



The Thinking Skills Programme

Submission Document
February 2010



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Daryl Harris

Gillian Johnson

Rosie Travers

Janette Ridsdale

Lorna Hill

Rachel Riddy, Chartered Psychologist

NOMS Interventions and Substance Misuse Group (ISMG)

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Introduction

Throughout this document the Thinking Skills Programme will be referred to as TSP.

Background to the Development of TSP

Over the past 30 years a number of international research studies have identified the need to address the process of thinking and its relationship to offending behaviour. On the basis of this research a number of cognitive skills programmes have been developed. Four of these programmes have been accredited by the UK's Correctional Services Accreditation Panel (CSAP). The Thinking Skills Programme was developed in 2007-2008. At this time the Prison Service was delivering Enhanced Thinking Skills (ETS) as its sole cognitive skills programme. The Probation Service was providing three cognitive skills interventions - the One to One Programme, Enhanced Thinking Skills and Think First. The Reasoning and Rehabilitation (R&R) Programme had also been implemented in custody and community until it was discontinued in 2004.

Need to Refresh the Existing Portfolio of Cognitive Skills Programmes

A joint Prison and Probation Service review completed in April 2005 highlighted the need to 'refresh' the treatment targets and methods used in the Enhanced Thinking Skills programme (ETS). ETS, Think First, and the One to One programme were developed in the 1990s and accredited around 2000. Since the introduction of these programmes much has changed in terms of correctional theory (e.g. increased emphasis on continuity, resettlement, and desistance), psychological research (e.g. into the links between cognition and emotion), developments in good practice (e.g. greater focus on motivation, diversity and responsivity, and changes in style of facilitation), and the requirements and structure of the host organisations (e.g. the establishment of the National Offender Management Service, increased scale of programme provision, the introduction of the Offender Management Model, and the move towards a unified correctional service). There have also been developments in the evidence base for effective interventions for women offenders. Although research suggests that there are broad overlaps between the needs of women and men, there is also evidence of important differences.

The developments in evidence and practice outlined above pointed to the need to update the format, content, and delivery of the first generation of cognitive skills programmes. The need to 'refresh' these programmes is also supported by evaluation studies. Early favourable outcome data (Robinson, 1995; Friendship et al., 2002) has been followed by more equivocal findings about the impact on reconviction (Falshaw et al., 2003; Cann et al., 2003).

Aims of Developing TSP

TSP seeks to accommodate recent advances and developments in theory and practice. In doing so it strives to build on what has been learnt to date. The ultimate aim is to further enhance the effectiveness and efficiency of cognitive skills provision within both community and custody.

Developing TSP for Accreditation

Submission for Advice

In June 2007 an early draft of the Theory Manual was submitted for advice to the Correctional Services Accreditation Panel (CSAP) as a joint application by NOMS and HMPS. CSAP welcomed the initiative to update the content and delivery style of existing cognitive skills programmes and encouraged the continuing development of the TSP.

Further Consultation

The programme design has been informed by independent expert reviews of programme materials. Two of these reviews focussed on the needs of women participants. With respect to the issue of gender the programme developers have also consulted with HMPS Women and Young Person's Group, and have commissioned two focussed pieces of research. A third review of the programme materials focussed on the needs of participants with specific learning disabilities, lower levels of intellectual ability, and lower levels of literacy and language skills. With respect to this issue the programme designers also consulted with the Prison Reform Trust, and criminal justice and health service practitioners. The last area for review was the suitability of the programme materials for participants from diverse backgrounds and minority groups. With respect to this issue the developers also consulted with senior representatives of RESPECT, REAG, and the National Association of Asian Probation Officers.

TSP Pilots

After the June 2007 submission two sets of pilots were conducted. The first pilot involved male participants in one custodial and one community setting. The second pilot involved one group of male participants in custody, one group of female participants in custody, and a mixed group of men and women in a community setting. Process evaluations were conducted for each of these pilots. These evaluations used structured collection and analysis of qualitative data from pilot participants and facilitators. The pilot evaluations have helped to shape the further development of the programme. Appendix 1: Recommendations from TSP Phase 2 Pilot Qualitative Evaluation. Russell Turner, August 2008 and appendix 2: Recommendations from Phase 2 TSP Pilot with Female Offenders: Qualitative Evaluation - Georgia Barnett, August 2008 provide a summary of the findings and actions taken to address recommendations.

2008 Submission for Accreditation

In July 2008 The Panel awarded TSP 16 points and provisional accreditation for a period of two years. The Panel's letter dated 31 July 2008 stated that, "Overall the Panel was impressed with the programme and pleased with the progress made since a basic concept of the programme was submitted for advice."

TSP scored a 2 on:

- Criterion 1 – Model of Change
- Criterion 2 – Selection of Offenders
- Criterion 3 – Targeting a Range of Dynamic Risk Factors
- Criterion 5 – Skills Orientated
- Criterion 6 – Sequencing, Intensity and Duration
- Criterion 7 – Engagement and Motivation

TSP scored a 1 on:

- Criterion 4 – Effective Methods
- Criterion 8 – Continuity of Programmes and Services
- Criterion 9 – Maintaining Integrity
- Criterion 10 – Evaluation

The Panel's letter identified key features which prevented full accreditation and provided detailed feedback under each of the four relevant criteria. The current submission provides a summary of key points for all 10 criteria, referring where relevant to the supporting manuals. Where a score of 1 was given in the July 2008 submission an account is provided of what has been done to address the Panel's feedback.

Appendix 3: CSAP Action Plan for TSP provides a summary of this. It also includes where appropriate a response to suggestions made under criteria that scored a 2.

One of the key features that prevented full accreditation was "more work needs to be done on adapting and differentiating the programme to maximise its suitability for women and for other groups such as young people and the learning disabled". The Panel suggested that this could be "achieved by developing variants of the core programme (e.g. with substitute exercises and scenarios) for use with such groups."

It is suggested that the design features of TSP already provide considerable flexibility in meeting the needs of young offenders and women. In addition, it was felt that the first priority was to ensure consistent delivery of the manual as it is. Also to gather feedback on

exercises that work well across the range of participants. As well as identifying those exercises that may need to be tailored for different groups of participants.

This is not to say that consideration will not be given to the inclusion of additional guidance or optional/substitute exercises at a later date. Indeed 2 workshops to be held on the 16 March 2010 will specifically focus on refining the guidance on working with young offenders and female offenders contained in the TSP Facilitation Manual. This revised guidance will incorporate emerging best practice, and provide tips on facilitating areas of the programme that some staff have found more challenging.

The Roll out of TSP

Facilitation training has taken place in 4 phases. The pilot phase ran from September to December 2008. Phase 1 ran from January to March 2009 and Phase 2 ran from April to September 2009. The final Phase, Phase 3 began in October 2009. At the time of printing the last training event of Phase 3 (and indeed of the whole roll out) was underway. This event is due to finish on 5 March 2010. To date there have been 1201 facilitators trained in TSP. Appendix 4: Number of Facilitators Trained contains information on the number of facilitators trained per phase. It also has the number of facilitators assessed as 'not ready' per phase.

All 42 probation areas now have at least one facilitator trained in TSP. 87 prisons have at least one facilitator trained in the programme.

Table 1 provides information on the number of completions to date in custody¹ and community² settings and across different groups of participants.

Table 1: Number of Completions (November 2008- February 2010)

Setting	Men	Women	Young adults	Totals
Custody	1152	136	346	1630
Community	716	56	—	772

¹ As at 24 February 2010 as calculated from sites post treatment returns.

² As at 24 February 2010 as calculated from IAPS. Young adult completions in community are included with the figures for men and women as they are mixed groups and data is not recorded separately.

1. A Clear Model of Change

In July 2008 The Panel awarded this criterion a score of 2 points.

1.1 Who the programme is for?

Rather than targeting specific offending behaviour, TSP targets 'offenders who have been assessed as having particular cognitive and social dynamic risk factors'. TSP is intended for young adult and adult, male and female offenders, who (1) are assessed as medium and high risk of offending, (2) possess the treatment needs targeted by the programme, (3) have responsivity needs that can be met by the programme, and who (4) are ready, willing, and (5) able to take part in the programme.

A profile of the target group for the programme is presented in section 2 of this Application and section 3.5 of the Theory Manual. Section 2 of this Application also summarises the process for selecting appropriate candidates.

1.2 The empirical and theoretical context for TSP

Research suggests that cognitive skills programmes are effective in reducing risk of re offending. However, this treatment effect depends on programmes being appropriately targeted (Palmer et al., 2007), participants engaging with and completing the programmes they are assigned to (Hollin et al., in press; Palmer et al., 2007; Roberts, 2004; Cann et al., 2003), and participants using the skills developed in the programme to establish pro social anchor points in the community (Clarke et al., 2004). Recent developments in general cognitive behavioural therapy and interventions for offenders in particular, suggest ways of increasing engagement in and generalisation of skills development.

Developments in cognitive behavioural therapy have generally highlighted the motivational benefits of strength based and future focussed interventions (Padesky, 2007). There have similarly been developments in correctional theory. These developments include the work of Tony Ward and colleagues in espousing the Good Lives approach (e.g. Ward & Maruna, 2007), which have been incorporated into TSP as one way of addressing the responsivity principle. TSP also recognises the growing emphasis on the development of protective factors highlighted by proponents of Life Course Theory (e.g. Farrall, 2002; Farrall & Calverley, 2006).

TSP adheres to all three of the Risk, Need and Responsivity principles of offender rehabilitation. In terms of the Risk principle, TSP is targeted at those who are at least medium-high risk of reoffending. In terms of the Need principle, TSP targets criminogenic cognitive skills deficits. The evidence base for considering the targets for TSP to be criminogenic is described in the Theory Manual. In terms of the Responsivity principle, TSP incorporates many elements of the Good Lives Model. Whilst it is acknowledged that there is a lack of empirical support for the Good Lives approach in reducing reoffending per se, there is evidence that a focus on approach goals enhances participants' engagement in relapse prevention (e.g., Mann et al., 2004). There is also an argument that strength based approaches are particularly well suited for meeting the needs of women offenders (Blanchette & Brown, 2006). TSP is designed to enhance engagement and as a result the programme seeks to complement the Risk Needs approach with inclusion of some aspects of the Good Lives model.

1.3 The TSP Model of Change

The model of change is based on the Cognitive Model of Offender Rehabilitation (Ross & Fabiano, 1985; Fabiano et al., 1990; see Section 1.1 of the Theory Manual). This model is rooted in social learning theory. Fabiano et al (1990) stated that there is a substantial body of research which indicates that a number of developmental factors (e.g. poverty, limited intellectual stimulation, insufficient and/or inadequate education) prevent offenders from learning a range of cognitive skills which are necessary for effective and non-criminal social adaptation. They suggest that these skills are distinct and identifiable and include interpersonal problem solving; impulse (self) control; social perspective taking; and critical reasoning (logical reasoning, objectivity). Subsequent research has generally supported the links between specific thinking skills deficits and offending. This evidence has been used to support the development of a number of accredited programmes designed to reduce risk by enhancing participants' thinking skills. The Cognitive Model is cited as the theoretical underpinning for each of these programmes, and is well accepted as a valid basis for cognitive skills interventions.

In developing participants' thinking skills, facilitators are focussed on the ultimate aim of the programme which is reducing reoffending. The cognitive model suggests at least four ways in which the development of thinking skills can reduce risk of reoffending. These are as follows:

1. By providing skills that support alternatives styles of thinking and acting to those that are linked with risk of offending (Fabiano et al., 1990). These offence related styles include the following:
 - o A tendency to be action-oriented, non-reflective, and impulsive arising from a lack of

self-control (Palmer, 2003; DeLisi, 2001; Caspi, Moffitt & Silva, 1994; Pratt & Cullen, 2000; Brown & Motiuk, 2005)

- An inability to look at the world through another person's perspective, arising from difficulty with social perspective-taking (Jolliffe & Farrington, 2003; Marshall et al., 1999; Orobrío de Castro et al., 2002; Chandler, 1973; Little, 1978; Megargee, 1972; Riley, 1976; Lee and Prentice, 1988; Short and Simeonsson, 1986). Fabiano et al. suggest that difficulties with perspective taking can also be linked with problems distinguishing one's own emotional states and thoughts from those of others.
- A tendency to "act out" without adequately considering or calculating the consequences of their actions arising from problem solving 'deficits' and concrete thinking (Antonowicz & Ross, 2005; Palmer, 2003; Zamble & Quinsey, 1997; Higgins & Thies, 1981; Spivak et al., 1976; Platt, Scura & Hannon, 1973; D'Zurilla & Goldfried, 1971).

2. By providing skills that are important in supporting non-criminal social adaptation (Fabiano et al, 1990). Research into desistance from crime suggests that this would usefully involve applying new skills to establishing stable employment (e.g. Uggen & Kruttschnitt, 1998; Farrall, 2002; Farrall & Calverley, 2006), obtaining stable accommodation (Farrall, 2002; Farrall & Calverley, 2006; May, 1999; Baldry, McDonnell, Maplestone, 2003), addressing financial issues (Liberton; Silverman; Blount, 1992), and changes to social network and roles. The relative importance of these protective factors varies across diverse groups. This issue is addressed below.

3. By providing skills that will help participants to resolve economic and interpersonal problems without using crime (Ross & Fabiano, 1985; Ross, Fabiano & Ross, 1988).

4. Developing skills that will help participants to identify, monitor and manage personal risk factors for offending (McGuire, 2005).

1.4 TSP Treatment Targets and Methods

In addition to providing further support for the Cognitive Model, recent research has also suggested some potential refinements to the areas targeted by current accredited programmes. For instance, research has:

(a) Produced inconsistent findings linking moral reasoning with offending (Palmer & Hollin, 1999),

(b) Highlighted the need for a greater emphasis on the pro-criminal influence of others on both men (Weerman & Smeenk, 2005; Boe, Nafekh, Vuong, Sinclair & Cousineau, 2003) and women (Boe et al., 2003; Rettinger, 1998),

(c) Suggested a need for a greater emphasis on practical reasoning (i.e. judgements concerning an individual's goals, and the best way to effectively achieve these goals) over theoretical reasoning (i.e. judgement concerning the *truth* or *falsehood* of specific assertions or ways of thinking) (Ward & Nee, 2008). Ward and Nee (2008) suggest that this is because of the close connection between practical reasoning, goals, and subsequent actions (including offending and desistance).

(d) Adopted a greater and more inclusive focus on emotions in order to also cover the ways in which emotions constructively inform problem solving and decision making.

In keeping with the Cognitive Model, TSP targets a range of thinking linked with offending. These are broadly similar to those targeted by existing accredited programmes. However, TSP seeks to accommodate the recent findings highlighted above. The areas of thinking targeted by the programme are as follows:

- **Stop and Think** – This involves developing participants' skills in stopping to think decisions through in order to develop a range of options, consider the short and long term consequences of these options, and to think about the degree of fit between their decisions and their core values.
- **Emotional awareness** – This involves assisting participants to tap into and manage emotions. This in turn helps them to make more effective and controlled decisions.
- **Problem solving** – this involves assisting participants to develop a systematic approach to any situation where they want to make a change.
- **Perspective taking** – This involves developing the skill of seeing a situation from different points of view. The emphasis is on how this can help us to make more effective decisions.

- **Offence free relationships** – This involves developing skills that help participants to resist the pro criminal or unhelpful influence of other people. These skills also assist them to develop sources of pro social support. These include intimate relationships.
- **Goals and values** – This involves increasing participants' awareness of the things they value. It also involves developing their skills in setting goals and making plans to achieve these valued outcomes without offending.
- **Seeing the Whole Picture** – This is the skill of being able to reflect on and talk about our thoughts, feelings, experience, and circumstances without missing bits out or adding in 'convenient' additional information or justifications. The aim is to be able to report on thoughts, feelings, behaviour, and circumstances in a way that is free from judgement, exaggerations, omissions, justification, or blame.

Throughout TSP the primary focus is always on the further development of participants' thinking skills. Each of the above treatment targets is linked with a set of skills. These skills provide a bridge between treatment need and treatment goals. The skills covered in TSP are discussed in more detail in section 5.0 of this submission.

In order to assist participants to achieve the treatment goals that are relevant to them, facilitators work in a collaborative and motivational way that seeks to maximise the personal relevance of the target skills to each participant. The skills development techniques used by facilitators include modelling, didactic teaching, and skills coaching (i.e. shaping and behavioural chaining of skills). Facilitators also work to motivate participants to practice using new skills in and out of sessions. This practice focuses on generalising skills to meaningful contexts in each participant's life. These contexts include applying new and existing thinking skills to identifying, monitoring and managing personal risk factors; applying new skills to identify and develop personally relevant protective factors; and applying new skills in order to resolve economic and interpersonal issues without offending.

1.5 What is achieved during each major phase of TSP

TSP is divided into three modules: Self Control; Problem Solving; and Positive Relationships. Although there is overlap in the treatment needs addressed by different modules, the primary focus of each module is as follows:

- The Self Control Module: Stop & Think; Emotional Awareness
- The Problem Solving Module: Problem Solving; Goals and Values

- Positive Relationships: Perspective Taking; Offence Free Relationships

Each of the modules contributes to the ability to '**See the Whole Picture**'. In each of the modules participants are asked to think about different aspects of their lives. This self reflection is guided and structured by specific exercises. For instance, in the Self Control Module participants reflect on the risk factors that contributed to their offending, in the Problem Solving Module they reflect on their values and goals, and in the Positive Relationship Module they reflect on the way other people contribute to their offending or support their pro-social objectives. There are three goals for self reflection. These are: (1) to develop the skill of seeing the whole picture; (2) to identify personal risk factors, and (3) to enhance motivation by highlighting discrepancy between where someone is and where they want to be.

Each module also has a slightly different emphasis in respect of the mechanisms of change suggested by the Cognitive Model of Offender Rehabilitation. The Self Control Module has the strongest focus on identifying, monitoring and managing risk factors. The Problem Solving Module has the strongest focus on finding alternative ways of addressing economic and interpersonal problems linked with offending. The Positive Relationships Module has the most direct emphasis on supporting non-criminal social adaptation. However, once again there is overlap across the modules. In addition, each module aims to develop skills that address styles of thinking linked with offending.

1.6 Responsivity to Diversity in TSP

TSP is designed for candidates who are assessed as having specific cognitive and interpersonal treatment needs. There is evidence that these needs are relevant to a sizeable proportion of offenders from a range of diverse groups (see section 1.2 of the Theory Manual). The needs are found in male and female offenders, younger and older offenders, and offenders with diverse backgrounds and levels of intellectual ability. In order to accommodate this heterogeneity and diversity in the target population, TSP adopts an individualised approach to participants. Facilitators work with each participant to develop a 'Personal Plan'. This plan represents an evolving individual case formulation. This formulation is established before the first module in the initial individual session. It is then amended and added to during the individual sessions that follow each module. The Personal Plan outlines participants' unique strengths, resources, treatment needs (both those covered by the programmes and those that will need to be addressed elsewhere), personal risk factors for offending, and personally valued goals and ambitions. Facilitators use participants' Personal Plans to maximise the personal relevance of TSP to each participant. The programme structure supports them to do this in several ways. These are as follows:

- The individual sessions are organised around a relatively simple matrix for collating information about participants' personal strengths, needs, risk factors, and goals.
- A number of programme exercises allow facilitators to tailor the examples and scenarios used to reflect the interests and needs of individual participants and the group. For example, research suggests that poverty and employment difficulties are common problems for female participants and for those with low levels of intellectual ability. Facilitators are able to choose scenarios relating to these areas in a number of the programme exercises.
- A number of programme exercises require participants to work on personally relevant examples. In these exercises participants are encouraged to work on situations that are either linked with their personal risk factors, the development of protective factors, or in creating alternatives to offending.
- Facilitators are encouraged to use participants' Personal Plans to target exercises at those individuals who stand to gain most from them.

Throughout the programme manuals and training, facilitators (and programme management teams) are reminded of the challenge of responding to the following aspects of diversity:

- **Differences in treatment needs:** although there are broad consistencies in treatment needs across diverse groups, there are also some differences. For instance, the pro criminal influence of others differs with age (McCord & Conway, 2002), gender (Giordano, Cernkovich, & Holland, 2003; Richie, 2002), and racial-ethnic background (Haynie & Payne, 2006). This issue is addressed more fully in section 2.4 of this application, and 1.2 of the Theory Manual.
- **Differences in other risk factors linked with offending:** there is evidence that many risk factors for offending extend across diverse groups (Simourd & Andrews, 1984; Hubbard & Pratt, 2002). However, there is also evidence of variations. For instance, early victimisation (Lake, 1993, Smith & Thornberry, 1995; Miller et al., 1995; Fejes-Mendoza et al, 1995), abusive and coercive adult relationships (Richie, 2002; Bonta, Pang & Wallace-Capretta, 1995), and the use of alcohol and drugs as a strategy for coping with emotional, economic, and relationship difficulties (Chesney-Lind, 1997; Flowers, 1995) have been selectively linked with offending in women. In contrast, substance use in male offenders has been linked with a socialising and hedonistic function (Flowers, 1995).

- **Differences in protective factors:** Once again there is evidence of broad similarities, but with some differences across diverse groups. For instance, for women positive friendships and bonding with their children are protective factors (Bender, 2005; Uggen and Kruttshnitt, 1998). In contrast desistance in men is more closely linked with the break up of a pro criminal peer group, and establishing a stable intimate relationship (Farrall & Calverley, 2006). Moreover, research suggests that the protective effect of intimate relationships in male offenders is age related (Ouimet & LeBlanc, 1996). Finally, the relative importance of family, community and religious ties in supporting desistance varies across cultural backgrounds.
- **Differences in responsivity:** The literature suggests that different intervention strategies will be more relevant to participants from diverse groups. For instance, several authors note that a strength-based approach, that seeks to construct and support positive alternatives to offending may be particularly appropriate for women (Blanchette & Brown, 2006; Porporino, Van Dietan & Fabiano, 2003; Dowden & Andrews, 1999). These authors suggest that these approaches emphasise, reinforce and build upon important protective factors that are more likely to be found in women. These protective factors include greater tendencies to be risk averse, be ashamed of their offending, to anticipate negative consequences of crime (e.g. physical harm, social disapproval), and to have stronger attachments to pro social peers and social systems (Blanchette & Brown, 2006). The experience of shame and level of attachment to pro social systems (including sources of spiritual support) also varies across cultural backgrounds.
- **Difference in motivation:** research suggests that motivation for offending and desistance varies across diverse groups. For instance, there is evidence that for women crime functions as a way of maintaining valued relationships (Moe, 2004), as a coping response to cumulative social and emotional disadvantage (Porporino, Van Dietan & Fabiano, 2003), and as a way of providing for children or to obtaining drugs (Blanchette & Brown, 2006). In contrast, male offending is seen as reflecting an outright rejection of conventional rules and norms (Porporino, Van Dietan & Fabiano, 2003), and as a means of status enhancement (Blanchette & Brown, 2006). There are also indications that motivation and engagement may be particularly significant issues for young and young adult offenders. For instance, several studies report particularly high drop out rates for these groups (Cann et al., 2003; Van Hoorhis et al., 2004; Wormith & Olver, 2002).

2. Selection of Offenders

In July 2008 The Panel awarded a score of 2.

2.1 Type or types of offending behaviour that the programme is intended to address:

TSP has been designed as an intervention for young adult and adult, male and female offenders with medium to high risk of re offending. Participants should be assessed as presenting the relevant needs in relation to the programme, as having responsivity needs that can be met by the programme, and as being ready, willing (in community offenders are sentenced to attend specific programmes) and able to take part in the programme. Rather than target specific offending behaviours, the programme aims to target specific criminogenic risk factors pertinent to the individual's offending lifestyle. Therefore, TSP is potentially relevant to any type of offending behaviour.

2.2 Inclusion criteria

Eligibility / Initial Assessment Criteria:

The following offenders are eligible for referral for TSP: young adults (over 18) and adult, male and female offenders in custody or serving community sentences who meet the programme's risk and need criteria. Section 2 of the Assessment and Evaluation Manual provides comprehensive details of the risk and need criteria. Below is a summary:

Stage 1: Risk Assessment

Section 2.1 includes a rationale for the use of OGRS 3 as a risk assessment tool and for a cut off score of 50 or above. It also includes information on the use of clinical discretion. In addition, to a minimum risk cut-off, guidance is also given regarding higher risk offenders. Essentially, TSP is a useful but insufficient intervention for higher risk offenders and should not be expected to reduce risk in isolation. TSP is unlikely to represent sufficient dosage of intervention for those at highest risk of reconviction (i.e. candidates scoring 75 and over on OGRS3). Section 2.1 of the Assessment and Evaluation and section 8.6 of The Custody Management Manual specify that the sentence planning process for high risk candidates will need to identify interventions to meet their further needs. Non-completion is less of an issue in custody because TSP is available as part of a sequence of interventions for high-risk individuals. In contrast, in the community the more limited availability of time and higher risk of drop out means that priority will need to be given to the higher-dose intensive interventions indicated for offenders.

Stage 2: Needs Assessment

TSP uses 7 items from OASys to determine need for the programme. These are listed in section 2.2 of the Assessment and Evaluation Manual along with the cut-off scores.

Candidates meeting the 'risk and need' eligibility criteria should be referred by the Offender Manager (via the Offender Supervisor, in custody) to programme teams for further assessment. This further assessment includes an evaluation of responsivity factors. This aspect of assessment is described below in section 2.4 of the Submission.

2.3 Action taken to ensure that potential participants are not inappropriately excluded (i.e. on the basis of their background: race, ethnicity, religion, gender, disability, sexuality, or age)

NOMS is committed to making TSP available to all offenders who need it, irrespective of background. Below are some of the examples of action taken to ensure that offenders are not inappropriately excluded from TSP:

- The programme designers have sought to ensure that programme content and material is relevant, inclusive and inoffensive to all groups of offenders. This has included the following steps:
 - Two external reviews of the Theory and Facilitation Manuals by external consultants with expertise in the needs of women participants;
 - Review of the Facilitation Manual by two external consultants with expertise in the needs of Black Minority Ethnic participants. Feedback from this review has been incorporated into the programme materials and training.
 - Review of the Facilitation Manual by an external expert in working with people with low levels of literacy, specific learning disabilities, and lower levels of intellectual functioning. Where necessary the materials used in TSP have been simplified to ensure that TSP should be suitable for the most common literacy levels found amongst prisoners.
 - Piloting of the programme in both the community and custody with a diverse range of participants. These pilots included single sex groups of male and female participants, and a mixed gender group. These pilots also included participants with diverse ethnic backgrounds, and a range of learning abilities and ages.

Feedback from participants in each pilot group was collected as part of systematic qualitative process evaluations.

- There is commitment from programme management at local and national level to the recruitment of participants from diverse groups. We plan to explore the experience and impact of TSP by conducting a qualitative evaluation of the experiences of ethnic minority participants as part of the 2010/2011 annual review for TSP.
- In the selection process, Treatment Managers are advised to engage with offenders in an open discussion about whether they believe this programme might not be 'for them'. Treatment Managers need to hear the concerns from those in minority groups and discuss how these concerns can be addressed. Diversity tips can be found in boxes throughout the Facilitation Manual and appendices 1, 2, 4, 5 and 6 of the Facilitation Manual contain further guidance on how to include offenders with the particular responsivity needs. This includes working with sexual offenders (appendix 1) and working with participants who deny aspects of their offending.
- Systems are in place to monitor the characteristics of those recommended for TSP through OASys assessment, of those who start, and of those who complete the programme. During 2010/2011 we plan to access this information to complete an attrition study exploring patterns of attrition across modules and across gender, age and ethnicity.
- During 2010 and 2011 we also plan to conduct qualitative studies of the experiences of young offenders and women participants.

2.4 A list of exclusion criteria (together with a justification for each)

TSP uses the terms 'Responsivity, Readiness and Practical Considerations' rather than exclusion criteria. This reflects an emphasis on always trying to include candidates where possible and appropriate. The presumption in each case is to include a person with the appropriate risk level and needs in treatment by finding ways to make it possible for them to benefit.

Responsivity

Treatment Managers are advised to consider the following: intellectual ability, language, literacy, dyslexia, mental and physical health, current drug misuse, psychopathic traits,

disability, denial and engagement. Details can be found in 2.3 of the Assessment and Evaluation Manual.

Exclusion criteria include the following:

- The candidate's level of intellectual functioning would prevent them from benefiting from the programme
- The candidate currently manifests behaviours or symptoms related to mental illness which would prevent them from fully engaging in TSP.
- The candidate is currently suicidal or prone to serious self-harming, and where it is predicted that participation in TSP would lead to an unacceptable increase in risk of self-harm or suicide.
- The candidate currently manifests behaviours or symptoms related to withdrawing or detoxifying from drugs or alcohol which would prevent them from fully engaging in TSP.

Readiness

Section 2.4 of the Assessment and Evaluation Manual describes the minimum requirements for engagement and motivation to change. It also describes how and why TSP distinguishes between the two. In summary: although TSP requires participants to demonstrate high levels of engagement, those who meet the risk and need criteria are suitable even if they have low levels of expressed motivation to change. There is one notable exception to this. TSP sets a minimum requirement that participants acknowledge some aspects of their offending. This does not necessarily need them to be willing to disclose the details of their offending to the whole group. However, they do need to acknowledge at least some of their offending in discussions with facilitators. Section 2.4 of the Assessment and Evaluation Manual and appendix 1 of the Facilitation Manual provide further information on denial.

Practical Considerations

Section 2.5 of the Assessment and Evaluation Manual lists these considerations for custody and community settings. For example, does the candidate have long enough left to serve? Is there a conflict with other commitments?

2.5 A description of the selection procedure employed

The process in a custody setting:

As stated in section 4.1 of the Custody Management Manual all referrals to TSP will come from Offender Managers (OM) via the Offender Supervisor and Sentence Planning Process. Referrals from Offender Managers will reflect an assessment of eligibility (risk and needs)

informed by the OASys assessment. The OM will normally complete a Standard or Full OASys at the Pre-Sentence Report (PSR) stage, when they write the PSR. If the OM does not complete an OASys at the court stage, it will be completed after sentencing either in custody or the community. At this stage, sentence plan objectives relating to TSP should be defined in terms of a referral for the purpose of 'Assessing suitability for the programme', rather than an objective 'to participate' in the programme (see PSO 2205).

The Treatment Manager of the programme is then responsible for overseeing further assessment and informing the Offender Supervisor/ Offender Manager, whether the offender is suitable for the programme. If the offender is suitable, attendance on the programme will become a sentence planning target.

The process in a community setting:

As stated in sections 3.1 and 3.2 of the Community Management Manual all referrals will come from the Offender Manager. An OASys assessment will highlight if an offender is eligible (in terms of risk and needs) for the programme. In most cases where TSP is recommended in the pre-sentence stage, it will become a requirement from the court to undertake the programme under the Criminal Justice Act 2003. Post-sentence the need for the programme should be confirmed in the sentence plan. A referral should then go to the local programme management team. If the offender is assessed as being suitable, they will be placed on a waiting list prior to being invited to attend a programme. If the offender is not suitable, the local programme management team needs to advise the Offender Manager so that the sentence requirement or licence condition can be revoked.

There are five stages to the suitability assessment conducted by treatment teams in both custody and community settings:

- **Stage 1: Assessing Risk**
To ensure that the programme is appropriate
- **Stage 2: Assessing Need**
To ensure the programme is relevant
- **Stage 3: Assessing responsivity factors**
To ensure that the programme will be understandable, and that the offender is able to engage with the programme at this time.
- **Stage 4: Assessing readiness for treatment**

To see how far someone is interested in doing the programme.

- **Stage 5: Assessing practical factors**

To ensure that the programme is possible

Each of these stages is described in detail in Section 2 of the Assessment and Evaluation Manual.

2.6 Assessment instruments employed in selection, justification for their use and an account of their psychometric properties (e.g. reliability and validity)

The selection tool used in the assessment of suitability for TSP is OASys which incorporates the generation of OGRS3. Section 2.1 of the Assessment and Evaluation Manual contains the rationale for using OGRS3 as the risk tool. Section 2.2 contains the 7 need criteria selected from OASys.

The introduction of a new assessment of need for TSP

In August 2009, the introduction of Layered Offender Management saw the introduction of a new 'Standard OASys' assessment for certain lower risk or lower priority categories of offender. This 'Standard' OASys assesses risk of reconviction and risk of harm in the same way as 'Full OASys' but less items relating to needs are scored.

A revision of the OASys items used for the TSP needs assessment first reduced the original 18 items to 17 items containing three new items. Then subsequently it was amended to a seven item assessment as these were the relevant remaining items on the Standard version of OASys. This change was staged to minimise the number of offenders who would fall outside scope of the new TSP assessment but would have been included under the original assessment. The numbers of newly in-scope offenders was also kept to a minimum by the new criteria.

Table 2: The match between TSP needs assessment with 17 items and 7 items

	7 or 5+ with 11.6 or 11.7	
	Correct classification%	Net loss/gain
Male prisoners	87.3	+ 0.1
Male probation	87.6	- 1.7
Female probation	86.8	-8.5

(Insufficient data was available for female offenders in custody).

The new seven item needs assessment provides the best fit available to us from the Standard OASys. We will continue to monitor the assessment of need and how this maps on to the evidence of who most benefits from the programme to determine if any further revisions are necessary in the future.

2.7 De-selection criteria and procedures by which unsuitable participants are removed from the programme

The de-selection criteria and process are set out in section 4.2 of the Facilitation Manual, section 5.7 of the Custody Management Manual and section 3.4 of the Community Management Manual. Appendix 7 of the Facilitation Manual contains additional information on Individual Performance Management. Below is a summary:

The programme sets clear standards for participation. Participants are made aware before starting the programme that choosing not to meet these conditions is equivalent to choosing to be de selected from the group. The programme standards are referred to as the conditions for success (Bush, 1995). These conditions are as follows:

- **Active participation:** This means making an honest effort to learn the target skills.
- **Open participation:** This means that, as far as possible, participants are open to feedback, and willing to share relevant personal information.
- **Supportive participation:** This means assisting rather than getting in the way of the learning and contributions of other participants and facilitators.
- **Respectful participation:** This involves behaving respectfully towards other participants and facilitators.

The conditions for success are enforced by a process of Individual Performance Management (Bush, 2008). This process has five steps, summarised below:

Step 1 – Establish a meaningful collaboration with each participant.

Step 2 – Conditions of Success: Clearly explain the standards of engagement.

Step 3 – Commitment: Seek a commitment to upholding the conditions from each participant.

Step 4 – Coaching: Coach each participant in order to support their success in the programme.

Step 5 – New Commitment (Plan): Establish a new commitment to the conditions of success each time a participant fails to meet them.

New commitment might be established quickly by an informal challenge to a group member during a session or break. However, Individual Performance Management includes a formal process for more serious (aggression, intimidation, bullying, predatory behaviour, sexist or racist behaviour) or repeated breaches of the programme standards.

Formal processes begin by convening a 'preparation meeting'. During this meeting the treatment team review the failings in a participant's performance. They consider the probable reasons for the participant's failure to meet the programme standards, and the level of performance that can reasonably be expected from them. The team prepare a general plan and strategy. In the case of serious or repeat breaches this strategy might include a decision to de-select the participant. Final say over the de selection of a participant will be at the discretion of the Treatment Manager. In making this decision they should consult with other members of the Management Team, and the Offender Manager/Supervisor. They might also seek guidance from Interventions Group in NOMS.

The preparation meeting is followed by a 'conference' with the participant. During this conference facilitators provide a clear description of how the participant has failed to meet the standards of programme performance. If de-selection was seen as the best course of action in the planning meeting the participant is informed of this decision. Otherwise facilitators present the participant with a choice between agreeing to re-commit to the rules and standards, or opting out of the programme.

If the participant chooses to recommit to the conditions for success, facilitators negotiate a concrete plan for the participant to demonstrate their new commitment. This plan is made up of specific tasks and/or clear and observable performance expectations. The elements of the plan should serve to correct the original performance failure rather than act as a punishment. After the conference facilitators follow up on the new commitment plan by monitoring and supporting progress against the objectives set.

If the participant chooses to opt out of the group facilitators outline the requirements that the participant would need to meet in order to re engage in the programme, if this is considered appropriate and possible. They also liaise with the TM and Offender Manager in order to enforce any naturally occurring consequences arising from the participant's decision.

If a participant chooses to opt out of the programme or is deselected Treatment Managers are instructed to record the primary and secondary reasons for non-completion from a list of coded possibilities. These include transfer or release from custody, misconduct within or outside the group that impacts on attendance, voluntary withdrawal, problems with health, understanding the programme, engagement, relations with other group members, or missing too many sessions.

3. Range of Dynamic Risk Factors

In July 2008 The Panel awarded a score of 2 points.

3.1 A range of Treatment Targets

In keeping with an emphasis on approach goals and strengths, the treatment targets for TSP are presented as positive end states, rather than current deficits. They are described in detail in section 3.4 of the Theory Manual. They are as follows:

- Stop and Think
- Emotional awareness
- Problem solving
- Perspective taking
- Offence free relationships
- Goals and values
- Seeing the Whole Picture

Each target is derived from a treatment need. Table 3 summarises the links between these areas of need and each TSP treatment target (see pages 35-38 of this document). This table highlights how the treatment targets for TSP broadly correspond to the areas of deficit targeted by existing accredited cognitive skills programmes. However, it is noted that there are also some important differences. These differences are outlined below.

Significant changes to treatment targets from existing programmes:

There are four main differences between the treatment targets for TSP, and current accredited cognitive skills programmes.

1. Moral reasoning

First, the emphasis on moral reasoning in some existing cognitive skills programmes is replaced with exercises that require participants to explore their own personal values. This change reflects inconsistent findings linking moral reasoning with offending (Palmer & Hollin, 1999), a lack of evidence of the impact of moral reasoning training on offending behaviour (Palmer, 2003), and practical difficulties linked with obtaining a reliable assessment of moral reasoning level. In addition, Ward and Nee (2008) highlighted that the moral values components of existing cognitive skills programmes tend to revolve around converting offenders to other people's (or societies) points of view. In contrast, they note that little, if any, attention is given to establishing what is of value to the offender. They suggest that paying greater attention to personal values may serve to enhance participants' motivation to

change. This alternative focus is adopted as the values part of the 'Values and Goals' treatment target for TSP.

2. Offence Free Relationships

Second, TSP places a greater emphasis on 'Offence Free Relationships' than existing cognitive skills programmes. This increased emphasis reflects evidence indicating the significance of the pro criminal influence of other people in both men (Weerman & Smeenk, 2005; Boe, Nafekh, Vuong, Sinclair & Cousineau, 2003) and women (Boe et al., 2003; Rettinger, 1998). The emphasis on offence free relationships also reflects the importance of relationships in protecting against future risk of re-offending in both men (Chylicki, 1992; Mischkowitz, 1994; Laub et al., 1998; Cromwell et al., 1991; Knight & West, 1975) and women (Benda, 2005; Uggen and Kruttschnitt, 1998).

3. Seeing the whole picture

Third, the programme replaces critical reasoning with 'seeing the whole picture'. Critical reasoning can be thought of as the skill of actively synthesising and analysing information to guide and inform beliefs and action. In line with this definition, Audi (2006) distinguishes between **practical** and **theoretical** reasoning. Practical reasoning involves judgements concerning an individual's goals, and the best way to effectively achieve these goals. Theoretical reasoning is concerned with the *truth* or *falsehood* of specific assertions or ways of thinking. Ward and Nee (2008) note that cognitive skills programmes seek to develop both types of reasoning. However, they suggest that the emphasis should ultimately be on practical reasoning. This is because of the close connection between practical reasoning, goals, and subsequent actions (including offending and desistance). In line with Ward and Nee's suggestion, the goal of Seeing the Whole Picture emphasises practical reasoning over theoretical reasoning. The implication is that when participants' present minimisations or justifications for their offending the focus should not be on exploring the truth or falsehood of these justifications, but instead exploring the impact of these justifications on their problem solving, decision making etc.

4. Emotions

Finally, the programme broadens the focus on emotions. Ward and Nee (2008) noted that if and when emotions are considered in existing programmes, the focus tends to be on managing the negative impact of emotions. TSP broadens the focus on emotions to include their positive influence in cognition and behaviour. For instance, contemporary research suggests that emotions play an important role in motivating action (Solomon, 2007; Tucker, 2007), guiding decision making (Johnson, 2007; Thiele, 2006), and identifying problems (McMurrin & McGuire, 2005). TSP addresses this issue by highlighting the positive roles of emotion in problem solving, decision making, and matching action with personal values. The

programme also seeks to increase the emphasis given to emotion management. It does this by developing participants' skills for managing emotional arousal and emotion related cognition, and by highlighting the value of assertiveness, negotiation and problem solving skills as strategies for addressing the triggers for negative emotions.

'Collateral' Targets

TSP engages participants in practicing new skills by coaching them to use these skills to identify and manage personal risk factors, and develop protective factors. This aspect of TSP is seen as important in generalising skills to everyday life, and in individualising the programme to the needs of each participant. It is envisaged that this aspect of the programme will also have collateral benefits in terms of reducing risk. Because the focus of skills practice will vary according to an individual's strengths, needs and situation any collateral gains are likely to be highly individualised. However, research suggests that important collateral risk factors for both men and women would include substance use, and financial difficulties (Blanchette & Brown; Hollin & Palmer, 2006). Evidence suggests that protective factors for both men and women would include changes in interpersonal situation, and the attainment of secure accommodation and/or employment. It is important to emphasise that these collateral benefits are linked with the 'primary' treatment targets.

3.2 Evidence that risk factors are likely to be present in those taking part in TSP

It has already been noted that the treatment targets for TSP are broadly similar to existing cognitive skills programmes. The relevance of these treatment targets to the risk of re-offending has been illustrated in a number of studies and reviews of the literature. The body of evidence supporting TSP treatment targets is summarised in section 1.2 of the Theory Manual. This evidence is already recognised in the 2009 Correctional Services Accreditation Panel. Programme Accreditation Criteria, which states that "poor cognitive skills" ... "are acceptable [dynamic risk factors] for accreditation purposes and do not require evidence in support of them". As a result this section focuses on the more contentious issue of whether these needs are present in women offenders.

Evidence that treatment targets are likely to be present in women participants:

There are several reviews of the literature with respect to criminogenic needs and women offenders (e.g. Blanchette & Brown, 2006; Hedderman, 2004; Hollin & Palmer, 2006). One focus within this literature compares the criminogenic needs of male and female offenders, primarily to determine if there are 'gender-specific' needs. The broad conclusion that arises

from these reviews is that it is probable that some needs are more likely to be found among male offender populations (e.g., attitudes favouring crime), some needs are more likely to be found among female offender populations (e.g., mental health and emotional problems), and some needs are likely to be mutual to both male and female offenders (e.g., financial hardship).

With respect to the areas of thinking addressed by TSP there is evidence that at least some women offenders will possess the relevant treatment needs. Section 1.2 of the Theory Manual discusses the published research. A brief summary of this research is presented below:

- **Problem Solving:**

Walters (2001) found that female offenders scored higher than male offenders on problem avoidance. Evidence of treatment needs in relation to problem solving has also been found in ethnographic studies of female offenders (Porporino, Van Dietan & Fabiano, 2003). However, other studies suggest that there are some differences in the problems linked with male and female offending (Blanchette & Brown, 2006; McClellan, Farabee & Crouch, 1997). For instance, research suggests that offending in women is particularly closely linked with education and employment needs, financial and accommodation problems, emotional and mental health problems, and family and marital relationship issues (Hollin & Palmer, 2006).

- **Self Control:**

Research shows that self control problems are an important risk factor for both men and women. Pratt and Cullen (2000) reported on a meta-analysis which showed that while self control was related to crime in both genders, there was a stronger effect for women. In addition, Brown and Motiuk (2005) showed that a single dichotomous variable assessing impulsivity was moderately predictive of recidivism among federal female offender. Komarovskya, Booker Loper and Warren (2007) found that female violent offenders did not demonstrate greater levels of impulsivity than non-violent offenders, but did demonstrate greater levels of impulsivity than female non-offenders. Other studies have suggested that women may also have inherent protective factors that might help to mitigate against self control problems. These include tendencies to be more risk averse (Blanchette & Brown, 2006) to be more mindful of the negative consequences of crime (Moffitt, 1994), and to have lower levels of confidence in their decision making (Staton-Tindall et al., 2007).

- **Emotion Management:**

There is evidence that female offenders have particularly high levels of need in “the personal/emotional domain” (Dowden, Serin & Blanchette, 2001), and that aggressiveness, coping poorly with stress, and a low tolerance of frustration are significantly correlated with

return to prison (Brown & Motiuk, 2005).

- **The Pro-Criminal Influence of Others:**

Research suggests that approximately 27% of men and about 20% of women prisoners are assessed as having significant treatment needs in this area (Boe, Nafekh, Vuong, Sinclair & Cousineau, 2003; Finn et al., 1999). Based on a sample of 81 released female prisoners, Blanchette and Motiuk (1995) demonstrated that criminal associates was a powerful predictor of both new convictions and new violent offences. Rettinger (1998) replicated this finding with a larger sample size (N=441). Similarly, data from a three year fixed follow up of 765 female offenders revealed that global assessments of women's needs in the 'associates' domain were reliably correlated with re-admission to custody (Brown & Motiuk, 2005). There is evidence, however, that there are cross gender differences in the nature of pro criminal influences for male and female offenders. Mair and May (1997) found that compared with their male counterparts, Canadian women on probation are less likely to have an extensive network of anti social peers. Moreover, they found that those that do know other offenders tend to know fewer of them. Other studies provide evidence that for female offenders pro criminal peers are less influential than intimate partners (Giordano, Cernkovich, & Holland, 2003). Richie (2002) argues that the influence of intimate partners is at least partially achieved through coercion and abuse. This argument is supported by evidence that involvement in an abusive relationship in adulthood is a significant predictor of re-offending in female offenders (Bonta, Pang & Wallace-Capretta, 1995).

Section 1.2 of the Theory Manual also presents relevant data about the identified treatment needs of men and women in a sample of 184,708 OASys assessments (160,900 men & 23,774 women) completed during 2006.³ Table 1 in appendix 2 of the Theory Manual supports the published studies summarised above. It is reasonable to conclude that a significant proportion of women offenders will have the treatment needs targeted by TSP. The published data suggests, however, that the way in which these needs present may vary across gender. In addition, it is also important to note that there is evidence that apparently similar needs in men and women may arise from different developmental trajectories (Moffitt, Caspi, Rutter & Silva, 2001).

³ Important caveats about the interpretation of this data are presented in Appendix 2 of the Theory Manual. Most notably the data is subject to the proviso that the findings should not be read as representative of the entire offending population and care should be taken in generalising the results. For instance, OASys assessments are more likely to be conducted on higher risk offenders. Secondly, that the reliability of the data is also dependent upon the consistent use of the OASys framework by assessors.

Evidence that treatment targets are likely to be present in younger adults

Despite age related changes in offence related needs, the research reviewed in section 1.2 of the TSP Theory Manual indicates that the treatment targets for TSP are present at different developmental points. This includes young and young adult offenders. Research focussing on the needs of these groups is briefly reviewed below:

- **Problem Solving:**

Hains and Herrman (1989) reviewed studies showing cognitive deficits in juvenile delinquents. They found that delinquents had deficits in generating alternative socially competent solutions to personal problems. They also found that they did not consistently consider the consequences of their actions. Several other studies also report relatively poor social problem solving skills in young offenders and delinquent juveniles (Palmer & Hollin, 1999; Ward & McFall, 1986; Gaffney, 1984; Gaffney & McFall, 1981; Freedman et al., 1978).

There is evidence that the problems experienced by young adult offenders may differ in nature and severity to those of older offenders. With respect to employment one study found that 63% of young adults in custody were unemployed at the point of arrest (SEU, 2002). This study also found that 34% had basic skills deficiencies indicating problems with basic literacy. Low levels of basic skills are linked with unemployment, low pay, and low skilled jobs (Prime Minister's Strategy Unit, 2003). Young adults with learning disabilities and those from black and minority ethnic groups seem to be particularly disadvantaged in the employment market.

The transition to adulthood is a time in young adults' lives when mental health problems become particularly apparent (Barrow Cadbury Commission, 2005). Nearly 90% of 18-21 year olds in custody had at least one form of mental illness. These ranged from severe psychosis to depression (ONS, 1997). Many young adults suffer from 'dual diagnosis' – where mental health problems are linked with other problems especially drugs and alcohol. One study found that 70% of sentenced young men and 51% of sentenced young women had particularly high levels of alcohol use, and 66% of young men and 84% of young women had tried at least one illegal drug (ONS, 1997).

Young adult offenders also face particular problems in accessing stable accommodation. Up to 40% of all young prisoners have been in local authority care (Nacro, 2002). This can contribute to uncertainty about future accommodation (Howard League, 2003). In addition, many young people with histories of offending and substance use will be excluded from hostels and supported housing schemes (Barrow Cadbury Commission, 2005). The accommodation situation seems particularly bad for black and minority ethnic young adults who have been in custody. These individuals are three times more likely to be homeless than

their white counterparts (Barrow Cadbury Commission, 2005).

- **Self Control:**

Caspi, Moffitt and Silva (1994) conducted a large cross cultural study of personality traits and crime. They found that difficulty with impulse control was one of the two most robust correlates of delinquency across different age cohorts. Clark (1985) found that adult offenders whose criminal careers began during adolescence were impulsive on various measures, but those who only offended (often very seriously) as adults were not. In another study, Thornton, Cookson and Clark (1989) investigated a large sample of young offenders. They found that certain groups of offenders (e.g. petty violent offenders, car thieves) were impulsive, but other groups were less so (e.g. sex offenders and robbers).

- **Social Perspective Taking:**

Lee and Prentice (1988) detected a significant difference on role-taking abilities between juvenile delinquents and non-delinquents. In another study, Short and Simeonsson (1986) found that aggressive institutionalised delinquent adolescent males were more egocentric than non-aggressive delinquents.

- **Emotion Management:**

Caspi, Moffitt and Silva (1994) found that negative emotionality was one of the two most robust correlates of delinquency across different age cohorts.

- **The Pro-Criminal Influence of Others:**

Evidence suggests that the influence of peers is particularly strong for younger offenders. McCord & Conway (2002) found that whereas most offences up to the late teenage years are committed with others, relatively more offences from age 20 onwards are committed alone. A similar observation was made by Baldwin, Bottoms, & Walker (1976). These researchers found a clear age trend in their study of property offenders in Sheffield. In this study 18.6% of males and 48% of females aged 17-20 committed their offences in pairs or larger groups. The corresponding figures among 30-44 year olds were 8.8% and 10%. In a qualitative study Barry (2004) conducted in-depth interviews with 20 young male and 20 young female offenders. She explored the reasons they gave for starting and stopping offending. She found that the young peoples' decisions about offending and desisting were related to their need to feel included in their social world. This need was realised through friendships in childhood and through wider commitment in adulthood. The importance of a need for 'connectedness' was also observed in a study of 44 offenders identified as having affiliations with youth street gangs (Harris et al., 2010).

The studies cited above suggest that many young and young adult offenders could benefit from all three modules of the Thinking Skills Programme. Indeed, they suggest that the Positive Relationship may be particularly relevant to younger offenders. They also suggest that young people would benefit from coaching in problem solving. This could support them in overcoming the significant barriers they may encounter in securing accommodation, training, and employment.

Additional support for the relevance of TSP treatment targets to young offenders and young adult offenders is provided by a sample of 184,708 OASys assessments (160,900 men & 23,774 women) completed during 2006.⁴ Table 2 in appendix 2 of the Theory Manual supports the published studies summarised above which suggest that a number of young and young adult offenders display the treatment needs addressed by TSP. The general trend in Table 2 is for a reduction in assessed treatment need over time. This reduction seems to be particularly obvious in relation to the assessment of 'significant needs' linked with impulsivity and awareness of consequences. This suggests that the first three sessions of the Self Control Module (Understanding decision Making; Stop and Think; Future Goals), and session 3 of the problem Solving Module (Thinking of Options) may be particularly important for younger offenders.

Steps Taken to Address and Accommodate Differences in Treatment Need Across Diverse Groups:

TSP incorporates a number of features that are designed to respond to cross gender differences in the nature and prevalence of treatment needs. These include the following:

- The inclusion of individual sessions which focus on gaining an understanding of each participants unique needs and circumstances.
- The inclusion of a range of exercises that focus skills development and practice on the needs and circumstances of each participant.

⁴ Important caveats about the interpretation of this data are presented in Appendix 2 of the Theory Manual. Most notably the data is subject to the proviso that the findings should not be read as representative of the entire offending population and care should be taken in generalising the results. For instance, OASys assessments are more likely to be conducted on higher risk offenders. Secondly, that the reliability of the data is also dependent upon the consistent use of the OASys framework by assessors.

- The inclusion of flexibility for facilitators to tailor examples and scenarios to the needs of individual participants and the group.
- The inclusion of guidance about common areas of gender difference throughout the facilitation manual.
- The Theory Manual provides a review of research relating to differences in treatment need across age and gender.
- The Facilitation Manual includes appendices that give specific information about treatment need in women, and young offenders.
- A focus on diversity throughout Facilitator Training. This includes the inclusion of specific sessions and content that highlight and explore the relevance of gender differences.
- Treatment Management workshops exploring the specific treatment needs of young offenders and women who have taken part in TSP.
- A 2 day workshop focusing on the needs of women and women in mixed gender TSP groups.
- Clear eligibility criteria that aim to only select in participants who are assessed as having the appropriate treatment needs, irrespective of age or gender.

3.3 How risk factors and changes in them, are assessed and measured

This is outlined in Section 4.0 of the Assessment and Evaluation Manual.

3.4 Ways in which the programme addresses each risk factor

Each treatment target is linked with a set of skills. TSP aims to support participants in moving from treatment needs to treatment goals by coaching them to develop relevant skills. Facilitators prioritise participants for exercises that focus on the thinking skills that are most closely linked with their individual treatment targets. The links between treatment needs, treatment targets and target skills are presented in Table 2 below. The specific skills targeted by the programme are also discussed further in section 5 of this document.

3.5 Where important risk factors that are not targeted by the programme are addressed

As part of the National Offender Management System, risk factors identified which are not targeted by TSP, and further needs identified as a result of undertaking TSP will be recorded on the offender's sentence plan file and referrals to the appropriate service will be made. For example, a sexual offender would be flagged up as needing further offence specific interventions.

Table 3: The link between Treatment targets, Treatment needs and Target skills

Treatment Need	Skills	Treatment Goal	Treatment Target
<p>Decisions are characterised by a over reliance on intuition. This is reflected in making decisions on the spur of the moment, with limited experience and future goals.</p>	<ol style="list-style-type: none"> 1. Self awareness of risky decisions 2. Stop and think 3. Flexible thinking 4. Cause and effect thinking 	<p>Decision making reflects a balance of intuitive (blink) and thought through decisions. In addition, choices involve reflection on past behaviour and current emotions.</p>	<p>Stop and Think</p>
<p>Limited awareness of own emotional states and the links between these and offending behaviour. This may also be associated with a reliance on unhelpful or partially successful short term emotion management strategies.</p>	<ol style="list-style-type: none"> 1. Self awareness of emotions 2. Relaxation 3. Thought stopping and distraction 4. Self talk 5. Problem solving 6. Assertiveness 7. Negotiation 	<p>Awareness of own emotional state and the value of these in identifying problems. Te use of a range of cognitive and behavioural strategies for managing emotions and their links with offending.</p>	<p>Emotional Awareness</p>

<p>A tendency to not recognise problems or set goals. An over reliance on passive, avoidant or aggressive stance towards problems or goals. Superficial consideration.</p>	<ol style="list-style-type: none"> 1. Self awareness of stance taken towards problems and goals 2. Self talk 3. Problem recognition and definition 4. Flexible thinking 	<p>Timely recognition of problems, and setting goals, is followed by an assertive effort to generate and weigh up a range of options.</p>	<p style="text-align: center;">Problem Solving</p>
<p>Interactions with others give little, if any thought to other people's needs or point of view.</p>	<ol style="list-style-type: none"> 1. Perspective taking 	<p>Consider the needs and points view of others in order to inform decisions and behaviour.</p>	<p style="text-align: center;">Perspective Taking</p>
<p>Family, peer and/or intimate relationships that support and</p>	<ol style="list-style-type: none"> 1. Self awareness of influence of others 	<p>The ability to deal with the pro-criminal influences of</p>	<p style="text-align: center;">Offence free Relationships</p>

encourage the use of crime as a way of achieving personal goals, and/or provide limited support for pro-social ways of achieving goals.	<ol style="list-style-type: none"> 2. Assertive communication 3. Negotiation skills 4. Self talk 	others. Access to pro-social sources of support, and the skills necessary to achieve personal goals with out offending.	
Goal setting, decision making and problem solving that does not consider core values, and results in plans that tend not to be well thought through.	<ol style="list-style-type: none"> 1. Self awareness of core values 2. Planning and goal setting 	Goal setting, decision making and problem solving involve consideration of core values, and careful planning.	Goals and Values
Reflections on, and descriptions of personal circumstances, thoughts,	<ol style="list-style-type: none"> 1. Self awareness 	Sees the whole picture when reflecting on personal circumstances, thoughts,	Seeing the Whole picture

<p>feelings, and behaviour are characterised by missing information, embellishments (additions), justifications, minimisations or judgements. These in turn lead to ineffective problem solving, goal setting or decision making (including decisions to offend)</p>		<p>feelings and behaviour. This self reflection is also free from embellishments and judgements. The ability to see the whole picture is reflected in effective decision making, and objective descriptions of their internal and external.</p>	
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4. Effective Methods

In July 2008 The Panel awarded a score of 1 point.

4.1 Clear description of the treatment methods used

TSP employs a combination of recognised motivational and cognitive behavioural techniques to engage participants to develop, generalise, and sustain new thinking skills.

- **Motivational Methods**

The methods used to maintain and develop motivation during TSP are covered in section 7.2.

- **Cognitive Behavioural Techniques**

TSP employs a range of cognitive behavioural techniques. These techniques are summarised in Table 4. They include the use of Socratic questioning, guided self discovery, goal setting, values clarification, modelling, interactive teaching, skills development (coaching), concrete verbal suggestions, positive reinforcement, and relapse prevention. The approach to relapse prevention adopted by the programme incorporates three strategies. These are (1) to develop new strategies for managing risk factors, (2) to develop factors that help to protect against the effect of risk factors; and, (3) to set pro-social approach goals that reduce exposure to risk factors and/or provide alternatives to offending. The value of approach goals in establishing and sustaining engagement in relapse prevention has a persuasive theoretical basis, and has been demonstrated, for example, in a study conducted by Mann et al. (2004).

Table 4: The Cognitive Behavioural Techniques Employed in TSP

Cognitive Behavioural Technique	Examples of Where Techniques are used	How taught in sessions
Guided self reflection	Decision chains exercises in Self Control Module; Frames of mind exercises in the Problem Solving Module; Social circles exercises in the Positive Relationships Module; and throughout individual sessions.	Through instruction, modelling, Socratic questioning, and the use of structured tasks facilitators coach participants to reflect on their thoughts, feelings, bodily states, and behaviour.
Development of self control and decision making skills	Future goals exercise in the Self Control Module; Thinking of options, and choosing an option exercises in Problem Solving; and perspective taking in the Positive Relationship Module	<p>The approach to skills development is consistent with that taken in other accredited offending behaviour programmes. Generally it consists of the following steps:</p> <ul style="list-style-type: none"> - Introduction to the skill and its relevance - Demonstration of the skill by providing an example, scenario, or modelling it - Discussion of the skill - Skills Practice and coaching - Group discussion and feedback on the practice - Generalisation/transfer of the skill to situations outside of the group
Development of interpersonal skills	Assertiveness, perspective taking and negotiation exercises in the Positive Relationships Module.	
Development of emotional awareness and management skills	Tuning into emotions, distraction & Thought Stopping, Relaxation, and Self Talk exercises in the Self Control Module: Assertion and negotiation exercises in the Positive Relationships Module	
Development of problem solving skills	Throughout Problem Solving Module	
Development of goal setting and attainment skills	Pro-social options exercise in the Self Control Module; Session 4 Problem Solving module, my future social circle in the Positive Relationship Module, and throughout individual sessions.	
Value Clarification	Goals for Offending in Self Control Module; Personal values and adding value exercises in the Problem Solving Module; and throughout individual sessions.	Through guided learning participants work through exercises that identify what is important to them. Understanding their core needs increases their control over the choices they make.

4.2 Theoretical justification for these treatment methods in respect of the dynamic risk factors identified in Criterion 3

The model of change provides the theoretical rationale for focussing on skills development. This model highlights how developing thinking skills can reduce risk by directly addressing criminogenic needs (e.g. impulsivity), and by providing participants with new cognitive skills that can help them to manage personal risk factors (e.g. financial problems, substance use), and support non-criminal social adaptation (e.g. securing a job, accessing positive support networks).

The theoretical rationale behind the inclusion of guided self reflection exercises is threefold. First, these exercises are designed to develop the skill of 'Seeing the Whole Picture'. This skill is closely related to meta-cognitive awareness which is widely recognised as the basis for all cognitive behavioural interventions. It is also a TSP treatment target. Second, a number of these exercises have a motivational function in that they encourage participants to think about the discrepancy between where they are and where they want to be. Third, several of these exercises play an important role in encouraging participants to reflect on personal risk factors for their offending.

Ward and Nee (2008) highlighted that the moral values components of existing cognitive skills programmes tend to revolve around converting offenders to other people's (or societies') points of view. In contrast, they noted that little, if any, attention is given to establishing what is of value to the offender. They suggest that paying greater attention to personal values may serve to enhance participants' motivation to change. In addition, there is an argument that offending is in part motivated by attempts to achieve legitimate personally valued outcomes (Farrington, 2005; Ward & Maruna, 2007). Assisting participants to understand the core motivation behind their values potentially supports relapse prevention by helping them to develop alternative pro social plans for securing personally valued outcomes.

4.3 Evidence that demonstrates the efficacy of the chosen treatment methods in relation to the type of offender targeted by the programme

There are several strands of research supporting the effectiveness of the methods used in TSP with the group of offenders targeted by the programme. First large scale meta-analyses support the use of the cognitive behavioural approach with offenders (Pearson, Lipton, Cleland

& Yee, 2002; Lösel, 1995; Andrews & Bonta, 1998, 2003; Dowden & Andrews, 1999; Lipsey & Wilson, 1998; Andrews, 1995; Lipsey, 1995). Second, studies demonstrate that interventions that use similar treatment methods to TSP have been successful in reducing re offending in participants with treatment needs linked with their thinking (Tong & Farrington, 2006; McGuire et al., 2007; Palmer et al., 2007). Third research studies indicate that interventions are more likely to reduce re offending if they include methods that develop interpersonal problem solving (Landerberger & Lipsey, 2005), relapse prevention (Dowden, Antonowicz & Andrews, 2003; Joliffe & Farrington, 2007), cognitive skills, and skills for managing emotional arousal (e.g. McGuire, 2005; Joliffe & Farrington, 2007).

4.4 How methods will be adapted to take account of diverse backgrounds

The studies cited in section 4.3 included participants from a variety of diverse offender groups. These include men, women, young, young adult, various minority groups, as well as mentally disordered offenders. Goggin & Gendreau (2006) argue that this provides strong support for the 'generalisability' of the Risk-Needs-Responsivity model across different offender groups. However, this view is not universally held.

Gender

Sections 2.2 and 2.2.1 of the Theory Manual outline the debate between gender neutral and gender responsive approaches. TSP adopts the compromise suggested by Jones-Hubbard and Matthews (2008). They concluded that the two approaches are not mutually exclusive. They suggest that integrating them will help to improve programming for women. On the one hand, the gender responsive literature can help facilitators to understand the impact of the social context on the development, maintenance and desistance from criminality in women. This information can then be incorporated into the way that interventions are facilitated. This in turn will make interventions more gender responsive. On the other hand, the large body of empirical evidence linked with the gender neutral or what works approach can be used to create programmes that are effective in reducing re-offending.

With respect to the gender neutral position, TSP draws on the findings of Hubbard (2008) and Spiropoulos et al. (2005) which indicate that cognitive behavioural methods are as effective for women as for men. TSP also seeks to incorporate evidence and arguments about the specific responsivity needs of women. To this end a number gender responsive elements are incorporated in the programme. Some of these are briefly summarised below:

- TSP incorporates a focus on strengths, and complements the emphasis on risk with a focus on the development of protective factors. This focus on strengths and protective factors not only meets the suggested particular responsivity needs of women, but also participants from black and ethnic minority groups.
- The materials contained in the programme workbooks have been designed to be either neutral or sensitive to diversity issues. These include gender.
- Personal relevance is a TSP key principle. Facilitators use individual (and group) sessions to explore the strengths, needs, resources and ambitions of each participant. This information is used to develop a personalised plan. This plan in turn is used by facilitators to tailor programme exercises to the needs of each participant.
- Many of the exercises in TSP are designed to allow flexibility in the example and scenarios used.
- Many of the exercises in TSP require participants to apply the skills to their own personal circumstances.
- Each participant is assigned a 'named facilitator'. It is the role of this facilitator to identify, and raise the specific responsivity needs of their 'named participants'.
- Reference is made to the specific needs of participants from diverse groups throughout the TSP facilitation manual. This includes commentary about the specific needs of women. The facilitation manual also includes detailed appendices providing advice and tips for facilitators on working with different aspects of diversity, including women and mixed gender groups.
- Issues of diversity are referred to throughout facilitator training. This includes specific exercises focussing on the differing needs of men and women.

Addressing the Panel's Feedback

In Point 14 the Panel, *"suggested that there should normally be a minimum starting number of 4 women in a mixed group. It considered that with mixed groups the element of real choice and attention to the gender mix is essential for fulfilling the underpinning requirement of cultural responsivity."*

Response

The Community Management Manual now recommends that mixed groups of men and women start with a minimum of 4 women. It states that women must be given the opportunity to discuss any concerns about being in a mixed group and that they must not be penalised if they feel unsafe or unable to continue due to being in a group with men.

Early feedback from probation areas is that this guidance is difficult to follow due to there being lower numbers of women directed to TSP by the Courts compared to men. In addition the Process Evaluation for Community (see appendix 6) shows that in the majority of mixed groups a singleton woman is being placed on groups with men. In response to these findings and to help ensure that women are afforded a real sense of choice specific guidance about this issue has been included in the Community Management Manual. In section 1.3 (c) it states that women should be given the opportunity to discuss any concerns about being in a group with men. Also that individuals must not be penalised if they feel unsafe or unable to start/continue a group due to being in a group with men.

Point 17 states that, *“the Panel felt that the main training focus (for the two-day training for facilitators who will work with women) should not be the delivery of information on differences -these could be provided in a handout - but practice in the skills of generating appropriate scenarios and making flexible use of the core materials... the main training course may not need to spend so much time as currently planned on issues around delivery to women, as many of the trainees will only ever deliver to men”.*

Response

A two-day 'Workshop on Working with Women and Mixed Groups on TSP' has been produced and is included as part of the submission. It covers skills practice, small group discussions of relevant issues and opportunities to generate gender responsive scenarios. A handout (appendix 1 of the Workshop Manual) summarises the gender specific needs of female offenders and included in the workshop is an overview of relevant policies and documentation for working with women in the Criminal Justice System.

Additionally the section that focused on the needs of female participants has been taken out of the Facilitation training. There are still sections that encourage discussion of female needs however these now form part of broader discussions which highlight diversity as an important aspect of facilitation. Programme designers thought it was important to still include some discussion of gender diversity because trainees are likely to start delivering TSP before attending the two-day Women's Workshop.

In Point 18 the Panel expressed some concern that, "*efforts that have been made to ensure responsivity with female groups could risk making the programme's style less suitable for male offenders. In particular, it felt that whilst the style would suit some men, there is some danger in creating 'homogeneity' of style in practice, especially in dealing with some very anti-social offenders. The developers should stipulate more clearly when and how the style of encouraging collaboration, choice and self-reflection might need to be 'escalated' to one that is more challenging for these anti-social offenders.*"

Response

Section 3.3.2 of the Theory Manual now provides an in depth description of Individual Performance Management. It describes how the facilitation style of TSP is based on the work of Jack Bush and colleagues (Bush, Harris & Parker, in preparation). It also highlights that the style is based around an approach to offender rehabilitation called 'Supportive Authority' (Bush et al, in preparation) and that this approach was designed for, and has been extensively used with, highly antisocial adult male offenders. Supportive Authority (and IPM) centres on a message that highlights offender choice and autonomy. However, emphasising choice does not mean shying away from authority. Instead IPM seeks to give a clear and transparent message that 'in the same voice and at the same time' combines authority, opportunity, and respect for offender choice.

A document, clarifying IPM has been written by one of the programme authors. It is included as an appendix in the Facilitation Manual and it has been circulated to TSP trainers. It is also an appendix in the Custody Management Manual.

Young Adult Offenders

A number of studies have shown that programmes reduce the subsequent rates of offending in young offenders. Lipsey (1992) conducted a meta-analysis of almost 400 comparison group studies of the effectiveness of programmes for delinquency. These studies focussed on offenders aged between 12 and 21. They included community and custodial interventions. The analysis yielded a 10% overall reduction in recidivism. The effectiveness of programmes specifically incorporating a cognitive component with young offenders has also been investigated. For example, Izzo & Ross (1990) analysed 46 juvenile offender studies. They found that programmes with a cognitive element were twice as effective as those which did not incorporate a cognitive element.

Two studies have specifically focussed on the impact of cognitive skills interventions on young offenders in England and Wales. The first investigated a sample of 1534 young offenders (and 2195 adult offenders) who participated in either R&R or ETS (Cann et al., 2003; Cann, Falshaw

& Friendship, 2005). This study found that the one year reconviction rate for young offenders (i.e. age 21 or under at conviction) was lower for completers than programme 'drop outs'. However, no significant differences were observed between these groups at 2 years post programme. In addition, no significant differences were observed in reconviction rates between programme starters and a matched comparison group. These findings were equivalent to data from analysis of reconviction rates in adult offenders carried out as part of the same study. The second study investigated a sample of 31 young offenders (age 15-18) that completed R&R (Mitchell & Palmer, 2004). This study found a slight but non-significant difference in reconviction between participants and a matched control-group.

The above findings are broadly consistent with those observed in studies of adult male offenders. They provide support for the use of cognitive behavioural and cognitive skills training with young offender. However, they also indicate several important cautions. First, the effect of cognitive skills interventions is time limited. This observation highlights the importance of the Cognitive Skills Booster Programmes. Second, the treatment effect is dependent on programme completion. Once again both of these observations are similar to findings from research into adult offenders.

Addressing the Panel's Feedback

In point 15 the Panel advised against offering the programme as specific provision to young adults (i.e. in groups of young adults only) without further pilot research and development.

Response

A senior management policy decision was made to include young offender custody sites in the initial roll out. (Community sites do not run young offender only groups).

This was a pragmatic decision taken to ensure that all young offenders in custody had access to TSP at the same time and not just those who happened to be allocated to a site running mixed groups with adults.

To further clarify why TSP is appropriate with the age group additional information on how TSP is designed to meet the needs of young adult groups has been added to the Theory Manual (see p.88-90). The Evaluation Plan for 2010/11 also includes a qualitative investigation of the experiences of TSP with younger adults. The study on attrition should also provide useful information.

ISMG has already received positive feedback from facilitators at sites working with young offenders. For example that the Initial Individual sessions provide an excellent opportunity to begin finding out about an individual's risk factors and responsivity needs. Additionally In March

2010 one of the programme authors and a member of the ISMG TSP Clinical Team at will run a workshop for facilitators who work with young offenders. (This is one of several workshops to be delivered at the annual TM Conference). Feedback on implementation with this group of offenders will help to inform future revisions.

In point 19 the Panel highlighted that, *“some of the exercises in the Manual (for example the ‘fish with ears’) were not clearly explained for facilitators. The Panel also thought that developers could either find clearer and more appropriate clip art insertions for the facilitators training manual, or use original artwork. In particular it felt that the image of the schoolmaster was inappropriate for the style of the programme, and did not understand the relevance of the Swiss roll”.*

Response

Changes have been made in line with the Panel's feedback:

- The fish exercise (session 3 Session Bridge of the Self Control module) has been replaced.
- Following a review of programme materials (following widespread consultation with TMs), changes have been made to the lay out and wording of participant workbooks. The biggest change was to the Problem Solving workbook, which was streamlined to make the steps easier to follow and complete.
- A compass has replaced the School master image to represent a Guided Learning exercise.
- A visual illusion of a young/old lady has replaced the Swiss roll picture for perspective taking exercises.
- Original art work now included in the Facilitation Manual- handouts for bridge into session 2 of Self Control module, Iceberg in Problem Solving module.

4.5 How the programme acts as a cohesive whole and how different methods are integrated with each other.

The programme is divided into three modules. The methods used in each of these modules complement each other in order to sequence learning within that module. Modules are structured so that early sessions establish the importance of the skills developed later in the module. For instance, the Self Control module starts by exploring the role played by rapid and

seemingly irrelevant decisions in offending, and the Positive Relationships module starts by exploring the pro-social and pro-criminal influences of other people in the participants' lives. Each module ends with an opportunity for facilitators to recap on the skills covered, and for participants to practice combining and generalising the skills covered in each session.

In order to facilitate the modular and rolling aspects of TSP each module is designed to stand alone. However, facilitators are encouraged to make links between the content and issues covered during each module. Guidance about these links is provided in the Facilitation Manual, and during facilitator training. In addition, the personal plan developed and updated during individual sessions is used to map the skills covered in each module onto the wider context of each participant's life.

Addressing the Panel's Feedback

In point 17 the Panel commented that, *"In addition to the knowledge differences due to the arrival of new members, such a format may also cause social difficulties. It is not yet clear how these are to be managed".*

Response

Additional information and guidance has been included in the following manuals:

- Section 1.2 of the Facilitation Training Manual now includes a discussion of how to manage the arrival of new participants on a rolling group.
- Guidance on managing knowledge differences as well as group dynamics is now included in sections 3.2.2 and 3.2.3 of the Facilitation Manual.
- Hints and tips are also provided in the Facilitation Manual at the start of a 'rolling' module to facilitate the joining of new participants.
- Both Management Manuals also include recommendations that on rolling groups specific focus is given during supervision to facilitating the joining and leaving of participants.
- Finally the Evaluation Plan includes research looking at attrition across modules. This may reveal differences across rolling and fixed groups and further inform the development of the programme.

In Point 20 the Panel suggested that, *“thought be given to including more video and CDs, and in the community to consider the use of internet sites, email and mobile phone communication (where appropriate). A website for facilitators could be set up so that facilitators could exchange ideas about exercises and delivery”*.

Response

Various media colleges have been asked for expressions of interest to film a short film clip for session 2 of the Positive Relationships module. The clip would replace the current video which is considered outdated. Once TSP has been fully implemented there will be a review of the programme and supporting processes to identify where more modern elements can be introduced.

It may prove difficult for the Clinical team to oversee a website for exchanging ideas. However sites and areas now have direct access to the TSP Clinical team via a clinical team functional mailbox as well as by phone. This enables a more prompt and consistent response to be provided. It also enables emerging trends in practice to be identified by the clinical team. This then assists the development of guidance and the dissemination of good practice.

5. Skills Orientated

In July 2008 The Panel awarded a score of 2 points.

5.1 Definitions of the skills participants will have the opportunities to learn

The term 'Thinking Skills' is used to refer to the collection of skills targeted by TSP. However, these skills can be broken down into the following clusters.

- **Self control and decision making skills**

These include stop & think, flexible thinking, cause & effect thinking

- **Problem recognition and solving skills**

These include problem recognition, problem definition, flexible thinking, cause & effect thinking

- **Emotional awareness and emotion management skills**

Emotion recognition, relaxation, distraction & thought stopping, assertive expression of emotions, self talk

- **Interpersonal skills**

These include assertive communication, negotiation, and perspective taking

- **Goal setting and goal attainment skills**

These include goal setting, planning, means end thinking

- **Seeing the whole picture**

This includes self awareness and aspects of critical reasoning. Throughout TSP participants apply this skill to various aspects of their lives.

5.2 Relevance of these skills to those participating in the programme, and evidence that participants are likely to lack competence in them

Table 5 summarises evidence for the relevance of the skills targeted by TSP to those participating in the programme. Column 1 summarises evidence that participants are likely to

have 'deficits' in these skills. This includes reporting data from a sample of 184,780 OASys assessments (with 152,480 from the community & 32,228 from custody) completed during 2006⁵. The second column of Table 3 briefly summarises some of the research demonstrating that targeting these skills will lead to a reduction in re-offending.

⁵ See section 3.2 of the Submission document and Appendix 2 of the Theory Manual for important caveats about the interpretation of this data.

Table 5 Evidence of the Relevance of TSP Target Skills

	Evidence of treatment needs in offenders	Evidence that skills development will be linked to a reduction in re offending
Self control skills	<ul style="list-style-type: none"> - Out of 184,708 OASys assessments 46% of offenders were assessed as having 'some problems' in relation to impulsivity, and a further 28% 'significant problems'. - Mak (1991) found that delinquents had lower levels of personal and social control and were more impulsive than non delinquents. - Offenders tend to report being more impulsive than non-offenders on pen and paper measures (Eysenk & McGurk, 1980; Monachesi & Hathaway, 1969; Rathus & Seigel, 1969). - Self control has been identified as a treatment need in women offenders (Komarovskya, Booker Loper and Warren (2007) 	<ul style="list-style-type: none"> - Impulsivity is listed by Andrews & Bonta (2003) as a major risk/need factor - Improving self control and self management skills is listed by Andrews & Bonta (2003) as a 'promising target for change'. - Impulsivity is consistently identified as a criminogenic need in meta analytic data (McGuire, 2005)

<p>Problem recognition and solving Skills</p>	<ul style="list-style-type: none"> - Palmer (2003) notes that only one study contained in her review of this area had found no significant difference between offenders and non offenders in terms of social problem solving - Out of 184,708 OASys assessments 53% of offenders were assessed as having ‘some problems’ in relation to their ability to recognise problems, and a further 18% ‘significant problems’. - In addition, 50% of offenders were assessed as having some problems in relation to problem solving, and a further 30% had significant problems. 	<ul style="list-style-type: none"> - Improving problem solving skills is listed by Andrews & Bonta (2003) as a “promising target of change”. - Problem solving skills are included in existing cognitive skills programmes. Research shows that when appropriately targeted and completed, these programmes have a positive effect on reducing re offending (e.g. Hollin et al., 2007; Palmer et al., 2007). - Priestly et al., (1984) showed a reduction in violent reconviction rates for prison pre release courses based on social skills and problem solving training. - Acquisition of problem solving skills has been demonstrated to reduce reconviction with drug offenders (e.g. Platt & Prout, 1987).
<p>Emotional awareness & management skills</p>	<ul style="list-style-type: none"> - Out of 184,708 OASys assessments 33% of offenders were assessed as having ‘some problems’ in relation to temper control, and a further 18% ‘significant problems’. - There is evidence that female offenders have particularly high levels of need in “the personal/emotional domain” (Dowden, Serin & Blanchette, 2001). 	<ul style="list-style-type: none"> - Personal distress including anxiety, depression and worry is listed by Andrews & Bonta (2003) as a “minor risk/need factor” - Joliffe and Farrington (2007) report that effective interventions for violent offenders target anger management <p>Brown and Motiuk (2005) followed up 765 female offenders on release from prison. They found that aggressiveness, coping poorly with stress, and a low tolerance of frustration were significantly correlated with return to prison.</p>

Goal setting and attainment skills	<ul style="list-style-type: none"> - Out of 184,708 OASys assessments 42% of offenders were assessed as having 'some problems' in relation to achieving goals, and a further 17% 'significant problems'. 	<ul style="list-style-type: none"> - Research indicates that setting approach goals increases engagement and motivation in relapse prevention (Mann et al., 2004). The significance of relapse prevention in reducing re offending has been demonstrated in a systematic review of effective interventions (Jolliffe & Farrington, 2007). - Goal setting is an important aspect of problem solving and arguably self control. Andrews & Bonta (2003) listed improving problem solving skills and self control skills as "promising target[s] for change"
Interpersonal skills	<ul style="list-style-type: none"> - Out of 184,708 OASys assessments 41% of offenders were assessed as having 'some problems' in relation to understanding other people's point of view, and a further 13% 'significant problems'. - There is a long line of studies indicating that offenders and delinquents have treatment needs linked with perspective taking (Chandler, 1973; Little, 1978; Megargee, 1972; Riley, 1976; Lee & Prentice, 1988; Short & Simeonsson, 1986) - Research suggests that approximately 27% of men and about 20% of women prisoners are assessed as having significant treatment needs relating to the pro criminal influence of others (Boe, Nafekh, Vuong, Sinclair & 	<ul style="list-style-type: none"> - Priestly et al. (1984) showed a reduction in violent reconviction rates for a prison pre release courses based mainly on social skills and problem solving training. - Social interaction skills are included in existing cognitive skills programmes. Research shows that when appropriately targeted and completed, these programmes have a positive effect on reducing re offending (e.g. Hollin et al., 2007; Palmer et al., 2007). - A number of studies report a close relationship between self-reported levels of offending and numbers of delinquent peers or criminal associates (Weerman & Smeenk, 2005; Matsueda & Anderson, 1998; Brownfield and Thompson, 1991) - Association with pro criminal peers and egocentricism are consistently identified as criminogenic needs in meta analyses (McGuire, 2005)

	Cousineau, 2003; Finn et al., 1999).	- Interventions focusing on promoting access to sources of pro social support have been linked with reductions in re offending in women participants (Dowden & Andrews, 1999).
Skills for seeing the whole picture (self awareness skills)	<ul style="list-style-type: none"> - Out of 184,708 OASys assessments 35% of offenders were assessed as having 'some problems' in relation to concrete and dogmatic thinking, and a further 11% 'significant problems'. - Out of 184,708 OASys assessments 41% of offenders were assessed as having 'some problems' in relation to understanding of motivation for offending, and a further 13% 'significant problems'. 	Joliffe & Farrington (2007) report data indicating that relapse prevention is an important component of effective interventions. An important aspect of relapse prevention is awareness of personal risk factors. This is one application of participants' self awareness skills in TSP.

5.3 How each of these skills is potentially associated with either a reduction in criminal activity or an increased ability to pursue legitimate activities.

Evidence to support how the acquisition of these skills is linked to a reduction in criminal activity and/or an increased ability to pursue legitimate activities is outlined in the “what works” literature as described by Gendreau (1996) and Andrews and Bonta (1994; 1998; 2003). Additional evidence is presented in column 2 of Table 3 (see above).

The TSP model of change suggests that the impact of skills development on re-offending is mediated by several mechanisms. These are (a) by addressing skills gaps that are directly linked with offending (e.g. poor self control), (b) developing and applying skills that enhance the management of other risk factors (e.g. alcohol or drug use), (c) by developing and applying skills to the attainment of factors that have been shown to be protective against future offending (e.g. accommodation, relationships), and (d) by developing and applying skills that increase the achievement of pro social goals that are inconsistent with offending.

It is suggested that the inclusion of a range of change mechanisms greatly increases the responsivity of TSP. For instance, it was noted in section 4.4 that the *gender responsive approach* highlights the particular relevance of developing protective factors and pro-social goals in interventions for women offenders.

It is suggested that the flexibility within the TSP model of change can also provide considerable support in promoting psychological and social maturity amongst young and young adult offenders. Thus in addition to addressing gaps in skills development, the application of thinking skills to achieving protective factors and pro social goals could support the exploration and movement towards adult roles (e.g. employment, independent living, adult relationship roles, financial stability). This is because evidence suggests that rates of re-offending drop sharply during or shortly after early adulthood. About a third of offenders have desisted by the age of 19, and 43% by the age of 25 (Prime et al., 2001). This rapid decline in offending occurring from the early to mid twenties has been taken as evidence that many young adult offenders will eventually ‘grow out of crime’. Please refer to section 2.2.2.2 of the Theory Manual for details of Life Course Theory and Desistence.

5.4 Ways in which each skills is acquired

The ways in which participants acquire these skills is outlined in Table 4 (see page 40 of this submission).

5.5 Additional arrangements for fundamental skills acquisition, such as links with education or vocational training

Continuity between group sessions and other aspects of participants' lives is a key principle of TSP. Throughout TSP facilitators coach participants to practice using new skills to link in with sources of pro social support, and services that will help them to develop protective factors. Wherever employment, training or education skills would assist participants in developing these protective factors or achieving pro social goals they will be encouraged to make links with Employment, Training, and Education agencies.

6. Sequencing, Intensity and Duration

In July 2008 The Panel awarded a score of 2 points.

6.1 Length of the programme

The structured delivery component of TSP consists of 15 two and half hour group sessions, 4 fifty minute individual sessions, and approximately six hours of time spent completing structured between session tasks. This adds up to a total dosage of about 44 hours (not including breaks).

6.2 How intensity, duration, and where relevant, sequencing are adapted to meet the differing levels of risk, treatment needs and learning styles of participants

Effectiveness with low risk offenders

Evidence highlights poor outcomes in terms of reductions in re-offending for low risk offenders who undertake structured programmes for medium and high risk offenders (e.g. Lowenkamp, Latessa & Holsinger, 2006). This observation has been shown to apply to cognitive skills intervention (Palmer, McGuire, Hounsone, Hatcher, Bilby & Hollin, 2007), and to programmes for female offenders (Brusman-Lovins, Lowenkamp, Latessa & Smith, 2007). Accordingly, TSP adopts strict eligibility criteria that prevent low risk offenders from undertaking the programme. See section 2.1 of the Assessment and Evaluation Manual.

Effectiveness with medium-high risk offenders

Concerns exist about the impact of delivering low dose programmes to medium and high risk offenders (e.g. Bourgon & Armstrong, 2005; CSAP advice 2004). However, outcome research has demonstrated that relatively brief cognitive skills interventions can be effective in reducing re-offending with medium and high risk offenders (e.g. Friendship, Blud, Erikson & Travers, 2002; Wilson, Bouffard & Mackenzie, 2005; Robinson, 1995). Indeed, some evaluation studies for cognitive skills interventions report greater treatment effects for high risk offenders than medium risk offenders (Palmer, McGuire, Hounsone, Hatcher, Bilby, & Hollin, 2007; Falshaw, Friendship, Travers & Nugent, 2003). However, it is important to note that positive treatment outcomes for cognitive skills interventions are dependent on participants completing the programmes (e.g. Hollin et al., 2004; 2005; 2007; McGuire et al., 2007). Evidence suggests

that non-completion rates are greatest amongst higher risk participants (Palmer, McGuire, Hounsome, Hatcher, Bilby, & Hollin, 2007).

Whilst the above data generally provides support for the utility of relatively short cognitive skills interventions for medium and high risk offenders, it also suggests the need to take steps to address the increased risk of drop out. The risk principle also suggests that the greater treatment needs of these offenders will require a higher dose of treatment (Andrews, 1995). TSP takes a number of specific steps to address both of these issues. These include the following:

- Section 2.9.2 of the Assessment and Evaluation Manual, section 8.5 of the Custody Management Manual and section 1.4 of the Community Management Manual clearly state that Treatment Managers should take steps to address the individual responsivity needs of high risk offenders (i.e. those scoring 75 and over on OGRS3), thus maximising the likelihood that these participants will complete TSP.
- TSP has been designed with the responsivity needs of high risk offenders in mind. For instance, the programme emphasises vested self interest, choice, and autonomy. These have been identified as motivational strengths in higher risk offenders (Hemphill & Hart, 2002).
- Within the NOMS Offender Management Model TSP constitutes one potential intervention within the dynamic intervention plan for an offender. Rather than being viewed in isolation, TSP contributes to the overall intensity and duration of treatment for an offender. Guidance to Treatment Teams and Offender Managers about sequencing TSP with other interventions is provided in sections 2.9.2, 2.9.3, 2.9.4 of the Assessment & Evaluation Manual, and section 8.5 of the Custody Management Manual. Section 5.2 of the Community Management Manual provides the references for the Assessment and Evaluation Manual. (See also section 8 of this document).

6.3 Sequencing and length of different phases of TSP, and length of gaps between phases

The Facilitation and Management Manuals describe the sequencing and length of different components of TSP in detail. In brief, the programme is designed to incorporate maximum flexibility in delivery format. This element of the design was motivated by the observation that delays in accessing cognitive skills programmes were a significant factor in non-completion of these programmes (Briggs & Turner, 2003; McMurrin & McCulloch, 2005; McGuire et al.,

2007). Consequently, TSP is designed to be deliverable in either a fixed or rolling format. The inclusion of a rolling delivery format can greatly reduce the time between referral and allocation to a programme place.

Other advantages of including the option of a rolling format include the following: greater flexibility in allocation of programme places, a more even flow of work for programme staff, speedier re-engagement of programme drop outs, (participants who drop out do not need to repeat the whole programme), and the possibility that if necessary a participant could repeat one module more than once without redoing the whole programme. In addition, rolling formats provide opportunities for more experienced group members to support newer participants, and to feed in information from other modules. This can assist in making links between modules, fostering participant ownership of the group, and help to build participants' self-esteem.

The fixed delivery format is summarised in Figure 1, and the rolling format in Figure 2.

Figure 1 – Fixed (Closed) Delivery Format

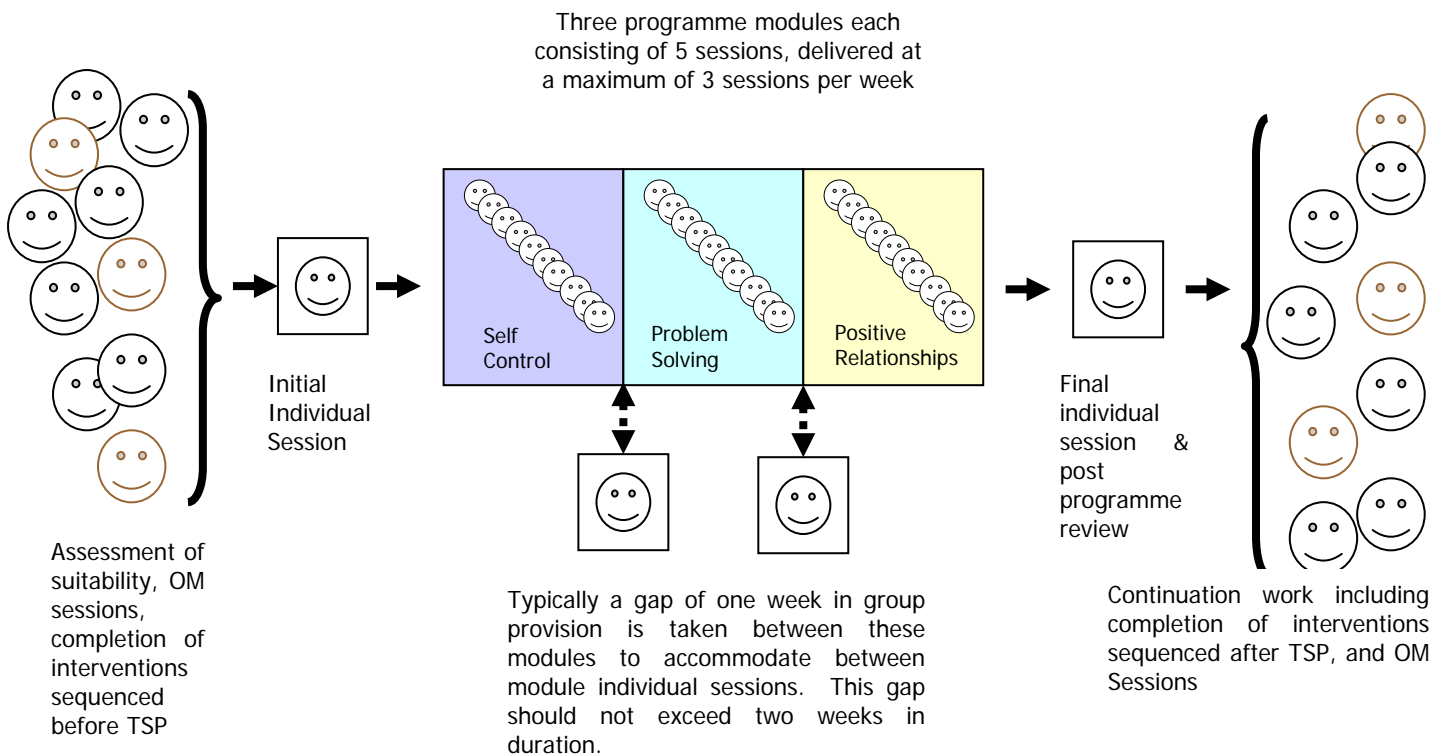
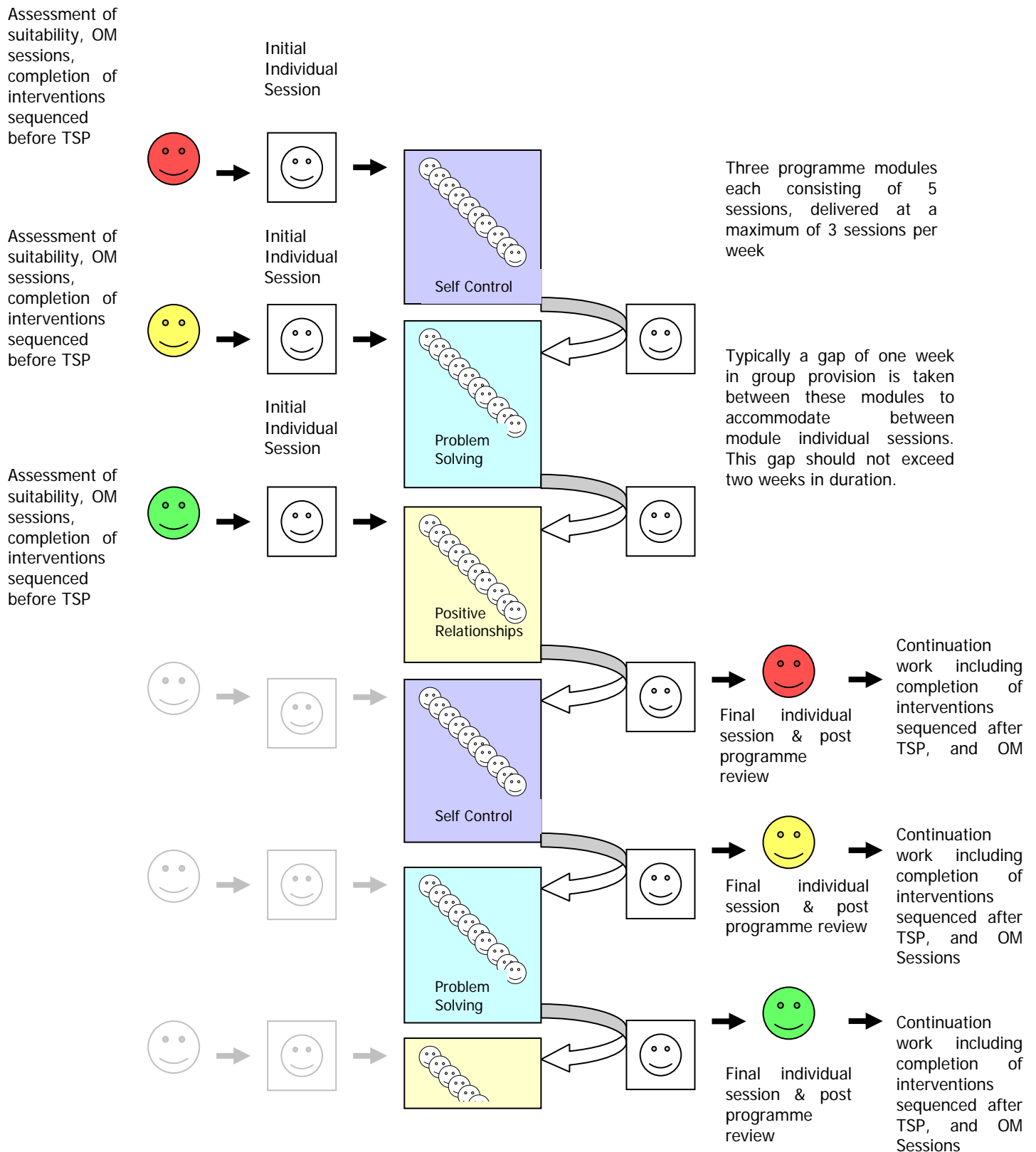


Figure 2 – Rolling Delivery Format



Requirement to complete between session work:

Work completed between sessions is an important component of TSP. This work focuses participants on applying the skills to and in their own lives. Skills generalisation is an important aspect of skills development. Qualitative research suggests that the extent to which participants continue to self-monitor and use skills in their own life is an important factor influencing the outcome of cognitive skills interventions (Clarke, Simmonds & Wydall, 2004).

The between session work in TSP constitutes structured tasks which either require participants to reflect upon or practice the use of a skill. Time is allocated at the end of each session to set homework, and at the beginning of the next session to collect feedback and debrief participants. The facilitator training provides guidance about how to maximise engagement with between session work.

6.4 Action to be taken in relation to missed sessions or activities, insufficient progress, or the emergence of new areas of concern.

Action to be taken in relation to missed sessions or activities, insufficient progress, or the emergence of new areas of concern is explained in sections 5 and 6 and section 3.4 of the Custody Management Manual and Community Management Manual respectively. The overarching strategy for managing performance failures is Individual Performance Management. The steps and procedures that make up this strategy were explained in section 2.7 of this document. The following additional points are pertinent.

- **Missed sessions or activities**

Section 3.4 of the Community Management Manual refers to IPM as the process which should be used to manage de-selection. Sections 5.6 and 5.7 and appendices 3 and 4 of the Custody Management Manual states that the named facilitator (or where this person is not available the Treatment Manager/another member of the treatment team) should speak with the participant to ascertain the reason why the session (or activity) was missed. If the reason for non-attendance (or non completion of the activity) is not acceptable the facilitator should proceed with the Individual Performance Management process by convening a preparation meeting. This should be followed by a conference and a challenge to the participant to re-commit to the conditions of success. This re-commitment should include a requirement to undertake catch-up work for the material they missed. This must be done before they attend the next group session.

- **Insufficient progress**

This issue is also dealt with using Individual Performance Management procedures. It is vital that the preparation meeting explores all of the potential reasons for insufficient progress. This includes consideration of the potential impact of issues of diversity on a participant's willingness and ability to engage in programme sessions and tasks. Where diversity issues are identified as potential barriers to engagement and progress, the participant's named facilitator should take the lead in ensuring steps are taken to address these issues.

- **Emergence of new areas of concern**

In such cases the named facilitator (or where this person is not available the Treatment Manager/another member of the treatment team) should liaise with the participant's Offender Manager/Supervisor. Wherever possible and appropriate they should also raise and discuss these concerns during the participant's next individual session. The notes from these sessions are routinely forwarded to Offender Managers and this can provide a collaborative and robust method of communicating concerns.

6.5 Pre-programme preparation and further work to be done once the programme has been completed

Pre programme preparation and post programme work to be completed is described in sections 4.7 (pre-programme preparation) and section 6 (post-programme work) of the Custody Management Manual. It is described in section 4.5 of the Community Management Manual.

Briefly, it involves the following:

- Pre programme preparation: selection and assessment
- Post programme: post programme assessment; and attendance at a final individual session/post programme review meeting.

Additional information on this aspect of TSP is also provided in section 8 of this document.

7. Engagement and Motivation

In July 2008 The Panel awarded a score of 2 points.

7.1 How motivation is assessed pre-programme, and describe any steps taken to enhance it

Although TSP acknowledges the close links between engagement and motivation, it proposes a distinction. Engagement is seen as relating purely to a willingness and ability to participate in the programme. Engagement involves making an 'honest effort' to learn the skills targeted by the programme. Motivation is seen as referring to a willingness and ability to change offending behaviour. Section 3.3.2 of the Theory Manual provides the rationale for this. Below is a summary:

TSP avoids setting any up front expectations about motivation to change. As a result the selection process does not have a motivational assessment tool to debar candidates. This stance to motivation is adopted for two reasons. First, participants are likely to resist any sense that facilitators are pushing them to change (Miller & Rollnick, 2001; Bush, 1995; Duguid, 2000; Kear-Colwell & Pollock, 1997). Second, the question of whether or not to change becomes more meaningful once participants have had a chance to develop and try out new skills. These skills help to create self-efficacy and broaden options. In addition, practicing new skills during the programme provides an opportunity to experience their benefits.

In contrast to the lack of emphasis 'up front' on motivation to change, TSP sets and seeks to support high levels of engagement from the beginning of the programme to the end. These standards are set out in the conditions for success which have already been set out in section 2.7 of this document. Participants are required to commit to these conditions before they are accepted onto the programme. The strategy of Individual Performance Management is used throughout the programme to support their ongoing commitment to these conditions.

7.2 Methods used to maintain motivation during the programme

It was noted above that TSP distinguished between engagement and motivation. Throughout the programme a range of methods are used to maintain and enhance both engagement and motivation. These methods are described below.

Engagement:

TSP seeks to maximise engagement in a range of ways. These can broadly be divided into two approaches. The first of these is Individual Performance Management. (This strategy has already been introduced in section 2.7 of this document, and is covered in detail in section 4.2 and appendices 3 and 4 of the Facilitation Manual. The second approach is to address barriers to engagement. Details of this can be found on pages 86 to 90 of the Theory Manual. Included in these pages is a description of the features of TSP that help to engage younger adult participants as well as women and those with specific learning needs.

Motivation:

The stance adopted by TSP is that practicing and experiencing the potential benefits of skills during the programme is one factor that might be expected to increase motivation to change as a participant progresses through the programme. In order to support this process the programme includes a range of additional motivational strategies. These are Motivational Interviewing, the Strategy of Choices, approach goals and a range of change strategies. Details of how these strategies are used in TSP can be found at the bottom of page 90 to the bottom of page 92.

7.3 How pro-treatment attitudes are encouraged amongst managers, other staff, and associated professionals with whom the offender is in contact

Custody:

TSP is part of a range of programmes managed and overseen by the Interventions and Substance Misuse Group (ISMG). In their role in supporting these programmes, ISMG have developed a variety of systems for enhancing knowledge and support for offending behaviour programmes across the prison estate. These include staff awareness training, the requirement for a letter of commitment from the Governor, an Accredited Interventions Management (AIM) Team with links to other relevant management committees and structures, and a Custody Management Manual that specifies roles and responsibilities. In addition, the Programme Managers set up structures to establish and maintain links with the Offender Manager, the Regional Custodial Manager, and the Regional Office staff with responsibility for programmes. Finally, the whole process of delivery and management is subject to annual audit.

Community:

Offender Managers of TSP participants receive a briefing pack on the ethos and key features of TSP, and a brief overview of the skills covered. Consideration is being given to whether this briefing pack could be made available on CD-Rom. This may facilitate the inclusion of more

interactive material. The aim of this pack is to encourage Offender Managers to work in a way that supports and reinforces participants' ongoing use of the skills developed in TSP. The implementation of TSP is supported by a Programme Manager with the Treatment Manager having responsibility for maintaining treatment integrity. The Community Management Manual outlines the roles and responsibilities in Section One.

7.4 Evidence of attendance and completion rates, & reasons for non-completion

Attendance / Completion Rates

Evidence of attendance and completion rates is collected at audit from custody sites. Data for community is available via IAPS and data is also kept centrally for custody sites which are required to send ISMG this information on a regular basis. Information is collated and analysed for local and national trends in attendance and completion rates. Where necessary this information is used to inform ongoing development of programme design, delivery and management.

Reasons for non completion

Sections 5.6 and 5.7 of the Custody Management Manual and section 3.4 of the Community Management Manual outlines the process for dealing with non completion. In both custody and the community this involves the submission of a non completion report to the Offender Manager. In custody these are subject to supervision and audit and sent to ISMG. This report includes an account of the reasons for non-completion. Reasons for non-completion are monitored and used to inform ongoing development of programme design, delivery and management.

8. Continuity of Programmes and Services

In July 2008 the Panel awarded a score of 1 point.

8.1 Integration with the overall plan of work for an offender

As one of TSPs guiding key principles, continuity is a cornerstone of the programme. In implementing this principle TSP aims to dovetail with the wider offender management process. It also aims to promote practical links between sessions and 'outside contexts' (e.g. significant others, case workers, other agencies and services).

Details of how TSP has been designed to achieve these aims can be found in the following manuals:

- | | |
|-------------------------------------|--|
| a) Custody Management Manual | Sections 8.4, 8.5, 8.6, 8.7 |
| b) Community Management Manual | Section 5.2 (where reference is made to relevant sections of the Assessment and Evaluation Manual) |
| c) Assessment and Evaluation Manual | Sections 2.9.2, 2.9.3, and 2.9.4 |
| d) Facilitation Manual | Sections 3.5, 4.5, Post Programme Individual Review Session (p. 300) |
| e) Facilitation Training Manual | Sections 1.2 (point 3), 5.3, 5.4, 5.5 |

Addressing the Panel's Feedback

In Point 26 the Panel wrote that, "*there should be more clarity on how (TSP) relates to other programmes available to offenders and how it is sequenced with them. The Panel considered it to be important, in both community and custodial settings, to achieve close integration between the 'personal plan' developed in the programme with sentence planning. This will be particularly relevant for offenders in higher tiers of offender management. The two-way links between 'personal plans' and sentence planning were not reflected in the submission papers but the Panel was pleased to learn that the developers are actively working on this issue.*"

Response

1. Additional information has been added to explain how TSP relates to other programmes and how it is sequenced with them:

- | | |
|--------------------------------|--|
| a) Custody Management Manual | Sections, 8.5, 8.6, 8.7 |
| b) Community Management Manual | Section 5.2 (where reference is made to relevant sections of the Assessment and Evaluation Manual) |

- c) Assessment and Evaluation Manual Sections 2.9.2, 2.9.3, and 2.9.4
- d) Facilitation Manual Sections 3.5, 4.5, Post Programme Individual Review Session (p. 300)
- e) Facilitation Training Manual Sections 1.2 (point 3), 5.3, 5.4

2. The following information has been added to show how the programme aims to achieve close integration between the personal plan and sentence planning:

a) **Custody Management Manual**

From section 8.4: "It is strongly recommended that Named Facilitators speak to a participant's OS and OM before the start of the group. One objective of this conversation is to establish regular contact. An important goal of this contact is to ensure close integration of the participant's Sentence Plan and the Personal Plan developed during TSP. The Personal Plan is started during the Initial Individual session and outlines the risk factors for each participant's offending, and their goals for the future. Wherever possible these goals should support the objectives on their sentence plan. If the individual goes on to engage in the programme the Personal Plan will be reviewed and updated as they progress through the modules. At the end of TSP the Personal Plan then feeds into the participant's objectives in their Post Programme Report. These objectives then feed into the participant's sentence plan".

b) **Community Management Manual**

From section 4.5: "For TSP it is strongly recommended that named facilitators speak to a participant's OM before the start of the group. This is to ensure close integration of the participant's Sentence Plan and Personal Plan".

c) **Facilitation Manual**

Preparation for the Initial Individual Session should include "a review of the participant's file, **sentence plan**, OASys assessment, reports from other interventions, offence history, responsivity assessment, and any other relevant documents",

In preparing for the Post Programme Individual Review Session facilitators are expected to "consider links between learning from the programme and other interventions and how the participant might access other interventions."

d) **Facilitation Training**

Continuity, one of the programme's key principles is discussed on the first day of training (section 1.2). Section 2.4 highlights that the personal plan is updated at each between module individual session and that this should be placed on the participant's file as well being as sent to the OM.

Section 5.3 highlights that the Sentence Planning process is an important tool for helping participants on the path to desistance.

8.2 Role Specification

Clear guidance on the responsibilities and tasks of the management team is provided in sections 3 and 6.3 of the Custody Management Manual. It is provided in Section One and section 2.3 of the Community Management Manual. In custody it is an audit requirement for Programme and Resettlement Managers to attend role training delivered by ISMG.

Team work is essential to offender management. The offender management model sets out clear roles that need to be met as part of the offender management process. These roles are set out in the Offender Management Manual, and are reinforced in OM training.

8.3 How Case Managers / Resettlement Managers are informed about the aims of the programme

Treatment teams are required to write to a participant's OM to inform them of their attendance on a TSP group before commencement. This letter is accompanied by an OM Briefing Pack. This pack sets out the aims and structure of the programme; outlines the standards of engagement expected of participants and the individual performance management procedures; and provides suggestions for how they can help to support participants' engagement and success on the programme. During the roll out Probation areas have also been holding OM Briefings. As well as providing information on the programme and the OMs role in supporting participants, these have been an opportunity for treatment teams to build links with OMs and engage them in the programme. They have also provided a forum for OMs to ask questions.

The named facilitator is also encouraged to make contact with a participant's OM/OS by telephone (or face to face) at an early stage wherever possible. This contact is likely to be particularly relevant for high risk group members, and other participants who are judged to be at high risk of disengagement. The purpose of the contact is for the named facilitator to confirm that the participant is due to commence TSP and to discuss the participant's sentence plan. This will enable the named facilitator and OM to decide on relevant objectives for skills practices and tasks undertaken in TSP.

The notes forwarded after each individual session and the PPR contain accessible background information about the programme. This information serves to remind OM/OSs about the aims of TSP. They also contain space to update OMs about the specific goals and aims for each participant. This section seeks to reinforce the role of OM/OSs in supporting participants in their efforts to develop and generalise their skills.

It is noted that in the community other statutory agencies might have a responsibility for case management. For instance, psychiatric social workers in the role of managing Community Care Plans for offenders with mental health needs, and Drug Intervention Programme (DIP) staff in cases where an offender has a history of drug use. Where appropriate, TSP teams are encouraged to engage with these professionals to secure their involvement in supporting participants' progress on TSP. This might involve sending a briefing pack, and providing contact details for the named facilitator. With participants' permission treatment teams might also forward notes from individual sessions and PPRs, and invite relevant professionals to the post programme review.

8.4 Arrangements for liaison, handover and communication between programme staff and others involved in the management of the offender

In TSP communication between programme staff and OMs/OSs takes place before, during and after the programme. A summary of the arrangements are provided below followed by a list of where to find details in the manuals.

Summary

1. Before the Programme

As detailed in section 8.3 the named facilitator contacts the OM/OS prior to the participant's Initial Individual session. One of the aims of this is to establish contact during the programme.

2. During the Programme

The aim of contact is to explore how the OM can support the treatment team in achieving the objectives of TSP. Direct/phone contact with OMs is particularly strongly encouraged for higher risk participants. Structured written feedback is provided to OMs/OSs after the initial individual session, and each of the between module individual sessions. TSP recommends that OMs/OSs are consulted when a new commitment is being sought through Individual Performance Management procedures. The OM/OS receives a non-completion report whenever a participant drops off the programme. The report includes reasons for non-completion, outlines progress to date and makes recommendations.

3. After the Programme

The OM/OS receives a copy of the post programme report. This report summarises progress, and areas for further development. OMs/ OSs are invited to chair or attend a post programme review session. The participant and the OM/ OS must leave the meeting with a clear view of what has been achieved, what more needs to be achieved and by when. Objectives should be included in the participant's sentence plan.

Details can be found in the following manuals:

- | | |
|---------------------------------|--|
| a) Custody Management Manual | Section 8.4 |
| b) Community Management Manual | Sections 2.3, 4.5 and Section Five |
| c) Theory Manual | Section 3.3.5 |
| d) Facilitation Manual | Sections 3.5, 4.5, Post Programme Individual Review Session (p. 300) |
| e) Facilitation Training Manual | Sections 1.2 (point 3), 5.3, 5.4 |

Addressing the Panel's Feedback

In point 27 the Panel commented that, *"There should be more clarity on how effective links and communication between programme staff and Offender Managers are to be created and sustained".*

Response

Additional information has been added to all manuals. Sections 8.3 and 8.4 of this submission provide details of how TSP aims to create and sustain effective links.

In point 28 the Panel commented that, *"The Panel welcomed the introduction of a key facilitator for individual participants, but was not clear how the facilitator would manage the links with other agencies, or with Offender Managers or Supervisors".*

Response

Additional information has been added to all manuals. Sections 8.3 and 8.4 of this submission provide details of how TSP aims to create and sustain effective links.

In point 30 the Panel commented that, *"It was considered important to address the question of how to reinforce the skills learned on this programme, ideally through the development of a new or revised booster programme".*

Response

The recent review of all accredited programmes in the ISMG suite confirmed the need to develop a new Booster or Maintenance programme for TSP. Proposals were presented to the

Effective Interventions Board, EIB and subsequently the CSAP to investigate the development of a Generic Booster programme. This Generic Booster would accommodate graduates of TSP and also drug and violence programmes. The EIB and CSAP supported these proposals. Subject to appropriate resources being available this work will commence during 2010.

8.5 How issues relating to confidentiality and disclosure to other agencies are dealt with, especially in cases involving child protection and vulnerable people.

It is essential that facilitators are familiar with the risk management policies and procedures that exist for their place of work. Community areas will differ depending on the existing links between safeguarding boards, police and local authority social care.

9. Maintaining Integrity

In July 2008 the Panel awarded a score of 1 point.

9.1 How information obtained from monitoring is used to improve the operation of the programme.

In Custody:

Monitoring information regarding programme integrity in a custody setting is collected via the NOMS Interventions and Substance Misuse Group Accredited Offending Behaviour Programmes Audit Document (Part 1 – Compliance, Part 2 – Quality). Clinical and operational data feed into the audit process and feedback is disseminated to Directors of Offender Management, Governors, Regional Custodial Managers, AIM teams and the national clinical lead for TSP. Feedback from the audits is used to identify trends in programme integrity across Committed Leadership, Supportive Management, and Environment, Allocation of Resources, Effective Management, Appropriate and Effective Offender Assessment, Staff Assessment, Training and Development, Adherence to Programme Style and Content, Effective Communication. Any immediate concerns would be addressed by the TSP national clinical lead, national operational managers and clinical audit, training and support teams. This would include liaison with treatment teams to draw up an action plan to address areas of concern. The audit data also highlights potential training needs to improve the overall operation of the programme.

In a community setting:

Monitoring information is collected using Interim Accredited Programmes System (IAPS) in the community. There has been no formal audit process in the community since 2005. In 2007 to 2008 a self-audit exercise was undertaken by areas to assess the operation of all programmes in the community. The change control process also highlights when there are issues concerning programme integrity. When issues are highlighted these are passed to the national programme project manager who then liaises with the local programme management team to address the issue.

The new community audit process is being revised and consultation is underway to improve programme integrity processes in the community setting with the NOMS Performance Management Group.

Monitoring data will also be used to inform the annual review of the TSP in a community and a custody setting. The TSP review will result in recommendations regarding programme integrity being made to inform programme design and implementation at both national, regional and site level.

9.2 Procedures for obtaining offender feedback, indicating how this is used to influence the further development of the programme.

i) Routine feedback systems

Feedback regarding participants' experience on TSP will form part of the programme's annual review. This will include focus groups with participants and TSP teams and is noted in sections 3.3, and 3.5 of the Assessment and Evaluation Manual.

The data will inform further development/refinement of TSP in two ways:

- Programme designers will receive feedback on the *Content* of sessions
- The use of offender perspectives on how the TSP has helped them will be part of the evaluation strategy for TSP.

ii) Pilot studies:

As part of the pilot evaluation study, interviews with participants about the content and style of delivery of the TSP were conducted to provide offender perspectives on the programme and what worked well and what could be improved. Feedback from these were used to inform the refinement of the programme. Please refer to appendices 1 and 2.

As part of the ongoing evaluation of the TSP, there are plans in place to evaluate how we are performing in relation to diversity and literacy issues. The TSP Assessment and Evaluation Manual outlines our strategy for reviewing how different groups of offenders respond to the programme particularly in relation to ethnicity, gender (focus on women), and young offender needs (see Section 3.5 of the Assessment and Evaluation Manual).

9.3 How access to the programme and outcomes are monitored in relation to diversity policies and potential discrimination

Data regarding age, offence type and a range of what have been termed 'Responsivity criteria' is collected on the Revised Risk, Need and Responsivity (RNR) forms (see appendix 4 of the Assessment and Evaluation Manual). This data is then matched with extracts from IIS to collect ethnicity and faith variables in custody. IAPS is used to record the same information in the community.

The data will be analysed on a quarterly basis and outcomes fed back to the national clinical lead to identify any discrimination. In addition a new more comprehensive system for recording and coding reasons for non-completion on Post Treatment Returns has been

implemented in custody. Both of these systems help us to monitor and identify any trends or possible discrimination in relation to programme completion. If discrimination is evident, ISMG conduct an investigation and identify action to be taken at site, and where appropriate, regional or organisational level.

Data is recorded on those assessed and selected versus those assessed and not selected on the RNR form and IAPS. These two sources of information will allow us to monitor whether there is any discrimination in relation to access to programmes. If discrimination is evident, ISMG will act as outlined above.

9.4 Arrangements for audit

Currently, to provide a national perspective on issues relating to delivery and management of TSP at establishment level in custody, an annual audit is conducted at each site. In the community it is an annual self audit. However, the new audit tool and procedures are being piloted across custody and community and it anticipated that new harmonised arrangements will be put in place as soon as possible. Currently, in custody approximately 6 months prior to the audit a support visit is undertaken to identify any potential problems and so, provide sites an opportunity to rectify these before the audit. These support visits are completed by the national Operational and Audit Support Managers at ISMG and/or the clinical support team for TSP. During the roll out of TSP the Clinical Team has conducted a number of support visits to custody and community sites. In future clinical support visits will be offered in response to needs of treatment teams or following identification of issues from monitoring data.

The audit identifies where a site is not achieving certain baselines. If sites are identified as falling below standards or are failing the audits, a strategy is drawn up with the site to improve operation of the TSP at that particular site. This strategy/action plan is drawn up by clinical and operational leads at ISMG in collaboration with treatment teams and in some cases, Regional Psychologists. The audit data is recorded on central databases and can be reviewed to identify other trends in the delivery of TSP.

9.5 Supporting Conditions and programme Integrity

9.5.1 Staff Selection Procedures

Facilitators

The facilitator selection procedure is set out in Section 7.2 of the Custody Management Manual and Section Four of the Community Management Manual. This selection procedure involves an application form and an assessment centre. Currently applicants are assessed on the following

Competency Criteria for suitability to deliver accredited programmes including TSP: Responsivity with Integrity, Treatment Style, Facilitation Skills, Planning and Reviewing, and, Openness to Learning.

Facilitators who were immediately 'active' in the delivery of Enhanced Thinking Skills, Think First or the One to One Programme have not and will not be subject to further selection procedures prior to attending TSP facilitation training.

Treatment Managers

In most cases Treatment Managers are nominated by programme management teams and/or Psychology teams at a local level. Their assessment of suitability involves the same procedures as the facilitator selection procedure.

9.5.2 Staff training procedures and assessment of competency

i) The staff training procedures are as follows:

- Core Skills training (4.5 days)
- Thinking Skills Facilitation Training (4.5 days)
- TSP for facilitators working with women and mixed groups (2 days)
(additional workshop – included as part of the submission and due to be piloted in 2010)
- Treatment Manager Training (4 days)
- Embracing Culture, Enhancing Confidence (2 days)

All training events are subject to standardised evaluation procedures where trainee and trainer feedback is collected after each event and monitored by ISMG Quality Assurance team.

ii) Competency in delivery is assessed via:

- Ready/Not ready criteria for TSP facilitation training
- Video monitoring of delivery by both Treatment Managers at a local level and by ISMG clinical support team at a national level
- Supervision by the Treatment Manager to develop facilitator competency
- Self-assessment of competency by the facilitator team (against VM criteria) following each session is recommended
- Treatment Manager Competency criteria are reviewed as part of the national Audit.

iii) The following data is collected on facilitators at establishment and national level: training attended by facilitators, areas for development, action taken and a review of these developmental areas.

9.5.3. Staff training (including training in relation to cultural awareness)

Feedback from peer review of TSP materials in relation to diversity has been incorporated into the programme specific training manuals.

9.5.4. Staff support and supervision arrangements (including an account of how negative effects of the programme on staff are identified and managed).

The description of staff support and supervision arrangements are outlined in Section 5.8 of the Custody Management Manual and sections 2.4 and 4.6 of the Community Management Manual. This includes:

- regular supervision and support at a local level from Treatment Managers;
- clinical and operational support to AIM teams and facilitators on a national level;
- national and peer support in the form of regular national meetings including quarterly Treatment Manager meetings and yearly AIM meetings

It is the responsibility of the AIM team (custody) and Programme Manager/ Treatment Manager (community) to identify any negative effects of the programme on the facilitation staff and/or the Treatment Manager. Such cases are to be closely monitored and managed by Treatment Managers during individual supervision with staff in addition to the regular facilitator team supervision. ISMG recommends consultation with other members of the AIM team, line managers, local and Regional Psychologists (if appropriate), Employee Support team, and ISMG clinical support team.

9.5.5. Procedures to ensure continuity of staff, reliable availability of staff and participants, and the delivery of sessions/activities when planned.

Institutional support for TSP which includes continuity of staff is outlined in sections 3 and 7 of the Custody Management Manual and section 2.2 of the Community Management Manual and the Audit Document.

9.5.6. Description of the resources and facilities available to the programme

The resources and facilities available to staff are outlined in section 7 of the Custody Management Manual and section 4.6 of the Community Management Manual and in the Audit Document.

9.5.7. Account of the management structure of the programme

Section 3 of the Custody Management Manual and Section One of the Community Management Manual describes both the management structure and the particular responsibilities of each member of the team.

9.6. Treatment Integrity

9.6.1. Treatment Supervision

Treatment supervision of TSP to ensure compliance with the Facilitation Manual is outlined in Section 7.6 of the Custody Management Manual and section 2.4 and 4.6 of the Community Management Manual. Video monitoring and supervision (as recorded on the supervision logs) is conducted by Treatment Managers' and in custody it is monitored by ISMG in line with other offending behaviour programmes.

In custody ISMG undertake audit and operational, as well as clinical support visits to sites to monitor compliance with treatment integrity guidelines.

9.6.2. Ensuring proper use of participant inclusion and exclusion criteria

Comprehensive new guidance on participant inclusion and exclusion criteria across accredited offending behaviour programmes is outlined in section 2 of the Assessment and Evaluation Manual.

Data relating to inclusion and exclusion is gathered on the Post-treatment returns and Risk, Need and Responsivity forms and IAPS. This data will be monitored as part of the annual Process reviews and audit.

9.6.3. Monitoring of treatment style, including sensitivity to the diversity and past and current life experiences of participants.

Treatment style of staff, including sensitivity to diversity issues and past and current life experiences of participants, is monitored through supervision with the use of video monitoring by Treatment Managers. In custody this is checked by ISMG and checked at a national level. This provides information on whether the programme is being delivered in the desired manner. Facilitators are supervised and video monitored against the following criteria:

- Responsivity with Integrity
- Facilitation skills
- Treatment Style
- Planning and Reviewing
- Openness to Learning

Feedback regarding participants experience TSP will be collected as part of the annual review which will include focus groups with participants and staff of TSP and this is noted in sections 3.3, 3.4 and 3.5 of the Assessment and Evaluation Manual. This information will be collated

and incorporated into the TSP review to be fed back to management and practitioners at local/regional and national level.

The new suitability guidance provides a pro-forma for treatment teams to identify and assess any responsivity factors (including intellectual ability, language, literacy, dyslexia, mental and physical health, psychopathic traits and disability), which might inhibit a participants' ability to meaningfully engage in the programme. TMs must ensure that information gathered in these assessments is used to maximum effect in providing support to participants throughout the programme.

Feedback from peer reviews with regard to literacy, diversity and issues relating to female offenders completing the programme has outlined practical measures (as well as measures to enhance design and implementation) that can be taken to ensure the programme is delivered in a way that is relevant to each participant's life. In doing this facilitators are encouraged to recognise the range of diversities in each of the groups they work with. This includes cultural identities, for instance class, sexuality, gender, disability and ethnicity. Advice is provided on how to continually explore what is important to each participant. This includes recognising and addressing cultural issues prior to commencing the programme and throughout their involvement. Further information on this is outlined in Facilitation Manual.

Guidance for handling Traumatic Disclosure:

The TSP treatment team should have clearly defined steps that are to be taken by the facilitators/management team when intense emotions are activated in a person who cannot regulate them safely. If someone is identified as not appearing to have the capacity to reduce their level of emotional arousal to a point that is safe for them, the facilitators should follow set procedures which reflect local procedures and resources. Such procedures may involve individual post-group contact, guided self-calming (e.g. breathing and thought stopping), opening an ACCT (Assessment, Care in Custody and Teamwork), informing Unit/wing staff, individual follow-up, etc. Facilitators should use the Operational Advice and Good Practice Guidelines on Supporting Women in Prison who have been abused, raped or have experienced Domestic Violence (2005) and refer to the relevant sections of the National Service Framework for Women Offenders (2008).

9.6.4. How circumstances or activities that might interfere with treatment are detected and managed.

The role of the AIM team in custody or the local programme management team in the community is to detect and manage circumstances which might interfere with the integrity of TSP.

- Measures are taken to ensure that participants undertaking TSP will not be transferred during the programme (from assessment to final session/programme review). It is acknowledged that there are certain circumstances or activities that might interfere with treatment. The main threats are around moves due to security issues and constraints of population management in custody and attrition due to practical obstacles to attending session, e.g. transport, childcare, employment or education issues, not getting on a programme early enough in the order or licence period. Section 5.6 of the Custody Management Manual and section 3.4 of the Community Management Manual provides guidance on how such obstacles might be addressed.
- To counter any negativity and promote a positive and supportive environment in which the programme can run, procedures are in place to raise awareness of the programme with offenders and staff. For example in custody, staff awareness training targets are 25% of staff each year. Introductions to TSP will be included in Induction programmes, also, pamphlets and posters for prisoner and staff will be distributed throughout establishments. In community awareness training is provided to Offender Management teams and Courts. Programme specific information leaflets are available in probation offices.

Addressing the Panel's Feedback

In Point 31 the Panel wrote that, *"the materials rely heavily on audit as a technology for maintaining integrity but there is as yet no systematic audit carried out in the community. The Panel felt that, unless this situation can be remedied, or alternative means of assuring programme integrity can be found, this criterion cannot be fully met"*.

Response

1. Proposals for audit in the community are still being finalised. It is proposed that the compliance part of the audit will be completed every two years. This will be supported by a Clinical quality assurance and support provision which will be undertaken annually. There is a separate Management Manual for Custody and Community settings.
2. The clinical component of the community audit will include a review of significant documentation and monitoring of recorded sessions. There will also be opportunities for the clinical team to visit sites requiring additional developmental work

In Point 32 the Panel wrote that, *"The materials should make it clear that women facilitators should be available on all courses where there are women participants, and that staff recruitment procedures should reflect this. Similarly, there should be strong efforts to recruit facilitators from ethnic minority groups. Procedures for ensuring this should be laid out in the Management Manual."*

Response

Section 4.3 of the Custody Management and section 1.3 (c) Community Management Manuals now state, *“women participants should only be allocated to groups facilitated by a team that includes women facilitators.”*

Section 7.2 of the Custody Management and section 1.3 (c) Community Management Manuals now states, *“The Programme Management Team should make strenuous efforts to ensure that the pool of facilitators delivering TSP reflects the diversity within programme participants. In particular, women facilitators should be available to all groups containing women participants. In addition, Programme Managers should try to ensure that the proportion of facilitators from ethnic minority groups reflects that recorded/anticipated in participants”.*

In Point 33 the Panel wrote that, *“The Panel was not clear whether the Management Manual was an entire stand-alone document, or whether it was to be treated as a supplement to other documents (e.g. the General Management Manual used by the Probation Service). This is a matter which needs to be resolved for programmes which are to be run in prisons and in the community. The issue arose because there is no mention in the Management Manual of the issue of singleton placements for ethnic minority group members. The Panel felt that in general it is better to avoid singleton placements and that this should be specified”.*

Response

There are separate Management Manuals for Custody and Community.

The Custody and Community Management Manuals now contain guidance regarding the avoidance of singleton placements of ethnic minority participants. The following information is in section 4.3 of the Custody Manual and in section 1.3 (c) of the Community Manual: *“... teams should avoid singleton placements of participants from ethnic minority groups. This reflects research indicating that participants from minority groups tend to have less productive and satisfactory experiences of offending behaviour programmes when they are not accompanied by at least one other participant from a minority group. When rolling format is in operation particular care to be given to ensuring minimum recommendations are met. In cases where as a result of someone rolling off the group an individual from a minority ethnic group is on their own, the individual concerned must be given the opportunity to discuss any concerns they might have about whether they are prepared to continue. Individuals must not be penalised if they feel unsafe or unable to continue due to being the only participant from a minority ethnic group”.*

In Point 34 the Panel wrote that, *“The Panel felt that the one-to-one sessions will be especially demanding and will need more supervision by Treatment Managers than is currently provided for. This issue should be addressed in some detail in the Management Manual”.*

Response

- Section 5.8.2 of the Custody Management Manual and sections 2.4 (b) and 4.6 of the Community Management Manual now state that, *“The Correctional Services Accreditation Panel recommends that particular attention is given to supervision of individual sessions. This is particularly important for new facilitators who have little or no experience of one to one programme delivery.”* The Custody Management Manual also states that, *“A minimum of 2 individual sessions should be monitored and fed back per programme. It is recommended that for a facilitator’s first 2 groups the TM feeds back on at least one of the facilitator’s Initial Individual sessions and one of their Between Module Individual sessions”.* In community settings facilitators deliver more than one type of programme during the same week. They receive supervision and video monitoring feedback for all these programmes. The requirement for TSP (see section 2.4 b of the Community Management Manual) is that TM monitor at least 45 minutes every ten sessions with at least one individual session being monitored per group. The TM should pick different facilitators to watch across groups to ensure everyone gets regular feedback. It’s also up to TM’s to rotate what sessions are monitored. Section 4.6 (a & b) of the Community Management Manual highlights that discussion of individual sessions should form a part of supervision.

The following manuals also provide information on the facilitation of individual sessions:

1. Section 2.4 of the Training Manual (a discussion on the differences between group sessions and individual sessions).
2. Section 3.4 of the Facilitation Manual

In Point 35 the Panel wrote that, *“The Panel was concerned to note that on Page 41 of the Evaluation Report, there is reference to a ‘3-day conversion course’ for staff who have experience of ETS. The Panel would like to emphasise that the Thinking Skills Programme is very different from ETS and recommends that the training course should take 5 days for all participants regardless of previous experience.”*

Response

The Facilitation Training is a 5 day course. There are 2 possible out comes – **Ready to facilitate TSP** and **Not ready to facilitate TSP**.

Additionally:

A 2 day Workshop for Facilitators Working with Women and Mixed Groups will be piloted in 2010. A copy of the workshop is included as part of the Submission.

10. Ongoing Evaluation

In this section we shall present the evaluation work completed to date, what is underway at the moment and the TSP evaluation plan for the next three years. Further to the original submission, the evaluation plan has been refined to more precisely identify the research priorities for TSP and outline an achievable programme of work for the near future. We would much appreciate the Panel's advice on the evaluation strategy.

10.1 Research undertaken

10.1.1. TSP specific research

ISMG has continued to commission research into the experience of participants and facilitators of TSP.

Cognitive skills pilot Phase 2 - Russell Turner

This study reported feedback from interviews with participants and facilitators at the three pilot sites on implementation, experience of the programme and implications for roll out. Recommendations were made in the areas of selection, programme design, training, treatment management and support required from the centre.

(See appendix 1 for details of adaptations made based on the recommendations, see appendix 9 for the research summary)

Experience of women participants on TSP - Georgia Barnett

This was a study of the feedback from women participants on the Thinking Skills Programme. The women reported the experience as generally positive and felt the programme was relevant to their situation but common themes emerged as to how the programme could be made more responsive to the needs of female participants.

(See appendix 2 for details of adaptations made based on recommendations, see appendix 7 for the research summary)

The Impact of mixed-gender group work with offender in the community: a rapid evidence assessment - Nina Burrows

This summary of the literature concluded that there was little existing literature on the gender-composition of offending behaviour groups. There were some indications from the field of substance misuse that single gender groups may be more effective for women when the programme had been tailored in some way but not when the content was the same as for mixed gender groups. The literature was limited but there was some evidence that women face increased difficulties when they are the minority within the group, that women with a history of child abuse are particularly likely to feel threatened by mixed-gender groups, and that women may have different treatment needs to men. There is a need for better quality research in this area. A copy is not attached but is available if members of the panel are interested to see.

Offender experiences and opinions of mixed-gender group work in the community – a qualitative study - Nina Burrows

This was a qualitative study of the experiences of 16 offenders on mixed-gender offending behaviour groups. The participants generally had a positive attitude to mixed-gender groups, associating them with a better atmosphere and a greater range of experiences and opinions. All but one of the participants in the study stated a preference towards mixed-gender groups. Although in general, mixed-gender groups were perceived as beneficial and the preferred format by the majority of participants, most of the women in this study felt that it would be better to have more than one woman in any mixed-gender group.

(See appendix 8 for the research summary)

10.1.2 Forensic Psychology trainees

ISMG will coordinate the research efforts of trainee forensic psychologists many of whom would be interested in conducting qualitative or quantitative studies of various aspects of TSP delivery. The priorities here would be to direct them to investigate the experiences of young offenders on TSP, to further explore the experiences of women and ethnic minorities, to gain a better understanding of the key TSP facilitation skills and to make a study of participant feedback.

10.1.3 Annual Reviews

ISMG continue to monitor delivery and will produce an annual review of TSP delivery covering participant characteristics, targeting, attrition, audit and psychometric change. Draft reviews for community and custody TSP have been generated for this CSAP review to cover the period January to October 2009 and are attached in appendices 5 & 6. Full reviews for the financial year 2009/10 will be produced and distributed mid 2010.

Addressing the Panel's Feedback

In Point 36 the Panel wrote that, *"the Panel felt that the process evaluations should continue, and would like to see the next report when it is completed."*

Response

The latest reviews are included in appendices 5 (custody) and 6 (community) of the Submission.

10.1.4 Modules Order

We plan a study in 2010/11 to look at attrition and whether the sequencing of modules sees different patterns of non-completion and whether this pattern differs for men and women. Feedback from practitioners indicates that the Self Control module may be too challenging a module to be undertaken first, although it is thought this may be more the case for men than for women. Again, anecdotal feedback indicates that women find the Positive Relationships module most engaging and we would expect to see evidence of this in lower attrition rates for this module.

10.1.5 TSP relevant research

Treatment Change project

In 2009, McDougall et al reported on the Treatment Change Project – a randomised evaluation of the short term impact of ETS on participants at ten prisons in England and Wales. They were able to demonstrate significant shifts on key measures in the psychometric test battery over the course of the programme which were not seen over the waiting list period. The research focussed on the Eysenck Impulsivity scale as a key outcome measure and evidenced significant positive change on this measure for 47% of participants. For 27% of participants, reductions in impulsivity were both statistically and clinically significant in that their post test score placed them in the functional range. It is useful to the TSP research strategy that there is this evidence that psychometric change on these specific measures with this specific population do not occur spontaneously independent of programme participation; that these positive changes can be directly attributed to programme completion.

Psychometric Change

Two ISMG projects close to completion are also exploring psychometric change. The first is studying the relationship between psychometric scores and reoffending outcomes for a large sample of HMPS ETS participants. The second study is looking to describe those who benefit most in terms of clinical change on the psychometric measures in a large sample of community ETS and TF participants whose reconviction data will be analysed in the next phase of the

research. These projects should enable the provision of feedback on how pre and post scores can describe an individual's progress through the programme to better inform their future risk management. The results should also allow for further refinements of the test battery by focussing on those measures reliably capturing meaningful change and are most relevant to reoffending.

Addressing the Panel's Feedback

In Point 38 the Panel wrote that, *"...the Panel understands that a review of psychometric tests is underway in the correctional services, and urges the developers to engage with this review in order to select only those tests which (a) provide the most appropriate information and (b) provide the strongest evidence.*

Response

The test battery for TSP was reduced in 2009 with the removal of the Quick Discrimination Inventory, Social Problem Solving Inventory, Gough's socialisation scale and the Short Self Esteem Scale.

Refinement of the TSP battery will be further informed by the ETS psychometrics and reconviction study soon to complete and a TSP clinical change study to be conducted in 2010/11 in which we shall describe to what extent the current measures identify reliable change and clinical significance.

We shall take forward work on refining the test battery including the trialling of potential new measures to fill existing gaps in samples of areas/sites (further opportunities here for trainee research exemplars).

Fact Sheets

A further exercise the ISMG research team have undertaken this year has been the production of evidence fact sheets. These are close to completion for each suite of OBPs and will provide a useful summary of the effectiveness literature which can be periodically updated. The Cognitive Skills fact sheet is currently under peer review and will be ready for distribution shortly.

10.2 Evaluation strategy

Section 3.2 in the Assessment and Evaluation Manual describes the revised evaluation strategy for TSP. Reproduced below is the TSP research plan which is also to be found in section 3.4 of the Manual. A newly established TSP Evaluation Steering Group will aim to drive forward the research agenda.

Addressing the Panel's Feedback

In Point 39 the Panel wrote that, *"The Panel was strongly of the opinion that a programme of this scale should be subject to a reconviction study. It felt that full accreditation should not be granted until a full research design for such a study is available. Consequently, the Panel asks that the developers arrange for a feasibility study to be carried out within the next two years for a controlled, concretely planned and budgeted reconviction study."*

Response

Feasibility work for a reconviction study has been identified as 'essential' for the 2010/11 research plan (see below).

In Point 40 the Panel wrote that, *"The Panel also considered that the developers should review the evaluation timetable and the allocation of responsibilities within this. There is an urgent need to anticipate the element of scale here, as the programme is to be rolled out so widely. The Panel suggested this would be an appropriate occasion for evaluation to be administered regionally rather than centrally."*

Response

The research plan (below) identifies 'essential' and 'desirable' evaluation priorities for the next 3 years.

TSP Three-year research plan

Year	Evaluation priorities
2010/11	<p>Essential</p> <ol style="list-style-type: none"> 1. Finalise feasibility work and complete the first reconviction outcome study proposals: Does TSP reduce the reoffending rates of short sentence prisoners? How does TSP delivered in the community setting impact on recidivism? 2. Qualitative study of facilitators' experience of move from ETS to TSP 3. Psychometric clinical change study : community and custody 4. Attrition study exploring patterns of attrition across modules and across gender, age and ethnicity. And what can we learn from the predictors of non-completion in TSP that can serve to reduce attrition in the future? 5. Pilot measure of readiness to change 6. Pilot facilitators' rating of participants' engagement 7. Annual reviews of delivery in both settings to include participant characteristics, targeting, attrition, audit and psychometric change 8. Qualitative exploration of experiences of young offenders 9. Qualitative exploration of experiences of ethnic minority participants 10. Qualitative exploration of experiences of women participants <p>Desirable:</p> <ol style="list-style-type: none"> 1. Establish minimum effect size for cost effectiveness in community and custody 2. Study of participant feedback 3. Study of facilitation skills 4. Psychometric test battery: trial measures to fill gaps 5. Develop proposal: Measuring integrity and quality of delivery 6. Develop proposal: Measuring quality of regime and organisational context
2011/12	<p>Essential</p> <ol style="list-style-type: none"> 1. Outcome studies data collection continues 2. Exploring readiness and attrition/ psychometric change/ engagement 3. Exploring different patterns of reoffending for different types of attrition in community 4. Psychometric and reconviction study: community 5. Exploring whether measures of programme integrity and quality of delivery are associated with programme impact in terms of attrition, engagement and clinical change

6. Annual reviews of delivery in both settings to include participant characteristics, targeting, attrition, audit and psychometric change

Desirable

1. See 2010/11
2. Start pilot capture of quality of regime data

2012/13

Essential

1. Outcome studies data collection continues
2. Report first cohort community reconviction study
3. Exploring integrity / attrition / clinical change/ reoffending
4. Exploring variations in impact across sites – quality of delivery & programme team / quality of resettlement process / quality of prison regime
5. Annual reviews of delivery in both settings to include participant characteristics, targeting, attrition, audit and psychometric change
6. Review evaluation plan and set new priorities

Desirable

1. See 2010/11

10.2 Outcome study design

Potential outcome research designs for TSP:

- Diverting delivery to short sentence prisoners who currently have little or no access to OBPs and using random allocation to generate a control group
- Diverting delivery to a sentence length group (2-4 years) not currently targeted within a TSP site in order to generate a control group from those currently eligible but without access to the programme
- A matched control design for longer sentenced prisoners where such experimental manipulation of delivery would be unacceptable

It had been decided to first focus on custody TSP since the prison setting allowed for a wider range of methodologies to be considered but are now planning to conduct in parallel a retrospective matched comparison outcome study of TSP in the community as soon as a

sufficient number of participants have had a sufficient follow up period (likely to be 2011-2012). A likely control group for this study would be those with similar profiles of risk and need sentenced in the same period who did not receive a cognitive skills requirement in their community sentence order.

Outcome feasibility work to date has focused on the identification of possible prison sites in terms of their population; the more tricky issue of engaging the support of several DOMs and then Governors and then local programme teams in diverting delivery and possibly using randomisation has yet to be addressed.

A further concern we have is protecting the integrity of the randomisation process. Although diverting delivery to short termers allows for fewer problems with the randomisation process itself (no short termers will be on an IPP sentence or will be expecting to complete a further accredited programme, for instance), the diversion of delivery may cause local problems if there are no longer places for these longer sentence priority prisoners on TSP. Allowing for some participants from outside of the randomisation process may lead to the unravelling of the whole design. The Treatment Change Project allowed for participants to be opted out of the randomisation if the possibility of waiting for the next course was not advisable for any individual. This provision saw 600 prisoners opted out while only 400 ended up in the randomised sample. It may be that diversion may be more acceptable than randomisation in which case we may need to seek a control group from before the diversion and from prisons with similar populations where short sentence prisoners do not have access to TSP.

Reoffending rates clearly identify short sentence prisoners as a priority group for interventions in terms of risk:

Table 6: National one year re-offending measures, 2005 cohort, by sentence length

Sentence length (years)	Number of offenders	One year re-offending rate	Number of re-offences per 100 offenders	Number of severe re-offences per 100 offenders
under 1	9,688	59.7	294.3	1.3
1 to <2	2,046	34.3	133.7	1.2
2 to <4	1,863	26.9	82.0	0.6
4 plus	998	17.9	57.6	*

*Figures not published due to small numbers

This group currently receive little in terms of accredited programmes, they have high reoffending rates and an evaluation could produce results faster than with a group of prisoners serving longer sentences. There would be limits to the generalisability of these results as this population are likely to be younger and less likely to engage than the longer sentence prisoners

who more typically attend TSP at present, although the same risk and need criteria would apply.

In order to more precisely establish the eligibility of this group for TSP in terms of risk and need, a sample of OASys assessment of 8000 offenders in custody in 2008/09 was analysed:

Table 7: TSP eligibility by sentence length

Sentence length group		Meets TSP targeting criteria		Total
		No	Yes	
< 1 year	N	125	215	340
	%	36.8%	63.2%	
1<2 years	N	648	645	1293
	%	50.1%	49.9%	
2<3 years	N	591	632	1223
	%	48.3%	51.7%	
3<4 years	N	605	496	1101
	%	55.0%	45.0%	
4<5 years	N	548	273	821
	%	66.7%	33.3%	
5<10 years	N	1416	400	1816
	%	78.0%	22.0%	
10+ years	N	1122	284	1406
	%	79.8%	20.2%	

It can be seen that the eligibility for TSP decreases as sentence length increases and that a high proportion of shorter sentence prisoners meet the programme risk and need criteria. It is important to note that OASys assessments are not normally available for those serving a sentence of under twelve months and the assessments in the table above for this sentence length group are not therefore likely to be typical. The absence of a risk and need tool for the under 12 months population is a problem for the feasibility of targeting this group. The Basic Custody Screening (BCS) tool is to be piloted in prisons in the Yorkshire and Humberside Area in 2010/11 and will be rolled out nationally after that. Until this measure is in place to aid targeting and selection, and to help identify a control group for an evaluation, it will not be feasible to deliver TSP to this sentence length group. The BCS will calculate OGRS3 but not the OGP (general offending) and OVP (violent offending) risk scales and the assessment of criminogenic need will be in less detail than in fuller OASys assessments. It is likely, therefore, that the existing assessment of suitability of TSP will need to be adapted if those serving under 12 months are to be targeted.

The feasibility of targeting shorter sentence prisoners in the York and Humberside area in 2010 as the new screening tool is introduced will be monitored. Can we identify prisons with a big enough population of 6 – 12 prisoners who meet the risk and need criteria for TSP and who reside there long enough to complete the programme? Data on the length of stay at these

prisons should shortly be available to us from the prison population statistics unit and data on risk and need eligibility on the BCS will be accessible via the OASys data base.

Targeting shorter sentence prisoners was going to be complicated by the early release scheme (ECL) by which certain categories of prisoners serving between four weeks and four years are eligible for release up to 18 days early but the government have just announced that this scheme will end in April 2010. Delivery with shorter sentence prisoners will still be complicated by periods spent on remand and the possibility of discretionary release at the halfway point of sentence. It may be that most prisoners serving between 6 and 12 months in custody will not serve a sufficient period in a single TSP site after sentencing for delivery of the programme to be feasible.

There have been problems in establishing what periods of time offenders are spending at TSP prisons. ISMG requested data on this many months ago but a shortage of staff and a corrupt data set in the central prison statistics unit has meant that it is only now that this request is being addressed. We have made some progress ourselves on what data is available to us. The prison population caseload statistics for 2008 indicate 6554 adult male prisoners were received on a 6-12 months sentence over the course of the year and we know that approximately 1600 were in custody on any one day (snapshot figure June 2008). There were 17572 new receptions of adult male prisoners sentenced to between 1 and 4 years over the same period but this is not broken down further.

If the pattern at any one site follows the national picture, we can assume that the under 6-12 month population on any given day is roughly one quarter the number of receptions over the course of the year. And Table 7 above indicates that about 60% of those serving a sentence of under 12 months are eligible for TSP on risk and need. This will be an overestimate as few prisoners under 12 months have an OASys assessment (there is no requirement to give OASys assessments to this sentence length group) and assuming that those that do will not be typical and are likely to be both higher risk and higher need. Nonetheless, until the provision of better data from the Basic Custody Screening tool it seems fair to assume that substantial numbers in this high risk short term population will have the criminogenic needs targeted by TSP. Thus to see 50 TSP participants per year we would need to see a daily population of at least 25 serving 6-12 months and we would need to further allow for refusers and non-completers. Perhaps a daily population of 50 would be a better initial target in these short sentence length groups.

The Panel may be interested in the table attached in Appendix 10, ETS Starters 2008/09, which is a sample extract of a fuller table which profiles the sentence length of custody ETS participants in 2008/09 against the sentence length profile of each prison on a single day in November 2008. Highlighted in the table is the current provision to IPP prisoners (to indicate current priority prisoners attending ETS/TSP) and those prisons with a daily population of at

least 50 6-12 month or 12-24 months prisoners. Until more reliable figures on the length of stay of various population groups are available, this is the best indicator of prisons where there are likely to be pockets of eligible TSP participants in sentence length groups not currently targeted. While there have to be caveats around using snapshot rather than throughput data, there is sufficient information here to identify potential sites and start negotiations with DOMS offices on the possibility of diverting delivery in order to robustly research the effectiveness of TSP in reducing reoffending.

10.3 Threats to evaluation/contingencies

Common threats to evaluation are listed in the section 3.5 of the A&E Manual. The following actions are intended to help the evaluation strategy progress into a series of robust, published research reports.

Several ISMG research staff are registered for research degrees which will see the further development of research skills and imposes a time bound requirement for the completion of research projects.

ISMG are setting up a steering group for TSP evaluation to include programme staff, DOMS office representatives, clinical leads and academic advice to drive forward the programme of work and ensure the evaluation effort stays central to programme implementation and development. This steer should help keep the research effort a priority in the face of the other common demands on the research team (advice and data for audit and performance management metrics, maintenance and development of prison and community OBP databases, responding to Parliamentary Questions etc)

As central research resources are limited, better use will be made of trainee psychologists in the field who are required to undertake research in their progress to Chartership and who can bring their applied experience of the programme to the research context. The research team will be able to coordinate several projects around topics such as participant feedback, facilitation skills, qualitative exploration of the experiences of facilitators and participants, and the refinement of the psychometric battery.

ISMG will pursue the potential to collaborate with universities in order to identify further research resources for the evaluation of TSP.

ISMG will seek CSAP and/or academic review of research proposals before seeking OMSAS approval in order to progress more swiftly and smoothly through that process.

Appendices

Appendix 1

Recommendations from TSP Phase 2 Pilot Qualitative Evaluation Russell Turner, August 2008

Recommendations	Work Completed
<p>Suitability & Selection</p> <ul style="list-style-type: none"> • The current eligibility and suitability criteria should be reviewed to better match the demands of this programme. • The selection procedure should be revised to ensure that proper assessment of the relevant eligibility and suitability criteria can be made by staff who have been fully trained to make this assessment. 	<ul style="list-style-type: none"> • The suitability criteria have been changed. The comprehensive criteria are clearly set out in the Assessment & Evaluation Manual. This includes guidance on deniers. • The Assessment and Evaluation Manual details where teams can find the relevant information. Validation of OASys assessments is still ongoing.
<p>Programme Design Tweaks</p> <ul style="list-style-type: none"> • Consideration should be given to making it explicit in the manual the need to thoroughly read through participants' background information in preparation. • The programme's discussion of regrettable decisions may be an issue for training, but thought should be given to whether a design tweak could also be helpful. • Consideration should be given to the four key concerns about the impact of the 'missing' module 3 individual session. If an extra individual session is not included, then these concerns 	<ul style="list-style-type: none"> • Facilitation Manual ('Preparation and Materials' section of the Initial Individual session) now makes this clear. Also see section 4.7 of the Custody Management Manual and section 4.5 of the Community Management Manual. The value of carrying out pre reading is also highlighted during facilitation training. • The concept of regrettable decisions has been removed. This links to the revised selection criteria that an offender must be willing to relate programme material to at least some of their offending. • Each of the 3 modules now has an individual session.

<p>need to be addressed by some other route.</p> <ul style="list-style-type: none"> • Work on promoting participants' strengths and links with outside contexts may be improved by both training and programme design tweaks. Discussion should take place on how design changes could sharpen focus on these areas. • Similarly, additions to the programme manual could help clarify or make explicit the practical application of Conditions for Success/ Strategy of Choices model. • A quick review of the quality of the handouts should be undertaken to determine the need for further revision. 	<ul style="list-style-type: none"> • TSP makes numerous references to participant's strengths. For example Individual Performance Management looks for ways to build on strengths to encourage participation, sessions balance the identification of development need with strengths/ protective factors. Participant profiles on training include a look at an individual's strengths. Making links with outside contexts is actively encouraged, e.g. to help someone move from their current social circle to their future one, or to solve a problem. The Post Programme Review is key to taking links forward. • Significant work has taken place to clarify this. For example a large section is now included on facilitation training, additional guidance has been included in the Facilitation Manual and circulated to national trainers. • Following feedback by TM's at national meetings in December 2009 a review of the handouts (workbooks) took place. This resulted in changes being made to all workbooks, especially to Problem Solving to make it easier to follow.
<p>Local Supporting Structures</p> <ul style="list-style-type: none"> • Local programmes teams should review their approach to involving the Offender Manager in the programme process to be sure that work started on the programme is communicated. 	<ul style="list-style-type: none"> • The Facilitation Manual, Management Manuals, and Training Manual all state that the named facilitator should speak with the OM/OS (in custody) prior to a participant's initial individual session. The between module reports should be sent to the OM/ OS and the OM/OS should be invited to the post programme review.

<ul style="list-style-type: none"> • Programmes' teams running the rolling group format will need to ensure sufficient numbers from a potential pool are scheduled for assessment prior to the start of the next module, so that this translates into enough new starters who join the group to maintain optimum group members. 	<ul style="list-style-type: none"> • Teams have employed a 'stacking' approach i.e. a participant has his/her initial individual session and then goes on the waiting list to start their first group session.
<p>Training</p> <ul style="list-style-type: none"> • Training of the new style needs to cater for newer, inexperienced tutors who may have no experience of group work as equally as it does for experienced tutors who may be very comfortable with the style they know. • Promoting participants' strengths, as a programme ethos, may need making explicit in training. • Undertaking pre-group reading of participants' background information and use of this information in the first individual session to properly set the scene for the programme, as well as sensitively applying it to group work situations, should be covered in training. • Additional skills for facilitating the individual sessions should be considered including use of background information, dealing with resistance, promoting strength, applying the Conditions for Success model. 	<ul style="list-style-type: none"> • In line with the conditions of success experienced trainees are encouraged to show supportive participation to less skilled trainees, e.g. through feedback. Also an openness to further practice. • Training material encourages this e.g. strengths are a part of participant profiles, demonstration of the initial individual session highlights where facilitators can tap into an individual's strengths. Trainers model the strengths based approach with trainees. • This has been done. See first point of 'Programme Design Tweaks'. • Facilitation Training contains a demonstration of an initial individual session followed by trainees practice. The training also includes discussion of the challenges of individual sessions and the importance of preparation.

<ul style="list-style-type: none"> • Consideration should be given to demonstrating the application of the Conditions for Success model in group situations. • Training may also need to focus on promoting modular learning, including an additional focus on dealing with the entrance of new participants and the changing group dynamic. 	<ul style="list-style-type: none"> • This is done on training through the parallel process of trainers exploring how the conditions relate to the facilitation training. Trainers use the conditions of success during training to feedback on trainees' participation. Trainers also role play either task 4 (conditions of success) or a Consultation meeting where a participant has fallen short of one or more of the conditions. • Day one of the facilitation training includes a discussion of group dynamics on rolling programmes. Trainees are also encouraged to consider this in their session overviews as part of their practice sessions.
<p>Treatment Management</p> <ul style="list-style-type: none"> • The implementation team should review how Treatment Managers are being involved and informed prior to the roll-out of training. • Supporting structures for Treatment Managers that will be in place during 	<ul style="list-style-type: none"> • Treatment Manager Briefings were held prior to each of the 3 phases of roll-out. Programme Managers, Effective Practice Training Managers (in Probation) and Regional Psychologists (in Prison Service) also attended. The day long briefings were delivered by the Project Implementation Manager and a member of the TSP Clinical Team at ISMG. They included a presentation and discussion of the programme's fixed and rolling formats, the programme's Key Principles, treatment goals and the Conditions of Success. Attendees were given copies of all the TSP Manuals and the Facilitation training pre-reading. The TSP Clinical team have also included demonstrations from the programme during national TM meetings (2008/2009) • The TSP Clinical team have undertaken support visits to a number of sites/areas following the

<p>and after implementation to help prevent facilitation drift should be assessed.</p>	<p>completion of the first or second group. National TM meetings have also been held and sites are able to access clinical advice via email to the team's functional mailbox or via telephone. In addition a series of workshops will be held at the joint custody/ community TM conference on 16 March. These have been designed to take into account feedback from audit, sites/areas and training.</p>
<p>Central Guidance and Support</p> <ul style="list-style-type: none"> • Guidance is needed on programme dosage with respect to the maximum gap between completed modules, if not completed sequentially, and maximum sessions per day and week. • Advice should be issued on sequencing with other programmes and courses, as well as optimally for prisoners with longer or indeterminate sentences. • The absence rules should be considered with respect to potential pressure to meet throughput targets and guidance issued. 	<ul style="list-style-type: none"> • Maximum gap between modules is now included in section 2.3 of the Custody Management Manual and page 25 of the Community Management Manual. Number of sessions per week is 2-4 in custodial settings and 1-4 in community and this has been made clear in the respective Management Manuals. • Information on sequencing can be found in section 8.6 of the Custody Management Manual. Reference to information in the Assessment and Evaluation Manual has been added to the Community Management Manual. • Current guidance is no more than one group session to be missed per module and no individual sessions. It is proposed that guidance on missed group sessions be reviewed due to too many participants missing 2 consecutive sessions and becoming non-completers. It is proposed that a total of 3 group sessions can be missed (as long as catch ups take place) but 2 of these can be in the same module,

<p>Other Support</p> <ul style="list-style-type: none">• Consideration should be given to printing programme packs centrally to avoid the production of sub-standard materials being produced where local facilities may be lacking.	<ul style="list-style-type: none">• This has not been possible due cost implications.
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Appendix 2

Recommendations from Phase 2 TSP Pilot with Female Offenders: Qualitative Evaluation - Georgia Barnett, August 2008

Conclusions

The TSP was experienced as relevant to women's needs, as helping them to address and bring about change in some of their areas of need, and was delivered in a way that was experienced as responsive to their needs.

However, there are some relatively minor changes that could make the programme a better experience for women. Recommendations are given below:

Recommendations	Work Completed
<ul style="list-style-type: none"> Extending the number of sessions on the TSP to allow women more time to digest the material and relate it to their own lives. 	<p>The original TSP specification was that the new programme could not be any longer than the programmes it was replacing (the shortest was ETS) therefore the allocation of resources would not permit these additional sessions from the design stage.</p>
<ul style="list-style-type: none"> Providing extra support and more opportunities to re-engage in the programme to combat high attrition rates and provide opportunities for success. 	<p>This relates to the Conditions of Success, a strategy for engaging participants. When interviewed by Russell Turner the facilitators said they needed clarification of how the strategy works in practice. Since the pilots a structured approach for engaging participants called Individual Performance Management (IPM) has been adopted by TSP. This incorporates the Conditions of Success and outlines a structured process for engaging and re-engaging participants. Through Training for Trainers and contact with programme designers facilitators are developing their understanding of this strategy. The Facilitation Training has a section dedicated to IPM. It includes discussion and a role play demonstration.</p>
<ul style="list-style-type: none"> Encouraging more explicit links between the material on the TSP and drug and alcohol misuse which was seen as a big problem by the women on the pilot. 	<p>Included in case study, and scenarios in Women and Mixed Groups workshop</p>
<ul style="list-style-type: none"> Facilitators could highlight how the programme can be used to promote better relationships with the people women care about. 	<p>Included in the Women and Mixed Groups Workshop in the Positive Relationships module.</p>
<ul style="list-style-type: none"> To create a hypothetical female offender who could be used to illustrate learning points, in place of existing facilitator examples. 	<p>This is suggested as part of the Women and Mixed Group Workshop.</p>
<ul style="list-style-type: none"> To encourage the women to make links between the programme and outside agencies. This could help to provide a sense of continuity between the programme and 	<p>Facilitation training includes discussion on ensuring continuity. Making links with outside contexts is actively encouraged, e.g. to help someone move from their current social circle to their future one, or to solve a problem. The Post Programme Review is key to taking</p>

their lives outside of prison.	links forward.
<ul style="list-style-type: none"> To consider the use of women only facilitation teams. 	Section 7.2.3 of the Custody Management Manual states that women facilitators should be available to all groups containing women participants. This information is included in section 1.3 c) of the Community Management Manual.
<ul style="list-style-type: none"> Between session work could involve more behavioural practice as this is seen as more motivating and relevant. 	Opportunities for behavioural practice added. Behavioural practice opportunities are now: option to use the Future Goals tool between now and next session, option to practice things that could help participants to manage problematic emotions, to carry out first mini goal of their plan (Problem Solving module), to carry out first mini goal to move them closer to Future Circle. (Positive Relationships), use assertive communication
<ul style="list-style-type: none"> Making sure that women fully understand the purpose of individual sessions and use these to personalise the material. Potentially use the same facilitator for each of these to promote a sense of continuity. 	Purpose of individual sessions is made clear in custody consent forms. Training highlights the role of individual sessions in making material personally relevant. The Personal Plan is now clearly the key to promoting personal relevance. This is up dated at each individual session. The conditions of success are much more clearly laid out – they emphasise the importance of a participant being an active participant which includes relating the material to themselves.

Appendix 3

Feedback from CSAP: Action Plan for Thinking Skills Programme - TSP

Point	CSAP Comment	ISMG Actions
7	<p>The Panel would urge the developers to consider a slower approach to roll-out (over one year considered too short a time). Small waves would allow monitoring of quality, and lessons learned to be fed into further stages of roll-out.</p>	<p>1. The Training Roll-out</p> <ul style="list-style-type: none"> Has taken place over an 18 month period. This was necessary in order to meet commitments to sites/ areas. The following measures were taken to maintain quality: <p>2. Facilitation Training:</p> <ul style="list-style-type: none"> Reviews took place at the end of each phase of the roll-out. After the initial pilot phase the Training Manual underwent some revisions in December 2008. The changes have been well received by trainers and trainees. Slight amendments were made towards the end of the final phase of the roll-out (February 2010). With only a few exceptions the lead trainer of each event has been a member of the TSP Clinical Team at ISMG who also facilitated on the pilots. Quality Assurance of trainers by one of the TSP authors. <p>3. Clinical Support:</p> <ul style="list-style-type: none"> Lessons learned have been fed to sites during visits from the TSP Clinical Team and through joint community/ custody Treatment Manager Meetings. A 'Lessons learned report' has been circulated summarising feedback on the early implementation of TSP in the community. Quality has been monitored through clinical audit (custody), TM meetings and clinical support visits. Sites receive prompt responses to clinical queries via the team's functional mailbox. This is overseen by one of the TSP authors. Themes gathered from audit, visits, clinical queries, and training informed the development of additional training to TMs on facilitation style and Individual Performance Management. This training was provided at the national TM meetings to deliver with facilitators. <p>4. Change Control:</p> <ul style="list-style-type: none"> Change control has been managed by the Project Board. Where a change has been agreed this has been communicated to TM's via meetings and through direct contact using email. Where changes have related to significant aspects of the programme (i.e. offender selection) this has been communicated to the field via the Head of the Cognitive and Motivational Team.

7	<p>Criterion 1: Clear Model of Change The Panel felt that although the Good Lives Model is a plausible addition to the programme, it has as yet no firm evidence base. This relates to other comments elsewhere in this letter about the need for research to build up knowledge of programme effectiveness.</p>	<p>1. We recognise that there is currently no firm evidence base for the Good Lives Model. This is supplementary to the programme's model of change which is the Cognitive Model of Offender Rehabilitation.</p>
11	<p>Criterion 2: Selection of Offenders The panel was broadly satisfied with the selection criteria outlined. However, it was strongly of the opinion that selection for this programme should occur <i>after</i> the first individual session rather than this session being seen as the first part of the programme. This would enable an individual's readiness for the programme to be fully assessed.</p>	<p>1. All manuals clearly state that the decision to select should occur at the end of initial individual session.</p>
12	<p>Criterion 3: Targeting a Range of Dynamic Risk Factors This criterion was fully met and well covered.</p>	<p>No action required.</p>

14	<p>Criterion 4: Effective Methods</p> <p>The Panel also suggested that there should normally be a minimum starting number of 4 women in a mixed group. It considered that with mixed groups the element of real choice and attention to the gender mix is essential for fulfilling the underpinning requirement of cultural responsiveness.</p>	<ol style="list-style-type: none"> 1. The Community Management Manual clearly recommends that there should be a minimum of 4 women starting a mixed group. It also states that women should be given a choice about joining a group where they will be in a minority. Also that they should not be penalised. 2. The process evaluations highlight that the majority of areas have not avoided singleton placements. This is probably due to there being a lower number of women directed to TSP by the Courts than men. Additional guidance has been included in the Management and Assessment and Evaluation Manuals to help ensure that women are afforded a choice. 3. The community audit process will reinforce the preferred composition of mixed groups, but whilst small numbers of women are present in mixed groups they will be given additional support.
15	<p>The Panel advises against offering the programme as specific provision to young adults (i.e. in groups of young adults only) without further pilot research and development.</p>	<ol style="list-style-type: none"> 1. A senior management policy decision was made to include young offender custody sites in the initial roll out. (Community sites do not run young offender only groups). In response to the Panel's advice the following processes have been put in place: <ul style="list-style-type: none"> ▪ Additional information on how TSP is designed to meet the needs of young adult groups has been added to the Theory Manual (see p.88-90) ▪ ISMG has requested feedback from facilitators working with this group. Overall feedback has been positive. ▪ In March 2010 one of the programme's authors and a member of the ISMG TSP Clinical Team will run a workshop for facilitators who work with young offenders. (This is one of several workshops to be delivered at the annual TM Conference). Feedback will help to inform future revisions. ▪ The Evaluation Plan for 2010/11 includes a qualitative investigation of the experiences of TSP with younger adults. The study on attrition should also provide useful information.

16	<p>The Panel understands that this programme will have the option of a rolling format, with new participants joining at the beginning of each module. In addition to the knowledge differences due to the arrival of new members, such a format may also cause social difficulties. It is not yet clear how these are to be managed.</p>	<ol style="list-style-type: none"> 1. Section 1.2 of the Facilitation Training manual now includes a discussion of how to manage the arrival of new participants on a rolling group. 2. Guidance on managing knowledge differences as well as group dynamics is included in the Facilitation Manual in sections 3.2.2 and 3.2.3. Hints and tips are also provided at the start of a 'rolling' module to facilitate the joining of new participants. Both Management Manuals also include recommendations that on rolling groups specific focus is given during supervision to facilitating the joining and leaving of participants. 3. The Evaluation Plan includes research looking at attrition across modules. This could involve a comparison between rolling and fixed groups.
17	<p>Regarding the two-day training for facilitators who will work with women, the Panel felt that the main training focus should not be the delivery of information on differences - these could be provided in a handout - but practice in the skills of generating appropriate scenarios and making flexible use of the core materials. Additionally, the main training course may not need to spend so much time as currently planned on issues around delivery to women, as many of the trainees will only ever deliver to men.</p>	<ol style="list-style-type: none"> 1. A 2 day workshop has been drafted and is included as part of the submission. This includes skills practice, small group discussions of relevant issues and opportunities to generate gender responsive scenarios. A handout summarises the gender specific needs of female offenders and an overview of relevant policies and documentation for working with women in the Criminal Justice System is included in the workshop. 2. The Workshop will be piloted in 2010. 3. The section that focused on the needs of female participants has been taken out. However discussion of the needs of male and female participants on the 5 day Facilitation Training form part of broader discussions which highlight diversity as an important aspect of facilitation.
18	<p>The developers should stipulate more clearly when and how the style of encouraging collaboration, choice and self-reflection might need to be 'escalated' to one that is more challenging for these anti-social offenders.</p>	<ol style="list-style-type: none"> 1. The facilitation style is based around an approach to offender rehabilitation called 'Supportive Authority'. The approach was designed for, and has been extensively used with, highly antisocial adult male offenders. It marries choice with support and authority. 2. Additional guidance is included in appendix 7 of the Facilitation Manual. 3. The Facilitation Training Manual has been updated to include more detail on Supportive Authority (section 5.2).

19	<p>The Panel felt that some of the exercises in the Manual (for example, the 'fish with ears') were not clearly explained for facilitators.</p> <p>It also thought that the developers could either find clearer and more appropriate clip art insertions for the facilitators' training manual, or use original artwork. In particular it felt the image of a schoolmaster was inappropriate for the style of the programme, and did not understand the relevance of the image of the Swiss roll.</p>	<ol style="list-style-type: none"> 1. The fish exercise (session 3 Session Bridge of the Self Control module) has been replaced. 2. Following a review of programme materials, changes have been made to the lay out and wording of participant workbooks. The biggest change was to the Problem Solving workbook, which was streamlined to make the steps easier to follow and complete. <ol style="list-style-type: none"> 1. A compass has replaced the School master image to represent a Guided Learning exercise. A visual illusion of a young/old lady has replaced the Swiss roll picture for perspective taking exercises. 2. Original art work now included in the Facilitation Manual- handouts for bridge into session 2 of Self Control module, Iceberg in Problem Solving module.
20	<p>It felt that although the programme feels fairly contemporary, it will quickly begin to look dated if more attempts are not made to introduce more modern elements, particularly those offered by new technology. Although one video clip is used, this was not made available to the Panel. The Panel suggest that thought be given to including more video and CDs, and in the community to consider the use of internet sites, email and mobile phone communication (where appropriate). A web site for facilitators could be set up so that facilitators could exchange ideas and experiences about exercises and delivery.</p>	<ol style="list-style-type: none"> 1. Various media colleges have been asked for expressions of interest to film a short film clip for session 2 of the Positive Relationships module. The clip would replace the current video which is considered outdated. 2. Once TSP has been fully implemented there will be a review of the programme and supporting processes to identify where more modern elements can be introduced. 3. It may be difficult for the Clinical team to oversee a website for exchanging ideas. However sites and areas now have direct access to the TSP Clinical team via the functional mailbox as well as by phone. As all written communications now come to a central point this will facilitate the collation of themes and development of guidance/ dissemination of good practice tips to be produced and sent out globally from centre. This will help to ensure that treatment integrity is maintained.

21	<p>Criterion 5: Skills Orientated The Panel was content that the Programme is sufficiently skills orientated to merit a full score on this criterion. However, although the programme offers more opportunities for skills practice than some of the existing general offending programmes, the Panel felt that it would be improved by increasing these further. It would encourage the developers to review the programme content to see where this could be done.</p>	<ol style="list-style-type: none"> 1. TSP was commissioned to fit within an existing resource profile. The opportunity does not exist to extend the programme length further. 2. The developers wished to maintain the balance between skills practice and guided learning in the group sessions. 3. The opportunity exists for all TSP participants to undertake additional skills practice as part of their between module Individual sessions.
22	<p>Criterion 6: Sequencing, Intensity and Duration The Panel was content with the stipulation that there should normally be no more than two weeks between each successive module of the Programme. However, the Panel would like a clear statement of the maximum length of time allowed for an individual participant to be out of the programme if he or she were to drop out at an early stage and rejoin later.</p>	<ol style="list-style-type: none"> 1. This is now included on page 10 of the Custody Management Manual and page 25 of the Community Management Manual.
22	<p>The Panel felt that the 'dosage' level of this programme is the absolute minimum required to achieve the intended outcomes, and may not be sufficient for all offenders. If this is viewed as a Core Model, it would be possible to add other sessions or modules as required for different types of participants. (For example, additional sessions may be required for participants with higher risks of re-offending.)</p>	<ol style="list-style-type: none"> 1. TSP has been designed to fit within the same delivery profile as previous programmes such as ETS. Additional resources are not available to extend TSP. 2. Where offenders present a higher risk of reoffending their sentence planning profile will identify the relevant offence specific treatment programmes(s) which can be completed in addition to TSP.

25	<p>Criterion 7: Engagement and Motivation (The Panel) understands from the discussion with the development team that the decision for a participant to attend the programme will not be made until after the first individual session, and asks that this is made clear in the Management Manual, the Selection and Assessment Manual and elsewhere where relevant.</p>	<ol style="list-style-type: none"> 1. This can be found in section 3.2 (page 23) of the Community Management Manual and section 4.5 (page 23) of the Custody Management Manual. 2. This can be found in section 2.7 (page 23) of the Assessment and Evaluation Manual.
26	<p>Criterion 8: Continuity of Programme and Services ...there should be more clarity on how it (TSP) relates to other programmes available to offenders and how it is to be sequenced with them. The Panel considered it to be important, in both community and custodial settings, to achieve close integration between the 'personal plan' developed in the programme with sentence planning. This will be particularly relevant for offenders in higher tiers of offender management. The two-way links between 'personal plans' and sentence planning were not reflected in the submission papers but the Panel was pleased to learn that the developers are actively working on this issue.</p>	<ol style="list-style-type: none"> 1. The introduction of Layered OM will broaden the scope of those who receive sentence planning to include adult offenders serving under 12 months. This group are presently out of scope of OM and can be recipients of TSP. Layered OM is currently being piloted. 2. See pages 67 & 68 of the submission for details of the information that has been added to manuals.
27	<p>There should be more clarity on how effective links and communication between programme staff and Offender Managers are to be created and sustained.</p>	<ol style="list-style-type: none"> 1. The OM briefing document was produced and distributed, clarifying what is required for participants post release. 2. See pages 70/71 of this submission for details of additional information added to the manuals.

28	The Panel welcomed the introduction of a key facilitator for individual participants, but was not clear how the facilitator would manage the links with other agencies, or with Offender Managers or Supervisors.	1. See sections 8.3 and 8.4 of this submission for details of how TSP aims to create and sustain effective links.
30	It was considered important to address the question of how to reinforce the skills learned on this programme, ideally through the development of a new or revised booster programme.	1. The overall review of accredited programmes in the ISMG suite confirmed the need to develop a Booster or Maintenance programme for TSP. Proposals were presented to the (Effective Interventions Board) EIB and subsequently the CSAP to investigate the development of a Generic Booster programme. This Generic Booster would accommodate graduates of TSP and also drug and violence programmes. The EIB and CSAP supported these proposals. Subject to appropriate resources being available this work will commence during 2010.
31	<p>Criterion 9: Maintaining Integrity</p> <p>...the materials rely heavily on audit as a technology for maintaining integrity but there is as yet no systematic audit carried out in the community. The Panel felt that, unless this situation can be remedied, or alternative means of assuring programme integrity can be found, this criterion cannot be fully met.</p>	<p>1. Proposals for audit in the community are still being finalised. It is proposed that the compliance part of the audit will be completed every two years. This will be supported by a Clinical quality assurance and support provision which will be undertaken annually. There is a separate Management Manual for Custody and Community settings.</p> <p>2. The clinical component of the community audit will include a review of significant documentation and monitoring of recorded sessions. There will also be opportunities for the clinical team to visit sites requiring additional developmental work</p>

32	<p>The materials should make it clear that women facilitators should be available on all courses where there are women participants, and that staff recruitment procedures should reflect this.</p> <p>Similarly, there should be strong efforts to recruit facilitators from ethnic minority groups. Procedures for ensuring this should be laid out in the Management Manual.</p>	<p>1. Information can now be found in sections 4.3 and 1.3 c) of the Custody and Community Management Manuals respectively.</p> <p>1. Information can now be found in sections 7.2 and 1.3 c) of the Custody and Community Management Manuals respectively.</p>
33	<p>The Panel was not clear whether the Management Manual was an entire stand-alone document, or whether it was to be treated as a supplement to other documents (e.g. the General Management Manual used by the Probation Service). This is a matter which needs to be resolved for programmes which are to be run in prisons and in the community.</p> <p>The issue arose because there is no mention in the Management Manual of the issue of singleton placements for ethnic minority group members. The Panel felt that in general it is better to avoid singleton placements and that this should be specified.</p>	<p>1. For custody the Management manual relates only to the delivery of TSP. For the community the management manual is a generic Management Manual for the ISMG suite of programmes with TSP specific variations where this is appropriate. Both manuals are presented to the Panel.</p> <p>1. Information can now be found in sections 4.3 and 1.3 c) of the Custody and Community Management Manuals respectively.</p>

34	The Panel felt that the one-to-one sessions will be especially demanding and will need more supervision by Treatment Managers than is currently provided for. This issue should be addressed in some detail in the Management Manual.	<ol style="list-style-type: none"> 1. Addressed in section 5.8.2 and appendix 5 of the Custody Management Manual and sections 2.4 b) and 4.6 of the Community Management Manual. 2. Section 2.4 of the Training Manual and 3.4 of the Facilitation Manual now include discussion on the differences between group working and individual working and how to manage specific issues that arise.
35	The Panel would like to emphasise that the Thinking Skills Programme is very different from ETS and recommends that the training course should take 5 days for all participants regardless of previous experience.	<ol style="list-style-type: none"> 1. The Facilitation Training is a 5 day course. There are 2 possible out comes – ready to facilitate TSP and not ready to facilitate TSP.
36	<p>Criterion 10: Ongoing Evaluation</p> <p>The Panel felt that the process evaluations should continue, and would like to see the next report when it is completed.</p>	<ol style="list-style-type: none"> 1. The latest process evaluations for custody and community are included as part of the submission (appendices 5 &6).
38	...the Panel understands that a review of psychometric tests is underway in the correctional services, and urges the developers to engage with this review in order to select only those tests which (a) provide the most appropriate information and (b) provide the strongest evidence.	<ol style="list-style-type: none"> 1. Reduced test battery has been launched. Plans are in place to further refine the test battery.

39	<p>The Panel was strongly of the opinion that a programme of this scale should be subject to a reconviction study. It felt that full accreditation should not be granted until a full research design for such a study is available. Consequently, the Panel asks that the developers arrange for a feasibility study to be carried out within the next two years for a controlled, concretely planned and budgeted reconviction study.</p>	<p>1. Feasibility work for a reconviction study has been indentified as 'essential' for the 2010/11 research plan.</p>
40	<p>The Panel also considered that the developers should review the evaluation timetable and the allocation of responsibilities within this. There is an urgent need to anticipate the element of scale here, as the programme is to be rolled out so widely. The Panel suggested this would be an appropriate occasion for evaluation to be administered regionally rather than centrally.</p>	<p>1. The research plan included with the Submission indentifies 'essential' and 'desirable' evaluation priorities for the next 3 years.</p>
<p>This is the summary version of the working document used to record progress and plan actions in response to the CSAP accreditation letter.</p>		

Appendix 4

Number of Facilitators Trained (as at 26 March 2010)

	Candidates attended	Ready	Not Ready
Pilot Phase	106	86	20 (19%)
Phase 1	331	300	31 (9.3%)
Phase 2	513	456	57 (11%)
Phase 3	338	307	31 9.1%
Total	1288	1149	139 (10.8%)



Appendix 5

Thinking Skills Programme (TSP) -Custody January to October 2009

1. The programme

TSP is a group-based programme for male and female offenders. It is based on the idea that teaching thinking skills will enhance a person's ability to achieve worthwhile goals. The programme uses carefully constructed exercises to target aspects of thinking skills that are linked with offending:

- Stop and Think
- Problem Solving
- Offence Free Relationships
- Perspective Taking
- Emotional Awareness
- Goals and Values
- Seeing the Whole Picture

The programme consists of 15 group sessions with each participant attending 4 additional one-to-one sessions.

2. Overview of Delivery

Between 1st January 2009 and 30th October 2009 there were 1308 starters, 912 completers, and 218 participants who were currently on the programme on the date this extract was taken. This data was obtained from the pre and post treatment returns completed by the establishments

Table 1: Programme Starters and Completers

Starters	Completers	Current	Non-completers	% Completers based on those who could have completed within time frame
1308	912	218	98	90.3

3. Targeting and Risk

Risk and need data is not yet available for about a third of participants from January to October 2009 but will be included in the 09/10 annual Review.

Risk of reconviction

Over this period the risk tools in place included OGRS2 (40+), OGRS3(50+) and OASys (56+). From April 2009 the only risk tool used for TSP is OGRS3. Participants are deemed to have passed the risk threshold if they have passed the threshold on any of the risk tools or have a medium or higher score on RM2000 or are on an indeterminate sentence.

Taking only those participants for whom data is available 99.1% met the risk criterion.

Table 2: Frequency of TSP participants who have reached the risk threshold

	Count	Percent	Valid percent
Did not reach risk threshold	8	0.6	1.0
Reached risk threshold	865	66.1	99.0
Not Known	435	33.3	-
Total	1308	100	100

Need

Taking only those participants for whom data is available 92.1% met the need criterion.

Table 3: Frequency of TSP participants who have reached the need threshold

	Count	Percent	Valid percent
Did not reach need threshold	71	5.4	7.9
Reached need threshold	826	63.1	92.1
Not Known	411	31.4	-
Total	1308	100	100

Targeting summary

Taking only those participants for whom data is available 92.3% met both criteria.

Table 4: Frequency of participants who met the risk and need criteria for TSP

	Need	Risk of reconviction	Need & recon.	Total	Valid Total*
Targeting criteria met	826 (63.1%)	865 (66.1%)	806 (61.6%)	806 (61.6%)	806 (92.3%)

* The figures reflecting those for whom there is complete risk and need data

4. Participant Characteristics

A full breakdown of participant characteristics is available in the appendix.

Age

The majority of participants on TSP were between 21 and 39, with the most prevalent age group being 30-39 (21.5%).

Gender

89.3% of programme starters were male in comparison to 10.3% of females.

Ethnicity

84.6% of programme starters were white, 7.6% were black, and 4.5% were Asian. 3.2% were 'mixed or other'

Offence Type

The majority of participants on TSP have committed a violent offence (31.5%), with the second most prevalent offence being robbery (19.2%).

Sentence Length

Most commonly, TSP participants are on a sentence of 2 years or more. 19.5% of TSP participants are IPPs.

Reason for non-completion

The most common reason for non-completion was 'voluntary - lack of engagement' (15.3%), followed by 'other - missed too many sessions' (9.2%).

Table 5: Reason for non-completion

Reason for non-completion	Number (N)	Percentage (%)
4A Voluntary- lack of engagement	15	15.3
5D Other- Missed too many sessions	9	9.2
2D Misconduct- Disruption in group	8	8.2
4D Voluntary- not open to learning	8	8.2
5F Other- Medical - health problems	8	8.2
7A Deselected- lack of engagement	6	6.1
2C Misconduct- Security Other	4	4.1
5G Other- Personal Problems	3	3.1
8 Miscellaneous-please specify	3	3.1
2A Misconduct- Adjudication	2	2.0
2B Misconduct- Security Drugs-SIR	2	2.0
3D Transfer- Progressive move	2	2.0
4C Voluntary- problems related to group	2	2.0
5B Other- Abscond	2	2.0
7D Deselected - not open to learning	2	2.0
2F Misconduct- Out of Group Behaviour	1	1.0
3B Transfer- Discipline move	1	1.0
3C Transfer- Compassionate move	1	1.0
3E Transfer- from court to another estab	1	1.0
4B Voluntary- prog considered unsuitable	1	1.0
6A Discharge- Sentence end- time served	1	1.0
Not known	16	16.3
Total	98	100.0

5. Module Composition

Ethnicity

Where mixed ethnicity groups were commenced, two-thirds (66.6%) met the essential criterion of avoiding singleton placements

Table 6: Module ethnicity composition meeting essential criteria

Total groups started	Total mixed ethnicity groups started	Total meeting essential criteria	% meeting essential criteria
134	87	58	66.6%

6. Psychometric Evaluation Measures

The observed pre and post scores on the TSP test battery are presented below. It must be emphasised that without a control group, any pre to post treatment changes in the psychometric evaluation measures cannot be attributed to the influence of TSP on offenders' attitudes.

Table 7: Pre to Post Programme Psychometric Mean Scores

Psychometric Scale	Pre Prog. Mean	SD	Post Prog. Mean	SD	Sig.	Effect Size	N
Locus of Control	45.86	8.4	48.74	8.9	.000	MEDIUM	539
Gough's Socialisation	20.79	7.6	22.66	7.6	.000	SMALL	537
Eysenk's Impulsivity	12.17	5.7	9.99	6.5	.000	MEDIUM	538
Low Self-Esteem	3.34	3.0	2.41	2.8	.000	MEDIUM	552
Crime PICS							
General Attitude to Offending	40.98	10.6	36.70	10.6	.000	MEDIUM	545
Anticipation of Re-offending	12.90	4.3	11.78	4.2	.000	SMALL	532
Victim Hurt Denial	5.17	2.4	5.14	2.5	.773	SMALL	545
Evaluation of Crime as Worthwhile	11.04	3.7	9.57	3.6	.000	MEDIUM	545

Perception of Current Life Problems	45.87	9.50	48.69	9.2	.000	MEDIUM	530
Social Problem Solving Inventory							
% Assertive Problem Solving	57.98	14.15	61.70	13.6	.000	SMALL	436
% Aggressive Problem Solving	10.74	11.37	9.07	12.4	.001	SMALL	436
% Passive Problem Solving	30.67	8.99	31.12	10.1	.377	SMALL	436
Alternatives A-H	2.86	4.91	2.22	4.6	.004	SMALL	567
Alternatives I & J	4.60	2.58	4.36	2.8	.039	SMALL	567
PICTS:							
Confusion	15.39	3.58	14.86	3.7	.001	SMALL	527
Defensiveness	14.86	2.91	15.02	3.0	.229	SMALL	531
Mollification	13.46	4.37	12.58	4.5	.000	SMALL	533
Cut-off	16.62	5.28	14.69	5.3	.000	MEDIUM	528
Entitlement	12.34	3.88	12.19	4.0	.293	SMALL	527
Superoptimism	15.17	4.37	14.58	4.3	.001	SMALL	533
Power Orientation	13.33	4.46	12.26	4.4	.000	SMALL	529
Sentimentality	16.40	3.48	15.88	3.7	.000	SMALL	529
Cognitive Indolence	17.43	4.56	15.66	4.8	.000	MEDIUM	533
Discontinuity	16.67	4.92	14.95	4.8	.000	MEDIUM	533

* Statistically significant after Bonferroni Correction

Appendices

Participant Characteristics

Age

Appendix 2: Age breakdown of TSP participants

Age Band	N	%	% prison population*
<18	0	0	2.9
18-20	260	19.6	10.5
21-24	367	27.6	16.2
25-29	201	15.1	19.1
30-39	286	21.5	26.2
40-49	151	11.4	16.4
50-59	26	2.0	5.8
60+	17	1.3	2.9
Total	1308	100.0	100.0

* Prison population taken from an IIS extract on 23rd September 2008

Gender

Appendix 3: Gender breakdown of TSP participants

Gender	N	%	% prison population*
Male	1168	89.3	94.7
Female	140	10.7	5.3

* Prison population taken from an IIS extract on 23rd September 2008

Ethnicity

Appendix 4: Ethnic breakdown for TSP participants

Ethnicity	N	%	% prison population*
White	1107	84.6	72.8
Black	99	7.6	14.9
Asian	59	4.5	7.0
Mixed or Other	42	3.2	4.9
Not known	1	0.1	0.3
Total	1308	100.0	100.0

* Prison population taken from an IIS extract on 23rd September 2008

Religion

Appendix 4: Religion breakdown for TSP participants

Religion	N	%	% prison population*
Church of England	334	25.5	26.4
Muslim	103	7.9	11.8
Roman Catholic	241	18.4	17.2
Other	99	7.6	11.7
No religion	530	40.5	33.0
Not known	1	0.1	0.0
Total	1308	100.0	100.0

* Prison population taken from an IIS extract on 23rd September 2008

Offence Type

Appendix 5: Offence committed by participants on TSP

Offence Type	N	%	% prison population*
Violence	412	31.5	23.7
Sexual	130	9.9	11.3
Burglary	162	12.4	10.6
Robbery	251	19.2	11.8
Theft	26	2.0	5.4
Fraud	2	0.2	2.9
Criminal Damage	49	3.7	2.2
Drugs	134	10.2	14.9
Motor	11	0.8	1.5
Other	124	9.5	13.6
Not known	7	0.5	2.1
Total	1308	100.0	100.0

* Prison population taken from an IIS extract on 23rd September 2008

Sentence Length

Appendix 6: Sentence Length of participants on TSP

Sentence Length	N	%	% prison population*
Under 12 mnths	83	6.3	28.4
12 mnths < 2 yrs	85	6.5	9.8
2 yrs < 4 yrs	404	30.9	18.9
4 yrs and over	408	31.2	29.0
Indeterminate: not IPPs	73	5.6	8.3
Indeterminate: IPPs	255	19.5	5.6
Total	1308	100.0	100.0

* Prison population taken from an IIS extract on 23rd September 2008



Appendix 6

Thinking Skills Programme (TSP)- Community Implementation Review January to October 2009⁶

1. The Programme

TSP is a group-based programme for male and female offenders. It is based on the idea that teaching thinking skills will enhance a person's ability to achieve worthwhile goals. The programme uses carefully constructed exercises to target aspects of thinking skills that are linked with offending:

- Stop and Think
- Problem Solving
- Offence Free Relationships
- Perspective Taking
- Emotional Awareness
- Goals and Values
- Seeing the Whole Picture

The programme consists of 15 group sessions with each participant attending 4 additional one-to-one sessions.

2. Overview of Delivery

Table 1 shows data from IAPS for all commencements (i.e. those who attended the first core session) and completions since the roll-out of Thinking Skills⁷.

⁶ Some of the data in this report may be skewed as a result of a) the conversion of prior TF and ETS referrals to TSP and, b) the conversion between two versions within IAPS of TSP resulting from changes to the programme rules.

Table 1: Programme Commencements & Completions up to November 2009

Programme	Programme Requirements	Commencements	Completions
TSP	4352	1739	456

3. Targeting and Risk

The selection criteria for TSP are:

- Medium to high risk of reconviction
- Need is present if the scores from the OASys items below total 18 or a minimum score of 10 with at least two items scoring a 2.
 - i. 2.6 recognises the impact and consequences of offending on victim, community/wider society
 - ii. 6.2 close family member has criminal record
 - iii. 6.5 current partner has a criminal record
 - iv. 7.1 community integration
 - v. 7.2 regular activities encourage offending
 - vi. 7.3 easily influenced by criminal associates
 - vii. 10.1 difficulty coping
 - viii. 11.1 interpersonal skill
 - ix. 11.2 impulsivity
 - x. 11.4 temper control
 - xi. 11.5 ability to recognise problems
 - xii. 11.6 problem solving
 - xiii. 11.7 awareness of consequences
 - xiv. 11.8 achieve goals
 - xv. 11.9 understands other people's point of view
 - xvi. 11.10 concrete/abstract thinking
 - xvii. 12.1 pro criminal attitudes
 - xviii. 12.6 understanding of motivation to offend

Risk of Reconviction

The majority (92.5%) of TSP participants were within the appropriate OGRS range. Taking only those participants for whom data is available 94% met the risk criterion.

Table 2: Programme Participants OGRS band

OGRS Band	Count	Percent
Met threshold	1608	92.5

⁷ This report has drawn on a range of information sources: The Interim Accredited Programmes Software (IAPS), the Offender Assessment System (OASys), and psychometric assessments. Large, federated IT systems can be subject to errors with data processing and entry, and while data quality checks are run routinely, we should allow for a margin of error around our observations. Data is not available for Manchester or Cheshire Probation Areas.

Did not meet threshold	102	5.9
Not Known	29	1.7
Total	1739	100

Need

61.3% of TSP participants met the targeting criteria for need with 32.7% assessed as not meeting the criteria as assessed by OASys. Taking only those participants for whom data is available 65.2% met the need criterion. It is probable that over this period many participants were assessed for suitability for ETS or TF and were then transferred to TSP as the programme was rolled out and this may explain why they appear not to have met the specific need threshold for TSP. In addition, the need criteria for TSP have had to be amended over the course of the year with the introduction of standard OASys which has seen the criteria reduced to just 7 of the 18 listed above. We shall get a better picture of targeting on need as the new processes embed.

Table 3: Programme Participants Need - OASys items

OASys	Count	Percent
Met need criteria	1066	61.3
Not met need criteria	568	32.7
Not Known	105	6.0
Total	1739	100

Targeting summary

43.1% of participants appear not to have met both the risk and need criteria. Nearly a third of these are failing to meet the need criteria although it is unknown how many participants were targeted originally for ETS or Think First. Taking only those participants for whom data is available 61.5% met the risk and need criteria.

	Need	Risk of reconviction	Need & recon.	Total	Valid Total*
Targeting criteria met	1066 (61.3%)	1608 (92.5%)	989 (56.9%)	989 (56.9%)	989 (61.5%)

* The figures reflecting those for whom there is complete risk and need data

4. Participant Characteristics

Age

Over half of TSP participants (51.9%) were between 18 and 24 years of age, with the most prevalent age category being 18-20.

Gender

Males account for the majority of TSP participants (92.6%).

Ethnicity

The majority of TSP participants were classified as white (84.2%). Ethnicity information was not available for a small proportion (6.8%) of TSP participants.

Offence Type

Over one quarter (27.8%) of TSP participants were sentenced for an offence of violence. The second most prevalent offence type was for theft/handling offences (15.6%) followed by motoring offences (14.6%).

Sentence/Order Type

The most prevalent order type was CJA 2003 community order (49.4%) followed by CJA 2003 Suspended Sentence Order (30.1%). Nearly 1 in 5 (19.3%) TSP programme participants were on licence.

Sentence/Order Length

The majority of TSP participants (60.1%) had a supervision or licence length of over 12 and up to 24 months duration. 37.1% of participants did not have a duration recorded.

5. Module Composition⁸

Gender

Where mixed gender modules were commenced, over one-third (37%) met the criterion of avoiding singleton placements. Just 8.6% met the recommended criterion of having a minimum of four.

Table 4: Module gender composition meeting essential or recommended criteria

Total modules started	Total mixed gender modules started	Total meeting criterion	% meeting criterion	Total meeting recommended criterion	% meeting recommended criterion
411	116	43	37%	10	8.6%

Ethnicity

Where mixed ethnicity modules were commenced, over half (53.3%) met the criterion of avoiding singleton placements.

Table 5: Module ethnicity composition meeting essential criteria

Total modules started	Total mixed ethnicity modules started	Total meeting criterion	% meeting criterion
411	225	120	53.3%

5. Attrition⁹

Modular completion rate

The highest completion rate was found for the Problem Solving module (83%), followed by Positive Relationships (80.4%) and Self Control (77.7%).

Table 6: Completion rate by module

⁸ Humberside data does not allow analysis of group composition

⁹ There has not been a sufficient length of time from the start of TSP implementation to allow for a cohort analysis of attrition.

Module Name	No. Starting Module	No. Completing Module	% Completing Module
Positive Relationships	800	643	80.4%
Problem Solving	799	663	83.0%
Self Control	802	623	77.7%
Grand Total	2401	1929	80.3%

Reasons for Abandonment

The most prevalent reasons recorded for offenders failing to start TSP were revocation with the imposition of a new custodial sentence (22.9%). This was followed by the generic 'none of the above apply' (22.6%) and revocation with the imposition of a non-custodial sentence (16.8%).

The main reason recorded for offenders failing to complete TSP was revocation with the imposition of a non-custodial sentence (19.7%) followed by the revocation or removal of the programme requirement (17.8%). A further 17.8% failed to complete TSP due to order expiry.

6 Psychometric Evaluation Measures¹⁰

The observed pre and post scores on the TSP test battery are presented below. Without comparison to a matched control group we cannot attribute these positive shifts to the impact of ETS alone. Please note the small numbers - there have been issues in retrieving all the psychometric data from the IAPS database which will be resolved for the 09/10 Annual Review.

Table 7: Pre to Post Programme Psychometric Mean scores

Assessment	Scale	Mean Pre	SD	Mean Post	SD	Effect Size	Sig.	N
Form 1	Impulsivity	10.82	5.09	9.27	5.32	Small	Sig.*	142
	Socialisation	20.94	5.36	22.21	4.52	-	Sig.*	89
Form 2	Locus of Control	44.29	8.74	46.76	8.16	Small	Sig.*	140
	General Attitudes to Offending	40.49	8.99	39.30	9.77	-	NS	141
	Anticipation of re-offending	13.17	3.98	12.74	4.03	-	NS	143
	Victim Hurt Denial	6.20	2.55	6.26	2.75	-	NS	148
	Cognitive Indolence	16.33	6.09	15.06	5.59	-	NS	150
	Current Scale	24.82	10.80	22.44	10.06	-	NS	140
Form 3	Aggression	9.54	9.61	8.70	8.88	-	NS	78
	Assertive	54.48	14.87	56.83	12.77	-	NS	81

¹⁰ Low numbers of matched pairs were identified due to some participants having completed evaluation measures on a previous referral for ETS or TF.

	Passive	29.95	11.18	31.01	10.00	-	NS	79

* Statistically Significant after Bonferroni Correction

The Impulsivity and Locus of Control scales yielded small but significant change in the desired direction.

Appendices

Appendix 1: Delivery by Region & Area

REGION	AREA	Requirements	Commencements	Programme Completions
East of England	Bedfordshire	1	0	-
	Cambridgeshire	28	18	4
	Essex	251	57	-
	Hertfordshire	108	11	-
	Norfolk	8	-	-
	Suffolk	1	-	-
East of England Total		397	86	4
East Midlands	Derbyshire	52	14	-
	Leicestershire & Rutland	144	59	9
	Lincolnshire	72	6	-
	Northamptonshire	46	17	-
	Nottinghamshire	119	65	3
East Midlands Total		433	161	12
London	London	5	-	-
London Total		5	-	-
North East	County Durham	164	84	20
	Northumbria	569	220	128
	Teesside	96	21	-
North East Total		829	325	148
North West	Cumbria	236	99	23
	Lancashire	279	171	50
	Merseyside	388	172	26

North West Total		903	442	99
South East	Kent	2	1	-
	Surrey	1	-	-
South East Total		3	1	-
Wales	Dyfed-Powys	49	24	-
	Gwent	93	29	-
	North Wales	61	10	-
	South Wales	13	-	-
Wales Total		216	63	-
West Midlands	Staffordshire	49	12	-
	Warwickshire	30	1	-
	West Midlands	157	32	-
West Midlands Total		236	45	-
Yorkshire & Humberside	Humberside	83	63	23
	North Yorkshire	181	103	33
	South Yorkshire	486	226	38
	West Yorkshire	580	224	99
Yorkshire & Humberside Total		1330	616	193
National Total		4352	1739	456

Appendix 2: Programme Participants Age Band

Age Band	Count	Percent	NPS ¹¹
<18	0	0	249 (0.2%)
18-20	453	26.0	23985 (16.6%)
21-24	450	25.9	26915 (18.6%)
25-29	367	21.1	26018 (18.0%)
30-39	318	18.3	38572 (26.6%)
40-49	125	7.2	21481 (14.8%)
50-59	26	1.5	6094 (4.2%)

¹¹ According to 2.17 Probation Statistics for December 2007 for offenders supervised by the probation service with either a community order or suspended sentence.

60+	0	0	1456 (1.0%)
Not Recorded	-	-	-
Total	1739	100	144770

Appendix 3: Programme Participants Gender

Gender	Count	Percent	NPS
Male	1610	92.6	124043 (85.7%)
Female	129	7.4	20727 (14.3%)
Total	1739	100	144770

Appendix 4: Programme Participants Ethnicity

Ethnicity	Count	Percent	NPS
Asian	70	4.0	6743 (4.7%)
Black	36	2.1	9717 (6.7%)
Mixed/Other	41	2.3	5436 (3.8%)
White	1464	84.2	118959 (82.2%)
Refusal	10	0.6	2597 (1.8%)
Not Recorded	118	6.8	1318 (0.9%)
Total	1739	100	144770

Appendix 5: Programme Participants Offence Type

Offence Type	Count	Percent
Arson	15	0.9
Burglary	204	11.7
Criminal Damage	53	3.0
Drugs	145	8.3
Fraud & Forgery	47	2.7
Motoring	254	14.6
Public Order	73	4.2
Robbery	61	3.5
Sexual	2	0.1
Theft/Handling	272	15.6
Violence	483	27.8
Other	96	5.5
Not Recorded	34	2.0
Total	1739	100

Appendix 6: Programme Participants Sentence Type

Sentence/Order Type	Count	Percent
CJA 2003 Community Order	859	49.4
CJA 2003 Suspended Sentence Order	523	30.1
Other Probation Order	12	0.7
Licence	335	19.3
Not Recorded	10	0.6
Total	1739	100

Appendix 7: Programme Participants Sentence length

Sentence Length	Count	Percent
<12 months	43	2.5
12+ months	614	35.3
18+ months	279	16.0
24+ months	153	8.8

36+	4	0.2
Not Recorded	646	37.1
Total	1739	100

Appendix 8: Reasons for not starting TSP

Reason	Count	Percent
Revoked / terminated - custodial sentence	120	22.9
None of the above apply	118	22.6
Revoked / terminated - other sentence	88	16.8
Programme requirement revoked / removed	60	11.5
No programme requirement	44	8.4
Recalled to Prison	44	8.4
Order Expired	29	5.5
Revoked / terminated - change of circumstances	7	1.3
Other	13	2.5
Total	523	100

Appendix 9: Reasons for not completing TSP

Reason	Count	Percent
Revoked / terminated - other sentence	30	19.7
Programme requirement revoked / removed	27	17.8
Order Expired	27	17.8
Revoked / terminated - custodial sentence	25	16.4
Recalled to Prison	20	13.2
None of the above apply	15	9.9
Other	8	5.3
Total	152	100

Appendix 7

Gender responsivity and the new Thinking Skills Programme: A qualitative evaluation of the thinking skills pilot with female offenders

Questions:

1. How relevant do women feel the Thinking Skills Programme is to their needs?
2. How well do women feel the Thinking Skills Programme meets their needs?
3. How do women who engaged in the programme feel about the way in which the programme was delivered?
4. How do the women who engaged in this intervention feel the Thinking Skills Programme could become more gender responsive?

Background:

The Thinking Skills Programme (TSP) is a new cognitive skills programme designed by NOMS. TSP is a 'gender-neutral' programme; that is it was designed to be suitable for both male and female offenders. Some people have argued that gender-neutral approaches to rehabilitation are not likely to be effective with women. They suggest that women have distinct needs and that only treatment designed specifically for women would adequately meet these needs.

While the TSP was designed to be gender-neutral, programme developers were keen to establish whether it is responsive to women's needs, and to consider ways of making it more responsive to this group.

Method:

Seven female offenders who attended the custodial pilot of the Thinking Skills Programme agreed to take part in the study. Some had completed the programme and some were classed as non completers as they had either left the programme part of the way through or had not completed enough of the programme to be classed as completers. The women were all interviewed about

their experience of the programme and some took part in a focus group about how to make the programme more responsive to women.

The information from the interviews and focus group were analysed using two different qualitative approaches. Both approaches help to find themes in written accounts in order to establish commonalities in experience. Qualitative approaches also help to categorise and summarise large amounts of information and make meaningful conclusions about individuals' experiences.

Answers:

1) Overall the women described the TSP as a positive experience which gets better as it goes along. Most said they would recommend it to other women, as they felt that it covered issues relevant to female offenders.

However, all of the women switched off for some parts of the programme. This happened when the women were experiencing personal problems, could not understand how the session related to them, or when they felt like they were being 'pushed' into doing certain exercises. In particular they were frustrated with facilitators' use of what they perceived to be trivial examples to illustrate learning points. Women who did not complete the programme viewed themselves as 'failures'. Small changes could provide such women with the opportunity to succeed in the future.

2) Nearly all of the women interviewed said they experienced personal change and saw others change on the TSP. Learning about how to manage impulsivity and about how their behaviour has affected their relationships with people they care about was particularly valued. The women described feeling that they had developed a better understanding of themselves and their offending as a result of engaging in the TSP. This suggests that TSP is able to meet some of the women's needs to good

effect, bringing about insight and change in behaviour. However, some of the participants indicated that they would like the material to be linked to other issues they felt were relevant to them but that weren't covered in the pilot. This included substance and alcohol misuse and resettlement issues.

3) The women liked working with other women who they felt were similar to them, and liked the style of facilitation used on the TSP. The women particularly appreciated being talked to as adults and felt that it was important to have an all female facilitation team. They felt it would not have been as easy to open up about difficult emotional issues if men had been present in the group.

4) There were a number of changes that the women felt would improve the TSP, namely making it longer with more time to think about the material. The women described the programme as too fast paced and felt it was 'crammed'. Parts of the programme seemed to have little impact on the women as they could not remember what they had covered or were ambivalent about it.

Conclusions:

The TSP was experienced as relevant to women's needs, as helping them to address and bring about change in some of their areas of need, and was delivered in a way that was experienced as responsive to their needs.

However, there are some relatively minor changes that could make the programme a better experience for women. These include:

- Extending the number of sessions on the TSP to allow women more time to digest the material and relate it to their own lives.
 - Providing extra support and more opportunities to re-engage in the programme to combat high attrition rates and provide opportunities for success.
 - Encouraging more explicit links between the material on the TSP and drug and alcohol misuse which was seen as a big problem by the women on the pilot.
- Facilitators could highlight how the programme can be used to promote better relationships with the people women care about.
 - To create a hypothetical female offender who could be used to illustrate learning points, in place of existing facilitator examples.
 - To encourage the women to make links between the programme and outside agencies. This could help to provide a sense of continuity between the programme and their lives outside of prison.
 - To consider the use of women only facilitation teams.
 - Between session work could involve more behavioural practice as this is seen as more motivating and relevant.
 - Making sure that women fully understand the purpose of individual sessions and use these to personalise the material. Potentially use the same facilitator for each of these to promote a sense of continuity.

Policy Implications:

1) The 'gender-neutral' TSP should be delivered with women as well as men, given that it is experienced as responsive to female offenders' needs.

2) NOMS should consider making some minor changes to TSP when run with women, to help improve its gender-responsivity.

Source: Barnett, G. (2009). Gender responsive programming: A qualitative exploration of women's experiences of a gender-neutral cognitive skills programme. *ISMG Research Report. To be submitted to a peer review journal.*

For further information please contact:
Georgia Barnett
NOMS Interventions and Substance
Misuse Group
Room 130 Abell House
John Islip Street
London SW1P 4LH

Appendix 8

**Offender experiences and opinions of mixed-gender
group work in the community
– a qualitative study**

Spring, 2008
Author
Dr Nina Burrows

Executive Summary

Aims and method

There is currently a lack of research that examines the effectiveness and impact of mixed-gender group work with offenders in the community. Research from fields outside of offending behaviour group work suggests that women face a number of disadvantages when they participate in mixed-gender groups. These disadvantages include feeling restricted, being dominated by male group members, and consequently being quieter. This has led some authors to suggest that single-gender groups may be more effective for women. This study examined offender experiences of participating in mixed-gender offending behaviour programmes and attitudes towards mixed-gender groups. Qualitative methodology was used in order to ensure that a rich description of these attitudes and experiences were generated.

A total of 16 offenders were interviewed for this study. The participants in this study had participated in a range of different offending behaviour programmes and had been members of groups with different gender ratios. Two of the participants had dropped out of their programme. Four of the participants were women who were the only females in an otherwise all-male group. Interviews with the offenders were transcribed and analysed to identify themes in the area.

Results

Experiences of mixed-gender groups

Most of the participants reported a positive experience of mixed-gender groups. The male participants appear to have a particularly positive experience, whereas some of the women, especially those who were placed in groups as the only female, report a few negatives. One of these participants had a particularly negative experience and withdrew from the group during the first session. Whilst some of the women reported disruptive behaviour from the men in the group, there is little evidence that this behaviour affected the women. The study suggests that the most negative experience was that of the women who were placed into groups which were otherwise all-male.

Opinions on mixed-gender groups

The participants generally had a very positive attitude to mixed-gender groups, associating them with a better atmosphere and a greater range of experiences and opinions. All but one of the participants in the study stated a preference towards mixed-gender, rather than single-gender, groups. The remaining participant expressed a preference for one-to-one work rather than any groups at all. The male participants appear to have the most positive attitudes to mixed gender groups than the female participants. Most of the women in this study had a positive attitude towards mixed-gender groups but they felt that it would be better to have more than just one woman in a mixed-gender group.

Opinions on single-gender groups

The participants generally had negative attitudes towards single-gender groups, identifying few positives with them but a number of negatives. These negative include a worse atmosphere and a lack of breadth of opinions in the group. The female participants in this study suggest that a single-gender group would not adequately address the problems that they encountered in a mixed-gender group. For example, those women who felt that they were quiet, nervous, and slightly threatened in a mixed-gender group also felt that they would be quiet, nervous and possibly threatened in a single-gender group. The male participants have particularly negative attitudes towards single-gender groups, they suggest that the atmosphere would be worse and that they would feel less able to open up in a single-gender group.

Conclusions and Implications

Whilst this study is limited by its small sample size the findings suggest that mixed-gender groups benefit both male and female offenders. The benefits of mixed-gender groups include a better atmosphere and a greater range of opinions during discussions. The study suggests that NPS would have little to gain by simply splitting current groups into single-gender groups, which were associated with poorer atmospheres and a narrower range of opinions by the participants in this study. The study has highlighted a number of ways in which mixed gender groups may be improved, including encouraging women to contribute to group discussions and ensuring that any sexist behaviour or language continues to be combated by staff. Future research is needed to assess the extent to which the perceived benefits of mixed-gender groups translate into improved outcomes such as better attendance and improvements in offending behaviour.

Although in general mixed-gender groups are perceived as beneficial and preferential by the majority of participants, most of the women in this study felt that it would be better to have more than one woman in any mixed-gender group. The study suggests that whilst an equal ratio between men and women may be considered ideal, the inclusion of just one additional woman may be enough to combat most of the disadvantages that these women face. Whilst further research is needed to establish the extent to which placing only one woman in a mixed-gender group is common practice, NPS should aim to avoid this situation where possible. In instances where it is not possible to have more than one woman in a group the presence of female staff, pre-programme meetings with staff, and discussions regarding transport and safety, may help to improve the experience for these women.

Most of the women in this study felt that the course they were on fully met their needs. However, in one case the mixed-gender programme to which one of the women was allocated was obviously not suitable. This woman had been convicted of a violent offence and had been placed on a mixed-gender group for violent offenders as the only female with 10 male group members. This study raises the question as to whether the current provision for women who are convicted of violent offences is suitable. Whilst these offenders may be few in number, the extent of their treatment needs, and the risk that they pose to the general public, justifies further research in this area.

Appendix 9

A Qualitative Evaluation of the New Cognitive Skills Programme Pilots (second phase)

Russell Turner

RDT Consultancy

russelldturner@gmail.com

August 2008

1. Overview

1.1 Key Points

Background

- A new cognitive skills programme designed to address general offending behaviour was piloted in two prison establishments, Wealstun men's prison and New Hall women's prison, and in one community location – York probation – during Spring/Summer 2008.
- Tutors from all three sites, nine participants from Wealstun and five participants from the York site were interviewed to obtain feedback on the experience of the new programme, implementation issues, and issues for future roll-out. Interview transcripts were analysed using a qualitative, thematic approach based on Interpretative Phenomenological Analysis.

Implementation

- Implementation differed between the three sites, with New Hall appearing to encounter more barriers to implementation.
- The two prison sites ran the programme sequentially and York ran the programme modularly with new participants joining at the start of a new module.

- Tutors at all sites were generally very experienced and felt sufficiently prepared to deliver the programme, despite not receiving any formal training for the programme.
- York and New Hall experienced a lack of support from the host site, though this had more a detrimental effect at New Hall, where poor group selection was linked to engagement difficulties and retention problems. The issue at York concerned logistical support but this was not felt to impinge on delivery.
- Treatment management was felt to be initially lacking at the two prison sites due to off-site Treatment Managers, an initial focus on material, rather than delivery, and a sense of 'decisions being made elsewhere'.
- Treatment management at the probation site was viewed positively as was on-site support from one of the tutors who was involved in the first phase of the pilots

Experience of the programme

- Broadly speaking the participant and tutor experience of the programme matches the theoretical vision of the programme.
- Participants engaged well with the material in terms of understanding and relevance and felt that they were benefiting in terms of developing greater personal insight as well as learning and practicing skills that would help them achieve their goals. Tutors views supported this, with the exception of the New Hall experience.
- Individual sessions, the use of personal scenarios, and the collaborative relationship between participants and tutors were viewed as particularly helpful by both participants and tutors.
- The inclusion of two Young Offenders at New Hall was seen to have a negative impact on the group environment, though correct assessment, rather than age, was seen to be the issue.

- The mixed-gender group at York was viewed positively though this may have been influenced by the higher women-to-men ratio and the maturity/readiness-to-change of these particular women.
- Tutors felt that the Conditions for Success lacked clarity and needed making concrete for the group. Practical application of the Strategy of Choices was also viewed as problematic, particularly with more minor transgressions of the Conditions for Success.
- Participants appeared to struggle with out-of-session assignments. Tutors found that uncompleted assignments negatively impacted on the next session but linked this to a wider issue of lack of clarity with the Conditions of Success and Strategy of Choices model, rather than the assignments themselves.
- Tutors felt that the new programme required more advanced facilitation skills, particularly when focusing on risk factors and in the one-to-one sessions. The new facilitation style was viewed as a substantial but positive shift from other General Offending Programmes.
- Individual sessions seemed to be the lynchpin of the programme and concerns were expressed about delivering them responsively in terms of both time and skills. The 'missing' third module individual session was thus seen as detrimental to the programme.
- Work on participant strengths and links with outside contexts varied between accounts. This may be partly explained by variability in delivery of the individual sessions, though programme design was also linked. Exploring outside contexts was dependent on the material participants raised and, at New Hall, hindered by group composition. Links with the wider Offender Management process did not feature strongly in participants' and tutors' accounts.
- Tutors felt that the programme's discussion of regrettable decisions is unworkable, especially in the context of assessing and writing reports on the extent that risk factors have been addressed.
- The experience of delivering a modular programme at all sites differed between individuals, rather than sites, implying that the ability to handle

modular learning depends more on individual factors such as facilitation style and experience.

Issues for roll-out

- Tutors felt that the new programme seemed to lack its own proper assessment and selection system and that OASys will not provide all the necessary detailed information on which to base a decision about suitability and eligibility. It was also suggested that the current targeting criteria may not properly match the demands for the programme.
- Pre-group reading of participants' background information was viewed as essential for this programme and tutors felt that the manual was not sufficiently explicit that this should be done, particularly given concerns about varying existing practices for other programmes.
- Hand-outs were also considered to be visually poor and/or confusing.
- Tutors experienced the new facilitation style as a substantial shift from current practice and there were concerns that inexperienced tutors would struggle with this way of working whilst some experienced tutors may have developed a rigid style and thus be resistant to change.
- The programme's focus on participants' personal risk factors was viewed as a sensitive and potentially problematic area for new as well as experienced tutors.
- Tutors felt that Treatment Managers will play a crucial role in national roll-out of the programme and concerns were raised as to how they will be informed, trained, and supported during and after implementation to prevent 'facilitation drift'.
- Concerns were raised about programme dosage with respect to the maximum gap between completed modules, if not completed sequentially, and maximum sessions per day and week; this was in the context of resisting management pressures to increase throughput.

- The need for guidance on sequencing the programme with other programmes and courses, as well as optimally for prisoners with longer or indeterminate sentences, was raised.
- The absence rules potentially make non-completion of this programme more likely than with other General Offending programmes, particularly on a sequential programme that is ran three or four times a week.

1.2 Summary of Recommendations

Suitability & Selection

- The current eligibility and suitability criteria should be reviewed to better match the demands of this programme.
- The selection procedure is revised to ensure that proper assessment of the relevant eligibility and suitability criteria can be made by staff who have been fully trained to make this assessment.

Programme Design Tweaks

- Consideration should be given to making explicit in the manual the need to thoroughly read through participants' background information in preparation.
- The programme's discussion of regrettable decisions may be an issue for training, but thought should be given to whether a design tweak could also be helpful.
- Consideration should be given to the four key concerns about the impact of the 'missing' module 3 individual session. If an extra individual session is not included, then these concerns need to be addressed by some other route.
- Work on promoting participants' strengths and links with outside contexts may be improved by both training and programme design tweaks. Discussion should take place on how design changes could sharpen focus on these areas.

- Similarly, additions to the programme manual could help clarify or make explicit the practical application of Conditions for Success/Strategy of Choices model.
- A quick review of the quality of the hand-outs should be undertaken to determine the need for further revision.

Local Supporting Structures

- Local programmes teams should review their approach to involving the Offender Manager in the programme process to be sure that work started on the programme is communicated.
- Programmes' teams running the rolling group format will need to ensure sufficient numbers from a potential pool are scheduled for assessment prior to the start of the next module, so that this translates into enough new starters who join the group to maintain optimum group numbers.

Training

- Training of the new style needs to cater for newer, inexperienced tutors who may have no experience of group work as equally as it does for experienced tutors who may be very comfortable with the style they know.
- Promoting participants' strengths, as a programme ethos, may need making explicit in training.
- Undertaking pre-group reading of participants' background information and use of this information in the first individual session to properly set the scene for the programme, as well as sensitively applying it to group work situations, should be covered in training.
- Additional skills for facilitating the individual sessions should be considered including use of background information, dealing with resistance, promoting strengths, applying the Conditions for Success/Strategy of Choices model.
- Consideration should be given to demonstrating the application of the Conditions for Success/Strategy of Choices model in group situations.

- Training may also need to focus on promoting modular learning, including an additional focus on dealing with the entrance of new participants and the changing group dynamic.

Treatment Management

- The implementation team should review how Treatment Managers are being involved and informed prior to the roll-out of training.
- Supporting structures for Treatment Managers that will be in place during and after implementation to help prevent facilitation drift should be assessed.

Central Guidance & Support

- Guidance is needed on programme dosage with respect to the maximum gap between completed modules, if not completed sequentially, and maximum sessions per day and week.
- Advice should also be issued on sequencing the programme with other programmes and courses, as well as optimally for prisoners with longer or indeterminate sentences.
- The absence rules should be considered with respect to potential pressure to meet throughput targets and guidance issued.

Other Support

- Consideration should be given to printing programme packs centrally to avoid the production of sub-standard materials being produced where local facilities may be lacking.

Appendix 10

ETS Starters 2008-2009

	ETS Starters 2008-2009								General Prison Population							
	Under 6 months	6 months – 12 months	12 months < 2 yrs	2 yrs < 4 yrs	4 yrs and over	Indeterminate: not IPPs	Indeterminate: IPPs	Total	Under 6 months	6 months – 12 months	12 months < 2 yrs	2 yrs < 4 yrs	4 yrs and over	Indeterminate: not IPPs	Indeterminate: IPPs	Total
Acklington	0 .0%	1 1.1%	7 7.9%	23 25.8%	17 19.1%	0 .0%	41 46.1%	89 100.0%	0 .0%	5 .5%	86 9.2%	276 29.4%	443 47.2%	33 3.5%	95 10.1%	938 100.0%
Albany	0 .0%	0 .0%	0 .0%	0 .0%	30 30.0%	13 13.0%	57 57.0%	100 100.0%	0 .0%	4 .7%	0 .0%	2 .4%	283 51.1%	119 21.5%	146 26.4%	554 100.0%
Ashwell	0 .0%	0 .0%	11 14.1%	36 46.2%	24 30.8%	2 2.6%	5 6.4%	78 100.0%	3 .5%	3 .5%	11 1.8%	65 10.9%	184 30.7%	55 9.2%	23 3.8%	599 100.0%
Aylesbury	0 .0%	0 .0%	0 .0%	8 7.8%	27 26.2%	20 19.4%	48 46.6%	103 100.0%	0 .0%	0 .0%	2 .5%	64 14.8%	198 45.8%	47 10.9%	121 28.0%	432 100.0%
Birmingham ETS	0 .0%	2 2.9%	6 8.8%	9 13.2%	9 13.2%	2 2.9%	40 58.8%	68 100.0%	157 18.9%	87 10.5%	164 19.8%	215 25.9%	153 18.5%	16 1.9%	37 4.5%	829 100.0%
Blundeston ETS	0 .0%	0 .0%	0 .0%	24 40.0%	19 31.7%	4 6.7%	13 21.7%	60 100.0%	1 .2%	5 1.0%	10 1.9%	124 23.7%	300 57.4%	47 9.0%	36 6.9%	523 100.0%
Brinsford ETS 2008	1 2.8%	4 11.1%	9 25.0%	13 36.1%	3 8.3%	0 .0%	6 16.7%	36 100.0%	33 17.6%	22 11.7%	47 25.0%	55 29.3%	22 11.7%	2 1.1%	7 3.7%	188 100.0%
Bristol	0 .0%	7 11.5%	7 11.5%	18 29.5%	12 19.7%	4 6.6%	13 21.3%	61 100.0%	72 23.5%	24 7.8%	41 13.4%	71 23.1%	55 17.9%	30 9.8%	14 4.6%	307 100.0%
Brixton ETS(2006)	0 .0%	2 5.1%	8 20.5	10 25.6	9 23.1	2 5.1%	8 20.5	39 100.0	55 19.5	21 7.4%	41 14.5	59 20.9	63 22.3	10 3.5%	33 11.7	282 100.0

			%	%	%		%	%	%		%	%	%		%	%
Buckley Hall	0	1	4	16	26	1	7	55	0	1	35	96	192	37	14	375
	.0%	1.8%	7.3%	29.1%	47.3%	1.8%	12.7%	100.0%	.0%	.3%	9.3%	25.6%	51.2%	9.9%	3.7%	100.0%
Bullington	0	1	10	27	20	0	36	94	57	34	84	151	202	39	81	648
	.0%	1.1%	10.6%	28.7%	21.3%	.0%	38.3%	100.0%	8.8%	5.2%	13.0%	23.3%	31.2%	6.0%	12.5%	100.0%
Camp Hill	0	3	8	50	33	0	6	100	8	20	84	238	226	0	10	586
	.0%	3.0%	8.0%	50.0%	33.0%	.0%	6.0%	100.0%	1.4%	3.4%	14.3%	40.6%	38.6%	.0%	1.7%	100.0%
Cardiff	0	1	15	22	8	7	23	76	77	42	101	112	73	90	44	539
	.0%	1.3%	19.7%	28.9%	10.5%	9.2%	30.3%	100.0%	14.3%	7.8%	18.7%	20.8%	13.5%	16.7%	8.2%	100.0%
Castington	0	0	3	8	13	1	7	32	0	0	0	5	17	0	13	35
	.0%	.0%	9.4%	25.0%	40.6%	3.1%	21.9%	100.0%	.0%	.0%	.0%	14.3%	48.6%	.0%	37.1%	100.0%
Channings Wood	1	1	8	25	41	0	4	80	6	20	75	204	326	35	30	696
	1.3%	1.3%	10.0%	31.3%	51.3%	.0%	5.0%	100.0%	.9%	2.9%	10.8%	29.3%	46.8%	5.0%	4.3%	100.0%
Chelmsford	0	9	11	13	13	6	7	59	74	27	51	65	66	20	21	324
	.0%	15.3%	18.6%	22.0%	22.0%	10.2%	11.9%	100.0%	22.8%	8.3%	15.7%	20.1%	20.4%	6.2%	6.5%	100.0%
Dartmoor	0	1	3	23	26	0	6	59	10	14	53	166	254	21	29	547
	.0%	1.7%	5.1%	39.0%	44.1%	.0%	10.2%	100.0%	1.8%	2.6%	9.7%	30.3%	46.4%	3.8%	5.3%	100.0%
Deerbolt	0	2	18	53	9	0	0	82								
	.0%	2.4%	22.0%	64.6%	11.0%	.0%	.0%	100.0%								
Dovegate	0	0	0	2	39	16	5	62	0	1	1	10	503	232	87	834
	.0%	.0%	.0%	3.2%	62.9%	25.8%	8.1%	100.0%	.0%	.1%	.1%	1.2%	60.3%	27.8%	10.4%	100.0%
Downview	0	2	0	13	14	0	11	40	10	23	47	68	189	0	11	348
	.0%	5.0%	.0%	32.5%	35.0%	.0%	27.5%	100.0%	2.9%	6.6%	13.5%	19.5%	54.3%	.0%	3.2%	100.0%

CORRECTIONAL SERVICES ACCREDITATION PANEL

From David Griffiths Chair

Please address replies c/o Carole Wham, the Panel Secretariat, 1st floor., Abell House

John Islip Street, London SW1P 4LH

Telephone 020 7 217 5714

e-mail Carole.Wham@justice.gsi.gov.uk

Gillian Johnson
Head of Cognitive and Motivational Programmes
Interventions and Substance Misuse Group
1st floor
Abell House
John Islip Street
London SW1P 4LH

cc Danny Clark

21 April 2010

Dear Gillian

Thinking Skills Programme (TSP)– application for accreditation

1. At its meeting of 26th March 2010, the Correctional Services Accreditation Panel (CSAP) considered your application for accreditation of the Thinking Skills Programme.
2. The Panel marks applications against each of the accreditation criteria, awarding scores of 2 (fully met), 1 (partially met) or 0 (not met) to each. The maximum possible score is 20 for the ten criteria. To be fully accredited an application must score at least 18 points.
3. **The Panel awarded the programme a score of 18** and I am pleased to inform you that the Thinking Skills Programme has been awarded **full accreditation**.
4. The Panel would like to review this accreditation in three years time, at which point the research programme should be sufficiently advanced to provide strong monitoring and evaluation information.

General Comments

5. The Panel was pleased with the changes made to the materials. In particular it appreciated the table submitted in a separate letter which identified where changes had been made as a result of previous comments by the Panel.
6. The Panel was pleased to meet the practitioners for a discussion of their experiences of delivering the programme, and was impressed by their comments and their obvious commitment.
7. The Sub Panel which considered the programme had received a letter from CSAP member Linda Blud raising some concerns about TSP and about the phasing out of

other CBT programmes which it replaces. The Panel held a detailed discussion about these issues before meeting the developers, and raised most of the issues with them.

8. The Panel was initially concerned about the strong offence focus of the programme, but understood from the discussion with practitioners that participants appreciate the relevance it gives to the work. However, the Panel felt that this issue needs further monitoring and evaluation (see below).

Criterion 1 - A Clear Model of Change

Score 2

9. This criterion was fully met.

10. As was mentioned in the previous letter from the Panel (31/07/08) there is a need for research to build up knowledge of programme effectiveness.

Criterion 2 - Selection of Offenders

Score 2

11. This criterion was fully met.

12. Because of the requirement that participants should have admitted all or some aspects of their offence, the Panel was concerned that the programme will not be offered to offenders who continue to deny their offence. The Panel felt there was an urgent need to establish the number of offence deniers in custody and to consider what alternative treatment can be provided for this population.

Criterion 3 – Targeting a Range of Dynamic Risk Factors

Score 2

13. This criterion was fully met.

Criterion 4 - Effective Methods

Score 1

14. This criterion was partially met.

15. The Panel recognised that the developers have addressed a number of issues and this has improved the exercises and the clarity of the programme. Overall the material looked attractive and accessible, and the Panel was particularly impressed with the workbooks.

16. In their previous letter, the Panel noted that in a mixed group there should be a minimum of four women. The Panel considers that it is highly undesirable to run groups with singleton women, and was concerned to learn from the monitoring data that this is a regular occurrence. In discussion it transpired that these groups may start off with more than one woman, but that through attrition they end up with only one. The Panel asks that more should be done to ensure that women do not find themselves in the position of being a singleton, and that attempts to recruit at least four women per group should be strengthened. It felt that women are likely to be marginalised as singleton placements, when they need to be enveloped by the group.

17. Further, the Panel suggested that as well as striving to increase the number of women in each mixed group, programme developers could investigate opportunities afforded by new technology, such as virtual groups through video-conferencing, and

the development of appropriate interactive software and DVDs. Through these means, women in rural areas could be included in groups with other women. The Panel also suggested that a one-to-one programme may be a better option where only one or two women are available. It understands that a one-to-one TSP programme is under consideration and looks forward to its development.

18. Further on this point, the Panel recommended that the key programme facilitator for a woman should be a woman.

19. The Panel was reassured during the discussion that the rolling programme is workable in the community. It understands that this format allows for speedy entry into a programme from court thus diminishing the high risk of re-offending before treatment begins. However, the Panel still sees some problems of the rolling format with regard to stepwise learning and group dynamics. Therefore, it would like to receive more systematic data on the differences between the fixed and rolling format and on their differing impact.

20. The Panel felt the situation was different in the prison setting. It did not see that running the programme with a rolling format would benefit offenders in custody and recommends that a fixed format is used other than in very exceptional circumstances.

Criterion 5 - Skills Orientated

Score 2

21. This criterion was fully met.

22. The Panel still has some concerns about the limited amount of skills practice on the programme. It heard during the discussion that impromptu role plays have been carried out when needed. However, the Panel was not convinced that the programme allows enough time for this and would urge the developers to consider where more time could be freed up to allow more opportunity to practice relevant skills.

Criterion 6 – Sequencing, Intensity and Duration

Score 2

23. This criterion was fully met.

24. The Panel had some concerns about the Self Control module being placed at the start of the programme (for the fixed format) since the requirement to focus on the offence comes early in the first session. However, it was reassured in the discussion that this does not cause problems – and indeed may benefit some participants.

25. The Panel felt that success in delivering the first session, and hence securing participants' continued engagement, depends greatly on prior work with the participants, which in turn depends on detailed preparation by the facilitator and their skill in delivering the initial individual session.

26. The Panel recommended that there should be careful monitoring of the attrition rates attached to each module to ascertain if the sequencing or the content of modules is related to drop out.

Criterion 7 – Engagement and Motivation**Score 2**

27. This criterion was fully met

28. The Panel was impressed with the three individual sessions held during the programme.

29. The Panel noted that the community monitoring data had been collated at an early stage after implementation and did not yet provide analysis of the attrition rates of the first cohort of starters across the full programme. The completion data by module suggested that the programme attrition rate for the first cohort could prove to be relatively high. The submission stated that programme attrition rates for this first cohort would be analysed when data is available up to end of March 2010. It is essential that data is collected at every stage of the programme to establish whether there are programme or delivery factors (including those arising from assessment and offender management) which reduce or increase engagement and motivation. This attrition data should be analysed on an ongoing basis by cohort, nationally and for each centre or team which is delivering the programme.

30. In contrast to the main workbooks, the panel noted that the material relating to the individual sessions was expressed in complex language that would not be accessible to participants. This included the Conditions of Success Agreement Form that participants sign. The Panel advised that the Conditions of Success Agreement Form should be redesigned to be more user-friendly and accessible to participants and that it should be available to the participant, the Offender Manager and the facilitator.

Criterion 8 – Continuity of Programme and Services**Score 2**

31. This criterion was fully met.

32. The Panel emphasises that effective communication and collaboration between the Offender Manager and the Facilitator (and, in custody, the Supervisor) is critical to the success of the programme and the part it plays in broader planning for the rehabilitation of individual offenders. It considers therefore that careful checks should be made (via audit and local monitoring) that effective communication is taking place in relation to each participant.

33. The Panel understands that a booster programme is planned, and feels this will be an important development.

Criterion 9 – Maintaining Integrity**Score 2**

34. This criterion was fully met.

35. The Panel understands that audit is due to begin in the community in September 2010 and feels this is going to be critical in maintaining quality for this widely-used programme.

Criterion 10 - Ongoing Evaluation

Score 1

36. This criterion was partially met.

37. The Panel was pleased to see the results from the Pilot Study. It found the plans for further research to be well considered and looks forward to seeing how this has progressed when the programme comes back for review in three years time.

38. The Panel feels that key research topics are the relative effectiveness of the fixed and rolling formats, and of different ordering of the modules; the experience of women in mixed groups and the impact the programme has on them; the impact of the programme on Young Offenders; process information; and the planned reconviction RCT. The latter is particularly important because of the wide roll-out and flagship role of the TSP.

40. The Panel was pleased to hear that steps are being taken to encourage university students and trainee psychologists to undertake research projects around this programme, and would encourage the building of networks with universities and psychology departments to further this.

41. If you would find further clarification of the Panel's discussion helpful, you are welcome to contact the Chair of the Sub-Panel, Friedrich Lösel on

Fal23@cam.ac.uk

42. Thank you once again for bringing this application to the Panel. I trust that you will find this advice helpful.

Yours sincerely,



David Griffiths

CSAP Chair

Members of the sub-panel who considered this application are listed below:

Friedrich Lösel
Mike Maguire
Frank Porporino
Barbara Rawlings
Andrew Underdown