jackson (project supervisor) will have access to the information and data collection (video tapes, interview tapes, pre and post questionnaires).

NAME:
I agree to be interviewed by Daniela Varley for this project and I agree for the interview to be audio taped. I am aware that I shall be kept anonymous throughout the research project and during the write up of the report.
Signed:
I agree to let Daniela Varley have access to the pre and post course questionnaires that are relevant to her project.
Signed:
I agree to let Daniela Varley have access to the video recordings and photographs of the sessions that are relevant to her project. Signed:
Witnessed by Daniela Varley:



Evaluation of Recre8 Programme - Consent Form

I have been invited to take part in Miss Daniela Varley's research project that will look at the Recre8 offending behaviour programme that I am about to start. I have a copy of the participant information sheet and am fully aware of what I am being asked to do.

I understand that any information given on the questionnaires, videotapes and photographs will be anonymous, with the exceptions listed in the information sheet. Only Daniela Varley and Professor Craig Jackson (project supervisor) will have access to the information and data collection (video tapes, photographs and pre and post questionnaires).

NAME:
I agree to let Daniela Varley have access to the pre and post course questionnaires that are relevant to her project.
Signed:
I agree to let Daniela Varley have access to the video recordings and photographs of the sessions that are relevant to her project.
Signed:
Witnessed by Daniela Varley:
Date:

Appendix F – Enhanced CRB

STRICTLY PRIVATE AND CONFIDENTIAL A copy of this Disclosure has been sent to: DANIELA VARLEY 69 HANDSWORTH WOOD ROAD BIRMINGHAM WEST MIDLANDS B20 2DH BARRY CLARK DIRECTOR CATAPHRACT LTD 13 VENTNOR DRIVE LONDON N20 8BT 91180101 Registered Body copy **Enhanced Disclosure** disclosure Page 1 of 2 Disclosure Number 001344649829 Date of Issue: **19 NOVEMBER 2011 Applicant Personal Details Employment Details** Position applied for: DRAMA WORKSHOP LEADER Forename(s): DANIELA STASIA Name of Employer: Other Names: NONE DECLARED RECRE8 Date of Birth: 18 SEPTEMBER 1981 **Countersignatory Details** Place of Birth: **BIRMINGHAM** Registered Person/Body: CATAPHRACT LTD Gender: FEMALE Countersignatory: BARRY CLARK Police Records of Convictions, Cautions, Reprimands and Warnings NONE RECORDED Information from the list held under Section 142 of the Education Act 2002

ISA Children's Barred List information

NONE RECORDED

ISA Vulnerable Adults' Barred List information

NONE RECORDED

Other relevant information disclosed at the Chief Police Officer(s) discretion

NONE RECORDED

Enhanced Disclosure

This document is an Enhanced Criminal Record Certificate within the meaning of sections 113B and 116 of the Police Act 1997.

THIS DISCLOSURE IS NOT EVIDENCE OF IDENTITY

PO Box 165, Liverpool, L69 3JD Helpline: 0870 90 90 844

Continued on page 2

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The personal details contained in this Disclosure are those subject by or on behalf of the person to whom the Disclosure relates at the

Appendix G – Declaration of Interest Letter



RE: Declaration of Interest

Recre8 is a Psychology based Drama company working with young people who have offended or who are at risk of offending (10-18 yrs). We deliver creative workshops which focus on specific types of youth crime and our programmes actively challenge perspectives and reintegrate individuals back into society through strengthening cognitive tools and helping them overcome their limitations. Our aim is to creatively educate young people about the consequences associated with crime. The company was established in 2005 by Daniela Varley and Anulka Varley-Griffin, originally as a partnership but now operating as a company limited by guarantee.

This research project will investigate which/ if elements of the 'V2' model of interventions for young people may be effective. The research does not come from an *a piori* belief that the V^2 interventions are correct or better than other interventions.

As director of Recre8, the company that implements the V^2 model, I hereby declare an interest in the host organisation, but one that does not conflict with my role of researcher or PhD student. As such, the research I undertake and the academic rigours will be impartial and conducted to the highest possible standards within social sciences research. In addition, the expertise of the supervisory team will also help to ensure this.

Daniela Varley

Director of Recre8

Appendix H- Original CRIME PICS II Questionnaire

CRIME-PICS II

CLIENT NAME (or identifier)
CLIENT CODE
DATE / 200 This CRIME-PICS II 1st 2nd 3rd
CLIENT DETAILS:
Age Sex M / F Offence
Offence tariff Length of non-custodial sentence months
Team code Client area code Officer code
Client Origin:
Number of previous convictions Number of custodial sentences
Other indices: (1) (2) (3)
Current employment status F-T emp. / P-T emp. / Training / Unemployed

CRIME-PICS II QUESTIONNAIRE ITEMS

SA Strongly agree A Agree N Neither agree nor disagree D Disagree SD Strongly disagree

X

1.	In the end, crime does pay	SA	Α	N	D	SD
2.	I have never hurt anyone by what I've done	SA	Α	Ν	D	SD
3.	I will always get into trouble	SA	Α	Ν	D	SD
4.	Crime has now become a way of life for me	SA	Α	Ν	D	SD
5.	Crime can be a useful way of getting what you want	SA	Α	N	D	SD
6.	I believe in living for now; the future will take care of itself	SA	Α	N	D	SD
7.	Most people would commit offences if they knew that they could get away with it	SA	Α	N	D	SD
8.	I definitely won't get into trouble with the police in the next six months	SA	Α	Ν	D	SD
9.	I don't see myself as a real 'criminal'	SA	Α	Ν	D	SD
10.	Committing crime is quite exciting	SA	Α	N	D	SD
11.	I find it hard to resist an opportunity to commit a crime	SA	Α	N	D	SD
12.	Many so-called crimes are not really wrong	SA	Α	Ν	D	SD
13.	My crimes have never harmed anyone	SA	Α	N	D	SD
14.	If things go wrong for me, I might offend again	SA	Α	Ν	D	SD
15.	I am not really a criminal	SA	Α	Ν	D	SD
16.	I always seem to give in to temptation	SA	Α	Ν	D	SD
17.	When people have no money, they can't be blamed for stealing	SA	Α	Ν	D	SD
18.	There was no victim of my offence(s)	SA	Α	Ν	D	SD
19.	I wouldn't commit the offence again	SA	Α	Ν	D	SD
20.	Once a criminal, always a criminal	SA	Α	Ν	D	SD

RAW SCORES: G V E

PROBLEM INVENTORY

BP Big problem P Problem SP Small pr	roblem	-	NO	No problem at all
				×
Problems with money	BP	Р	SP	NO
Problems with relationships	ВР	Р	SP	NO
Problems with employment / prospects	ВР	Р	SP	NO
Controlling temper	BP	P	SP	NO
Need for extra excitement in life	BP	P	SP	NO
Family problems	BP	Р	SP	NO
Problems of health and fitness	BP	Р	SP	NO
Tendency to get bored	BP	Р	SP	NO
Problems with housing	BP	Р	SP	NO
Problems with drink / drugs	BP	Р	SP	NO
Problems with gambling	BP	Р	SP	NO
Depressed	BP	Р	SP	NO
Problems with feeling good about self	BP	Р	SP	NO
Problems with lack of confidence	BP	Р	SP	NO
Lots of worries	BP	Р	SP	NO

H

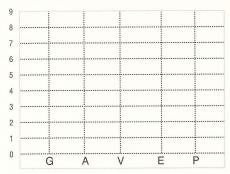
RAW SCORE (P):

CRIME-PICS II

CLIENT NAME (or identifier)				
DATE / / 200	This CRIME-PICS II (circle)	1st	2nd	3rd
Team code	Client area code	Officer	code	

	RAW	SCALED	PREVIOUS	CHANGE + / -
G				
Α				
V				
E				
Р				

PROFILE OF SCALED SCORES



© Michael and Associates 1994

Appendix I – Recre8 Programme Revised Questionnaire



Recre8 Programme PRE-Questionnaire

Name:		Age:	
Date:		Sex (Male/ Female):	
Recre8 Progamme and start date:		Young person's origin:	
Offence:			
Offence Tariff:			
Length of non-custo	odial sentence:		
Number of previous	convictions:		
Number of previous sentences:	custodial		
Number of previous sentences (please s			
Current employmer status:	nt/education		
Asset score:			

Medium

High

Level of Risk:

(Please circle)

Low

Please answer the following statements by circling your response.

1) "In the end, crime does pay"

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
2) "I have neve	r hurt anvone	hy what I hav	ve done"	
2) Thave heve	i nun anyone	by What I hav	e done	
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3) "I will always	s get into trouk	ole"		
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4) "Crime has r	now become a	a way of life fo	r me"	
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5) "Crime can b	be a useful wa	ay of getting w	rhat you want'	,
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6) "I believe in	living for now;	the future wil	I take care of	itself"
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7) "Most people with it"	e would comm	nit offences if i	they knew the	y could get away
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8) "I definitely v	von't get into t	trouble with th	e police in the	e next six months
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree

9) "I don't see myself as a real "criminal""

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				
10) "Committing crime is quite exciting"								
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				
11) "I find it hard	d to resist an o	opportunity to	commit crime	"				
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				
12) "Many so-ca	alled crimes a	re not really w	rong"					
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				
13) "My crimes	have never ha	armed anyone	"					
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				
14) "If things go	wrong for me	, I might offer	nd again"					
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				
15) <i>"I am not re</i>	ally a criminal	27						
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				
16) "I always seem to give in to temptation"								
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				
17) "When people have no money, they can't be blamed for stealing"								
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree				

18) "There was no victim of my offence(s)"

Agree

Strongly Agree Unsure Strongly Disagree Agree **Disagree** 19) "I wouldn't commit the offence again" **Strongly Agree Unsure Disagree Strongly Disagree** Agree 20) "Once a criminal, always a criminal" **Strongly Agree** Agree **Unsure Disagree Strongly Disagree** 1) "On the whole, I am satisfied with myself" **Strongly Agree Strongly Disagree** Agree **Disagree** 2) "At times, I think I am no good at all" **Strongly Agree** Agree **Disagree Strongly Disagree** 3) "I feel that I have a number of good qualities" **Strongly Agree Strongly Disagree** Agree **Disagree** 4) "I am able to do things as well as most other people" **Strongly Agree** Agree **Disagree Strongly Disagree** 5) "I feel I do not have much to be proud of" **Strongly Agree Disagree Strongly Disagree** Agree 6) "I certainly feel useless at times" **Strongly Agree Disagree Strongly Disagree**

7) "I feel that I'm a person of worth, at least on an equal plane with others" **Strongly Agree** Agree Disagree **Strongly Disagree** 8) "I wish I could have more respect for myself" **Strongly Agree** Agree **Disagree Strongly Disagree** 9) "All in all, I am inclined to feel that I am a failure" **Strongly Agree Disagree Strongly Disagree Agree** 10) "I take a positive attitude toward myself" **Strongly Agree Agree Disagree Strongly Disagree**

The Hassle Inventory

Please answer the following statements by circling your response

1) Problems with money

Big hassle	Hassle	Small hassle	No hassle at all
2) Problems wit	th relationships		
Big hassle	Hassle	Small hassle	No hassle at all
3) Problems wit	th employment / pros	spects	
Big hassle	Hassle	Small hassle	No hassle at all
4) Controlling te	emper		
Big hassle	Hassle	Small hassle	No hassle at all
5) Need for extr	ra excitement in life		
Big hassle	Hassle	Small hassle	No hassle at all
6) Family proble	ems		
Big hassle	Hassle	Small hassle	No hassle at all
7) Problem of h	ealth and fitness		
Big hassle	Hassle	Small hassle	No hassle at all

8) Tendency to get bored

Big hassle	Hassle	Small hassle	No hassle at all						
9) Problems w	9) Problems with housing								
Big hassle	Hassle	Small hassle	No hassle at all						
10) <i>Problems</i> พ	vith drink/ drugs								
Big hassle	Hassle	Small hassle	No hassle at all						
11) <i>Problems</i> พ	vith gambling								
Big hassle	Hassle	Small hassle	No hassle at all						
12) Depressed									
Big hassle	Hassle	Small hassle	No hassle at all						
13) <i>Problems</i> и	vith feeling good abo	ut self							
Big hassle	Hassle	Small hassle	No hassle at all						
14) Problems with lack of confidence									
Big hassle	Hassle	Small hassle	No hassle at all						
15) Lots of worries									
Big hassle	Hassle	Small hassle	No hassle at all						

Thank you for completing the questionnaire



Recre8 Programme POST-Questionnaire

Name.			Age.	
Date:			Length of order:	
Recre8 Progamme and finish date:			Number of sessions attended:	
Compliance with Pr	ogramme:			
Compliance with ot programmes:	her			
Any convictions sin on programme:	ice taking part			
:				
:				
Current employmen	nt/education			
Any notable change	e since completior	ı of p	programme:	
Asset score:				
Level of Risk: (Please circle)	Low		Medium	High

Course Evaluation

Please answer all of the questions below. Thank you.

Workshop:		
Date:		
Facilitators:		

Ple	ase tick your response to each statement.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	I enjoyed the programme.					
2.	The programme made me think of my own behaviour.					
3.	My behaviour was good throughout the programme.					
4.	The storyline was interesting.					
5.	The length of the programme was good for me.					
6.	The props used in the programme were interesting.					

	ease circle 'Yes' or 'No' to the llowing statements	Response	Please comment
1.	I found some of the work difficult.	Yes / No	
2.	I learnt some new things about gangs.	Yes / No	
3.	I thought the way that the programme was delivered was good.	Yes / No	
4.	The content (story) made me think about the effects of being part of a gang.	Yes / No	

Which parts of the programme did you like the most?
What would you have liked more of in this programme?
What do you think you have learnt from this programme?

Thank you for your feedback. Recre8 take all comments on board.

Please answer the following statements by circling your response.

1) "On the who	le, I am satisf	ied with myse	lf"
Strongly Agree	Agree	Disagree	Strongly Disagree
2) "At times, I th	nink I am no g	ood at all"	
Strongly Agree	Agree	Disagree	Strongly Disagree
3) "I feel that I h	ave a numbe	r of good qual	ities"
Strongly Agree	Agree	Disagree	Strongly Disagree
4) "I am able to	do things as ı	well as most o	ther people"
Strongly Agree	Agree	Disagree	Strongly Disagree
5) "I feel I do no	t have much t	to be proud of	27
Strongly Agree	Agree	Disagree	Strongly Disagree
6) "I certainly fe	el useless at i	times"	
Strongly Agree	Agree	Disagree	Strongly Disagree
7) "I feel that I'n	n a person of	worth, at least	on an equal plane with others
Strongly Agree	Agree	Disagree	Strongly Disagree
8) "I wish I could	d have more r	espect for my	self"
Strongly Agree	Agree	Disagree	Strongly Disagree
9) "All in all, I ar	n inclined to f	eel that I am a	a failure"

Strongly Agree	Agree	Disagree	Strongly Disag	ree			
10) "I take a positive attitude toward myself"							
Strongly Agree	Agree	Disagree	Strongly Disag	ree			
	The	Hassle Inver	<u>ntory</u>				
Please answer the	following stat	tements by cir	cling your res	ponse			
1) Problems w	ith money						
Big hassle	Hassle	Small	hassle	No hassle at all			
2) Problems w	2) Problems with relationships						
Big hassle	Hassle	Small	hassle	No hassle at all			
3) Problems w	ith employme	nt / prospects					
Big hassle	Hassle	Small	hassle	No hassle at all			
4) Controlling	temper						
Big hassle	Hassle	Small	hassle	No hassle at all			
5) Need for extra excitement in life							
Big hassle	Hassle	Small	hassle	No hassle at all			
6) Family problems							
Big hassle 7) Problem of	Hassle health and fitr		hassle	No hassle at all			

Big hassle	Hassle	Small hassle	No hassle at all
8) Tendency to get bored			
Big hassle	Hassle	Small hassle	No hassle at all
9) Problems wi	th housing		
Big hassle	Hassle	Small hassle	No hassle at all
10) Problems w	ith drink/ drugs		
Big hassle	Hassle	Small hassle	No hassle at all
11) Problems w	ith gambling		
Big hassle	Hassle	Small hassle	No hassle at all
12) Depressed			
Big hassle	Hassle	Small hassle	No hassle at all
13) Problems with feeling good about self			
Big hassle	Hassle	Small hassle	No hassle at all
14) Problems with lack of confidence			
Big hassle	Hassle	Small hassle	No hassle at all
15) Lots of worries			
Big hassle Please answer the	Hassle following statements	Small hassle by circling your resp	No hassle at all oonse.

Strongly Agree Agree **Unsure** Disagree **Strongly Disagree** 2) "I have never hurt anyone by what I have done" **Strongly Agree** Disagree **Strongly Disagree** Agree **Unsure** 3) "I will always get into trouble" **Strongly Agree** Agree **Unsure Disagree Strongly Disagree** 4) "Crime has now become a way of life for me" **Strongly Agree** Agree **Unsure** Disagree **Strongly Disagree** 5) "Crime can be a useful way of getting what you want" **Strongly Agree** Agree **Unsure** Disagree **Strongly Disagree** 6) "I believe in living for now; the future will take care of itself" **Strongly Agree** Agree **Unsure** Disagree **Strongly Disagree** 7) "Most people would commit offences if they knew they could get away with it" **Strongly Agree Strongly Disagree** Agree **Unsure** Disagree 8) "I definitely won't get into trouble with the police in the next six months" **Strongly Agree** Agree **Unsure** Disagree **Strongly Disagree** 9) "I don't see myself as a real "criminal"" **Strongly Agree Strongly Disagree** Agree **Unsure Disagree** 10) "Committing crime is quite exciting"

1) "In the end, crime does pay"

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11) "I find it hard to resist an opportunity to commit crime"				
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12) "Many so-ca	alled crimes a	re not really w	rong"	
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
13) "My crimes	have never ha	armed anyone	, "	
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
14) "If things go	wrong for me	e, I might offer	nd again"	
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
15) "I am not really a criminal"				
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
16) "I always seem to give in to temptation"				
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
17) "When people have no money, they can't be blamed for stealing"				
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
18) "There was no victim of my offence(s)"				
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
19) "I wouldn't commit the offence again"				

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
20) "Once a	criminal, alwa	ays a criminal"		
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree

Thank you for completing the questionnaire.



Recre8 Programme FOLLOW-UP-Questionnaire

Name:		Age:		
Date:		Length remaining on order/ length since completion of order:		
Any convictions sir on programme:	nce taking part			
Current employment/education status:				
Any notable change since completion of programme:				
Asset score:				
Level of Risk: (Please circle)	Low	Medium	High	

The Hassle Inventory

Please answer the following statements by circling your response

1) Problems with money			
Big hassle	Hassle	Small hassle	No hassle at all
2) Problems with relationships			
Big hassle	Hassle	Small hassle	No hassle at all
3) Problems w	ith employment / pro	spects	
Big hassle	Hassle	Small hassle	No hassle at all
4) Controlling	temper		
Big hassle	Hassle	Small hassle	No hassle at all
5) Need for extra excitement in life			
5) Need for ex	tra excitement in life		
5) Need for ex Big hassle	tra excitement in life	Small hassle	No hassle at all
,	Hassle	Small hassle	No hassle at all
Big hassle	Hassle	Small hassle Small hassle	No hassle at all
Big hassle 6) Family prob Big hassle	Hassle llems		
Big hassle 6) Family prob Big hassle	Hassle llems Hassle		
Big hassle 6) Family prob Big hassle 7) Problem of	Hassle Hassle health and fitness Hassle	Small hassle	No hassle at all

9) Problems with housing

Big hassle	Hassle	Small hassle	No hassle at all
10) Problems with drink/ drugs			
Big hassle	Hassle	Small hassle	No hassle at all
11) Problems with gambling			
Big hassle	Hassle	Small hassle	No hassle at all
12) Depressed			
Big hassle	Hassle	Small hassle	No hassle at all
13) Problems with feeling good about self			
Big hassle	Hassle	Small hassle	No hassle at all
14) Problems with lack of confidence			
Big hassle	Hassle	Small hassle	No hassle at all
15) Lots of worries			
Big hassle	Hassle	Small hassle	No hassle at all
Please answer the following statements by circling your response.			
1) "In the end, crime does pay"			

2) "I have never hurt anyone by what I have done"

Unsure

Disagree

Strongly Disagree

Agree

Strongly Agree

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3) <i>"I will alwa</i> y	rs get into trou	ble"		
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4) "Crime has	now become	a way of life fo	or me"	
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5) "Crime can	be a useful w	ay of getting v	vhat you want	.,25
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
6) "I believe ir	living for now	; the future w	ill take care of	itself"
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7) "Most peop with it"	le would comi	mit offences if	they knew the	ey could get away
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8) "I definitely	won't get into	trouble with t	he police in th	e next six months'
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9) "I don't see	myself as a re	eal "criminal""		
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
10) "Committir	ng crime is qui	te exciting"		
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree

11) "I find it hard to resist an opportunity to commit crime"

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						
12) <i>"Many</i> so-c	12) "Many so-called crimes are not really wrong"									
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						
13) "My crimes	have never h	armed anyon	e"							
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						
14) "If things g	o wrong for m	e, I might offe	nd again"							
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						
15) "I am not re	eally a crimina	l"								
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						
16) <i>"I alway</i> s s	eem to give in	to temptation	"							
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						
17) "When peo	pple have no n	noney, they ca	an't be blamed	l for stealing"						
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						
18) <i>"There was</i>	s no victim of r	my offence(s)'	"							
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						
19) "I wouldn't	commit the of	fence again"								
Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree						

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree			
1) "On the whole	e, I am satisfie	ed with myself	5 77				
Strongly Agree	Agree	Disagree	Strongly Disagree				
2) "At times, I th	nink I am no go	ood at all"					
Strongly Agree	Agree	Disagree	Strongly Disagr	ree			
3) "I feel that I h	ave a number	r of good qual	ities"				
Strongly Agree	Agree	Disagree	Strongly Disag	ree			
4) "I am able to	o do things as	well as most	other people"				
Strongly Agree	Agree	Disagree	Strongly Disagr	ree			
5) "I feel I do no	t have much t	o be proud of	"				
Strongly Agree	Agree	Disagree	Strongly Disagr	ee			
6) "I certainly fe	el useless at t	imes"					
Strongly Agree	Agree	Disagree	Strongly Disagr	ree			
7) "I feel that I'n	n a person of v	worth, at least	on an equal p	olane with others"			
Strongly Agree	Agree	Disagree	Strongly Disagr	ee			
8) "I wish I could	d have more r	espect for my	self"				
Strongly Agree	Agree	Disagree	Strongly Disagr	ree			
9) "All in all, I ar	m inclined to fe	eel that I am a	failure"				

Strongly Agree Agree	Disagree	Strongly Disagree
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10) "I take a positive attitude toward myself"

Strongly Agree Agree Disagree Strongly Disagree

Thank you for completing the questionnaire.



Core Profile



Additional information on answering the questions marked by asterisks on this form is given in the guidance notes.

Personal details		
Surname	First name(s)	
Other names	Gender: Male / Female	Date of birth
*Unique ID	*Police National Computer	number
*Address		
		*Postcode
Phone numbers (home, mol	oile, work)	
*Ethnic classification	(2001 census) Information no	ot obtainable
White	British Irish	Other White
Black/Black British	Caribbean African	Other Black
Asian/Asian British	Indian Pakistani	Bangladeshi Other Asian
Mixed	White/Black White/Black Caribbean African	White/Asian Other Mixed
Chinese/Other ethnic group	Chinese Any other	
Preferred language (other th	nan English)	
Information used for	or assessment (Please tick all	that apply.)
Interview	Crown Prosecution Service	General practitioner
Case record	Solicitor	Mental health service
Family/carer	Previous convictions	Other health service
School	Residential home/hostel	Drug/alcohol service
Social Services Department	Housing association	Young Offender Institution
Victim	Local education authority	Secure unit
Police	Careers guidance service	Voluntary organisation
*Com	mon Assessment Framework	Lead Professional
Other (e.g. club, religious o	organisation, local youth projects)	
Give details of any parti	cular difficulties in obtaining in	nformation.
Specify any significant p	vieces of information still to be	obtained.
Assessment completed by		_ Date completed

Offence details		*Seriousness score (1-8)
*Primary index offence		
Additional offences		
Outline of current offence(s)		
*Case stage		,
Referral Order	Pre-sentence report	Post-sentence
Mid-Detention and Training Order	*Review	End order
*Victim/s (Please tick all t	hat apply.)	
*Specific, targeted victim	*Vulnerable victim	*Repeat victim
Victim not known to him/her	Racially motivated offence	
Details		

Offence analysis

Please use the framework below to describe and analyse the young person's offending behaviour regarding current offences.

*Actions and intentions

- What was the offence?
- · Where, when, and with whom was it committed?
- What methods were used?
- · What degree of planning was involved?
- Were any weapons used?
- · What was the value of money or property stolen?
- Were alcohol and/or drugs used at the time of the offence?
- . Was it a group offence? If so, was the young person a leader or follower?
- · What were the intentions of the young person?
- · What were the differences between their intentions and their actions?
- Was the victim targeted/random/groomed/particularly vulnerable?
- · Were there any other aggravating or mitigating factors?

*Outcomes and consequences

- . What is the impact on the victim in the immediate and the longer term?
- What are the consequences for the young person (e.g. reaction to arrest and detention, response from family)?

*Reasons and motives

- What were the young person's personal and social circumstances at the time?
- What were the young person's motives?
- What were the young person's attitudes?
- Does the young person have any particular attitudes/beliefs which might have influenced the
 offence (e.g. a belief that certain types of behaviour are justified, racial motivation, triggers,
 disinhibitors)?

*Patterns of offending behaviour

- · Are there any similarities or differences with previous behaviour?
- Has there been an increase/decrease in seriousness and/or frequency?
- Does the young person show a specialisation/diversity of offences?
- · Are there any gaps in offending patterns?
- Has the young person made previous attempts to desist?

Criminal hist	ory									
Age at first Reprimand/Caution	10	11	12	13	14	15	16 	17	N/A	Don't know
Age at first conviction	10	11	12	13	14	15	16	17	N/A	Don't know
Number of previous convictions	10+	8-9	6-7	5	4	3	2	1	0	Don't know
Previous custodial sentences							2+	1	0	Don't know
*Time since last conv or pre-court dispos:		Up to.	3 mo	nths (6 month	ns 12 r	months	1 year	+ N/A	Don't know
Previous dispos	als									
Please indicate received any of						as eve	r			
	D	ate/s								
Final Warning				Super	vision (Order				
Referral Order				Comn	nunity !	Punishr	nent O	rder		
Reparation Order				Comn	nunity I	Rehabili	tation (Order		
Action Plan Order				*Oth	er dispo	osals, e.	g. fine			
ASBO										
Have there been a complete or comp					?		Yes	No I	Don't kn	ow N/A
Details (Please exp	lain rea	isons f	or any	'Don't	know' 1	respons	es.)			

		Yes	No	Don't know
Is the young person's name on the sex offenders' re	egister?			
*Any other previous contact with Yot? (e.g. YISP, YIP, Splash, ABC, referral for Child Safety O	Order)			
Details (This does not include the information records	ed above :	about prev	ious dis	posals.)
Care history and 'looked after' sta	itus			
Please indicate whether any of the following apply to the young person.	Current	Previous	Never	Don't know
Accommodated by voluntary agreement with parents (s20 Children Act 1989)				
Subject to a care order (s31 Children Act 1989)				
Remand to local authority accommodation (\$23(1) Children and Young Person's Act 1969)				
If the young person is 16 or 17 and you have ticked	a 'curren	t' or 'previ	ous' box	above:
*Is s/he an 'eligible child' (still in care and looked af least 13 weeks since the age of 14)?	ter for at	Yes	No	Don't know
*(If 'No') Is s/he a 'relevant child' (has left care but looked after for at least 13 weeks from the age of for some time while 16 or 17)?				
Other social services contact	Current	Previous	Never	Don't know
His/her name has been placed on the child protection registe *Any other referrals to or contact with social services Any social services involvement with siblings	r 📗			
Details (Please explain reasons for any 'Don't know' rethe young person's care history which you consider re		and outlin	e any as	spects of

1. Living	arra	angement	5			
*Who has the you	ing pers	son been mostly liv	ing with	over the	last six	months?
Mother Father Step-parent Foster carer/s Sibling/s		Grandparent/s Other family By self Partner Own child(ren)		Friend/s Residents or institut Other/s		
If his/her <i>current</i> li	ving arı	rangements are diffe	rent, ple	ase specify	below.	
Please indicate w apply to the your		any of the follow	ing	Yes	No	Don't know
*No fixed abode						
*Unsuitable, does not n basic amenities)	neet his/h	er needs (e.g. overcrowd	ed, lacks			
Deprived household (e.g	g. depend	lent on benefits, entitlem	ent to free			
*Living with known of	offender/s	6				
Absconding or staying	away (e.g	g. ever reported as missi	ng person)			
*Disorganised/chaotic	(e.g. diffe	erent people coming and	d going)			
*Other problems (e.g.	uncerta	inty over length of stay	7)			
Evidence (Please expl	ain reaso	ons for any 'Don't kno	w' respon	ses.)		
*Rate the extent to are associated with	which th	ne young person's livinelihood of further offe	ng arrango	ements 0	1 2	3 4
(0 = not associated, 4 =			5			

2. Family and personal relationships Which family members or carers has the young person been in contact with over the last six months? Birth mother Grandparent/s Other significant adults (e.g. neighbour, Birth father Sibling/s family friend) Adoptive parent/s Partner Step-parent Own child(ren) Other/s Foster carer/s Other family Please indicate whether any of the following apply to the young person. Yes No Don't know *Evidence of family members or carers with whom the young person has been in contact over the last six months being involved in criminal activity *Evidence of family members or carers with whom the young person has been in contact over the last six months being involved in heavy alcohol misuse *Evidence of family members or carers with whom the young person has been in contact over the last six months being involved in drug or solvent misuse *Significant adults fail to communicate with or show care/interest in the young person Inconsistent supervision and boundary setting *Experience of abuse (i.e. physical, sexual, emotional, neglect) *Witnessing other violence in family context *Significant bereavement or loss *Difficulties with care of his/her own children N/A Other problems (e.g. parent with physical/mental health problem, loss of contact, acrimonious divorce of parents, other stress/tension)

*Rate the extent to which the young person's family and personal 0 1 2 3 4

Evidence (Please explain reasons for any 'Don't know' responses.)

relationships are associated with the likelihood of further offending.

(0 = not associated, 4 = very strongly associated)

3. Education, training and employment Engagement in education, training or employment (ETE) Yes No *Is the young person of compulsory school age? Which of the following best describe his/her current ETE situation? (Tick as many as apply.) Work experience College/further education Mainstream school Special school Full time work Other training course Part time work Unable to work (e.g. incapacity) Pupil referral unit Other specialist unit Casual/temporary work Looking after family Community home with Unemployed Nothing currently arranged education Other New Deal Home tuition Pre-employment/lifeskills training *How many hours of ETE are arranged each week? *How many hours of ETE is she/he currently engaged in/receiving per week?___ hours *Is there evidence of non-attendance? (Please tick relevant reasons and give details below.) Permanent exclusion Fixed-term exclusion Family issues Illness Other non-attendance (specify)_ Evidence (Please explain reasons for any 'Don't know' responses.) Educational attainment Yes No Don't know Does s/he have any educational qualifications? Does s/he have vocational/practical qualifications? *Have special needs (SEN) been identified? N/A If 'yes', does s/he have a statement of SEN? Does s/he have difficulties with literacy? Does s/he have difficulties with numeracy? Does s/he have difficulties caused by a severe lack of English

(or Welsh, if applicable) language skills?

Evidence (Please explain reasons for any 'Don't know' responses	.)		
Other factors relating to engagement in ETE	Yes	No	Don't know
Negative attitudes towards ETE			
Lack of attachment to current ETE provision (e.g. wants to leave, cannot see benefits of learning)			
*Bullied			
*Bullies others			
Poor relationships with most teachers/tutors/employers/colleagues			
Negative parental/carer attitudes towards education/training or employment			
Other problems (e.g. frequent changes of school/educational placement, school is unchallenging/boring, disability, lack of stable address meaning difficulties securing work, no money to buy books/tools/equipment).			
Evidence (Please explain reasons for any 'Don't know' responses	.)		
*Rate the extent to which the young person's education, training employment is associated with the likelihood of further offendi		0 1	2 3 4
(0 = not associated, 4 = very strongly associated)			

4. Neighbourhood			
*Please give a brief description of the neighbourhood person spends most of their time.	od in	which t	he young
Please indicate whether any of the following are a problem in the neighbourhood.	Yes	No	Don't know
*01 :			
*Obvious signs of drug dealing and/or usage	Н		
Isolated location/lack of accessible transport			
*Lack of age-appropriate facilities (e.g. youth clubs, sports facilities) Racial or ethnic tensions	П		H
Other problems (e.g. lack of amenities such as shops or post			
office, opportunities to sell stolen goods, red-light district, tension between police and local community)			
Evidence (Please explain reasons for any 'Don't know' responses.)		
*Rate the extent to which the young person's neighbourhood associated with the likelihood of further offending.	is 0	1 2	3 4
(0 = not associated, 4 = very strongly associated)			

5. Lifestyle			
Please indicate whether the following are characteristic of the young person's lifestyle.	Yes	No	Don't know
*Lack of age-appropriate friendships			
*Associating with predominantly pro-criminal peers			
*Lack of non-criminal friends			
Has nothing much to do in spare time			
*Participation in reckless activity			
*Inadequate legitimate personal income			
Other problems (e.g. gambling, staying out late at night, loneliness)			
Evidence (Please explain reasons for any 'Don't know' responses.)		
*Rate the extent to which the young person's lifestyle is associated with the likelihood of further offending.	0	1 2	3 4
(0 = not associated, 4 = very strongly associated)			

6. Substance use

Please answer the questions below to give details of substance use (based on the information currently available).

	*Ever used	*Recent use	Age at first use	Not known to have used
Tobacco				
Alcohol (Please specify types of alcohol in evidence box.)	· _			
Solvents (glue, gas and volatile substances e.g. petrol, lighter fuel)				
Cannabis				
Ecstasy				
Amphetamines				
LSD				
Poppers				
Cocaine				П
Crack		Ħ		Ī
Heroin	Ħ	Ħ		Ħ
Methadone (obtained legally or illegally – specify in evidence box)				
Tranquilisers				
Steroids	Ħ	Ħ		Ħ
Other (Please specify in evidence box.)				
Please indicate whe	•	f the follow	ing apply Yes	s No Don't know
*Practices which put him sharing equipment, poly	/her at parti	cular risk (e.g. i	njecting,	
*Sees substance use as po	ositive and/or	essential to life	e	
*Noticeably detrimental of	effect on educ	cation, relations	hips, daily	
Offending to obtain mon	ey for substa	nces		
Other links to offending possessing/supplying illega				
Evidence (Please explain	reasons for	any 'Don't kno	w' responses.)	
*Rate the extent to wh is associated with the				0 1 2 3 4
(0 = not associated, 4 = very	strongly assoc	riated)		

7. Physical health			
Please indicate whether any of the following apply to the young person.	Yes	No	Don't know
*Health condition which significantly affects everyday life functioning			
*Physical immaturity/delayed development			
*Problems caused by not being registered with GP			
*Lack of access to other appropriate health care services (e.g. dentist)			
*Health put at risk through his/her own behaviour (e.g. hard drug use, unsafe sex, prostitution)			
Other problems (prescribed medication, binge drinking, obesity, poor diet, smoking, hyperactivity, early or late physical maturation)			
Evidence (Please explain reasons for any 'Don't know' responses.)			
*Rate the extent to which the young person's physical health is associated with the likelihood of further offending. (0 = not associated, 4 = very strongly associated)	is 0	1 2	3 4

alth		
ected Yes	No	Don't know
)		
Yes	No	Don't know
Yes	No	Don't know
)		
V	NI.	David
ies	No	Don't know
	_	
erates wit	h treat	ment etc.
erates wit	h treat	ment etc.
erates wit	h treat	ment etc.
erates wit	h treat	ment etc.
erates wit		ment etc.
	Yes Yes Yes	Yes No Yes No Yes No Yes No Yes No Yes No

*S/he has difficulties with self-identity. *S/he has inappropriate self-esteem (e.g. too high or too low). *S/he has a general mistrust of others. Sees him/herself as a victim of discrimination or unfair treatment (e.g. in the home, school, community, prison). *S/he displays discriminatory attitudes towards others (e.g. race, ethnicity, religion, gender, age, class, disability, sexuality).	9. Perception of self and of	ther	' S	
*She has a general mistrust of others. Sees him/herself as a victim of discrimination or unfair treatment (e.g. in the home, school, community, prison). *She displays discriminatory attitudes towards others (e.g. race, ethnicity, religion, gender, age, class, disability, sexuality). *She perceives him/herself as having a criminal identity. Evidence (Please explain reasons for any 'Don't know' responses.) *Rate the extent to which the young person's perception of self O 1 2 3 4	Please indicate whether any of the following apply to the young person.	Yes	No	Don't knov
*S/he has a general mistrust of others. Sees him/herself as a victim of discrimination or unfair treatment (e.g. in the home, school, community, prison). *S/he displays discriminatory attitudes towards others (e.g. race, ethnicity, religion, gender, age, class, disability, sexuality). *S/he perceives him/herself as having a criminal identity. Evidence (Please explain reasons for any 'Don't know' responses.) *Rate the extent to which the young person's perception of self O 1 2 3 4	*S/he has difficulties with self-identity.			
Sees him/herself as a victim of discrimination or unfair treatment (e.g. in the home, school, community, prison). *S/he displays discriminatory attitudes towards others (e.g. race, ethnicity, religion, gender, age, class, disability, sexuality). *S/he perceives him/herself as having a criminal identity. Evidence (Please explain reasons for any 'Don't know' responses.) *Rate the extent to which the young person's perception of self 0	*S/he has inappropriate self-esteem (e.g. too high or too low).			
*Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self *Rate the extent to which the young person's perception of self	*S/he has a general mistrust of others.			
ethnicity, religion, gender, age, class, disability, sexuality). *S/he perceives him/herself as having a criminal identity. Evidence (Please explain reasons for any 'Don't know' responses.) *Rate the extent to which the young person's perception of self 0 1 2 3 4	Sees him/herself as a victim of discrimination or unfair treatment (e.g. in the home, school, community, prison).			
*Rate the extent to which the young person's perception of self	*S/he displays discriminatory attitudes towards others (e.g. race, ethnicity, religion, gender, age, class, disability, sexuality).			
*Rate the extent to which the young person's perception of self 0 1 2 3 4	*S/he perceives him/herself as having a criminal identity.			
	Evidence (Please explain reasons for any 'Don't know' responses	.)		
			1 2	2 3 4

10. Ininking and benaviour			
*Are the young person's actions characterised by any of the following?	Yes	No	Don't know
*Lack of understanding of consequences (e.g. immediate and longer term outcomes, direct and indirect consequences, proximal and distal consequences)			Don't know
*Impulsiveness			
*Need for excitement (easily bored)			
*Giving in easily to pressure from others (lack of assertiveness)	$\overline{\Box}$	\Box	
Poor control of temper	$\overline{\sqcap}$	$\overline{\Box}$	
*Inappropriate social and communication skills			
*Does the young person display any of the following			
types of behaviour?	Yes	No	Don't know
*Destruction of property			
*Aggression towards others (e.g. verbal, physical)			
*Sexually inappropriate behaviour			
*Attempts to manipulate/control others			
Evidence (Please explain reasons for any 'Don't know' responses	.)		
*Rate the extent to which the young person's thinking and		0 1 2	2 3 4
behaviour is associated with the likelihood of further offence	ding. L		
(0 = not associated, 4 = very strongly associated)			

11. Attitudes to offending			
*Please indicate whether the young person displays any of the following attitudes.	Yes	No	Don't know
*Denial of the seriousness of his/her behaviour			
*Reluctance to accept any responsibility for involvement in most recent offence/s			
*Lack of understanding of the effect of his/her behaviour on victims (if victimless, on society)			
*Lack of remorse			
*Lack of understanding about the effects of his/her behaviour on family/carers			
*A belief that certain types of offences are acceptable			
*A belief that certain people/groups are acceptable 'targets' of offending behaviour			
*S/he thinks that further offending is inevitable			
*Rate the extent to which the young person's attitudes to offending is associated with the likelihood of further offend (0 = not associated, 4 = very strongly associated)	ding.	1 :	2 3 4

12. Motivation to change			
Please indicate whether the young person displays any of the following attitudes.	Yes	No	Don't know
*Has an appropriate understanding of the problematic aspects of his/her own behaviour			
Shows real evidence of wanting to deal with problems in his/her life			
*Understands the consequences for him/herself of further offending			
*Has identified clear reasons or incentives for him/her to avoid further offending			
*Shows real evidence of wanting to stop offending			
Will receive positive support from family, friends or others during any intervention			
Is willing to co-operate with others (family, Yot, other agencies) to achieve change			
*Rate the extent to which the young person's motivation to change is associated with the likelihood of further offending (0 = not associated, 4 = very strongly associated)	g. [0 1	2 3 4

Summary of dynamic risk factors

	Rating		Rating
1. Living arrangements		7. Physical health	
2. Family and personal relationships		8. Emotional and mental health	
3. Education, training and employment		9. Perception of self and others	
4. Neighbourhood		10. Thinking and behaviour	
5. Lifestyle		11. Attitudes to offending	
6. Substance use		12. Motivation to change	
		Total score from	
		sections 1-12 (max. 48)	

Any other rel	levant informat	ion		

Positive factors

Please tick the relevant boxes to indicate the presence of positive factors in the young person's life. If, for any question, there do not seem to be any positives (or you are unsure) please leave that particular box blank. Use the evidence boxes to explain what impact the different factors may have on the likelihood of reoffending.

Individual factors	Current (or potential)
Education/training/work experience that enhances confidence and self-esteem (e.g. good at certain subjects, demonstrates practical skills, recognition of achievements)	
Has obtained qualifications that will help him/her to obtain employment	
Has some friends who are not involved in offending, model positive social behaviour etc.	
Positive and constructive things to do in his/her spare time	
Evidence	

	Current (or potential)
A sense of self-efficacy (e.g. that she/he can take action to change things, displays optimism)	
A goal, ambition, sense of direction or something to 'aim at' in life	
Opportunities for 'turning points' (e.g. change of school, moving to a new area, new social opportunities)	
Resilience (e.g. copes well with difficulties, knows where to seek help seems to spring back quickly from adversity)),
Has engaged well with previous interventions (e.g. from YISP, YIP, Positive Activities or other initiatives, interventions by other agencies)
Evidence	
E 1 . C	
ramily factors	Current (or potential)
Strong, stable relationship with at least one parent or other	Current (or potential)
Strong, stable relationship with at least one parent or other family member	Current (or potential)
Family factors Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and norms	Current (or potential)
Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and	Current (or potential)
Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and norms	Current (or potential)
Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and norms	Current (or potential)
Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and norms	Current (or potential)
Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and norms	Current (or potential)
Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and norms	Current (or potential)
Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and norms	Current (or potential)
Strong, stable relationship with at least one parent or other family member Parent/s or carers who value education/training/employment Family members or carers who model pro-social behaviour and norms	Current (or potential)

Community factors	Current (or potential)
Professional help/support, e.g. receiving support/counselling, other agency involvement with family	
School is interested in the young person's progress, keen to get involved and help	
Strong, stable relationship with an adult outside of the family home (e.g. teacher, youth club leader, neighbour)	
Community offers opportunities for the young person to get involved with activities (e.g. youth centre, sports facilities that caters for the young person's interests, other interest groups)	
If applicable, young person receives strong support from cultural and ethnic communities	
Evidence	
Any other positive factors that can be identified (e.g. stable accommodation, good transport links)	
Details	

Indicators of vulnerability

This section focuses on the possibility of harm being caused to the young person.

The first three questions should be completed in all cases; the last two, regarding previous custodial sentences and current concerns about vulnerability in custody, are not always required, but can be used where a young person is likely to receive a custodial sentence and there are concerns about his or her vulnerability within a secure establishment.

*Is there evidence that s/he is likely to be vulnerable as a result of the following?			
J	Yes	No	Don't know
The behaviour of other people (e.g. bullying, abuse, neglect, intimidation, exploitation)			
Other events or circumstances (e.g. separation, anniversary of loss, change of care arrangements)			
His/her own behaviour (e.g. risk taking, ignorance, drugs, acting out, inappropriate response to stress)			
Evidence (Please explain reasons for any 'Don't know' responses	,		
*Are there indications that s/he is at risk of self-harm or suicide?	Yes	No	Don't know
Evidence (Please explain reasons for any 'Don't know' responses	.)		

*Are there any protective factors that may reduce his/her vulnerability?	Yes	No	Don't know
Evidence (Please explain reasons for any 'Don't know' responses.)			
Are there any known problems during previous	Yes	No	Don't know
custodial sentences?			
If yes, please specify (i.e. self-harm, attempted suicide, or victim of bu	llying) a	nd pro	vide details
Are there any current concerns about vulnerability if s/he were to go to custody?	Yes	No	Don't know
If yes, please specify the nature of the problems, and circumstances to occur	s in whi	ch they	are likely

Indicators of risk of serious harm to others

This section focuses on the possibility of the young person causing serious harm to other people. Serious harm is defined as 'death or injury (either physical or psychological) that is life threatening and/or traumatic and from which recovery is expected to be difficult, incomplete or impossible'.

*Do any of the following apply to the young person in relation to the current offence/s?	Yes	No	Don't know
S/he has been convicted of a serious specified offence	Yes	No	Don't know
S/he is being sentenced in the Crown Court for a specified offence	Yes	No	Don't know
A Youth Court has specifically requested that the pre-sentence report risk assessment should contribute to the court's assessment of 'dangerousness', in order to determine whether to remit the case to the Crown Court for sentencing	Yes	No	Don't know
*Has the young person ever been assessed as presenting 'a risk to children'?	Yes	No	Don't know
If you have answered 'yes' to either of the questions above, you mu <i>Serious Harm</i> form. If none of these cases applies, please complete account of known offences and other behaviour that may not hav (e.g. behaviour within the family, at school, in institutions, toward to either of the questions, you must go on to complete the full <i>Ris</i>	e the que e resulte ds staff).	estions bed in a co . If you a	elow. Take onviction answer 'yes'
*Is there any evidence of the following?	Yes	No	Don't know
Behaviour by the young person which resulted in actual serious harm being caused			
Behaviour which indicates that s/he was intending or preparing to cause serious harm			
*Other (e.g. reckless or unintentional) behaviour that was very likely to have caused serious harm			

Do any of the following indicate that there may be a risk of serious harm?	Yes	No	Don't know
*Other features of his/her offending (e.g. unduly sophisticated methods, use of weapons, targeting)			
His/her attitudes and motives (e.g. driven by desires for revenge, control or by discriminatory beliefs)			
*Current interests or activities (e.g. fascination with military paraphernalia, networks/associates)			
*Do any of the following cause significant concern?	Yes	No	Don't know
*Any other disconcerting or disturbing behaviour by the young person (e.g. cruelty to animals)			
*Young person has said, indicated or threatened that s/he might cause serious harm to others			
*Others (e.g. family, school) have expressed concern that the young person might cause serious harm to others			
*Any other intuitive or 'gut' feelings about possible harmful behaviour			
Details (Where there are 'don't know' responses, specify what ad needed in order to make a judgement.)	unionai	mioima	HOII 15

Appendix K – Interview Questions

Interview questions

Consent forms read and signed by participant.

Introduction – laying down the foundations

- 1) What were your expectations?
- 2) Did the project meet your expectations? If so which ones in particular?
- 3) Have you taken part in any other creative programmes during this or any previous sentences (both custody and community)?
- 3b) Is the Recre8 project different to any other creative projects that you have taken part in?
- 4) What information was given to you about this project before you started?
- 5) What other types of programmes are you currently taking part in (ETE, YOT referrals)

The project

- 6) What do you think you have achieved by taking part in this project?
- Please identify what has had the biggest impact on changing your views about particular aspects studied
- 8) What were your first impressions of the Recre8 project when you arrived?
- 9) How has your opinion towards the Recre8 offending behaviour project changed?
- 10) What do you remember about the project? (Prompt)
- 11) What were the differences between this project and other projects that you have taken part in?
- 12)Were there any parts of the programme that you could relate to? If so, what?
- 13)(Brief overview of project) What sort of issues has the project provided help with?
- 14)Please explain what you liked disliked about it in terms of
 - -Content
 - -Interest
 - -Participation
 - -Independent learning
- 15) Which parts of the process have been most helpful to you? Why?
- 16) Which parts have been least helpful? Why?

Changes in offending attitudes and behaviour

- 17) Have you continued to offend since you have been involved with Recre8?
- 18) Has it helped make a difference in your life?
- 19) Has it helped you understand the impact of your actions on others? How?

- 20) Has the project helped you change your views about offending? In what ways?
- 21)Do you think it is likely that you will commit the same offence again? Y/N? Why?
- 22)Do you think it is likely that you will commit another different offence? Y/N? Why?
- 23)What changes in your attitude/behaviour/feelings about yourself do you think have
 - occurred as a result of participating in this project?

Any other observations you may wish to add?

Appendix L – Referral Form



First Name:		Last/Fai	mily Name:	_
Age:		Date of Birth:	_	
Gender:				
☐ Male	☐ Female			
	t you feel appropriately describes			
☐ White British	☐ Black African ☐ Pakistani	□ Black Caribbean	□Black	Other *
☐ Mixed White & Asia	n 🗌 Pakistani	☐ Chinese		☐ White Irish
☐ Mixed White & Blac	k African	☐ Indian		□ Bangladeshi
☐ Asian Other *	☐ Mixed Other *	☐ White Other *	☐ Other *	
☐ Mixed White & Blac	k Caribbean	* please specify:		_
Address:				
Postcode:		Tel No:		
Situation before start	ing the programme (e.g. School/	PRU/College, excluded, unem	ployed, residential/	special needs cent
				•
Name of School/PRU/0	College; employer, training provide	er, residential/special needs ce	entre (if applicable):	
			entre (if applicable): _	
Does your young p	erson have any known gang		entre (if applicable): _	
Does your young p			entre (if applicable): _	
Does your young p	erson have any known gang		entre (if applicable): _	
Does your young p	erson have any known gang s – name and email:		entre (if applicable): _	
Does your young p Case worker detail Length of order: Please list any lear Any risk or informa	erson have any known gang s – name and email:	g affiliations?		
Does your young p Case worker detail Length of order: Please list any lear Any risk or informa facilitators:	erson have any known gang s – name and email: ning difficulties:	g affiliations? on that you feel may be o	f benefit to the R	ecre8

Dedicated to Creatively Challenging and Changing Offending Behaviour

Appendix M – Transcripts of Interviews

Interviewer: Hello and thank you for agreeing to take part in the interview. I'm going to ask you some questions about the Recre8 programme that you've done, so if you could answer them as honestly as possible. At the end of the interview, I'll type up what you've said and you can have a copy of it to read, so if there's anything in there that you're not happy with, I can take it out. Is that clear?

Participant A: Yeah.

Interviewer: So you've signed a consent form and you're willing to take part

in this interview?

Participant A: Yeah.
Interviewer: Ok. fantastic. So:

Interviewer: Ok, fantastic. So the first part I want to talk to you about is just the introduction to Recre8. Before you came on the programme, what were your expectations?

Participant A: Nothing really, it was like... I didn't really think anything of it; I just thought "yeah, I'll go!"

Interviewer: Ok. Erm, did you...enjoy doing the Recre8 project?

Participant A: Yeah, it was something different like...I haven't really done acting, but yeah it was something different.

Interviewer: Ok. So it was different in terms of acting. What else was different?

Participant A: Meeting new people to!

Interviewer: Ok. Brilliant. Have you taken part in any other, like creative

programmes? Whether it's drama, dance, art? In the past?

Participant A: Erm...when I was young I used to go to dance and stuff. Yeah like street dance and all of that stuff yeah...

Interviewer: Ok, and why did you stop?

Participant A: Got bored with it.

Interviewer: Ok. So then why did you decide to do Recre8?

Participant A: Well, from when I got in trouble with the police, the police said it was something I can go to. So my mum just said, "do you wanna go?" I said, "Yeah, I'll give it a go", but when I got there it was something that I liked!

Interviewer: So before you started to come, did the police or your worker give you any information about what Recre8 do?

Participant A: No.

Interviewer: So you kind of came not knowing what we did, who we were?

Participant A: I just knew it was drama, that's it.

Interviewer: Just drama. Ok. Are you taking part in any other programmes at

the moment through the Youth Offending Service?

Participant A: No.

Interviewer: Ok. Had you before you did this one?

Participant A: Yeah.

Interviewer: Ok, and were they anything like the Recre8 programme?

Participant A: No.

Interviewer: Why was that? Participant A: It was boring!

Interviewer: Ok. So you weren't doing anything active?

Participant A: Nah not really nah...

Interviewer: Ok we are going to move onto the Recre8 project now. So since you've taken part on the project, and I know you've done more than one...

Participant A: Yeah.

Interviewer: ...what do you think you have achieved from doing it?

Participant A: Confidence when it comes to acting and being on stage and stuff. And like... drama that's something that I'm good at now, and I can do. Like acting scenes about life on road and following a story (pause) I could never have done that before.

Interviewer: Ok, so you think it's raised your confidence?

Participant A: Yeah. Lots. Loads

Interviewer: Excellent. What has had the biggest impact in changing your views about what you looked at in the programme? So I know that one of the programmes that you did was on knife crime. Do you think that by having the storyline and by acting with the characters involved in the knife crime, has that made you look at your own life and maybe your friends and family who might be involved in that behaviour?

Participant A: Yeah a little

Interviewer: Ok. Why? Why do you think that is?

Participant A: Like the friends that you have and stuff. Like who you hand around with and stuff and what you can get involved in when you hang around with certain people and stuff like that.

Interviewer: Ok. So you think the programme has highlighted that to you?

Participant A: Yeah! Joint enterprise, I know about that now. And consequence

Interviewer: Ok. So when you first arrived, I know it's a long time ago now. When you first arrived at the Recre8 programme and you walked in and saw a group of people, what were your first impressions?

Participant A: I was hoping that everybody was new so I wasn't the only one that was new there.

Interviewer: Ok. Did you feel settled straight away or did it take some time to warm to the group?

Participant A: Probably in the first time I went I felt settled, but like not straight away, but after a while, yeah.

Interviewer: Ok, and how do you feel now about Recre8 and the groups? **Participant A:** Like it's all good like, like a little family to be honest, yeah, it's like that. It is a safe place that I can go and just be me and I can look at problems through drama. That is what has helped me.

Interviewer: Do you think it's important that they have that family feel to it? **Participant A:** Yeah. Like it brings everyone close together and it's like...I don't know how to explain, but yeah...

Interviewer: Try and explain it...

Participant A: Erm everyone's close...erm... I'm not really sure. It is like out there (streets) it is you alone whereas here everyone, staff and other young people look out for you.

Interviewer: Do you think since you've been doing Recre8 your views on offending and offending behavior have changed?

Participant A: Yeah a lot. Like, before I came I was always getting into trouble but now, like I haven't been in trouble in like ages now. (Pause) It's like I've come here, everybody here has been in trouble with police and courts

and all of that stuff but they've changed from it. Like they're setting a good path for them so if they can do it, I can do it also...

Interviewer: Ok, so you think the fact that we use peer mentors, has that helped?

Participant A: Yeah, yeah a lot. Like I want a good future and this programme and them have made me realise that.

Interviewer: And I know you've seen one of them recently go to university so that must like really, spur... Ok, What do you remember about the drama that you've done with us? Can you remember any scenarios that we've looked at specifically to crime? Has any of them that stick in your mind?

Participant A: It was about a boy who was in prison and he came out, and he had a baby boy and didn't know it was his, and drama from there with his girlfriends brother, and drama from there about how stuff can like, evolve and how weapons can come into it quick time.

Interviewer: Excellent so that's stayed with you?

Participant A: Yeah.

Interviewer: What do you think you learnt from that?

Participant A: Keep yourself out of trouble and watch what you're doing! I had the chance to play all that out and look a choices and decisions and people involved from the ripple effect. It showed me about change and how it isn't easy but the rewards are good because you don't get freedom taken away from you in prison or by other people on roads.

Interviewer: Erm, can you tell me what the differences are between Recre8, and the projects they deliver, to the other projects you've done?

Participant A: Like everyone's got the same, well not like particularly the same background but, everyone's got like a past where they've done something wrong. An everyone's come to try, come do it, cause its something to do, but they've set that past straight now, its like something they like... and the staff are helpful and encourage you (pause)...like nothing to help you is every too much effort for them. That is special because it don't happen everywhere. Then you feel like they help you so you wanna help them by changing and help the other young people... like the staff treat ya, it's like family like as I said before, like family.

Interviewer: And do you think that's important with these programmes? Do you think it's important to have that relationship with the people running the project rather than just come in, do the project and then go?

Participant A: Yeah it's better.

Interviewer: Ok, have you stayed in contact with Recre8 then since your programme?

Participant A: Yeah, yeah.

Interviewer: Ok, that's good. What sort of issues have Recre8 helped you

with?

Participant A: Erm offending.

Interviewer: Ok, so stopping you offending?

Participant A: Yeah.

Interviewer: And you mentioned confidence?

Participant A: Yeah.

Interviewer: So raising your confidence. Ok. Erm...which... parts of the process of drama, ok; so coming in, having your timetables, coming to all of the sessions, taking part in drama, taking part in games, mentoring other

people that are coming through. What's been the most helpful to you, do you think?

Participant A: Erm, coming to the drama sessions and stuff like we got our timetable it's like, something to do. I wake up and I know I've got drama. It's like I know its not going to be boring it's something fun to do and it keeps me away from stuff out there. (Pause) And like they use up evenings and weekends with their stuff so it makes you use up free time that I'd usually spend on road.

Interviewer: Ok excellent. Has there been anything about the Recre8 programme that you thought was rubbish or it's not been very useful or...? **Participant A:** No.

Interviewer: No so it's all positive what you've got to say. Erm... were gonna talk now about you...today...ok? So were going to focus on offending behaviour. Have you offended since you've been involved with Rece8?

Participant A: No

Interviewer: Have you been in trouble with the police since you've been involved with Recre8?

Participant A: I've only been stopped and stuff.

Interviewer: So stopped and searched?

Participant A: Yeah.

Interviewer But you haven't been arrested? **Participant A:** Nah I haven't been arrested.

Interviewer: Ok. Do you think that Recre8, the programmes have made any difference to your life? So if you hadn't done Recre8 do you think you'd be somewhere else? Or still offending?

Participant A: If I haven't done Recre8 I think I probably... I reckon I could have put my past straight an not get into trouble but it probably would have took me more time to do that.

Interviewer: Ok. So it might have been a longer series of events?

Participant A: Yeah because the dramas that we do its like about todays life and stuff that you do and how it can impact on you.

Interviewer: Ok and do you think you take that away? So once you leave Recre8, do you think about that and you can put it into other aspects of your life?

Participant A: Yeah. It has made me start to think twice about stuff. Like before I didn't really care but now I do, like... I want to make a good future for me.

Interviewer: Ok, good. Do you think it's likely that you will commit the same offence again?

Participant A: No.

Interviewer: Do you think it's likely that you will commit a different offence?

Participant A: No

Interviewer: Is there that 'want' to go out and commit an offence?

Participant A: Nah, no.

Interviewer: Has it made you look at your friends differently?

Participant A: ...in a way just like who you hang around with and who not to hang around with and stuff like that.

Interviewer: Ok, so you've kind of, you've made a distinction about who you

feel safe around and who can cause trouble, yeah?

Participant A: Yeah.

Interviewer: Erm, do you think there's any changes in your feelings, or your attitudes, or your behaviour since coming onto Recre8?

Participant A: Erm, it wasn't really a lot. (Pause) I just think more about consequences and make decisions more wisely rather than just jumping straight in without like, thinking and stuff.

Interviewer: Ok... ok. We're coming to the end of the interview now and this is the opportunity if there is anything else you wish to add, at all, about Recre8, the programmes you've done, your participation, anything at all? Is there anything you want to add at this stage?

Participant A: Yeah (pause) Recre8 and that programme is different and I think that is what young people like. I didn't like school so I don't do well in those kinds of places but this is different because I am treated like an adult and my opinions mean something here.

Interviewer: Ok, thank you very much for taking part.

Participant A: Alright.

Interviewer: Hello and thank you very much for taking part in the interview. I just want to remind you that you have signed a consent form and this interview is being conducted straight after one of the Recre8 programmes that you took part in, and the Recre8 programme was 'Intimid8', which is our knife crime programme. Are you clear on all of that?

Participant B: Yes.

Interviewer: And are you happy to take part in the interview?

Participant B: Yes.

Interviewer: Ok, so I'm just go through a few questions and just ask you about the whole process. At the end of the interview I'll give you a copy of what's been said, erm...so if you want to pull out at that stage you can as well. Is that clear?

Participant B: Yeah.

Interviewer: Ok. So I just want to start by laying down of the foundations of the project. What were your expectations when your caseworker told you that you were taking part on the Recre8 project?

Participant B: I thought it was just gonna be like a normal, another typical erm...project that we normally do with YOT's.

Interviewer: Ok and what's a typical project?

Participant B: Just like go there and listen to someone talk...

Interviewer: Ok.

Participant B: Erm...for most of the period really...

Interviewer: Ok.

Participant B: ...so my expectations were different really because it was something I didn't expect it to be.

Interviewer: Ok why, why is that?

Participant B: Because it was interesting! It made me (pause)...gain skills that I hadn't gained before.

Interviewer: Like what kind of skills?

Participant B: Like meeting new people, friends... socialise with people out

of my area.

Interviewer: Ok.

Participant B: ...and basically getting involved really. Erm it's kind of built my confidence as well because I was the kind of person not to let people in. I'd keep closed. Keep myself to myself really. (Pause) So yeah, so I did learn stuff from that project really compared to other projects that were just like erm, like sitting down and not really getting involved.

Interviewer: Ok.

Participant B: So like getting involved made me feel more comfortable with the, with the environment and the people around me. It's kinda like let me open up a bit as well, which is good.

Interviewer: Ok and why do you feel like you didn't open up or you didn't relax as much in the other programmes that you've taken part in?

Participant B: Cause I wasn't really involved in them, like my opinion never mattered.

Interviewer: Ok

Participant B: Because it was more (pause), the other projects were kind of like sit down, you hear someone talk and then answer questions really....

Interviewer: Right.

Participant B: And that's it really! You tell them what they want to hear so

you can leave early.

Interviewer: And were these programmes with the YOS or in custody?

Participant B: (Pause) Both really.

Interviewer: Ok. Erm...when you first started the project what information

was given to you by your case worker, about the project?

Participant B: What information? Erm..it was just that it was a drama project and it was something to do with knife crime. The information was limited to be honest. (Pause) Yeah, there wasn't really a lot really.

Interviewer: And how did you feel when he/she said drama? **Participant B:** Erm not really pleased because I didn't really like

drama...(laughs) **Interviewer:** Ok.

Participant B: ...at first, and obviously I tried it out, and obviously my views changed.

I really enjoyed it. It made me more active and it made me, how can I say erm... it aware of my surroundings and other things. Which was really interesting. Basically it made me open a door I've never opened before.

Interviewer: Excellent. So its broadened your mind, your thinking?

Interviewer: Yeah.

Interviewer: Ok. Is there anything that looking back now, you wish your case

worker had told you about the programme or not?

Participant B: No not really, no. **Interviewer:** So less is more then?

Participant B: Yeah.

Interviewer: Ok. Thank you. We're going to move on now to talk a little bit more about the project now, about the 'Intimid8' programme that you took part in. What do you think you've achieved by taking part on the project?

Participant B: I've achieved...erm... I've achieved, basic skills really...erm, working as a team, like as a group and erm sharing ideas. I learned...I've gained more confidence obviously cause drama gives you more confidence. The other things I learned as well is erm...how can I say it...er...how can I say it, (pause) being aware of your consequences, I mean like your actions, you know like realising that the things that you do affect others and the victims

and things like that as well.

Interviewer: Do you not think you would have learnt that by someone just saying it to you?

Participant B: No not really.

Interviewer: Just identify to me what has had the biggest impact on changing your views about knife crime. So what was it about the programme that has had a lasting effect?

Participant B: The, the body bag

Interviewer: Ok.

Participant B: The body bag kinda got to me.

Interviewer: Why?

Participant B: Because obviously at that erm... obviously no one wants to die really, at a young age as well. Obviously...obviously when you are at the heat of the moment you don't really realise or think about your actions or what they can lead to. Obviously, when you take a step back and think about it and think

about what could have happened, it makes you wake up. Kind of like a wake up call. Obviously the hardest bits you don't get to see. Obviously the body bag are the hardest bits you see. So to see it kind of wakes you up a bit, and makes you think that could be someone that you did something to, or that could be you.

Interviewer: Did you feel that the facilitators challenged you?

Participant B: Yeah.

Interviewer: ...on the programme...about knife crime? **Participant B:** Definitely, definitely. All of the time **Interviewer:** Could you expand a little bit in that?

Participant B: Erm...they challenged me and erm.. they ...how can I say it....they broadened my mind as well...like because it was quite closed. Like it was quite closed and I didn't really think about a lot of other things. So like the way, the way they kind of challenged me was like, they asked me about the crimes and the crimes that I did and stuff like that. Obviously I never took into consideration that my crimes was like...how can I say it...I never personally I never thought my crimes was bad...

Interviewer: Right...

Participant B: ...I thought they were minor crimes but as they challenged me and told me about my crimes and they gave me little scenarios about erm, what's right and wrong and about the negatives and positives there were more negatives to it then positives...

Interviewer: Ok.

Participant B: ...really and that made me think "crap" really!

Interviewer: Ok. When you first walked into the room, on your first day of the project, tell me about that, what were you thinking? What was going through your mind?

Participant B: I was thinking this is just another project, boring project that I've got to sit there and listen to someone for an hour. I wasn't really looking forward to it.

Interviewer: Ok. We spoke about the body bag what else do you remember about the programme?

Participant B: I remember quite a lot. We did little exercises, like 'Keepy Uppy', and stuff like that.

Interviewer: Ok, so active exercises?

Participant B: Yeah, active exercises to kind of like, make us more, how can I say, more free, more relaxed which was really helpful. We did like active scenarios, acting.

Interviewer: Can you remember any of the scenarios?

Participant B: We did like some...like someone being mugged and that, and we acted it out and that. Just to get us to act an in that kind of frame of mind. And when the Police come to speak to the family of a victim. That was deep (pause). We looked at past behaviour scenarios as well and that was like (pause) erm...just like me and my past. That made it more home to me. **Interviewer:** Right.

Participant B: Really...which was...yeah, which was good.

Interviewer: Ok. Do you think you did a lot of drama over the programme? **Participant B:** Erm, yeah, (pause). Yeah we actually did you know. Because like we did 'Keepy Uppy' as just activities, an then, like when they explained to us what you want and that, not what you want but like you gave us a rough

idea and then you made us erm...like pick a scenario, like you never told us what to do, you just gave us the guidance and we kind of like performed what we think as a group, is important and the ideas that we came up with. Is kind of like, letting us think on our own feet instead of telling us what to do. And that made us think hard about stuff...about crime and consequence.

Interviewer: Ok, good. You also followed a storyline about a young person. Could you relate it all to that young person?

Participant B: Yeah, but because most of us got ideas from what we'd did in the past, obviously to make it easier and that, because obviously it was like, to us, it was like a new environment we were stepping into. So we got easier for us we kind of got ideas from our past... (pause) and ours was kinda the same as the character.

Interviewer: Ok.

Participant B: ...and other people's past, and what we learnt, what we see on the streets, and stuff like that and we kind of brought it into the play which was really good. But the character was like us anyways so it made sense.

Interviewer: Ok, excellent. Erm...what has the project helped you with? **Participant B:** Erm, helped me with a few things really. Helped me

with...erm...how can I say, like support. I never really had support.

Interviewer: How do you mean?

Participant B: Like I never really had guidance or someone telling me no, I kind of did what I wanted, really and the support that I needed, and you can't change without support, and that foundation, so the thing I like about them is even though the programme was finished they still guide me and help me like to try achieve other things.

Interviewer: Ok.

Participant B: Not just drama...but with education (pause) with life.

Interviewer: So do you think its important then that if you finish, if you make a connection with someone, or if you do a programme with someone, that as soon as the programme finishes they don't just leave, that they're still around? **Participant B:** Yes, it's very important for the young person and that they've still got that support. It's kinda like losing a friend; like you've grown to like someone and then all of a sudden they're not there no more. It's kind of like a back stab. So if that, if after they go and you get used to the someone it kind of makes you feel comfortable and you want to...how can I say...it is kind of, it makes you (pause), like feel comfortable, like...I feel comfortable with Recre8 and then if they left me there I would have gone back to my old ways. It's kind of like building up, how can I say it, you are kind of like building up something positive in the young person... They make it like a family. That is what young people need (pause) to feel safe like someone has got your back like in a good way.

Interviewer: Ok.

Participant B: And you can't just give up there, you have to help him develop more skills, you already helped him with developing like confidence and working as a group, and erm...acting. So obviously if you leave him there he's going to forget them skills like one month, or a week down the line. If you're still there and guiding that young person, he's going to develop more skills and he's going to learn to do more things for himself and the people around him, and that's when the young person starts to have a positive mentality to change and stuff like that.

Interviewer: Ok. So, on the other programmes was that support offered to you, once the programme had finished?

Participant B: No, not really.

Interviewer: No ok. Erm what did you, just tell me, what parts of the process do you find have been most helpful to you, so through the drama project what parts of the project have you taken away and used in your life away from Recre8?

Participant B: Stuff...some of them, erm...obviously I took away like erm...the consequences....

Interviewer: Consequences?

Participant B: Yeah, the people that hurt that surround me, not just me but family and friends. Erm...the victim, yeah and it just made me think I'm like... I'm good enough, I can do better. Like I can do better for myself. I don't have to go through that path just to be recognised and for people to let me in. I was trying my best to get noticed and to fit in with other people and the drama made me realise that I don't need all of that just to succeed, or for people to like me, or for being different.

Interviewer: Ok. Are there any parts that weren't helpful do you think? **Participant B:** Erm...not really, not really. Most of it was helpful really. Most of it was helpful which was good.

Interviewer: Ok. Erm were just going to move onto the last part of the interview now and it's just to look at you as a person today and your offending today. So have you continued to offend since you completed the Recre8 programme?

Participant B: No.

Interviewer: Have you been in trouble with the police at all since you took part on the programme?

Participant B: No.

Interviewer: Do you think its helped made a difference in your life? **Participant B:** Yes it has. Erm...how it has helped made a difference is, it's made me mature, and helped me grow up, to the person I am now. Erm, it gave me that confidence not to disappoint the people around me, and let people down who have worked so hard to build me into the person I am now and helping me with my education and learning and stuff like that. If I did something wrong now, it's kinda like me disappointing that person and I don't really want to disappoint people that help me. Cause it's gonna feel to them that, they worked so hard to bring me to the person or the man I am now, and to do something, to go back all the way from the beginning is going to feel so wrong and that person might lose hope on me.

Interviewer: (Pause) Do you think it's likely that you might commit the same offence again?

Participant B: Erm, no because I've realised the consequences and what is has done to the people around me. It's erm...it's erm...I'd rather get praised for the good things I've done, then the bad things I've done. Like for example, all the achievements that I've done, a lot of people have thanked me and gave me certificates which I wasn't really getting when I was doing crime. Which made me see the light and do positive things.

Interviewer: Ok. Do you think you'd be likely to commit a different offence? **Participant B:** No not really. I've achieved so much in life now trying to achieve more, for me to do offence would be just throwing it away!

Interviewer: What changes do you think you've had in your attitude, feelings about yourself as a result of being on the programme, so what...how do you see yourself now?

Participant B: I see myself as a young man, I'm not a kid no more. I get treated erm...how can I say it, erm...I get treated...how can I say, I get treated for my actions, I get treated like if I do wrong I take responsibility for my own actions. Like when I was younger I didn't really care about what happened to me. So now I know the difference between right and wrong and (pause)...like erm... Obviously my feelings as well, my feelings...like...my feelings are, how can I say it, sorry I'm a bit stuck...

Interviewer: It's ok. We'll move on don't worry. This is the opportunity now for you to say anything about the programme or the facilitators. So is there anything you want to add at this stage?

Participant B: Erm, yeah. Obviously the programme is what's really changed me. In a whole and in general really. If it wasn't for that programme I wouldn't be the person I am now, I wouldn't get the help that I did now. That was like my golden ticket and I took every drop out of it...which was good! I'm not even saying it as a joke; if it wasn't for that opportunity I don't know where I'd be right now. If it wasn't for the help I don't know where I'd be right now. So, it really changed my life around really and I just want to thank everybody who helped, helped me become the person I am now, the Recre8 team, erm... people like that, they just stood by me all the way. An even though sometimes I can be stubborn and naughty, they still ain't give up on me and most people give up on me. So yeah I'd like to carry on achieving and become a better man than I am now, I'm not saying I'm a bad person, I'm still changing and becoming someone that my mum would love to see one day.

Interviewer: Thank you very much.

Interviewer: Hello erm, you've recently just finished the Recre8 knife crime programme ... erm and you've kindly agreed to take part in this interview. I'm going to be asking a few questions about it, you have signed a consent form and I'll write up this interview and let you read it to let me know if you're happy for me to use information you've provided. Is that ok?

Participant C: Yeah, yeah.

Interviewer: Fantastic. So the first part of the interview is about understanding the process that you went through before you came onto a Recre8 programme. So what were your expectations when your YOS workers said that you were coming to do a programme? What were your views? Participant C: I didn't really have none to be fair, just wanted to see what it's like.

Interviewer: Ok. Have you taken part in any other creative programmes on your order? So not normal programmes but things that are creative, drama, arts, dance?

Participant C: No, no.

Interviewer: No. Now do you think that this type of project is needed for young people? Creative?

Participant C: Yeah...I'd say... I'd say it is definitely! It's different to other kinda sit down kinda like courses they make you do. Obviously you get on your feet. If you're a creative person it is something you like doing anyway but in a safer environment you get to meet new people and stuff.

Interviewer: Did Recre8 create that safer environment?

Participant C: Yeah, yeah.

Interviewer: How do you think they did that?

Participant C: Just by... just by being real I suppose. Just...I dunno, just...not trying to put too much pressure on ya, to even feel like you had to be someone anyway, erm everyone was just easy from the go.

Interviewer: Ok, so you're saying that in other programmes, young males especially might feel the need to put on a bit of a front?

Participant C: Yeah, I'd say so, yeah.

Interviewer: Ok. So no information was given to you about the project before you started it, so no case worker told you what it was about?

Participant C: Nah

Interviewer: Now that you've done the programme, do you wish that they had told you things about the programme or not?

Participant C: Dunno, because some people might think it's a bad thing until you go on it then they realise it's good anyway, so whether you was to tell someone or leave them to find out for themselves, its gonna be the same outcome I suppose.

Interviewer: We're going to move on now and talk a little bit about the project. What do you personally think that you've achieved by taking part on a programme by Recre8?

Participant C: Erm (pause)...built up my confidence and learnt new...like new things about the theatre and stuff like that. I got to meet new people that I'll probably be friends with for a long time. I erm... also knife crime and the law and prison and stuff. (pause) and joint enterprise.

Interviewer: Ok erm do you think is had any impact on changing your views about knife crime or gangs?

Participant C: Yeah yeah, I mean cause it makes you think that a lot of people on the course are from different areas anyway...

Interviewer: Right...

Participant C: ...us coming together on something so small like this, it had nothing to do with where you was from, do you know what I mean? And it only took a small play, I mean workshop acting and stuff, erm (pause) a drama programme to prove that so...kinda makes you realise that it doesn't matter where you're from were all the same still. Like it ain't me against you, you get me?

Interviewer: Yes. Let me take you back to that first session we walked into the room and the chairs are in a circle and the Recre8 staff were there and other young people there. Can you remember when we first impressions when you first walked into the room?

Participant C: I was just a bit nervous I didn't know it was gonna be like, like, I didn't know what the day would consist of so...

Interviewer: Ok and now that you've done it do you think your opinion has changed about the offending behaviour project?

Participant C: Yeah because you don't ever think that a project from the Youth Offending's gonna be fun, you just think its just gonna be like school, but it's not...

Interviewer: Ok, so other projects you've done in the past it was like...school?

Participant C: Yeah it just reminds you of school, you know you can't even have a joke. Like drama you can have a joke, you can like we can all get on, but in the school kind of environment it's no joke: it's just you've got to learn. You're forced to learn what you gotta learn...and go. Whereas this programme, you were learning but you didn't even know that you was until after. I think I learnt more about stuff here then anytime they tried to do issue stuff at school.

Interviewer: Ok. Erm...what do you remember from the Recre8 programme? Like can you tell me a bit about the storyline or any exercises that you did? Participant C: Yeah I mean we did erm...like freeze frame... thought tracking, seeing things from other views, looking at victim and feelings (pause) that was hard. We also looked at power and what carrying a knife makes you feel like. It was interesting what people were saying. Stuff like that did like, uhmm like obviously when we first started the course we had to like sit down and recall certain situations we've all been in to make the scenarios real.

Interviewer: Yeah

Participant C: I don't know what that's called. Memory recall?

Interviewer: When you had to do that...

Participant C: Yeah

Interviewer: Do you think it had an impact when you performed it, do you think it might have changed your views on stuff?

Participant C: Yeah cause it has like a *realer* touch on it doesn't. t makes everyone (pause)... it makes everyone connect a lot more, because it...everyone's drawing back those emotions they had obviously when something's happened to them or someone they know.

Interviewer: Ok, and do you think that's an effective way to help people from rehabilitate people from offending?

Participant C: Yeah, yeah, yeah. Cause its not like they're having to bring it all back because it's happening to them again...

Interviewer: Right.

Participant C: ...its like controlled in a safe way.

Interviewer: Ok. Just from what you were saying there do you think that young people do deal with issues that they are faced with everyday? So take away this programme. How else would they deal with them do you think? Are there any other programmes out there that do that?

Participant C: Nah, not good ones anyway. Stuff will just stay in your mind. You ain't got a space to let it out. That's when stuff can become dangerous (pause) some young people just let it all out on road. I think that is why we have problems.

Interviewer: Right ok. Can you just tell me about the differences are between the Recre8 project and other projects you've done. I know you've said about the school element, what else do you think it was?

Participant C: The fact that maybe...they are not actually YOT workers. You know so...you haven't got that kind of automatic judgment on us because you're with us because we are offenders and you're meant to be. You know so...it kinda makes us feel like just as equal.

Interviewer: Ok

Participant C: Whereas obviously when it's the YOT workers its kinda like they drill it, not like they're above you cause they are I suppose, but, just, do you know what I mean?

Interviewer: Uhmm, ok. Erm just going back to the programme were there any parts of the programme that you could relate to, say when they introduced the characters or the prop boxes or they introduced...

Participant C: Yeah, well the characters obviously are like...the characters are kinda like based around us anyway. But we kind of built, sat there and built that character so we could all relate to it anyway cause the ideas that we were gonna throw out... you know have obviously come from somewhere. **Interviewer:** Ok. Erm, did you find any part of the programme not helpful? Was there anything you didn't enjoy or you thought, you didn't understand what the learning behind this was?

Participant C: Nah I think it was, I think it was well planned to be fair because its not like nothing was a waste of time. Everything was crucial to get a good understanding and like the fact that it is knife crime (pause) it ain't something you can just...jump into and think it's gonna be all easy. Do you know what I mean? The way we worked was right for my group, we all had a chance to speak and share ideas and explore and challenge stuff.

Interviewer: Ok erm...we're gonna move on just to talk about now cause I know this was three months ago that you did the programme.

Participant C: Ok

Interviewer: Have you continued to reoffend since you've been involved with Recre8?

Participant C: No, not at all.

Interviewer: So you've not been in trouble with the police, you've not been stopped; you've not had anything...?

Participant C: No. No. No. It' like you've had time to reflect now. You know? Them weeks, not being out there with the same crowd kinda is enough to

change like not enough to change you completely, but its enough to let you know there's more to what you're doing.

Interviewer: Ok erm...how has coming on this programme made a difference to your life then?

Participant C: Well I, I get on with mum a bit more now cause... you know she can see that there's...there's something good in me.

Interviewer: Uhmm

Participant C: An like just knowing that there's other kids out there that obviously that go through the same as me, you know? They don't wanna be involved but they have to, just makes you realise when you're going out there. in a like predicament you know with another person?

Interviewer: Uhmm

Participant C: They might not want it as much as you don't want it...so. It makes you realise you don't have to do something about it.

Interviewer: Ok. Has the programme helped you understand the impact of your actions on others? So I know you said about how your relationship is better with your mum...

Participant C: Yeah...

Interviewer: Did the programme open up any doors to the way that you used to behave and how that would impact on friends, family, police, workers? Participant C: I mean like, you just think you can talk to anyone about anything sometimes. And you know just working with everyone and knowing like, where the boundaries are, you kinda just take them home now and know that that's the same with your mum.

Interviewer: Ok, so is it important do you think, that Recre8 set the boundaries straight away with you then?

Participant C: Yeah, yeah.

Interviewer: Ok, and that's something you'll take away with you?

Participant C: Yeah, yeah, definitely.

Interviewer: Ok. Do you think it's unlikely that you will commit the same

offence in the future?

Participant C: Nah not at all. Got too much focus to mess up again.

Interviewer: Ok. What about a different offence?

Participant C: I hope not. I mean... you can never say but obviously I'm not going to go out there with the mindset of wanting to commit an offence but I just know you can never say never.

Interviewer: Ok. What changes in your attitude or your behaviour do you think have occurred as a result of participating on the project? So I know that you said you've stopped offended so you haven't offended since the project. What other things, do you think have had an impact? So what other changes? Participant C: Well, I've tried to you know since this drama project, I try to get involved in a lot more now and try to use my free time more...productively instead of being out, out on the streets, waiting for like something to happen or you know, being there so something can potentially happen. I'd rather know now that I'm staying as busy as possible.

Interviewer: So, what kind of things do you do?

Participant C: Drama projects at youth clubs and stuff. I try and stay in a bit more and just, just talk now with my mum.

Interviewer: Ok. Do you still have any contact now with anyone from Recre8?

Participant C: Yeah, yeah.

Interviewer: What...is this ongoing or?

Participant C: Yeah, ongoing

Interviewer: Ok, do you think that's useful that when a programme finishes

you've still got the opportunity to stay in touch?

Participant C: Yeah definitely. Like they want you to be the best that you can

be so they are always there to help. I think that is important you know,

especially to young people.

Interviewer: Do they offer any other opportunities to you?

Participant C: Yeah I mean like now I've told them I'm looking for other drama courses to get on to and stuff they're sending me a lot of links to go and check out an stuff like that.

Interviewer: Ok. Erm...is there anything else you'd like to add about er...the staff or the delivery or Recre8 in general cause this is the end part of the interview now so is there anything that we might not have covered here that you want to put across?

Participant C: Erm (pause)...just obviously that everyone there seems to show a lot more commitment then what you get on other courses. Like other people just look like they do it because, they're waiting for like the finish bell, if you know what I mean? Whereas obviously these courses, like you can tell that people care there a lot more an actions show that a lot more...

Interviewer: Ok.

Participant C: Which is why I like to go in a lot more than I have to any other course.

Interviewer: Ok fantastic well thank you very much.

Participant C: It's alright.

Interviewer: Hello thank you for agreeing to take part in the interview. Erm I know that you've signed a consent form so are you still happy to (pause) carry on with the interview.

Participant D: Yes.

Interviewer: Fantastic, ok. So I'm gonna ask you some questions about the Recre8 project you were involved in and there's three sections ok? If there's anything you don't want answer just say, it's not a problem.

Participant D: Ok.

Interviewer: Ok so first of all can you tell me before you did anything with Recre8 what were your expectations, so what did you hope the programme would be about?

Participant D: (Pause) I thought the programme would be about like helping young people just (pause) to build their future where they wanna go, how (pause) what kind of job they wanna get and things like that (pause) ... Since I've been there they've really helped me, like I've achieved a lot of things and I (pasue) erm... have shocked myself with what I have done.

Interviewer: Fantastic that's brilliant news. So you'd say that the project had met your expectations?

Participant D: Yes.

Interviewer: Fantastic erm have you taken part, whether it's in prison or whether it's in the community in other programmes that have used drama or art or anything creative?

Participant D: I've done a lot of stuff with YOT's and that (pause) it's not as much help as this because on this course I've really achieved a lot of things and they help you understand things as well at the same time. But nah, not creative like art or stuff this was the first.

Interviewer: Ok so why was that different to other programmes?

Participant D: Because other programmes, there's not really care in them, like (pause) they tell you things but they don't really like, like (long pause) they help you but they can't be arsed to (pause) go a hundred percent with ya.... With this, like, you want to go because it is different and you feel like safe with them. It is good.

Interviewer: Ok. What makes it good? **Participant D:** The staff in there

Interviewer: Ok so staff an important one?

Participant D: Yeah yeah

Interviewer: Why are they so important?

Participant D: Because they're help really, really they do help you in there. Like always wanting you to see things differently. They want you to have a better way of life (pause) living.

Interviewer: Ok.

Participant D: And (pause) there's some good friendships in there as well. **Interviewer:** Ok good. Is that with the other young people in the group.

Participant D: Yeah yeah.

Interviewer: Ok fantastic. Erm before you started the project did your worker give you any information about the project or not?

Participant D: Not really I got it off one of my pals, but I came here I didn't really expect a big thing but I've, I've seen a lot of good things that help us to change.

Interviewer: Ok good fantastic, erm do you wish that you were told anything about the programme before you started or did you just like the fact that you turned up?

Participant D: We were just, (pause) I wish we were it's just the fact that I turned up obviously things happen for a reasons innit.

Interviewer: Ok is it a big thing that you turned up and came for every session?

Participant D: Yeah. I don't seem to stick at things because some of them are a waste of time.

Interviewer: No ok interesting. Erm are there any other programmes at the moment apart from Recre8 that you're doing? So is there anything through the YOS or, education or is there anything else that you're doing or is this the only thing?

Participant D: I was doing the YOTs

Interviewer: Ok

Participant D: I'm I am still doing the YOTs but (pause) I don't get nothing from there at all.

Interviewer: Can you tell me the types of programmes that you're doing on there?

Participant D: Erm (pause) like they get people to help you to do (pause) learning stuff like that but it's not as good as...

Interviewer: Ok...

Participant D: ...As Recre8. Interviewer: So education

Participant D: Yeah

Interviewer: Education, but not as engaging?

Participant D: Engaging as Recre8

Interviewer: We're gonna move on now to erm the project ok, so if you can think back to the Recre8 project. Erm personally what have you achieved from the project? So has anything changed about you or what do you think you personally have achieved, from taking part?

Participant D: I've achieved, well gained a lot of morals. Stuff I never even used to think about

Interviewer: That's a good one. Why Morals?

Participant D: Work, work with groups working with groups and (pause) I never used to work with people much before, so I get to understand differences. I didn't like working with people but I did with this one because I really put my mind to it and (pause) I got there in the end. It makes a difference to work well with people. I always did stuff on my own (pause) don't trust many people.

Interviewer: Ok, what's been the biggest impact on changing your views then? So you said that you've got stronger morals.

Participant D: Yeah

Interviewer: How has that made a difference to on, to you on the outside world?

Participant D: The way I think

Interviewer: Ok

Participant D: Recre8 have changed the way I think cos I think negative all the time, but now I do positive (pause) I think if (pause) erm.. I see I put my

mind to something I end up doing it. Before I would just give up or worse not even try... so I was letting stuff just pass me by all the time. Now I don't.

Interviewer: Excellent so that's a really positive outcome then.

Participant D: Yeah

Interviewer: Fantastic. Erm when you first arrived ok, think your mind back from the minute you walked through the door and there was (pause) the facilitators and other young people, now I want you to be as honest as you can, what were your first impressions?

Participant D: What the hell am I doing here?

Interviewer: Ok (laughs)
Participant D: (Laughs)

Interviewer: Ok what the hell am I doing here, why was that?

Participant D: (Pause) cos I judge them quick

Interviewer: Ok. Erm so how was your (pause) opinion towards Recre8

changed, since that first session then?

Participant D: (Long pause) (Deep breath). Cos It's made me thinks don't judge a book by the cover and obviously I achieved a lot of things in here. I've learnt a lot of thing in here, it's changed my morals and the way I think now so it happened for a good, for good, a better purpose.

Interviewer: Ok what do you remember about the project so you were on the gang project, Segreg8

Participant D: (Pause) I remember exercises erm yeah I remember the games we played and then a lot of drama and looking at things(pause) like the body bag and the different props of the main characters. Basically we got a lot of people involved in stuff to tell the story. (Pause) I remember the storyline.

Interviewer: Yeah so you're following the story line

Participant D: Yeah

Interviewer: Yeah ok and about the young man that died.

Participant D: Like I knew there were issues but the programme showed it for real. It's good to learn things like that, new things erm...they make you think about you and what life you are living 'cause it was nearly the same at the characters in the programme, that made it real.

Interviewer: Excellent ok. Erm you've mentioned, you've touched upon it before and you've said that the staff are different compared to the other projects what else is different?

Participant D: (Pause) The whole thing, basically the whole thing because people are different in here I wouldn't say (pause) (sigh) basically like (pause) in here I can concentrate, more, because, the staff, explain things and do it in a way where you don't feel like you are learning... (pause) or that you are stupid. Basically yeah, it ain't like school.

Interviewer: Ok

Participant D: And that's why I like cos they make me concentrate and it's one of them things innit so there is no time to mess around and stuff and I didn't want to mess about.

Interviewer: Ok that's really positive. What sort of issues has the project helped with so, for example erm has it helped with, if you carried weapons has it stopped you carrying weapons? Or has it helped with your time keeping? Has it helped with the people you used to hang around with? So what kind of things has it helped with?

Participant D: It helps with everything cos it helps the way I think so that means it helps with everything you've just mentioned. Like being here on time, in fact being here at all (pause) doing something that positive and learning new things. It is all connected to my thinking. Before I did not feel great about myself so I wouldn't do much good things. If you don't like yourself why would you do good things? Now that has changed.

Interviewer: Ok. We're gonna move on now to erm your offending behaviour. So since you've taken part on the programme have you been err have you committed any other offence?

Participant D: No

Interviewer: No, so you haven't been stopped by the police

Participant D: No nothing at all

Interviewer: Do you think it's made a difference to your life in terms of your offending behaviour?

Participant D: Yeah of course because you kept me busy at the same time not to (pause) do crime.

Interviewer: Ok excellent

Participant D: But (pause) it made me grow as well so at the same time.

Interviewer: Ok so grow as a person.

Participant D: Mmm

Interviewer: So it made you look at your past do you think?

Participant D: Matured yeah

Interviewer: Excellent, so you've matured?

Participant D: Mmm definitely. I think more now, not as hot headed. I just want to move forward not live in past with stupid mistakes.

Interviewer: Ok good. You said it takes up a lot of your time so I presume you did the evening and weekend course?

Participant D: Yeah. At first I was like why the evenings and weekends but now it was for good reason. It keeps people busy during them times and off the streets away from mischief (pause) wasting my time and getting (pause) doing crimes and stuff like that.

Interviewer: Ok good. Erm do you think the programme helped change your views about offending?

Participant D: Yeah. It's made me think twice about offending and what happens after.

Interviewer: Ok so have you learnt maybe about consequence?

Participant D: Consequences, basically yeah.

Interviewer: Ok excellent. Erm do you think it's likely you'll commit the same offence again in the future?

Participant D: No

Interviewer: Do you think it's likely you'll commit another offence in the

future?

Participant D: No

Interviewer: Ok. Now do you want to still offend

Participant D: No

Interviewer: No, so the programme's made you change that as well?

Participant D: Yeah.

Interviewer: Ok (pause) and finally can you just tell me what changes in your attitude or your behaviour erm do you think have happened as a result of coming on the project?

Participant D: (Pause) what changed my attitude? **Interviewer:** Mm, what's changed about your attitude?

Participant D: What since I've been on this programme? (Pause) erm, I give time to listen more. Yeah and that has calmed me down. Made me see situations, like made me see situations differently and calmed me down at the same time because (pause) am quiet like and listening to people and before I came here and I was like selfish basically.

Interviewer: Ok Participant D: Yeah

Interviewer: Excellent, so before we finish the interview, this is just your chance to say anything you want about the process, about Recre8, about you as a person, if you want to so if there's anything we haven't covered. So is there anything you want to add?

Participant D: Erm (pause) say thank you for everyone that works on Recre8 for making me for who I am now and I choose a lot of things in there so, for me anyway my advice will say obviously young people should look into, Recre8 and learn more stuff from there anyway.

Interviewer: Thank you very much.

Interviewer: Hello thank you for agreeing take part on the interview, we've had your signed consent form and a copy of this interview will be show to you once I have written it up. Erm so are you happy to proceed?

Participant E: Yes I am.

Interviewer: Ok this interview is in three parts so we're going look at erm (pause) before you started the programme with Recre8, then we're going to look at the Recre8 programme, and then we're gonna look at your erm current offending behaviour if that's ok?

Participant E: Yes.

Interviewer: Ok then so, let's have a look at the introduction. Before you started the Recre8 programme what were your expectations?

Participant E: Well to be honest I didn't really have any because I wasn't really told much, I just, I guess I just thought it was gonna be another one of them programmes where you go and sit down and they talk at ya, erm (pause) to be honest when they told me how long it was I weren't happy cause usually, (pause) you know we're in and out within a couple of hours maximum so I think I was a bit worried about that.

Interviewer: Do you think that the project met your expectations? And if it did can you tell me which ones?

Participant E: Mmm well cause I never (pause) was told anything I didn't know what to expect, like I didn't know it would be drama and I didn't know it would follow like a true storyline and I didn't know that erm, you know we'd get back to watch stuff back. (Pause) I didn't know that we'd get a certificate (pause) I didn't know... there was a lot of things I didn't know about it. So I guess at first just because of the time I was thinking, "what!" Erm but as it went on I proper enjoyed it and like since erm you know I've done more stuff with 'em with Recre8.

Interviewer: Ok that's really interesting. Erm can I just ask did you take part in any of the creative programmes so drama, art, dance, music anything like that erm during this sentence that you've had or any previous sentences both in a prison or in the community?

Participant E: (Pause) Erm I did this thing in prison erm where we had to like draw some stuff out about how your feeling but I'm really (pause) erm, can I say crap? (laughs) I'm really crap at drawing erm but it was like I gave it a go it was good...it meant that I got come out of myself for a bit. So I did that. Erm but nah, nothing nothing like this but I know that I can act like do the this drama thing like it's given me a bit of confidence... I can act now and I never used to, (pause) I never used to be able, like doing this interview is... a you know, I would've said no before but now like yeah I like doing stuff like that. Interviewer: Ok. Erm is the Recre8 project different to any other projects you've taken part in? So let's look at the creative project you did in prison with the arts, the drawing.

Participant E: Erm yeah (pause) it, yeah (cough) in terms of time but also like (pause) the stuff that they did, it made me think about my own life. Like sitting there and drawing is really nice but I didn't really think about my own life (pause) but this programme like everything it was as though they were talking about me, the main characters like with the drug deals and erm the robberies and erm you know like even down to dad not being around and stuff. Like everything it felt like it was part of me so that's why I was really interested in it

and I wanted to turn up to it and like, you know, sometimes with other programmes like I haven't turned up before because it's not got me yeah, it's not engaged me.

Interviewer: Oh right, so you've enjoyed it?

Participant E: Yeah I thought it was cheese (good) I really really enjoyed it. **Interviewer:** So going back to erm before you started the project, you said that you were only told how long it was. Would you have liked to have known a bit more about it?

Participant E: Mmmm probably not you know because, (pause) if like if my worker said that it was drama, I wouldn't have done it before, I'm because I wasn't (pause) I'm not well I'm a, I'm a bit confident now but back then going into a room, (pause) nah I'm glad that they didn't because then I just turned up and saw for myself, so yeah.

Interviewer: Ok and are there any other types of programmes that you're currently taking part in?

Participant E: Yeah I'm doing at the moment, I'm doing like this knife crime thing with the YOT erm (pause) where I have to go and it's an hour or an hour and a half but I just sit there so there's that (pause) and erm... and I've been sent on some education thing like this training thing but that's really boring erm again we're just sat there so like I prefer when I'm getting up and doing stuff I think that's why I've signed up to, you know, more projects like Recre8 and and stuff like that.

Interviewer: Ok we're gonna move forward now so we're gonna start to focus on the actual Recre8 project. What do you think personally you've achieved by taking part on the Recre8 project?

Participant E: Mmm achieved? (pause) mmm I turned up for all of it, so that that's a big achievement (laughs) erm and I concentrated (pause) sometimes like, I was kicked out of school because I couldn't concentrate and these sessions like they were four hours at a time but I managed to stay focused because we were doing stuff constantly erm, so that's something like, it's made me think, made me think maybe I wanna go back to college, erm because you know not so much to do drama but just because I can concentrate. I just need to find what it is that, erm you know I want to do. Erm (pause) I think my confidence as well like I said before I wasn't confident, but I feel like I'm a little bit more confident now. (Pause) Erm and getting to know other people from Birmingham that you know, you would never normally get to know or you immediately think you shouldn't like them cause they ain't from the same ends as you (coughs).

Interviewer: Ok that's excellent. Can you just identify what has had the biggest impact on changing your views about gangs so, what you were looking at in the programme?

Participant E: The props man, like when the body bag came out and the pouch and the phones and you know, the crime scene that they did, it like, it... it really hit me because I just thought God, everything that, that was there was like was part of me and (pause) just you don't know who you're rolling with and you don't know the other people who are out there and it is, it is tricky and you know I have carried a knife before. And erm (sigh) I probably wouldn't have thought twice about using it to protect myself and this programme has made me think about what is going on and you know, I don't wanna be in prison... I don't I wanna erm (pause) have to like start from the very beginning

you know, listening to other people talking about what's stopped them like what they can't do now, (pause) I wanna travel I wanna do stuff and yeah I think (pause) I think that what (pause) have I answered your question? Cause I think I'm just talking now (laughs).

Interviewer: No you're doing fine thank you. Ok erm we're going back to your expectations at the beginning saying you didn't really know anything. Can you just tell me how your opinion towards the Recre8 project has changed?

Participant E: I... I really like it, I think every young person should go on it. It it's... it's like (pause) the they don't judge ya and you just (pause) you're there to do something and you get it done like it's not boring and you want to be there and the people that like, (pause) when we erm, first session everybody you know, erm you know it was a bit weird like cause you knew that people didn't wanna be there but that the like the way the room felt what's that called?

Interviewer: Atmosphere?

Participant E: Yeah the atmosphere changed erm, so that was like that was really good. Yeah I like it I think every young person should do it as part of their order.

Interviewer: So what do you remember about the project?

Participant E: The drama, I really enjoyed the drama everything about the drama. Watching it back, them filming us erm you know us getting to keep a copy of that DVD them filming us, the drama it was brilliant. Erm (pause) the prop boxes, I remember all the different bits of evidence we had to look at, I proper felt like a detective (laughs) and it was just really interesting to put all the clues together. Erm (pause) like and the props were real as well... they weren't stupid do you know what I mean like they had proper things that erm really like meant something to young people so yeah there was that aspect to it. Erm what else, what else? Erm I like the story line of mom and how, how his messed up at school cos that's what, that's what happened to me, and then I went to a centre. I wasn't doing anything and you know so I could relate to that.

Interviewer: Ok thank you. Erm (pause) so we've spoken about the project and we've spoken about the different things that you could relate to so the props and the story lines. So what sort of issues do you think the project might have helped you with?

Participant E: Erm (pause) like me understanding my mom a bit more... she just, I used to just think she moaned... like I wanted to go out all the time and I just thought she just nagged and she didn't really understand and now I kinda of see it from her point of view... like I'm a lad growing up in Birmingham and it you know, it is rough, and the streets are hard and I think she was just looking out for me but I never used to see it like that I just used to see she was just having a go. Erm but at the same time I want, I wanted to bring in money because, I (pause) we...it, it's difficult like with my mom my dad ain't around and she's got my brother and sister to look after, so as the eldest I wanted to try and help out. Erm but it, I dunno, it's just made me think a lot more...(pause) I wanna be around my family and I wanna get to see my brother and sister grow and (pause) erm ohh its too dangerous, like some stuff's too dangerous like once your fully in that's it init?

Interviewer: Ok that's really interesting what you're saying there. Erm can you just tell me what part like, is there any part of this programme you don't thinks been helpful?

Participant E: I just don't think it was long enough you know, I know I whinge saying it should be longer like it was too long but now like it, it wasn't like long enough it would be better if you do more of them so it lasts as long as maybe your sentence (pause) cause now I've done it, I just... I wanna go back and do it again or do something again like they've got me doing drama in their next performance which I'm buzzing about... be something different. So yeah maybe that, just make it longer.

Interviewer: Ok we're gonna move forward now so we've spoken about the project we're gonna look at erm offending attitudes and behaviour so specifically to you. So I just want you to be really honest with me here, because no names are being used. Erm have you continued to offend since you've been involved Recre8?

Participant E: I haven't offended but I have been arrested, erm for something that happened before and so that's gonna come to it but it was before like the programme, it happened like a couple of months ago erm and its just something that's coming to...that I'm having to deal with now. But it it's cool it's cool, err so nah I'm not stressin' about it (pause) I know what, I want I wanna do now.

Interviewer: Ok and what's that?

Participant E: Not get in trouble anymore with the police and stuff. I don't wanna go prison, I don't wanna do that, I wanna... it's different now.

Interviewer: Ok erm do you think it's made a difference in your life?

Participant E: Yeah with my mom. A hundred percent with my mom. Like you know she's gonna come and watch my next drama project, she's sat and watched my drama video, and like she felt proud of me and I can't remember the last time she felt proud of me. It's (pause) erm yeah that's made a difference like with my mom.

Interviewer: Do you think the project helped you understand the impact of your actions on others?

Participant E: Like what do you mean?

Interviewer: Like do you think about now if you did something how that might hurt someone else?

Participant E: Yeah (pause) especially with the storyline it makes you think from, if you were in their experience what what would they be feeling and thinking. So yeah that's helped.

Interviewer: Ok erm what about your views on offending?

Participant E: (Pause) what do you mean?

Interviewer: Well do you think it's changed your views?

Participant E: Erm well like I don't wanna do it now but I didn't wanna do it before it's just it happens ...I'm on the streets a lot so it happens and sometimes you don't think about the consequences do ya? (Pause) Yeah that's it consequences we looked at consequences a lot.

Interviewer: Do you think it's likely that you'll commit the same offence

again?

Participant E: Nope Interviewer: Why not?

Participant E: Cause I'll go to prison if I do!

Interviewer: Ok so is it just that that you, you'll go to prison?

Participant E: No it's a big thing man (pause) I'm getting older now and I don't wanna be walking round like them yoots that are going round thinking they're all bad and that.

Interviewer: Ok do you think it's likely that you'll commit another offence like something different?

Participant E: You know what I'd like to say no but you just, I dunno you never know like I'm not purposely gonna go out there and commit an offence but then if someone's in my face (pause), I dunno I'd like to think I'm strong enough to walk away but then you get seen as a bit of a pussy so... (pause) I dunno it depends who's there, like if your with your mates are they backing you or, that's difficult but I know I, I don't wanna get in trouble and I know I don't wanna go to prison again. Erm I need to be out, I need to be doing something like I wanna make something of my life.

Interviewer: Ok what erm changes in your attitude, so your behaviour or your feelings, do you think have occurred since you've taken part on this project? **Participant E:** (Pause) I feel like I'm, I'm a somebody now like I, I was a somebody out there but now like, (pause) it's different... I feel good that I've achieved it like I've got my certificate and (pause) like I know that I like acting and linking that with my music and, an just it's like a different feeling. My case worker was happy that I did it my mom was happy that I did it, the Recre8 people were happy that I did it so I feel proud like pride. Can I say pride? Prides a good one, and that's a good feeling.

Interviewer: Ok we're coming to the end of the interview now

Participant E: Is it?

Interviewer: This is the opportunity where you erm, if you want to, please don't feel as though you have to, but if you want to is there anything you'd like to add about the project erm or about your time on the project or anything at all...

Participant E: Yeah, you know I wanna say like (pause) erm it's good the people that run it like the the leaders you know, the teachers they're good, they listen to ya they don't judge ya erm they question ya like they proper challenge me my head was hurting with some of the stuff (laughs). They don't take no nonsense so like it's you can't (pause) they're strict but fair yeah and like a lot of yoots need that they need to have that because, you know, I was kicked out of school and I don't know, well I know what's right and wrong but like sometimes you try and push things...you try to push to the limit, whereas the Recre8 staff like were on it, man they were on it all of the time but they were fun with it and you know you don't not wanna turn up cos you don't wanna let them down they... have this thing, it, like a fam, they create like a family (pause) I I've made some friends from it now and you know I still see like I'm still gonna be seeing them and we all wanna get involved in drama and you don't wanna let them down and you don't wanna disappoint them and that makes you not wanna disappoint yourself either. It's like, it's good they're good and its I didn't feel like I was I like learning but I've learnt a lot about me and who who I am and where I wanna be and this the life now man I don't wanna be in prison and I don't wanna end up dead. But yeah the facilitators and the content about the programme is good... it's good still.

Interviewer: Ok thank you very much.

Participant E: Alright.

Interviewer: Hello, and thank you for agreeing to take part in this interview. I'm just going to ask you a few questions about the Recre8 programme that you've just completed, and you have signed a consent form is that right? **Participant F:** Yes that's correct.

Interviewer: Excellent. So once we've done this interview I'll take the information away, I'll type it up and then you'll get the chance to read it before I submit it. Is that clear?

Participant F: Yeah that's clear.

Interviewer: Ok excellent. So with this, the interview is going to take form in three parts, we are going to look at the Recre8 project and how your attitudes have changed since doing the project. So thinking back to the first time you were told about Recre8, what were your expectations of the project?

Participant F: Well erm, when I was referred to do a bit of drama, in the probation YOT yeah, I was thinkin' ah nah there's gonna be people dancing around looking like fools, an then whilst I was actually in there...(pause) it's like, it's like they've changed my mind like, I get a second thought and thought, ok let me just participate, even if it was for a laugh, an I got to like it! Interviewer: Ok.

Participant F: And from liking it I just, I just wanted in an everythin'! **Interviewer:** Excellent ok. Have you taken part in any other creative programmes, either in custody or in the community, that were not with Recre8?

Participant F: Erm...erm, just educational.

Interviewer: Just educational. So would you say that the Recre8 project is different from the other stuff you've done?

Participant F: Yeah it's *very* different, it's more practical, emotional. It's, it's got a lot towards it.

Interviewer: Ok. What do you mean by emotional?

Participant F: It's like erm, cause as yeah, they don't treat you like how like teachers treat ya. It's like the first time I was there, they treated me how I wanted to be treated. Like an adult and that's kinda where the respect comes from. (Pause) Erm to young people respect is really important and most groups lose the focus of the group because the respect ain't there.

Interviewer: Ok (pause), thank you. What information was given to you by your caseworker before the project, about the project or was nothing given to you?

Participant F: Erm...

Interviewer: So did your caseworker give you any information about the project before you started? Did she tell you what it would be about, or not? **Participant F:** She just said it was a drama based group, cause I said I wanted something like active where I wouldn't be still all the time. I do struggle if I just have to sit there and I didn't want to fail, like, to mess up my order because I couldn't sit still or erm... engage.

Interviewer: Ok. When you were doing Recre8 were you taking part in any other programmes?

Participant F: Erm, just boxing.

Interviewer: Ok, we're going to move on now to look at the actual project. So, what do you think you've achieved by taking part on the project?

Participant F: Well (pause) I think I've achieved...my own self-knowledge. Not just thinking in the box...the box was closed, but now it's open. If you understand what I mean?

Interviewer: Ok, good. I understand, yeah.

Participant F: Like, it's like crackin' a balloon from a balloon bag...a whole load of surprises.

Interviewer: Ok. It's a nice way to put it. What do you think has had the biggest impact on changing your views?

Participant F: Biggest impact?

Interviewer: Yeah so from doing Recre8 what's helped change your views do you think?

Participant F: ... Erm, well I'm a lot I'm a lot more thoughtful about the things that I do...and considerate...

Interviewer: Ok.

Participant F: ...Like they've told ya, like you's (facilitators) have shown us how to see everything not just on the side of your own eyes, you have to see on their eyes as well, like, what repercussions they might have, what family they have to help them. You break it down and then build up the character and that character is just like every single one of us in that room. It's... you've made the learning fun. Before it was just about me on the roads (pause) every man for himself but now I have opened my eyes more.

Interviewer: So they've taught you about perspective taking?

Participant F: Yeah.

Interviewer: Good. Ok. Think back to that very first session, what were your first impressions?

Participant F: I wanna go home! (laughs)

Interviewer: Ok. Why do you think it was like that?

Participant F: Cause...I was always like an anti-social guy like, I never really used to do anything with anybody and I had to participate an show, treat them like family, and... yeah that first one was really hard to begin with. I don't let... I didn't let people come in close to me cause no one likes to get hurt and nothing I did before was like this. So yeah...

Interviewer: So how do you think your opinion has changed, so first you wanted to go home...

Participant F: Yeah

Interviewer: ...how do you feel about it now? **Participant F:** Well, clearly I'm still here!

Interviewer: (laughing) That's a good sign then. Do you remember anything at all about the offending behavior programme?

Participant F: Erm no cause I didn't like any other, any other project itself. **Interviewer:** Ok, are you talking about the Recre8 projects or the projects from the YOS?

Participant F: Projects from the YOS.

Interviewer: Let's talk about the Recre8 one then so, the last one you did, it was a gangs project called...

Participant F: (interrupts) Segreg8 and we followed the story of Ryan and Fydel. It was about some drug deal gone wrong. Was live still. Proper made you think (pause) it was like my life being told. One of them died, still.

Interviewer: Yeah. Do you think that's had an impact on maybe how you act out on the streets?

Participant F: Well yeah, ok say for instance I was insulted by a guy that I didn't like and...he tried to come at me...but I've come at him with a knife or a gun, an I've accidently killed him or he's accidently killed me, then on both sides you've got to think about what impact happened on the other side. You can't just focus on yourself because that ain't how the world works. Before Recre8 I was just thinking about me and I got into lots of stuff on and off the streets. It's not just a street thing (pause), I think now about friends and family and how I am messing stuff up for not just me but anyone around me.

Interviewer: Excellent.

Participant F: Like you've just made the car crash, think about what after, like the explosive!

Interviewer: Excellent – you refer a lot to the other projects saying you didn't enjoy them, so tell me some of the differences between the projects that you didn't enjoy and the Recre8 project, what was so different about them?

Participant F: They undermine you!

Interviewer: Who Recre8?

Participant F: No the others. They just think that you're a kid... so anything that he says doesn't count and what I say goes, that kinda thing. There was no room for challenging or discussion and life ain't as simple as that. If you understand what I mean, and with the Recre8 it was like you have a choice, you have a chance. You know?

Interviewer: What...what were the other differences?

Participant F: Erm...well do you know what, the staff and the rest of all the guys that we've worked with, they've all been a massive help. Like them lot have kinda been like family to me, they talk to me the way I wanna be talked, they explain things, they are always understanding, like help me through sticky situations at times, an yeah they have all had a lot of impact in everything yous have said. Like I've thought about a lot of stuff and when I leave the sessions I keep thinking about stuff they have said or what we have looked at in the group that day and through the last couple of years I have calmed down a lot...

Interviewer: Uhmm

Participant F: ...by listening to yous lot.

Interviewer: Ok, so that's the staff, so anything else you can think of I know that some of the programmes you did were at the evenings or the weekend with Recre8. Do you think that's different rather than having it normal working hours?

Participant F: Yeah cause I was actually off the roads, cause half of the time I was always with Recre8. I didn't actually wanna be on the roads like. Recre8 is just...is like stepping into my own world...really... it's a safe place where I can actually just be myself and not worry about how other people are seeing me on road. Like if I mess up in here I am not judged or seen as some idiot (pause) I am helped, like guided to the better way.

Interviewer: That's lovely! Ok lets have a look. What sort of issues do you think like personal issues do you think the programmes helped you deal with? **Participant F:** Erm...my violent issues. Like I used to just blow my temper (a click is heard) with the click of a finger! (pause) But now it's like...I have to be tickled.

Interviewer: So you're not as violent as quickly, it's made you think about things?

Participant F: Yeah I'm more focused now.

Interviewer: Ok, do you think it's helped with anything else?

Participant F: Erm, yeah, the fact that I've had a *liccle* boy, well had, I've got two sons and they've had a massive impact on my life they've actually, them actually, they're the police in my life. They've took on the roles. I want to be around for them. I don't want them living what I have lived... and for them not to do that, I had to change.

Interviewer: Fantastic.

Participant F: They've kept me occupied.

Interviewer: Fantastic. Which parts of the process, so the Recre8

programme, has been the most helpful to you.

Participant F: Well for me (pause) it's always been the storyline and erm sometimes the discussions, but because I'm kinda stubborn, I'm kinda not really the discussion type. (Laughter is heard from both the interviewer and the interviewee) But the more practical stuff like the acting of scenes, the emotion you have to change you have to jump out of your own self to be the next character. All them kinda things, it's just kinda weird and wonderful, I don't know (pause) whatever it is that them lot (Recre8) do in the programmes, it works.

Interviewer: Excellent. Ok, has there been any parts that you didn't enjoy or you don't think have been very helpful on Recre8?

Participant F: Erm...no not really, there's, there's ...no...

Interviewer: No?

Participant F: No nothing bad I can say!

Interviewer: Ok, no problem. We're going to skip forward now, so were going to focus on your offending, this is the last part of the interview now ok. So speaking honestly have you continued to offend since you've been involved with Recre8?

Participant F: Erm I slipped off the slopes...about... two years ago, but since then no.

Interviewer: Ok, but since those two years no?

Participant F: No.

Interviewer: Ok. Would you say that the Recre8 programme has made a difference on your life in view of your offending?

Participant F: Yeah, cause they help me out through everything; they didn't turn their back on me. It's not just the programme. They are always there. If I need help I can call them or pop and see them. They always make time and they genuine care, you get me? They want to see me doing well and will help any way that they can. I respect them for that (pause). That's what I mean about family.

Interviewer: Ok excellent. Has the project changed your views about offending?

Interviewer: Yeah.
Participant F: How?

Participant F: Well it just makes you think, why do I need to though such extreme lengths to do stupid things which is only goin' to end me in one

Interviewer: Do you think it's likely that you'll commit the same offence

again?

Participant F: No

Interviewer: Why not?

Participant F: Because I'm more focused on what I want in life.

Interviewer: And do you think it's likely that you might commit a different

offence in the future?

Participant F: No, because I've got two beautiful boys to think about.

Interviewer: Excellent. Ok. Do you want to still offend?

Participant F: No. Interviewer: Why?

Participant F: Cause why should I? I've got what I need! I won't go back to

them old ways. No way!

Interviewer: What changes in your attitudes do you think the programmes

helped with? So your attitudes towards offending?

Participant F: I find it all stupid. Offending itself is stupid. If you want

something, go work for it!

Interviewer: We're coming to the end of the interview now, but this is just the time, in case I've missed anything. Is there anything you want to add or say about your Recre8 programme or the experience that you've had or anything at all, this is the opportunity to say it now, but you don't have to say anything.

Participant F: Well all I've got to say is, by jolly I got it! **Interviewer:** (Laughing) Ha...thank you very much!

Interviewer: Hello and welcome to the interview. Just for the purpose of the tape you have signed a consent form to say that you're happy for me to use this interview and I will also give you a copy of the full transcript once we have completed it. Are you happy with that?

Participant G: Yeah, yeah.

Interviewer: Ok so I'm going to ask you some questions about the Recre8 project. Erm the first set of questions I want to ask you about is the introduction to it. So can you tell me what were your expectations of the Recre8 programme?

Participant G: Err (pause) I erm I didn't I didn't have many, really, nothing. I didn't know anything about it I didn't have any expectations. Just you erm, you wasn't told much so (pause) just thought something I had to do, something that I was... I was told I had to go to, so just went.

Interviewer: Right ok and when you got there, tell me what it was like when you first arrived.

Participant G: Yeah it was alright erm, yeah it was good it was erm it was different. Erm everyone seemed like really chilled out and really happy and they were, you know there was a lot a lot of really laid back and... (pause) you know, you feel like comfortable straight away. So it was good it was a lot better than just err other things that we've done.

Interviewer: Ok so have you taken part in any other creative programmes erm whether it be in custody or in the community?

Participant G: Little things but nothing, nothing big. Nothing that was (pause) as as big as, as as Recre8...It was more like you know people just talking to you and stuff.

Interviewer: So nothing creative you didn't do any art work or drama or dance, music?

Participant G: We had someone come in and show us like a drumming workshop once.

Interviewer: And how was that how did you find that?

Participant G: It was alright but it was, it, you sit there and you listen and you do a bit of drumming but that was it it was over in a day so you don't really get that much out of it. And then I think they tried to come back but I didn't go to the next one.

Interviewer: Why didn't you?

Participant G: It was just it, it weren't for me (pause) boring. Some people I think enjoyed it but some people when you're speaking after, erm the people that I spoke to anyway though that you know, they were just there cause they had to be there not because they wanted to be there really.

Interviewer: Ok, can you tell me do you think that the Recre8 project is different from any other projects that you have taken part on or not?

Participant G: Yeah its different...it, it's drama and everything (pause) and, and like I said with the other programme people maybe sometimes didn't want actually want to be there. But on the Recre8 one it (pause) erm kind of, kind of good and everyone, everyone seems like they wanna be there. You, you know and it's like everyone's like err they all friends and that there. So it's different cos we do of lots of different stuff erm, (pause) it just ain' always the same thing we do.

Interviewer: Ok

Participant G: And then like, drama, as well.

Interviewer: Erm have you, did you before you did this project have you done

drama before?

Participant G: No

Interviewer: Not even at school?

Participant G: We didn't do drama at my school.

Interviewer: Ok erm what information was given to you about the project

before you started so what what did your case worker tell you?

Participant G: That it was like (pause) erm what's the word a re, a, a re

offending prog, no...

Interviewer:...Rehabilitation?

Participant G: Yeah yeah yeah like one of them, erm and it was gonna be like drama stuff but I was just like yeah whatever, I just thought I had to go, like I said I thought I had to go, so I just went (pause) so I didn't really listen if I'm being honest (laughs). Case worker said whatever and said what it was, and all I'm hearing is this is another place thing I've got to go so I just went along.

Interviewer: So apart from the drumming what other programmes have you been involved in then?

Participant G: Erm we done once when people come and talk to you about knife crime and (pause) and, and victim stuff. Things like that, and telling you how erm how things that you do like affect other people, and the knife crime one and the dangers of it... and how you know all that basic stuff. It's not not basic stuff, its good stuff but it's not, we didn't do any it's, it's (pause) it's mainly just some person talking to you and you've got a presentation and that.

Interviewer: Ok

Participant G: Things, (pause) a few things like that, erm I think we had an animal person come and speak to us as well.

Interviewer: Ok

Participant G: Come and show us animals that was jokes (laughs).

Interviewer: We're gonna move on now to talk about the project. So what do

you think you've achieved by taking part on the Recre8 project?

Participant G: What I've achieved? Erm (pause) (coughs) I think it's been good like for my erm my my confidence and erm meeting other people and being in, working with a group and we do, we do the drama work and we have a laugh and we do all erm all them sort of exercises but we err we play games but they talk to you and everything and they help you out so when you've got issues or problems with stuff or at home or whatever you can tell them. So they help you work through it a little bit. Erm so yeah I think it's helped my confidence and me think about things a little better and err, how I how I, err (pause) not get so angry so quick, how I react, a little bit better.

Interviewer: Ok. When you took part on the erm knife crime programme with Recre8, can you identify what you think has had the biggest impact on changing your views about knife crime? So what was it in the programme maybe?

Participant G: Erm what what do you mean like, what was in the programme? What changed, what change what helped me?

Interviewer: Yeah what helped, you said...

Participant G: Oh, oh yeah no it was all good I think it was (pause) if I'm being honest with ya it's like some of the things you're getting told or you're

getting shown you probably already, you know, you know but its because you're being told it and shown it in like a different way. So (pause) it's, you're in a group and it's not just show you, you know you and someone talking at ya and that's it. So I think the whole thing probably helped the whole, there wasn't one particular thing, that changed my my my pers perspective? Not one this that changed my perspective, it was more like the whole the whole programme and the time that was spent in it and the group and the people running it. I'd say.

Interviewer: Ok what do you mean about the people running it? **Participant G:** Just you know I think erm (pause) like I said before sometimes you have groups and sessions where, not all the time but sometimes you have people that will just talk and you don't really feel like they're talking to you, you feel they're just err like reading it off a piece of paper or whatever. **Interviewer:** Yeah

Participant G: Erm (pause) and it was, it was different each time when you we were doing this project so, (pause) you just felt (pause) you know we were talking to them and they were actually talking to you. So it was more err, it was like more comfortable and more, you know it was just it was better for you.

Interviewer: Ok so are you saying that it meet your needs, your learning style?

Participant G: Yeah yeah I think so I think it was (sniff) individual to you. Erm when you're in a group you felt like you were part of you know, everybody was there together.

Interviewer: Ok erm I mean we touched upon it briefly about differences being that you're just sat there in other programmes and people are talking to you maybe with a PowerPoint. What else is different about this project? **Participant G:** (pause) It's, it's like drama so you get to, err you get to have fun and you get to make like err your acting and so your building up your confidence and also, erm you are looking at proper stuff in a not in your face way (pause). Other people you meeting, other people and you're in like sort of it's like a little family sort of thing, and erm so it's different you know... you feel like you have an input as well. When you're doing the creative side of things you explore everything so you could, say about your character and about how why he's doing what he's doing so you get to see things from a lot of different angles. Erm and it was fun as well. So not all the time that you do things, especially when like you your workers telling you to go to these things and not all the time it's fun and you don't really wanna be there you're just looking at the clock waiting for the time when you can get out. But yeah this time it was good like you're kind of like yeah I will go to that, that was that was good man, I'll go to that again.

Interviewer: Ok good. Erm where there any parts of the programme that you could relate to, and if so what?

Participant G: I think (pause) I think in some matter I could relate to all of it. I think there was a lot that's kind of (pause) that's kinda real to your own life and the life on on, on the life on the street. Erm and even the bits that you might think, no that's not happened to me, or that didn't happen to me that wouldn't happen to me, you sort of you don't look at it like that do you know what I mean, you look at it like ok, If this did happen or If that had of happened or that has happened to somebody else then you look at it through

erm (pause) from a different erm from a different angle so, you can relate to, it kind of makes you look at everything and you can kind of relate to everything. **Interviewer:** Ok erm do you think the programmes helped with any issues that you may have, may have had?

Participant G: I said before that erm, that it helps me like think about things before I do something, so I think that's the main thing for me. I always (pause) just, just, rush in straight away, or just get angry or mad or you know.

Interviewer: Ok

Participant G: Like with people and everything that we did, and all the time like that you talk you start thinking to yourself then you know there's a different different way.

Interviewer: Ok...

Participant G: ... See even sometimes like when you don't think there is another way it's like you just have to take that step back and think, and I think that's the main thing for me.

Interviewer: Erm is there anything that you disliked about the Recre8 programme?

Participant G: Ahh some (pause) some days it all depends on the day, you know some days you just you're not feeling it, but you know other days you really are... but even on the days you're not feeling it it's just usually because I'm tired or whatever from the night before or like if I've had a bad night, but that's what I'm saying, if you're not feeling it and you've had a bad day or something's happened at home or with your girl or whatever. When you get there then you can speak to somebody and they kinda know that you, that you're not feeling, that you is down so they'll approach ya and they'll talk to ya, and then that day then becomes not just about going through the motions and doing what your meant to be doing, you're also dealing with your actual issues of that day of your life, that's real and so it all becomes part of the thing then. So even when you're not feeling it, it's not because of the project it's because of something else but in that project then that issue is dealt with.

Interviewer: So do you find that's a benefit to turning up to the project? **Participant G:** Yeah nah, cos sometimes you wanna go somewhere and you might really think yeah I like this and I really want to do well but you get there and you just you're not, your heads not right... you head is in a different place so other other times that you can go into probation, or whatever and you know it just feels like your being spoken to and its bam do what you gotta do and you're out there again to go home. But then on some projects and like this is one of them, you go there and people will talk to you about the issue and spend a bit of time. Even like once or twice, not just with me either like, you could be your having a chat and the projects finished you spend more time just talking about what to do and how to do it and it just gets sorted out a bit better.

Interviewer: Ok so it's not just (pause) are you saying that the facilitators aren't just there in the programme, there also there afterwards?

Participant G: If you want them to be yeah it's not, you can't go round their house or anything like that but if you need to talk to them about an issue then you can talk to them about an issue after the project yeah. Erm then it's, they will offer you advice and help you, even if it's something like trying to help do a CV or something, that's unrelated to the, you know the the drama. It's just you know that little bit of help and it makes you feel like that you can actually

talk and it gets you more relaxed. So even when I said when your heads not in it, you can you can go there and then your head gets back in it because you know like the stress is all coming off off your mind.

Interviewer: Ok excellent. Erm we're gonna come to the final part of the interview now and this is just looking at your erm changes in your offending behaviour and your attitudes towards offending. Now I have to remind you this is anonymous so I'd like you to be as open and as honest as you possibly can be, and because nobody will be able to trace this back to you. Is that clear?

Participant G: Yeah, yeah.

Interviewer: Ok so have you continued to offend since you have been

involved with Recre8?

Participant G: (Pause) nah, nah Interviewer: A bit of hesitation there

Participant G: No like I was, I didn't didn't know if you meant have I done. Well I haven't offended I haven't been arrested. I haven't been erm like, I haven't done anything bad, really. (Pause) I mean I've just like you know it's (laughs) I've smoked weed and that but I don't know if you meant things like that. If like my offence I haven't done that again and I haven't done anything that could get me in trouble like on the streets or whatever so just having the odd odd burn and that.

Interviewer: Ok erm do you think it's the project has helped make a difference in your life then?

Participant G: Yeah I think because after, after coming out and that it was erm it was good to do something fun and productive, and like one of the things that I've found when I went straight away when you're put on order and you're doing all this stuff is a lot of it's boring and, and if it's boring then you're not, you're not thinking and for me if something's boring I aint even focusing for a second, so I ain't, I aint not gonna go back there. And then I just feel like they get frustrated with me because I'm bored and then it's just, it's just, just shit. So it helped me because it was fun so I wanted to go back and get involved and I met some people and some good people as well, like the peer mentors there as well. Like it was good seeing them cause some of them are older mans and they were erm you know, I've seen how some of them have changed their err life around and some of them have come from the same sort of thing as me and even like some of them have done the same things as me. But you see them now and you see how like they are cool and everything you know they've still got the respect and that and they're doing this sort of work, so it makes you think, and it is even with them they're the people who you can talk to and relate to the most as well so that makes a difference because it's not just some older man or older woman in a suit or tie or whatever talking to you about this and that, and even when you get the older mans that come in sometimes they try and talk to you on the level it's like yeah, but your still old enough to know a granddad so it's not the same.

Interviewer: (laughs)

Participant G: So it was good to have umm some younger people around my age that at least knew what an iPhone was anyway. (laughs)

Interviewer: (laughs) ok erm do you think the project helped change your views about offending?

Participant G: Yeah ahh well yeah I think (pause) it definitely changed my views about me offending or and it's not it's changed my views in that it's not I

know now it's not now like you know there's always a victim. It don't matter what you do, especially for the more serious sort of things and like for the reasons why you, why you offend and why you do some of the stuff it's just dumb it's just stupid. Erm (pause) and I still believe there's a struggle that everyone has to go through but I think that a lot of the time we deal with it in the wrong way and I thinks it's taught me that as well like to look at things differently and not just go for the easy solution because the easy solution is usually the one that comes out with the hardest the hardest consequence. Interviewer: Ok that's very good. Err do you think it's likely you will commit the same offence again?

Participant G: No

Interviewer: Do you think it's likely that you might commit a different offence? Participant G: Like, Nah, nothing serious anyway and like I said I can't I aint gonna lie it's like I'll smoke weed and that and eventually I probably won't, I don't wanna do that no more, but if I get caught on the street and I've got a spliff on my hand I don't know what they're gonna, what they'd say, but other than that I aint gonna go out and rob anyone or do anything dumb like that. Interviewer: Ok, do you want to still offend after taking part in this project? Participant G: I don't think I ever wanted to offend in the first place, I don't think, I don't think anybody really wants to offend. Erm I just don't think that they know (pause) that they've got a real choice, I don't think that they feel like they've got a real choice, where they don't have to offend. So no I don't, I don't think I ever really wanted to so that's, that's nothing can be changed because I still don't want to.

Interviewer: Ok and erm as a result of taking part in this project what changes in your attitude or your feelings do you think have occurred? Participant G: It's like I said I think I'm, I'm it's all about understanding and looking at things differently and just being a bit more calmer. You know what I mean, you always think you don't wanna go back in and you don't wanna be, you know, the same you don't wanna seem like, erm you know, (pause) be a stress on your mom and all that and you wanna be able to see your friends and chill out and do normal things and get a job and what have ya but so I think my feelings have changed about how I can go about achieving those things and getting what I those things that I want, like a car and a house and what have ya. (Pause) You know and it made me realise that (pause) trying to get money in that, in that other way was, it it aint gonna last anyway so I'm just gonna end up back inside so (pause) I think it's just changed my, my understanding of, my understanding of my situation and the reality.

Interviewer: Ok, we are coming to the end, the err end of the interview now, is there anything that you would like to add that maybe I haven't touched upon or that you wanted to explain further maybe about the project or anything to do with the project? Or are you happy with the interview?

Participant G: No I'm, I'm I'm you know I've said about like the people that run it and that they, the peer mentors and the way that it's all done I think all that it's good and original erm so yeah so I think it's one of like one of my favourite ones that I've done and one of the ones that have probably had the most erm most impact, most effect on me.

Interviewer: Ok thank you very much for taking part.

Participant G: Yeah no problem.

Interviewer: Hello and thank you to agreeing to take part in this interview. You've signed a consent form to say that I can use this information from the interview.

Participant H: Yep

Interviewer: But I will be giving you a copy of the interview once we're finished to make sure that you are ok with the responses. Are you still happy

to proceed?

Participant H: Yep

Interviewer: Ok, the interviews in three parts. So we're gonna look at the past, we're gonna look at the project and now we're gonna look at your

offending behaviour today. Are you ok with that?

Participant H: Yes

Interviewer: Ok, so let's start with before you went on the Recre8 programme, erm when your worker first told you about it, what were your expectations?

Participant H: I didn't want to do it, I just thought not another thing we've got to do, erm (pause) I thought maybe it might make my order less time. So I did it and when they said the stuff about acting (pause) I thought there's no way I'm gonna get up and act in front of other other people that I don't know, erm and to be honest I just thought it was gonna be a load of (pause) rubbish.

Interviewer: Ok, erm and so when you took part in the project did it meet your expectations of it being a load of rubbish?

Participant H: No (laughs) it was much better than what I thought it would be, erm (pause) the drama was brilliant and I wish we'd done more of it, erm (pause) it was a really good story line that we had as well, which made me interested in what was going on. Erm the props and that, that we had and used were erm, relevant, erm quite current and stuff which made me want to learn a bit more about what was going on, learn more about that story.

Interviewer: Ok, have you taken part in any other creative programmes, like this in prison or (pause) in the community?

Participant H: No, nothing at all.

Interviewer: So nothing drama based nothing arts based?

Participant H: Nope nothing

Interviewer: Ok erm so can you just tell me, do you think that the Recre8 project is different to any other projects that you've done? So I know you've said you haven't done any art or drama but any other projects you've done with the YOS or in prison, why is the Recre8 one different, if it is?

Participant H: To be fair (pause) I've, I've felt quite good about myself in the programme, like I thought at first they're just gonna be like your just a bunch of offenders and we're not giving you the time of day, but this is something you've got to do for your order, and when I was doing it I felt quite good about myself the the teachers and that were quite funny and they erm, understood where I was coming from they didn't like judge me erm, (pause) and they had listened to what I'd got to say which made me want to talk more.

Interviewer: Ok excellent. Erm when you first started the project (pause) what information did your YOT worker give to you about it or was there not no infor...

Participant H: ...they just said they thought it would be good for me to go onto, erm it's something different, they did mention acting at which point I

thought I really don't want to have to do that because I haven't really done much acting and I was a bit scared and nervous about that. Erm (pause) and they just said it would help me look at (pause) my offence and (pause) things that would help me with my with the future.

Interviewer: Ok, what other programmes are you currently doing erm with part of the YOT?

Participant H: (pause) I'm doing, I've just started erm something about, knife doing a knife crime programme.

Interviewer: Ok and how are you finding that?

Participant H: Erm (pause) well we just started but to be fair when we did it it was just sitting down listening to one of the teachers or whatever you call it talking and there was a bit of a power point, so we didn't really do much we just were sat there listening to what she'd got to say.

Interviewer: Ok, we're gonna move forward now to talk about the actual project, so personally what do you think you've achieved by taking part on the Recre8 project?

Participant H: A lot you know, my confidence, I've made loads of new friends that err I didn't know before I started the programme. Erm stuff like my drama I wanna like carry on with drama now and if there's another programme like this, I'm I, I've told my my worker that I wanna be on it as well. Erm I never thought I could do half the stuff that I did, erm it's made me think about what im where I'm going in the future, like I can't just doss around and do nothing, I've got to make decisions now about if how I'm gonna change and make things better for my life for I'm, I'm, getting older.

Interviewer: Ok, thank you erm can you just identify what has been the biggest challenge, er sorry the biggest impact on changing your views on the information that you studied so I know the programme that you took part on was the gangs programme, so what out can you remember any particular exercise that might have impacted you changing your views?

Participant H: To be fair when we did that bit when the police had to come and erm visit is it was it the mom; you know what I mean don't you?

Interviewer: Yeah

Participant H: Erm (pause) that made me stop and think, (pause) it was, it was real and you don't think about that side of stuff, like you get involved in it and stuff like that and you know you do it but not think about (pause) the other side or who hurt or anything like that and when we were had to do the police, as much as I don't like them, and I didn't think we would be able to do it, like we did it and I thought, God this is something that that they do all the time and I'd hate for this to happen and for them to have to be knocking my door and telling my mom this stuff.

Interviewer: Ok it's really good you've managed to remember that, erm what other things do you remember about the project, can you tell me maybe, any other erm exercises or anything that you've done that have stayed with you from the Segreg8 programme?

Participant H: Erm (pause) a lot of the discussion work was good that we spoke about cause like I felt we could we could talk openly about it no one was judging you and I knew that what we said would wouldn't go any further than that so we could just be ourselves and we didn't have to say something for the sake of oh you know this will happen if you can say it like this, so

(pause) all the discussions I really liked and the acting was really good but 'keepy uppy' was brilliant erm.

Interviewer: That's the ball game yeah?

Participant H: That yeah, that was good and it's just a shame that we didn't manage to smash that record (laughs). Erm the drama exercises were quite fun and good at first I was really nervous and that but everybody's in the same boat and to be fair there were some really good people on the on the course. Erm that thing about power was good. You know was it we had to, I think we had a chat about what it was and then we had to talk do something with the pictures, like the gun. (Pause) Erm that made you think about stuff because straight away we wanted to put that at the top, but then after we thought about it and discussed it a bit more we thought well actually you've got to have a brain in order to do any of that stuff and sometimes like someone said in my group that if you've got a brain you can get yourself out of certain situations or know where you've got to run to or or whatever so that was quite good. **Interviewer:** Ok really good, erm (pause) I know that you said you've done other projects and I know that we've briefly touched upon it but (pause) in terms of the differences between the Recre8 project and other projects that you've done is there anything that sticks out to you as being (pause) a massive difference?

Participant H: (Pause) Erm quite a few things I think (pause) I felt, I felt like (pause) I know it might sound strange but a bit like they were like a family (pause) they really cared about what I was doing. Erm and it was no trouble for me to to come to the sessions... they're really chilled and layed back and the stuff we were doing, I wanted to find out more about. It wasn't like I was just sat there and I had to do some writing or someone was talking at me for an hour and the time just went really quickly (pause) what, what they had to say you know made sense and it makes you sit there and think about the stuff that's going on and the stuff that were looking at and it make me think about you know stuff I used to do with my friends and stuff that they'd probably ask me to do in the future, but now I gonna take a step back and have a little think about it before I just go ahead and do it straight away.

Interviewer: Ok fantastic. Erm could you relate to the characters that they err introduced in the programme or?

Participant H: Yeah, and you know some of the stuff that that the lad I can't remember what the lads name was, but some of the stuff that he used to do, I've done.

Interviewer: Ok.

Participant H: And like all all my mates that happened, do you know what I mean that's, that's just (pause) life for us.

Interviewer: Ok erm was there anything that you disliked about the project? **Participant H:** No I'd, have well I'd have liked it to be longer and I've asked my case worker already if there's anything else I can do that's a bit like that. **Interviewer:** Ok. Fantastic erm (cough) (pause) so there's nothing you think that hasn't been helpful?

Participant H: Err (long pause) no not really I liked it all to be fair I mean I'll (pause) it would have been good for us all to do a bit more drama maybe or (pause) I dunno (pause) (sigh) maybe have it, do it into a little film or something erm because that was quite good and once you get into it you

know you wanna carry on and stuff and before you know it its already finished.

Interviewer: Ok, so you'd like it to be longer?

Participant H: Yeah

Interviewer: We're gonna come to now ok I just want to remind you this is anonymous so you can answer truthfully because nobody will be able to

identify you.

Participant H: Alright.

Interviewer: Erm have you continued to offend since you've been involved

with Recre8?

Participant H: No I haven't done anything.

Interviewer: So you think that it's made a difference to your life then?

Participant H: I feel, I feel good about myself do you know what I mean I feel like now I wanna, I wanna do stuff with drama and get involved in more things that that are going on erm (pause) I, I don't, I'm trying not to hang around as much with my certain people. I'm trying to hang around and get involved in the stuff that they're doing.

Interviewer: Ok, do you think that the Recre8 programme has helped you understand the impact of your actions on others?

Participant H: Yeah, yeah and things like that, what was it called where we had to draw round them circles and put down who we though got (pause) **Interviewer:** Ripple effect?

Participant H: Yeah...that's (pause) it like the pond thing. Yeah, I think that that made me think about you know if you just rob someone's handbag it's like yeah ok you get fifty quid or whatever out of it but you don't think about you know the the stuff that that happens afterwards (pause). Like who else has to get involved because of that stuff you know, at the time you just think oh it's a quick thing and nobody gets hurt but then seeing it from another point of view you've gotta think about all the stuff they've got to go through erm and you know how even something like you know, you mentioned the community didn't we, we said how the community can get can get affected from from a crime and I never used to think about stuff like that. You just think oh you know it's just maybe the person gets a little bit angry if they get their handbag stolen dead quick and then they just get over it but there's more people that it involved in stuff like that.

Interviewer: Erm do you think the project has helped change your views about offending then?

Participant H: It's made me think about stuff I'm not gonna just like I think like, (pause) I feel like I've got more now I wanna do stuff not just carry on doing like bad stuff and hanging around with my mates and up to no good and upsetting my mom and stuff like that I wanna, I wanna like try and, an not be good but just try and do something a bit differently.

Interviewer: Ok erm do you think it's likely that you'll commit the same offence again now?

Participant H: No

Interviewer: Do you think it's likely that you'll commit a difference offence? **Participant H:** (Pause) You can never say never but (pause) I'd like think that you know, I'm gonna stop and think before I get involved in stuff. I'm not lying you know it's difficult when your friends are involved and they want you to

back them up and stuff like that you've got a difficult decision to make but (pause) I'm not just gonna go out and you know look for trouble.

Interviewer: As a result of taking part in this project what changes do you think it's had to your attitude (pause) towards offending? If any?

Participant H: Erm, err just just knowing that there's more you know, you hurt more people than what you think at the time and like I said with that police drama thing I'd hate it if someone come knocking on the door and had to say that to my mom. You know it's made me think that she's trying really hard to do the best can and I wanna give back a bit and stop causing her all this grief and stress.

Interviewer: Ok we're coming to the end of the interview now erm but this is the opportunity where we give young people a chance to say anything they want that we haven't covered on here. So is there anything you would like to say you don't have to, I just have to point that out, about Recre8 or the programme or the process that you went through or maybe anything you've got in the pipeline with Recre8...

Participant H: I thought, I thought that the teachers were good erm I haven't had a teacher like that even at school, someone who just like you know they were fun and they make things, like you didn't realise at the time that you were learning, do you know what I mean like you, you, you do it and you know everyone shares stuff and I learnt loads about the other people that were there as well. But you don't think oh God I've gotta like sit and do this writing for 10 minutes or or anything like that, you just it comes naturally and like they don't judge you whatever you've got to say is (pause) you know is important to them and then I know they're not gonna go snitching around or anything like that. Erm (pause) and it was good it was just like, you know we were always doing different things it wasn't as if it you know you had to sit there copying or (pause) sit there writing all the time and there was discussion there was drama the games were brilliant erm and I wish we could do more of them all the time erm and the stuff that they were talking about its like it real it's happened and you know I know loads of my mates who are in a similar situation to the person who is in the programme and it just makes you think about stuff and how you know, you can't just carry on doing what you're doing otherwise you, you know, gonna die or or people close to you are gonna die. **Interviewer:** Ok thank you very much.

Participant H: Alright.

Interviewer: Thank you for agreeing to take part on the interview, just so you are aware you have signed a consent sheet, so that I will be able to use the interview and at the end of the interview erm I'll write it all up and you'll be able to see a copy of it. Is that clear with you?

Participant I: Yes

Interviewer: Ok the interview is in three parts so we'll look at before the Recre8 programme, during the Recre8 programme and now err, after the Recre8 programme so a three month follow up. So what where your expectations of the project?

Participant I: I didn't really have any I just was told that I had to go it was part of my order so I went.

Interviewer: So would you say that, erm the project met any thoughts that you might have had?

Participant I: I just, nah (pause) I thought it would be just long and boring erm and just sat there but it wasn't. We got to move about and we got to do stuff so I suppose it was better erm than what I thought but then I really didn't know anything about what we were gonna be doing before I got there.

Interviewer: Have you taken part on other creative programmes during this or any previous sentences that you've had, whether you've been in custody or in the community?

Participant I: No this is the first one. I did erm drama and art at school but then I got kicked out, so this is the first time I've gone back to it since then. So yeah it was good.

Interviewer: Erm can you just tell me what information was given to you about the project before you started it.

Participant I: (Pause) Nothing just I was told that I had to turn up, erm and that I had to go to every session, erm it was on my erm part of my order, erm they said that I had to turn up.

Interviewer: Are there any other programmes that you are currently taking part on?

Participant I: Erm (pause) I'm doing education but err and the ones that I have done? Erm (pause) I've done knife crime awareness and erm, a, err a robbery awareness, a robbery course as well, robbery group (pause) and a victim awareness group but none of them were err drama. We were just sat there and it wasn't, it was just for a couple of hours, not longer like this one.

Interviewer: We're gonna move on to talk about the project now. So personally what do you think you've achieved from taking part on the project?

Participant I: (Long pause) It's just made me see things differently in terms of what I can and can't do. Obviously being kicked out of school when I was fourteen, you know I struggle, I've struggled a bit and now that you know I'm eighteen years old, and it's just made me think there's so many things I can do erm so I think it's made me look at things a bit differently and I'm good at it, it's something that I'm actually good at, I love music erm and now you know I really like acting and I'm gonna see if I can carry on doing it somewhere.

Interviewer: Erm could you identify what you think has had the biggest impact on changing your views about the programmes? (Pause) So I know you did the gangs programme.

Participant I: It's just made me look at people, erm this joint enterprise is big and I, erm I didn't know about and I'm sure loads of other young people don't know about it. But I don't want to erm I don't want to (pause) well I just don't want to carry on like this you know, well I'm nearly eighteen and I don't want to be in and out prison you know I want to get a job and I need to get myself sorted and so this project was kind of like a bit of a stepping stone cause if I can concentrate in sessions like that then I'll be able to concentrate in other things so it kind of just proved to me that I can stick to something and I can do it. Erm you know, I don't wanna be running around the streets all the time.

Interviewer: Ok that's very encouraging. What were your first impressions of the Recre8 project when you arrived?

Participant I: Erm, er (pause) I walked in and I knew nobody, everyone was sat, err you know we were sat in a circle and I remembered that the woman came up to me and was telling me about the project and getting all my details off me but because I didn't know anyone I felt a little bit self-conscious. Like to be honest I didn't really wanna be there and I thought this was gonna be crap erm you know with other young people, but that changed within about ten minutes of the programme starting. It was just everyone was there and I dunno erm, it it was it felt good in that room, you know everyone was in the room for the same reasons and it felt good. Like we were all there and we were all doing something positive than just doing other shit.

Interviewer: Ok, erm so how do you think your opinion's changed now that you've done the project from the first time that you went in?

Participant I: I really really enjoyed it and it's something that I'm gonna carry on doing. I've already spoken to the people from Recre8 and they've got other projects that they've put me onto. Which is good you know cos I ain't never asked to be put onto another project (laughs)

Interviewer: Ok what do you remember about the project?

Participant I: Drama and the story line of Ryan and Fydel, em I remember the drama erm the discussion works we did and we had to do, erm sort words and photos and stuff, about power what makes you powerful erm and there were pictures like there was a picture of a gun or a brain or weapons and alcohol. So there was good discussions about erm that you've got to be intelligent first like street smart but also like knowledgeable. Because you can err, be you know, well this is why people get caught... they're dumb and they've got a gun innit so or they've got a knife. So you need to be like you need to put your mind first. Erm and we also did drama about like looking at his past and when we did that it was like weird cos it was all the pasts that we've had you know like getting into graffiti first and getting kicked out of school and looking at relationships with younger brother and erm (coughs) I've got a younger brother and I don't want him to grow up the way that I was erm (pause) erm, it was my story that they were telling. Erm and I remember the drama that we did when erm like the the, it was about drug deal and they had to go and do this drug deal and one of the geezers didn't want to do it and I played the geezer that was trying to erm (coughs) erm trying to get him to do it. Erm and then we had to do it again where we talked him out of it. (Pause) It was good to see what language you could use to try and change a situation and erm to be fair I have used that talk (language) before well since with, with one of my friends who was gonna do something and

I managed to talk him out of it and I learnt that from doing that drama. So that was really good for me, erm so yeah the drama I definitely remember the drama. **Interviewer:** Erm so what do you think the difference is between this project and other projects that you've taken part in are?

Participant I: Well this one's more active and it's longer that the other projects but it doesn't feel as long as the other projects. I think it's because you're always doing stuff and it's in a group it's not like you and someone else, you know there's seven or eight of you and you get to watch the work, erm the drama back, you get to film it and it's like it's part acting but part like you know you're looking at serious stuff that affects you but it's, it's not done where people talk at you and then obviously they use erm younger, (pause) peer mentors so they've got like younger people, well like older than me but who have lived through stuff and they've really lived through way dangerous stuff and you know they have got reputations on the street and to see that they've turned their lives round. Erm I think that's interesting to have it, (pause) you know they understand where we're coming from.

Interviewer. Ok erm can you just tell me do you think there are any parts of the programme that you could relate to? And if there were what were they? **Participant I:** Err the main characters because like, it was something that I could do, erm it was something that I could erm focus on erm, (Phone rings) sorry that was my phone.

Interviewer: Well we will move onto the next question. Erm and there any err, what sort of issues has the project provided help with in relation to you? Participant I: Erm (Pause) it's made me look at erm relationships. Not just with my mom but with my girl as well erm (coughs) how like, how the stuff that I do out on the roads affects them. It's made me see things from other people's views and like you know we did some really serious drama about you know police having to tell parents that they'd lost their kid and I never want that to happen. (Pause) It has made me look at me in a deeper way. Even though it happens loads like on the roads I don't want it to happen to my mom, I don't want my mom to be in that position.

Interviewer: What parts of the process do you think have been the most helpful to you?

Participant I: Erm I think the way it was delivered like the acting erm cos you know I get, I fidget, like I get like restless so it was good that we could just move you know we could move around and they don't judge you the people who run the programme don't judge you, you know erm and the way that they deal with issues. It's, it's like there's a programme there for everybody in the room but it's as though it's just for you. Does that make sense erm, the issues are really close and just for you.

Interviewer: Ok err are there any parts that you think have not been helpful? **Participant I:** Err maybe it was a bit early err but it was good but it was a bit early. It could have been a little bit later. But then it was short as well like it should go over more weeks. I think everybody should do something like it when they come on to an order.

Interviewer: Ok we're going to talk about the changes in your attitude to offending behaviour now, ok, so you have to remember this is anonymous. So have you continued to offend since you have been involved with Recre8?

Participant I: Err I've, err I got erm arrested for something. Dunno what is gonna come of it.

Interviewer: Ok, do you think it's made a difference in your life?

Participant I: Yes (pause) it's made me want to think about my future and do more positive things, like it felt good getting a certificate at the end of it, and sticking, you know sticking through something and now as a result of doing that programme I've been given an opportunity to do more work with them like drama work as well, so I think it's helping me with my confidence and that's had an effect on you know how I am at home or out on the streets and stuff.

Interviewer: Ok, has it helped you to understand the impact of your actions on others?

Participant I: Yeah because you get to really understand, like you get to see the story from the outside like you're not living it even though you are living it in real life. In the story you get to see and hear from loads of different people, like the people who are involved, their families their friends you know passers-by how stuff can affect them like the ambulance and the police erm so and people like that. You just get to see from every single angle rather than just looking at a situation through your own eyes and you know not thinking about other people or how your behaviour affects other people or anything like that. I think it helps that you are actually acting it, innit, rather than being told about it like you proper are in that situation.

Interviewer: Do you think it's helped you change your views about offending? **Participant I:** I dunno know, I like (pause) (sigh) with offending you don't, it doesn't when you're with your friends it doesn't really feel like offending. Does that make sense? It's like it's just something that you do. So it's erm I think it's made me like wise up a bit and be a bit more mature especially like when you talk about joint enterprise cos like one of my friends got locked for joint enterprise and I you know it makes you realise it, life's to short and being young anyway you don't wanna be a target. So yeah I think it's made me look at my friends a bit. Well not my friends but the situations I'm, I'm sometimes in.

Interviewer: Do you think it's likely you will commit the same offence again?

Participant I: No. Interviewer: Why?

Participant I: I didn't want to commit that offence in the first place so I wouldn't go back and do it again. Erm plus I'm turning to the age of eighteen where things are gonna be a lot more different for me like I don't know, you know I might, I might go prison. Erm so yeah nah I don't wanna do that.

Interviewer: Do you think it's likely that you will commit a different offence? **Participant I:** Mmmm you can never say never, erm so lie, I'm not gonna purposely go out there to offend but if someone comes running up to me with a knife or something, you know I'm not just gonna stand there. It's so I'd like to say no but you just don't know what's gonna happen.

Interviewer: Can you tell me about any changes in your attitude or feelings about yourself that you think have occurred as a result in taking part of your project?

Participant I: Mmm I think it's just made me (pause) like I've matured and it's made me a bit more wise, to like the law because you know loads of young people are running round thinking they can play the law, they know the law but they don't really and they get caught up and you know that's it. Like I know

there's a friend of mine that's err in prison and he got like a six year lock, and you know that's, that's like a really long time. Erm so yeah I think its made me a little bit more wiser to what's going on and like just I don't wanna I wanna do something you know I mean I wanna be able to travel to America and I don't want my criminal record to stop me from doing anything like I don't wanna be restricted cos I think as a young person we've already got loads of restrictions and I don't want that. Like I don't want to restrict myself even further.

Interviewer: We are coming to the end of the interview now are there any other observations that you might want to add? You don't have to I do have to point

Participant I: No, no I wanna say erm like it was just it was delivered well there was do you know what I mean we did exercises we did discussions we did drama we did erm like sorting things we wrote we did like we did absolutely everything and we managed to, it was good the way it just followed a story and every week, well not every week, every session that we had it, it would like leave it on a cliffhanger so you'd wanna come back and find out what was going on, so it was a bit like you know EastEnders with the soaps like and they, like they leave it with I don't know, who shot Phil or whatever It was that kind of thing (laughs) erm. (Pause) It makes you wanna come back, erm and I'm telling you now young people don't like turning up to do stuff so the fact they were coming back you know for every session, it was really good and you know the staff would take the time to get like to chill, not chill with you cos it was, but they'd want to try and help you with other things like erm you they're helping me with my college application and things like that and I think it just shows that they care and I think because they care you you don't wanna let them down and I think that's important as well. So yeah I enjoyed it and I'm looking forward to the next one so veah.

Interviewer: Thank you very much for your interview.

that out.

Interviewer: Hello, thank you for agreeing to take part in the interview. You've signed a consent form is that correct?

Participant J: Yeah.

Interviewer: Ok, so what's going to happen is we are going to go through some questions and then at the end of the interview, once it has been typed up you'll have the chance to read it and tell me if you are happy for me to proceed and put it in the findings? Is that clear?

Participant J: Yeah.

Interviewer: Ok. So it's in three parts, we are going to look at the history, were going to look at the actual project of Recre8, and then your current situation; so if we cast our minds back please, to the very, very first time you were told about Recre8, what were your expectations?

Participant J: My expectations was for Recre8 to be a good organisation that could get young people out there with their acting skills and encourage them...to...act out their skills and show them what kind of skills they could bring to the drama group. And by acting it will help them stop offending. I'd heard about them still, because my cousin did a programme with them in prison and he was telling me to get referred onto it because it was real... like with the drama scenarios and things they used to tell the story and stuff. **Interviewer:** Ok excellent. So would you say that the Recre8 project met those expectations?

Participant J: Yeah they really did. It helped me to learn a lot about different acting styles, role-plays and learn how to act like somebody else an all sorts, so yeah...(pause) it encouraged me to think about you know like, how other people feel and think what they through, through mine and their behaviour and all sorts.

Interviewer: Ok excellent. Have you taken part in any other creative programmes? Either in custody or in the community any other drama or arts based programmes apart from Recre8?

Participant J: No, this is my very first one.

Interviewer: Very first one ok. Erm...what did your case worker tell you about Recre8 before you started? What information was given to you?

Participant J: The information given to me was about that Recre8 was an organisation that could help young people change their ways through acting and I know they had made movies such as Hurt and all these different events, like plays they had done so I thought yeah, I'd like to get into that. It's something different and I wanted to fill up my time. (Pause) By filling up time I wouldn't be off doing other road stuff.

Interviewer: Ok, where there any other programmes that you were doing in the YOT? So were you in any offending behavior programmes or education programmes or reparation?

Participant J: Yeah I had to do reparation on the weekends I had to do er...woodwork, yeah... and like this victim awareness thing, which was ok, not drama though. Nothing like Recre8.

Interviewer: Ok, so were going to move on to talk about the actual project, personally what do you think you have achieved by taking part on Recre8? **Participant J:** Well I've achieved a lot. Like encouragement to get myself up to act in front other young people, to show them my talents and tell my story. My confidence is more now...I tell others about my past and hope that from

hearing from me then they won't do the same. I also feel like I got lots of respect from people like family, my mom and friends. This respect is better than respect from road cause I'm doing stuff right.

Interviewer: Excellent ok. What do you think has had the biggest impact on changing your views, to help stop offending?

Participant J: (Pause) It's not just one thing... like the programme is great but it's the things that come with it and happen after it as well that helped me change my views. Like they showed me that I can achieve like going to new events, like learning new stuff new drama stuff, new drama piece an all that kinda stuff... talking to people, letting people hear my story. I can call them whenever I need help and that is good to know. They always make the time for me and have helped me fill in applications and buy a shirt for interviews. It's all these things that when put together really help me make the right changes.

Interviewer: Ok, so you think that taking offending behavior programme that's helped develop your confidence?

Participant J: Yeah, helped develop my confidence to get out there and show people the real me (pause) not just the offender that I was.

Interviewer: Ok excellent, so had you ever had the opportunity to do that before?

Participant J: No. Never that's what I mean, it's all these things together that make it (Recre8) work and help young people.

Interviewer: Ok, lets go back to the very, very first moment you open that door into that door into the Recre8 room, there were a group of young people, the staff were there. What were your first impressions?

Participant J: My first impression was, well, this is going to take some time to get used to because I weren't used to working with other young people on stuff like this. Its quite erm personal like exploring your own ways to help change. But eventually I got used to it and every young person I met was helpful and showed me different ways around acting, who I can be, different role plays... looking at other people and how crimes damage them short term and long term. I really got to understand the role of the victim through the storyline and the drama that we did.

Interviewer: Ok so would you say you were a little bit nervous at first? **Participant J:** Yeah I was a little bit nervous being honest. I was with other young people from different areas who I didn't know and we were meant to act together (laughs)

Interviewer: So now that you've finished the Recre8 project and I know you have done lots of other stuff with Recre8, erm...how do you think your opinion has changed from that moment that you walked in, you were a little bit nervous, how do you think your opinions changed?

Participant J: My opinions changed because I just got to know everybody and every new person that's come to the group I just got to know them so yeah... I just feel like I'm at home. No one here tries to be anyone but themselves and that is good like out on road people are different they are trying to be people that they are not because they don't wanna be singled out. So it's good that with Recre8 there is not falseness, it is just us being us. Interviewer: Ok. What are the differences do you think about the Recre8 project and any other projects you did with the YOS?

Participant J: Er, Recre8's project is more educational like, you learn so much without realising that you are learning. You do so many different things in each session that time goes really quick. This was the first programme that I wished was longer (laughs) it's good you know. You ain't sitting around listening, it is you who is doing most of the talking and that's what makes it different. (Pause) You know what else is different it is the way the teachers talk to you and work with you. It feels like a proper group because they really care and take time to get to know you. It's now like a family, it's safe and they are always happy to see you. That kinda makes you wanna come to the sessions.

Interviewer: Ok, I can see here that you took part in evenings and weekends with Recre8. Is that the case with other programmes? Do other programmes run at evenings and weekends?

Participant J: No.

Interviewer: So why do you think it was important that Recre8 did it in the evenings and the weekends?

Participant J: Erm, because its just showing the willingness that you're, that you're capable of putting in. It keeps you busy at times when you would be out

Interviewer: Excellent ok. Erm...what about the staff? Have you anything about the staff that you want to say...

Participant J: Yeah

Interviewer: ...were they different to any of the other staff?

Participant J: Yeah, yeah were really, really lovely people. I got on with them so amazing. They're just...right there to help you with any problems that you have and they check up on you as well. Cause they wanna know what your up and er, what you're doing with yourself, if you need any help with stuff, they can give you help... like what I said before.

Interviewer: Ok, so it's not just a case do a programme and then your contact finishes? Are you saying that you are constantly in contact with Recre8?

Participant J: Yeah constantly, yeah. Which is good because you know you always got somewhere to go.

Interviewer: Ok.

Participant J: Its like, how should I say it – you build a bond with them, like a family bond.

Interviewer: Ok, and do you think that's important to helping people stop offending?

Participant J: Yeah.

Interviewer: Excellent. Ok. Can you just tell me; out of Recre8, you did an offending behaviour looking at er knife crime?

Participant J: Yeah...

Interviewer: What's been the most important, what, what do you thinks been the most helpful process to you?

Participant J: About the knife crime?

Interviewer: Yeah about the knife crime programme, or just Recre8 in general?

Participant J: Recre8 in general its just taught me a lot, really just gave me different opportunities, like, just encouragement to do better in my life. I never had that.

Interviewer: You keep saying opportunities. Were there not opportunities offered to you before?

Participant J: No there wasn't really that much. Or maybe I wasn't ready to take the opportunities.

Interviewer: Ok that's interesting, erm were going to focus now on what's going on with you now.

Participant J: Ok.

Interviewer: Erm... so as honestly as you can, have you continued to offend, since you've been involved with Recre8?

Participant J: No.

Interviewer: Do you think that Recre8 have had an impact on you not offending?

Participant J: Yeah definitely, cause Recre8 is something that I actually wanted to do...so I put my all into it.

Interviewer: Would you say that being on that project has made a difference in your life?

Participant J: Yeah, it's made a difference in my life cause it's just motivated me to do more. It's made me see that I can do more. I wasn't good at school and didn't get the best grades so I never really thought good things about me but now I do. I can achieve loads.

Interviewer: Brilliant – do you think that the programme has helped you understand the impact that your actions have had on others?

Participant J: Yeah, it has because in the role paly that we were doing, was like... playing different parts, like about the victim, how the victims felt. We also looked at how one crime can affect so many people and I never thought of it like that. So yeah... I've learnt a lot...

Interviewer: Ok

Participant J: ...about how other people feel. Interviewer: Ok, so about perspective taking? Participant J: Yeah that's what it's called.

Interviewer: Ok. Do you think it's likely that you will commit the same offence

again?

Participant J: No never! Interviewer: Why?

Participant J: Why? Cause I've got a lot of opportunities out there for me! I've

got too much to lose.

Interviewer: Ok. Do you think it's likely that you will commit a different

offence?

Participant J: No.

Interviewer: Ok. Well do you think you might...do you want to still offend...

Participant J: No

Interviewer: ...after taking part?

Participant J: No

Interviewer: No. So your whole viewing systems has changed really hasn't it?

Participant J: Yeah my perspective on everything has changed.

Interviewer: That's excellent erm...tell me what you think your changes are in your attitude or behaviour...

Participant J: Well, my attitude is just... changed totally cause I'm a more polite and confident person. I want to make something of my life and leave my criminal record behind.

Interviewer: Fantastic. So do you think that confidence has a lot to do with it? **Participant J:** Yeah a lot to do with it. Confidence is one of the big fear factors for young people cause really and truly no young person wants to get stuck out there on the stage or in the real world and you know, with no encouragement cause you might get stage fright and all sorts.

Interviewer: Ok so it's helped develop your confidence?

Participant J: Yeah.

Interviewer: Ok. We've come to the end of this interview, but this is just the opportunity now if there's anything, you don't have to, but if there's anything else that you want to say that I haven't added or anything you might want to say about programme or the staff, or anything at all this is your chance.

Participant J: I want to get all the young people on Recre8! It's the best.

Interviewer: Thank you.

Appendix N - Complete set of themes identified

Programme distinctiveness	Going above and beyond	Change: 'I find it all stupid, offending itself is stupid'
Relatable content	Facilitator approach	"Wise up"
Safe space: "It was like stepping into my own world"	Becoming part of a family	"I'm good enough"
Drama techniques	The importance of Peer mentors	What the future can be