The Kainos Community Challenge to Change Programme

Submission to the joint accreditation Panel

November 2007

1. A clear model of change backed by research evidence

Summary

- A hybrid cognitive behavioural and therapeutic community programme
- Pragmatic approach arising without underpinning theory
- Clear process of change
- Links between change process, cognitive behavioural theory and models of social learning
- Evidence attesting to treatment effectiveness

Development and evidence base for the hybrid model

The evidence of treatment effectiveness of cognitive behavioural programmes is widespread, and is detailed in the theory manual, but suggests that programmes that exhibit the following processes yield the greatest likelihood of success, with the best programmes averaging an approximately 10% reduction in offending rates (MCGuire 2002):

- Are multi-modal
- Are cognitive behavioural
- Address defined criminogenic risk factors
- Maintain treatment integrity
- Match dosage to risk
- Are responsive to individual need

There is also considerable evidence highlighting the value of social skills development within a therapeutic community setting in reducing offending (De Leon 2000, Martin and Player 2002). It is suggested (Gordon and Arbuthnot (1987) that the best therapeutic communities exhibit the following characteristics:

- A full involvement of the programme initiator in the design and implementation of the programme
- Setting of behavioural goals at the outset
- Feedback to the participant throughout the programme
- Structured teaching of skills
- Practical application of skills with immediate feedback
- Involvement of significant others (family and friends)
- Adequate 'dose' of the intervention

The Kainos Challenge to Change programme is a medium dose, hybrid model, rolling intervention programme which targets medium to high risk offenders who would appear to have deficits in at least two of the following four criminogenic risk factors:

- Impulsivity
- Poor social skills

- Poor thinking skills
- Attitudes and beliefs that condone criminal acts

The programme provides multi-modal opportunities for skills development in these areas through the formal delivery of four cognitive behavioural modules (detailed below), with learning reinforced through practicing, monitoring and challenging of these skills within the therapeutic 'milieu' of the full time therapeutic community environment.

Although behavioural change within the community within prison was noted in the initial independent research undertaken on this model in 2001 by Burneside, and although rates of offending appeared to reduce in the desire direction, there was at first no apparent significant change in offending rates using this hybrid model.

In light of this research, changes were made to the programme to attempt to enhance treatment effectiveness, including the development of formal targets for change, adapting the learning processes within the modules to meet different learning styles, and closer monitoring and challenging of the target criminogenic risk factors.

More recent research, still ongoing, suggests that of the 250 graduates from the Verne and Swaleside only 12% of these were recommitted to prison within 2 years. Within this figure the reconviction rate for the 50 Challenge to Change graduates from Swaleside was only 4%. These results are very encouraging and compare favourably with the published E & W figure of around 35% of all adult prisoners who were recommitted to prison within 2 years of release.

Thus, whilst clearly further research needs to be carried out, and which is likely to be undertaken by Dr Gillian Radsdell of Loughborough University, the data from the more recent programmes does appear to be promising.

Model and process of change

This is detailed fully in the theory manual, but briefly the hybrid model draws upon social learning theory and cognitive behavioural principles, which assume the main following points:

- TC members at first are likely to lack insight into their own criminogenic risk factors
- TC members are at first likely to find it difficult to act pro-socially within the community
- TC members require support in the COMMUNITY LIVING module of the programme to understand the basic skills required to live within the TC rules and processes, such as use of community meetings, groups discussions etc
- TC members require support in practicing these skills within the community through modelling, practice and feedback
- The value and processes of these skills are then discussed and practiced within the FOCUS module, where they learn about their thinking styles and self talk which has caused them difficulties in the past, and how changing these styles can reduce conflict in the community.

- Once TC members experience the positive value of community living skills development, they may be more open to considering how cognitive and behavioural change may be useful to them following release.
- Once TC members are settled within the community, the INTERPERSONAL RELATIONSHIPS module links positive TC changes to value of developing pro-social interpersonal relationships following release, through the teaching of negotiation, perspective taking, victim awareness and emotional awareness.
- This broader community perspective is developed further through the CITIZENSHIP module, which supports TC members in generalising the skills learnt within the community to the role as a citizen within their own community following release.
- This learning occurs more quickly through the pro-social modelling of peer graduates (mentors) on the programme, of volunteers coming in from outside of the prison and of all staff involved in the programme
- Responsibility for change is gradually handed over from the programme to the individual as the programme progresses, with time to practice this responsibility made available through staying within the TC, but not undergoing formal modules, for a period in total of not less than six months.

The process of change, and the intervention required is linked within the theory manual to Prochaska and DiClementi's cycle of change.

This process, detailed in the theory manual, programme manual and training manual, is delivered throughout the programme using a motivational interviewing style, identified by Miller and Rollnick (1995) as an effective method in manage resistance and facilitating change.

A significant strength of the programme is that its design allows it to be individually tailored to meet the needs of those who progress through it. Offenders are not a homogenous group, each having particular cognitive, emotional or skills deficits which may affect their own particular risks of reoffending. Identifying and restructuring these unique patterns are a key part of the change process within the TC community, which can only be undertaken with a structured but flexible rolling programme.

2. Selection of offenders

All offenders within the prison are eligible to self refer, or be referred on to the assessment phase of the programme:

Selected on to the core phase of the programme by:

- Presence of at least two of the four dynamic criminogenic risk factors
- Drug free
- Agrees to the programme contracts

De-selected/excluded from the programme if:

- A literacy age of below 8 years
- Score more than 28 on the Hare Psychopathy Checklist
- Break the daily rules of the unit
- Refusal/fail to complete targets for change
- Evidence of ongoing anti-social behaviour

The programme targets medium to high risk offenders with evidence of poor thinking skills, poor social skills, impulsivity and attitudes and beliefs that condone criminal acts. Whilst the selection does not focus on any particular crime, the criminogenic risk factors targeted would tend to exclude offenders who have engaged in crimes of considerable planning or requiring social skills, such as high level fraud or drug dealing.

The method by which these risk factors are assessed is detailed in the evaluation manual, but briefly, in addition to the collateral evidence supplied by the referrer this entails:

- Use of psychometrics including the Barratt Impulsivity Scale and the Psychological Inventory or Criminal Thinking Styles
- Use of a semi-structured questionnaire to assess abilities to problem solve, think consequentially and react pro-socially in defined social situations
- The observation by facilitators through the two week assessment phase for evidence of the presence or absence of social skills.
- The level of risk of roffending is assessed either through OASys or the Offender Group Reconviction Scale.

In addition to assessment of their criminogenic factors targeted by the programme, suitability for the core phase of the programme is measured according to their ability to remain drug free whilst in this assessment phase.

As indicated above, the programme allows offenders to progress through treatment at a rate which matches their individual needs and pace of change. However a number of

additional selection criteria have been set to ensure that offenders are likely to be able to respond to the rigours of the programme:

- Although the modules are presented in a manner aimed to work with varying literacy abilities, it is accepted that the programme still requires a degree of literacy. A literacy level of the average eight year old has thus been set as the cut off point, below which individuals would be encouraged to develop their literacy before acceptance onto the programme.

- Offenders who score 28 or above on the psychopathy checklist are excluded from the programme, as on balance the research suggests they would be less likely to be able to respond to the requirements for open and honest disclosure and collaborative participation.

- An upper age limit of 60 has been set as risk of reconviction decreases with age. A lower limit of 21 has also be set as younger offenders are likely to have difficulty with the length and reflective nature of the programme.

- Recommendations are also set out in the theory manual on the management of group racial and cultural mix.

The therapeutic milieu and treatment style of the programme is designed to accommodate the initially concrete thinking and learning styles of reactive offenders, with the aim of taking on self responsibility for change by acceptance of their loss of control over their lives and the destructive consequences it has caused. Early sessions are thus collaborative and supportive, but provide clear and concrete targets for change.

These targets for change are detailed in the programme manual.

In later sessions peer challenging is employed to address particular cognitive distortions, but at no time are tutors encouraged to challenge in a punitive manner, as this could merely serve to reinforce anti-authoritarian beliefs.

Participants on the course are able to determine how much they participate in sessions and can choose if they wish to leave the programme. Whilst every supportive effort and motivational technique is employed to encourage individual participation, it is an important central theme of the programme that the choice for participation and motivation for change lies with the individual, not the facilitators. However, the value of pro-social rules for effective engagement are highlighted throughout the programme. Offenders do not have the right to disrupt the participation of others and may be temporarily suspended should this occur more than three times. Should an offender then wish to return to the course, this is highlighted as the offenders decision, but their application to return is considered before a staff panel, with information also coming from other group members . The de-selection criteria are detailed in the theory manual and the process of deselection in the managers manual.

3. Targeting a range of dynamic risk factors

Summary

The programme seeks to address the following dynamic risk factors

Offending and drug related risk factors (Andrews and Bonta 1998)

- Anti-social thinking patterns
- Impulsivity
- Cognitive skills deficits
- Social skills deficits

The theory manual lays out the grounds for what risk factors have been identified for the offending behaviour described above.

The selection procedure ensures that offenders have the above risk factors and that these underpin their criminal acts.

The clear process of change within the Kainos Challenge to change programme makes certain assumptions about which elements in the programme may work on which cognitive and behavioural processes, as the skills taught in each module, reinforced in the community is assumed to provide a natural therapeutic path:

The manner in which these steps are reinforced within the programmes general structure is detailed in the theory manual, which highlights the roles of the therapeutic milieu, group sessions, use of mentors and volunteers, and family.

In accordance with the above, the chart below describes each dynamic risk factor, the parts of the programme which have been designed to change that factor and the methods employed. The programme manual provides the detail of how these elements are to be employed at each stage in the TC member's progression through the programme, including reinforcement within the TC environment. An overview of these methods is detailed below:

Treatment Methods used in delivering the programme

Tutor = T
Large Group Discussion / Exercise (4 +) = LGD
Small Group Discussion / Exercise (2 to 4) = SGD
Role Play = RP
Individual Attention = I
Video = V

a. *impulsivity*

Community Living
- Session 2 Functioning in Community (T, LGD)
- Session 4 Conflict resolution (T , SGD)
- Session 6 Communication Skills (T, LGD)

Focus
- Session 3 Exploring our behaviour (T, LGD, I)
- Session 4 Comfort Walls (T, LGD,)
- Session 5 Motivation & Choices (T, SGD)
- Session 6 Exploring how our thoughts affect our actions (T, LGD, I)

Interpersonal Relationships
- Session 1 Negotiation Skills (T, LGD,)
- Session 5 Social Skills (T, LGD,)
- Session 6 Communication Skills (T, LGD, SGD, RP,)

Citizenship
- Session 4 Anti Social Behaviour (T, LGD, SGD,)
- Session 5 Moral Reasoning (T, LGD,)

b. *Poor social skills*

Community Living
- Session 2 Functioning in Community (T, LGD)
- Session 3 Attitude to authority (T, LGD, SGD, RP)
- Session 4 Conflict resolution (T , SGD)
- Session 5 Perspective taking (T, LGD)
- Session 6 Communication Skills (T, LGD)
- Session 7 Accountability & Responsibility (T, LGD, V)

Focus
- Session 3 Exploring our behaviour (T, LGD, I)
- Session 5 Motivation & Choices (T, SGD)

Interpersonal Relationships
- Session 5 Social Skills (T, LGD,)
- Session 6 Communication Skills (T, LGD, SGD, RP,)

c. *Poor cognitive skills*

Community Living
- Session 5 Perspective taking (T, LGD)
- Session 7 Accountability & Responsibility (T, LGD, V)

Focus
- Session 1 Understanding Yourself (T, SGD, LGD, V)
- Session 2 Understanding our Thinking (T, LGD,)
- Session 3 Exploring our behaviour (T, LGD, I)
- Session 5 Motivation & Choices (T, SGD)
- Session 6 Exploring how our thoughts affect our actions (T, LGD, I)
- Session 7 Goal Setting for the future (T, LGD, I)

Interpersonal Relationships
- Session 2 Perspective Taking (T, LGD, RP,)

<u>Citizenship</u>
- Session 1 Understanding the Democratic process (T, LGD,)
- Session 2 Social Welfare & responsibility for the wider community (T, LGD,)
- Session 3 Social Obligation (T, LGD,)
- Session 4 Anti Social Behaviour (T, LGD, SGD,)
- Session 5 Moral Reasoning (T, LGD,)
- Session 6 Action plan to reintegrate into society (T, LGD,)

d. *Attitudes that condone criminal acts*

<u>Community Living</u>
- Session 3 Attitude to authority (T, LGD, SGD, RP)

<u>Focus</u>
- Session 5 Motivation & Choices (T, SGD)

<u>Interpersonal Relationships</u>
- Session 2 Perspective Taking (T, LGD, RP,)
- Session 3 Victim awareness (T, LGD,)

<u>Citizenship</u>
- Session 1 Understanding the Democratic process (T, LGD,)
- Session 2 Social Welfare & responsibility for the wider community (T, LGD,)
- Session 3 Social Obligation (T, LGD,)
- Session 4 Anti Social Behaviour (T, LGD, SGD,)
- Session 5 Moral Reasoning (T, LGD,)
- Session 6 Action plan to reintegrate into society (T, LGD,)

4. **Effective methods**

Summary

- Multi-modal method of delivery
- Addresses a variety of learning styles
- Structured and progressive intervention
- Integrates the prison with the programme

The strength of the hybrid model is that it can provide multi-modal delivery of formal and structured cognitive behavioural elements, using lecture, role play, pairs work, group discussions, thought showers and videos, but the practice of these skills can be undertaken in a manner unique to the individual's learning style through combining this learning with practice within the therapeutic community. For example, Kolbs differing learning styles can be addressed within the programme in the following manner:

- For those who need to think and watch, they are more likely to respond to the teaching style within the more didactic elements of the modules.

- For those who need to think and do, they are likely to benefit from reflective exercises within the modules and discussion groups, and practicing skills within the community.

- For those how need to feel and do, the affective components within the community meetings and groups discussion are likely to be of benefit.

- For those who need to feel and watch, they are more likely to acquire skills through observation of others within the community combined with reflection within discussion groups.

Thus, individuals learning skills on the modules can than practice and reflect upon these skills in a manner best adapted to their own learning styles through the varied use of the TC elements including use of mentors, community meetings, group discussions, therapeutic duties, and one to one support from facilitators.

The theory manual also highlights how the elements are expected to function, and links these in to evidence supporting these assertions.

The methods are described more fully in the theory and programme manuals, but are in line with those used in other cognitive behavioural and TC programmes described above that have been shown to reduce recidivism.

The primary treatment methods are firstly to challenge and reframe distorted thinking regarding the value of pro-social behaviour, through group feedback of targets for change together with developing interpersonal skills in the 'here and now' within the

TC to deal with conflict and emotional distress, with a key aim of being able to generalise these skills upon release.

Whilst much of this work is undertaken within the therapeutic milieu of rehabilitation unit, the role of the prison as a whole in reinforcing changes made on the programme is recognised. The Kainos Challenge to Change programme sees the inclusion of uniformed grades and other prison personnel in the delivery, monitoring and reinforcement of the programmes principles on the wing and in the rest of the prison as a vital element in its effectiveness. As a result, this ensures the process of change in the Unit is continued both whilst back on the wing, and once back in the community.

Treatment integrity and programme monitoring is maintained by the process outlined in section 10.

5.Skills orientated

Summary

- Skills learnt initially through delivery of formal sessions
- Skills reinforced through internalisation of pro-social modelling
- Skills developed the modules are 'tested' and reviewed within the TC environment
- Prison employment encouraged
- Education department deliver a complementary part of the programme

In line with the process of change detailed above, the formal modules of the programme are presented in manner to allow initially the development of practical behavioural skills to enable TC members to live more pro-socially within the TC rules and boundaries, and once they feel more settled, to progressively consider, gain insight into, learn alternatives to and practice cognitive and behavioural skills that enhance their ability firstly to gain problem solving skills to help plan and consider actions in more detail, secondly to develop social skills that will enable them to manage to develop more stable and sustainable pro-social networks, and thirdly to challenge often deeply held pro-criminal beliefs that have precluded them in the past from feeling motivated to change .

The main skills taught in the programme, through a combination of these modules and testied within the community are (see the theory and programme manual for more details):

The community living module
- Being able to ask for help
- Voicing concerns
- Mindfulness

The focus module
- Exposure training
- Response prevention
- Thought stopping
- Assertiveness training

The relationships module
- Negotiation skills
- Perspective taking of others
- Victim awareness
- Emotional Awareness
- Communicating with other

The Citizenship module
- Prosocial decision making
- Societal perspective taking
- Planning skills

6. Sequencing, Intensity and Duration

Summary
- Module duration in line with research suggesting a minimum of forty hours for medium risk offenders

- TC duration in line with research suggesting a minimum of six months

- Programme elements can be delayed/accelerated according to individual need

- Extensive homework through implementation of 'targets for change'.

- Unique difficulties can be addressed within one to one sessions

- Ongoing TC involvment following programme completion helps TC members to continue 'working the programme'.

According to the risk/need principle higher risk offenders should receive more intensive intervention, which according to the research detailed in the theory manual should be not less than forty hours for a cognitive behavioural programme, and not less than six months for a TC environment- This is no research available to recommend best practice for a hybrid model, but it seems reasonable to suggest that combining these minimum recommendations may be an appropriate programme length.

Thus the Kainos challenge to change programme requires that individuals remain within the TC environment for not less than six months, up to a maximum of eighteen months, and attend at least forty hours of formal programme during the core programme phase.

The programme therefore provides a large dose of treatment which is delivered as follows:

Admission Stage:

When an offender is admitted onto the wing he will be seen and interviewed by the Programme Manager or the Assistant Manager on that day. This will be a discussion of what is expected of the offender, as well as taking any questions about the Programme. Any outstanding assessments can be completed at this stage. The prisoner is introduced to the wing officers by a member of Kainos staff.

Introduction are also made to wing mentors introduced to the wing mentors who in turn explain the spur, wing and programme rules to the new prisoner. The other purpose of this is that if the prisoner needs anything clarified, questions answered, or

any assistance / help or support, the prisoner is then able to approach any one of the mentors as he is then familiar with the structure and who he is able to approach.

In the first week of the offender being on the wing he will attend a formal spur meeting, chaired by a nominated spur mentor with a member of Kainos staff is always present. The purpose of this introduction is to formally introduce the prisoner to the spur and to discuss any questions or queries that he might have about the spur rules. It also gives the other prisoners in the community an opportunity to raise any issues that they may have that involve the new prisoner to the spur.

The prisoner will also be introduced to the entire community on the regular weekly community meeting where he is free to ask any questions about the community.

The new prisoner will be taken and introduced to the Kainos volunteers on the volunteer evening where he will be welcomed and invited to join in the conversations.

The Programme Manager or Assistant Manager will have a formal follow up meeting with the prisoner in the first week to check that he has settled onto the spur, is beginning to understand community rules and is becoming ready to start on the next part of the Programme.

The core programme

8.30-20.00 Five days per week, for twenty two weeks

Weekly content includes:
       At least one module session per day (two hours) of:
       Community Living
       Focus
       Relationships
       Citizenship
Therapeutic duties (two hours) also during weekends
Group discussions (two hours)
Volunteer lead topic discussion (two hours once a week)
Community meetings (one to two hours once a week)
Bible study and church or Moslem service (optional on Friday and Sunday)
Mentor meetings (one hour in week and one hour at weeend)

 'Targets for change' are also devised, which highlight weekly learning tasks that have to be implemented during the daily regime and voiced during each group session. The content of the above sessions is fully detailed in the programme manual.

In addition participants take part in alternative gym activities with the other participants.

The programme is long enough and intensive enough to promote the desired changes and is flexible enough to allow offenders to progress through the programme at a pace which matches their learning style and degree of motivation.

One to one support is available to all TC members at any time, either through mentor support, or through facilitator support. In order to reduce the risk of dependency, it is encouraged that this one to one support is utilised with facilitators not more than once per week, and is never always with only one facilitator.

Throughout the programme participants practice their targets for change and if necessary can repeat a module.

Intervention level is dictated by the participant's level of motivation and ability to undertake the targets for change set. Participants who are struggling or experiencing high levels of resistance are engaged in individual and group work which targets and attempts to address these issues. The timing of each participant becoming the focus of a group session is thus carefully planned to when they seem most likely to be able to benefit from such a focus.

Review phase

Within the last two weeks of the programme, individuals no longer take part in the formal modules, but still take an active part in leading the processes of the therapeutic community. Their role at this stage is threefold: Firstly to support other TC members in developing pro-social skills within the community, both within community meetings and on a one-to-one basis; secondly to continue to practice and internalise the skills learnt on the programme in the safe TC setting; and thirdly to consider how to generalise these skills in more detail following discharge from the TC, including developing personal relapse prevention plans and how to manage any ongoing needs and linking in to relevant professionals. However, again as stated above, whilst individuals are supported and encouraged in using their time within this final phase in the above manner, this review phase is seen as a time of handing over responsibility for ongoing change from the community to the individual, and thus no formalisation of this process occurs.

Ongoing TC living

Programme completers are encouraged to remain within the TC environment for at least six months in total, and are allowed to remain there up to eighteen months. The purpose of this is to continue this 'handing over' of responsibility in a graded manner, by allowing individuals to continue to act as pro-social peers to those on the programme, but also by allowing them greater freedom and responsibility to choose to continue to behave in the pro-social manner developed within the programme. For those that wish, they may remain as mentors on the programme, and for those that choose not to, they are expected to continue to support the development of those attending the formal aspects of the programme in an informal manner, feeding back to staff any concerns they might have either with a programme participant, or with their own issues.

7. Engagement and motivation

Summary

Of participants

- Use of a motivational interviewing style

- Continued engagement increased through treatment responsivity

- Maintenance of therapeutic group sizes

- Use of peer supporters

- Use of family conference

- Involvement with NA/AA fellowships

Of staff

- Regular prison staff awareness/involvement in the programme

- Supervision of group facilitators

- Daily debrief sessions for group facilitators

Of participants

The theory manual describes the assessment of offenders, according to the criteria outlined in section 2.

Information from these assessment tools and evidence from the referring prison are collated to present a holistic picture of the individuals current attitudes, beliefs and behaviours and their motivation to be on the course. .

Should there be clear resistance, individual motivational interviewing is undertaken at this assessment stage.

Within the assessment phase prospective TC members must sign a contract which details both their expected behaviour on the programme and the rules of the 'community'. These rules include those on confidentiality, participation and therapeutic duties. Throughout the programme motivation is carefully monitored and enhanced in the group and one-to-one sessions. The main methods of assessing engagement and motivation during the core phase are through behavioural monitoring by facilitators and wing staff, successful completion of targets for change and group monitoring through peer and self evaluations sessions. These processes are detailed more in the evaluation manual and programme manual.

Motivational exercises are also integrated into the one to one work, whose sole aim is to support the learning within the modules to be generalised into the community.

The group sizes vary due to prison movements, but given the intensity of the sessions, group sizes for groups are run with a maximum of ten participants. As the programme is a rolling one, should there be a space, these are filled as soon as possible therefore minimum group sizes are not a consideration.

The programme style is specifically designed to respond to the needs of reactive and impulsive offenders. Facilitators are expected to roll with the resistance that is anticipated early in the programme, but maintain structure and focus and attend flexibly to individual intervention needs. As the discussion groups and other TC elements uses personal experience as a central focus for discussion, this naturally allows for the programme to use all individual differences as a therapeutic tool, and encourages the group to consider that individuals coming from different backgrounds may have had differing experiences. Indeed, this ability to show respect for another's individual differences is seen as a key part of the therapeutic process.

The methods used in the programme are varied and designed to engage the offenders in treatment- This is described more fully in the theory and programme manuals.

Participants are continually encouraged to engage by the graduate peer mentors. Facilitators also maintain an open door policy for those wishing to seek additional support, but as noted above any additional sessions are focused specifically on the blocks to engagement which have arisen. Incentives for participation are essentially intrinsic as individuals learn to accept responsibility for their behaviour changes, but the power of positive peer expectations in maintaining commitment to the programme, especially from graduate peer mentors is also utilised by staff facilitators.

TC members are encouraged to practice their targets for change both in and out of sessions, and also after release or transfer to another prison. On the unit participants feedback in group sessions on their observations of general behaviour noted of other participants. Their own behaviour is also commented upon by wing staff, with changes noted and fed back to the individual. This, along with staff awareness training enhances the supportive nature of the prison environment.

Friends and family are also actively encouraged to be aware of the changes being made by group participants and on at least one occasion are encouraged to attend a 'family day', where the offender can discuss issues that might have arisen from the programme. This enhances the family knowledge and understanding of programme's principles and how the offender might best be supported upon release. This work is consolidated during the after-care process if individuals are preparing for release through liaison work by the supervising probation officer. Community support is further enhanced by offenders being assisted in finding and attending community support services after release. The process of the family day is detailed in the programme manual.

Where required, those with lower levels of literacy are assisted in completing and feeding back any written work by the peer mentors

Of staff

The facilitators are supervised and supported through daily peer debrief sessions, daily preparation meetings, fortnightly individual supervision, monthly group supervision weekly formal programme meetings and additional flexible supervision from the treatment manager. The treatment manager also observes at least 10% of all the sessions delivered.

The tri-partite managers regularly attend their own programme meetings to address any issues that might be arising in delivery, or within the broader prison system.

Kainos Challenge to Change Awareness Training is provided for senior managers and uniform grades within the prison on a yearly basis.

Uniform grades within the prison are also encouraged to act as behavioural observers, which assist the facilitators in ensuring the expected changes are occurring on normal location. This also encourages prison staff to feel involved with the programme.

These processes are described more fully in the theory manual and managers manual.

8. Continuity of Programmes and Services

Summary

- Throughcare integrated with other prison services

- Seen to provide a platform to attendance on other programmes

- Involvement of community support groups

- Involvement of family

Throughcare in the Prison Service

Initial referral to the assessment stage of the programme can come through either self referral or from any prison member of staff. This is detailed more fully in the managers' manual.

The Prisons Partnership Programme involves all staff responsible for the individual's progression through the prison system. Wing staff are informed of the outcome of the assessment process at the assessment phase and progression through the programme is fed back by wing staff on a regular basis.

After programme completion, full details of their progression through the programme and recommendations for further work is written up and follows the offender through the rest of their sentence. Details in these comprehensive notes include levels of participation, treatment progress, current commitment for ongoing change, recommendations for further work and remaining risk. The post programme report is detailed in the evaluation manual.

This process establishes a throughcare network which is drawn together both during the core programme and following programme completion. The individuals plans for maintaining change is supported and monitored by the treatment team and the throughcare manager, with the post programme TC phase providing an opportunity for the process to be supported in either 'bedding down' or being adapted as necessary. The role of the treatment manager, throughcare manager and programme manager in this process is detailed in the managers manual.

The Kainos challenge to change programme also integrates with many other treatment interventions. For some offenders the programme simply could not be considered until the processes underlying their drug abuse had been fully addressed and coping strategies for continued abstinence developed, and as such individuals may be referred to a specific drugs programme before entering into the Kainos TC.

Any risk factors not fully addressed in the core phase are highlighted in the post programme report. Should individuals have enough time left to serve, they are then encouraged to attend the relevant programme such as the CSCP, R and R or Sex

Offenders programme, which may mean a transfer to another prison. Attempts are always made to house graduates on a drugs free or TC wing of a prison running such programmes. Should offenders not have enough time left, the resettlement unit ensures through-care is carried on in to the community, including residential rehabilitation centres and/or continued offender work with community probation.

Throughcare in preparation for release

For those offenders preparing for release, throughcare needs into the community are met by active involvement during the post programme phase of programme, with the involvement of the resettlement team, prison and community probation, friends and family and, where appropriate, religious support groups. A key aim of the programme is to ensure community networks are available and are aware of the issues needed to support the progress made by graduates of the programme. Probation input, although complementary, is seen as an important part of the post programme phase and is detailed in the programme manual.

9. Ongoing Monitoring

Summary

- All staff are selected, trained and monitored according to clear criteria laid out in the managers/training manuals

- All programme elements are monitored and supervised by the treatment manager as laid out in the managers/evaluation manuals

- All changes to the programme must undergo a clear assessment process before being incorporated as detailed in the managers manual

Ongoing monitoring is crucial both in maintaining treatment integrity and ensuring the programme remains responsive to the immediate needs of each member of the group. Some of this has already been described in section 7 and other monitoring elements also form part of the ongoing evaluation described in section 10. A fuller explanation is contained within the managers manual and evaluation manual.

Treatment integrity within the programme is maintained through:

- Selection of offenders according to the standard criteria outlined in section 2.
- Employing only individuals with the core competencies detailed in the programme manual.
- Ensuring facilitator debrief sessions occur on a daily basis.
- Ensuring mentor debriefing occurs on a daily basis
- The attendance of the treatment manager on 10% of all sessions run
- Fortnightly individual facilitator supervision sessions
- Tutor performance being regularly monitored against a set of standard competencies, with any outstanding issues highlight and monitored for improvement
- Weekly reviews of participant progress to ensure responsivity to individual needs
- Programme/participant notes to ensure continuity between different facilitators
- Structured and clearly outlined programme plans detailed in the programme manual for how each session should be delivered- This must be adhered to without changing, adding or deleting elements of the programme as layed out in the manual.
- Staff and participant attendance monitored throughout the programme

Treatment integrity within the prison is maintained through:

- Monthly tripartite meetings of treatment managers, through-care and programme managers to both monitor delivery of the programme and to resolve any difficulties arising between the rehabilitation unit and other areas of the prison
- Programme awareness training delivered at least once a year to both senior managers and uniformed staff.
- Criteria within the managers manual which details minimum conditions for programme delivery, including resources and facilities required.
- The individual responsibilities of the treatment, programme and through-care manager clearly identified within the manager's manual
- A letter of commitment to maintain treatment integrity of the programme from the governing governor

10. Ongoing Evaluation

Summary

Details provided in the evaluation manual of**:**

- Long term evaluation of offending reduction through the offender index

- Short term evaluation of attitudinal changes through psychometric measures

- Short term evaluation of behaviour changes through behavioural monitoring processes

Independent research examining attitudinal and behavioural change within prison and reconviction rates following release have been commissioned by Kainos on a regular basis, and research is ongoing (see the theory manual and evaluation manual for more details).

The early research, as noted above, suggested that whilst behavioural and attitudinal change was occurring within the prison, and whilst there was a reduction on reconviction rates following release, this reduction was not significant.

Also as noted above, the ongoing research, following changes to the programme, would appear promising as reconviction rates appear to have dropped.

It is the intention of the Kainos team to fund further research into the offending rates of graduates of the programme on a repeating eighteen month basis, in a similar manner to that having been undertaken to date. The aim of this research will be to complete an evaluation of the programme to assess comparative changes between non-completers, matched controls (gleaned from the Offenders Index) and graduates of the programme.

A range of additional measures have also been put in place to assess attitudinal and behavioural changes predicted to arise from the programme that would indicate a reduction in risk of both continued drug use and further offending.

These measures are detailed more fully in the evaluation manual, but briefly, comprise of:

Measure   *Dynamic Risk Factor*

Anti-social thinking and behaviour

Tutor case notes
Assignment reviews
Behavioural monitoring/adjudications
Peer reviews

PICTS - (Walters 1999)	Attitudes to crime
Behavioural monitoring Voluntary drug testing	Substance use
BIS-II- Barratt (1994) Behavioural monitoring	Impulsivity
Behavioural monitoring Adjudications	Lack of treatment compliance
Assignment reviews and feedback Challenging of other peers	Cognitive deficits

Changes in these measures are fed back to graduates during the post programme phase.

Additional information that influences programme effectiveness such as group dynamics, drop-out rates, general blocks in group participation and motivation are also monitored and incorporated into the data base.

29 May 2009

Patricia Rogers
Chief Executive
Kainos Community
B132
The Health Business and Technical Park
Runcorn, Cheshire
WA7 4QX

Dear Patricia,

1. At its meeting of 30ᵗʰ April 2009, the Correctional Services Accreditation Panel (CSAP) considered your submission for accreditation for the Kainos Challenge to Change 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. I would like to congratulate the programme development team on achieving a total score of **18 points**. The Kainos Challenge for Change Programme is now fully accredited.

General Comments
4. Overall the Panel was impressed by the amount and quality of work that had gone into revising the manuals. In particular it felt that the inclusion of a separate programme manual describing the operation of the therapeutic community (TC) was helpful.

5. The Panel is aware that this programme draws on a number of treatment elements, and is organised as a hybrid of the democratic TC and hierarchical TC models, as well as adopting for the structured programme a hybrid of CBT and educational models. The Panel recognised the difficulties in describing the programme succinctly and suggested this could be resolved by calling it either a hybrid TC or a modified TC.

6. The submission document was very helpful and contained clear information about the aims and operation of this complex programme.

Criterion 1: A Clear Model of Change   **Score 2**

7. This criterion was fully met. The Panel felt the theory manual provided a clear description of the model of change.

Criterion 2: Selection of Offenders   **Score 2**

8. This criterion was fully met.

9. The Panel was uncertain how the semi-structured interview was evaluated in making selection decisions, but understands the programme is to undertake a review of this in the near future.

10. The Panel understood that a high PCL-R score should exclude an offender from the programme, but that in practice PCL-R assessments were rarely done: present practice is to notify the prison psychology department of any concerns over an individual referral, and for the psychology department to assess the level of psychopathy and advise programme staff accordingly. The Panel feels that the programme is not appropriate for those with high levels of psychopathy, but further guidance regarding the identification of this should be provided given the problems in obtaining PCL-R assessments.

Criterion 3 – Targeting a Range of Dynamic Risk Factors   **Score 2**

11. Fully met.

Criterion 4 - Effective Methods   **Score 1**

12. Although the methods described in the new manuals are greatly improved, it was felt that further changes need to be made as follows:

13. Regarding the TC

- Although it is would be important for there to be some feedback from spur meetings in the weekly community meeting, the Panel felt that at present there is too much, and that the community meeting could become nothing but feedback reports. Because of the importance of interaction in community meetings, it was suggested that the programme holds an extra community meeting instead of one of the 5 spur meetings or the discussion group and that feedback in community meetings is kept to a minimum to allow other interactions, such as discussion, planning, challenge and decision-making to take place.

- The manuals need to state that community meetings last for at least one hour and that they do not end until this hour is up. This is to allow space for items to emerge which may not be on the agenda. (If it is possible in the time spaces allotted, it would be worth considering a caveat that community meetings could be extended if necessary and if the majority of those present agree.)
- It was felt that the structured days allow little time for informal activity. This is typical of a hierarchical TC. It was suggested however that in this case it would be useful to include unstructured time on the programme as is common in democratic TCs to allow residents to find their own ways of managing time.

14. Regarding the taught programme

The Panel felt the taught programme is improved but that it needs to be seen as a live document open to continuing improvement. The following changes were recommended:

- There could be much less material so that the sessions have more space for discussion and reflection.
- Sessions could be much less didactic in style. Since for many sessions the intention is to raise awareness of issues, the Panel suggests that the developers investigate interactive and participative teaching methods, such as games, debates and creative approaches, and instigate them wherever possible to avoid over-reliance on traditional classroom teaching.
- The manuals need to be clear about the underlying purpose of each session so that facilitators can devise their teaching to achieve the learning outcomes. The example cited by the Panel was the session on forgiveness. The Panel asked about the aim of this session as it was not clear whether it was to raise awareness of the issues, encourage participants to reflect on their own feelings or persuade participants of the benefits of forgiveness.
- There could be more information for facilitators on the optimal style for each session as style will differ depending on the nature and purpose of the session. The manual needs to make it clear that styles will vary and that for some sessions they will need to be more prescriptive than for others.
- As nearly a third of referrals had 'drug-related offending' recorded, this could be an issue to address specifically. When readdressing the content of the taught programme, the developers may want to introduce a session on substance abuse so that this can be acknowledged by the TC as a problem. However, this should only be used as a means of opening up the issue and the programme should not attempt to engage in specific treatment for drug abuse.
- Although the language is to some extent simplified, much more could be done to remove unnecessary and complex conceptual content and design the materials to be more enticing.

Criterion 5 - Skills Orientated   Score 2

15. This criterion was fully met. The Panel was impressed by the opportunities presented by the programme to take learning from the taught course and explore it further in the TC.

Criterion 6 – Sequencing, Intensity and Duration   Score 2

16. This criterion was fully met. However the Panel felt that there should be more space on the programme, and asked that their suggestion that there could be a week between each module for review and reflection be revisited.

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

17. This criterion was fully met.

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

18. This criterion was fully met.

19. In particular the Panel welcomed the use made on the programme of outside visitors.

20. The Panel suggested that in the future it may be possible to include work on progression pathways for participants, and to assist them as much as may be possible to move on to places which would reinforce changes made on the programme. This would include, for example, transfer to a particular wing where it is known that support is available.

Criterion 9 – Maintaining Integrity   **Score 1**

21. The Panel welcomed the information that the developers have set up a one-week training programme for the TC element of the programme and asked that this is included, perhaps as a separate training manual.

22. The Panel suggested that facilitators should sometimes observe sessions presented by another facilitator in order to assist their learning.

23. The Panel was pleased to see the 12 week structured training for facilitators, including the opportunities to visit other Kainos communities, and felt this would be a valuable means of learning the role of a staff member.

24. The audit arrangements created some concern for the Panel, and was the reason a full score was not obtained on this criterion. The present set of standards is too thin to adequately audit this complex programme. Moreover there needs to be information about who is to carry out the audit and how they will use the audit document. The Panel suggested that the developers acquire the Community of Community audit standards for both the democratic TCs and the addiction (hierarchical) TCs, and also the prison service audit standards for both these types of TCs. The suggestion is that the developers create their own audit standards using these documents. Ideally the audit should be conducted by an independent agency.

25. The Panel suggested further that the programme staff investigate the Community Oriented Programs Environment Scale (COPES) created by Rudolph Moos, which would provide a means of routinely assessing the therapeutic atmosphere of the programme.

Criterion 10 - Ongoing Evaluation   **Score 2**

26. The Panel was pleased to see information from the evaluations which have been made of the programme. Although these studies have methodological weaknesses, together they provide an indicative body of evidence that the programme has a positive effect.

27. The Panel would encourage the programme to continue with these evaluative studies, and would particularly welcome a reconviction study of ex-residents.

28. With regard to the EPQ-R assessment, which the Panel understands is now part of the initial battery of tests, it is important to include the criminality and impulsivity scale in this. This will enable comparison of Kainos with the DTCs at Dovegate and Grendon, as studies have been published from these institutions using this scales.

29. If you would find further clarification of the Panel's discussion helpful, you are welcome to contact Barbara Rawlings, the sub-panel Chair at:

   barbara.rawlings@talk21.com

Thank you for bringing your application to the Panel. I trust that you found its advice useful.

Yours sincerely,

Nicola Hewer
CSAP Chair

Members of the Sub-Panel who considered this application are listed below:

Barbara Rawlings (Chair)
Eric Cullen
Don Grubin
Mike Maguire