



HM Prison &
Probation Service

Evaluation of Psychologically Informed Planned Environments (PIPEs)

Assessing the first five years

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1. Summary

1.1 Background

Psychologically Informed Planned Environments (PIPEs) are interventions offered as part of the wider HM Prison and Probation Service (HMPPS) and NHS England Offender Personality Disorder (OPD) pathway – a programme for high risk, high harm offenders who are likely to have a personality disorder. PIPEs are established in prisons and Approved Premises (APs) and are designed to support an OPD resident's transition and progression at significant stages along their journey through the Criminal Justice System and into the community. Staff who work in PIPEs are trained and supported to work in a psychologically informed way; where close attention is paid to how those who live and work there relate to one another. The aims of this evaluation were to identify the service user and staff experiences of PIPEs and identify whether there were any indications of PIPE effectiveness, as measured by the social and relational environment in prison and probation settings following five years of delivery (2011-2016).

1.2 Method

Two research streams were carried out to evaluate prison PIPEs and AP PIPEs respectively.

- The prison PIPE evaluation utilised a mixed-methods approach within a PIPE unit and comparator wing across three establishments, comprising quantitative psychometric measures at two time points, and in-depth qualitative interviews with staff and residents¹ in PIPE units.
- AP PIPEs were evaluated using a small-scale qualitative approach, across two time points in one PIPE and comparator AP site.

This study was limited in scope; only three custody sites were evaluated, and the non-randomised approach means that key variables that could influence the results could not be controlled for. Findings should therefore be viewed as indicative as it is

¹ Throughout this report 'Prisoners' and 'People on Probation' who are living in PIPE Services are referred to as 'Residents'. This term is used both clinically and operationally within the PIPE context and describes the integration of the living environment and the clinical approach within the model.

not certain that these positive changes were due to the PIPE intervention and not selection effects. Only one AP PIPE site evaluated which consisted of qualitative data only and therefore, by nature of their design and intention lack generalisability.

1.3 Findings

PIPEs custody

Quantitative data from prison sites found residents in PIPEs reported better social and relational skills than comparator wings, with statistically significantly lower levels of problematic social problem solving and relating styles, particularly those related to 'personality disorder'. Social climate data provided more of a mixed picture.

Qualitatively, staff and residents reported improved relationships. Residents engaged in pro-social behaviour, corroborated by staff, who felt they had reduced their use of force. Staff reported a sense of mattering in their role, noting that what they did was meaningful and that they felt particularly supported through supervision.

AP PIPEs

Within AP PIPE settings however, findings suggested difficulties in implementing the PIPE model due to wider reported NPS issues, including violence, drugs and staff restructuring. Residents indicated they had the support to make positive progression but did not relate success to AP PIPEs in particular.

1.4 Discussion and conclusions

This study offers preliminary, indicative evidence that PIPEs can lead to the improvement of social and relational functioning within prison, associated with improving social climate and positive staff disposition. Due to implementation challenges across the AP estate, the research was unable to robustly answer the research questions relating to AP PIPEs. However, these are promising preliminary findings for the success against stated goals of an improved social environment, linked to improved social functioning, through the implementation of Psychologically Informed Planned Environments in prisons in England.

2. Background

2.1 The Offender Personality Disorder Pathway

Psychologically Informed Planned Environments (PIPEs) are interventions offered as part of the wider HM Prison and Probation Service (HMPPS) and NHS England & Improvement Offender Personality Disorder (OPD) pathway – a programme for high risk, high harm offenders who are likely to have a personality disorder. PIPEs are established in prisons and Approved Premises (APs) and are designed to support an OPD resident's transition and progression at significant stages along their journey through the Criminal Justice System, and into the community. Staff who work in PIPEs are trained and supported to work in a psychologically informed way; where close attention is paid to how those who live and work there relate to one another. The aims of this evaluation were to identify the service user and staff experiences of PIPE and identify whether there were any indications of PIPE effectiveness, as measured by the social and relational environment in prison and probation settings.

The OPD pathway is a joint programme between NHS England & Improvement and HMPPS, that provides a series of connected services for people in contact with the Criminal Justice System (CJS) who are high risk, and likely to satisfy a diagnosis of 'personality disorder'. It replaced the previous Dangerous and Severe Personality Disorder (DSPD) Programme, a targeted and cost-intensive pilot treatment programme for a small group of the highest risk residents with severe personality disorder. Following evaluations of the DSPD programme (Burns, Yiend, Fahy, Fazel, et al., 2011; Burns, Yiend, Fahy, Fitzpatrick, et al., 2011; Ministry of Justice, 2011), it was proposed that funds could be redistributed across a greater number of interventions, according to different stages of progression. This meant that the complex needs of a wider range of people who are likely to have a personality disorder could be met (Joseph & Benefield, 2012).

The OPD pathway programme is underpinned by a set of principles and aims to achieve four, overarching outcomes:

1. For men, a reduction in repeat serious sexual and/or violent offending; or for women, a reduction in repeat offending of relevant offences²
2. Improved psychological health, wellbeing, pro-social behaviour and relational outcomes
3. Improved competence, confidence and attitudes of staff working with complex offenders who are likely to have severe personality disorder
4. Increased efficiency, cost effectiveness and quality of OPD pathway services

These aims are enacted through a set of key principles for the pathway, drawing from the evidence base behind reducing reoffending, and addressing complex interpersonal problems. In addition to already available accredited programmes, several interventions exist across the pathway, each providing their own functions in contributing to the programme's main aims. The pathway is underpinned by a forensic case formulation approach and comprehensive staff training and supervision (Joseph and Benefield, 2012). As such, workforce development is fundamental to the programme, where staff are appropriately trained and supported via supervision and reflective practice.

2.2 Psychologically Informed Planned Environments (PIPEs)

Psychologically Informed Planned Environments (PIPEs) are services that aim to support the progression of offenders with complex needs and personality related difficulties as part of the OPD pathway. They are designed to have a particular focus on the environment in which they operate; actively recognising the importance and quality of relationships and interactions. Staff members have additional training to develop an increased psychological understanding of their work; this understanding enables them to create an enhanced safe and supportive environment, which can facilitate the development of those who live there. They aim to maximise ordinary situations and to approach these in a psychologically informed way, paying attention to interpersonal difficulties, for example those issues that might be linked to

² The OPD pathway adopts a gender-sensitive approach with a separate women's OPD strategy. The criteria/aims for the women's OPD pathway differ slightly due to a number of differences. In the case of reoffending, offence types between males and females (only 3% of women present as high or very high risk, with fewer sexual offences and a greater number of arson-related offences).

personality disorder. This is developed through six core components, including the development of an Enabling Environment, a combination of structured groups between staff and residents, focused PIPE keywork, socially creative sessions and training, supervision and reflective sessions for staff.

PIPEs are not 'treatment' interventions – whilst they have the potential for a therapeutic effect or experience for residents, they provide supportive conditions at specific points across the pathway. The PIPE model has been developed across both custody (high secure, category B and C prisons) and Approved Premises³ within the community. Within custody, there are three distinct prison PIPEs variants;

i) **Preparation PIPEs**, designed to motivate and engage prison residents to prepare for the next step of their pathway, which is often treatment; ii) **Provision PIPEs** that support prison residents as they participate in treatment programmes away from the PIPE base, for example, Offending Behaviour Programmes; iii) **Progression PIPEs**, for developing and practicing skills and behaviours learnt following successful completion of a high intensity intervention. Additionally, the PIPE model has been applied in community-based hostel settings known as **Approved Premises PIPEs**, supporting those just released from custody. At the time the evaluation took place, there were 20 PIPEs across prison and probation.⁴ This has since been expanded as a result of additional funding. Prison PIPE residents are required to stay within the PIPE environment for a minimum of 6 months and a maximum of 2 years, while length of stay within APs is approximately 3-6 months.

Central to the PIPEs concept is the development of a positive, relational environment. Enabling Environments (EE; Haigh, Harrison, Johnson, Paget, & Williams, 2012), a process developed by the Royal College of Psychiatrists' Centre for Quality Improvement (CCQI), are therefore an essential component of each PIPE, and form part of the mandatory training package for staff. The EE model contains a set of standards (see Annex A) (Royal College of Psychiatrists, 2013) that foster

³ Approved Premises (APs), formerly known as probation hostels, is housing within the community that provides intensive supervision for those who are on licence and present a high risk of harm to others.

⁴ This has since been expanded. As of January 2021, there were 27 PIPEs across 25 sites, 18 in custody and 9 in APs, with an additional 2 sites in development (1 custody, 1 AP).

productive relationships and promote wellbeing within a service or institution. Services need to evidence that they meet these standards via a portfolio and site assessments.

Early empirical research on PIPE services has demonstrated that relationships between staff and residents are key (Turley, Payne, & Webster, 2013). Users routinely reported positive experiences concerning the relational environment and explicitly, the development of positive relationships and support received from prison/probation staff (Castledine, 2015). The focus on progression was seen as helpful for transitioning into the community. Quantitative evaluations of the social climate support these findings (Shearman, Bainbridge, & Kini, 2012; Wilson, 2016). However, inconsistent approaches in service delivery of PIPEs were highlighted as a significant risk which could negatively affect the consistency and quality of interactions, thought to be a key mechanism for these services (Turley, Payne, & Webster, 2013). At the time this evaluation was commissioned, the effectiveness of PIPEs in relation to the creation of a positive enabling environment or changes in the relational and problem-solving skills of offenders had not been tested.

2.3 Evaluation Aims and Objectives

The aim of the current evaluation was to address gaps in the evidence base for PIPEs and build on the existing small-scale published empirical work to identify indications of PIPE effectiveness in relation to OPD pathway outcomes.

The evaluation had three key research aims:

1. To determine the nature of the residents' experience of PIPEs, including whether they are found to be supportive of engagement with a pathway of services, and enhance gains in social and relational skills.
2. To examine the staff experience of PIPEs, including: whether staff show improved understanding, attitudes and confidence in working within a criminal justice-involved population with a likely diagnosis of personality disorder, and whether staff feel they are supported in delivering the PIPE model aims;

3. To establish whether the PIPEs approach is effective in achieving a high quality social and relational environment in prison and probation settings in the short-medium term.

Due to the differences in the PIPE model for custody and AP PIPEs, including average length of stay and bed numbers, the evaluation was split into two studies: custody PIPEs and AP PIPEs. These studies will be presented separately, starting with custody PIPEs settings.

3. Custody PIPEs study: Approach

3.1 Design

The evaluation of prison PIPEs was a mixed methods design, comprised of quantitative and qualitative strands. The quantitative strand was a longitudinal panel design, meaning measures were taken at two time-points from the entire staff and resident population of the PIPE and a comparator wing. Comparator wings were selected within each prison based on wing size and being a non-specialist wing. This approach was chosen to maximise numbers and avoid loss of sample size due to population throughput.

The qualitative strand was a cross-sectional design, using semi-structured interviews and focus groups in prison PIPEs setting only. A mix of senior staff, frontline staff, and residents were purposively sampled across all PIPE models included in this evaluation. Topic guides comprised of preformed questions developed with the PIPE Steering Group, but interviews were semi-structured, to allow for digression and in-depth exploration of participant's issues as they arose during discussions with the researcher. A researcher facilitated mini-group discussions comprising a mixture of frontline staff and residents in order to explore group dynamics, discourse and behaviour in relation to each other, as well as the interview context.

For the custody PIPEs study, six key hypotheses were posited for testing with quantitative methods:

1. Residents in PIPEs would show different social problem-solving skills to those in standard prison wings
2. Time spent in a PIPE would affect prison residents' problem-solving skills.
3. Residents in PIPEs would show different adaptive and maladaptive relating styles to those in standard prison wings.
4. Time spent on a PIPE would affect prison residents' relating styles.
5. Residents and staff in prison PIPEs would report higher levels of therapeutic hold and support, relative to those in standard prison wings.
6. Residents and staff in prison PIPEs would report a more positive social climate than those in standard prison wings.

3.2 Site selection and Participants

The aim of the research was to evaluate the application of the PIPE model in prison settings. Sample sites therefore needed to show good ‘fidelity’ with the overall PIPE concept to ensure that the sites included were representative and the outcomes of a good, functioning PIPE were being tested. Progression PIPEs were selected as the focus of the research as these were determined to be most comprehensively developed. The Steering Group reported fidelity scores (see Appendix A) for all sites. These were ranked and male prison PIPEs with the highest score selected. Only those with a “fidelity score” of 19-20 (and therefore assumed to be fully operational as a PIPE service) were considered for inclusion in the sample: a total of 9 services. The two male prison PIPEs with the largest capacity were then selected; as well as a female prison PIPE, which was selected purposively to avoid an overlap with the concurrent evaluation work and to reduce potential research fatigue.

At the prison wing level, all eligible staff and prison residents based in the PIPE were asked to take part. Exclusion criteria for the PIPE staff included those not employed to work on the PIPE and those who had not received formal training relating to the PIPE. A comparison sample was identified for each prison, formed of wings of the host prison that were most similar in terms of prison resident demographics (security category; stage of sentence; offence history), and excluding any specialist prison wings (e.g. therapeutic communities; vulnerable prisoner wings). It was not possible to statistically match residents in these wings, nor to look at whether prisoners in the comparator site met ‘personality disorder’ criteria. Any prisoners with insufficient English to understand the participant information sheet, or with known, current psychological distress were excluded.

Table 1: Number of prison residents and staff who completed questionnaires and response rate (%)

	Time 1 (2016)		Time 2 (2017)		Total	
	N	Response Rate (%)	N	Response rate (%)	N	Response rate (%)
Residents	138	52.6	159	53.6	298	54
Staff	40	58	76	93	113	74
Total	178	53.7	232	62.2	411	58

Table 1 displays the number of prison residents and staff that completed questionnaires at the two time-points and what the response rate of this was in relation to all questionnaires distributed. Of the 178 respondents at time 1, 63 residents and 20 staff members contributed at both time points. Prisoner response rates ranged between 55% and 84%, broadly consistent with the 70% response in forensic settings identified by Doyle et al. (2014). Staff response rates varied more widely, from 50% to 100%, except in one site where only 15% of PIPE staff responded (see Appendix B for more detail).

An *a priori* power analysis for linear models conducted with G*power software (Faul, Erdfelder, Lang, & Buchner, 2007) demonstrated that to detect a small-medium effect size ($R^2 = 0.10$) with four predictors (time, group, prison and individual), a sample size of 191 respondents would be required to achieve a power $(1 - \beta) = 0.95$ given $\alpha = 0.05$.

The qualitative study comprised semi-structured interviews with individual staff and residents and 'mini-groups' (see Appendix C for topic guides). Thirty-four interviews with staff and residents across sites were conducted, including prison PIPE residents ($n = 12$) and 22 staff (13 clinical staff, 9 frontline / operational staff), as well as 6 mini-group discussions. Discussions took place with the clinical lead of the PIPE to determine whether any residents should be excluded based on their distress levels. Staff and resident participants were then selected in a stratified random way based on length of time spent on the PIPE to gather both 'fresh' and experienced perspectives. Individual interviews were intended to elicit rich descriptive narratives from differing standpoints of experiential knowledge and were used to generate qualitative data about participants different beliefs, behaviours, ways of classifying the world, and understanding of different practices within the PIPE setting. Mini groups were comprised of 6-8 PIPE staff and residents. These groups, given the structured nature of the PIPE, comprised 'natural groups' and therefore were minimally guided by the researcher. Participants knew each other prior to the discussion, and some of them also participated in individual interviews before and after the group discussion. The mini group was intended to explore *how* social knowledge of the PIPE is generated, as well as what the content of the knowledge is.

3.3 Measures

A battery of psychometric measures was used across intervention and comparison groups to assess introduction and impact of a therapeutic prison environment (for staff and residents), residents' problem-solving skills; and residents' ability to relate to others. These were the:

- **Social Problem Solving Inventory-Revised: Short version (SPSI-R:S)** (D'Zurilla, Nezu, & Maydeu-Olivares, 2002); a 25-item questionnaire that assesses respondents' problem-solving skills. This was included to address research aim 1 relating to offender engagement, and hypotheses I and II about offender problem-solving skills.
- **Persons Relating to Others Questionnaire version 3 (PROQ-3)** (Birtchnell, Shuker, Newberry, & Duggan, 2009), which assesses the way in which individuals relate to one another. It is formed of two overarching subscores looking at positive and negative relating styles. In this evaluation it addresses research aim 1 and hypotheses III & IV.
- **Essen Climate Evaluation Schema (EssenCES)** (Schalast, Redies, Collins, Stacey, & Howells, 2008); a tool for the measurement of the quality of prison environment. It is formed of three subscales; Experienced Safety (freedom from threat of violence); Hold and Support (a measure of meaningful staff input); and Prisoners' Cohesion (how well residents work together). It is included to address research aim 3 about a high quality social and relational environment, and hypotheses V (Hold and Support scale) and VI.
- **Good Milieu Index (GMI)** (Friis, 1986), a 5-item Likert questionnaire identifying aspects of a 'good' treatment environment, interpreted in this case as environments that are supportive and well-organised with a focus on development of social and work skills (Moos, 2017). It also addresses research aim 3 and hypothesis VI.

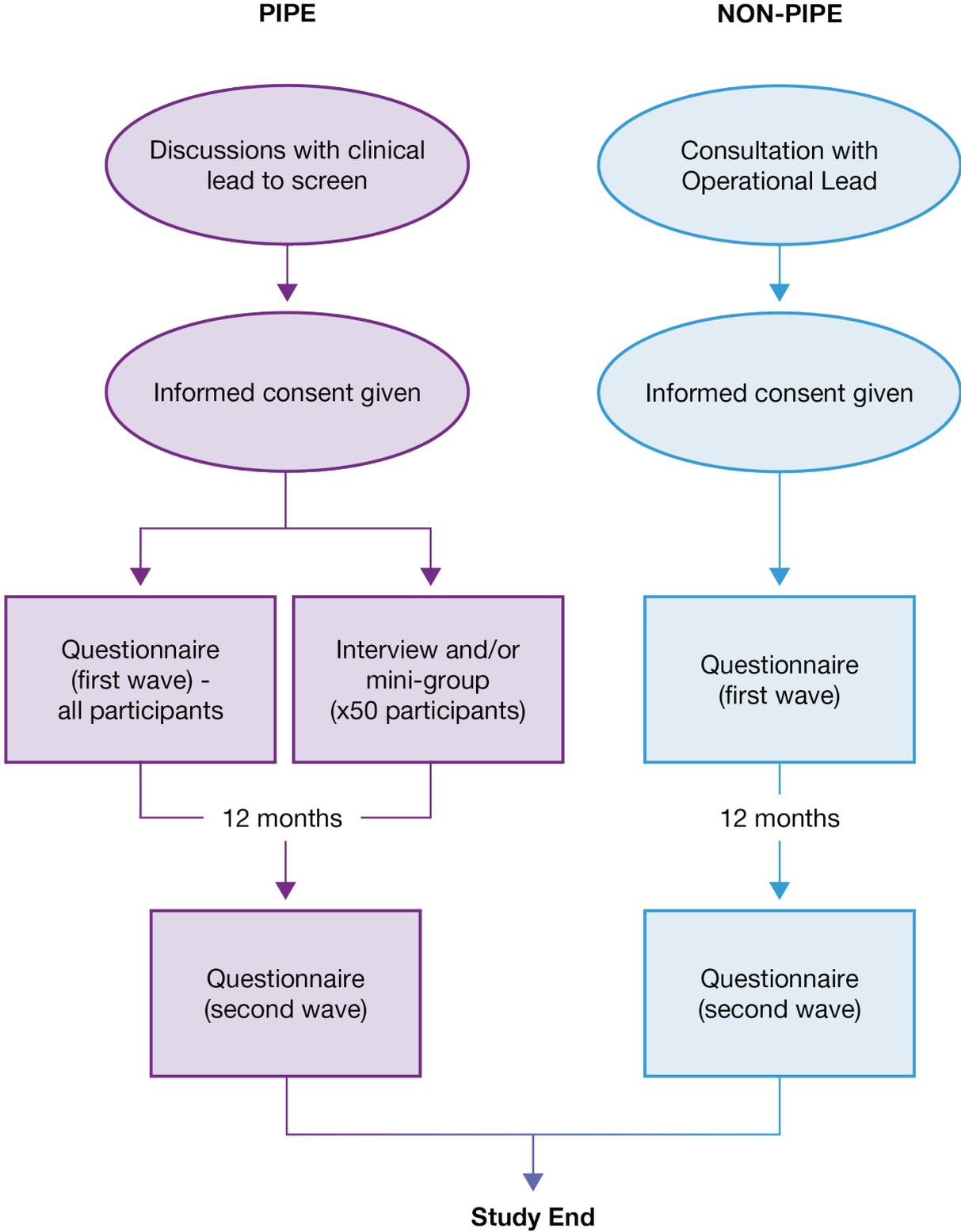
For a detailed description of these measures, including psychometric properties, please see Appendix D.

Interviews took place for the qualitative strand in PIPE settings only. Semi-structured interview schedules were developed that sought to ask staff and residents about their PIPE experiences, and what, if any, change they had observed. Interview schedules for prison residents were developed around understanding of the PIPE model, skills acquisition, the role of the PIPE and its contribution to progress and improved relationships, and views of the PIPE environment. Staff interview schedules focused on whether the PIPE approach developed their understanding of resident behaviours; the contribution of the PIPE to residents' progress; the role of clinical supervision; and the quality of the relational environment in the PIPE (see Appendix C for topic guides).

3.4 Procedure

All eligible staff (n=34) and prison residents (n = 123) based in the PIPE were invited to take part in each wave. Data collection at the study followed a stepped procedure, and each sampled prison site received three site visits. Figure 1 displays the procedure for both strands of the evaluation.

Figure 1: Step-by-step procedure for custody PIPEs evaluation



The evaluation received ethical approval from Berkshire Central Research Ethics Committee (ref: 16/SC/0149), HMPPS National Research Committee (ref: 2016-081) and Health Research Authority (HRA) adoption was processed in October 2016.

3.5 Data analyses

Data from psychometric questionnaires were cleansed and missing values analysed, showing that missing values were occurring at random. Due to high rates of missing item-level data, only the EssenCES questionnaires allowed for pro-rating, which was conducted in line with guidance in the manual (Schalast & Tonkin, 2016). Internal consistency (Cronbach alpha) estimates were calculated for each psychometric questionnaire, and each sub-scale was checked for normality using Shapiro-Wilk tests and/or visual assessment of histograms.

To address the research hypotheses, linear mixed-effects models were fitted to the data. Linear mixed models allow for the combination of fixed effects, such as time and comparison/experimental group, with random effects, such as the inter-correlation associated with an individual submitting multiple observations, or the prison site from which the wings were sampled. Linear mixed models were preferred to factorial ANOVA designs as they allow for ‘unbalanced’ data, where some participants contribute multiple observations and others do not, and the specification of multilevel research designs. As such a hierarchical structure was specified in the model, whereby prisoners were ‘nested’ within prison, which were in turn ‘nested’ within either the intervention (PIPE) or comparison (standard wing) condition. All analysis was conducted using the `lme4` package for R version 3.6.1 for windows (R Core Team, 2019) with the `lmerTest` extension to determine significance and `ggplot2` package to generate graphical outcomes.

Calculation of effect sizes using linear mixed models is a complex issue that cannot be fully addressed here. However for comparative purposes, the correlation between the values fitted by the model and the observed values from the data was calculated as an indication of the effect size in the manner suggested by Xu (2003), reported in the models as R^2 . Adjustment for multiple testing within linear mixed models is also controversial as a common method for the calculation of significance values is itself not yet established. In this case the Kenward-Roger F test was used to determine significance (Kenward & Roger, 1997). As this was exploratory research, adjustments for alpha levels were not automatically applied. However, an appropriate

adjustment would have been to divide the accepted alpha value (0.05) by the number of models constructed (25), giving:

$$p = \frac{a}{n} = \frac{0.05}{25} = 0.002$$

Qualitative interviews and focus groups were transcribed by an external transcriber approved by the Health Research Authority. Research findings comprise thematic concepts that emerged through interviews that were anchored in the contextual understanding developed from (and grounded in) the researchers' engagement with participants in the research setting. Thematic content analysis comprised line-by-line coding, aggregation of coding, axial coding, and the development of theme files. The researcher's interpretations of data have been made with attention to theory. However, researchers wanted to enable the data (and interpretations derived) to substantially 'speak for itself' by using participant language and drawing directly from transcript excerpts to illustrate emergent thematic concepts whenever possible.

3.6 Limitations

This evaluation was carried out on PIPE sites that had been able to apply the PIPE model in custody settings, and as such can be referred to as "model establishments". When interpreting the results, it is therefore unknown as to whether PIPEs that were not meeting as many of the criteria in the fidelity checklist (Appendix A) would achieve the same results.

The custody PIPEs study focused on progression PIPEs only, as the study was limited in scope and as, at the time of research, very few preparation and provision PIPEs had been developed as part of the OPD pathway. Of the ten potential PIPE sites operational at the time the research was conducted, only three PIPE progression sites were included in the study and scores of social climate in particular are likely to vary across sites. The small number of sites included in the study may have been a source of sampling bias across all measures.

It was not possible to statistically match residents in these wings, nor to look at whether prisoners in the comparator site met 'personality disorder' criteria. There was

therefore no adequate way to control for differences between the comparison and PIPE resident groups at baseline without a randomised (or propensity-score matched) design. Findings should therefore be viewed as indicative as it is therefore possible that there is a selection effect present for PIPE units. This is possible for example when considering that residents on PIPE wings showed better problem-solving skills and more positive relationship styles at baseline. These findings are complex however, as it was also not possible to control for time spent on the PIPE unit; at both time points, samples consisted of a mixture of residents, ranging from those new to the PIPE through to those ready to move on.

4. Custody PIPEs study: Results

4.1 Quantitative findings

Most reported summary variables (scale and subscale totals) were normally distributed. Notable exceptions to this were the GMI total score, which appeared to be bimodal; and four of the five SPSI-R:S scales. LMM analysis is robust to deviations from normality, however visual tests were used to confirm the random distribution of model residuals vs observed values. Descriptives (means) for each of the psychometric measures can be found in Appendix E.

Residents' Social Problem-Solving Abilities (SPSI-R:S)

Overall, the results of the SPSI-R:S suggest that PIPE residents showed fewer negative social problem-solving skills than the comparison group, but there was no evidence that these improved during PIPE residence.

Internal reliability for the SPSI-R:S scales was excellent, with values ranging from Cronbach $\alpha = 0.77$ for the Positive Problem Orientation (PPO) scale to $\alpha = 0.89$ for the Negative Problem Orientation (NPO) scale.

Application of longitudinal hierarchical linear mixed models with time and group (PIPE or comparator wing) and the time*group interaction as fixed effects and a random intercept for participant to account for participant baseline values, nested within prison site, found no differences between groups, times or interactions for NPO, PPO or Rational Problem Solving (RPS). Impulsive or Careless Style (ICS) was moderately lower in the PIPE wings than in comparison wings ($B=-2.34$, 95%CI -3.99, -0.68, $p=.006$, model $R^2=0.26$), with no effects for time, suggesting that PIPE residents were significantly less prone to narrow, rash or careless problem-solving behaviours. PIPE residents also showed a small but statistically significant lower Avoidant Style (AS) to social problem-solving ($B=-2.09$, 95% CI -3.87, -0.32, $p=.021$, model $R^2=0.08$), indicating that PIPE residents were less prone to procrastination, passivity or inaction. Hypothesis I (that residents in PIPEs would show different social problem-solving skills to those in standard prison wings) should therefore be upheld,

although there was no evidence for Hypothesis II (time spent in a PIPE would affect prison residents' problem-solving skills).

Residents' Relationship Skills and Traits (PROQ3)

Overall, analysis of the negative scales showed that: 1) PIPE residents showed statistically significant higher levels of negative relating styles than those in the comparison group, but that 2) PIPE residents also reduced their levels of negative relating style over time, significantly more than comparators.

Internal reliability of the PRO-Q scales at baseline was acceptable to good and ranged from Cronbach $\alpha = 0.65$ for the Lower-Distant Negative (LDN) scale to $\alpha = 0.86$ for the Lower-Close Negative (LCN) scale. Linear mixed models on the negative subscales of the PROQ3 specified in the same way as the SPSI-R for negative relating scales, with nested random effects for participant within prison, showed many significant differences between PIPE and comparator wings with medium to large effect sizes: these are summarised in Table 2.

Table 2: Linear mixed-effects models for the 8 PROQ3 dimensions (Beta, Confidence intervals and p-values), n=218

	Upper Close (Negative)			Upper Neutral (Negative)			Upper Distant (Negative)		
	B	CI	p	B	CI	p	B	CI	p
Time	-11.00	-12.08, -9.92	<0.001**	-5.10	-6.28, -3.93	<0.001**	-3.28	-4.51, -2.05	<0.001**
Group	0.80	-0.59, 2.19	0.185	0.87	-0.26, 2.00	0.129	1.42	0.324, 2.59	0.018*
Time x Group	-1.88	-3.30, -0.45	0.010*	-2.82	-4.737, -1.27	<0.001**	-4.47	-6.09, -2.84	<0.001**
Model R²	0.86			0.56			0.52		
	Neutral Close (Negative)			Neutral Distant (Negative)					
	B	CI	p	B	CI	p			
Time	-9.52	-10.59, -8.44	<0.001**	2.72	1.35, 4.10	<0.001**			
Group	1.04	-0.01, 2.08	0.051	3.04	1.71, 4.36	<0.001**			
Time x Group	-1.88	-3.29, -0.47	0.009*	-5.43	-7.22, -3.64	<0.001**			
Model R²	0.80			0.29					
	Lower Close (Negative)			Lower Neutral (Negative)			Lower Distant (Negative)		
	B	CI	p	B	CI	p	B	CI	p
Time	-3.41	-4.78, -2.04	<0.001**	-5.75	-6.95, -4.56	<0.001**	-4.31	-5.66, -2.96	<0.001**
Group	1.66	0.29, 3.04	0.018*	0.95	-0.25, 2.16	0.121	0.46	-0.85, 1.78	0.487
Time x Group	-3.95	-5.76, -2.14	<0.001**	-1.20	-2.80, 0.40	0.141	-0.93	-2.71, 0.85	0.304
Model R²	0.62			0.63			0.40		

** Significant at p<.001, * Significant at p<.05

When positive relating scores were considered, significant effects of time were found for the Upper Close, Upper Distant, Neutral Distant, Lower Close and Lower Neutral areas. A significant interaction suggestive of a treatment effect for PIPEs was also found for Lower Close (positive) ($B=0.60$, 95% CI 0.14,1.06, $p=0.011$, model $R^2 = 0.33$). An interaction suggestive of a deterioration within PIPEs, however, was found in a reduction in the Neutral Distant (positive) scores ($B= -1.00$, 95% CI -1.50, -0.50, $p<.001$, model $R^2 = 0.24$).

Overall, these results were highly suggestive of a positive impact of time spent as a PIPE resident on interpersonal relating styles, relative to comparator prison wings, suggesting that both hypotheses III (residents in PIPEs would show different adaptive and maladaptive relating styles to those in standard prison wings) and IV (time spent on a PIPE would affect prison residents' relating styles) could be upheld.

Social Climate Data

Data on the Social Climate in the PIPEs Units was provided by the EssenCES (Schalast et al., 2008) and the Good Milieu Index (Friis, 1986) scales for climate evaluation. PIPE staff and residents reported a better environment overall, which improved over time. However, findings were mixed when looking at the subscale scores with Prisoner's Cohesion and Experienced safety rated as lower than those on comparison prison wings; this did not significantly change during the study. The demographics in Appendix E also suggest within site differences but there was not sufficient power to analyse this statistically.

Reliability for the EssenCES was excellent, with overall scale Cronbach alpha = 0.91, consistent over time and subscales. The EssenCES measure can be 'pro-rated' to allow for use of questionnaires with a small percentage of missing items based on a larger normative dataset of prison responses (Schalast & Tonkin, 2016), and this technique was applied here. Pro-rating increased the number of usable scale values by 5%; from 383 to 403.

As with the SPSI-R:S and PROQ-3 questionnaires, hierarchical mixed effects models were fitted modelling time and wing type, plus the interaction term, with random effects for participant nested within prison site. However, to investigate disparities

between residents and staff, we constructed a second model with an additional fixed effect for respondent type (staff or resident) and an interaction between staff and group (i.e. if the difference between staff and residents also varied across wing type) were also added to the model.

Considering the EssenCES subscales in turn, this analysis showed that Hold and Support was rated significantly higher by PIPE residents than those in comparator wings ($B = 3.40$, 95% CI 2.21, 4.58, $p < .001$) and that staff rated it more highly than residents overall ($B = 4.05$, 95% CI 3.17, 4.93, $p < .001$). There were no significant interaction terms, and the overall model effect size (R^2) was 0.46.

Considering the Prisoners' Cohesion (PC) scale, PIPE wings rated their environments lower on this scale overall ($B = -0.90$, 95%CI -1.69,-0.11, $p = 0.025$), and ratings of the scale overall increased over time ($B = 0.85$, 95%CI 0.10,1.59, $p = 0.025$), with no significant interactions. The overall effect size for the model was $R^2 = 0.43$.

Finally, for the Experienced Safety scale, PIPE residents and staff again reported slightly lower feelings of safety ($B = -0.82$, 95%CI -1.48, -0.16, $p = 0.016$) and there was a general increase in scores over time ($B = 0.64$, 95%CI 0.01, 1.28, $p = 0.046$). There were no significant interactions. The overall effect size for the model was $R^2 = 0.08$, suggesting that the explanatory power of wing type, time and staff/resident group on Experienced Safety was relatively weak.

These results suggest that residents and staff in PIPE environments experience a greater level of Hold and Support, which is not explained away by the fact that staff tend to rate this scale higher. However, PIPE residents and staff also rated Prisoner's Cohesion and Experienced safety as lower than those on comparison prison wings, and this did not significantly change during the study. The findings suggest upholding hypothesis V (residents and staff in prison PIPEs would report higher levels of therapeutic hold and support, relative to those in standard prison wings) and partly upholding Hypothesis VI (residents and staff in prison PIPEs would report a more positive social climate than those in standard prison wings).

Good Milieu Index (GMI)

Reliability for the GMI was also excellent, with Cronbach $\alpha = 0.87$ (time 1) and $\alpha = 0.84$ (time 2).

A linear mixed model was constructed that was specified identically to the EssenCES analysis showed that PIPE staff and residents reported a better environment overall ($B=2.99$, 95%CI 1.25, 4.73, $p=0.001$) but that staff tended to give lower ratings than residents ($B=-1.74$, 95%CI -3.43, 0.05, $p=0.043$), and that there was a positive increase in GMI scores over time ($B=3.54$, 95%CI 1.88, 5.20, $p<.001$). There were no significant interaction terms but there was a trend for PIPE staff to give lower GMI scores than staff on comparison wings (-2.22 , 95%CI -4.64, -0.21, $p=0.073$). The overall effect size for the model was $R^2=0.20$.

4.2 Qualitative findings

Four overarching themes were identified through interviews and focus groups;

1. time, governance and mattering;
2. engaging with residents personally;
3. reduced stress through positive governance and supervision; and
4. evidence of possible 'change' or rehearsed narratives.

The PIPE model intends to intervene at the level of the staff and the resident. Therefore, the themes presented here are about the relational environment of the PIPE and transcend data collected from both staff and residents. This analysis draws from accounts provided by both participant groups to represent the different features of an emergent empirical concept. The illustrative excerpts are not intended to 'favour' any particular voice, but rather to clearly and vividly illustrate the interpretive findings that emerged through the analytical treatment of data.

Time, governance and mattering

A critical theme emerging from the qualitative work conducted was that of 'meaningful time'. PIPE officers made references to having enriched time to carry out professional duties and were able to prioritise time to develop and practice psychologically informed management skills (e.g. pro-social activities, keywork with

residents, and formal and informal supervision with clinical staff). It is worth mentioning that in some cases the size of the PIPE programme and number of extra staff assigned to it does not vary substantially from that of a standard operating prison wing. However, this perception is telling for what it reveals about the PIPE environment. Here, staff and residents render a picture of a space that feels less chaotic, makes better use of a division of labour, and applies pro-social management of residents in a way that 'matters'.

Six staff members who participated in the study (27%) expressed a desire to scale up the PIPE model in other areas but realised that there were not necessarily the resources to do so. Both new and experienced staff reflected having to oversee fewer residents allowed them time to be "less reactionary" when behavioural problems arose, time to foster healthy social relationships with residents, as well as time to complete paperwork and carry out operational prison tasks. PIPE staff reflected that a higher staff-prisoner ratio with overall resident populations that are not too large was also seen as conducive for creating an "intimate" relationship between staff and residents.⁵ Further, both operational and clinical staff described how the success of existing PIPE programmes depended on the maintenance of a "community" or "family atmosphere" and was central to staff being able to put in to practice their psychologically minded training. Staffing shortages were felt to derail pro social activities and increase pressure on maintaining PIPE principles.

Physical spaces were noted as key to building trust and closer relationships with residents.

"So, then we started going for walks together, around the compound, and then we slowly broke the barrier, which was really good." **Officer, custody PIPE**

Residents also identified physical spaces (coupled with the opportunity to have meaningful time with staff) that allowed for them to: i) practice their psychological and

⁵ In some cases the size of the PIPE programme and number of extra staff assigned to it does not, in reality, vary substantially from that of a standard operating prison wing.

social skills, and ii) engage with staff without fearing punitive actions, or reprisal that would immediately thwart their progression through the prison system.

“The interviews or discussions aren’t done on the wing. It may take place in the garden, in an easier atmosphere...” **Resident, custody PIPE**

Engaging with residents personally

Key work⁶ and written formulations were regarded positively by most prison staff who took part in the research. Both staff and residents expressed how this practice enabled frontline staff to know residents more personally and develop empathy and knowledge of the residents ‘lived experience’. This, in turn, helped staff better understand a resident’s behaviour, pre-empt potential challenges, resolve any disputes or behavioural problems through discussion instead of sanctions, and ultimately decrease incidence of violence on the PIPE.

“I think also, with the [formulations], because they get to know more about your past, if you are having a bad day and you start kicking off or whatever, whereas on other wings you get straight away an IEP or you get nicked. Here, there’ll be thinking she was saying today this is a trigger date...so they understand more because they get to know more about your past...they get to know you as a person, so they can help you more.”

Resident, Custody PIPE

Officers further articulated how having knowledge and understanding of a resident’s life, or at least an understanding of the context potentially underpinning a resident’s behaviour, fundamentally changed how they resolved critical events.

“We get a lot less alarm bells down here. There's a lot less IEPs and adjudications handed out, because I think it's all a bit better understood.”

Officer, Custody PIPE

⁶ Key work sessions within PIPEs reflect upon the participant’s involvement in the PIPE and plans for the future. This is different to that in the Offender Management in Custody (OMiC) model, which was not in place at the time this evaluation took place.

“...and it’s important for us to provide authority figures that are positive that help do something good...” **Clinical Lead, Custody PIPE**

Pro-social creative sessions were seen as additional opportunities for staff to build meaningful relationships with residents, thus contributing to the changing style of offender management. Both residents and staff described how in non-PIPE penal settings they were often overcome by routine and the antisocial act of discipline. Socially-creative sessions were critical to ‘break down officer-staff barriers’. They provided both staff and residents ‘incentive to act otherwise’ – having the ability to understand someone as a complex person – which instilled a strong sense of responsibility and care. Furthermore, activities offered staff a positive opportunity to model pro-social behaviour.

“Yes. So that’s really nice. It’s like being at home with your kids and it just keeps you busy instead of just sitting around and... I mean, a lot of us up here we’ve either had issues with drugs or whatever, so it’s another thing to occupy us instead of just getting bored.” **Resident, Custody PIPE**

“It just puts staff and [residents] on the same level... to split the staff up and put them into teams with the prisoners on the same level even football pitch and have a battle against each other, it’s a massive thing.” **Officer, Custody PIPE**

Humour was a central feature developed during socially-creative sessions. Both resident and staff recounts of these sessions were often laced with depictions of humour and banter. Furthermore, frontline staff often described humour as a key transferable skill used to disarm or de-escalate conflicts when they would arise on the unit.

“Officers are able to [have] far more have humour and jokes and disarm people’s nervousness or hostility or aggression with humour...they are brilliant at just being able to say something back which just completely defuses the hostility.” **Clinical Lead, Custody PIPE**

Finally, socially-creative sessions were places of empowerment for both staff and residents and places of pro-social behaviour.

“They would never have sat in a room and spoken. They were getting up and doing line dancing. To see someone flourish like that...And these are women who have been very, very ill and suffered years of abuse or mentally or physically, so to see them come in and maybe sit and do Christmas cards, it's just... I don't know. It opens up something in me, personally.” **Officer, Custody PIPE**

Frontline staff member involved in the study ' described their personal relationships with residents, accounts of setting goals during key work sessions, assisting residents in executing goals, and observing the positive results of their efforts all support the existence of a positive sense of mattering for staff.

“They've come out the other end...You're like a proud parent...I feel that I've had part of that. They've done most of the work but I've helped them and guided them through it.” **Officer, Custody PIPE**

Staff did however note the misconception of PIPE activities with officers outside of PIPE units. In addition, they often described feeling rewarded by having investment/opportunities to receive training on the job and that this contributed towards feeling more valued by the prison system.

Reduced stress through positive governance and supervision

Frontline staff members expressed how the size of the PIPE, experience of time, improved staff-to-resident ratio, and the practice of a psychologically informed governance style, collectively contributed to “lower levels of stress”.

“I feel very safe. I'm enjoying what I'm doing and it's a pleasure to come to work.” **Officer, Custody PIPE**

A number of staff members did describe a new sense of worry and of the potential unintended consequences of becoming emotionally invested into the outcome of a

residents' progression through the prison system. This did however, appear to be appropriately addressed through staff supervision.

“With the greater investment work-wise and the emotional attachment that you have to the [residents], the feeling of being let down by them is greatly improved as a PIPE officer.” **Officer, Custody PIPE**

“When you're working more closely with them and as a group, you just feel things more, because as a normal officer you're more detached...managing my emotional peaks and troughs has been a lot more difficult, but having the psychology leads to guide and the one-to-one supervision massively helped.” **Officer, Custody PIPE**

Information governance and written reports were also viewed positively on the PIPE with residents more likely to have increased agency in determining what material would be included into the written record. There was a strong desire from residents to obtain positive reports due to the power they are seen to hold and the drive to progress towards parole. This did however, lead to questioning around some residents intentions in relation to coming onto a PIPE unit.

“So, on this wing they're supposed to have allocated time to write reports on you, to observe you and so forth. You're working closely with them and then writing these reports that can be quite beneficial for you.” **Resident, Custody PIPE**

“I've seen people come here and I know they're just keeping their head down because they know how to play the system. They know what to say when to say it and so forth”. **Resident, Custody PIPE**

“Yes, no, definitely in my case that was what it was like for both aspects of it, because my tag is my most important thing, getting home is obviously my incentive. But when I first got onto RAPt I was like, “I'm not an addict, I can leave drugs if I want,” because that's how I've always been, but then once I get into it... It's not just about drug taking, it's about relationships.

Another trigger for me is bad relationships, unhealthy relationships. I'm a sucker for them. After I've learnt a lot about it... It helps keep it in practice, being on PIPEs. So I think it's a big thing". **Resident, Custody PIPE**

Evidence of possible 'change' or rehearsed narratives

Resident narratives often related to positive 'change' (e.g. behavior change, change in relationships, and change in one's perception of self) and examples of change were often drawn on relationships with staff members.

"I've done a lot of transformation in the year that I've been on here by not letting things get to me. Not me thinking it's all my fault and it's other people's." **Resident, Custody PIPE**

However, concerns were expressed, by those who participated in the study, in relation to the changing environment of PIPEs due to lodgers,⁷ people consistently moving on and off PIPE units, and the difference when moving on to main prison location from a PIPE unit.

"the community's constantly changing and evolving, and that if you had an effective PIPE regime today, you'd get two different people that come on tomorrow, and that effective regime could well be non-effective."

Resident, Custody PIPE

Summary of key qualitative findings from Prison PIPEs

The qualitative findings were positive in nature and suggestive of a 'buy-in' to the PIPE environment: both staff and residents who participated in the study were able to describe in their own terms how the key components of the PIPE model, such as socially-creative sessions, co-production of reports between staff and residents and the role of the keywork sessions contributed to the building of respect between not just staff and residents, but also between clinical and operational staff at different levels of the relational hierarchy. In turn, the engagement in a broader range of

⁷ Lodgers refer to prisoners who have been housed in cells within the PIPE wing but are not actively receiving the PIPEs intervention.

activities that necessitated closer engagement between staff and residents, both developed a sense of 'mattering'. A related notion is that through a sense of the PIPE being something productive that has value to the staff and residents engaged with it, there was an expressed urge to protect this environment, either by the rejection of disruptive residents and/or outsiders 'lodging' in the setting; or by finding ways to respond to difficult situations that did not involve violence, resulting in fewer instances of violence.

In terms of possible obstacles or counter-narratives to the implementation of PIPEs in prison, three key concepts emerged from the data. First was the idea of a limitation of the effective size of the PIPE unit, suggested by one senior staff member, beyond which they felt it risks losing the connection between staff and residents that many respondents used to characterise their endorsement of the PIPE idea.

Second was the idea of the 'rehearsed narrative' and that, in a system based on incentives to behave in a particular way, some residents view the PIPE as offering an environment where some prison residents can progress through a kind of inauthentic engagement. Here, it is important to consider the context in which 'change narratives' were most deployed. A resident's story most commonly arose within discussions between themselves and staff. While on one hand this might be favorable evidence that PIPE programming is supporting behavior change through creating (and supporting) opportunities for residents to practice their social skills, on the other hand it is difficult to determine if these situated narratives are 'genuine accounts' or 'rehearsed stories' for the purpose of highlighting 'change' in the presence of a prison staff member.

The third concern was related to the notion of the PIPE as something of a fragile, closed off community, and that gains in behaviour and relationships made by residents could be 'undone' by a spell back on main location without the support of the PIPE environment.

5. Approved Premises (AP) PIPEs study: Approach

Background

Approved Premises (AP) PIPEs support those just released from custody in hostel settings. The PIPE model is applied into the core functions of the premises with the aim of supporting effective community re-integration and resettlement by providing new experiences and pro-social opportunities for residents. AP PIPE populations include a range of residents at different stages of the pathway, for example a mix of those who have completed interventions and those who have not.

In this part of the study, a life-course approach was adopted (Glen, 1998) to answer the research question “Do residents perceive that transitions into the community via an AP PIPE provide meaningful ‘turning points’ or defining moments in their pathway?” Whether these experiences differed from those residents in standard, non-PIPE APs was also explored and a particular focus was made on whether residents showed changing social and relationship skills and whether they perceived the PIPE as an important, supportive part of these changes.

Context

Over the period that this evaluation took place, two major policy reform programmes were implemented across probation services which may have impacted on the PIPE model and the staff employed within PIPEs:

The **Transforming Rehabilitation Programme**, implemented from late 2013 and finalised in 2015, which dissolved 35 self-governing probation trusts and, in its place, created a public sector National Probation Service (NPS) and 21 Community Rehabilitation Companies (CRCs). This restructuring and outsourcing effectively split the probation service with many staff moved to new contracts. The NPS is situated within the Civil Service and is responsible for probation work in courts, victim liaison, risk assessment of offenders, and the management of high-risk offenders and as such, is where the majority of OPD cases lie. Mixed-method research has shown that this reform programme had an impact on the workplace culture where “recurrent

themes were lack of inclusion, staff feeling unvalued, uncertainty, lack of consultation and low moral” (Kirton & Guillaume, 2015).

The **NPS E3 Programme**, implemented in November 2015 and phased in over the sequential two years, was created to achieve a consistent way of working across three core standards: effectiveness, efficiency and excellence (National Probation Service, 2016). This has meant changes to service delivery, staff responsibilities, altered working hours and a new working practice. Furthermore, E3 has required that all NPS APs must achieve accreditation, or be formally working towards, accreditation as an enabling environment.

5.1 Data collection

It was originally hoped that a quantitative study identical to that conducted with the prisons could be applied to AP PIPEs. However, this would have involved recruiting 24 offender participants from each AP site, with a 12-month follow-up period. Given that the maximum number of participants in any given PIPE AP site is between 10-12, with an average length of stay of less than 3 months, this was therefore not feasible and a methodology that could accommodate a shorter anticipated length of study of residents within AP PIPEs was needed. The AP PIPEs study therefore employed a two-wave Qualitative Longitudinal (QL) approach (Neale & Flowerdew, 2003). As the original methodology, which mirrored that of the prison sites, was adapted as it was unsuitable for the short lengths of stay in APs, an application for consideration of amendments to perform additional qualitative data collection at two AP sites, in place of quantitative data gathering, was submitted to and approved by Berkshire Central REC (ref: 16/SC/0149 AM02). HRA approval to implement the research was then granted on 18th July 2017.

This LQ component study within the PIPE Evaluation draws on a ‘life course approach’ (Glen, 1998), and aims to account for ‘time’ as something that is not fixed and demarcated stages, but rather fluid and personal notions of *turning points* or *defining moments* through an unpredictable and constantly changing environment (Harris, 1987). This selected methodology enables a rich interrogation (and

comparison) of a space (AP setting) quintessentially viewed as a significant change in an offender's life.

An AP PIPE and 'comparator' AP from the same NPS region were sampled. The AP PIPE site was selected based on its PIPE fidelity score. The comparator was identified for its geographic proximity to the PIPE, as well as being a site that did not offer PIPE or related Enabling Environment activities. As with the custody PIPEs study, AP PIPEs were scored for fidelity and the highest performing PIPEs considered. In addition, AP PIPE staff needed to be formally part of the PIPE programme (with formal training received) and be working on the AP at least two days a week. Any staff on the AP comparator site who had taken formal PIPE training previously were excluded.

Discussions were held with the clinical lead in the AP PIPE and the operational lead in the comparator AP to identify participants who would be suitable to approach. Following informed consent, the first-wave of qualitative interviews with staff and residents was carried out using topic guides focused around exploring individual's 'life course', institutional events, as well as considering perception of change (significant life events) over the course of time. All interviews were completed with the use of infographic timelines. A second wave of qualitative interviews was then conducted 3 months later with the same participants.

Topic guides were developed which focused on three main time courses; "before AP", "in prison and AP", and "life course projections, potentialities and hopes for the future" (Appendix F).

Similar programme level exclusion criteria used in the prison Progression PIPE component of this evaluation were applied. For individual AP PIPE residents, they were excluded if they were not part of the OPD pathway, were experiencing high levels of psychological distress and/or had insufficient knowledge of the English language which could affect interpretation of questions. For staff, exclusion criteria were set to exclude staff who were not formally part of the PIPE programme (with no formal training received); or who were not sufficiently present to make judgements

about the social climate of the PIPE (worked less than two days a week on the PIPE).

Baseline interviews were held with a total of 16 participants (four staff and four residents in each AP site), comprising a full population sample of staff (eight out of eight) and eight randomly selected residents from a potential population of 22 residents (ten in the AP PIPE and 12 in the non-PIPE AP). Unfortunately, there is limited information available with regards to the demographic characteristic of this group. Follow-up interviews were held with eleven of the original 16 participants; all AP PIPE staff (four/100%) and most AP PIPE residents (three/75%), as well as most comparison AP staff (three/75%) and one resident (one/25%).

5.2 Data analysis

Interviews were recorded and transcribed for data analysis. First-wave interview data was analysed, and an inductive formulation of new topic guides created for wave 2 based on emerging empirical findings. This allowed initial themes and change over time to be explored in greater depth.

The Longitudinal Qualitative approach is an emerging methodology of qualitative interviewing with participants over time and aims to account for *turning points* or *defining moments* through an unpredictable and constantly changing environment (Harris, 1987).

5.3 Limitations

The data collected for AP sites is based solely on small scale qualitative findings that, by nature of their design and intention lack generalisability (Greenhalgh, 1997). Residents at the AP PIPE were significantly younger (by 10 to 20 years) than those at the comparison AP, and this was connected to specific challenges within the two groups including elevated levels of substance misuse and violence (young residents), and physical medical needs (elder residents).

Although 'rich' narratives arose from the work, it is unknown as to whether these are restricted to the sites visited, or an artefact of particular regimes. Including a

quantitative component would have been optimal but due to shorter length of stays, follow-ups were too complex to implement and of limited value given the small resident populations. It is possible that a cluster sampling approach at the regional/supra-regional level could address this in the future.

Both of the AP sites were sampled from the same region and it may be possible that this region was particularly vulnerable to the effects of external factors. It is likely that the AP PIPEs evaluation coincided with several major external influences. Staff were heavily preoccupied with the E3 (“Effectiveness, Efficiency, and Excellence”) restructuring programme, which although disruptive and painful, was a time-limited exercise unrelated to the PIPE. In addition, the AP PIPE sample described an incident that occurred during the course of the research whereby risk management concerns of external authorities were deployed to restrict the outward-facing integrative activities of the PIPE, highlighting the point that, in contrast to a prison PIPE environment, implementation of a PIPE in AP settings requires a greater degree of multi-agency working and perhaps a higher level of ‘outreach’ to other institutions and organisations. Overall, the limitations set out above mean the findings needs to be viewed with a degree caution.

6. Approved Premises (AP) PIPEs study: Findings

6.1 Findings

The purpose of APs

When describing the comparison AP, half of the staff members interviewed described it as not a place designed to embrace rehabilitative or enabling objectives.. The reported priority was the connection of residents to basic livelihood resources in the community (e.g. housing, therapeutic/healthcare support, financial assistance). Staff members described their current role to be one of more observational-management, and (secondary) whenever possible trying their best to connect individuals to limited resources.

“People are leaving with nowhere to live, they can’t access the services, no support... we can only try and put as much in place as we can.”

Probation Officer, Comparator AP

In contrast, staff, who participated in the study, within the AP PIPE struggled against this characterisation, drawing attention to how they would tend to make the best of an often difficult situation, for example when leveraging their own personal experiences to build rapport with residents, or managing dynamics between AP PIPE residents with previous experience of a PIPE who understood the relational focus and incentives behind the work, and those without such experiences who struggled to grasp the key principles in their short engagement with the AP.

“...Because I have a very similar background to these guys in terms of some of the life events that they might have experienced, and I might have experienced that have shaped my attachment as well as their attachment [...]”. **Probation Officer, AP PIPE**

They described the AP PIPE as an environment that aimed to create a more pro-social milieu through offering a range of social activities for residents, upholding meaningful (and democratic) social relationships between staff and residents, and

provide regular clinical oversight through staff supervision. As well as connecting residents to community resources, there was a reported increased focus on residents to have improved transitions out of the AP PIPE. Probation staff interviewed also described the uptake of the PIPE model as one of co-production and negotiation between psychology and NPS staff. They acknowledged an increased sense of flexibility in their role within the PIPE setting and pointed to increased psychological knowledge.

“Most of the staff in here are probation staff, and then we’ve got the psychology and the psychology assistant. So marrying those two is a challenge. It’s quite a rewarding challenge when it works. We’ve seen it change. We’ve seen probation staff become more psychological and the psychology staff become more probation.” **Probation Officer, AP PIPE**

A perception was held by those interviewed that the PIPE was not yet fully linked into the OPD ‘pathway’ as was the intention, with one staff member estimating that only around 30 per cent of residents might have had previous engagement along the OPD pathway. NPS restructuring also contributed to high staff turnover in the AP PIPE, and had effects on training demands for new staff members.

“On the upside for those people they already have the language, they are more able generally to reflect on where that might come from in terms of feeling let down and that they’re maybe sometimes more capable of making connections about it being some of their stuff as well as the environment. People from general wing, you [again] get a mix between people who are astounded and delighted by how caring the environment is and how autonomous they are and how enabling we are. We notice when we have a number of people coming in who perhaps haven’t done previous work and have come from general population wings, you can feel the tension building, you can feel that there is a bit of a rally cry of don’t trust the staff”. **Clinical lead, AP PIPE**

Characteristics of APs

Early events that participants interviewed identified across both sites as being significant were often connected to death, violence, abuse, and loneliness. Cycles of abuse were common amongst all resident narratives and it was not unusual for an individual to express having been incarcerated for the same offence that was perpetrated on them as a child. Many residents spoke about the isolation that these experiences resulted in and at times, where they felt it interfered with the delivery of PIPE activities.

“...what I hate the most is the way I was brought up. I was victimised. I was sexually abused. I was literally knocked from pillar to post by my mum, believe it or not. Not exactly my dad. So the most actually beatings I got were by mum... I know for at least a few of the lads that are in this particular hostel, yes, because they're a little bit strange or not exactly 'the norm', they've been victimised for a long time and they've been treated like shit basically. So yes, they do need to have that little blow out. I'm trying. I've given myself a kick up the arse, but I don't think some of them... Sometimes they get stuck in ruts.” **Resident, AP PIPE**

Drug use remained a significant issue. While some staff at the AP PIPE described the occurrence of illicit drug use as “*every single day, all the time*”, the majority of staff interviewed described that illicit drug use appeared in waves, and substance misuse was most popular amongst younger residents.

The results of the qualitative inquiry into AP PIPE settings tended to focus on the structural difficulties of implementing a psychosocial intervention within an environment, such as an Approved Premise, that was in this case in a state of continual flux and change, with a high turnover of residents and also, to a lesser extent, staff.

Factors linked to success

This study was able to follow up with participants who completed their time in AP settings and were in the process of resettling in the community. It should be noted

that many individuals who resettled into the community had never really lived independently before entering the prison system.

References were made to the third sector as key in enabling continued success beyond the PIPE, with one resident describing several systems that he had relied on to assemble plans for an *“independent life in the community”*.

“I’ve started [ex-offender organisation name], and it can go on for years if you want it. They offer trauma work, mindfulness. [...] Probation found me housing. It’s through like a charity thing that help people who get out of prison or things difficult. They support you and help you to get into the community, volunteering and jobs, and money management.” **Resident, AP PIPE**

This wasn’t however, specifically linked to being on a PIPE. Some staff interviewed suggested the idea of a more formal continuity of social care for individuals who have graduated the program. This in many ways already exists informally, as some ex-residents return to the PIPE regularly to run socially-creative sessions, catch-up with staff (seeking advice and further support) and play football.

“I really like the idea of them coming back, because PIPEs is about having a relationship... and just because someone leaves we don’t just shut the door on them. I like for people to come back to see how they are doing and we are a friendly face...to just expect someone to move on and start making friends after a long time in prison is pretty difficult, and I think a lot of the re-offending comes from loneliness...” **AP worker, AP PIPE**

A minority of residents who participated in the study described a sense of progress, and even made progressive moves during the study despite lengthy custodial sentences but seemed reluctant to tie this into a narrative around the PIPE itself.

“The first PIPE I went to was in 2012, then the one in [Prison] in 2014, they were just beginning... I even went to another wing, and they were just starting out then. It made a difference to us in the short term, because we

were able to leave ourselves, when before we were having to stay there, and we got to socialise in a small group. But there was no transition, there was no working towards a structured group where you would talk about getting out, bills, mental health; there's nothing like that. It was only when I've come back here in [last year] that this hostel started to have the structured groups, which probably is the first indication that the PIPEs are working, and it's doing what the PIPE is supposed to be doing, and that's talking about mental health. Just having groups, for a start, rather than just doing stupid games. [laughing]. **Resident, AP PIPE.**

Rather, institutional concerns that related generically to the AP system seemed to dominate the narratives. Responses from residents to questions about the PIPE would often relate to negative experiences elsewhere in the system or individual events, such as instances of substance misuse or violence within the AP, that our research at the comparison site showed were common concerns and not unique to PIPEs.

7. Conclusions

This study offers preliminary indicative evidence that PIPEs can lead to the improvement of social and relational functioning within prison, associated with improving social climate and positive staff disposition. However, the research was unable to answer questions relating to AP PIPEs due to the implementation problems across the AP estate. The conclusions set out must be considered in light of the methodological limitations set out in sections 3.6 and 5.3.

Relationships and problem solving

One of the aims of this research was to establish residents' experiences of PIPEs and identify whether there was any evidence for changes in relationships and problem-solving skills during their stay. This research found that within custody:

- Residents on PIPE wings showed better problem-solving skills and more positive relationship styles at both baseline and follow-up when compared to residents in other wings of a similar demographic.
- There were several statistically significant differences for the relating style of PIPE residents, such that they changed for the better over time, and better than non-PIPE residents, on several of the relationship scales measured by the PROQ3 questionnaire, which have shown links to personality disorders (Birtchnell & Shine, 2000). This provides evidence that PIPEs can have a positive impact on residents' ability to relate to others within prison.
- PIPE residents referred to improved relationships with PIPE staff, supporting the quantitative finding of higher levels of Hold and Support in PIPE units and aligning with findings by Turley et al. (2013). Residents interviewed indicated that specific features of the PIPE model, including socially-creative sessions and keyworker sessions contributed to this.
- Residents were able to articulate an understanding of the underlying philosophy of the PIPE. This was namely to facilitate progression through collaborative engagement with the regime, activities and their keyworker.

The emerging picture within AP PIPEs contrasted to many of the themes presented within custody and suggested significant difficulties in implementing a PIPE within an

AP environment, largely due to the ongoing drug use and staff changes across all APs. Three of eight AP residents interviewed indicated they had the ability and support to make positive progressions during the study. This may be indicative that AP PIPE residents can make progress but further evaluation is required to determine the impact of AP PIPEs.

Workforce development

The research also aimed to identify staff experiences and whether there was any evidence of improved confidence, competence and attitudes towards working with individuals likely to have a 'personality disorder'. Within custody settings:

- Prison PIPE staff repeatedly made reference to their perception of how the PIPE model provides a framework through which they are supported to forge stronger relationships with residents, work collaboratively with them, and receive support in turn for the more difficult behaviours and presentations of residents. 'Positive governance' refers to a style of governance utilised in PIPE settings that challenges the traditional criminal justice mentality of governance through control and punishment, replacing it with governance based around psychological knowledge of the resident.
- An increased sense of mattering, depicting how the role of a PIPE officer involves a move from that of an overworked disciplinarian, to that of an engaged, compassionate, and multi-skilled case manager of residents. They spoke of being able to recognise the potential psychological impetuses underpinning behavioural problems/grievances, being able to bring about de-escalation of arguments through discussion, and the importance of co-producing a pro-social prison environment.
- Time and training enabled staff to troubleshoot day-to-day social and behavioural problems (or critical events) as they arose and implement positive governance practices to resolve problems.
- The staff-prisoner-ratio of the PIPE was perceived as critical to the formation of resident-staff bonds and to the enabling of successful execution of pro-social activities. Similarly, having control and consistent access to create pro-social environments were contingent on prison management's endorsement and approval for using these spaces.

Again, the results within AP PIPEs were less clear, with a number of obstacles acknowledged in relation to implementation of the PIPE approach. Narratives were often dominated by reference to events or processes affecting the PIPE but taking place outside of it (e.g. NPS Transforming Rehabilitation and E3). However, despite this, some staff interviewed in AP PIPEs acknowledged increased role flexibility in the PIPE setting and pointed to increased psychological knowledge among probation staff – together with a rise in clinicians’ understanding of probation processes - as evidence for this claim.

The relational environment

Consistent with previous research on therapeutic environments, both staff and residents reported the PIPEs have higher levels of Hold and Support than comparator wings.

Experienced Safety was more of a mixed picture; while PIPE staff and residents initially reported lower levels than in comparator wings, this was higher in the PIPE group than the comparator group at time two. This was due to an improvement in the PIPE group as well as scores declining in the comparator wings. This latter finding was particularly interesting and complex considering recent reports on the general levels of prison safety within HMPPS, with government investigations suggesting that prison safety has significantly declined since 2012 (Beard, 2017). Scores of social climate measures have also been found to be higher in PIPEs in other evaluations (Reading, 2018). Within this context, the ability of the PIPE to not only sustain but improve on a safe environment is noteworthy and may be a reflection on the institutional ‘resilience’ of the PIPE.

Despite the acknowledged difficulties in implementing the PIPE model, staff who participated in the study within the AP PIPE did feel that it provided a more relational environment for residents, evidenced by higher levels of attendance to activities than in other APs, and that this in turn motivated staff to engage more enthusiastically with the model.

In conclusion, this evaluation offers preliminary indicative evidence that custody PIPEs can lead to the improvement of social and relational functioning within prison.

The research findings indicate that staff and residents in PIPEs settings understand the key components of a PIPE and how these have changed their practice or experience relative to other prisons or wings, with potentially positive impacts on their wellbeing and development. However, findings are less clear with AP PIPEs due to the adopted small-scale, qualitative approach and the external factors that impacted on the evaluation. Future research is recommended to identify whether the model can be applied as effectively in community settings.

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Appendix A

PIPE fidelity checklist

		Score (2, Fully Met) (1, Partly Met) (0, Not met)
1	Clinical and Operational Leads in Place - including Job bandings aligning with specification.	2
2	Availability of Clinical Lead on Site – WTE presence in line with specification.	2
3	Provision of a dedicated team (i.e. ring-fenced consistent & discreet).	2
4	The Environment is discreet, appropriate and identified for the service type.	2
5	Population is appropriate, No/minimal impact from lodgers	2
6	All supervision functions active and in use	2
7	Core Components in place, PIPE structures are in accordance with model	2
8	Evidence of a 'PIPE Culture' is established or emerging – behaviours and approaches are psychosocially informed and enabling.	2
9	There is shared clarity about the Primary Task of the PIPE service – that this is clear and distinct.	2
10	The Joint Operation is in place and effective	2
		Score / 20

Appendix B

Response rates for custody PIPEs survey collection

	Wave1 Data Collection (2016)			Wave 2 Data Collection (2017)		
	Surveys Distributed (n)	Number Completed (n)	Response Rate (%)	Surveys Distributed (n)	Number Completed (n)	Response Rate (%)
Prison A (Male)						
Control Residents	55	19	35	59	20	34
Control Staff	3	3	100	14	10	71
PIPE Residents	60	41	68	58	38	65
PIPE Staff	13	2	15	11	11	100
Sub Total	131	65	54.5	142	79	67.5
Prison B (Male)						
Control Residents	50	27	54	60	23	38
Control Staff	26	13	50	16	14	88
PIPE Residents	48	34	70	39	29	74
PIPE Staff	13	11	85	14	14	100
Sub Total	137	85	64.8	129	80	75.0
Prison C (Female)						
Control Residents	34	8	24	60	35	58
Control Staff	6	3	50	17	17	100
PIPE Residents	15	9	60	13	10	77
PIPE Staff	8	8	100	10	10	100
Sub Total	63	28	58.5	100	72	83.8
Grand Total	331	178	53.7	371	231	62.2

Appendix C

Topic guides for custody PIPEs qualitative evaluation

Residents



PIPE evaluation study

Topic guide: Residents, v3.0, 26/4/2016

Thank you very much for agreeing to meet with us today.

- *Explain the aims of the project [understanding PIPEs/the PIPE environment, examining your experiences of PIPEs compared to other prison wings, your perspective on the PIPE approach]*
- *Confidentiality, anonymity (→ form)*
- *Details of interview practicalities: timeframe (45-50 min), freedom to drop-out*
- *We further like to inform you that in case you disclose any information during the interview that indicates you or another person being at risk of harm, or if you disclose information about a past offence for which you have not been investigated or convicted, we are obligated to inform the staff team about it and further actions could be initiated.*
- *Questions?*

We are going to ask you a few questions about your experiences living in this PIPE service

1. What do you think of living in a PIPE service?

2. What do you think are the differences between PIPE services and general prison wings?
 - Focuses:
 - Relationships with staff
 - Relationships with other residents
 - Prompt: What do you think works better in PIPE services compared to general prison wings?
 - Prompt: What do you think is worse in PIPE services compared to general prison wings?

3. How do you perceive the atmosphere in the service?
 - Prompt: How would you describe the relationship between residents and staff?
 - Prompt: How are boundaries set? What do you think about consistency in this?
 - Prompt: What do you think about your role and the role of staff in PIPE services?

4. What do think is the idea behind PIPEs?
 - Prompt: What do you think is supposed to be achieved through PIPEs in general?
 - Prompt: What do you think is supposed to be achieved through PIPEs in your particular case?

5. What do you think you can learn or have already learnt from living in a PIPE service?
 - Prompt: What have been the most challenging situations here so far?
 - Prompt: What do you want to change about yourself during your time here?
 - Prompt: What do you think about how your attendance at this PIPE service could influence your life in the community/after release?
 - Focuses: Relationships with friends and family outside the establishment

6. What do you think the service could do better?
7. How is your personal pathway going to continue after your stay in this service?
8. As we conduct this study in order to understand how PIPEs work - what have we missed to ask you in order to reach this goal?

Do you have any questions for us?

Closing: Thank you very much for taking the time to meet with us today, we really appreciate your participation. We'll be making the results available sometime in [xxx].

If you have found any of the material today has caused you distress, please just stay around and we will have some time for a debrief. Alternatively, we can liaise with staff in order for you to speak to someone within the clinical team about any concerns.

PIPE staff



PIPE evaluation study

Topic guide: Staff: v3.0, 26/4/2016

Thank you very much for agreeing to meet with us today.

- *Explain the aims of the project [understanding PIPEs/the PIPE environment, examining your experiences of PIPEs compared to other prison wings, your perspective on the PIPE approach]*
- *Confidentiality, anonymity (→ form)*
- *Details of interview practicalities: timeframe (45-50 min), freedom to drop-out*
- *Questions?*

We are going to ask you a few questions about your experiences of working in this PIPE service

1. Can you tell us a bit about circumstances that led to you working in this service?
 - Prompt: If you had a choice why did you decide to work in a PIPE service?
 - Prompt: If you did not have a choice how do you feel about being directed to work in a PIPE service? Has this changed?

2. How do you experience the difference between working in PIPE services and in general prison wings?
 - Focuses:
 - Relationship with offenders
 - Relationship with other members of staff
 - Prompt: What do you think works better in PIPE services compared to general prison wings?

- Prompt: What do you think is worse in PIPE services compared to general prison wings?
 - Prompt: How would you describe the impact of working in PIPE services have had on your personal life?
3. How would you describe the idea behind PIPEs?
 - Prompt: What do you think is supposed to be achieved through the PIPE service?
 - Prompt: What do you think helps the offender most on this service here?
 - Prompt: What is your idea of a successful outcome in the service?
 - Prompt: What do you think will lead to that successful outcome?
 - Prompt (if not yet answered): What do you think of extent, quality and content of group activities here?
 4. How do you perceive the atmosphere in the service?
 - Prompt: How would you describe the relationship between offenders and staff?
 5. What do you think about the role of staff/your role in this PIPE service?
 - Prompt: How do you perceive knowledge and skills/training for this roll?
 6. How would you describe the team climate here in this service?
 - Prompt: What do you think about the handling of critical situations?
 - Prompt: How would you describe the situation with colleagues from other services/general prison wings?
 - Prompt: What do you think about the function and delivery of supervision by clinical leads and the group process supervision?
 7. What do you think the service could do better?
 8. As we conduct this study in order to understand how PIPEs work - what have we missed to ask you in order to reach this goal?

Do you have any questions for us?

Closing: Thank you very much for taking the time to meet with us today, we really appreciate your participation. We'll be making the results available sometime in [xxx] and we can arrange to come and feedback the results to you.

If you have found any of the material today has caused them distress, please just stay around and we will have some time for a debrief.

Appendix D

Detailed descriptions of psychometric measures (custody evaluation)

Data collection for the quantitative study comprised of four pre-validated psychometric measures and one additional report:

1. **The Social Problem Solving Inventory-Revised: Short version (SPSI-R:S)** is a 25-item questionnaire that assesses respondents' problem-solving skills across five dimensions:
 - Positive Problem Orientation (PPO), or having a constructive, problem-solving cognitive approach;
 - Negative Problem Orientation (NPO), or having dysfunctional/inhibitive cognitive approach;
 - Rational Problem Solving (RPS): how an individual applies deliberate, systematic strategies and techniques to resolve a problem
 - Impulsivity/Carelessness Style (ICS); defined by narrow, impulsive, careless, hurried or incomplete approaches to problem-solving;
 - Avoidance Style (AS): indicative of defective problem-solving through procrastination, passivity, inaction and/or dependency on others.

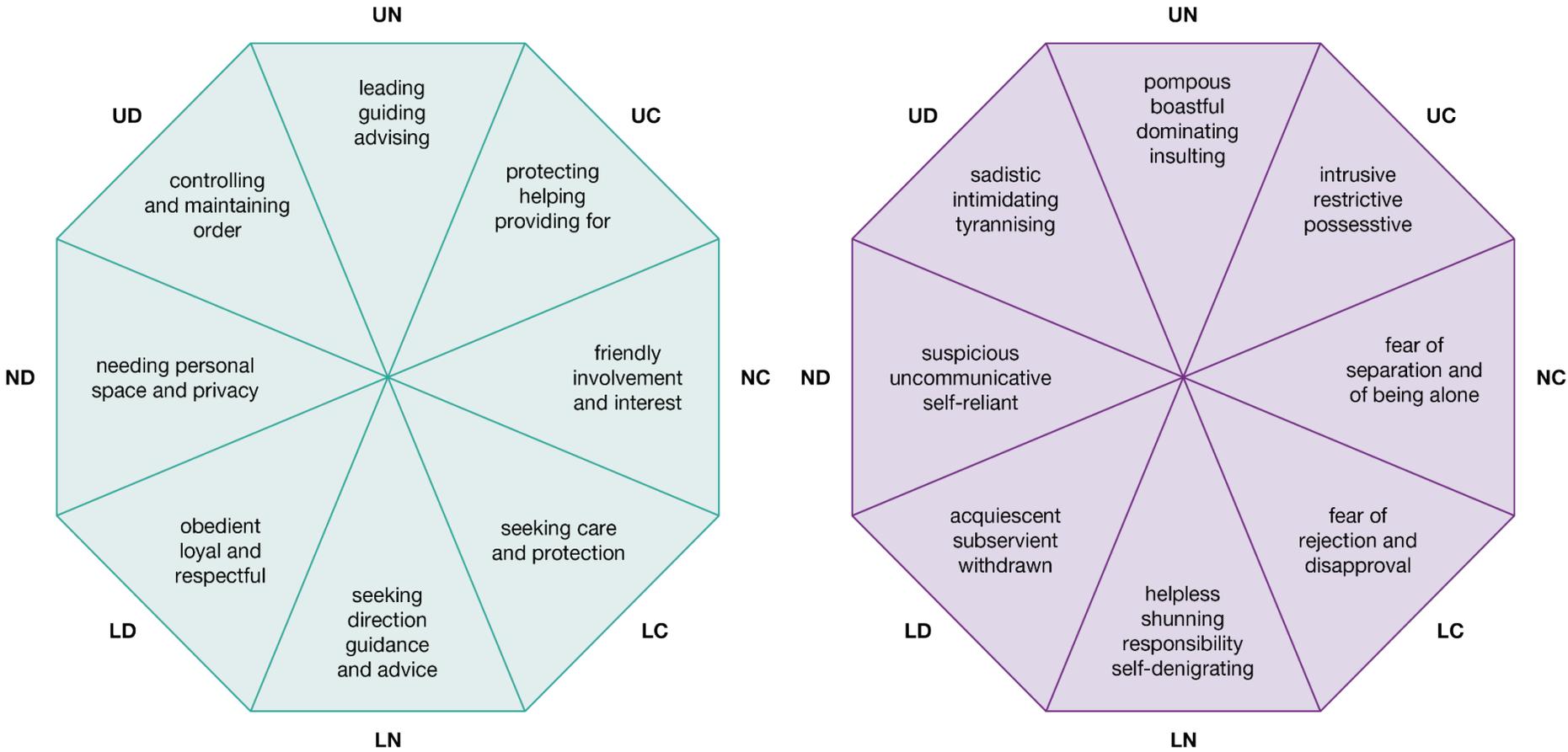
The SPSI-R measure has been used extensively in forensic and prison samples as a treatment outcome. In a sample of UK sex offenders, the SPSI scales were shown to have excellent psychometric properties, with α ranging from 0.73 to 0.95.

2. **The Persons Relating to Others Questionnaire version 3 (PROQ-3)** assesses the way in which individuals relate to one another. It was selected for this as a measure of the quality of relationships developed by residents on PIPE units, and has previously been used as a change measure for prison and forensic mental health treatment groups.

The PROQ-3 contains eight individual scales, each of which can have positive and negative items which map onto the 'interpersonal octagon', a concept in relating theory that divides the way individuals relate to each other into two main axes (closeness vs separation; relating downwards vs relating upwards). The sub-scales of the measure routinely show good reliability coefficients, ranging from 0.66 to 0.86 in the largest validation sample available, which also reported that mean inter-item coefficients for the eight PROQ3 subscales were within the acceptable range of .10 and .50.

In addition to the four main axis points or 'pure states' (upper neutral or UN, lower neutral, LN, neutral distant, ND and neutral close, NC), there are four intermediate states: upper Close (UC), upper distant (UD), lower close (LC) and lower distant (LD). (Leary, 1957) Each of these eight positions can have positive (competent) or negative (non-competent) dimensions. Figure 1 (below) features a diagrammatic representation of these different relating styles together with some characteristics illustrative of an individual who relates in that way. As the PROQ3 is mainly intended to assess maladaptive relating styles, most of the items inform negative scales, which are therefore more sensitive than their positive counterparts.

Figure 2: Positive (left) and Negative (right) Dimensions of Forms of Relating (Birtchnell, 1994)

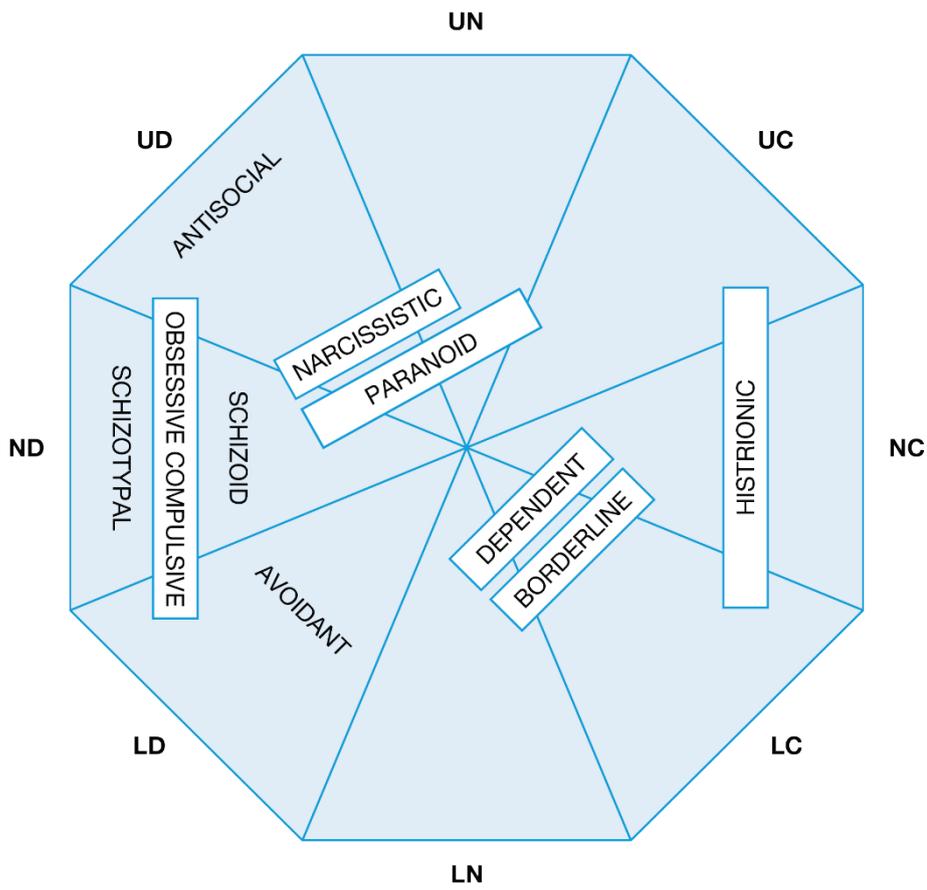


In addition to the four main axis points or 'pure states' (upper neutral or UN, lower neutral, LN, neutral distant, ND and neutral close, NC), there are four intermediate states: upper Close (UC), upper distant (UD), lower close (LC) and lower distant (LD). These latter four are called 'blended' states that represent combinations of the pure states (e.g. upper + close = upper close). Each of these eight positions can have positive (competent; adaptive) or negative (non-competent; maladaptive) dimensions. Figure 2 (below) features a diagrammatic representation of these different relating styles together with some characteristics illustrative of an individual who relates in that way. As the PROQ3 is mainly intended to assess maladaptive relating styles, most of the items inform negative scales, which are therefore more sensitive than their positive counterparts.

Birtchnell (1997) hypothesised several links between negative scales of the PROQ and diagnostic features of personality disorders (see fig 3 below). These include:

- Lower Distant with avoidant personality features
- Upper distant and upper neutral with antisocial/narcissistic and paranoid features
- Lower close and Lower Neutral with dependent/borderline features
- Neutral Distant with schizoid/schizotypal/obsessive-compulsive features.

Figure 2: Personality Disorder and the Interpersonal Octagon (from: Birtchnell, 1997)



Within this study, the PROQ-3 was used to address Hypotheses 3 and 4 relating to relationship styles within the prison PIPEs relative to non-PIPE wings. It also provided some information about the nature of personality functioning among PIPE residents.

3. **Essen Climate Evaluation Schema; EssenCES** (Schalast et al., 2008), a tool for the measurement of the quality of prison environment consisting of three subscales: Experienced Safety (ES), measuring respondents feelings of safety from violence and aggression on the wings; Prisoner Cohesion (PC), relating to the existence of a ‘therapeutic community’-like environment; and Hold and Support (HS), which measures how far staff are perceived as taking an interested, open-minded and supportive stance towards residents. It has received extensive validation in prison and forensic psychiatric settings in Germany, the UK and Australia, and has shown strong internal reliability and concurrent validity with other measures of social climate (e.g. GMI; WAS).

Within this study, the HS scale was used to address Hypothesis 5 relating to staff confidence and ability; and the ES and PC scales to address Hypothesis 7 relating to a positive social and relational environment.

4. **The Good Milieu Index; GMI** (Friis, 1986), a 5-item Likert questionnaire of aspects of a 'good' treatment environment, interpreted in this case as environments that are supportive and well-organised with a focus on development of social and work skills (Moos, 2017). The measure has shown good preliminary validity and strong convergent validity with other instruments despite its brevity.

In this study, the GMI was used to address Hypothesis 7, relating to the presence of a positive social and relational environment.

The above measures are Staff member questionnaire packs contained only two measures, the EssenCES and GMI forms, whereas residents completed all four measures

Appendix E

Psychometric Response Data

Table 1a: PROQ-3 total negative scores, split by prison site (T1 n=137, T2 n = 155)

	Unit		N	UN-		UC-		NC-		LC-		LN-		LD-		ND-		UD-	
				m	sd	m	sd	m	sd	m	sd	m	sd	m	sd	m	sd		
Wave 1 (2016)	Prison A	PIPE	41	10.42	3.64	11.61	7.13	10.81	5.16	9.90	4.63	10.00	4.40	9.17	3.65	8.04	2.98	9.42	4.29
		Control	18	8.62	3.92	8.52	6.78	8.00	6.83	7.83	4.97	8.60	4.32	7.17	4.32	6.70	4.10	8.48	4.39
	Prison B	PIPE	34	9.38	4.81	10.42	6.11	9.98	5.78	8.58	5.59	9.04	4.32	8.50	4.19	8.87	4.61	9.34	4.47
		Control	27	9.34	4.52	9.12	6.09	8.32	5.83	9.18	4.62	8.48	4.40	9.37	5.74	8.21	3.99	8.55	4.40
	Prison C	PIPE	9	7.31	5.49	8.19	6.38	8.75	6.19	9.00	4.00	9.47	4.87	9.20	3.59	9.63	2.80	6.43	5.29
		Control	8	4.90	3.99	4.63	5.08	4.54	4.55	6.03	3.95	5.41	4.56	6.27	3.40	7.79	3.85	6.18	3.65
	Overall	PIPE	84	9.57	4.45	10.64	6.67	10.19	5.55	9.25	4.96	9.54	4.43	8.90	3.85	8.60	3.72	7.72	4.27
		Control	53	7.58	4.62	7.43	6.26	6.93	5.93	7.75	4.66	7.42	4.65	7.70	4.81	7.66	3.98	9.02	4.56
Wave 2 (2017)	Prison A	PIPE	37	3.97	3.24	1.17	2.32	2.11	2.57	5.72	3.39	5.22	3.90	5.11	3.60	9.61	3.55	6.11	3.82
		Control	19	6.80	3.36	1.68	2.14	2.67	3.38	5.72	3.39	5.22	3.90	5.11	3.60	9.61	3.55	6.11	3.82
	Prison B	PIPE	29	3.79	2.83	1.29	1.88	1.43	2.63	3.43	3.27	4.97	3.32	3.97	3.15	4.93	3.98	3.71	2.72
		Control	22	5.95	4.29	2.64	3.16	2.64	3.43	7.86	4.44	5.77	3.79	6.24	3.46	9.14	4.40	6.23	3.80
	Prison C	PIPE	9	2.22	2.73	1.33	2.92	2.33	4.21	6.22	4.41	4.29	3.59	5.71	4.79	10.00	3.91	2.43	1.72
		Control	40	3.66	3.05	2.73	1.33	2.79	2.91	5.44	3.67	3.95	3.73	5.34	3.13	8.45	3.88	6.47	3.66
	Overall	PIPE	75	3.38	2.67	1.00	1.58	1.70	2.48	3.90	3.12	4.43	3.37	5.24	3.43	6.49	3.86	3.55	2.77
		control	80	5.29	4.00	3.89	4.50	4.35	3.53	7.07	4.82	4.50	4.53	4.82	3.34	9.94	4.31	7.53	4.33

NOTE: UN-: Upper Neutral (Negative); UC- Upper Close (Negative); NC-: Neutral Close (Negative); LC-: Lower Close (Negative); LN-: Lower Neutral (Negative); LD-: Lower Distant (Negative); ND-: Neutral Distant (Negative); UD-: Upper Distant (Negative)

Table 1b: PROQ-3 total positive scores, split by prison site (T1 n=138, T2 n = 160)

	Unit			UN+		UC+		NC+		LC+		LN+		LD+		ND+		UD+	
				m	sd														
Wave 1 (2016)	Prison A	PIPE	41	1.61	0.97	1.76	1.04	1.83	1.00	1.39	1.07	1.90	0.88	1.39	1.07	0.68	0.88	1.80	0.95
		Control	18	1.32	1.20	2.11	1.08	1.58	1.22	1.84	1.21	1.79	1.08	1.63	1.16	1.22	1.17	1.58	1.17
	Prison B	PIPE	34	1.15	1.05	2.00	1.04	1.61	1.03	2.50	0.83	2.33	0.92	1.70	1.05	0.68	1.01	2.00	1.02
		Control	27	1.48	1.09	2.04	1.09	1.52	1.09	2.44	0.80	2.15	0.91	1.85	1.10	0.89	1.05	2.07	1.17
	Prison C	PIPE	9	0.78	0.67	2.22	1.09	1.44	0.88	2.22	0.67	2.33	0.50	0.78	0.67	1.33	1.32	2.50	0.76
		Control	8	1.62	1.51	2.62	0.52	1.37	1.06	2.25	1.16	2.37	0.74	0.62	0.74	2.00	1.07	2.25	1.16
	Overall	PIPE	84	1.33	1.01	1.90	1.05	1.70	1.00	2.17	0.94	0.88	0.89	1.45	1.05	0.75	0.99	1.95	0.97
		control	54	1.44	1.18	2.15	1.03	1.52	1.11	2.20	1.04	0.94	0.96	1.59	1.14	1.17	1.14	1.93	1.18
Wave 2 (2017)	Prison A	PIPE	38	1.32	1.04	1.89	1.13	1.86	0.96	2.41	0.96	2.19	1.02	1.73	1.04	0.59	0.80	1.90	1.01
		Control	20	1.60	1.19	2.00	1.08	1.79	1.27	2.05	1.03	2.26	1.15	1.85	0.99	1.20	1.20	2.20	1.24
	Prison B	PIPE	29	1.66	1.11	1.97	1.11	2.54	0.64	2.54	0.64	2.36	0.91	1.52	1.15	0.79	1.08	1.86	1.09
		Control	23	1.57	1.16	2.09	1.19	1.59	1.22	1.95	1.17	2.32	0.84	2.00	1.19	1.32	1.17	2.04	1.15
	Prison C	PIPE	9	1.11	1.17	2.11	1.17	1.22	1.20	2.33	0.87	1.56	1.13	2.00	1.22	1.00	1.32	1.89	1.05
		Control	41	1.17	1.05	2.13	1.07	1.46	1.25	1.73	1.10	2.07	0.93	1.15	1.00	1.43	1.13	2.15	1.04
	Overall	PIPE	84	1.42	1.09	1.95	1.05	1.70	1.06	2.45	0.83	2.18	1.01	1.68	1.11	0.72	0.98	1.88	1.03
		control	76	1.38	1.12	2.09	1.09	1.58	1.24	1.87	1.10	2.18	0.96	1.55	1.11	1.34	1.15	2.13	1.11

Table 2: SPSI-R(S) scores for total sample, split by prison (T1 n = 128, T2 n = 149)

	Unit		n	NPO		PPO		RPS		ICS		AS	
				m	sd	m	sd	m	sd	m	sd	m	sd
Wave 1 (2016)	Prison A	PIPE	36	3.50	3.04	12.44	4.15	11.25	4.64	4.22	4.29*	4.00	3.34
		Control	19	5.12	5.59	12.25	4.33	10.17	5.10	6.89	4.90	5.95	4.89
	Prison B	PIPE	31	5.13	5.41	14.43	3.76	14.00	4.02	4.42	4.71	4.19	3.97
		Control	26	5.44	3.97	14.08	4.94	12.65	4.06	6.23	4.63	5.88	4.73
	Prison C	PIPE	9	7.89	6.19	12.25	3.96	12.00	4.33	8.86	4.98	6.50	6.61
		Control	7	9.71	7.85	9.67	6.65	8.29	5.28	11.50	5.89	10.67	8.71
	Overall	PIPE	76	4.71	4.72	13.23	4.05	12.46	4.94	4.74	4.67**	4.34	4.05*
		Control	52	5.94	5.33	12.89	5.09	11.18	4.81	7.10	5.06	6.48	5.47
Wave 2 (2017)	Prison A	PIPE	36	4.12	3.07	13.59	3.49	12.09	5.28	4.14	4.00	4.03	3.93
		Control	18	7.61	5.10	12.61	4.51	9.83	4.40	6.94	5.56	5.50	5.71
	Prison B	PIPE	29	4.41	4.43	12.57	4.15	12.28	4.67	3.86	4.01	4.15	4.56
		Control	22	7.10	5.18	12.73	5.45	12.32	4.77	7.27	4.34	8.55	6.46
	Prison C	PIPE	9	6.22	5.63	9.75	6.48	8.33	4.64	5.78	5.65	6.33	6.19
		Control	35	7.88	4.78	12.88	4.58	10.12	4.96	8.59	4.96	7.29	5.20
	Overall	PIPE	74	4.51	4.03**	12.72	4.29	11.43	4.58	4.23	4.21**	4.38	4.51**
		Control	75	7.58	4.92	12.77	4.78	10.70	4.77	7.78	4.93	7.23	5.75

NOTE: * Difference between PIPE and comparator wing residents significant at p < .05 level
 ** Difference between PIPE and comparator wing residents significant at p < .01 level

Table 3: EssenCES scores, split by subscale (T1 n = 172, T2 n = 224)

	Group	w1n	w2n	Prisoners' Cohesion				Hold and Support				Experienced Safety			
				Wave 1		Wave 2		Wave 1		Wave 2		Wave 1		Wave 2	
				m	sd	m	sd	m	sd	m	sd	m	sd	m	sd
Prison A	PIPE Residents	41	38	10.02	2.09	10.26	2.05	10.73	3.54 *	11.68	3.77 **	9.13	1.98 *	9.71	2.13
	Controls	18	20	11.28	3.27	10.95	2.19	8.16	5.31	7.75	3.64	10.57	2.22	10.20	2.24
	PIPE staff	3	9	11.00	1.00	8.55	1.29 **	14.33	4.16	16.46	2.20 **	11.33	3.51	10.45	1.75 *
	Staff controls	2	9	9.00	2.83	12.33	2.50	15.50	0.71	12.00	3.77	7.50	0.71	12.78	2.11
Prison B	PIPE Residents	34	29	8.61	2.46	8.31	2.36 **	14.07	4.07 **	15.93	3.13 **	9.39	2.00	9.28	1.83
	Controls	27	23	9.51	2.23	10.41	2.36	9.07	3.87	10.44	3.74	9.71	1.89	9.91	2.02
	PIPE staff	11	14	7.36	1.91	7.79	2.67	17.64	1.86	18.14	1.56 **	10.18	1.54	10.14	1.96
	Staff controls	11	14	7.98	3.15	8.57	1.91	15.75	3.65	14.09	2.47	10.00	1.73	9.57	1.23
Prison C	PIPE Residents	9	9	6.83	2.42 *	9.00	2.92	17.56	2.19 *	14.56	4.64	8.31	1.13	9.78	1.64
	Controls	7	38	8.71	3.20	9.91	2.99	12.32	6.16	10.04	5.31	8.68	1.23	11.05	2.46
	PIPE staff	8	8	7.88	1.46	8.63	1.60	18.38	1.60	16.88	3.04	8.63	1.30	10.88	1.96
	Staff controls	3	17	6.67	1.53	10.31	2.81	17.67	1.15	13.82	4.35	9.67	3.21	10.97	2.38
Total	PIPE Residents	84	76	9.11	2.48	9.37	2.43 *	12.81	4.28 **	13.67	4.13 **	9.15	1.93 *	9.55	1.95 **
	Controls	52	81	10.02	2.87	10.32	2.63	9.22	4.81	9.59	4.60	9.87	2.00	10.51	2.32
	PIPE staff	21	33	7.71	1.79	8.24	2.03	17.71	1.82 *	17.24	2.28 **	9.33	1.65	10.42	1.86
	Staff controls	19	40	8.28	2.92	10.16	2.78	15.83	3.43	13.51	3.66	10.16	2.19	10.89	2.28

Table 4: GMI Scores, split by prison (T1 n = 179, T2 n=232)

Unit	Group	n	Wave 1 (2016) GMI total Score			n	Wave 2 (2017) GMI total Score		
			m	sd	p ¹		m	sd	p ¹
Prison Site A	PIPE	41	11.27	4.21	0.030	49	13.27	4.00	0.034
	Controls	19	8.37	5.67		29	9.89	4.71	
Prison Site B	PIPE	34	13.56	5.58	0.196	43	15.44	3.91	0.012
	Controls	27	11.85	4.31		37	12.32	5.38	
Prison Site C	PIPE	9	16.11	2.57	0.028	17	14.65	3.92	0.084
	Controls	8	9.88	7.20		58	10.52	5.36	
Overall	PIPE	84	12.71	4.91	0.009	109	14.34	4.05	0.000
	Controls	54	10.33	5.43		124	10.91	5.27	
Total N		144				233			

Notes: ¹ Significance of difference between PIPE and Controls, method: independent samples t-test

Appendix F

Topic guides for AP PIPEs

Main study: residents AP PIPE, Time 1



PIPE evaluation study

Topic guide: Residents AP PIPE, V.1 03/05/2017

Thank you very much for agreeing to meet with us today.

- *Explain the aims of the project [understanding PIPEs/the PIPE environment, examining your experiences in the current AP PIPE, and exploring your 'life course' in order to get a better picture of the events leading up to the current moment, as well as projections for the future]*
- *Confidentiality, anonymity (→ form)*
- *Details of interview practicalities: timeframe (c. 90 min), freedom to drop-out*
- *We further like to inform you that in case you disclose any information during the interview that indicates you or another person being at risk of harm, or if you disclose information about a past offence for which you have not been investigated or convicted, we are obligated to inform the staff team about it and further actions could be initiated.*
- *Questions?*

Introduction

SCRIPT: First, I would like to talk with you a little bit about your past. This will help me understand your personal journey to the present moment in the AP PIPE. We are

going to start with a few more general questions, and then return to the timeline that you completed before the interview. This is my opportunity to learn from you, and I want you to feel free to stop and discuss a question further, skip a question, or bring up a topic that you think is important. The questions I've provided are merely to guide our conversation and keep us on track.

Life course before AP PIPE

Question	Additional probes
Can you tell me a little bit about life before incarceration / release?	<p>How would you describe yourself growing up?</p> <p>SUB PROMPT: Has this idea of yourself changed over time?</p> <p>Where were you living?</p> <p>Was this a positive or negative environment?</p> <p>How did you fill your time in the community?</p>
What events lead to your incarceration?	<p>Do you feel these events were in your control or outside your control?</p> <p>Have you been incarcerated before?</p> <p>YES: What happened the last time you left prison?</p> <p>YES: Is this your first time living in a hostel?</p> <p>YES: can you tell me a bit about your experience in other hostels in the past?</p>
	<p>Can you DESCRIBE: Romantic relationships... friendships... family?</p> <p>Generally, would you describe your past social interactions as positive or negative?</p> <p>Generally, would you describe these relationships as close or distant?</p> <p>How do you think a partner, friend, or family member might describe you?</p>

Question	Additional probes
Who, if anyone, would you go to for social support in the past?	<p>Can you describe this person for me?</p> <p>How did they provide support?</p> <p>Would you seek support from this person if you were feeling down, angry, or upset?</p> <p>Do you think you were able to provide equivalent support for them?</p>
Were you engaged in healthcare or mental health services prior to your last incarceration?	<p>NO: Why do you think that you weren't engaged with healthcare / mental health services?</p> <p>YES: Can you describe your engagement you're your healthcare provider?</p> <p>YES: Do you feel you were receiving appropriate support?</p> <p>YES: Were you receiving mental health support?</p>

TIMELINE ONE: Now, let's talk briefly about each of the events you indicated on your first timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event has changed the person you are today?</p> <p>Has this event put you on a different path or trajectory?</p> <p>Was this in anyway a turning point in how you think about yourself or others?</p> <p>NO: Would you describe this as an isolated event? ... Why?</p> <p>What did you learn from it? (remember this can be positive or negative)</p> <p>Thinking back, is there anything you would have changed?</p> <p>Do you think you have grown or changed as a person since this event?</p>

Question	Additional probes
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event has changed the person you are today?</p> <p>Has this event put you on a different path or trajectory?</p> <p>Was this in anyway a turning point in how you think about yourself or others?</p> <p>NO: Would you describe this as an isolated event? ... Why?</p> <p>What did you learn from it? (remember this can be positive or negative)</p> <p>Thinking back, is there anything you would have changed?</p> <p>Do you think you have grown or changed as a person since this event?</p>
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event has changed the person you are today?</p> <p>Has this event put you on a different path or trajectory?</p> <p>Was this in anyway a turning point in how you think about yourself or others?</p> <p>NO: Would you describe this as an isolated event? ... Why?</p> <p>What did you learn from it? (remember this can be positive or negative)</p> <p>Thinking back, is there anything you would have changed?</p> <p>Do you think you have grown or changed as a person since this event?</p>

Life course in prison and AP PIPE

I am interested in hearing about your experience in prison, transition out of prison, and present time in the AP PIPE.

Question	Additional probes
<p>Can you tell me about your experience in prison?</p>	<p>What were your day-to-day routines?</p> <p>Can you describe your relationships with others in prison?</p> <p>What were some challenging aspects of life in prison?</p> <p>What were some positive aspects of life in prison?</p>
<p>Prior to leaving the prison were you on a PIPE unit?</p> <p><i>Alternatively</i></p> <p>Prior to leaving prison were you on a TC unit?</p>	<p>How did the PIPE unit differ from other prison units?</p> <p>Did this prepare you for life in the AP PIPE?</p> <p>If YES: Can you provide me with some examples of how this prepared you for life in the AP PIPE?</p> <p>If NO: What were you unprepared for?</p>
<p>What was your relationship like with prison staff?</p> <p><i>(both officers and healthcare staff)</i></p>	<p>Did you find staff were supportive?</p> <p>Could you go to them with a problem or challenge?</p> <p>Do you feel they treated you respectfully?</p> <p>Did you ever feel threatened or disrespected by a staff member?</p>
<p>Do you think the prison prepared you for life in the community?</p>	<p>Why or why not?</p> <p>If YES: Can you explain and provide some examples?</p> <p>If NO: What were you unprepared for?</p>

Question	Additional probes
<p>Can you walk me through your day-to-day routine on the AP PIPE?</p>	<p>How do you fill your time while living on the AP PIPE?</p> <p>Do you participate in any activities with other AP PIPE members?</p> <p>YES: Can you tell me more about these activities?</p> <p>NO: Why do you think this is?</p> <p>Can you describe the general AP PIPE environment and living conditions?</p> <p>Do you feel it's a supportive atmosphere?</p> <p>Have you experienced any conflicts or challenges whilst living on the AP PIPE?</p> <p>YES: how do you resolve issues as a group?</p> <p>If you have been in other hostels in the past, how does life compare to the AP PIPE?</p>
<p>Can you tell me about your relationships with other residents on the AP PIPE?</p>	<p>Do you find these relationships healthy or unhealthy?</p> <p>Have you had any conflicts or challenges with other residents?</p> <p>If YES: how do you go about resolving these conflicts?</p> <p>If YES: has your approach to resolving conflicts changed from what you might have done in the past?</p>
<p>Can you tell me about your relationships with staff on the AP PIPE?</p>	<p>Do you find staff supportive and helpful?</p> <p>Do staff engage with residents?</p> <p>Do you find they manage the PIPE well?</p> <p>If you have been in other hostels in the past, how do staff compare on the AP PIPE?</p>

TIMELINE TWO: Now, let’s talk briefly about each of the events you indicated on your second timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of understanding about it?</p> <p>Do you think you might approach this event differently compared to the events we discussed in your past?</p>
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of understanding about it?</p> <p>Do you think you might approach this event differently compared to the events we discussed in your past?</p>

Question	Additional probes
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of understanding about it?</p> <p>Do you think you might approach this event differently compared to the events we discussed in your past?</p>

Life course projections, potentialities & hopes for the future

I am also interested in hearing about your plans for both the immediate and distant future. Here, I am hoping we can talk about some immediate events coming up in the next few months, which will give us an opportunity in a second interview to revisit how these events turned out (or alternatively discuss unforeseen events that occurred in my absence). Additionally, I would like to hear about your thoughts and hopes for life after you leave the AP PIPE.

Question	Additional probes
Can you tell me about any immediate plans you have with residents or staff on the AP PIPE?	<p>Are you looking forward to doing anything with other residents or staff on the AP PIPE?</p> <p>Do you anticipate any conflicts or challenges with individuals on the AP PIPE?</p> <p>If you do have a conflict or challenge how might you go about resolving this?</p>
What do you hope to achieve from the AP PIPE?	<p>Do you feel prepared for life after leaving this setting?</p> <p>What, if anything, do you think is preparing you the most for leaving this setting?</p> <p>What, if anything, do you think is lacking or missing in your preparation to leave this setting?</p>

Question	Additional probes
Do you feel prepared for different aspects of life in the community?	<p>FOR EXAMPLE:</p> <p>...navigating relationships?</p> <p>...housing?</p> <p>...work?</p> <p>...healthcare?</p> <p>...drinking and drug use?</p>
What are your hopes for the future?	<p>How do you think you will put these hopes into action?</p> <p>What are your goals, and how do you plan to achieve these goals?</p> <p>Do you anticipate any challenges, struggles, or risks in achieving these goals?</p> <p>How might you approach / overcome unforeseen challenges, struggles or obstacles in the future?</p>

TIMELINE THREE: Now, let's talk briefly about each of the events you indicated on your third timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>

Question	Additional probes
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>

Okay, I would like to ask you one final question.

What do you think is most important for me to take away from our discussion?

Is there anything else you've thought about during this interview that you would like to talk about before we finish?

Thank you so much for your time... **[Switch recorder off]**

Main study: residents AP control, Time 1



PIPE evaluation study

Topic guide: Residents HOSTEL, V.1 03/05/2017

Thank you very much for agreeing to meet with us today.

- *Explain the aims of the project [understanding PIPES/the PIPE environment, examining your experiences in the current AP, and exploring your 'life course' in order to get a better picture of the events leading up to the current moment, as well as projections for the future]*
- *Confidentiality, anonymity (→ form)*
- *Details of interview practicalities: timeframe (45-50 min), freedom to drop-out*
- *We further like to inform you that in case you disclose any information during the interview that indicates you or another person being at risk of harm, or if you disclose information about a past offence for which you have not been investigated or convicted, we are obligated to inform the staff team about it and further actions could be initiated.*
- *Questions?*

Introduction

SCRIPT: First, I would like to talk with you a little bit about your past. This will help me understand your personal journey to the present moment in the AP. We are going to start with a few more general questions, and then return to the timeline that you completed before the interview. This is my opportunity to learn from you, and I want you to feel free to stop and discuss a question further, skip a question, or bring up a topic that you think is important. The questions I've provided are merely to guide our conversation and keep us on track.

Life course before AP

Question	Additional probes
Can you tell me a little bit about life before incarceration / release?	<p>How would you describe yourself growing up?</p> <p>SUB PROMPT: Has this idea of yourself changed over time?</p> <p>Where were you living? Was this a positive or negative environment?</p> <p>How did you fill your time in the community?</p>
What events have lead to your incarceration?	<p>Do you feel these events were in your control or outside your control?</p> <p>Have you been incarcerated before?</p> <p>YES: What happened the last time you left prison?</p> <p>YES: Is this your first time living in a hostel?</p> <p>YES: can you tell me a bit about your experience in other hostels in the past?</p>
Can you tell me about your relationships before you were incarcerated this last time?	<p>Can you DESCRIBE: Romantic relationships... friendships... family?</p> <p>Generally, would you describe your past social interactions as positive or negative?</p> <p>Generally, would you describe these relationships as close or distant?</p> <p>How do you think a partner, friend, or family member might describe you?</p>
Who, if anyone, would you go to for social support in the past?	<p>Can you describe this person for me?</p> <p>How did they provide support?</p> <p>Would you seek support from this person if you were feeling down, angry, or upset?</p> <p>Do you think you were able to provide equivalent support for them?</p>

Question	Additional probes
Were you engaged in healthcare or mental health services prior to your last incarceration?	<p>NO: Why do you think that you weren't engaged with healthcare / mental health services?</p> <p>YES: Can you describe your engagement with your healthcare provider?</p> <p>YES: Do you feel you were receiving appropriate support?</p> <p>YES: Were you receiving mental health support?</p>

TIMELINE ONE: Now, let's talk briefly about each of the events you indicated on your first timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event has changed the person you are today?</p> <p>Has this particular event put you on a different path or trajectory?</p> <p>Was this in anyway a turning point in how you think about yourself or others?</p> <p>NO: Would you describe this as an isolated event? ... Why?</p> <p>What did you learn from it? (remember this can be positive or negative)</p> <p>Thinking back, is there anything you would have changed?</p> <p>Do you think you have grown or changed as a person since this event?</p>

Question	Additional probes
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event has changed the person you are today?</p> <p>Has this event put you on a different path or trajectory?</p> <p>Was this in anyway a turning point in how you think about yourself or others?</p> <p>NO: Would you describe this as an isolated event? ... Why?</p> <p>What did you learn from it? (remember this can be positive or negative)</p> <p>Thinking back, is there anything you would have changed?</p> <p>Do you think you have grown or changed as a person since this event?</p>
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event has changed the person you are today?</p> <p>Has this event put you on a different path or trajectory?</p> <p>Was this in anyway a turning point in how you think about yourself or others?</p> <p>NO: Would you describe this as an isolated event? ... Why?</p> <p>What did you learn from it? (remember this can be positive or negative)</p> <p>Thinking back, is there anything you would have changed?</p> <p>Do you think you have grown or changed as a person since this event?</p>

Life course in prison and AP PIPE

I am interested in hearing about your experience in prison, transition out of prison, and present time in the AP.

Question	Additional probes
Can you tell me about your experience in prison?	<p>What were your day-to-day routines?</p> <p>Can you describe your relationships with others in the prison?</p> <p>What were some challenging aspects of life in prison?</p> <p>What were some positive aspects of life in prison?</p>
<p>Prior to leaving the prison were you on a PIPE unit?</p> <p><i>Alternatively</i></p> <p>Prior to leaving prison were you on a TC unit?</p>	<p>How did the PIPE unit differ from other prison units?</p> <p>Did this prepare you for life in the hostel?</p> <p>If YES: Can you provide me with some examples of how this prepared you for life in the hostel?</p> <p>If NO: What were you unprepared for?</p>
<p>What was your relationship like with prison staff?</p> <p><i>(both officers and healthcare staff)</i></p>	<p>Did you find that the staff were supportive?</p> <p>Could you go to them with a problem or challenge?</p> <p>Do you feel they treated you respectfully?</p> <p>Did you ever feel threatened or disrespected by a staff member?</p>
Do you think the prison prepared you for life in the community?	<p>Why or why not?</p> <p>If YES: Can you explain and provide some examples?</p> <p>If NO: What were you unprepared for?</p>

Question	Additional probes
<p>Can you walk me through your day-to-day routine here in the hostel?</p>	<p>How do you fill your time while living in the hostel?</p> <p>Do you participate in any activities with other hostel members?</p> <p>YES: Can you tell me more about these activities?</p> <p>NO: Why do you think this is?</p> <p>Can you describe the hostel environment and living conditions?</p> <p>Do you feel it's a supportive atmosphere?</p> <p>Have you experienced any conflicts or challenges whilst living at the hostel?</p> <p>YES: how do you resolve issues as a group?</p> <p>If you have been in other hostels in the past, how does life compare to this current hostel?</p>
<p>Can you tell me about your relationships with other residents at the hostel?</p>	<p>Do you find these relationships healthy or unhealthy?</p> <p>Have you had any conflict or challenges with other residents?</p> <p>If YES: how do you go about resolving these conflicts?</p> <p>If YES: has your approach to resolving conflicts changed from what you might have done in the past?</p>
<p>Can you tell me about your relationships with staff at the hostel?</p>	<p>Do you find staff supportive and helpful?</p> <p>Does staff engage with residents?</p> <p>Do you find they manage the hostel well?</p> <p>If you have been in other hostels in the past, how do staff compare?</p>

TIMELINE TWO: Now, let’s talk briefly about each of the events you indicated on your second timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>What has helped you think through this event, or come to some sort of understanding about it?</p> <p>Do you think you might approach this event differently compared to the events we discussed in your past?</p>
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>What has helped you think through this event, or come to some sort of understanding about it?</p> <p>Do you think you might approach this event differently compared to the events we discussed in your past?</p>
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>What has helped you think through this event, or come to some sort of understanding about it?</p> <p>Do you think you might approach this event differently compared to the events we discussed in your past?</p>

Life course projections, potentialities & hopes for the future

I am also interested in hearing about your plans for both the immediate and distant future. Here, I am hoping we can talk about some immediate events coming up in the next few months, which will give us an opportunity in a second interview to revisit how these events turned out (or alternatively discuss unforeseen events that occur in my absence). Additionally, I would like to hear about your thoughts and hopes for life after you leave the hostel.

Question	Additional probes
Can you tell me about any immediate plans you have with residents or staff in the hostel?	<p>Are you looking forward to doing anything with other residents or staff?</p> <p>Do you anticipate any conflicts or challenges with individuals?</p> <p>If you do have a conflict or challenge how might you go about resolving this?</p>
What do you hope to achieve from being at the hostel?	<p>Do you feel prepared for life after leaving this setting?</p> <p>What, if anything, do you think is preparing you the most for leaving this setting?</p> <p>What, if anything, do you think is lacking or missing in your preparation to leave this setting?</p>
Do you feel prepared for different aspects of life in the community?	<p>FOR EXAMPLE:</p> <p>...navigating relationships?</p> <p>...housing?</p> <p>...work?</p> <p>...healthcare?</p> <p>...drinking and drug use?</p>
What are your hopes for the future?	<p>How do you think you will put these hopes into action?</p> <p>What are your goals, and how do you plan to achieve these goals?</p> <p>Do you anticipate any challenges, struggles, or risks in achieving these goals?</p> <p>How might you approach / overcome unforeseen challenges, struggles or obstacles in the future?</p>

TIMELINE THREE: Now, let's talk briefly about each of the events you indicated on your third timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>What has helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>What has helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>

Question	Additional probes
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>What has helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>

Okay, I would like to ask you one final question.

What do you think is most important for me to take away from our discussion?

Is there anything else you've thought about during this interview that you would like to talk about before we finish?

Thank you so much for your time... **[Switch recorder off]**

Main study: staff (AP PIPEs & control), Time 1



PIPE evaluation study

Topic guide: Professionals AP, V.1 03/05/2017

Thank you very much for agreeing to meet with us today.

- *Explain the aims of the project [understanding PIPEs/the PIPE environment, examining your experiences of PIPEs compared to other prison wings, your perspective on the PIPE approach]*
- *Confidentiality, anonymity (→ form)*
- *Details of interview practicalities: timeframe (c90 min), freedom to drop-out*
- *We further like to inform you that in case you disclose any information during the interview that indicates you or another person being at risk of harm, or if you disclose information about a past offence for which you have not been investigated or convicted, we are obligated to inform the staff team about it and further actions could be initiated.*
- *Questions?*

Introduction

SCRIPT: First, I would like to talk with you a little bit about your past. This will help me understand your personal and professional journey to the present moment. We are going to start with a few more general questions, and then return to the timeline that you completed before the interview. This is my opportunity to learn from you, and I want you to feel free to stop and discuss a question further, skip a question, or bring up a topic that you think is important. The questions I've provided are merely to guide our conversation and keep us on track.

Life course before working on AP PIPE

Question	Additional probes
Can you tell me about growing up?	<p>How would you describe yourself growing up?</p> <p>SUB PROMPT: Has this idea of yourself changed over time?</p> <p>Where were you living?</p> <p>Was this a positive or negative environment?</p>
Can you tell me a little bit about your professional background?	<p>How did you end up working in a hostel?</p> <p>Did you work in any other professions prior to this current job?</p> <p>What prompted you to take this particular job?</p>
What were you incentives for working in a hostel?	<p>Can you DESCRIBE some of the benefits of working in this context? (e.g. financial, accomplishment, professional development)</p> <p>Have these incentives changed over time?</p> <p>Do you think your colleagues share similar motivations?</p> <p>Can you DESCRIBE any drawbacks to your current job?</p>
<p>Can you describe any past events that you might consider to be a 'shared experience' with residents?</p> <p><i>Remind the participant that what they say will be kept confidential</i></p>	<p>Have you, a family member or friend ever been incarcerated?</p> <p>Have you, a family member or friend ever struggled with a mental health issue?</p> <p>YES: How have these experiences informed your professional work? (this can be in a positive or negative way).</p>

TIMELINE ONE: Now, let’s talk briefly about each of the events you indicated on your first timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Is this event related to your professional work / or has it informed how you do your work?</p> <p>Do you think this event has changed the person you are today?</p> <p>What did you learn from it? (remember this can be positive or negative)</p>
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Is this event related to your professional work / or has it informed how you do your work?</p> <p>Do you think this event has changed the person you are today?</p> <p>What did you learn from it? (remember this can be positive or negative)</p>
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Is this event related to your professional work / or has it informed how you do your work?</p> <p>Do you think this event has changed the person you are today?</p> <p>What did you learn from it? (remember this can be positive or negative)</p>

Life course professional training & day-to-day on the AP PIPE

I am interested in hearing more about your professional practice on the AP PIPE, training and specialised support (or lack of support), and your perspective on this current setting.

Question	Additional probes
Can you walk me through a typical workday for you?	<p>What are the main responsibilities of your job?</p> <p>Approximately how many residents do you oversee?</p> <p>Do you do activities with the residents?</p> <p>SUB PROMPT: How are these activities developed?</p> <p>SUB PROMPT: What is your role in activity development?</p>
Can you tell me about your training / professional development?	<p>Generally, what training do you think is required for someone to work in a hostel?</p> <p>Did your formal training prepare you for working on the AP PIPE?</p> <p>Did you learn any important skills informally while on the job?</p> <p>SUB PROMPT: In what way do you think training might be improved?</p> <p>Have you worked in other hostels?</p> <p>YES: Is there training specific to the PIPE that has been offered to you?</p>
Can you tell me a bit about your working relationships?	<p>How would you describe your relationships with COLLEAGUES?</p> <p>Is there a sense of comradery amongst staff?</p> <p>How is your relationship with your supervisor?</p> <p>SUB PROMPT: Do you feel respected and supported?</p> <p>Can you tell me about your relationship with RESIDENTS?</p>
Focusing on this past year, can you describe any challenges or conflicts that have arisen on the job?	<p>How have you gone about resolving these challenges?</p> <p>Did the challenge change the way you approach your job?</p> <p>Has this challenge impacted your personal life or health and wellbeing in any way?</p> <p>Can you tell me about a moment that you have been really proud about your professional work?</p>

Question	Additional probes
<p>What do you think is the purpose of the AP PIPE?</p>	<p>What do you think is supposed to be achieved through the AP PIPE?</p> <p>In the time you have been working here, has the mission of the PIPE changed?</p> <p>YES: What do you think is behind this change?</p> <p>YES: Has this change been positive or negative?</p> <p>Do you think the AP PIPE is successful or unsuccessful?</p>
<p>How would you describe a good or bad resident?</p>	<p>Do you form bonds with some residents and not others?</p> <p>Have you ever felt threatened or intimidated by a resident?</p> <p>Has your perception of a good or bad resident changed over time?</p> <p>YES: What do you think prompted this change in perception?</p>

TIMELINE TWO: Now, let's talk briefly about each of the events you indicated on your second timeline. Feel free to amend these before we discuss them.

Question	Additional probes
<p>LIFE EVENT ONE _____</p>	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Is this event related to your professional work / or has it informed how you do your work?</p> <p>Do you think this event has changed the person you are today?</p> <p>What did you learn from it? (remember this can be positive or negative)</p>

Question	Additional probes
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Is this event related to your professional work / or has it informed how you do your work?</p> <p>Do you think this event has changed the person you are today?</p> <p>What did you learn from it? (remember this can be positive or negative)</p>
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>In what way is this event significant to you?</p> <p>Is this event related to your professional work / or has it informed how you do your work?</p> <p>Do you think this event has changed the person you are today?</p> <p>What did you learn from it? (remember this can be positive or negative)</p>

Life course projections, potentialities & hopes for the future

I am also interested in hearing about your plans for both the immediate and distant future. Here, I hope we can talk about some immediate events coming up in the next few months, which will give us an opportunity in a second interview to revisit how these events turned out (or alternatively discuss unforeseen events that occur in my absence).

Question	Additional probes
Can you tell me about any immediate plans you have with residents or staff on the AP PIPE?	<p>Are you looking forward to doing anything with other residents or staff on the AP PIPE?</p> <p>Do you anticipate any conflicts or challenges with individuals on the AP PIPE?</p> <p>If you do have a conflict or challenge how might you go about resolving this?</p>

Question	Additional probes
Do you have any goals or hopes for the PIPE over the next three months?	<p>Can you tell me your goals / hopes?</p> <p>Do you feel prepared and supported to lead the PIPE in achieving these goals?</p> <p>What do you think might stand in the way / or act as an obstacle to achieving a particular goal?</p>
Can you tell me about any plans for future training / professional development?	<p>Do you have any upcoming training, supervision, or professional development in the next three months?</p> <p>What are you hoping to get out of this training / supervision?</p>
What are your hopes for the future? <i>(these can be professional or personal)</i>	<p>How do you think you will put these hopes into action?</p> <p>What are your goals, and how do you plan to achieve these goals?</p> <p>Do you anticipate any challenges, struggles, or risks in achieving these goals?</p>

TIMELINE THREE: Now, let's talk briefly about each of the events you indicated on your third timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>

Question	Additional probes
LIFE EVENT TWO _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>
LIFE EVENT THREE _____	<p>Why have you selected this particular event to discuss?</p> <p>Why do you think this might be a significant event for you?</p> <p>Do you think this event might be putting you on a different path or life trajectory?</p> <p>If this is an ongoing event, what might you learn from this event?</p> <p>Has the AP PIPE helped you think through this event, or come to some sort of resolution?</p> <p>Do you think you might approach this event differently when compared to the events we discussed in your past?</p>

Okay, I would like to ask you one final question.

What do you think is most important for me to take away from our discussion?

Is there anything else you've thought about during this interview that you would like to talk about before we finish?

Thank you so much for your time... **[Switch recorder off]**

Main study: residents AP PIPE & control, Time 2



PIPE evaluation study

Topic guide: PIPE Residents AP, V. 16/01/2018

Thank you very much for agreeing to meet with us today.

- *Explain the aims of the project [understanding PIPEs/the PIPE environment, examining your experiences of PIPEs compared to other prison wings, your perspective on the PIPE approach]*
- *Confidentiality, anonymity (→ form)*
- *Details of interview practicalities: timeframe (90 min), freedom to drop-out*
- *We further like to inform you that in case you disclose any information during the interview that indicates you or another person being at risk of harm, or if you disclose information about a past offence for which you have not been investigated or convicted, we are obligated to inform the staff team about it and further actions could be initiated.*
- *Questions?*

Introduction

SCRIPT: First, I would like to take some time and revisit the timeline exercise you completed during our last visit. I will first ask you to reflect on the events you have written down – highlight any possible changes in your initial response – and finally talk about any events that have occurred in my absence. Following this, I will ask you a series of questions that have emerged from discussions with both staff and residents at Holbeck House. Here I will ask about your **individual experience** (description of significant life course changes over time, thoughts, emotions, and

views on your personal and professional lived experience), your **perception of the AP setting**, as well as general thoughts about **prison and probation system**.

Review Timeline One

TIMELINE ONE: Now, let’s talk briefly about each of the events you indicated on your first timeline. Feel free to amend these before we discuss them.

Question	Additional probes
<p>LIFE EVENT ONE _____</p> <p>LIFE EVENT TWO _____</p> <p>LIFE EVENT THREE _____</p>	<p>Do you still consider this to be a significant event? Does this event have the same meaning to you today, as it did during our last meeting?</p> <p>YES: Do you consider this event to have more, less, or about the same significance as it did during our last meeting?</p> <p>SUB PROMPT: Why has this event become more or less significant?</p> <p>SUB PROMPT: What new event might you write in its place? Why is this new event important to you?</p> <p>Have you continued to learn from / reflect on this event since our last discussion? (remember this can be positive or negative)</p>
<p>Amend / write any new events on the timeline – USE RED</p>	

Review timeline two

TIMELINE TWO: Now, let's talk briefly about each of the events you indicated on your first timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____ LIFE EVENT TWO _____ LIFE EVENT THREE _____	<p>Do you still consider this to be a significant event? Does this event have the same meaning to you today, as it did during our last meeting?</p> <p>YES: Do you consider this event to have more, less, or about the same significance as it did during our last meeting?</p> <p>SUB PROMPT: Why has this event become more or less significant?</p> <p>SUB PROMPT: What new event might you write in its place? Why is this new event important to you?</p> <p>Have you continued to learn from / reflect on this event since our last discussion? (remember this can be positive or negative)</p>
Amend / write any new events on the timeline – USE RED	

Micro-level (internalised change)

I am interested in hearing about your professional practice, personal experiences, and any life course changes since our last conversation. I would like to ask you a few questions that have emerged from previous conversations with both staff and residents at Holbeck House. First I would like to talk about your day-to-day experience and thoughts. Next, your experience here in the AP, and finally reflect on your thoughts about the larger prison and probation system.

Question	Additional probes
Can you describe what you have been doing since we last spoke?	<p>Have you experienced any significant change since we last spoke?</p> <p>SUB PROMPT: Can you describe any change?</p> <p>SUB PROMPT: Have these changes been positive or negative?</p> <p>Have you experienced any unforeseen major events over the last few months?</p> <p>Have any specific events impacted your wellbeing? (positive /negative)</p>

Question	Additional probes
Have any recent events (or changes in the way you think) resulted in you feeling anxious, excited, or sad?	Can you describe these events? Have you dealt with your feelings? YES / NO SUB PROMPT: Can you describe how you have dealt / did not deal with your feelings?
Have you felt at all isolated over the last few months?	Can you tell me why you might be feeling this way? How have you dealt with these feelings? Have you been establishing social connections within the hostel / community? SUB PROMPT: Can you tell me about these relationships? SUB PROMPT: what sort of activities have you engaged in with others since we last spoke?
Have you felt stigmatised for any reason? (experience <i>negative treatment from others</i> or / felt <i>discredited</i>) Have you felt stigmatised for a past conviction?	Can you describe this situation for me? Has this resulted in you thinking or behaving differently? Have these feelings / or experiences changed as you moved away from a prison and probation setting?

Meso-level (hostel / organisational change over time)

I am also interested in learning about your experience and perception related to the hostel community / atmosphere since we last spoke.

Question	Additional probes
Can you tell me about any changes in the resident population / hostel since we last spoke? (<i>up until your time of departure</i>)	Has the atmosphere of the hostel changed since we last spoke, and can you describe any changes? Have you experienced any conflicts or challenges with other residents? IF YES: How did you go about resolving this conflict? Have there been any changes with respect to substance misuse? (<i>decreased, stayed the same, increased, or not relevant</i>) Can you tell me about any creative sessions or landing meetings?

Question	Additional probes
Can you tell me about your transition (or preparation for transition) into the community?	<p>What has been most helpful in preparing you to move from prison, to a hostel, and back to the community?</p> <p>What has been most problematic or challenging about leaving the prison and hostel settings?</p> <p>Have you been able to establish/re-establish a social network? (<i>connections with friends and family</i>)</p> <p>Any challenges with drugs or alcohol?</p> <p>How about accessing social and financial resources?</p> <ul style="list-style-type: none"> • Healthcare / mental health services? • Employment? • Housing? • Transportation?
AFTER LEAVING PIPE: Have you maintained any connection to people in prison or PIPE? (<i>this can be staff or residents</i>)	<p>In what ways have these relationships been supportive or challenging?</p> <p>Have these relationships changed as you move through the prison and probation system?</p>
Will you continue having interactions with PIPE going forward?	<p>Can you describe these interactions?</p> <p>What interactions with PIPE staff would be helpful to you in the future?</p> <p>Are you concerned at all about recidivism / re-offence?</p> <p>What are your hopes / and or concerns for the future?</p>

Macro-level (connection to policy)

I am also interested in learning about your experience and perception related to the hostel community / atmosphere since we last spoke.

Question	Additional probes
Do you feel prepared for life in the community?	What has helped you most / what would be helpful in preparing you for life in the community?

Question	Additional probes
Do you feel prepared for social and structural challenges of independent living?	<p>Do you feel prepared to navigate the different social and structural demands of everyday life?</p> <p><i>(e.g. relationships, argument with a friend, financial income, medical and mental health support... etc)</i></p> <p>What institutions or people, if any, do you think you might need for support?</p>
Can you reflect on your entire journey through the prison and probation system?	<p>Were there positive and negative points? EXAMPLES</p> <p>Who / what was most helpful (or least helpful) as you moved through the prison and PIPE system?</p>

Review Timeline Three

TIMELINE THREE: Now, let's talk briefly about each of the events you indicated on your first timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____	Do you still consider this to be a significant event? Does this event have the same meaning to you today, as it did during our last meeting? How did this event play out in reality? YES: Was it what you expected or different from what you expected? Why did this event happen or not happen? Did this event affect your personal life? Has this event changed the way you think or feel about yourself? Were there any unforeseen events?
LIFE EVENT TWO _____	
LIFE EVENT THREE _____	
Amend / write any new events on the timeline – USE RED	

Okay, I would like to ask you one final question.

What do you think is most important for me to take away from our discussion?

Is there anything else you've thought about during this interview that you would like to talk about before we finish?

Thank you so much for your time... **[Switch recorder off]**

Main study: staff (AP PIPE & Control), Time 2



PIPE evaluation study

Topic guide: Professionals AP, V. 16/01/2018

Thank you very much for agreeing to meet with us today.

- *Explain the aims of the project [understanding PIPEs/the PIPE environment, examining your experiences of PIPEs compared to other prison wings, your perspective on the PIPE approach]*
- *Confidentiality, anonymity (→ form)*
- *Details of interview practicalities: timeframe (90 min), freedom to drop-out*
- *We further like to inform you that in case you disclose any information during the interview that indicates you or another person being at risk of harm, or if you disclose information about a past offence for which you have not been investigated or convicted, we are obligated to inform the staff team about it and further actions could be initiated.*
- *Questions?*

Introduction

SCRIPT: First, I would like to take some time and revisit the timeline exercise you completed during our last visit. I will first ask you to reflect on the events you have written down – highlight any possible changes in your initial response – and finally talk about any events that have occurred in my absence. Following this, I will ask you a series of questions that have emerged from discussions with both staff and residents at Albion Street. Here I will ask about your **individual experience** (description of significant life course changes over time, thoughts, emotions, and

views on your personal and professional lived experience), your **perception of the AP setting**, as well as general thoughts about **prison and probation system**.

Review Timeline One

TIMELINE ONE: Now, let’s talk briefly about each of the events you indicated on your first timeline. Feel free to amend these before we discuss them.

Question	Additional probes
<p>LIFE EVENT ONE _____</p> <p>LIFE EVENT TWO _____</p> <p>LIFE EVENT THREE _____</p>	<p>Do you still consider this to be a significant event?</p> <p>Does this event have the same meaning to you today, as it did during our last meeting?</p> <p>YES: Do you consider this event to have more, less, or about the same significance as it did during our last meeting?</p> <p>SUB PROMPT: Why has this event become more or less significant?</p> <p>SUB PROMPT: What new event might you write in its place? Why is this new event important to you?</p> <p>Have you continued to learn from / reflect on this event since our last discussion? (remember this can be positive or negative)</p> <p>Does this event affect your personal life?</p> <p>Has this event impacted your professional work / or has it informed how you do your work?/ or has it informed how you do your work?</p>
<p>Amend / write any new events on the timeline – USE RED</p>	

Review Timeline Two

TIMELINE TWO: Now, let's talk briefly about each of the events you indicated on your second timeline. Feel free to amend these before we discuss them.

Question	Additional probes
LIFE EVENT ONE _____ LIFE EVENT TWO _____ LIFE EVENT THREE _____	<p>Do you still consider this to be a significant event? Does this event have the same meaning to you today, as it did during our last meeting?</p> <p>YES: Do you consider this event to have more, less, or about the same significance as it did during our last meeting?</p> <p>SUB PROMPT: Why has this event become more or less significant?</p> <p>SUB PROMPT: What new event might you write in its place? Why is this new event important to you?</p> <p>Have you continued to learn from / reflect on this event since our last discussion? (remember this can be positive or negative) Does this event affect your personal life?</p> <p>Has this event affected your professional work / or has it informed how you do your work?/ or has it informed how you do your work?</p>
<p>Amend / write any new events on the timeline – USE RED</p>	

Micro-level (internalised change)

I am interested in hearing about your professional practice, personal experiences, and any life course changes since our last conversation. I would like to ask you a few questions that have emerged from previous conversations with both staff and residents at Albion Street. First I would like to talk about your day-to-day experience and thoughts. Next, your experience here in the AP, and finally reflect on your thoughts about the larger prison and probation system.

Question	Additional probes
<p>Can you describe what you have been doing since we last spoke in September?</p>	<p>Have you experienced any significant change since we last spoke?</p> <p>SUB PROMPT: Can you describe this change?</p> <p>SUB PROMPT: Have these changes been positive or negative?</p> <p>SUB PROMPT: Have these changes affected your personal or professional life?</p> <p>Have you experienced any unforeseen events over the last few months?</p> <p>Have any of these events affected your wellbeing? (positive /negative)</p>
<p>Have any recent events resulted in you feeling anxious, excited, or sad?</p>	<p>Can you describe these events?</p> <p><i>(these can be specific events, or a change in perception / understanding about yourself / role in the world)</i></p> <p>Have you dealt with these feelings? YES / NO</p> <p>SUB PROMPT: Can you describe how you have dealt / did not deal with your feelings?</p>
<p>Have you experienced any changes / significant life events in relation to your professional role in the AP?</p>	<p>Can you describe any changes or life events?</p> <p>SUB PROMPT:</p> <p>What do you think might have caused these changes?</p> <p>In what ways have these changes affected your personal and professional life?</p> <p>NEW STAFF MEMBER:</p> <p>How have you been settling into the hostel?</p> <p>Has your perception of your work changed since we last spoke? (positive / negative)</p> <p>Have you been able to keep up with the workload of the hostel?</p> <p>SUB PROMPT: Can you describe how you are getting on with your colleagues?</p> <p>SUB PROMPT: Can you describe how you are getting on with leadership staff?</p>

Question	Additional probes
Can you tell me about your relationship with any residents who have moved through the hostel over the last few months?	Do you feel they were prepared for life after the hostel? What role did you play in their lives / preparation for community-based living?

Meso-level (hostel / organisational change over time)

I am also interested in learning about your experience and perception related to the hostel community / atmosphere since we last spoke.

Question	Additional probes
Can you tell me about any changes in the residential population / hostel environment?	Has the atmosphere of the hostel changed since we last spoke, and can you describe any changes? Have you experienced any conflicts or challenges with residents? IF YES: How did you go about resolving this? Have there been any changes with respect to substance misuse? (<i>decreased, stayed the same, increased, or not relevant</i>) What activities have you done with residents? How has this work made you feel? (do you enjoy, dislike, or ambivalent about your work)
Can you tell me about the leadership at Albion Street?	Have you felt supported by your line manager? Have there been any changes in the way the hostel is run over the last three months? (positive / negative) Have your responsibility / professional role changed in the hostel over the last three months?
Can you tell me about any continued supervision or training?	Have you had any training, supervision, or professional development since we last spoke? What did you get out of this this training / supervision?

Question	Additional probes
Can you tell me a bit about your working relationships?	<p>Have your relationships changed at all over the last few months?</p> <p>Is there a sense of comradery amongst staff?</p> <p>Have you had any conflicts or disagreements with other staff members?</p> <p>IF YES / SUB PROMPT: Can you explain how you resolved these conflicts or disagreements?</p>
Can you tell me about any changes in your work schedule/rota?	<p>Have these changes been positive or negative?</p> <p>Have these changes affected your wellbeing or attitude towards your work?</p>

Macro-level (connection to policy)

I am also interested in learning about your experience and perception related to the hostel community / atmosphere since we last spoke.

Question	Additional probes
Can you describe a typical pathway for offenders who leave prison and come to the hostel?	<p>Does the prison environment prepare them to successfully re-enter the community setting?</p> <p>What could be improved?</p> <p>From your experience, what policies could be put into place to improve offender's chances at successful resettlement?</p>
Can you describe for me current offender recall policies? (<i>as you understand it</i>)	<p>Do you agree with these policies?</p> <p>How does the criminal justice system deal with individuals who have become institutionalised?</p> <p>What policy recommendations might you make to improve offender recall practices?</p>
What are your thoughts about aftercare?	<p>Does hostel programming adequately support individuals to transition to independence? Why / why not?</p> <p>SUB PROMPT: How might we create better post-hostel support?</p>

Review Timeline Three

TIMELINE THREE: Now, let's talk briefly about each of the events you indicated on your final projections timeline...

Question	Additional probes
LIFE EVENT ONE _____	Do you still consider this to be a significant event?
LIFE EVENT TWO _____	Does this event have the same meaning to you today, as it did three months earlier?
LIFE EVENT THREE _____	<p>How did this event play out in reality?</p> <p>YES: Was it what you expected or different from what you expected?</p> <p>Why did this event happen or not happen?</p> <p>Did this event affect your personal life?</p> <p>Did this event affect your professional work / or has it informed how you do your work?</p> <p>Has this event changed the way you think or feel about yourself?</p> <p>Were there any unforeseen events?</p>
Amend / write any new events on the timeline – USE RED	

Okay, I would like to ask you one final question.

What do you think is most important for me to take away from our discussion?

Is there anything else you've thought about during this interview that you would like to talk about before we finish?

Thank you so much for your time... **[Switch recorder off]**