



Home Office

BUILDING A SAFE, JUST
AND TOLERANT SOCIETY



NATIONAL PROBATION SERVICE

for England and Wales

Enforcement, rehabilitation and public protection

Offending Behaviour Programmes

Diversity Review Report on Cognitive Skills Programmes

September 2002



INVESTOR IN PEOPLE



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1 Foreword

The work of both our Services is sharply focused on the fulfilment of Home Office Aim 4: 'To deliver effective custodial and community sentences to reduce reoffending and protect the public'. In tackling our responsibilities under this aim, both organisations have clear objectives relating to diversity. The Prison Service declares in its race relations policy statement: 'The Prison Service is committed to racial equality. Improper discrimination on the basis of colour, race, nationality, ethnic or national origins, or religion is unacceptable.' For the Probation Service, stretch objective VII of its *Strategic Framework 2001-2004 (A New Choreography)* states the importance of 'valuing and achieving diversity in the National Probation Service and the services it provides'.

This report describes a significant step towards the practical realisation of these objectives. The Diversity Review examined three of the general offending behaviour programme materials in order to maximise their suitability for use with black and Asian offenders. In doing so it contributes directly to the fulfilment of our responsibilities under the Race Relations (Amendment) Act 2000, particularly in relation to policy and service delivery.

The report of the review was submitted to the Correctional Services Accreditation Panel in September 2002, having been commissioned by the Panel in March 2001. The Panel welcomed the report as providing valuable guidance to the designers of future programmes, as well as promoting improvements in the delivery of existing ones. The recent revision of the Panel's accreditation criteria provides a greater emphasis on diversity issues.

Of course, addressing diversity in services is not achieved through one-off improvements in the programme materials. Continued high quality delivery is vital if programmes are to be consistently effective. This report rightly emphasises the importance of the skill of tutors in the delivery of the programmes, and gives some valuable advice to staff responsible for the management and support of tutors.

Although entitled 'Diversity Review', this work has focused almost exclusively on programme accessibility and issues of race and culture. The report itself acknowledges that this work needs to be continued and developed to include other dimensions of diversity, and we look forward to seeing the results in due course.

1 Foreword

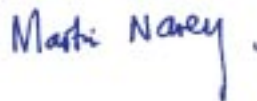
Both our Services are committed to rehabilitative work with the offenders in our care and under our supervision, and to achieving a reduction in their risk of re-offending. Opportunities to take part in this work should be equally accessible to offenders of all backgrounds. Implementation of the findings of this review will achieve progress towards our goal of inclusiveness. The report reflects a great deal of hard work on the part of all those colleagues who contributed to the review process.

We commend it to you and thank all colleagues who contributed to it.



Eithne Wallis

National Director National Probation Service



Martin Narey

Director General H.M. Prison Service

2 The Context

This report describes a project jointly undertaken by the Prison and Probation Services to review general offending behaviour programme materials, in order to address their suitability for use with black and Asian offenders. In setting the context for the project, this opening chapter describes relevant policy developments in both agencies and in the Joint Prison and Probation Accreditation Panel (to be known from October 2002 as the Correctional Services Accreditation Panel).

'The Prison Service is committed to racial equality. Improper discrimination on the basis of colour, race, nationality, ethnic or national origins, or religion is unacceptable, as is any racially abusive or insulting language or behaviour on the part of any member of staff, prisoner or visitor, and neither will be tolerated.'

This policy statement underpins Prison Service Order 2800 (issued in 1997), which contains the Service's race relations standards and the required and recommended measures for achieving them. Among other provisions, the order requires prisons to **'make comprehensive use of ethnic monitoring data to identify and remedy any discrimination within the establishment'**. Ethnic monitoring covers prisoners' access to activities and facilities, as well as the complaints and disciplinary systems, **'in order to ensure that all facilities and opportunities for which the establishment provides are equally available to all prisoners'**. Participation in accredited programmes has been ethnically monitored since their inception.

The Prison Service is currently developing a broader diversity strategy. A major element of this is the Service's race equality scheme, aimed at achieving compliance with the Race Relations (Amendment) Act 2000, which was completed in May 2002. It is designed to fulfil the general duty that the Act places on public authorities to promote racial equality through the elimination of unlawful discrimination, the promotion of equality of opportunity, and the promotion of good relations between persons of different racial groups. It is also designed to fulfil the specific duties imposed by the Act in relation to policy, service delivery, and employment, and to ensure that functions and policies are subject to assessment, consultation and monitoring as the Act requires.

The action plan attached to the scheme contains a wide range of actions, most of which were existing commitments in the business plans of the relevant headquarters groups or units. These actions typically involve an extension or improvement of monitoring procedures, a review of policies or functions, or the introduction of new or improved staff training. They cover many functions and activities, including categorisation, allocation, searching, complaints procedures, incident reporting, health care, adjudications, segregation, the availability of goods in prison shops, offending behaviour programmes, education, religion, offender assessment and sentence management, family ties, release on temporary licence, home detention curfew and parole. They also include actions related to the Service's own employment practices.

The Offending Behaviour Programmes Unit's (OBPU) business plan for the current year contains a number of diversity-related targets, the completion of the joint review described in this report being one of them. Others include programme developments for women offenders (dependent on the outcome of a review of criminogenic need) and a programme of research, training and monitoring aimed at improving tutor effectiveness in working with culturally diverse groups. This will include the development of measures for assessing group members' experience of attending offending behaviour programmes (to enable comparisons between offenders of differing backgrounds); research into tutor/offender interaction; training for treatment staff; and the widening of the scope of video monitoring to include tutors' ability to work effectively with offenders of all cultural backgrounds. These targets also appear in the programme of work prepared for the What Works in Prison Strategy Board by its Diversity Sub-Group, and (in an abbreviated form) in the Service's race equality scheme action plan.

"A New Choreography: An Integrated Strategy for the National Probation Service for England and Wales" provides a strategic framework for 2001-2004 and sets out nine stretch objectives, one of which is:

'Valuing and achieving diversity in the National Probation Service and the services it provides'

This objective is partly expressed in the following terms:

'Inclusiveness, equality and fairness are required to ensure simple justice... No one should be excluded from...our services because of gender, race, ethnicity, religious beliefs, disability or sexual orientation.'

2 The Context

The Race Relations (Amendment) Act 2000 commits the Home Office and the 42 local probation boards to a set of general and specific employment duties in order to achieve race equality. The NPS Diversity Strategy identifies how the responsibilities and spirit of the RRAA will be translated into action in fulfilling the 'What Works' agenda. The relevant parts of the strategy are summarised as Appendix 3 to this report.

Within this context the What Works Strategy (PC60/2000) committed the National Probation Service to ensuring that:

"interventions are designed and delivered in ways which make them accessible and effective for all groups of offenders, including those from ethnic minorities, women and those with disabilities (anti-discriminatory practice)."

The What Works Strategy Group considered how the commitment can be put into effect and agreed the following priorities:

- To issue guidance to areas on the implementation of accredited programmes for black and Asian offenders; this was issued in PC76/2001.
- To raise the issue of diversity with the Joint Prison/Probation Accreditation Panel.
- To review the delivery and material used in the programmes already accredited to ensure they are accessible, acceptable and effective in use with black and Asian offenders.

In 2000 the Home Office made a commitment to reviewing the evidence about effective supervision for black and Asian offenders. The Research Department of the Home Office was commissioned to undertake this project. Its report stated that

programme developers and deliverers considered the following factors to be important in the success of programmes (it should be noted that many of these factors are not unique to working with black and Asian offenders but can be applied to all offending behaviour programmes):

- Full service commitment to running the programme.
- Good management support of programmes with the provision of adequate resources and workload relief to develop programmes and adequate training for staff to deliver programmes.
- A good facilitator who was understanding of the needs of this client group and is of minority ethnic background.
- Using external experts to develop and evaluate programmes and to act as mentors to participants.
- Incorporating a range of issues including offending behaviour, education, employment and training with sound theoretical base which may include cognitive-behavioural techniques
- Longer, more intensive programmes (although it has been noted elsewhere that the use of longer programmes may result in unequal treatment of black and Asian offenders if referral to the programme is not based on an assessment of their criminogenic need).
- An active participative learning style.
- Need to introduce measures to maintain programme integrity.
- Effective referral and case-management systems.
- Effective targeting which recognises that only some black or Asian offenders need separate provision.
- Thorough evaluations to examine the effectiveness of programmes.

The report of the research project is more fully described in Appendix 4 to this report.

2 The Context

The Home Office is currently undertaking further research to improve the understanding of the needs of black and Asian offenders on probation and the types of groupwork interventions that are likely to be effective in reducing their re-offending. Details of this further research can be found in Appendix 5 of this report.

The March 2001 meeting of the Joint Accreditation Panel considered diversity issues and three action points were agreed for progression over the following 12 months:

- Accreditation Criteria – a statement of principle was drawn up and the criteria were reviewed in order to ensure that diversity issues are addressed adequately.
- The proposed diversity review of programmes already accredited was endorsed;
- Training will be provided to Panel members to ensure that diversity issues are addressed appropriately in the work of the panel.

In December 2001 a Sub-Group was set up to review the accreditation criteria and to examine the programme criteria from a diversity perspective, to assist with this the sub-group included Diane Baderin (Head of Diversity in NPD). As a result of this review the Panel developed a new set of programme criteria that has now received ministerial approval. Diversity awareness issues are specifically included in a number of the criteria. A statement on diversity has been agreed and will be in the Panel's Annual Report for 2001-2002.

At the October 2001 full Panel meeting a presentation entitled 'Respecting Responsivity and Developing Diversity' was delivered jointly by an Implementation Manager from the National Probation Directorate (NPD), a Throughcare Manager from OBPU in HM Prison Service, and two Programme Managers. They provided a discussion of progress made and difficulties encountered from the perspective of each of these areas.

The Joint Panel membership appointments expired in July 2002. A new Panel is to be appointed and the interview team is to include an independent assessor and a diversity brief. The new Panel (including any existing members re-appointed) will receive induction training; diversity awareness will be included in the training.

3 The Review Process and Conclusion

3.1 Origins of the review

The Offending Behaviour Programmes Unit in Prison Service Headquarters began work on its diversity action plan in February 2001. Prison Service data showed that minority ethnic prisoners were proportionately represented among those prisoners who completed accredited offending behaviour programmes. Although comparative data for re-convictions were not yet available, short-term evaluation data (based on the pre-programme, post-programme and follow-up psychometric test batteries) showed significant improvements are gained by both black and white prisoners. Possible differences in the patterns of change are the subject of current research which will also address possible ethnic group differences on dimensions of offence history, age and pre-course deficits. An earlier Prison Service study had provided some evidence that minority ethnic prisoners felt that programme tutors did not understand their background and culture, and also experienced the programme materials as more relevant to white people. A review of programme materials was therefore included in the action plan, and the Unit readily accepted an invitation to join with the National Probation Directorate in undertaking this.

The **Probation Service's** What Works Strategy recommended that programmes should be reviewed for their accessibility, acceptability and effectiveness in use with black and Asian offenders, dealing first with Reasoning and Rehabilitation, Think First and Enhanced Thinking Skills. The Accreditation Panel agreed that other programmes accredited already will be reviewed following the completion of this first phase, and when sufficient areas are running them to generate an overview of responsivity issues. Programmes yet to be accredited will be reviewed as part of the developmental process, with ongoing reviews using the change control strategy.

3 The Review Process and Conclusion

The review process aimed to involve a wide range of people including representatives from:

- Programme Implementation Managers at the NPD
- Programme staff from the Prison Service
- Representatives of the Association of Black Probation Officers, the National Association of Asian Probation Staff, National Association of Probation Officers
- Probation and Prison treatment and programme managers
- Programme designers

Members of the review process are listed in Appendix 1.

3.2 Terms of reference for the project

The review had the following terms of reference:

- Ensure that community and prison based programme materials and style of delivery are relevant to black and Asian offenders.
- Gather evidence from programme delivery, identify problems and agree adaptations to language or other aspects of the material.
- Identify difficulties and possible solutions and, where appropriate report these to the What Works Strategy Group and the What Works in Prison Strategy Board.
- Provide guidance on responsivity and approve examples of best practice.

3.3 Evidence gathering

The review groups aimed to model evidence based practice and therefore the process began with an exploration of experience to date, problems experienced, adaptations tried and the impact of these. Despite two requests for feedback in two previous Probation Circulars, very little information had been received. The review groups agreed that a more proactive approach

3 The Review Process and Conclusion

should be taken and therefore members of each working group undertook a period of evidence gathering. This consisted of the completion of an interview questionnaire. Some were completed via telephone interviews, others completed in face-to-face interviews.

Staff in all the R&R and ETS areas and 10 of the Think First areas were interviewed. The prison service also completed the interview questionnaires. The aim of the questions was to move beyond personal beliefs about materials into evidence about their delivery. The interviews sought to explore how many times the materials had been delivered to black and Asian offenders, the composition of the group, what worked well and what presented problems, how these were overcome and the result of this. (The interview questionnaire is contained at Appendix 2.)

3.4 Conclusions from the questionnaires and the review process

- The responses from the questionnaire were disappointing in that very little information was received in terms of good practice adaptations. There was no evidence of recurring problems in delivering the materials. Could this be a reflection of the lack of experience to date in delivering programmes to black and Asian offenders? Whilst this may be a valid conclusion regarding the smaller probation areas, it does not apply to the Prison Service or to the metropolitan Probation Areas. Despite experience of delivery to black and Asian offenders, feedback from these did not suggest major problems with programme design.
- The responses and the experiences of the working group members did demonstrate that responsivity was the major issue. Tutors and Treatment Managers were feeling uncertain about the difference between treatment integrity and responsivity. At times they lacked the confidence to make appropriate responsivity adaptations. It was felt that mixed messages regarding responsivity and the scope for making such adaptations had been received. Tutors and Treatment Managers in the probation service are still new to cognitive skills accredited programmes and such delivery may not yet have reached the 'mindful' level. Guidance on the concepts of integrity and responsivity are provided in Chapter 3 and guidance on the management of responsivity in Chapter 4.

3 The Review Process and Conclusion

- The working groups agreed that detailed guidance notes for each programme were required. The working groups used the interview forms, their experience (and that of tutors) of delivery to date and members' expertise in terms of responsivity and diversity to work through the programme manuals and programme materials.
- For TF and ETS the need to amend offender worksheets has been identified. For R & R the working group has completed this task and following consultation with the programme designers, an amended set of supplementary sheets will be issued.
- Diversity reviews should not be seen as a 'one off' task that achieves completion. The process should be a continuous developmental journey that aims to build on best practice and refine knowledge and understanding as experience and evidence grows.

4 Exploring the Concepts of Integrity and Responsivity

4.1 Programme integrity and treatment integrity

A lack of clarity about the terms 'programme integrity' and 'treatment integrity' has led to confusion over roles and responsibilities. Equally, a lack of clarity about the difference between treatment integrity and responsivity has led to anxiety about delivery.

Uncertainties exist in relation to the following questions:

- When can adaptations be made?
- What adaptations can be made?
- What is the difference between an adaptation and a change to the programme?

Programme and treatment integrity mean delivering the programme as intended in design. This includes adherence to the programme manuals in relation to the supporting environment and management of the programme, and to the methods used in delivering the materials, the sequence of activities, and the learning outcomes achieved. Changes to any of these represent a change to the programme design and require accreditation panel approval. Proposed changes would, for some programmes, require the involvement and agreement of the programme designer or the owner of the copyright.

The accreditation criteria reflect the importance of responsivity, treatment integrity and programme integrity. For example, three of the criteria demand that the programme:

- Uses **effective methods** that are supported by existing research or a testable theory.
- Can demonstrate that the **sequencing, intensity and duration** of the programme and its sessions match the learning style of the offenders and their ability.
- **Engages and motivates** the offender, using staff that are committed to the programme and its aims and methods. The content and methods of teaching match the way participants learn best. The style of delivery is responsive to individual offenders in that the tutors ensure that materials are realistic and relevant to each offender in the group.

4 Exploring the concepts of integrity and responsivity

Treatment integrity, programme integrity and responsivity are interdependent: all have to be present in the successful implementation and delivery of a programme, and all are of equal importance in terms of effectiveness.

a) Programme integrity

Programme Integrity refers to the supporting environment and relates to the programme delivery requirements, for example appropriate rooms available, adequate pool of fully trained tutors, appropriate targeting of the programme and timely and appropriate enforcement.

Whilst this is the responsibility of the Programme Manager, the Treatment Manager will have an important role in providing detailed information about difficulties or issues arising.

b) Treatment integrity

Treatment integrity refers to the actual delivery of the programme materials and requires the programme and its materials to deliver as intended in theory and design. Treatment integrity is essential if a high quality of delivery is to be sustained. The Treatment Manager's role is to monitor delivery with the aim of improving and sustaining quality. Monitoring of the quality of delivery uses a number of techniques including practice supervision sessions. These draw on information from a variety of sources including video monitoring, session review forms, de-brief notes and post programme reports.

The most effective programmes have high treatment and programme integrity and are characterised by tight design, sound management and skilled practitioners.

4.2 Responsivity

Alongside the above definitions of programme and treatment integrity sits the concept of responsivity.

Don Andrews¹ refers to two levels: **general responsivity and specific responsivity**.

4 Exploring the concepts of integrity and responsivity

“General responsivity has to do with matching the style, modes of delivery with the learning styles, motivation, aptitude and ability of the offenders.” This refers to the methods used and the quality of the interpersonal relationships.

Specific responsivity takes a step further and refers to the delivery of a programme taking in to account the personality, motivational state, strengths, age, gender, ethnicity/race, language, and barriers to successful completion presented by each offender.

The tutor must maintain treatment integrity whilst ensuring that the programme is appropriate and meaningful for those involved. Experience of the Prison Service in delivering accredited programmes demonstrates that the majority of problems in delivery reflect a lack of attention to responsivity, or lack of confidence on the part of tutors and Treatment Managers in making such adaptations.

Examples of being responsive whilst maintaining integrity include:

- Adapting scenarios – using a community setting rather than a prison setting, using a shop setting rather than a public house setting, using a culturally relevant setting, using an age appropriate setting.
- Adapting language – using gender specific or gender neutral language, using appropriate local terminology, using culturally relevant phrases.
- Moving on from an exercise once the learning outcome has been demonstrated or providing more practice time or examples in order to reinforce the learning.
- Providing individual offenders with additional support during written exercises or enabling them to use drawings to explain a written exercise.
- The tutor provides appropriate life examples to highlight a point or asks others in the group to explain a skill or provide an example.

The change control system is designed to further programme effectiveness: it will do this by collecting and examining tutors’ and Treatment Managers’ experience of delivering programmes; identifying recurring difficulties and submitting proposed changes to the accreditation panel; and ensuring successful implementation of approved changes. This process safeguards

4 Exploring the concepts of integrity and responsivity

programme and treatment integrity. However, within this role the change control system will also determine whether the delivery of a programme requires refinements under the responsivity principle rather than changes to the programme design. It is not anticipated that a large number of changes to programme design will be proposed: most issues are likely to be identified as matters of responsivity. Responsivity refinements do not require accreditation panel approval.

Experience of the Prison Service in delivering accredited programmes demonstrates that a majority of problems reflect a poor understanding on the part of tutors and Treatment Managers or a lack of attention to responsivity.

Working groups' thoughts on responsivity:

The working groups explored the concept of responsivity in relation to offending behaviour programmes and agreed the following points:

- Responsivity is the key to providing diversity within accredited programmes.
- Programme training for tutors, Treatment Managers and (in the Probation Service) Case Managers needs to have a focus on responsivity. The aim should be to increase confidence in delivering programmes responsively yet maintaining treatment integrity.
- Tutors need the confidence to deal with issues and amend delivery of a programme to suit different groups and individuals within that group. It would be impossible to design one programme manual that encompasses all potential examples of diversity – indeed it would be wrong to try to do this.
- Tutors should aim to use examples/ scenarios generated by the group where possible, use a balance of written and visual materials and pay particular attention to language. Names and scenarios need to be realistic and relevant to reflect the diverse population or guidance should be provided in order to encourage tutors to amend these as appropriate.
- In the early supervision sessions the Treatment Managers should enable tutors to review a group's learning style and plan for the delivery of the next sessions. This should take into account the range of diversity aspects. Tutors need to be aware of their own delivery style and aim to balance styles with co-tutors.

4 Exploring the concepts of integrity and responsivity

- The offender worksheets should be reviewed in order to develop a repertoire of examples and alternatives that tutors can select from or use them to generate more alternatives without losing treatment integrity.
- Scenarios or moral debates need reviewing in terms of their relevance for a range of offenders. Again a repertoire of scenarios with guidance to tutors about developing alternatives could be given.
- Other training needs are apparent – groupwork skills including co-working relationships; skills-based training for challenging oppressive or discriminatory behaviour (in accordance with agency policies); and cultural awareness.
- Profile of tutors should aim to reflect the profile of the local community.
- Overseeing future adaptations should be the responsibility of Treatment Managers at an area level, Regional What Works Managers at a regional level and the Change Control Panel at a national level.
- The What Works research fails to provide detailed evidence about responsivity; this is something the Probation and Prison Services should aim to correct through large-scale evaluation of the delivery of programmes to a diverse range of offenders.

The working groups recognised the skill of the tutor as a key success factor in terms of achieving responsivity by delivering the materials in a way that is realistic and relevant to offenders within a group. This will vary from area to area and group to group. Therefore it is important to develop 'mindful' tutors who have the confidence and skill to take this forward without threatening treatment integrity. This cannot happen overnight. The review and developmental process in terms of diversity should be ongoing, and further examples of materials and style of delivery gathered to cascade to Treatment Managers and tutors – this will be an important role for Treatment Manager forums.

5 Good Practice in Managing Responsivity

5.1 Programmes and minority ethnic offenders

The quality of programme delivery is rightly identified as crucial to the effectiveness of offending behaviour programmes. In this respect, it stands alongside programme design. The best-designed programme, poorly delivered, will fail to reduce re-convictions in those attending. (Conversely, superb delivery will not compensate for deficiencies in programme design.)

Those attending an accredited programme will have been assessed as suitable for that programme. Selection criteria are largely related to offending and to life experience. However, some programmes are accredited only for use with men, and some set age limits. No programme currently accredited by the Joint Panel includes race, ethnicity or cultural background in its selection criteria. The programmes ought therefore to be equally effective with all suitable offenders, regardless of background.

Evidence from the Prison Service suggests that this is in fact the case. The participation of minority ethnic prisoners in accredited programmes is broadly proportionate to their presence in the prison population at large. Evidence from the pre-, post- and follow-up psychometric tests suggests that the teaching of cognitive skills is equally relevant both to white and minority ethnic prisoners, and shows that significant improvements are gained by both black and white prisoners.

Nevertheless, there are some concerns about minority ethnic offenders' experience of the programmes. In one Prison Service study, in which black and Asian prisoners were interviewed about their experience of accredited programmes, race and culture were said to be an issue for around half the participants; they felt the tutors did not have sufficient cultural knowledge; they criticised the programme contents as more relevant to white people; they still wanted to work in mixed groups; and they wanted to see more minority ethnic staff working as programme tutors. This suggests that they may have had a harder time than their white counterparts in achieving the same learning outcomes.

5.2 The benefits of responsivity

Tutor skill is first and foremost about treatment integrity: adherence both to the treatment manual and to the prescribed treatment style. Inexperienced tutors may struggle with one exercise or another; this will often be because they lack a confident enough understanding of the purpose and design of the exercise. As tutors become more experienced and confident, they will be able to give more attention to the specific needs of the individual members of the group. This involves making the programme as accessible as possible to all members, taking into account their background as well as their age, ability and other differences. It does not mean changing the programme whenever a particular exercise or learning point is difficult to get across. Each session must still teach the same learning points through the same exercises, delivered in the same order. However, it is legitimate – indeed good practice – for tutors to depart from the vocabulary, examples or scenarios contained in the manual in order to make the programme connect most readily with the individual offenders in the group. This requires the replacement language or material to demonstrate the learning points in the exercise more effectively than the original would have done to the group membership at hand. Varying the way in which the programme is delivered, in order to enable the individual group members to learn effectively, does not breach treatment integrity. The changes are superficial: they do not change the essence of the programme, but rather aim to make it more readily accessible. There is therefore no conflict between treatment integrity – delivering the programme as designed – and a proper approach to responsivity – making the programme work best for individual offenders.

5.3 Achieving responsive delivery

How can tutors be helped in dealing confidently with issues of responsivity? One way is through the programme manuals themselves. With the amendments and additional material contained in this report, the manuals are based on an expectation that groups will routinely contain members from a range of racial and cultural backgrounds. To that extent, the need to depart from the manuals may suggest itself less often as a result of these amendments. Secondly, tutors can learn about responsivity on their tutor training courses. Thirdly, they can learn through experience, guided by advice and supervision from their Treatment Managers.

5 Good Practice in Managing Responsivity

Initial tutor training is highly intensive and necessarily concentrates on the need to learn how to deliver all the sessions of the programme. Responsivity issues may be touched on briefly in initial training, but may not be dealt with at any length until accreditation (booster) training. It would in any case be unrealistic to expect novice tutors to be giving a high level of attention to responsivity issues in their delivery – the mark of the experienced ‘mindful’ tutor – at a stage when their efforts are concentrated on gaining experience of simply delivering the programme, in order to progress from a beginning level of competence towards some measure of confidence in their role as tutors. Further, Treatment Managers should be careful when tutors seem eager to identify a responsivity issue every time they are having difficulty in delivering a particular exercise. It may be that they do not understand the purpose of the exercise well enough, or its design, or that they are not confident about delivering it or about dealing with the response that may come from the group. This requires Treatment Managers themselves to be confident in their own level of expertise in the delivery of the programme and in distinguishing responsivity issues from those of treatment integrity. The same applies where tutors may wish to locate all examples and scenarios in settings familiar to group members. Aside from the impossibility of doing this all the time where members come from a range of cultural backgrounds, it is not wrong to present the group with material that is unfamiliar, even to an extent that is difficult for them to accept. If the programme is to remedy rigid thinking and poor perspective taking, it will require group members to deal with this sort of material. The responsivity issue here is that the material should not all be familiar to group members of one background at the expense of those of another.

5.4 Guidance from the working groups

In the course of this review, separate working groups examined the materials for each of the three programmes. However, some general themes emerged which are not specific to any one programme. These are as follows:

- There should be flexibility in the use of names, locations and activities in role play or role shift exercises. Tutors should feel free to change the name of characters in exercises where this may make them more relevant to the group, but they must be careful to avoid stereotyping. In general it is best not to use the real names of group members as characters. A number of the role-plays are set in pubs or exercises involve alcohol; other locations and products could be used.

5 Good Practice in Managing Responsibility

- When teaching assertion and other social skills, tutors need to be aware and take account of cultural differences. They may need to discuss with group members what would be an appropriately assertive response in certain situations in their culture. This is not to say that assertion skills are not relevant to everyone, but to emphasise the need to take account of the specific environment. For example, someone may choose not to assert their own view in certain family interactions. The key here should be to handle situations with sensitivity, and in a way that is likely to be socially acceptable. Further guidance should be given to tutors about this in programme manuals, in tutor training and in supervision.
- There can be difficulties with moral debates. Occasionally an offender will refuse to take part because the subject matter touches on strongly-held beliefs, for example in connection with abortion, euthanasia or alcohol use. There is a strong rationale for keeping the debates challenging and wide ranging as part of the goal of increasing the group members' perspective taking and de-centring their thinking. The current advice to tutors is to move away from the actual subject matter of the debate as soon as possible and concentrate on the process and the abstract issues; therefore the initial scenario is not critical.
- It may be necessary to use alternative scenarios for the role plays and role shifts. Some offenders suggested that the events described would not happen in their culture (e.g. old people living in homes away from the family, food not being prepared on time). Tutors can deal with this by identifying a similar but more likely scenario. Programme manuals do offer a number of alternatives; these should be extended where necessary.
- Social skills sessions can provide an opportunity to increase awareness of diversity by, for example, introducing some ideas about personal space or body language. Some expressions are common across the human race, for example a smile. Others may be culturally specific: in Western culture, failure to make full eye contact can be interpreted as an expression of avoidance or dishonesty, whereas in some Asian based cultures it can be disrespectful to make full eye contact. It is often offensive to eat with the left hand in India. One should not point with the finger in Brunei and other Indonesian countries, where it is normal to use the thumb. In Greece, a nod of the head means 'no'.

5 Good Practice in Managing Responsivity

It was recognised that many of the difficulties that tutors had encountered in delivering programmes to offenders were related to their unfamiliarity with the material and consequent lack of confidence, rather than to the presence of minority ethnic group members. The review team considered that, although some problems may be eliminated through clearer guidance to tutors in programme manuals, the major focus in remedying this would be through tutor training. However, it was felt that attempting to include more about responsivity in the initial tutor training could be counter-productive, as tutors tended to find the training a stressful and demanding experience, and were generally focused on getting to grips with a great deal of new material at this stage. This leaves two other alternatives. One would be to establish some generic training on these issues which would be appropriate to all the general offending programmes, in the same way that the Prison Service has provided a three-day group skills package. The other alternative would be to include responsivity to diversity as a specific element in accreditation training. This would mean that tutors would consider the issue after having gained some experience of running the programme.

6 Enhanced Thinking Skills Programme Report

6.1 General issues

There were a few specific examples in the ETS programme where exercises would benefit from re-wording. These could be dealt with fairly easily. In some of the exercises a greater variety of examples would be helpful; again, these could be dealt with by simple additions to the manual.

The diversity review team also identified a number of themes in the ETS programme where additional guidance to tutors would improve responsiveness. These were:

- Some of the commercially produced materials used in the programme (board games, creative thinking tools) inadvertently include items or examples which might be viewed as offensive, or inappropriate for some offenders. Tutors should review carefully all material before each session and remove any items that might be problematic. In some, tutors may wish to generate their own examples rather than use the ones given in the creative thinking tools. The ETS tutors manual does not allow this. The review team felt that experienced or accredited tutors should be allowed to include their own examples which would be more pertinent to the group, provided these are agreed with the Treatment Manager before the session and a record of such deviation is kept.
- There are some difficulties with the moral debates. Occasionally an offender will refuse to take part in several of the moral debates (the ones mentioned were Mary and John (abortion), Mrs Wyles (euthanasia), Mike and Karen – due to its reference to alcohol). There is a strong rationale for keeping the debates challenging and wide ranging as part of the goal of increasing the group members' perspective taking and de-centring their thinking. The current advice to tutors is to move away from the actual subject matter of the debate as soon as possible and concentrate on the process and the abstract issues; therefore the initial scenario is not critical. However, there was also the view expressed by some members of the review team that situations which are too far removed from participants' experience may impede responsiveness. It was suggested that tutors might explore the reasons why a group member does not wish to participate. The programme designer will investigate other possible debates/dilemmas which could be used as alternatives, but care would need to be taken in introducing them to ensure that the same issues of rights and responsibilities were covered.

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- There is a need for a greater number of alternative scenarios for the role plays and role shifts. Some offenders suggested that the events described would not happen in their culture (i.e. old people living in homes away from the family, food not being prepared on time). Tutors can deal with this by identifying a similar but more likely scenario. The manual does offer a number of alternatives, but it is recommended that these be extended.
- There are a number of exercises in the ETS programme which address stereotyping, and the importance of acknowledging that other people's perspectives can be very different from one's own. These present opportunities for tutors to address diversity. Guidance should be given in the manual and on the training course as to how this might be achieved.

Further general themes, relevant to ETS as well as the other programmes, appear in Chapter 4 above.

Issues identified session by session:

- Session 1** Group Rules – the review team agreed a general rule about respecting diversity would be more appropriate... this will be suggested in the manual.
- Session 2** 'Taboo' a commercial board game is used in this session. This involves group members describing concepts to one another without using certain words. Some of the cards contain concepts which may lead to descriptions and comments that could be perceived as degrading. For example in one group the word to describe was 'ghetto'; a group member pointed to the only black person and said 'where he is from'. Additional guidance to tutors should be given, highlighting this problem and suggesting they refrain from using these items. Tutors must be prepared to challenge the use of such language if it occurs.
- Session 3** The fact/opinion exercise example is about ale; this could easily be changed to some other product (i.e. bread).
- Provide alternative to the word 'brainstorm', if tutors feel uncomfortable with this term.

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PMI – some examples in the CORT Card creative tools use inappropriate language. Additional guidance to tutors to choose examples carefully. Prepare samples in CORT Cards beforehand. This applies to all CORT Cards throughout the programme.

Session 4 PIG – ‘Problem of Immediate Gratification’. Some groups may find this term offensive; the terms are also over complex. It will be replaced by *DIG – Difficulties of Immediate Gain*, which provides suitable visual aid.

Session 5 ‘Agony Aunt’ – term not fully understood by all cultures. Additional guidance to tutors that they may present this exercise in a different way if appropriate.

Session 6 This session deals with stereotyping and the effects of past experience on current thoughts and beliefs. There needs to be additional guidance for tutors on dealing with aspects of diversity (e.g. different cultural backgrounds, religious beliefs impinging on thoughts).

Session 7 In this session, each group member is asked to highlight a personal problem. Tutors need to be aware that in some cultures this is not usual. In some situations tutors may consider ways of depersonalising this exercise.

Definitions of Assertiveness and Passivity – more emphasis needs to be placed on behaving appropriately in each situation (e.g. in the family home it may be more important to show respect than assert oneself with elders for some minority ethnic groups). This does not mean that the skills are not applicable to everyone, but that an important aspect of acting assertively is to take account of the other’s feelings and environmental factors. Programme designer to reconsider definitions of Assertiveness and Passivity; incorporate more emphasis on respecting other people and being respected.

Assertive skills practice – again recognising the fact that assertive behaviour differs between cultures and from one situation to another. This is an important training issue. Tutors must be aware that a ‘one size fits all’ approach cannot work but must also resist claims that the skills are inappropriate for ethnic minorities given that there will always be occasions when they interact with the majority.

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Session 8 Viewpoint exercise – the subject provided is sports related; tutors are advised to choose a topic which is relevant to the group.

Role Shifts – a wider assortment of scenarios is required. Tutors need to guard against stereotyping in role shifts.

Session 9 Listening skills – exercise 9.2 – listening skills vary across cultures. Tutors must take account of this in the exercise. Additional guidance to be considered.

Asking for help – not usual in some cultures, some groups may find this difficult. Guidance to be given so that tutors can anticipate difficulties.

Session 10 Moral Debate – this can cause a lot of problems because it is the first debate and raises a lot of different issues about rights, responsibilities and how people behave in relationships.

The review team had a lot of discussion around the debates in general. They agreed there is a rationale for keeping the debates challenging as part of the goal of increasing the group members' perspective taking and de-centring their thinking. The current advice to tutors is to move away from the actual subject matter of the debate as soon as possible and concentrate on the process and the abstract issues, therefore the initial scenario is not critical. However, there was also the view that situations which are too removed from participants' experience may impede responsibility.

There was also an argument that where cultural/religious objections arose these ought to be explored or considered. The review team was unable, at this stage, to resolve this. Nor was it possible to generate an alternative scenario that fully replaced the original.

Further guidance to be given in the manual to tutors on these issues and alternative scenarios to be identified and piloted.

Session 11 Some difficulty with moral debate, although this appears more resolvable by offering tutors the possibility of changing the venue and gender of the main characters, where appropriate.

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- Session 12** REBT – it was agreed that this was a very important and valuable session, but demanding for tutors. It was suggested that more time might be required for the emotions component and that some offenders would require help with the handout. Additional guidance to be given to tutors about the session. Check the handout – can this been simplified? REBT training might be a component to include in any generic tutor training and in Treatment Manager training.
- Session 13** Moral Debate – very emotive moral debate about abortion, same difficulties as in previous sessions, same action plan.
- Session 14** Other People’s Views – This creative thinking tool provides an opportunity to link with the stereotyping raised in session 6 bring in beliefs of cultural groups. Additional guidance should be given to tutors to enable them to get the most out of this exercise.
- Session 15** Exercise 15.2 is very ‘prison-orientated’ and unsuitable for those who have never been in prison. An alternative from the community should be provided.
- Session 16** No problems – *NB the moral debate about issues around dishonesty works well.*
- Session 17** ‘Responding Skills’ – again tutors need to be aware of cultural differences in these. Additional guidance for tutors on cultural relevance and dealing with “when it is appropriate to use certain skills”.
- Session 18/19** These are basically practice and reinforcement sessions for what has gone before. Therefore all the issues have been covered earlier.
- Session 20** This is the wash-up session, no specific issues.

Points for further action identified within this chapter will be co-ordinated by the working group convenor for completion by mid-October. A revised ETS manual will be issued as part of the process of implementing this report.

7 Reasoning and Rehabilitation Programme Report

7.1 Introduction

The aim of the following notes is to provide additional guidance in relation to responsivity. Whilst the programme manual encourages responsivity, the following notes provide specific examples of where this can be done and in what way.

Alongside providing guidance on specific sessions the review group has suggested amendments to the supplementary sheets. If the designers and the NPD support the amendments a revised set will be issued to each area for circulation.

Further appropriate 'local' adaptations to language and examples are encouraged and should be approved by the Treatment Manager. Materials, for example, newspaper advertisements should be gathered in order to make the contents 'real' to offenders across England and Wales. In addition the programme acetates and other materials can be re-formatted in order to enhance delivery.

When planning and preparing for sessions, tutors should refer to the guidance notes and the amended supplementary sheets (amended for use in England and Wales 2002).

Although the supplementary sheets have been amended for use in England and Wales the contents of the programme manual in relation to scenarios/exercises provided remain the same. This is due to the fact that the programme manual is for use in a number of countries.

One significant amendment to the actual programme manual has been recommended and referred to T3 Associates for consideration. This is:

Critical Reasoning Module, Name Calling exercise

Remove terms/phrases from the tutor manual that are offensive/ discriminatory in England and Wales. For further details, see the guidance notes below relating to this session. Other than this, the exercise remains unchanged.

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Below are the detailed guidance notes on those sessions where the working group felt issues needed further clarification or exploration. They indicate adaptations that can be made and make suggestions relating to making the materials more realistic for group members.

7.2 Detailed guidance

Module: Problem Solving

Session: 1

Exercise: Quiz

Where issues of literacy are evident, tutors should consider pairing up participants in order to complete this exercise or one tutor could work with individual offenders in order to provide support.

Module: Problem Solving

Session: 2

Exercise: Situation 2

An alternative scenario can be used; an example of which would be a group of friends travelling on the bus.

Module: Problem Solving

Session: 2

Exercise: Role Play – The Williams Case

Tutors should change names in order to meet the needs of the group, and can reverse the gender for use with women's groups.

Module: Problem Solving

Session: 3

Exercise: 1, 2

Supplementary sheets – PPS3-1, PS3-2

The pictures can be changed, but it needs to be an ambiguous situation. The aim of the exercise is to differentiate between fact and opinion. Replacement pictures must maintain the purpose of the exercise and reflect the cultural profile of the group. Photographs can be used if they achieve the outcomes.

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Module: Problem Solving

Session: 3

Exercise: Case of Istabrak

The scenario should be altered in that the reference to being an immigrant should be omitted and the name altered.

If a work situation is deemed inappropriate for a particular group – i.e. younger offenders, tutors can use an alternative setting for this scenario.

Module: Problem Solving

Session: 6

Exercise: Elephant Cartoon

The aim of the picture/video is to introduce the idea of body language and non-verbal communication. Tutors can use another picture or even a clip from a video e.g. The Face – John Cleese, The Fresh Prince of Bel-Air.

Module: Problem Solving

Session: 6

Exercise: 6

Supplementary sheets: Body Language Cut Outs – Who is this?

In introducing this exercise tutors could ask the participants to imagine that the picture is of a new group member!

PS6- Worksheet 1 (see supplementary sheets) can be used to guide the participants' discussion.

Module: Problem Solving

Session: 7

Exercise: 1 and 2

Use alternative photographs if appropriate, to take account of the cultural profile of the group.

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Module: Problem Solving

Session: 8

Supplementary sheet: PS8OV1

Tutors can replace “Wouldn’t it be nice if...” with an alternative e.g. a “Perhaps I/we could...”
How this is phrased may vary.

Supplementary sheet: PS8WSH2

Tutors could deliver this as an oral exercise, using worksheet 2 as an acetate.

Module: Problem Solving

Session: 8

Supplementary sheet: PS0OV1

Under item no.4 tutors should explain that problem conceptualisation means defining the problems or how you see the problem.

Supplementary sheet: PS9WSH5

Tutors can develop this on a large board or indeed a flipchart instead of using this handout page. This makes the exercise far more visual and participatory for the whole group.

Module: Problem Solving

Session: 9

Exercise: Idea Assessment Sheet (PS 146)

This is intended to be a visual exercise, demonstrating a further method of ensuring the best solution is selected. Particularly useful if completed on a flipchart or a large ‘wipe’ board. Colouring the different sections will help the visual affect. (Red – High benefit, Low cost; Yellow – Middle ground; Green – High cost, Low benefit) The use of colour would also benefit the supplementary sheet; this can be produced locally.

There has been positive feedback from some offenders who appreciate the visual impact of the grid.

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Module: Assertive Expression

Session: 12

Exercise: Practice Role Plays

Tutors can develop and use alternatives to alcohol related situations, however, you should ensure these enable the offender to practise being assertive.

Tutors need to be clear what an assertive way of dealing with the situation is, as opposed to dealing with the situation in an aggressive, non-assertive/passive way. Tutors must also be actively aware that assertive behaviours can differ between cultures.

Tutors can encourage the group to generate an appropriate alternative situation/scenario.

Module: Social Skills

Session: 14

Exercise: Personal Assessment Quiz

Tutors can sit with individual offenders in order to help them complete the quiz. Tutors may also consider completing the quiz section by section in order to avoid too much pen/paper work all at once.

If this is the chosen method tutors should ask participants to complete each section prior to that skill being taught. Tutors can copy each section onto a separate page if this helps.

There is no requirement to collect the quiz in – this is optional.

Module: Social Skills

Session: All

Introduction – Suggested role plays

Tutors can develop alternative role-play scenarios for these sessions. Tutors should aim to make these responsive to the group of offenders e.g. in delivering to younger offenders the employment related examples might not be appropriate.

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Module: Creative Thinking

Session: All

Example exercises

Each of these sessions uses the Edward DeBono materials. The programme manual provides guidelines for delivery. Use the examples given on the cards. Do not be tempted to use own examples. The reason for this is explained in the introduction.

Module: Management of Emotions

Session: 18

ME23 Para 6

Tutors do not need to read, word for word, the script provided in the programme manual and can choose to use an alternative e.g. counting from one to ten.

Exercise: Central Control

Tutors could record the relaxation script on audiotape and use this to introduce the exercise. The script provided in the manual should be used.

Tutors should consider using a male tutor to read this out if there are concerns about the inappropriate reactions of participants i.e. offenders known to have a history of sexual offending who may turn this exercise into an inappropriate fantasy.

Module: Management of Emotions

Session: 18

Supplementary sheet: MEWKS3

In addition to the time, strength, duration, trigger you should also ask them to report their 'self talk'. The worksheet has been amended to include self-talk and is contained in the supplementary sheet pack.

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Module: Values Reasoning

Session: All

Supplementary sheets

In order to make the materials more realistic tutors can adapt names of people involved in the scenarios. Suggested amendments to supplementary sheets have been made, for example, the robbery; the suggestion is to use the situation of paying for private health treatment not available on the NHS.

Module: Critical Reasoning

Session: 30

Exercise: Introductory exercise

The journal is an on-going feature of the critical reasoning module. Folders, instead of Journals could be provided.

Module: Critical Reasoning

Session: 32

Exercise: Introductory exercise

Tutors can add more optical illusions.

Module: Critical Reasoning

Session: 32

Exercise: 1

Tutors should act out the situation or use a clip from a television 'soap' – as it is not a skill practise role play – the role play is used to enable the participants to spot what is really happening.

Module: Critical Reasoning

Session: 33

Tutors can use examples from newspapers, magazines or video clips as alternatives to the written examples and pictures provided in the manual/supplements.

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Tutors should find adverts from Black/Asian press and take account of the profile of the group before deciding which to use.

Module: Critical Reasoning

Session: 33

Exercise: Name Calling

The aim of this exercise is to demonstrate the impact of positive and negative labels and names. Tutors must be clear about the purpose of the exercise, conduct it within safe boundaries and aim for a balance between positive and negative labels.

This exercise should only last three or four minutes. Whilst it has the potential to generate issues it is not intended that you would challenge these at this time. The overall aim is to bring the group to a pro-social conclusion about the lack of rationale behind name-calling.

The scenarios provided in the programme manual and as supplementary sheets can be amended.

Example 1 & 2 (CROV20 & 21): Possible alternative examples would be:

Why should we let these morons into our school? What have these morons ever done for us? Why should we allow this great school to be infiltrated by such morons, let's keep the school's standards high. Let the morons stay where they belong we do not need them.

We should welcome these new, hard working pupils in to our school. They provide hope for our future.

In making amendments ensure that the two examples use the same situation/setting, as the intention is to have a negative and positive.

Tutors are encouraged to develop alternatives; however, each example must retain the original impact intended by the exercise. The Treatment Manager prior to use must approve amended examples.

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7.3 Programme Manual Page CR46 – list of negative names

T3 Associates will be asked to consider amending the programme manual by removing the list of names. This does not mean altering the purpose of the exercise. The tutors' task is to list the negative terms generated or ones you have heard being used during the programme.

The examples generated may be linked to a range of issues not necessarily nationality/sexuality.

One of the major themes throughout the programme is one of thinking process and not content. Therefore the aim is not about discussing the content; it is purely about generating a range of words that are emotionally charged in different ways to individuals within the group. The fact that words will have different meanings and different impacts on different people has been covered in the Problem Solving module.

Module: Critical Reasoning

Session: 34

Exercise: Trying Our Luck

Tutors can choose to use an alternative (using examples from newspapers, magazines, TV) to the 'Saucy man' advert, but must ensure it retains the aims of the exercise.

Module: Critical Reasoning

Session: 36

The supplementary sheets have been amended for this module and if approved by the designers should replace the examples stated in the manual.

Implication and Inferences

CR69

There are three examples provided and tutors can select one or two of these. The working group felt that example #1 is less appropriate than the other two examples as it is not pro-social and tutors may be misunderstood as supporting an anti-social approach.

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CR1

Tutors can draw on a flipchart or use acetate.

CROV34

Tutors can develop an alternative scenario to 'Investing in gold.' A good example might be 'Investing in property.'

Module: Critical Reasoning

Session: 37

Exercise: Looking at two sides of an issue

Tutors can develop alternative examples for the group exercises. Good examples include:

'Using a mobile phone when driving should be banned.'

'Smoking in public places should be banned.'

Exercise: Recognising Issues and Supporting points

Participant group exercises – There are three examples provided and these should be copied onto separate sheets to avoid confusion and numbered 1,2 and 3.

Tutors could present these in a range of ways – as handouts, on acetate or alternatively read to the group by a tutor. Another approach would be to record these on audiotape and play to the group.

Module: Cognitive Exercises

There are a limited number of exercises provided but tutors can also use commercially available lateral thinking books e.g. 'Improve your lateral thinking' Paul Sloane and Des McHale, Sterling Publishing.

Tutors need to ensure that the examples are lateral thinking exercises and not logic puzzles. Participants are encouraged to use listening skills, ask questions and gather information rather than simply trying to guess the answer.

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The delivery of the programme can be made more responsive by changing names, scenarios, and supplementary materials. Group members may come from different cultural backgrounds and it is important that the materials used take account of this diversity. Some of the scenarios are not always culturally relevant and therefore these may be changed. The changes suggested in this report are not exhaustive.

The configuration of the programme sessions is as follows (the session numbers refers to the session number in the Think First manual).

8.1 Pre group sessions

Two of these sessions are for delivery on an individual basis, with the case manager. Where there is a mentor they may be included at this stage. This can be a useful time to assess any likely requirements that the offender may have in terms of support with exercises as a participant and tutors can be advised in advance so that they can be aware of each offender's needs.

The case manager will have an ongoing role in supporting black and Asian group members. In the course of their continuing contact throughout the programme, they should check that offenders' responsivity needs are being met, and advise the programme team of any difficulties.

The case manager will also need to ensure that, where partner agencies are being used to deliver other elements of work with the offender, the relevant partner agency also addresses diversity.

8.2 Post programme

The post programme sessions are again with the case manager who has a responsibility for ensuring that all needs of the offender including diversity are met during this phase of the programme and for the remainder of the supervision of the order/licence.

Session 1: This session could include a mentor or volunteer if their continued involvement is included in the supervision plan.

Session 2: The case manager must ensure that the work completed reflects cultural diversity.

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8.3 Core programme

Session 1

When outlining the session objectives and again when outlining the course programme it is important to help group members make links to their lives e.g. "To help group members develop their skills for thinking about problems and for solving them in real-life situations. You may have identified some of these problems during earlier work with your case manager, or in other work you have done looking at your problems. We can look in more detail about how to solve these particular problems."

Initial self-assessment.

Tutors need to be aware that group members do put a lot of emphasis on financial problems, lack of opportunity, poor education, which can be linked to their experiences of racism. Experience of racial harassment can also feature in this exercise and may be identified as a scenario in the "re-enacting of problems" exercise. Scenarios in this latter exercise could be used as outlined in the manual but experiences suggest that the group members provide their own examples.

Session 2 – Problem Awareness

The session content is culturally relevant and does not require changes, but the examples chosen can reflect issues of racism if this is likely to be relevant.

Supplementary materials

Problems: shapes and sizes

Examples can be changed to be relevant to the range of life experiences of the group, for example:

Example 2: "A supervisor is victimising someone at work". Group members could have experienced this within the context of race discrimination.

Another variation might be "A teacher at school is picking on someone".

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Example 3: “Someone has experienced racial harassment in a community which has meant that he has had to be rehoused”.

“Neighbours may complain about the smell of your cooking”.

Example 4: “Stopped three times by police in the last year, with no charges pressed, but each time you were stopped you were late for work and so lost your job. The Benefits Agency says that you have left your job intentionally so you have no benefits”.

Session 3 – Gathering Information 1

In the final exercise “Peer interviews” group tutors need to be aware that problems may be identified which are associated with racism or personal conflicts which are occurring within their cultures e.g. the recent disturbances in Oldham have been highlighted as a problem for some group members.

Supplementary Materials

Information sheet 2: Room to rent.

Suggested changes:

Give advice to the group member to interpret the questions so that they reflect local issues and diversity, e.g. an offender might not want to ask about a pub but would want to know where the local sports centre is. Giving permission to change examples to reflect local cultures and issues can be a useful way of helping to build awareness of diversity issues.

Session 4 – Gathering Information 2

Reality testing exercise. Alternative examples: choose a scenario, which might be relevant locally and at the present time, e.g. “Same sex couple adopt a baby”.

If you choose to use a paper provide pages from appropriate newspapers and which are not offensive to the group members. You could also consider using some of the national newspapers for each group. In an all white group it would be appropriate to provide papers relevant to a different racial or ethnic groups, e.g. *The Voice*, *Eastern Eye*, *Asian Times*, *African-Caribbean Times*, or a Polish newspaper in a town with a large Polish community.

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Worksheet: Facts, Opinions, and Guesses.

These questions can again be reviewed to meet local needs. If there is a lot of interest in rugby within the town, but no local football team you might want to find a question about the highest ever rugby score. The main thing is to ensure that if you are saying something is a fact that you can find a reliable source for it (possibly the Guinness Book of Records), and that the opinions you choose to use are not likely to cause offence. Again the changes can even be used so that they positively promote diversity e. g. "Mohammed Ali is the greatest sports personality ever".

Session 5 – Problem Definition

Tutors may choose to change the word "Fuzzy" to "Vague"

Supplementary materials

Worksheet "Vague into Specific"

Replace drink problem with drug problem if this seems more relevant.

Worksheet "Re – Wording Problems"

Replace 1 (d) with "Increase in misuse of illegal drugs/ to cut down on use of illegal drugs". To find ways of doing this that will work.

Session 6 – Problem Assessment

Problem checklist: it is not within our remit to change this. Group members can feel "low" after completing this and it is important that the tutors help group members to identify positive aspects of their lives. Praise people for taking responsibility for their problems e.g. "Despite all the practical problems you had you have stayed with the programme so far – well done". It can be helpful to note if there are any problems, which seem to recur and which might help you identify more about your community and offender profile.

Session 7 – Offending Behaviour as A Problem

This session is culturally relevant. The account of their offence may well reflect issues associated with their experience of racism or other aspects of discrimination. Tutors need to be fully aware of the circumstances of each offence.

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Session 8 – Alternative Thinking

Impulsive Thinking.

If you wish to change the scenario then an example of how it might be used is given below:

Change the second scenario to: "Sharaz, 15, has several convictions for aggravated vehicle taking. His home life was unhappy with both parents feeling ashamed of their son's behaviour as it was affecting their standing in the local community. There were frequent rows that resulted in Sharaz leaving home and staying with friends in another part of town. Usually a few days later Sharaz would be arrested after a high-speed police car chase and charged with another offence. This cycle was repeated a number of times. Eventually he was remanded in custody. Neither Sharaz nor his parents would talk about their rows."

Wordstorming exercise: replace the example of friends "persuade you to go out drinking" to "persuade you to go for a drive into the city centre with them".

Remote associations. You can add more words to the list of remote associations, such as salt cod, sari, which will all reflect cultural diversity and will stimulate thinking.

Session 9 – Means End Thinking

Steps and sequences.

Example 1 change name to Carmel.

Example 2 change names to Aaron and Marcia.

Example 3 change name to Amit.

Application exercises: tutors need to be aware of creating choice relevant to local needs.

Session 10 – Means End Thinking 2

No changes required.

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Session 11 – Consequential Thinking

“What if” exercise. Alternative examples:

“What would be the consequences if cannabis was legalised”.

“What would be the consequences if court staff and sentencers were predominantly black or Asian”.

N.B. If you change these examples in this exercise you might need to plan to draw out positive consequences which you can share if the group dried up or if there were negative statements being made.

Session 12 – Decision Making 1

No changes required.

Session 13 – Decision Making 2

Force Field Analysis exercises. Tutors need to be aware that factors contributing to their offending may be associated with group members’ experience of racism or oppression both within and outside the criminal justice system. The second part of this exercise could usefully identify how powerful their experience of racism influences their decision making in relation to offending.

Session 14 – Problem Solving Review

This would be a useful point to identify what links the group members are making between the self-development and Think First modules.

Problem Solving Practice

Example 2 – replace pub with club.

Session 15 – Problem Application 1

ABC analysis – Structure the example to meet local diversity needs, e.g. as laid out below:

Low mood, feeling worried, thinking depressive thoughts, conflict within family and culture, feeling isolated.

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Go to the gym. Meet friends. Verbalise feelings. Not available for family religious/cultural commitments.

Feels better. Mood improves. Doing what he wants to do. Pending conflict at home. Increased isolation.

Tension thermometer

Group members may identify emotions associated with racism, sexism or conflict within their own culture. Tutors will need to maintain the focus of the exercise while acknowledging the source and strength of the emotions.

Session 16 – Problem Application 2

Functional and dysfunctional thoughts:

Replace first example with:

Friday. Early evening. Pay day.

Looking in my wallet. Feeling the need to buy a scratch card.

Nobody would know. I will only buy one.

If I start to use these now I will spend all of my money and start thieving again.

Second example – replace pub with club.

Session 17 – Problem Application 3

This is a social skills application session, and if offenders are being filmed as part of this we need to ensure that their permission has been obtained

This exercise can usefully help increase awareness of diversity by putting the analysis of the skills into a context. For example it could be possible to introduce into the discussion some ideas about personal space or body language (see Chapter 4 for some examples).

We can learn to be sensitive to body language through understanding other cultures.

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Session 18 – Problem Application 4

No changes identified.

Session 19 – Problem Application 5

Session 20 – Problem Application 6

(3) Moral dilemma: Experience has shown that negative attitudes of group members towards policing will be highlighted.

Session 21 – Problem Application 7

Role rotation: Role-play

Family conflict can remain the same.

Relationship conflict could be substituted for the example about giving up drinking.

Clive: You have known Jacqui since secondary school. You have both hung around with the same group of friends. In the past 12 months your relationship has become more serious and you are planning to get engaged once you have saved enough money. You have always been generous with your money helping out friends etc. but you are struggling to save money as a result. Jacqui is getting fed up with this and threatening to end the relationship but you don't want to be seen as someone who will not help out your friends.

Jacqui: You have known Clive since secondary school. You have both hung around with the same group of friends. In the past 12 months your relationship has become more serious and you are supposed to be saving up to get engaged. You know that Clive has been generous in giving his money away to help friends but you also think that his friends, particularly Ben takes advantage of him. You have saved very little money and you are threatening to end the relationship.

Diane: You have known Clive, Jacqui and Ben since secondary school. In the past year you have all had a great time together. You have been going out with Ben for a few months. When you all go out together you have noticed that Clive gives his money away quite freely. Ben isn't

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working so you don't refuse Clive if he offers to help out. You know that Jacqui is excited about the engagement but also annoyed with Clive. You think it is unreasonable for Jacqui to end the relationship. She just needs to be more patient with Clive.

Ben: You have known Clive all of your life and he is one of your best friends. You haven't been working for a while and you have valued the help Clive has offered. You would do the same for him. You think Jacqui is unreasonable to say that the engagement may be off. You have never liked her anyway and she just wants to break-up your friendship with Clive.

Session 22

Review Session. It is important to address all components of the programme when identifying risk situations and future plans. The role of the mentor in supporting the work completed on the programme also needs to be addressed at this stage. This could also be a tie to think how the offender might make use of any community support.

9 Recommendations

- 9.1** This review has been part of a much broader project. Diversity reviews should be considered for all accredited programmes, and not just in relation to their use with black and Asian offenders. In addition, responsiveness and diversity should be an integral aspect of programme design. The revision of the accreditation criteria will support this but programme designers need to ensure that materials are realistic and relevant to a wide range of offenders. This could be built into the design by offering a range of scenarios and examples, or simply providing guidance on what aspects of the materials can be varied to meet the needs of responsiveness. Other What Works projects should also be reviewed and have the concepts of responsiveness and diversity built in to the initial design.
- 9.2** Ensuring responsiveness and addressing diversity are not one-off tasks and the purpose of this review should become integral to other processes designed to maintain and improve quality of delivery. In the Probation Service, this function will be fulfilled for each programme or project by a Change Control System. The Change Control System provides a mechanism for reporting recurring issues about programme design alongside requesting guidance and advice on issues of responsiveness. In the Prison Service, Treatment Managers' meetings provide a forum for raising these issues.
- 9.3** This report should be distributed to all tutors, Programme Managers and Treatment Managers for TF, ETS and R & R. It could also be shared with tutors, Programme Managers and Treatment Managers of other accredited programmes as the learning points and areas of advice will support effective delivery.
- 9.4** A strategy for developing the confidence and skills of staff in addressing responsiveness should be developed. This should include formal training integrated into the wider training strategy but should also explore other ways of developing skill and confidence. In the Probation Service, Treatment Manager support days (established by the Change Control System) will be one way of delivering further guidance and support.

9 Recommendations

- 9.5** The tutor session review form should be amended as recommended in the Change Control Strategy. The revised form includes a section specifically focusing on responsiveness and will be helpful in promoting an ongoing review and the continuous communication of issues and solutions. The Change Control reports will also provide a mechanism for sharing best practice ideas and examples.
- 9.6** The offender worksheets from the R & R programme have been reviewed and amended and will shortly be issued to tutors via the Treatment Managers. The offender worksheets for TF and ETS should be reviewed, amended accordingly and distributed.
- 9.7** The findings of the Home Office Research: black and Asian offender survey will be available in the summer of 2003; this should be used to further inform the delivery of programmes to black and Asian offenders. The guidance notes provided on TF, ETS and R & R should be reviewed in the light of this additional evidence.
- 9.8** The guidance notes and amended offender worksheets should be implemented and their use reviewed after 12 months. In the Probation Service, this should be done through the Change Control System.
- 9.9** NPD and the Prison Service should each develop an implementation plan specifying how the recommendations will be taken forward.

Members of the Review Team

The **Prison Service** nominated six representatives to the review, two from its Offending Behaviour Programmes Unit and four from prisons. Their responsibilities included treatment management and programme management as well as programme development and implementation. The representatives were themselves from a culturally diverse range of backgrounds.

In order to ensure the process could benefit from the expertise of black and Asian staff involved in Probation programmes, **Probation Circular 76/2001** requested expressions of interest in participating in the review group. Furthermore the PC requested comments on responsivity issues relating to black and Asian offenders for the following programmes: ETS, R&R and Think First. These results were followed by a formal selection process using the following criteria:

- Demonstrates a good understanding of the What Works Strategy and how this relates to working with black and Asian offenders.
- Can summarise the purpose of the programme review group and its intended outcome.
- Can demonstrate an understanding of the What Works research and how this evidence may relate to black and Asian offenders.
- Has an understanding of the accreditation criteria.
- Can demonstrate an understanding of the meaning of programme integrity and the meaning of responsivity and can give examples of these principles.
- Has experience of working with black and Asian offenders and can demonstrate a knowledge of the experiences and potential needs of a range of cultures within the criminal justice system.
- Has a good understanding of at least one of the accredited programmes.
- Is aware of their own personal strengths and how these will benefit the review group and the process as a whole.

Appendix 1

The steering group:

NPD Representatives

- Sandra Fieldhouse (Chair) – Programme Implementation Manager (R & R and OTO)
- Danny Clark – Programme Development Manager (ETS) and Head of Psychology
- Meg Blumsom – Programme Implementation Manager (TF) and Head of Offending Behaviour Programmes
- Laura Fairweather – Diversity Advisor representative

Prison Service Representatives

- Jim Cowley – Living Skills Throughcare Manager, OBPU
- Sam Patel – Psychologist, OBPU

Probation Area Programme Representatives

- Nasima Haq – Nottinghamshire Probation Area PO – TF programme
- Pete Mangan – Essex Probation Area SPO – R & R programme
- David Rhodes – Leicestershire & Rutland Area PSO – ETS programme

Other Probation Representatives

- Manjit Seale – South Yorkshire Probation Area Divisional Manager
- Janett Brown – London Probation Area Programme Manager/Treatment Manager

Professional Association Representatives

- ABPO representative – Valari Mitchell-Clarke
- NAAPS representative – Haramandeep Singh Toor
- NAPO representative – Malcolm Sawyer

The working groups:

Reasoning and Rehabilitation

- Sandra Fieldhouse
- Dr Linda Blud
- Pete Mangan
- Nigel Hosking – London Probation Area Treatment Manager and National Trainer
- Laura Fairweather
- Pat Westwood – Treatment Manager, HMP Featherstone

Enhanced Thinking Skills

- Danny Clark
- David Rhodes – Leicestershire and Rutland Probation Area
- Ruth Greaves – West Yorkshire Probation Area Regional Trainer
- Sam Patel
- Indira Balkissoon – Treatment Manager, HMP Wormwood Scrubs
- Liz Bird – Area Psychologist (South-West)

Think First

- Meg Blumsom
- James McGuire or a representative
- Nasima Haq
- Janett Brown
- Janet Rhyme

Appendix 2

The Interview Questionnaire

Aim of reviews

To ensure that the programmes are accessible and appropriate for black and Asian offenders.

Objectives

- To review programme materials in relation to the relevance for black and Asian offenders
- To identify inappropriate materials
- To identify and consider potential alternatives in order to ensure materials are realistic and relevant
- To produce good practice guides for programme delivery staff
- To identify implementation issues for consideration by the What Works Strategy Board

Purpose of interviews

To identify difficulties in delivering programme materials to black and Asian offenders and generate possible solutions or good practice examples

Process

- Each working group member will contact the programme TM to introduce the review process and interviews.
- Interviewer sends copy of questionnaire and arranges a convenient time to conduct the interview. The interview can be conducted face to face or by telephone.
- Interviews should be completed and the questionnaire and other supporting documentation sent to the relevant Programme Implementation Manager at NPD.
- It is intended to interview all ETS and R & R areas and the following TF areas: Manchester, Lancs, Notts, West Mids, Merseyside, London, Avon & Somerset and Beds.

Section 1 General Information

Programme	
Probation Area & location of programme i.e. Division/centre	
Name and contact details of person being interviewed	<p>Name Present role</p> <p>Address</p> <p>Tel No</p> <p>Fax No</p> <p>E- mail address</p>
ACO responsible for programme implementation	
Usual format of delivery (Please circle) <i>If a combination, please indicate all used and how many times each</i>	<p>Mixed groups</p> <p><i>(If mixed group – State the policy in relation to the minimum numbers of black or Asian offenders in a group)</i></p> <p>Black & Asian only groups</p> <p>Black offenders only</p> <p>Asian offenders only</p>
Date the area commenced delivery of the programme	
Total no of times the programme has been delivered to black and Asian offenders. (either in separate or mixed groups) <i>(if group was ended before completion of the programme this should be indicated and details given on the attached pro-forma)</i>	<p>No of times delivered to 'mixed' groups:</p> <p>No of times delivered to 'black and Asian' only groups:</p> <p>Other comments:</p>
Interviewed by (enter name and contact no.)	
Date interview completed	
Signed	

Appendix 2

Section 2 a) Issues and suggested solutions

Please complete one form per example of recurring difficulties

Page no.	Section	Exercise
<p>How many times has this section/exercise been delivered to black and Asian offenders and how many times were the difficulties experienced?</p> <p>Ask if there are any materials they have not used and why?</p>		
<p>Specific Issues and difficulties experienced. <i>(be as clear as possible about the difficulties)</i></p>		<p>Solutions tried and results <i>(state what has been tried and the outcome, request examples of adapted material and submit with completed questionnaire)</i></p>

Section 2 b) Details about delivery

Using one occasion as an example complete the following information

Number in group at time of difficulty			
Race and ethnic composition of the group			
Are videos of the session available? (If yes, send to NPD)		Are session review forms recording the session (and other relevant paperwork) available? (If yes, send to NPD)	
Name of tutors delivering the session			
Other comments (e.g. treatment managers observations of the quality of delivery, solutions tried and not worked)			

Please return:

- ETS questionnaires to Danny Clark
- TF questionnaires to Meg Blumsom
- R & R questionnaires to Sandra Fieldhouse

Address:

NPD
 Horseferry House
 Dean Ryle Street
 London

Appendix 3

The National Probation Service Diversity Strategy

The central tenet of the NPS Diversity Strategy is that no one is excluded from the NPS or the services it delivers because of their ethnicity, race, religion, gender, sexuality, age etc. Diversity must be an integral part of the NPS day to day business. The translation of principles into practice rests very much on whether programme provision is appropriate, effective and accessible to black and Asian offenders. Access relates to whether there are suitable programmes as well as whether there are hidden barriers that could reduce the chance of a black or Asian offender deriving the maximum benefit from the programmes that are available.

The priority for the NPS and 'What Works' diversity programme has been an attention to laying the foundation upon which to build good practice. Hence the focus on working with the Panel to review the accreditation criteria and ensure that diversity permeates them. The new set of criteria illustrates how diversity could be effectively incorporated into 'What Works' processes. The setting up of the change control strategy and the reviews of programme materials described in this report provide further evidence of our commitment to ensuring that diversity sits within rather than on the periphery of the 'What Works' programme.

The NPS Diversity Strategy identifies how the responsibilities and spirit of the Race Relations (Amendment) Act will be translated into action with regards to the What Works agenda:

- Decision-makers including the panel, unit members, programme designers etc have to be very aware of the potential for decisions, policies and processes to have an adverse impact on minority ethnic offenders. A priority objective therefore is to ensure that all functions and policies are subject to rigorous negative impact assessment through wide ranging consultation mechanisms. Results should lead to appropriate remedial actions.
- This report, the ongoing research into black and Asian offenders, and the developing approach towards racially motivated offenders provide evidence of the broad range of work aimed at ensuring that appropriate interventions take place to reduce the risk of re-offending amongst black and Asian offenders and protect minority ethnic communities. The NPS will ensure that, by the end of 2005, Asian and black offenders have access to evidence-based interventions which will be effective in addressing their offending behaviour and reducing their risk of re-offending.

- Responsivity remains a key factor in the quality of offenders' engagement with a programme and ultimately in effecting a change in their behaviour. Training of programme tutors and Treatment Managers is a priority area. The expansion of knowledge of culturally appropriate materials, culturally sensitive delivery and understanding of covert discriminatory behaviour and how to tackle these within a group learning environment are important areas to target. The commitment is to audit NPS staff training needs between 2002-2003, devise appropriate mechanisms for learning and ensure the right level of competence is achieved. NPS is committed to joint training with the Prison Service on race equality and other strands of diversity.
- In the next two years, the NPS will assess the extent to which offenders are avoidably excluded from programme provision through lack of facility in spoken and/or written English; consider the potential benefits and costs of translation and interpretation; and use this information to recommend and determine levels of funding and provision.
- There is a need for a more joined-up approach between the prison and probation diversity agendas. To this end the NPS strategy indicates a commitment to explore with the Prison Service a joint training programme on diversity. The NPS sees this as an important step forward given the context of the Race Relations (Amendment) Act and the close partnership that already exists. It would make reasonable sense for prison and probation to come together to identify the competencies, standards and framework for diversity training for accredited programmes tutors/Treatment Managers etc.

The NPS diversity strategy operates in a climate of change subject to political, legislative and social imperatives. One constant factor is the NPS commitment to ensure that diversity permeates the 'What Works' agenda in its entirety. The diversity unit will work in partnership to support the necessary change management processes.

Appendix 4

'Programmes for Black and Asian Offenders on Probation; Lessons for Developing Practice' – Home Office Research Study 250

The report¹ was published in October 2002 and includes the findings of a survey of previous, current and planned probation service provision specifically targeting black and Asian offenders conducted in June 2000. The report found that 13 programmes had been developed in 10 Services, 5 of which were still running. Ten of these group-work programmes were studied in detail to identify the factors that those developing, delivering or in some cases managing the programmes believed contributed to their success or failure.

The Probation Service deals with more black and fewer Asian offenders than would be expected from their distribution in the general population. As little research has examined the criminogenic factors associated with their offending, it is difficult to conclude if black and Asian offenders have unique criminogenic needs. However, it is known that some minority ethnic groups have higher levels of educational underachievement and unemployment that may place them at greater risk of re-offending as these are factors associated with high levels of offending. It is possible that combined effects of the relative deprivation of their communities, educational underachievement, unemployment and institutional racism means that they are both less able to achieve their goals through legitimate means and are more likely to experience one or more factors that puts them at risk of offending.

It is also difficult to draw any firm conclusions from the literature as to whether separate provision should be available for black and Asian offenders. There are arguments that support running separate programmes for this group of offenders but also those that advocate mixed group work provision. There is, as yet, little empirical evidence to substantiate either position. However, research does show that groups with only a small proportion of black and Asian offenders attending are unlikely to be effective in addressing their needs because of feelings of isolation and disconnection with the rest of the group.

The study also conducted in-depth interviews with staff involved in the development, delivery and, in some cases, management of the programmes. Any evaluations that had been conducted on programmes were examined. The aim was to identify any evidence from practice that would indicate that certain approaches are more effective in reducing offending behaviour amongst such offenders and examine the factors that lead to the successful implementation and delivery of interventions to this offender group. The study was limited in that the views of offenders were not sought and interviews were conducted with management in very few services.

The scale and nature of probation group work programmes for black and Asian offenders:

The survey identified four distinct types of programme. These were:

1. Black Empowerment Groups
2. Black Empowerment within General Offending Programmes
3. Black Empowerment and Reintegration Programmes
4. Offence Specific Programmes

Programmes tended to be based on a range of theoretical models, but all used cognitive-behavioural approaches. Most (7 of 10) groups were only available to men. While the others were open to female participants, in practice they mainly received referrals for men. Group participants were from a wide age range and a diversity of ethnic backgrounds. The black empowerment groups included offenders of African, African-Caribbean and Asian descent. Opinions were divided among the staff interviewed as to the benefits of having a diversity of ethnic backgrounds in a single group. Some staff saw this as beneficial as it raised awareness of cultural diversity; others thought it was detrimental to offenders and further marginalised those in the minority. This was especially so for Asian offenders who tended to be in the minority in most groups designed for black and Asian offenders.

Appendix 4

All staff interviewed were committed to running the programmes and felt that they were effective in reducing offending amongst black and Asian offenders. Only four of the programmes had been formally evaluated and two have conducted a reconviction analysis.

The current study found little separate or specialist group-work provision for black and Asian offenders in probation services. Many programmes that had been set up were no longer being delivered. However, staff who were involved in developing or delivering programmes targeting black and Asian offenders felt there was a need for separate, specialist provision and that such programmes were effective in reducing re-offending among this offender group. However because there is so little research in this area to date, it is not possible to provide empirical evidence to either support or refute this belief.

Further Home Office Research into the Needs of Black and Asian Offenders (in progress)

The research consists of two elements. The first is an offender survey. This survey has three aims:

- To identify the criminogenic needs of black and Asian offenders, and how these might differ from those of 'white' offenders.
- To ascertain the experiences of black and Asian offenders in probation areas, focussing particularly on their current probation order and their participation in a programme.
- To understand the views of black and Asian offenders about what might work to reduce their likelihood of re-offending in terms of the provision of a programme-based probation service.

The survey consists of interviews with 500 black and Asian offenders. These include questions about demographic, biographic and criminogenic details, and the offenders' experience of post-sentence probation supervision. The sample of offenders will incorporate different age ranges, localities, ethnicities and types of probation sentence.

The second element of the current research project is to test out five models of provision for black and Asian offenders, in order to identify whether each approach is effective and adds value in terms of reducing re-offending.

Each research project involves an accredited programme and aims to test out the 'added value' of supporting elements.

Appendix 5

The models are:

- Delivery of a self-development module followed by a General Offending Behaviour Programme (GOBP) delivered to black and Asian offender groups.
- Delivery of the self-development module to black and Asian offender groups followed by attendance on a GOBP delivered to mixed race groups.
- Delivery of the self development module, followed by attendance on a GOBP with the support of an Employment, Training and Education module.
- Delivery of a mixed GOBP with mentoring for black and Asian offenders.
- Delivery of the accredited Drink Impaired Drivers programme to Asian offenders.

A separate sample of black and Asian offenders attending accredited programmes will be evaluated as a control group.

The research projects will be delivered from January 2003 for two years. Independent evaluation will be undertaken; this will include a process evaluation, attitudinal change and following a 2-year post programme period, a reconviction study. The performance on the above models can be compared to that of attendance on a programme without the supporting features, this will aim to evidence the added value.

