



**THE SECOND SPECILAIZED MODULE**

**On**

**Classification, Sentence Management  
& Rehabilitation**

**MANUAL FOR TRAINERS**

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# Specialized module 2

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## Chapter 1. Introduction and How to Use This Manual

### 1. Chapter 1: Introduction and approach

This teaching manual will be divided into chapters. It provides everything you need to teach the material in the Classification, Sentence Management and Rehabilitation Training Guide. Each chapter will have critical information for you as a trainer.

Your objectives, as the trainer, should facilitate satisfaction of the learning needs of the participants. Three basic objectives for the trainers form the foundation of such programmes and mirror the following learning needs of the participants:

1. Participants want to receive information and knowledge on best-practices for these 3 sessions and how these practices will impact how they work and the quality of their work;
2. Participants want to acquire or reinforce skills, so that the functions and duties of the participants can be fulfilled effectively with due respect for parameters within which they are required to work. Simple knowledge of concepts is not enough to enable participants to transfer this knowledge into appropriate professional behaviour. The focus of the training should be on skill development and therefore include discussion, practice and application;
3. Participants want to become sensitized to the importance of the material in the handbook. This means we need to change negative attitudes and reinforce positive attitudes and behaviour, so that the participants accept, or continue to accept, the need to continually improve the way in which they work to satisfy their mandate of ensuring public safety through the management of safe and secure prisons, and the responsible reintegration of offenders into the community.

In order to be effective, your training should be aimed at improving knowledge, skills and attitudes in order to contribute to appropriate professional behaviour.

In order to achieve this, this training guide incorporates a range of interactive pedagogical techniques. The training methodology adopted in the manual is interactive, flexible, relevant and varied. In other words, it is based on adult learning principles.

**Interactive** – The training employs a participatory, interactive training methodology. Adult learners most readily absorb material when they are engaged in the material rather than “spoon fed”. As practitioners, the participants will have a rich pool of experience, which must be actively drawn on to make an interesting and effective course.

**Flexible** – Do not force participation. The result will often be resentment amongst participants and will likely close avenues of communication between trainer and participants. While the trainer must maintain a certain level of control, the first rule should be flexibility. The trainer should welcome questions and even challenges from participants. It is the role of the trainer to have command of the material and if they are uncertain, DO NOT lie but rather indicate that the information will be researched and reported after a break or the next day.

**Relevant** – Throughout the course participants will be questioning the relevance of the material. They will often ask, “What does this have to do with my daily work?” It is important that as a trainer you continually answer these questions by making links between the material and the reality of prison work.

**Varied** – Most people respond best to varied methods of teaching. Everyone has a varied style of learning therefore the trainer must satisfy all learners. Vary your teaching techniques used throughout the course. As well, most adults are not accustomed to long classroom sessions. If sessions are long and monotonous, the learners will not retain the subject material. Use a varied selection of teaching techniques such as alternating presentation/lectures, brainstorming, discussions, and small group work.

## 2. Chapter 2

Chapter 2 provides a summary of basic training techniques. These techniques will be familiar to you from the Training of Trainers workshop that you have participated in. The chapter is aimed at refreshing your memory on some of the key points covered in those workshops. The chapter covers: adult learning theory; delivering presentations; facilitation skills; and timekeeping.

You should read through Chapter 1 before delivering any training program so that the key points are fresh in your memory.

Chapter 1 also provides some checklists of things that you, as the trainer, need to do before, during and after the training sessions.

## 3. Chapter 3

Chapter 3 sets out the outline program for the 3 day training course. The starting and finishing times for each day are identified in the program, as are the times for breaks and lunch. You will need to carefully manage the timing of each session to ensure that you adhere as closely as possible to the program. You may choose a more flexible approach but beware if you DO NOT manage the time and the learners effectively, you will lose control of the entire training course.

If there are two trainers, you will need to agree who will be the lead trainer for each session and what activities each trainer will take the lead on.

All days (except the first) should begin with a 30 minute Review of the previous day's learning. You can become creative with this session or you can simply summarize the key points covered the previous day yourself or ask a participant to do so. Use the remaining time to invite other participants to ask questions and raise any issues which were not clear.

## 4. Chapter 4

Chapter 4 contains the speaking notes and Power Point slides for each of the sessions. Each session has been given a number in order to assist you to keep track on session material. Some sessions have more detailed information than others. Since the Handbook has detailed information, it is important that you use the handbook as a reference guide using the power point presentations to illustrate the material in the handbook. It is the responsibility of the trainer to know the material in the handbook in order to understand and discuss the power point slides provided.

Complete presentations are included after each session's speaking notes. These will also be provided to you as a soft copy on a flash drive. These can be used "as-is" however, I encourage you to modify the slides and present the information in a more diverse and effective way.

### **Speaking Notes**

The speaking notes provide a basic structure; yet, they also allow you and participants to be guided by the normal flow of the group's learning process and to decide to place more emphasis, as required, on questions and issues as they emerge.

All the speaking notes have been structured in a similar way.

### **Slides**

The notes specify when a slide should be shown and the text that will be on the slide. For example:

*Slide 5 – International Instruments on non-custodial measures of alternatives to imprisonment*

*Tokyo Rules: 'When considering non-custodial measures, a proper balance must be maintained between the rights of individual offenders, the rights of victims, and the concern of society for public safety and crime prevention' (rule 1.3)*

You may want to read out some of the shorter slides but ask participants to read other longer slides.

### **Title**

Each session begins by identifying the session number and title of the session. The first slide for each session is the Title slide and gives the title of the session and should be put on screen before participants arrive.

### **Duration**

The duration of the session is then set out. The duration of the training session reflects the time available in the programme. Some sessions are scheduled to last 1 hour, others 2 hours. The difference in duration reflects the amount of material provided.

### **Purpose**

The purpose of the session is described in order to focus participants on why the session is taking place.

### **Key points**

This is followed by the key points that will be covered in the session, which are shown on slide 2.

### **Presentation notes**

The text is intended to guide the trainer through the session and ensure that all relevant topics are covered. The text is intended as a guide and is not intended to be read out to the participants.

You may want to read out some of the text during the session, until you are completely familiar with the material, or where the points to be made are complex. You should, however, avoid reading out all the text as this will become monotonous for participants.

### **Discussion Questions**

A number of 'discussion points' are set out in text boxes at various points in the session. These discussion points will help to break up the session and will encourage participants to engage in a dialogue with the trainer. Informal discussions are useful to clarify points and facilitate the process of translating ideas into practice. Such discussions are conducted by the trainer, who should try to involve all participants.

You do not have to use all discussion points. You can also add discussion points or follow up questions of your own. Discussion points are a good way to manage the time (refer to chapter 1).

### **Small Group Activity**

A Small Group Activity will be at the end of each session. The questions will vary and the trainer is encouraged to develop their own. The point of this discussion question is to have participants share their perspectives on the information. It can also be used to gain feedback on the relevance, delivery or interest in the session.

Example Discussion Questions:

- How do you think the material presented in this session can be applied in our work as a probation and parole *officer*?
- *What did you find most useful or irrelevant in the session and why?*
- *Do our current legislative frameworks allow us to fully use the information and skill acquired in the session? What legislation would need to change in order to apply the material in the session?*

You will need to decide:

- How many groups to divide the participants into and who should be a member of which group. As the week progresses you may wish to move people into different groups so as to change the interactions.
- How long to allow for the activity and for feedback. This will depend on how much time is left until the end of the session. You have find that you have no time to engage in the discussion question.

You should move between groups during the small group activity to provide clarification of the task, answer questions and ensure that the groups are working effectively.

You can either leave the discussion within each group or facilitate a debrief hearing the responses from each group.

### **Use of other training aids**

You may also want to make use of flipcharts during your session. These can be used to:

- capture key points during your presentation
- note issues raised during the discussion points
- focus participants on a subject or issue

## **5. Chapter 5**

Chapter 5 contains a copy of the Handouts that the participants should be given at the beginning or end of each session. This is left to the discretion of the trainer. They contain the core reference material that you will be referring to in the training programme and the material that participants will need to undertake the small group activity.

You should ensure that you have sufficient copies to give each participant a set of handouts.

## **6. Chapter 6**

Chapter 6 consists of the End of Course Evaluation Form. You should ensure that you have sufficient copies to give each participant one. The forms should be distributed at the end of the last session.



## 7. Chapter 7

Chapter 7 provides a model Certificate for participants. You should arrange for a certificate to be produced for each participant. You must ensure that the name of each participant is correctly spelled on the certificate. The certificates will be distributed in the final session. Where possible, these should be handed out by an invited delegate or the lead trainer.

## Chapter 2. Basic Training Techniques

### 1. Adult Learning

A key aspect of being an effective trainer involves understanding how adults learn best. Like children and teenagers, adults have special needs and requirements as learners. Adult learners have the following characteristics:

- Adults are **autonomous** and **self-directed**. They need the freedom to direct their learning.

*Trainers must actively involve participants in the learning process. Specifically, they must enable learners to participate in discussion, group work and other activities.*

*They should allow learners to assume responsibility for presentations and group leadership. Trainers should act as facilitators guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show how the training will help them reach their personal development objectives.*

- Adult learners have accumulated a foundation of **life experiences** and **knowledge** that may include work-related activities, family responsibilities, and previous education. They need to make linkages between the course content and their knowledge/experience base.

*Trainers should aim to draw out participants' experience and knowledge.*

*Trainers have the responsibility to relate theories and concepts to the participants and recognize the value of experience in learning.*

- Adult learners are **goal-oriented**. They usually know what goal they want to attain. Therefore, they appreciate a training program that is organized and has clearly defined elements.

*Trainers must show participants how the training will help them attain their goals.*

- Adult learners are **relevancy-oriented**. They need to see a reason for learning something. The material should be applicable to their work or interests in order to be of value to them.

*Trainers must identify objectives for adult participants before the course begins.*

- Adult learners are **practical**. They focus on the aspects of a session most useful to them in their work. They may not be interested in knowledge without application.

*Trainers must work with participants to explicitly identify how the sessions will be useful to them on the job when they are back working in their roles within their facilities.*

- Adult learners need to be shown **respect**.

*Trainers must acknowledge the wealth of experiences that participants bring to the training. The participants should be treated as equals in experience and knowledge and allowed to voice their opinions freely in training. Trainers should avoid hierarchy based on rank during the training.*

It is also important to remember that adult learners are **widely diverse**. Adults differ from each other in experience, ability and background. Yet adults also differ from each other in their preferred style of learning. Individuals acquire information and learn from it in a variety of ways.

To make best use of this training guide, the trainer needs to take into account the needs of adult learners and be an effective and dynamic trainer, presenter and facilitator.

## 2. Presentation:

The trainer will first and foremost need to present the information. It is easier for participants to learn when the presentation is good, and for it to be good it needs to be well prepared. Thus, **preparation for the presentation is essential**. The trainer needs to study the material and lecture notes in advance. The timing of the session should be noted, and the subject matter prioritized – be sure to pay attention to the key points. **Practise the presentation**, until it can be delivered confidently within the time limit.

Another way for the presentation to be good is through its delivery:

**Speak clearly.** Do not shout or whisper, and judge the acoustics of the room. Try not to speak in a monotone voice, and it is always better to be too loud than too quiet. Be natural – although not conversational. Deliberately pause in key places. This has the effect of emphasising the importance of a particular point you are making. It is also useful to change the style of delivery to arouse interest. For example, speed or pitch of voice could be altered.

**Look at the audience** as much as possible, but do not fix on an individual as it can be intimidating! Pitch the presentation to the back of the audience, especially in larger rooms.

**Body language** is as important as voice. The body communicates different impressions to the audience. Participants not only listen to the trainer, they also watch the trainer. It is not always what you say but how you say it!

Throughout a presentation the presenter should display:

- **Eye Contact:** This helps to regulate the flow of communication. It signals interest in others and increases the presenter's credibility. Those who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.
- **Facial Expressions:** Smiling is a powerful cue that transmits happiness, friendliness, warmth and liking. So, if a presenter smiles often they will be perceived in this way. Those participants more comfortable with the trainer will want to listen more.
- **Gestures:** A failure to gesture while speaking could be perceived as boring and stiff. A lively style captures attention, makes the material more interesting, and facilitates understanding.
- **Posture:** Standing tall and leaning forward communicates someone who is approachable, receptive and friendly. Speaking with a back turned, or looking at the floor or ceiling should be avoided as it communicates a disinterest. Also, a good posture assists speaking more clearly and effectively.

Following on from body language, **appearance is crucial**. A trainer must project a professional image. The dress standards of the trainer should not fall below those of participants and should respect their cultural and social rules.

The **slides should be integrated**, and help to vary the texture. They are there to make the presentation more intelligible, interesting, vivid and memorable. Research has shown that people take in information in the following proportions:

- 75% through our eyes
- 13% through our ears
- 12% through other senses

For that reason the visual aid of the slides are important – participants grasp the information faster, understand it better, and retain it longer.

### 3. Facilitation:

It is during the group discussion aspects that the trainers facilitation skills are most needed.

Facilitation is being able to draw maximum engagement and performance from individuals and groups. They are essential for anyone trying to guide a group of people through a process of learning that encourages all members of the group to participate.

Each person has a unique viewpoint and valuable knowledge to share. Without their contribution, the groups' ability to understand or respond to a situation is reduced. Facilitation is about **empowering others**. It involves letting go of control over the outcome of a process and giving that responsibility to the group.

Good facilitation can produce the following benefits:

- The group is more focused and productive, with better overall communication.
- Everyone involved has a chance to contribute, and feels they are an integral part of the team.
- The people in the group realise and respect that the responsibility for implementing decisions lies with everyone.
- People are encouraged to think and act for the overall benefit of the group.
- High quality decisions are made.
- Negative attitudes, low morale, low involvement, and withholding of information are all less likely because everyone is involved in a joint process.

First of all, it is important to **create an environment in which everyone feels they are able to participate**.

A good facilitator will monitor who is contributing and who is not, encouraging everyone to participate while remembering that individuals participate in different ways. Some people may feel more comfortable talking in small groups, rather than to the group as a whole.

At times it may be necessary to interrupt someone who is taking too long to make a point.

Facilitators need specific verbal skills:

#### 1. Question asking

Facilitators use questions to help group members bring out relevant information, clarify points of view, summarize information, and draw conclusions. The types of questions that are particularly useful are:

- Open ended questions: *Can you give some examples of...?*
- Probing questions: *Will you explain a little more about that?*
- Questions that move on to other group members: *Who has other ideas about this?*

- Questions that encourage other views: *Can anyone provide another view on this?*
- Questions that lead to Summaries: *Will someone summarize the points presented so far?*

## 2. Paraphrasing

By paraphrasing, the facilitator demonstrates that they understand what participants have said and may clarify issues. The process of paraphrasing is much like catching a ball and throwing it back. It also requires very careful listening. A paraphrase starter is something like:

*What I heard you say was ... Is that correct?*

## 3. Summarizing

The purpose of summarizing is to pull important information together, establish a basis for further discussion or to make a transition. It is also used to review progress or to check for clarity or agreement.

Summarizing requires careful listening as it requires organization and reporting back of information expressed. Summarized information ensures that everyone is clear about what emerged in that portion of the discussion.

Whenever possible, encourage someone in the group to do the summarizing. Some summarizing phrases could be things like:

- *I think we agree that...*
- *What we are saying is that we...*
- *We seem to have covered the following...*
- *If I understand, the shared view is that...*

The participants should also use the written material provided. For example, they could be made to look up relevant international standards in the *UN Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules)* and read them to the group. **Materials which are not opened during the course are likely never to be opened.**

It is important to **recap and summarize** what has happened in the discussions, and help the group **make connections between the sessions**.

Bring the group back to the issues they should be focusing on if they get side-tracked onto other issues.

## 4. Feedback and responding to questions asked

The final considerations regarding group discussions are to encourage feedback and follow up on concerns.

If questions arise that a trainer is not able to answer, the trainer could ask the participants for their view, or consult the material (by having a participant look it up), or offer to provide the answer later – being sure to follow up as promised.

## 4. Role of the Trainer - Before the course

1. You will need to arrive in the training room before the participants in order to have time to do some preparation including:
  - Arranging seating in the room ('U' shape or small tables)
  - Deciding on any seating plan (who will sit where)
  - Loading the Power Point slides onto the computer

- Sorting handouts ready for distribution
  - Checking equipment
  - Ensuring sufficient materials are available (flip charts, pens, paper)
  - Lighting and ventilation of the room
  - Name tags for participants
2. The level of physical comfort of course participants will have a direct impact on the outcome of the learning exercise. For planning purposes, keep in mind the following basic factors:
    - It should be possible to regulate the temperature and ventilation of the room;
    - Classrooms should never be filled beyond a comfortable capacity;
    - Restrooms should be easily accessible;
    - Allow participants occasionally to stand and stretch between scheduled breaks. A two- or three-minute break is sufficient for this, at appropriate intervals;
    - Where possible, provide for water, coffee or juice to be available in the classroom.
  3. Agree the training roles and who will do what;
  4. Study the training material, giving particular attention to the sessions to which you are formally assigned;
  5. Prepare any additional brief lecture notes, keeping in mind the time limitations set out in the course program;
  6. Think about what practical examples that you might want to give to the participants, based on your professional experience, to assist them in implementing the relevant human rights standards in their daily work;

## 5. Role of the Trainer - During the course

1. Participate in daily pre- and post-course briefings with the rest of the training team;
2. Attend and participate in all course sessions;
3. Meet with your session co-presenter the day before each scheduled presentation to plan roles and activity;
4. Deliver presentations and facilitate discussion, adhering to specified time limits, based on the training materials, for the topics assigned to you as a session presenter;
5. Timekeeping - Once participants have been given a program with timings in it, the trainer must stick to the published times unless they agree with the participants to vary the timings. If sessions overrun, participants get restless and tend not to concentrate. Trainers must carefully monitor the time and move things on if discussions are going on for too long or if groups have not returned from small group activities. Trainers will need to be flexible in using the material - speeding up or slowing down depending on how the sessions is going. Some discussion points can be dropped and others added to regulate the time available.  
Make practical recommendations, based on your professional experience, during discussion periods and in working groups, including during sessions for which you are not the session presenter.
7. Ensure that any comments or recommendations made are consistent with the international standards and local legislation set out in the training materials;
8. Demonstrate leadership by encouraging active group participation and discussion; providing advice and comments on the training materials; and attending all opening and closing ceremonies.

## 6. Role of the Trainer - After the course

1. Participate in a final debriefing session with the rest of the training team;
2. Review and revise your materials, on the basis of this experience.
3. Provide feedback to your superiors on the training program and evaluation sheets.

### Chapter 3. Outline Training Program

<b>DAY 1</b>			
<b>Session</b>	<b>Time</b>	<b>Subject</b>	<b>Trainer</b>
	09.30 – 11.00	Session 1 - Opening ceremony and review of Chapter 1 and 2.	
	11.00 – 11.15	Break	
	11.15 – 13.00	Session 2 – Classification	
	13.00 – 14.00	Lunch	
	14.00 – 15.15	Session 2 – Classification	
	15.15 – 15.30	Break	
	15.30 – 16.45	Session 2 – Classification	

<b>DAY 2</b>			
<b>Session</b>	<b>Time</b>	<b>Subject</b>	<b>Trainer</b>
	09.00 - 09.30	Review of Day 1	
	09.30 – 10.45	Session 3 – Sentence Planning/Case Management	
	10.45 – 11.00	Break	
	11.00 – 13.00	Session 3 – Sentence Planning/Case Management	
	13.00 – 14.00	Lunch	
	14.00 – 15.00	Session 3 – Sentence Planning/Case Management	
	15.00 – 15.15	Break	
	15.15 – 16.45	Session 3 – Sentence Planning/Case Management	

<b>DAY 3</b>			
<b>Session</b>	<b>Time</b>	<b>Subject</b>	<b>Trainer</b>
	09.00 - 09.30	Review of Day 2	
	09.30 – 10.45	Session 3 - Rehabilitation	
	10.45 – 11.00	Break	
	11.00 – 13.00	Session 3 - Rehabilitation	
	13.00 – 14.00	Lunch	
	14.00 – 15.00	Session 3 - Rehabilitation	
	15.00 – 15.15	Break	
	15.15 – 16.45	Closing and Graduation	



## Chapter 4. Sessions

### 7. SESSION 1: OPENING CEREMONY, ICEBREAKERS AND OBJECTIVES

#### Slide 1 – Classification, Sentence Management, Rehabilitation

##### Welcome and Objectives

##### Duration:

45 minutes

##### Facilitator blurb



##### Purpose of Session:

The purpose of this session is to welcome participants to the 3 day training course on Classification, Sentence Management and Rehabilitation, to discuss the purpose and objectives of the course, and to help participants relax by creating a positive learning environment.

##### Welcome

If there is an official welcome, determine who will be the master of ceremonies and allow time for the senior official to provide a formal welcome and introduction.

Once the formal opening is complete, wait until the delegates have left and start the course.

If there isn't a formal opening, welcome participants to the training course.

Introduce yourself - reference should be made to your experience and the qualifications that particularly fit you for the training task.

Outline the background to the training and why it is taking place.

##### Icebreakers

Explain that it would be helpful to get to know the participants a little more and to understand their expectations from the course. Write their expectation down to ensure you cover them throughout the program.

Use this time to put participants at ease, create a warm and friendly environment and ensure people understand the purpose of this training course.

Here is an example of an "Ice Breaker" but feel free to develop your own exercise that will create a positive start to the training course.

Pair participants up and have each interview the other to identify and report to the larger group the following:

## Slide 2 - ICEBREAKER

- Your Name?
- How long have you worked for the CRCD?
- Why are you attending the training?
- What do you expect to learn in order to make the workshop valuable to you?

Give the participants **5 minutes** to interview each other.

Provide paper for participants to take notes during their interviews.

Ask each participant to introduce the other to the larger group – by answering the above questions about the other person.

Write on a flipchart the objectives given by the participants.

### **Objectives**

Explain to participants what your objectives are for the training course and what you are intending to achieve.

### **Outline Training Programme**

Outline the training programme for participants - give a brief description of each session.

Include arrangements for meals and smoking/coffee breaks, and start and finishing times.

### **Training Methodology**

Explain why the course is structured in the way that it is. In particular, it should be highlighted that:

## Slide 3 – TRAINING METHODOLOGY

The training offered during this course is relevant and helpful to prison staff in their daily work; it is not a theoretical discussion, but is intended to help officers enhance their skills;

The training process is designed to be interesting and informative; in particular, active participation is encouraged and interactive training techniques will be used;

All participants have significant knowledge, expertise and practical experience and will provide added value to the course. It is important that individual experience and knowledge is drawn upon during the course.

## **Group Rules**

Spend 5 minutes discussing group rules – the rules that will govern how the participants will work with each other during the training course.

Ask participants to brain storm rules for the course. Their participation in this process will ensure buy-in when the rules need to be enforced.

Write the agreed rules on a flip chart and stick to the wall.

Issues to explore include:

- Turn mobile phones to silent
- Start on time in morning
- Return promptly after breaks
- Value other people's opinions
- Be constructive in comments
- Only one person to speak at a time
- All participants have an equal voice

## 8. SESSION 2: CLASSIFICATION AND CATEGORIZATION

### SLIDE 1 – TITLE

#### CLASSIFICATION & CATEGORIZATION

##### Duration:

4 hours

##### 1. Objectives

##### Slide 2 – OBJECTIVES

- To outline the international standards and policy pertaining to categorization and classification of prisoners.
- To understand the principles regarding the categorization and classification of prisoners.
- To review security level requirements of prisons.
- To identify frequently encountered issues when implementing a classification system and be able to anticipate potential challenges in applying the norms and standards in prisons.
- To identify the benefits classification systems can add to the administration of a safe and secure facility.
- To understand all stages of the classification process.

##### 2. Purpose of Classification

##### Facilitator blurb



Classification in the prison systems refers to the procedure of placing prisoners in one of several custody levels (e.g. maximum, medium and minimum) to match prisoner needs with correctional resources which include the type of facility to which they will be assigned, and the level of supervision they will receive once they are there. Prison classification systems are intended to differentiate among prisoners who pose different security risks and/or have various management issues.

Classification systems help minimize the potential for prison violence, escape, and Institutional misconduct and increase the opportunity to participant in and access rehabilitation programs. During the past two decades, professionals in prisons worked to improve their approaches to classifying offenders according to custody, work, and programming needs.

As a result of these efforts:

- criteria for custody decisions has improved;
- custody decisions are more consistent;

- over-classification has been reduced (keeping offenders in the least restrictive environment without compromising safety and security issues)
- prisoner rehabilitation program needs are assessed more systematically;
- prisoners have increased access to rehabilitation programs, and;
- general institutional violence has declined.

Since the 1980s, objective prison classification systems have been widely adopted in the United States, Canada, Europe, New Zealand, and Australia.

Prison classification instruments should measure the risk a prisoner poses both inside and outside the prison walls. Security risk assessments measure the likelihood of a prisoner engaging in high-risk behaviour or attempting to escape while incarcerated. Conversely, public risk assessments measure the likelihood of a prisoner engaging in criminal activities when released to the community. To safeguard staff and prisoners inside the prison walls and the public outside, it is imperative that both security and public risk measurements use appropriate factors and variables.

The classification of prisoners by gender, age, status and level of risk is a key factor in the safety and security of prisoners, staff and the community. Separating prisoners based on their sex, age and legal status provides protection, individualized treatment and assists in the maintenance of their dignity during their period of incarceration. Locating the various classifications in separate RRCs, or separate sections within a RRC, reduces the risk that pre-trial detainees and first time offenders will be corrupted by recidivists and contributes to upholding their human rights.

Assessing prisoners based on risk is a critical task. Effectively assigning prisoners to the correct security classification and allocating them to an appropriate RRC helps to ensure that they do not escape or threaten the control of the RRC. It also means that prisoners are not held in conditions of security higher than are necessary. Addressing rehabilitation at the appropriate level is also an integral part of sentence planning and case management. Often times, higher security facilities focus on addressing the immediate behaviour of prisoners which cause constant unrest within the prison whereas lower security environments offer the opportunities to address programming without the negative influences of such behavioural and attitudinal problems.

### 3. Legal Framework

#### 3.1. International Standards

Standard Minimum Rules for the Treatment of Prisoners



Refer to **Handout 1** on Standard Minimum Rules for the Treatment of Prisoners

**NOTE TO FACILITATOR:**

*Depending on the audience, you may want to go over each standard individually or make more general statements for participants with experience with International Standards.*

## Facilitator blurb



As you have probably learned in other training, the Standard Minimum Rules for the Treatment of Prisoners (SMRs) is one of the most important International documents that guide Correctional Services around the world.

All of our Correctional legislation and policies should be derived from the Standards and Guiding Principles within this document, and other relevant documents. The SMRs are broad in their coverage, covering all significant topics.

In regards to the Classification of prisoners, the SMRs outline the requirement to separate categories of prisoners based on their sex, age, criminal record, legal reason for detention and need for treatment.

### Rule 8, Separation of Categories.

#### *Separation of categories*

*8. The different categories of prisoners shall be kept in separate institutions or parts of institutions taking account of their sex, age, criminal record, the legal reason for their detention and the necessities of their treatment. Thus,*

*( a ) Men and women shall so far as possible be detained in separate institutions; in an institution which receives both men and women the whole of the premises allocated to women shall be entirely separate;*

*( b ) Untried prisoners shall be kept separate from convicted prisoners;*

*( c ) Persons imprisoned for debt and other civil prisoners shall be kept separate from persons imprisoned by reason of a criminal offence;*

*(d) Young prisoners shall be kept separate from adults.*

### Guiding Principles

#### Facilitator blurb



The SMRs also include guiding principles which expand on the rules and help implementers understand the spirit behind the rules and the aim of correctional administrators. The guiding principles relevant to classification are:

Rule 63 – requirement for a flexible system of classifying prisoners in groups in order to facilitate treatment

*63. (1) The fulfillment of these principles requires individualization of treatment and for this purpose a flexible system of classifying prisoners in groups; it is therefore desirable that such groups should be distributed in separate institutions suitable for the treatment of each group.*

*(2) These institutions need not provide the same degree of security for every group. It is desirable to provide varying degrees of security according to the needs of different groups. Open institutions, by the very fact that they provide no physical security against escape but rely on the self-discipline of the inmates; provide the conditions most favourable to rehabilitation for carefully selected prisoners.*

*(3) It is desirable that the number of prisoners in closed institutions should not be so large that the individualization of treatment is hindered. In some countries it is considered that the population of such institutions should not exceed five hundred. In open institutions the population should be as small as possible.*

*(4) On the other hand, it is undesirable to maintain prisons which are so small that proper facilities cannot be provided.*

#### Rules 67 & 68 - Classification and individualization, prisons and prisoners

*67. The purposes of classification shall be:*

*(a) To separate from others those prisoners who, by reason of their criminal records or bad characters, are likely to exercise a bad influence;*

*(b) To divide the prisoners into classes in order to facilitate their treatment with a view to their social rehabilitation.*

*68. So far as possible separate institutions or separate sections of an institution shall be used for the treatment of the different classes of prisoners.*

#### Rule 70 - Privileges of different classes of prisoners, to encourage good conduct, a sense of responsibility and enhance treatment participation.

*70. Systems of privileges appropriate for the different classes of prisoners and the different methods of treatment shall be established at every institution, in order to encourage good conduct, develop a sense of responsibility and secure the interest and co-operation of the prisoners in their treatment.*

#### Rules 84-93 - Prisoners under arrest or awaiting trial, presumed innocent, separate regime, and separation from convicted.

*84. (1) Persons arrested or imprisoned by reason of a criminal charge against them, who are detained either in police custody or in prison custody (jail) but have not yet been tried and sentenced, will be referred to as "untried prisoners" hereinafter in these rules.*

*(2) Unconvicted prisoners are presumed to be innocent and shall be treated as such.*

*(3) Without prejudice to legal rules for the protection of individual liberty or prescribing the procedure to be observed in respect of untried prisoners, these prisoners shall benefit by a special regime which is described in the following rules in its essential requirements only.*

*85. (1) Untried prisoners shall be kept separate from convicted prisoners.*

*(2) Young untried prisoners shall be kept separate from adults and shall in principle be detained in separate institutions.*

86. *Untried prisoners shall sleep singly in separate rooms, with the reservation of different local custom in respect of the climate.*

87. *Within the limits compatible with the good order of the institution, untried prisoners may, if they so desire, have their food procured at their own expense from the outside, either through the administration or through their family or friends. Otherwise, the administration shall provide their food.*

88. (1) *An untried prisoner shall be allowed to wear his own clothing if it is clean and suitable.*  
(2) *If he wears prison dress, it shall be different from that supplied to convicted prisoners.*

89. *An untried prisoner shall always be offered opportunity to work, but shall not be required to work. If he chooses to work, he shall be paid for it.*

90. *An untried prisoner shall be allowed to procure at his own expense or at the expense of a third party such books, newspapers, writing materials and other means of occupation as are compatible with the interests of the administration of justice and the security and good order of the institution.*

91. *An untried prisoner shall be allowed to be visited and treated by his own doctor or dentist if there is reasonable ground for his application and he is able to pay any expenses incurred.*

92. *An untried prisoner shall be allowed to inform immediately his family of his detention and shall be given all reasonable facilities for communicating with his family and friends, and for receiving visits from them, subject only to restrictions and supervision as are necessary in the interests of the administration of justice and of the security and good order of the institution.*

93. *For the purposes of his defence, an untried prisoner shall be allowed to apply for free legal aid where such aid is available, and to receive visits from his legal adviser with a view to his defence and to prepare and hand to him confidential instructions. For these purposes, he shall if he so desires be supplied with writing material. Interviews between the prisoner and his legal adviser may be within sight but not within the hearing of a police or institution official.*



## Facilitator Blurb



Article 10 of the International Covenant on Civil and Political rights also speaks to the separation of those awaiting trial from those convicted.

### *International Covenant on Civil and Political Rights*

#### *Article 10*

*2.(a) Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment subject to their status as unconvicted persons.*

*2.(b) Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.*

*3. The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status.*

- 94 – Civil prisoners – least restrictive principle.

*94. In countries where the law permits imprisonment for debt, or by order of a court under any other non-criminal process, persons so imprisoned shall not be subjected to any greater restriction or severity than is necessary to ensure safe custody and good order. Their treatment shall be not less favourable than that of untried prisoners, with the reservation, however, that they may possibly be required to work.*

- 95 – Persons arrested or detained without charge – same rules apply to this group of individuals.

*95. Without prejudice to the provisions of article 9 of the International Covenant on Civil and Political Rights, persons arrested or imprisoned without charge shall be accorded the same protection as that accorded under part I and part II, section C. Relevant provisions of part II, section A, shall likewise be applicable where their application may be conducive to the benefit of this special group of persons in custody, provided that no measures shall be taken implying that re-education or rehabilitation is in any way appropriate to persons not convicted of any criminal offence.*

## 3.2. Policy

### Facilitator Blurb



With reference to the related regulation of prison law no.6/1998, it shall be the policy of CRCD to ensure:

- that prisoners are classified objectively according to their gender, age, status, legal status and level of recidivism with main focus on prisoners with vulnerable and private needs.

- that prisoners are categorised correctly on security criteria. All prisoners must be placed in the lowest security category consistent with the needs of security and control.
- to allocate prisoners to the most appropriate RRC to meet the needs of the individual, subject to security and logistical considerations.



Refer to **Handout 2** on Palestinian Prison Law 6/1998

#### Palestinian prison Law no 6 Part Eight – Classification of Inmates

- *Article Twenty Four:*

*The male inmates shall be placed in a section separate from the females whereby it would not be possible for them to talk, contact or see each other. The juveniles shall be placed in special centres for them.*

- *Article Twenty Five:*

*The inmates from every sex shall be classified and distributed in separate sections in as much as it is permitted under the circumstances of every Center:*

- *The detained inmates against whom no judgments have been passed by the competent courts.*
- *The inmates in civil lawsuits such as the lawsuit of debt and maintenance.*
- *The inmates with no precedents.*
- *The inmates with precedents.*

These are the reference documents that you will need for classification and categorization. This training course is an opportunity for you to familiarize yourselves with them. This training course is designed to show you how International Instruments guide our policies and can be used in your everyday job. It also allows us to discuss the different issues that are related to classification and its importance in the prison settings.

#### Slide 3: BASIC CLASSIFICATION RULES

- Prisoners shall be classified according to: gender (sex), age, criminal record, the legal reason for their detention (pre-trial or convicted, civil or criminal), the necessities of their treatment and their vulnerability.
- The different types of prisoners shall be kept in separate RRCs or parts of RRCs.

- Men and women shall so far as possible be detained in separate RRCs. In a RRC which receives both men and women, the premises allocated to women shall be entirely separate.
- Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment subject to their status as un-convicted persons.
- Persons imprisoned for debt and other civil prisoners shall be kept separate from persons imprisoned by reason of a criminal offence.
- Juveniles shall be kept separate from adults.
- Recidivist prisoners shall be kept separate from first time offenders in order to ensure that they do not exert a negative influence.



**Are there any last questions, comments, or concerns?**

#### 4. PRISON SYSTEM CLASSIFICATION

##### Facilitator Blurp



The levels of security within a prison system are categorized differently around the world, but tend to follow similar principles. Most developed countries divide prisons into separate security classes depending on the prisoner population and the security required to control their risk. Accordingly, most developed countries have security levels ranging from the most secure, which typically house violent prisoners and those at risk to escape, to the least secure, which are most often used to house non-violent offenders or those for whom more stringent security is deemed unnecessary.

British, American, Canadian and Pakistan prisons outline some of the different styles of classification that focus on separating prisoners based on the risk of harm they present to staff, other prisoners and the community if they were to escape.

Prisons in Britain are classified A through D. Classification A is the most secure and classification D represents an open prison. Canada and the USA use maximum, medium and minimum security ratings, with maximum being the most secure and minimum representing an open prison concept. Both countries have “supermax” prisons to house prisoners who have been assessed as very high risk to the public, staff and/or other prisoners, and who cannot be safely managed at any other prison security level. Pakistan prisons house all prisoners within the same facilities however privileges and living conditions are based upon a classification system that is based on a social system that does not take into consideration risk but rather social economic status within the community. They are classified as: Superior class, Ordinary class, and Political class. According to the Pakistan Prison Rules

the political class commit crimes for not for personal gain but for political motives. This class is not criminal and does not require reformative or correctional treatment

As you can see by the examples provided, many different styles for classifying prison facilities exist. Separation into security levels appears to be the most suitable method of classification for ensuring control of high risk prisoners while at the same time providing low risk offenders with the least restrictive option. It also allows for programming to be directed at the specific needs of those prisoners incarcerated within that security level.

Regulation 4, Classification stemming from Law 6 1998, states that there shall be 3 security categories, High, Medium and Low.

## 5. Key Principles



Refer to **Handout 3**- Principles Guiding Classification Systems



### **SMALL GROUP EXERCISE – PRINCIPLES OF CLASSIFICATION**

**Purpose: to have participants review the principles and apply them to their sites to assess compliance.**

*Divide class into 3 groups. Assign each group one section of the Handout “Principles guiding Classification Systems”. Have each group assess the principle in regards to their prisons compliance with the principles. Have each group make a presentation to the rest of the class, which includes:*

- *a brief on the principles they reviewed ,*
- *whether their site is compliant with the principles, and if so, and*
- *how their site has implemented the principle(s).*

*Provide 20 minutes for the exercise and 5 minutes for each group presentation.*

*Total time: 35 minutes*



**Discussion point:**

- *How was the exercise?*
- *Is it practical for Palestine?*
- *Can you see a System based on these Principles functioning within RRCs?*
- *Does it provide motivation for something to strive toward?*

## 6. Classification/Categorization of Prisoners

### Slide 4 – CLASSIFICATION

The purposes of classification shall be:

- (a) To separate from others those prisoners who, by reason of their criminal records or bad characters, are likely to exercise a bad influence.
- (b) To divide the prisoners into classes in order to facilitate their treatment with a view to their social rehabilitation. (Rule 67)

While **Rule 68** states that:

### Slide 5 – SEPARATION

So far as possible separate institutions or separate sections of an institution shall be used for the treatment of the different classes of prisoners. (Rule 68)

#### 6.1. External versus Internal Prisoner Classification Systems

#### Facilitator Blurb



Classification and separation are linked in the Standard Minimum Rules. The object is to emphasise the important distinctions between categories of prisoners and to increase the likelihood that the distinctions will be observed in practice through treating prisoners individually. In practice though, classification does not always coincide with separation; separation is often a costly method of dealing with prisoners. Especially in overcrowded conditions, separation of distinct categories of prisoners may quickly vanish and the distinctions between them become obscured.

## Slide 6 – EXTERNAL VERSUS INTERNAL PRISONER CLASSIFICATION SYSTEMS

- External classification determines a prisoner’s custody classification and facility assignment.
- Internal classification governs facility-level decisions such as where and with whom the prisoner will be housed, the types of programs and services to which the prisoner should be assigned, and the prison industry or work assignment most appropriate for the prisoner.

### Facilitator Blurp



External classification systems, which focus on inter-institutional placement, are well established within most prison systems. Conversely, well-structured internal classification systems, which focus on intra-institutional decisions, are in their beginning stages. Even so, both external and internal classification systems are essential for minimizing classification errors, housing and managing prisoners, and safeguarding prison staff, prisoners, and the public.

- Shortly after a prisoner is admitted to the prison system, the external classification system places the prisoner in one of several custody levels that directly affects the type of facility to which the prisoner will be assigned and, once there, the level of supervision the prisoner will receive.
- Custody levels are defined in different manners as we noted earlier in the Prison Classification section, however, they generally conform to the broad categories of minimum, medium, and maximum security or numerically (e.g., from I through IV).

The external prison classification system consists of both an initial and a reclassification instrument.

- Based on the prisoner’s attributes at the time of admission, the initial instrument uses a predictive model or risk assessment to estimate the prisoner’s custody level.
- Since first time offenders do not have previous prison history to determine behavior in prison, the initial instrument places greater emphasis on ‘criminal risk factors’ (the prisoner’s current offense, criminal history), and a number of socioeconomic factors known to be associated with prison conduct.
- Prison authorities use the initial screening process and initial classification form to determine the most appropriate level of custody for the prisoner.
- After a custody level has been defined, the prisoner is transferred to a prison that best meets his or her security and program needs.
- For external classification, the decision to place a prisoner in the general prison population and the subsequent decision regarding the appropriate level of supervision for the prisoner within the general population are critical to the efficient operation and safety of the facility.
- A prisoner’s external custody level is often modified through a reclassification process, which places greater emphasis on the prisoner’s behavior and conduct while incarcerated than does the initial classification instrument.
- No later than 12 months after the initial classification process, a reclassification instrument is used to score the prisoner on factors such as the type and number of misconduct reports

lodged against the prisoner, the prisoner's participation in a variety of programs offered by the prison system, and the prisoner's work performance.

- As a result, some of the initial classification factors may be deleted or reduced in their scoring importance.
- By emphasizing the prisoner's conduct while incarcerated, the reclassification process represents a "just desserts" model in which the classification system rewards prisoners for good behavior by allowing them to work their way to lower custody levels over time.
- A reclassification process that does not allow prisoners to work their way to lower custody levels results in significant over-classification of prisoners who were originally assigned higher custody levels because they were convicted of serious crimes.
- These prisoners may establish good institutional conduct records, but in the absence of a reclassification process, they will remain in the custody level to which they were initially assigned—that is, a higher custody level than required to ensure the safety and security of the institution.

### Facilitator Blurp



Most often, the intent of internal classification systems is to ensure that prisoners who are at risk for placement in a special management population are supervised accordingly. Minimizing classification errors requires both external and internal classification systems.

- To improve prison security, some prison systems use a second layer of classification, which is the internal classification system.
- When a prisoner arrives at the prison, internal classification officers determine where the prisoner will be housed, the prisoner's rehabilitation needs, and their work assignment.
- Like external classification systems, formal internal classification systems may include structured scoring instruments, formally trained classification specialists, and a reclassification process to update previous classification designations.
- Approaches to internal classification systems vary as to their purpose, process, instruments, and level of automation. The internal classification system identifies prisoners according to personality or behavioral typologies.
- Psychologists designed some of the early offender typology systems, which use reasonably well-researched criteria for internal classification. Other offender typology systems simply use specialized criteria applied by individual institutions to augment the external classification system.
- Internal classification systems strive to improve prisoner management at the facility level by addressing housing, programming, and compatibility issues.
- Most often, the intent of internal classification systems is to ensure that prisoners who are at risk for being placed in a special management population are supervised differently than other general population prisoners.

By design, internal classification systems complement objective custody classification or external classification systems. The task of an internal system is to devise appropriate housing plans and program interventions within a particular facility for prisoners who share common custody levels, whether minimum, medium, close, or maximum. (Source: *Internal Prison Classification Systems: Case Studies in Their Development and Implementation* (Hardyman et al., 2002).



**Are there any last questions, comments, or concerns?**

## 6.2. Vulnerable and special needs

### Slide 7: THE CLASSIFICATION OF PRISONERS WITH VULNERABLE AND SPECIAL NEEDS



***Discussion point:***

*You learned about Vulnerable and Special Needs prisoners in the first specialized training module on prisoners with vulnerable and special needs.*

- 1. What are some examples of these prisoner groups?*
- 2. What challenges do they pose to the classification process?*

**Expected Response:**

Examples of the vulnerable groups in prison setting and the associated challenges:

- Women
  - need to be separate from men
  - should be in their own facilities/with women correctional and medical staff
  - very few prisoners, hard to design programming for, etc.
  - financial costs of separation (economy of scale)
- Juveniles
  - need to be separate from men



- should be in their own facilities
- Focus on rehabilitation and education/vocation training.
- Elderly/ Disabled
  - Need to take their health, and abilities into consideration
  - Physical restrictions
  - Handicap accessibility
  - Need to take their physical limitations into consideration
- Mentally Ill
  - Need to balance treatment with security needs
  - Financial costs of separation
- Lifers/Condemned
  - Over-classification?
  - Nothing to lose attitude?
  - Many policies treat them all the same without taking into consideration individual risk assessment
- Sex Offenders
  - Vulnerable, may need protection
- Transgendered
  - Vulnerable, may need protection

### 6.3. Gender Sensitive Classification

#### Facilitator Blurp



Reviewing policy and practice must always be done through a gender lens. As women make up such a small percentage of the prison population worldwide, policy makers and administrators often focus their attention and resources on the larger percentage of the male prison population. International Instruments ensure that prison administrators implement programs and policy focusing on women no matter how small their representation is within the prison.

The Standard Minimum Rules for the treatment of Women and Non-Custodial Measures for Women Offenders (Bangkok Rules) state that:

## Slide 8: GENDER SENSITIVE CLASSIFICATION

Prison administrators shall develop and implement classification methods addressing the gender-specific needs and circumstances of women prisoners to ensure appropriate and individualized planning and implementation towards those prisoners' early rehabilitation, treatment and reintegration into society.

(Bangkok Rules – Rule 40)

It has been found that we can significantly increase the success rate of rehabilitation and the social reintegration of women prisoners by introducing classification methods and tools that address gender-specific needs and circumstances.

## Slide 9: BANGKOK RULES

What does Rule 40 require to ensure the gender-sensitive risk assessment and classification of prisoners?

- As the Bangkok Rules make clear in Rule 40, the gender-sensitive risk assessment and classification of prisoners:
- Should take into account the generally lower risk posed by women prisoners to others, as well as the particularly harmful effects that high-security measures and increased levels of isolation can have on women prisoners;
- Enable essential information about women's backgrounds, such as violence they may have experienced, history of mental disability and substance abuse, as well as parental and other caretaking responsibilities, to be taken into account in the allocation and sentence planning process;
- Ensure that women's sentence plans include rehabilitative programmes and services that match their gender-specific needs;
- Ensure that those with mental health-care needs are housed in accommodation which is not restrictive, and at the lowest possible security level, and receive appropriate treatment, rather than being placed in higher security level facilities solely due to their mental health problems.

We have now completed the section of the session on law, policy and principles. We will now focus on the practical application of classification and categorization.



**Are there any last questions, comments, or concerns on the Classification and Categorization of prisoners?**

## 7. Assessment Process

### Facilitator Blurb



Review and reassessment are important features of any humane classification system which seeks to balance security and rehabilitation. They should be scheduled and conducted with reasonable frequency and with sensitivity to the individual prisoners' development.

Each RRC shall have an assessment team whose role is to assess new admissions and to re-assess existing prisoners to ensure that they are classified and categorised appropriately and that their personal rehabilitation needs are addressed, so far as possible. The prison director will counter-sign the assessment report.

The classification/categorisation process is considered to include; interviewing the prisoner; gathering and considering relevant documentation; completing the classification/categorisation report; and advising the prisoner of the classification/categorisation decision.

### Slide 10 - ASSESSMENT

The Assessment Staff shall conduct the review by interviewing the prisoner, gathering reports from RRC staff and making a recommendation to the Director for approval while the prisoner shall be notified of the outcome of the review.



#### ***Discussion point:***

What documentation shall the assessment team have available to assist them?

#### Expected Response:

The Assessment Team shall have access to the following documentation, as available:

- Court reports
- Judicial reasons for sentence
- Police reports
- Psychiatric/psychological assessments
- Existing RRC documentation/information concerning a prisoner

### Slide 11 - CLASSIFICATION PROCESS GUIDELINES

What are the main guidelines for the classification process?

#### Expected Response:

- Every prisoner undergoing the classification/categorisation process shall be interviewed in person by a member of the Assessment Team, prior to any classification/categorisation decision being taken. The purpose of the interview is to ensure appropriate initial classification/categorisation of each prisoner

- All assessments must be objective; evidence based and must take into account all relevant and available information.
- The interview conducted by the classification staff shall be held in private unless need is evidenced for other persons to be present to assist the prisoner in understanding the process.
- The content of a classification/categorisation interview is often of a sensitive nature. Discretion is required in conducting these interviews and a private environment, free of unnecessary interruption, shall aid in achieving the purpose of the interview.

#### Facilitator Blurp



The CRCD draft regulation 4 Classification requires that there shall be three security categories:

#### Slide 12 – SECURITY CATEGORIES

There shall be three security categories:

- high security
- medium security
- low security

#### Facilitator Blurp



The regulation also requires that prisoners be objectively assessed to the 3 criteria on the slide in order to determine which security category is most appropriate. In the majority of cases, consideration of the first two factors alone will be sufficient to determine the prisoner's security category. However, a small number of prisoners while presenting little risk of escape or risk to the public, and who would ordinarily be assigned to a lower security category will, because of their behaviour in the RRC, require a higher category with levels of supervision commensurate with the risk they pose to control. The security category must take account of the above considerations only.

Although consideration of control factors is permitted, factors such as ability to associate with other prisoners, educational, training or medical needs, and the availability of vacancies at suitable RRCs must not be taken into account as part of categorisation. They are for consideration during allocation (placement). The allocation process may immediately follow, but will be distinct from security categorisation.

Furthermore every prisoner must be placed in the lowest security category/least restrictive measure consistent with the needs of security and control. A prisoner must be assigned to the correct security category even if it is clear that it will not be possible to allocate him to a particular RRCs for prisoners in that category.

### Slide 13 - CRITERIA

Prisoners shall be allocated (placed) to one of these security categories based on an objective assessment of these criteria:

- likelihood that they will attempt to attempt escape
- danger to the community if they escape
- behaviour makes them a serious control problem



Refer to **Handout 4- Security Classification Assessment**



#### **Discussion point:**

*How do you think that this can be done in the RRCs?*

### 7.1. Informing Prisoners

#### Slide 14 - INFORMING PRISONERS

Each prisoner, at the time of the first interview for classification/categorisation purposes, shall be advised of:

- The scope and intent of the sentence management process;
- The scope and intent of the classification/categorisation and placement process;
- The options available to the classification/categorisation staff;
- The criteria used for decision-making by the classification/categorisation staff;
- The roles that the prisoner can play in the classification/categorisation and allocation decision-making process;
- The right to appeal any classification/categorisation/placement decision;

#### Facilitator Blurb



The intent of the standard is to ensure that offenders understand the nature of the classification and placement process and are able to play a suitable role within that process.

## 7.2. Interviewing

**Slide 15- INTERVIEW TECHNIQUES:** In the course of an effective classification/categorisation interview, the interviewing staff should

- Corroborate existing information with the prisoner rather than simply accepting all information at face value.
- Determine which information should not be revealed to the offender is the responsibility of the Assessment Staff.

### Facilitator Blurb



The interview will include:

- A review of the prisoner's file(s) and of the other written material available, including recommendations from judges and other professional staff;
- The prisoner's verification of the written information and the addition of any other information they wish to provide;
- The development of a sentence plan that indicates the purpose of the prisoner's allocation (placement);
- An explanation to the prisoner of the meaning and significance of classification/categorisation/allocation

Relevant information gathered prior to a classification/categorisation interview shall be shared with the prisoner, except where disclosure:

- Would defeat the purpose or prejudice the use for which the information was collected,
- Would prove injurious to law enforcement or lawful investigations, or
- Could reasonably be expected to threaten the safety of individuals.



**Are there any last questions, comments, or concerns on the Assessment Process, so far?**

## 7.3. Risk Assessment

### 7.3.1. Principles and Pillars of Risk

#### Facilitator Blurb



Regardless of the risk we are assessing, there are some basic principles which should be adhered to in all cases. These principles uphold good risk management no matter whom you work with and no matter what changes occur within your departments; these fundamental principles will remain constant.

Determining risk is a fluid process with information flowing to and from each of pillars and principles or risk. Without this exchange, the process becomes static and will not reflect an accurate assessment of current risk.

#### Slide 16 – PRINCIPLES AND PILLARS OF RISK

1. Analysis
2. Communication
3. Monitoring
4. Intervention

#### Slide 17 – PRINCIPLES AND PILLARS OF RISK (Analysis)

Analysis – refers to the comprehensive process of gathering and analysing information with a purpose of determining risk (security, reintegration potential, suicide)

#### Slide 18 - PRINCIPLES AND PILLARS OF RISK (Communication)

Communication – a good risk assessment must be shared with the offender, staff and possibly others inside and outside of the RRC. We as professionals can conduct the best risk assessments; however, if not communicated to decision-makers or others, it cannot be used as a risk management tool



#### **Discussion point:**

*What types of things would constitute poor risk analysis?*

#### Slide 19 - PRINCIPLES AND PILLARS OF RISK (Monitoring)

Monitoring: The offender's behaviour needs to be monitored as changes may affect the level of risk

- Information needs to be accurate and timely to contribute in a meaningful way

## Slide 20 – BENEFITS OF MONITORING OFFENDER BEHAVIOUR

- Accuracy of prior risk assessment
- Current interventions are sufficient to manage risk
- The offender is abiding by conditions placed upon him/her
- Skills from programming are being used

## Slide 21 - PRINCIPLES AND PILLARS OF RISK (Intervention)

Intervention: when necessary to manage risk, an appropriate intervention is provided or imposed

- The higher the risk, the more the interventions
- Interventions are introduced to reduce risk



### **Group Activity** - Refer to **Handout 6** – Principles and Pillars of Risk

- Split the participants into two groups, assign each group a case study
- Ask each group to review their case study and answer the questions based on the Principles and Pillars of Risk.
- Give the participants 15 minutes to do the exercise. After the 15 minutes, ask each group to do a 5 minute presentation on their findings. Discuss issues raised.
- Explain that the remainder of the course will focus on predicting risk and developing strategies to minimize that risk. The model we will use is the three-stage risk assessment and risk management model.

### **NOTE TO FACILITATOR:**

Allow the participants to brainstorm methods of sharing risk assessments. Assess the accuracy of their responses during the discussion. Summarize with the following points.

- Accepting only a single source of information
- Basing your analysis on inaccurate information
- Going on a “gut” feeling
- Not being specific
- Making unqualified judgements

Explain that the reason why we are introducing a methodological approach to risk prediction is to avoid the element of poor risk analysis.



**Are there any last questions, comments, or concerns on the Assessment Process?**



### 7.3.2. Criteria for Initial Security Categorisation

#### Facilitator Blurb



Prisoners should normally be categorised as high security when they are judged:

(i) Likely to attempt to escape because:

- attempted escape during present sentence;
- attempted escape during previous sentences;
- and attitude and behaviour have not noticeably improved since previous escapes;
- Have further serious charges outstanding.

(ii) Dangerous to the community because:

- pattern of convictions for violent offences;
- Police information links them directly to violent behaviour;
- Professional opinion indicates that they are likely to assault; and
- Violent or aggressive behaviour makes them a risk to staff or to other prisoners.

(iii) Behaviour makes them a serious control problem because:

- disrupts programs for other prisoners;
- intimidates other prisoners;
- continually violates rules and regulations;
- has not responded to discipline by changing behaviour;
- Unpredictable behaviour due to drug addiction.

- Prisoners should normally be categorised as low security when they are judged unlikely to escape, and if they do, are a low risk to the community because:

- offences were non-violent;
- offences appear to be isolated and not part of a pattern;
- serving a short sentence;

- If prisoners are not judged to be either high or low security then they shall be categorised as medium security.

### 7.4. Documentation & Reporting

#### **What do we mean by assessment report?**

The Assessment team shall, in every case, be responsible for the preparation of a legible report over the staff's signature, specifically identified as a classification/categorisation/allocation report.



**Discussion point:**

*What should the **PRISONER ASSESSMENT FORM** include?*

*Total time: 10 minutes*

**Facilitator Blurb**



The report shall consist of parts including, but not restricted to, the following:

**(A) Information:**

**Slide 22 – INFORMATION GATHERING**

What kind of information we need to gather:

- Sources of information
- Details of the sentence
- Previous experience of imprisonment
- Personal and family information
- Medical and psychiatric concerns
- Educational background and work history
- Problem areas related to the offence or imprisonment
- Community resources and release plans



Refer to **Handout 6 - Prisoner Assessment Form**

*Group discussion: Review the Prisoner Assessment form and identify any gaps, and make recommendations for adding or deleting items.*

*Total time: 15 minutes*

**(B) The sentence plan:**

**Slide 23 – SENTENCE PLANNING**

What should the sentence plans have?

- The classification decision
- The categorisation decision
- The allocation decision
- Specific date for review of categorisation
- Specific classification/categorisation criteria considered
- Rehabilitation needs and how they will be addressed

### Facilitator Blurb



The Sentence Planning process will be dealt with in more detail in the following training session.

## 7.5. Decision Making

### Facilitator Blurb



The classification team will advise the Director about any special concerns they may have about a prisoner. The Director will advise the RRC staff accordingly.

The Director shall consider the report and either approve it or request amendments to it. The Assessment team shall inform the prisoner the outcome of the assessment.

As per the various International Instruments we reviewed, our ultimate objective should be to provide fair and equal treatment in a secure, humane and productive prison environment to prepare prisoners for successful reintegration back into society. Decision-makers must take into consideration numerous factors when making a classification/categorization and allocation decisions. The main factors should be based on the risk the prisoner presents, the sentence management plan and what is the least restrictive environment to manage the risk the prisoner presents.

Decision-makers should be able to clearly articulate the reasons and factors considered for their decision. **Best practice** is to provide prisoners with all the information to be considered prior to the final decision being made by the Director. If the prisoner does not agree with the recommendation, the prisoner should be allowed to present arguments either in person or in writing to the Director. The Director should consider these arguments in a review of the case. After making a final decision, the Director should provide the decision and reasons for it in writing to the prisoners.

International Instruments such as the SMRs require impartiality in the application of the rules.

### Slide 24 - IMPARTIAL APPLICATION OF RULES

The following rules shall be applied impartially. There shall be no discrimination on grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

(SMR – Rule 6 (1))

### Facilitator Blurb



The regulation of Law 6/1998 requires the initial classification be completed within 48 hours of admission.

## Slide 25 – TIMEFRAMES

### Regulation of law no 6 says

The initial classification/categorisation of a prisoner shall be completed within 48 hours (two working days) of admission to a RRC. A final assessment is to be completed within 15 days, which can be delayed for another 15 days in case not all relevant information is available.

#### Facilitator Blurb



In regards to allocation the regulation of Law 6/1998 outlines the following criteria for allocation. This will be dealt with in more detail in the next training session Sentence Planning.

## Slide 26 – CRITERIA FOR ALLOCATION

Every prisoner shall be allocated to a RRC which:

- (i) Is of the appropriate classification (male, female, adult, juvenile etc)
- (ii) Affords no greater security than is demonstrably necessary to meet the needs and risks of the prisoner;
- (iii) Offers work/training/programs which are designed to meet the rehabilitation needs of prisoner; and
- (iv) Is the closest RRC to the prisoner's home community which satisfies the elements stated above.

### 7.6. Reclassification

## Slide 27 – RECLASSIFICATION

### Review of Classification/categorisation and allocation

The regulation of law no 6 states that the classification/categorisation and allocation of each prisoner shall be reviewed every six month, or where an event occurs which requires an immediate review.

#### Facilitator Blurb



**There are four objectives to reclassification/recategorisation:**

1. To review any changes in circumstances since the initial classification/categorisation (such as improved behaviour, near to end of sentence etc)
2. To amend the classification/categorisation report
3. To reclassify/categorisation the prisoner according to the new information
4. To meet intent of original sentence management plan

## 7.7. Right to Appeal



**Discussion Point:**

*If the prisoner disagrees with a classification/categorisation decision, what shall the Assessment Staff do?*

### Slide 28 – RIGHT TO APPEAL

The assessment team shall do the following:

1. To ensure that the reasons have been thoroughly explained to the prisoner;
2. Where, on security or other grounds, it is not in the interest of the RRC or the prisoner to disclose the reasons to the prisoner, they shall nevertheless be recorded and placed on the file;
3. Advise the prisoner of the grievance procedures.

## 8. Problems and challenges for RRCs



**Discussion point:**

*What are some of the problems classification of prisoners pose to RRCs?*

Expected Response:

- Inadequate space
- The cost of running separate units or prisons
- The small numbers of women prisoners and other vulnerable categories (scale of economy).
- Particular challenges in catering for physical characteristics and healthcare needs
- Short term stays
- Lack of up to date information or timely access to information
- Increased prison population
- Shortage of staff
- Security preventive tools and mechanisms

## Facilitator Blurb



The effectiveness of a classification system hinges on a number of administrative and organizational factors; however, access to accurate and timely information is one of the most important. Prison personnel are frequently required to conduct prisoner assessments with incomplete information, and what information they do have is often of questionable accuracy. These problems are compounded by short sentences<sup>1</sup>.

## 9. Advantages of classification

### Facilitator Blurb



An effective system of classifications has the capacity to reduce escapes (attempts), suicides (attempts), prisoner assaults, and the unnecessary restrictive control of low risk prisoners. An additional benefit is the strategic allocation of limited resources by reducing expenditures for legal fees and court costs, overtime pay, and medical care.

Moreover, prisoner classification can lead to more effective prison operations and more consistent decision-making. An effective classification system is one that meets its identified goals and objectives while adhering to the fundamental principles of prisoner management. A consistent classification system is one that achieves similar conclusions amongst various classification teams and assures fair and equitable processing of prisoners.

- Objective classification systems save money by ensuring that prisoners inappropriately housed in high secure and costly prisons are placed in less secure, less expensive settings.
- Consistent classification allows for the redistribution of personnel according to the custody requirements of prisoners, which permits better daily administration and crisis management.
- However, it is not reasonable to expect classification, by itself, to reduce the level of staffing needed in prisons.

The advantages of an objective system go beyond those associated with cost savings and improved management. An effective classification system will also provide:

- Standardized prisoner custody profile information and other prisoner-specific data, which can be used in ongoing management, planning, and policy development;
- Improved security and control by identifying and providing appropriate surveillance for each group and by assisting the corrections staff in knowing what “kind” of prisoners are where;

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<sup>1</sup> JAIL CLASSIFICATION SYSTEM DEVELOPMENT- DOCUMENT: SURVEY OF JAIL CLASSIFICATION- A PRACTICAL APPROACH (page 20), U.S. Department of Justice National Institute of Corrections (NIC)

- Assistance in effectively deploying personnel, based on an understanding of prisoner's different rehabilitation and custody needs;
- Information for monitoring and evaluating rehabilitation goals;
- Assistance in population management by identifying those groups of prisoner's who may be eligible for various release programs and by helping decision-makers project the level of security required for future bed space.

In summary, a classification system will contribute to efficient prison operations. Information about the prisoner is collected and rehabilitation programs are developed based on custodial requirements and the need of prisoners. Most importantly, objective prisoner classification will enhance the safety and security of staff and prisoners by ensuring prisoners are placed in the most appropriate security levels.



**Group Activity - Case Study - Security Classification assignment.**

- *Split the participants into two groups.*
- *Ask each group to review their case study and determine the security classification of the prisoner in the case study.*
- *They should assess all three areas of Institutional Behaviour, Escape Risk and Risk to the Public and base their decisions on the results of these 3 ratings.*

*Give the participants 15 minutes to do the exercise. After the 15 minutes, ask each group to do a 5 minute presentation on their findings. Discuss issues raised.*

**NOTE TO FACILITATOR:**

- *Summarize the key points of the module.*
- *Ask if there are any final questions, concerns or clarification.*
- *End the module with the discussion point below, trying to tie into the conversation all of the information in the module.*

**10. CONCLUSION**



**Discussion point:**

- *What is the reality in your RRC?*
- *As Prison Managers are you able to implement an effective assessment and classification system?*
- *Are you able to separate juveniles from adults and pre-trial from sentenced prisoners?*
- *What are the practical steps that you can take to achieve this separation despite the overcrowding and lack of space?*



**HANDOUTS:**

1. UNMSR
2. Law 6/1998
3. Principles Guiding Classification Systems
4. Security Classification Assessment
5. Principles and Pillars of Risk Case Studies
6. Prisoner Assessment Form

## Handout 3

### ***Principles Guiding Classification Systems***

(Source: International Prison Policy Development Manual, ICCLR)

#### **1. Classification system**

In order to implement appropriate classification, housing, and programming, correctional officials should:

- (a) implement an objective classification system that determines for each prisoner the proper level of security and control, assesses the prisoner's needs, and assists in making appropriate housing, work, cellmate, and program assignments;
- (b) initially and periodically validate an objective classification instrument to ensure consistent and appropriate custody and other decisions for each correctional facility's population, including prisoners' assignments to multiple occupancy cells or dormitories; and
- (c) ensure that classification and housing decisions, including assignment to particular cells and cellmates, take account of a prisoner's gender, age, offense, criminal history, institutional behaviour, escape history, vulnerability, mental health, and special needs, and whether the prisoner is a pre-trial detainee.

#### **2. Classification procedures**

- (a) Initial classification of a prisoner should take place within [48 hours] of the prisoner's detention in a jail and within [30 days] of the prisoner's confinement in a prison.
- (b) Each classification decision should be in writing, and should set forth the considerations and factors that led to the decision; the written decision should be made available to the prisoner, and should be explained by an appropriate staff member if the prisoner is incapable of understanding it. Correctional authorities should be permitted to summarize or redact information provided to the prisoner if it was obtained under a promise of confidentiality or if its disclosure could harm the prisoner or others or would not serve the best treatment interests of the prisoner.
- (c) If a classification decision has an impact on a prisoner's release date or ability to participate in facility programs, correctional authorities should provide the prisoner an opportunity to request reconsideration and at least one level of appeal.
- (d) Correctional authorities should review the classification of a prisoner housed in a prison at least every [12 months], and the classification of a prisoner housed in a jail at least every [90 days].

### **3. Special classification issues**

(a) Classification and housing assignments should not segregate or discriminate based on race unless the consideration of race is narrowly tailored to serve a compelling governmental interest.

(b) A prisoner should not be separated from the general population or denied programmatic opportunities based solely on the prisoner's offense or sentence, except that separate housing areas should be permissible for prisoners under sentence of death. If convicted capital offenders are separately housed based solely on their sentence, conditions should be comparable to those provided to the general population.

(c) Correctional authorities should assign to single occupancy cells prisoners not safely or appropriately housed in multiple occupancy cells, and correctional and governmental authorities should maintain sufficient numbers of such single cells for the needs of a facility's particular prisoner population.

(d) Correctional authorities should make individualized housing and custody decisions for prisoners who have undergone sex reassignment surgery or have had other surgical or hormonal treatment and present themselves and identify as having a gender different from their physical sex at birth. In deciding whether to assign such a prisoner to a facility for male or female prisoners and in making other housing and programming assignments, staff should consider on a case by case basis whether a placement would ensure the prisoner's health and safety, and whether the placement would present management or security problems. Placement and programming assignments for such a prisoner should be reassessed at least twice each year to review any threats to safety experienced by the prisoner. The prisoner's own views with respect to his or her own safety should be given serious consideration.

## Security Classification Assessment

### *INSTITUTIONAL ADJUSTMENT*

**Consider the following to assess institutional adjustment rating and update any relevant information since the completion of the most recent inmate security level review:**

- length of the inmate's sentence and its impact on the inmate's institutional adjustment
- violent institutional incidents – use of weapons, role in the incidents, harm caused (including during provincial incarceration and previous federal sentences)
- review the inmate's disciplinary information during intake, previous custody (identify if there have been any previous minor or serious disciplinary offences, the nature and gravity of the offences, if there is a pattern)
- periods of segregation (disciplinary, voluntary and involuntary)
- include comments on the inmate's behaviour from unit staff
- review the intelligence information on offender if available
- indicate whether the inmate has any affiliations with criminal organizations/gangs, or continues to be involved in criminal activities while in custody
- identify the existence of incompatibles or co-convicted inmates and the impact on institutional adjustment
- identify whether any administrative intervention has been required in this case, such as transfers to higher security, segregation or transfers for protection reasons, behavioural contracts, etc.
- comment on inmate's level of motivation/engagement to participate in his/her Sentence Plan
- identify whether the inmate displays special needs or socio-cultural factors indicating a requirement for special intervention on an ongoing basis (woman inmate, etc.)

- identify whether the inmate has a history of mental health issues, suicidal ideation, self-injury
- current emotional stability, and whether this will impact on the inmate's institutional adjustment.

### ***Institutional Adjustment Rating***

Based on the individual adjustment factors and any other relevant considerations, assign a rating of either low, moderate or high.

**Low** – The inmate has demonstrated:

- a. a pattern of satisfactory institutional adjustment; no special management intervention is required;
- b. the ability and motivation to interact effectively and responsibly with others, individually and in groups, with little or no supervision;
- c. motivation towards self-improvement by actively participating in a Sentence Plan designed to meet his/her dynamic factors, particularly those relating to facilitating his/her reintegration into the community.

**Moderate** – The inmate has demonstrated:

- a. some difficulties causing moderate institutional adjustment problems and requiring some management intervention;
- b. the potential to interact effectively with others, individually and in moderately structured groups, but needs regular and often direct supervision;
- c. an interest and active participation in a Sentence Plan designed to meet his/her dynamic factors, particularly those which would lead to a transfer to a less structured environment and ultimately, to his/her reintegration into the community.

**High** – The inmate has demonstrated:

- a. frequent or major difficulties causing serious institutional adjustment problems and requiring significant/constant management intervention;
- b. a requirement for a highly structured environment in which individual or group interaction is subject to constant and direct supervision;
- c. an uncooperative attitude toward institutional programs and staff and presents a potentially serious management problem within an institution.

### ***ESCAPE RISK***

**Consider the following to assess the escape risk rating and update any relevant information since the completion of the most recent inmate security level review:**

- identify if the inmate is a citizen or a foreigner
- identify history/convictions for escape, attempt escape, being unlawfully at large, breaches of trust (consider seriousness and recency)
- use of violence or threatened violence in any escapes or attempted escapes
- comment on whether there was a period of bail and whether the conditions of the bail were respected
- identify if there are any outstanding charges or appeals, including those related to immigration/deportation issues that may impact the inmate's risk of escape
- identify if length of sentence may have an impact on this area, and time to be served before eligibility for unescorted temporary absence
- comment on any previous periods on parole or whether the inmate has participated in any successful absences or work releases
- other concerns – unusual circumstances having the potential to increase the escape risk (i.e. current emotional instability, custody battle, problems with significant other, gambling/drug debts, etc.)

### ***Escape Risk Rating***

Based on the preceding escape risk factors and any other relevant considerations, assign a rating of either low, moderate or high.

**Low** – The inmate:

- a. has no recent serious escape and there are no current indicators of escape potential;
- b. has no significant history of breaches of trust.

**Moderate** – The inmate:

- a. has a recent history of escape and/or attempted escapes OR there are current indicator(s) of escape potential;
- b. is unlikely to make active efforts to escape but may do so if the opportunity presents itself;
- c. presents a definite potential to escape from an institution that has no enclosure.

**High** – The inmate:

- a. has demonstrated a pattern of escapes and/or attempted escapes OR there are current indicator(s) of significant potential to escape OR

could threaten the security of the institution in order to facilitate his/her escape.

*PUBLIC SAFETY RISK*

**Provide an analysis of the inmate's public safety risk and update any relevant information since the completion of the most recent inmate security level review:**

- history of any known violence, include violent community incidents (consider the seriousness and recency)
- the inmate's social, criminal and, where applicable and available, young inmate history
- nature and gravity of current and number of previous offences (whether weapons were involved and whether serious harm occurred to the victim)
- evidence of spousal abuse
- level of dynamic factors or areas of need identified in the Sentence Plan
- Sentence Plan motivation/engagement and progress accomplished
- past releases performance and past temporary absences or work release performance
- psychological concerns based on the results of psychological or psychiatric assessments, or other information including the existence of mental health concerns/disorders
- emotional stability/instability, self injury history, suicide history
- alcohol and drug use and the drug and alcohol rating
- affiliations with criminal organizations/gangs
- affiliation with a terrorist organization or radicalized group
- whether the inmate meets the criteria of being a high profile inmate (will only have an impact if in light of the other factors, there is a clear connection between it and public safety)
- identify if the inmate is being supported for release and when
- notoriety likely to invoke a negative reaction from the public, victim(s) or police and/or to receive significant media coverage (sensational crime, major sexual or drug offence, terrorism, affiliation with organized crime, etc.). In order for notoriety to be a relevant factor, it must be demonstrated that it will have an impact on an inmate's reintegration potential by increasing the risk to re-offend, or the

likelihood that he/she could pose a threat to the safety of any person or the security of a penitentiary

- public safety risk in the event the inmate would escape.

### ***Public Safety Rating***

Based on the public safety factors and any other relevant considerations, assign a rating of either low, moderate or high.

**Low** – The inmate's:

- a. criminal history does not involve violence;
- b. criminal history involves violence/sexually-related offence(s), but the inmate has demonstrated significant progress in addressing the dynamic factors which contributed to the criminal behaviour and there are no signs of the high risk situations/offence precursors identified as part of the offence cycle (where it is known);
- c. criminal history involves violence but the circumstances of the offence are such that the likelihood of reoffending violently is assessed as improbable.

**Moderate** – The inmate's:

- a. criminal history involves violence, but the inmate has demonstrated some progress in addressing those dynamic factors which contributed to the violent behaviour;
- b. criminal history involves violence, but the inmate has demonstrated a willingness to address the dynamic factors which contributed to the violent behaviour;
- c. there are current indicator(s) of moderate risk/concern.

**High** – The inmate's:

- a. criminal history involves violence and the inmate has not demonstrated any progress in addressing those dynamic factors which contributed to the violent behaviour or a willingness to attempt to address such factors;
- b. criminal history involves violence and the inmate has not demonstrated a willingness to address the dynamic factors which contributed to the violent behaviour;
- c. there are current indicators of high risk/concern.



## **Handout 5**

### **“Principles and Pillars of Risk”**

#### **Case Study**

##### **Scenario 1 – Aslam**

Aslam is serving a ten year sentence for murder. After serving two years of the sentence, he received a letter from his wife seeking a divorce and custody of their children. A short time later a correctional officer referred Aslam for a suicide risk assessment by the doctor. The interview was done promptly with all the topic areas covered. After discussing Aslam’s ideas, intentions, and plans, the doctor determined that he was at high risk to commit suicide and requested he be moved to a special area and observed at 5 minute intervals. This procedure was followed until a shift change late in the evening. New staff were unaware of the conditions for supervising Aslam. Within one hour, Aslam was found dead.

What went wrong?

Which principles or pillars were involved? Explain.

## **Scenario 2 - Jameel**

Jameel is serving a four year sentence for sexual assault of three young boys. He went through a comprehensive assessment process by the classification officers and was going to benefit from counselling from a psychologist. His risk to re-offend, although moderate, was considered manageable. He enjoyed a close relationship with prison staff and was eager about getting out of prison. He was eager to begin a community-based psychological program for sex offenders where he could continue a treatment program in the community. Contact had been made with the specialized treatment center in the community and they were prepared for his arrival.

In his first meeting with the specialists, they reviewed his offence cycle and made arrangements for him to begin his program at the beginning of the following month. Everything went well for the first two months until he stopped attending the group. This happened at around the same time the lead psychologist left on a long vacation. The new psychologist kept up the monthly meetings with Jameel but did not supervise his attendance at the treatment group. Before long he was obviously deep into his offence cycle. He was very depressed after getting laid off and began showing interest in a young boy who moved with his mother into the apartment below him. Without his job, he was home when the boy returned from school. He had almost two hours before the child's mother got home from work. When he was recalled to work, he asked to be switched to the night shift.

What went wrong?

Which principles and pillars were involved? Explain.

## SESSION 3: SENTENCE MANAGEMENT

### SLIDE 1 – TITLE

#### SENTENCE PLANNING / CASE MANAGEMENT

##### Duration:

5 hours

### 1. Objectives

#### SLIDE 2 – OBJECTIVES (1)

- Understand the concept of sentence planning and how it applies to offenders
- Understand case management and how it applies to sentence planning (assessing risk)
- Understand how major risk factors help predict future criminal behaviour
- Learn the 7 target areas that influence criminal behaviour

#### SLIDE 3 – OBJECTIVES (2)

- Understand how 'case needs' can be used to reduce risk of further criminal involvement
- Explore methods of matching intervention strategies with criminal risk factors and case needs
- Help participants understand the concept of change and the various stages involved in the change model
- Introduce participants to the concept of Motivational Interviewing, the goals and traps

### 2. Purpose of Sentence Planning

#### Facilitator blurb



Sentence planning is a process intended to plan, support and prepare prisoners for release into the community. It accounts for activities that the prisoner engages in from the time of admission to the time of release and everything in between (classification, prison transfers, visitations, vocational training etc.). The essence of the plan is to guide the rehabilitation process while in prison, establishing target activities that have been specifically identified to assist the prisoner in meaningful change and increase their likelihood of successful reintegration into the community upon release.

#### SLIDE 4– PURPOSE OF SENTENCE PLANNING

- A process of planning, supporting and preparing prisoners for release
- A blueprint of what needs to be completed from the time of admission to the time of release
- Focuses on rehabilitation activities identified in the original classification assessment

#### Facilitator blurb



A sentence plan identifies what the prisoner needs to do throughout their sentence. This not only includes paying their debt to society by serving a prison sentence but also identifies a rehabilitation plan to change behaviour and prepare the prisoner for release while reducing the likelihood of reoffending. The plan should include goals designed to address crime influencing factors identified in the ‘case needs’ assessment. This will be further discussed in the ‘case needs’ portion of the risk based decision-making section.

Most importantly, sentence plans need to be flexible and be amended as required depending on change in the prisoner’s behaviour or any other event that has resulted in a significant change (increased or decreased sentence length).

#### SLIDE 5 – SENTENCE PLANNING PRINCIPLE

The **best** intervention for the offender at the **best** time in their sentence to prepare the offender for release with the **best** chance successful reintegration

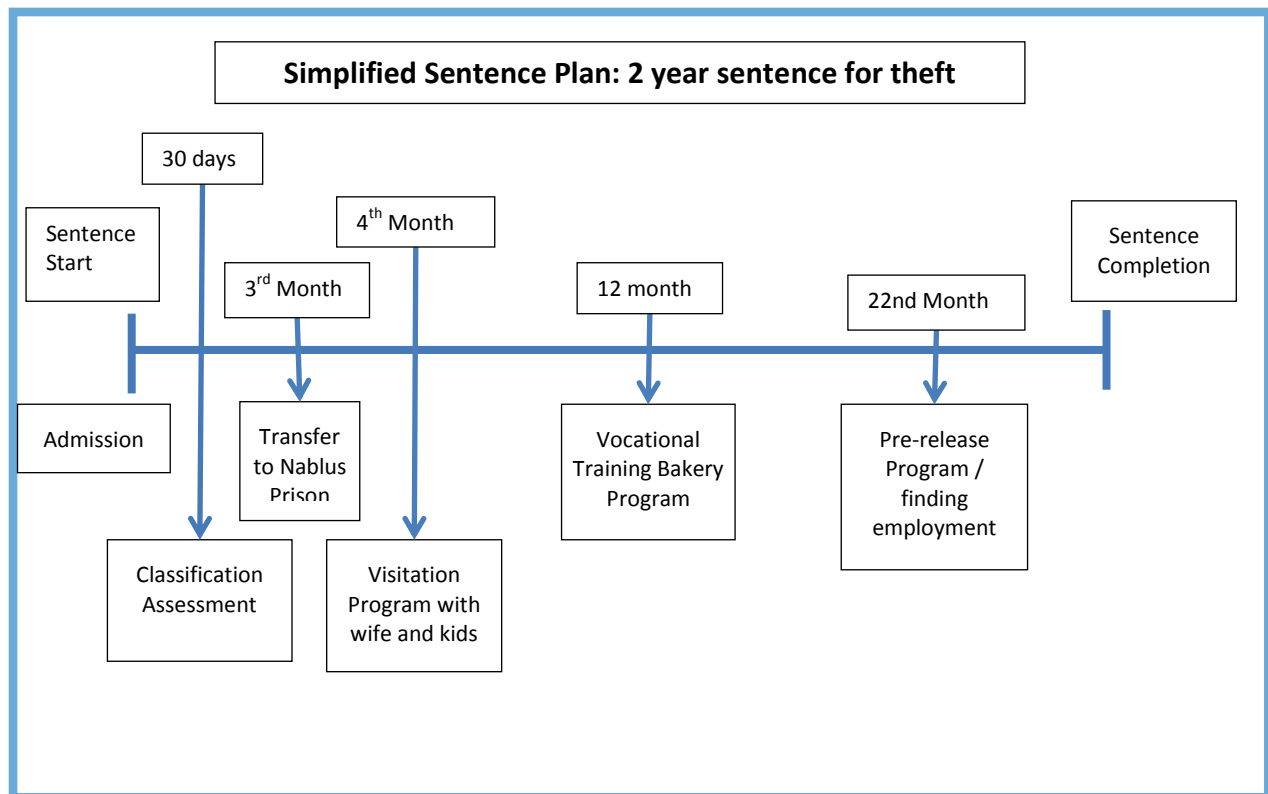
The plan not only assists the offender to reintegrate but it PROTECTS society but reducing the likelihood of reoffending

#### **Note to Facilitator:**

*Use the following simplified example to visually explain the concept of a sentence plan. Then show the participants the slide.*

*The following is an example of a simplified sentence plan for a male offender who has been sentenced to 2 years for theft of food products and medication from a local market. This offender lives in Nablus area but after being sentenced was transferred to Jericho for assessments. After completion of your classification assessment, it became evident that the he just lost his job and has a family of 4 children. His wife has been ill for a while and he could no longer afford her medication. He has no extended family and his wife and children are completely on their own. Your classification officer identified that the best means of keeping the prisoner out of prison in the future is to maintain good family relations and help the prison develop employment skills. In this case, the plan for the prisoner’s sentence would look something like the following:*

## SLIDE 6– EXAMPLE OF A SENTENCE PLAN



### **Discussion point:**

- *Why do you think it is important to plan what a prisoner will do during his/her time in prison?*
- *What specific things do you think should be considered when looking at a prisoner's sentence plan?*
- *What factors do you think could form the basis for prisoner assessment?*

### Expected Response:

1. Why do you think it is important to plan what a prisoner will do during his/her time in prison?
  - a. To set out expectations for the person
  - b. To ensure the time is spent in usefully.
  - c. To sequence events to build on skill development
  - d. To keep busy as idle hands and minds can cause trouble
2. What specific things do you think should be considered when looking at a prisoner's sentence plan?
  - a. The length of sentence
  - b. How many programs the person requires (based on the case needs assessment)

- c. Which programs should be taken when
  - d. What can be done after release
3. What factors do you think could form the basis for prisoner assessment?
- a. Major Risk factors
  - b. Case needs

#### Facilitator blurb



Many prisons system around the globe develop sentence plans as types of ‘contracts’ that outlines expected behaviours while in prison, engagement in activities and commitment to an agreed upon plan. In most cases these are generated after a series of initial assessments (major risk factors, classification, and “case needs” assessments) and the development of an intervention strategy. Not only does the sentence plan create a type of contract between the CRCD and the prisoner, it can serve as a source of motivation for the prisoners to engage in structured activities throughout the duration of their sentence.

In many western countries, the higher the assessed risks of serious re-offending, the more intensively the plans are managed. Generally, and depending on the prison system, all prisoners have to have a plan (typically adults sentenced for 6 months or more and Juveniles with at least a one month sentence).

A sentence plan that is imposed or forced will fail. Therefore, the offender should be given the chance to engage in the development of their sentence plan. However, in many cases the offender may not recognise a behaviour that needs to be changed or be motivated to change that behaviour. In these cases, the offender will likely disagree with their sentence plan and the activities within. If this occurs, it will be up to the Case Management Team to encourage and motivate the offender to engage in their sentence plan. We will explore techniques of doing exactly this later in the module.

#### SLIDE 7 – THE PLAN

- A type of contract (between the CRCD and offender)
- Source of motivation with achievable goals
- Can’t be forced (offender should help generate the plan)
- Will require staff to motivate the offender to engage in the plan



#### Ask the Class

**Are there any last questions, comments, or concerns on the purpose of sentence planning?**

### 3. Legal Framework

#### 3.1. International Standards

**Note to Facilitator:**

*Refer participants to the Handout from the previous session on the Standard Minimum Rules for the Treatment of Prisoners. Go through the articles one by one and discuss the relevance of the article to sentence planning.*

#### Facilitator blurb



The SMRs cover the issues of Classification, Sentence planning and Rehabilitation in Part II: articles 58, 59, 60, 63, 65, 66, and 67.

#### Part II - RULES APPLICABLE TO SPECIAL CATEGORIES

##### A. Prisoners under sentence

#### Guiding principles

*58. The purpose and justification of a sentence of imprisonment or a similar measure deprivative of liberty is ultimately to protect society against crime. This end can only be achieved if the period of imprisonment is used to ensure, so far as possible, that upon his return to society the offender is not only willing but able to lead a law-abiding and self-supporting life.*

*59. To this end, the institution should utilize all the remedial, educational, moral, spiritual and other forces and forms of assistance which are appropriate and available, and should seek to apply them according to the individual treatment needs of the prisoners.*

*60. (1) The regime of the institution should seek to minimize any differences between prison life and life at liberty which tend to lessen the responsibility of the prisoners or the respect due to their dignity as human beings.*

*(2) Before the completion of the sentence, it is desirable that the necessary steps be taken to ensure for the prisoner a gradual return to life in society. This aim may be achieved, depending on the case, by a pre-release regime organized in the same institution or in another appropriate institution, or by release on trial under some kind of supervision which must not be entrusted to the police but should be combined with effective social aid.*

*61. The treatment of prisoners should emphasize not their exclusion from the community, but their continuing part in it. Community agencies should, therefore, be enlisted wherever possible to assist the staff of the institution in the task of social rehabilitation of the prisoners. There should be in connection with every institution social workers charged with the duty of maintaining and improving all desirable relations of a prisoner with his family and with*

*valuable social agencies. Steps should be taken to safeguard, to the maximum extent compatible with the law and the sentence, the rights relating to civil interests, social security rights and other social benefits of prisoners.*

*62. The medical services of the institution shall seek to detect and shall treat any physical or mental illnesses or defects which may hamper a prisoner's rehabilitation. All necessary medical, surgical and psychiatric services shall be provided to that end.*

*63. (1) The fulfilment of these principles requires individualization of treatment and for this purpose a flexible system of classifying prisoners in groups; it is therefore desirable that such groups should be distributed in separate institutions suitable for the treatment of each group.*

*(2) These institutions need not provide the same degree of security for every group. It is desirable to provide varying degrees of security according to the needs of different groups. Open institutions, by the very fact that they provide no physical security against escape but rely on the self-discipline of the inmates; provide the conditions most favourable to rehabilitation for carefully selected prisoners.*

*(3) It is desirable that the number of prisoners in closed institutions should not be so large that the individualization of treatment is hindered. In some countries it is considered that the population of such institutions should not exceed five hundred. In open institutions the population should be as small as possible.*

*(4) On the other hand, it is undesirable to maintain prisons which are so small that proper facilities cannot be provided.*

*64. The duty of society does not end with a prisoner's release. There should, therefore, be governmental or private agencies capable of lending the released prisoner efficient after-care directed towards the lessening of prejudice against him and towards his social rehabilitation.*

## **Treatment**

*65. The treatment of persons sentenced to imprisonment or a similar measure shall have as its purpose, so far as the length of the sentence permits, to establish in them the will to lead law-abiding and self-supporting lives after their release and to fit them to do so. The treatment shall be such as will encourage their self-respect and develop their sense of responsibility.*

*66. (1) To these ends, all appropriate means shall be used, including religious care in the countries where this is possible, education, vocational guidance and training, social casework, employment counselling, physical development and strengthening of moral character, in accordance with the individual needs of each prisoner, taking account of his social and criminal history, his physical and mental capacities and aptitudes, his personal temperament, the length of his sentence and his prospects after release.*

*(2) For every prisoner with a sentence of suitable length, the director shall receive, as soon as possible after his admission, full reports on all the matters referred to in the foregoing paragraph. Such reports shall always include a report by a medical officer, wherever possible qualified in psychiatry, on the physical and mental condition of the prisoner.*

*(3) The reports and other relevant documents shall be placed in an individual file. This file shall be kept up to date and classified in such a way that it can be consulted by the responsible personnel whenever the need arises.*



## Classification and individualization

67. *The purposes of classification shall be:*

*(a) To separate from others those prisoners who, by reason of their criminal records or bad characters, are likely to exercise a bad influence;*

*(b) To divide the prisoners into classes in order to facilitate their treatment with a view to their social rehabilitation.*

68. *So far as possible separate institutions or separate sections of an institution shall be used for the treatment of the different classes of prisoners.*

69. *As soon as possible after admission and after a study of the personality of each prisoner with a sentence of suitable length, a programme of treatment shall be prepared for him in the light of the knowledge obtained about his individual needs, his capacities and dispositions.*

However, the key article in relation to individual sentence planning is Rule 69.

### SLIDE 8 – SMR 69

*As soon as possible after admission and after a study of the personality of each prisoner with a sentence of suitable length, a program of treatment shall be prepared for him/her in light of the knowledge obtained about his/her individual needs, capacities and dispositions.*

#### Facilitator blurb



A fundamental component of the planning process involves assessing each individual prisoner. People are diverse and the reasons why they commit crime are often complex and unique to their environment and personal capabilities. This is why various theories of criminal behaviour exist. Although the Standard Minimum Rules describe the prisoner as a passive participant in the process, experience indicates that sentence planning is most effective when the prisoner is actively involved in the planning process.

We have seen that the International Standards clearly outline the requirements for Individual Sentence planning. Let's now look at National Legislation and policy to determine if these principles have been included.

### 3.2. National Legislation



#### **Discussion point:**

Does the Prison law number 6/1998 have a clear mention of the sentence planning?

Expected Response:

The answer is no. It alludes to some form of sentence management but does not clearly mention it.

- Article Five requires that a special file be established for every inmate. Such records and files shall be subject to the supervision and control of the Director who shall be responsible for their organization and fulfilling the particulars thereof.
- Article Six requires a special file shall be opened in order to record the details pertaining to the inmate.
- Part Nine, Education & Culturing of Inmates requires that the Directorate General:
  - organize illiteracy fighting education courses to the illiterate inmates and shall provide the educational opportunities to other inmates in order to continue their education through the various educational stages whether in the schools attached to the Center or in the public or vocational schools outside same according to the available potentials, requirements of safeguarding the inmates and the Center's security.
  - provide the necessary pre-requisites to the inmates in order to enable them to study, memorize and find the means which would ensure the continuation of their university study as an exception from daily attendance and enable them to sit for the examinations under the direct supervision of the competent education authorities whether inside or outside the Center.
  - Hold cultural seminars, deliver directive, moral, religious, educational and cultural lectures as well as provide the opportunity to all inmates to take part therein.
- Part Twelve, Inmate's Training and Employment requires that "the Center shall seek to train the inmates professionally and develop their skills as well as make them acquire beneficial trades or professions during the period of execution of the punishment which would help them earn their living after their release. "
- These articles refer in a very general sense to some sort of sentence planning/management but do not take into account risk, individual needs and other types of programming.
- Regulation 3 – Work and Training, derived from Law 6/1998 suffers from the same problem as the Law, it does not take into account the individual sentence plan but rather set out the requirements for work and training to be part of a rehabilitative process for prisoners in general.
  - Regulation 3 - Work and Training, Section 4 Placement – does take into account a more personalized approach:

*4.1 Initial work and training placement of the inmate will take the following factors into account:*

*(1) Age*

*(2) Physical condition*

*(3) Past work history and experience*

*(4) Recommendations from previous work supervisors*

*(5) Security and general safety*

*(6) Institutional needs, including both of CRCDC and the community*

*4.2 Where the work has a prescribed skill level then only inmates with those identified skills shall be required to perform such work. Vocational training shall be provided to other inmates to enable them to achieve the required skill level.*

*4.3 Future placements will depend on the available work opportunities. The wishes of the inmate shall also be taken into account.*



**Are there any last questions, comments, or concerns on International Standards and the Legal framework?**

**Ask the Class**

#### **4. The Role of Staff in Sentence Planning**

##### **SLIDE 9 – ROLE OF STAFF (SIMILAR TO THE PRINCIPLES AND PILLARS OF RISK)**

- Conduct assessments (assessment)
- Develop the sentence plan (documentation)
- Engage prisoners in behavioural contracts (communication with offenders and other CRCDC staff)
- Monitor compliance with the plan (monitoring)
- Motivate prisoners to engage in that plan (intervention)
- Modify the plan if required (driven by event or change in sentence)

**Facilitator blurb**



We are now going to move away from the theoretical aspects of sentence planning and move on to the operational aspects or “how we do it”. The ability of staff to undertake these functions greatly impacts the success or failure of the sentence plan and the engagement of the prisoner. Therefore, it is important that staff are not only aware of the mechanics of sentence planning but also the concepts of case management, risk assessment, risk-based decision making, influencing change, motivating techniques and recognizing change.

## SLIDE 10 – NEEDED RESOURCES

- Staff should possess counselling and assessment skills
- Requires a variety of skilled disciplines
- Requires a team approach
- Requires flexibility (different staff engagement at various times during the development and maintenance periods of the plan)

### Facilitator blurb



Building counselling and assessment capacity amongst staff is a useful means of moving towards a process of assessment based sentence planning. However, as individuals our impact is limited. Firstly, one staff member alone is not capable of conducting the diverse assessments required to gain a complete understanding of why the prisoner engaged in criminal activity (it requires various disciplines including prison management and health care professionals). Secondly, one staff member is not capable of observing or monitoring a single prisoner throughout their sentence (unless that staff member is willing to bunk at the prison 24 hours a day, 7 days a week). Thirdly, all people are emotional beings and a difference of opinion can result in hostilities or aggressiveness between the staff and prisoner. In short, not every staff member has a good rapport with every prisoner. It is because of these realities that a team approach is recommended.

Where specialist skills are not available at individual institutions, a practical alternative is to provide centralized units for assessing and allocating prisoners after sentence. Jericho prison is an example of where classification is actively taking place whilst other smaller RRC's do not have the capacity or infrastructure to conduct such assessments. Even if the initial assessment is carried out by a centralized assessment team, effective planning and treatment will depend on local staff developing the necessary skills to amend and carry forward treatment plans. This has implications for training of local staff.

We will be looking at the concept of Case Management as a means of understanding the need for partnership required to effectively work with the diverse needs of prisoners during their time of incarceration.



#### Discussion point:

What training do you think prison staff needs to be able to carry out an effective assessment and reviews of prisoners?

Expected Response:

- Knowledge of the theories of human behaviour
- Knowledge of the process
- Knowledge on how to analyze risk and the appropriate risk management techniques.
- Interviewing skill

## 5. Social Learning Theory

### Facilitator blurb



Prior to learning about Case Management and the various aspects of assessment, it is important to review why people commit crime. In this case, we will review the social learning theory.

Some criminologists contend that who you are and what you do is a product of your social interactions and that, essentially, you learn how to be a criminal. This theory contends that you can learn to be a criminal from the people you are around and what values and beliefs they have.

It suggests that your families and close friends have the greatest impact on your behaviour and that you are likely to learn your values from them. The theory contends that you not only learn the basics of committing crime but also all the rationalisations, excuses, and motivations that explain and validate crime.

This theory isn't based on class or financial difference. Thus, it helps explain crime committed by wealthy people, not just the poor. After all, many poor people adopt society's positive values, including hard work, thrift, and delayed gratification, and have happy lives. In the same way, many wealthy people lie, cheat, and abuse drugs and alcohol, all behaviours that negatively impact their peers and family members.

Simply put, this theory contends that people become criminals if, from association with their family and peers, they learn behaviours that violate the law. The duration, frequency, and intensity of that contact influences just how much they learn.

Social learning theory is the most popular theory used by many correctional services to understand and assist prisoners and offenders in becoming law-abiding citizens. In order to unlearn criminal behaviour, the exact reward/costs which influence an individual's behaviour must be determined.

Social learning theory suggests focusing on certain factors or predictors in the assessment of risk. This includes both unchangeable and changeable factors such as attitudes, social supports, criminal history and personality traits, all of which will be discussed in the section of criminal risk and case needs.

This theory advocates that programming and treatment must target the criminal behaviour and those factors which contributed to the behaviour. This means that each prisoner and offender will have an individualized sentence and treatment plan based on the reasons why they engaged in criminal behaviour.

This theory also stresses that each offender is responsible for their behaviour and must be a motivated participant in their treatment plan. The role of CRCD staff is to continually motivate offenders and prisoners to engage in their treatment plan.

## SLIDE 11 – SOCIAL LEARNING THEORY (1)

- Most popular theory used by law enforcement organizations
- Theory applies to all classes, religion, race, gender etc. equally
- In most cases, crime is a learned behaviour (exceptions apply – mentally ill)
- Family and close friends shape your beliefs and values

## SLIDE 12 – SOCIAL LEARNING THEORY (2)

- Criminals learn how to rationalize and validate your criminal behaviour
- Stresses the concept of personal choice
- Stresses that offenders are responsible for their behaviour
- Stresses that treatment must focus on the predictors of risk (case needs)

### Facilitator blurb



However, like all theories, there are always exceptions to the rule. People are in prison for various different reasons. Therefore, various aspects of theories may apply to various offenders. For examples:

- Some offender blatantly committed a crime to fulfill a specific need (theft to support family or an addiction).
- Some offenders did not intend to break the law but were reckless or negligent and committed a crime.
- Others may have committed crime but were unaware that they were doing so due to a mental illness.
- Social learning theory is the most popular theory in explaining why people commit crime and various treatment programs have been developed around this theory to assess criminal risk, case needs and develop intervention and supervision strategies.



### Group Activity – Optional Case Study: George

Refer to hand-out # 1 – Case Study: George

Read the case study and answer the questions. The Instructors can debrief you with the expected responses in hand out # 2



Are there any last questions, comments, or concerns on Social Learning Theory?

Ask the Class

## 6. Case Management

Facilitator blurb



Before we explore the concept of case management, let's discuss what the concept means.



### Discussion Point:

In your own words, what does case management mean to you? What does it look like in your working environment?

Expected Response:

- Planning,
- Continuity of the case
- Negotiating
- Setting expectations
- Relating programs to target areas
- Developing creative approaches when no program exists
- Team work
- Holistic

### SLIDE 13 – CASE MANAGEMENT

- The management of activities in relation to an offender's sentence period, from the time of admission to the time of release and all of the activities in-between
- Focuses on assessing and managing risk
- Includes sentence plans, rehabilitation programs, vocational training, security levels etc.
- Unique to individuals and not groups
- Managed by a case management team

### Facilitator blurb



Case management is a concept used to describe the activities of all staff to deal with prisoners from the time of admission to the time of release. The entire process focuses on identifying and mitigating risk and includes encouraging prisoners to engage in their sentence plans and change undesirable behaviours in order to live crime free in the community.

The concept of case management applies to both sentenced prisoners as well as under-trial prisoners. However in the case of under-trial prisoners, the extent of identifying case needs and developing a supervision and intervention strategy will be limited if not completely absent. In these cases it may be limited to identifying criminal risk or classifying them for the purposes of ensuring that prisoners are placed in appropriate security levels based on their risk.

From the time prisoners enter the prison, they should be placed in an appropriate security level and provided opportunity to engage in rehabilitative programs encouraged to live law-abiding lives and change their criminal behaviour. The change process is fundamental in the case management process. In order to help prisoners change their criminal behaviour, the CRCD should offer various types of activities and programs including recreational programs, vocational activities and various other programs intended to address their criminal risk and case needs.

In case management, each prisoner must be regarded as an individual case and each person's time is regarded as something to be managed so the results are beneficial to both society and the prisoner. This being said, case management involves planning a unique arrangement of rehabilitation activities for a prisoner and then managing the prisoner's progress towards the established goals in aim of eventual release.



#### Discussion Point:

- Why is it important that there is a team approach to case management?
- Who would make up a case management team in your working environment?

### Facilitator blurb



The case management process isn't the responsibility of one person (prison officer) but rather the responsibility of everyone who comes into contact with that prisoner. All people having contact with the prisoner has the potential to influence the behaviour and attitude of the prisoner. However, it is important that "case management officers or classification officer" oversee each individual case in order to compile and analyse input from all those who are in contact with the prisoner.

The case management process is a team approach. Those able to assist in the process are any staff that have interactions with the prisoners.



## SLIDE 14 - MEMBERS OF THE CASE MANAGEMENT TEAM

- Prison Officers
- Supervisors
- Social Workers
- Program delivery staff (counsellors, vocational trainers)
- Medical / Health care officers
- Prison Directors
  
- Can you think of others?



### ***Discussion point:***

What would be the responsibility of each member of the case management team just mentioned in the slide?

### Expected Response:

- Specialized staff are responsible for their speciality (classification officers do classification; health care staff make medical assessments, psychologist make psychological assessments etc.)
- All staff (uniformed and non-uniformed staff) are responsible for observation and reporting significant observations (both positive and negative observations)

### **Facilitator blurb**



As well as assisting prisoners to become law-abiding citizens, the CRCD needs to ensure that public safety is a primary objective. This means that CRCD officials need to ensure that there is a balance between the benefits of prisoner programs, early release and the potential harm to society if the prisoner were to reoffend. This process is called “risk assessment” which will be defined in the concept of “Risk-based Decision Making”.



**Ask the Class**

**Are there any last questions, comments, or concerns on Social Learning Theory?**

## 7. Risk Based Decision-Making

### Facilitator blurb



As already explored, the classification process assesses risk in relation to violent behaviour in prison, escape risk and risk to public safety. The primary purpose of this section is to introduce the basic principles involved in the assessment of an offender's risk to reoffend upon release and methods of managing that risk in a variety of correctional environments over the duration of a prisoner's sentence. Risk assessment and risk management are dynamic and fluid processes involving ongoing consideration of many factors. Following a systematic process will assist in predicting an offender's likelihood of violent behaviour, sexual offending, family violence, and general re-offending upon release. The importance of assessing risk in an accurate, timely, and ongoing manner cannot be understated, as it directly affects the personal safety of prison staff, the security of prisons, and the overall protection of society. Public safety should always be the paramount consideration in any risk assessment.

Remembering the principles and pillars of risk are of utmost importance while learning about risk based decision-making (analysis, communication, monitoring and intervention).

### SLIDE 15 – RISK BASED DECISION MAKING (PURPOSE)

- A methodical process of gathering information
- A methodical process of processing that information
- Determining risk impacts public safety
- Determining risk impacts reintegration potential ensuring the most appropriate decision is made with the most relevant information



***Discussion point:***

What types of risk do CRCD staff need to assess on a daily basis?

### Expected Responses

This is a review question and responses should be aligned with the following points below.

- safe and secure prisons
- prison security levels
- offender population management or prisoner classification
- intensity and frequency of prison programs
- earned remission

### Facilitator blurb



The focus of the following sections will be to illustrate a systematic approach to assessing criminal risk, known as the 3-stage Risk Assessment and Risk Management Model.

### 7.1.3-Stage Risk Assessment Model

### Facilitator blurb



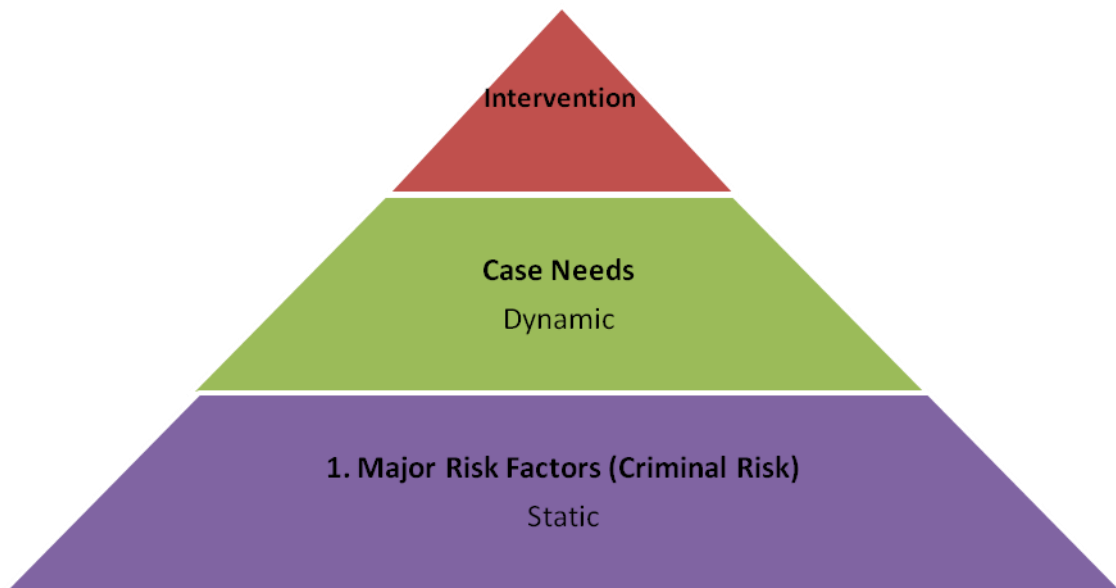
In its most basic form, the process of assessing risk can be broken down into three simple stages, which are the identification of 'Major Risk Factors', the determination of an individual's 'Case Needs', and planning a means of 'Intervention/Supervision' for the prisoner. This three stage model of risk assessment provides key guidance to those individuals charged with assessing and managing risk in a correctional environment, as well those responsible for making decisions on release. The process begins when a prisoner enters the correctional system, continues throughout incarceration and into the community, and lasts until the sentence imposed by the court has been satisfied. In order to be effective, it is heavily reliant on gathering, reporting, and managing accurate and complete prisoner file information. These tasks require cooperation and collaboration among various stakeholders, also known as a Case Management Team (explained above), which includes, but is not limited to, prison officers, social workers, psychologists, educators, medical professionals, administrative assistants and CRCD management.

### SLIDE 16 – THREE-STAGE RISK ASSESSMENT AND RISK MANAGEMENT MODEL

- Major Risk Factors / Criminal Risk
- Case Needs
- Intervention and Supervision

#### **Note to Facilitator:**

Refer to hand-out #3 (Risk Based Model) or draw the model on a flip chart. Explain that the model below highlights the areas of import and reflects the relative value placed on each stage of the risk based decision-making process.



## 7.2. Major Risk Factors (Static Factors) – Stage 1



***Discussion point:***

Why do you think this stage(1) is the most important in predicting risk?  
Think back to the theories of crime session.

**Expected response:**

- Contains assessment tools to help measure criminal risk consistently and objectively
- Helps understand the offender's criminal history.
- The best predictor of future behaviour is past behaviour.

### SLIDE 17 – MAJOR RISK FACTORS / CRIMINAL RISK

- The foundation of determining criminal risk and the most important step in a comprehensive understanding of prisoner's behavior
- Provides understanding of the nature and extent of a person's antisocial and criminal behavior history
- Considered static factors (unchanging)
- Contains assessment tools to help measure criminal risk

## SLIDE 18 – MAJOR RISK FACTORS / CRIMINAL RISK (2)

### “Past behavior is the best predictor of future behavior”

- Single most relevant variable of prediction but is NOT the absolute
- Unreliable variable if used on its own and must be used in conjunction with other variables.

#### Facilitator blurb



The first stage - ‘Major Risk Factors’ - is the most important of the three stages, as it provides the foundation upon which all other assessments are built and includes the majority of information to assess criminal risk. Most simply, it involves the collection and assessment of those major factors that make up the offender’s criminal and antisocial life history. Identifying these elements should occur very early in an offender’s sentence and preferably before any decision is made regarding the placement of that offender in a specific type of prison or in a specific treatment program.

Primarily, this stage takes into account the nature and extent of a prisoner’s antisocial and criminal behaviour history, especially as it relates to the severity of offending, sexual offences, and drug involvement. The existence of patterns of antisocial personality, cognition (values and beliefs supportive of crime) and associates are also elements most critical in determining risk or recidivism. As part of this stage, it is also important to note certain static risk factors such as the offender’s age, the length of the current sentence, the number of prior offences and the sentences imposed on them, social class of origin, breach of trust history, victim impact, etc.

A common means of collecting and analyzing this information in the initial phase of the assessment is to use risk assessment instruments. *Assessment tools* estimate the probability of individuals engaging in future criminal or deviant behaviour and are a valuable supplement to professional judgement.

In sum, the general purpose of stage one in the risk assessment process is to paint a picture of the offender and the history of antisocial behaviour. It is very much rooted in the basic principle that the best predictor of future criminal behaviour is the nature, frequency, and extent of an offender’s past criminal history.

The process of classification introduced you to the fundamentals of assessing criminal risk. Let us look at it in more detail.

## SLIDE 19 – FIRST STEP

- Gather all information available in the case

#### Sources:

- Courts
- Police
- Victims
- Self-reports (statement)
- Others?

### Facilitator blurb



The main idea is to develop and provide an understanding of the crime, the primary causes of criminal behaviour, high-risk situations, and establish the offender's offence cycle and communicate this information in a parameter statement.

### SLIDE 20 - SECOND STEP

- consider the static factors present in the case
- consider the severity of offence
- consider the extent of involvement in criminal behaviour

### Facilitator blurb



When working with prisoner classification, many of these factors should have been assessed and captured on the classification report. These are considered static factors. These can't change.



**Are there any last questions, comments, or concerns before we go on to examine exactly what are static factors?**

### Ask the Class

### Facilitator blurb



The following slides will outline what are static factors and how they impact risk.

### 7.2.1. Static Factors

#### **SLIDE 21 – STATIC FACTORS (1)**

*Current Offence:* The best predictor of future behaviour is past behaviour. If their current offence was of a serious nature, it should be an indicator that they have the potential to engage in seminal behaviour.

#### **SLIDE 22 – STATIC FACTORS (2)**

*Age at Admission:* The younger the age of an offender typically indicates a more likelihood of engaging in similar behaviour in the future. The older the offender, the less likely they will engage in similar behaviours. Of course this is dependent on the type of criminal behaviour.

#### **SLIDE 23 – STATIC FACTORS (3)**

*Previous Incarceration:* The more times the offender has been incarcerated in the past indicates an entrenched criminal behaviour.

#### **SLIDE 24 – STATIC FACTORS (4)**

*Previous Escape:* Escape indicates an attitude of non-compliance, defiance and disrespect to authority. If the offender has a history of escape, the likelihood of reoffending is greater.

#### **SLIDE 25 – STATIC FACTORS (5)**

*Previous Convictions for Assault:* This demonstrates one's use of violence. An offender who offends violently is more likely to engage in similar behaviour in the future.

#### **SLIDE 26 – STATIC FACTORS (6)**

*Marital Status at Most Recent Admission:* Those who are married are less likely to engage in similar behaviour in the future. Having a spouse is seen as a sign of relative stability and those married tend not to enjoy separation.

#### **SLIDE 27 – STATIC FACTORS (7)**

*Number of Dependants at Most Recent Admission:* Similar to marital status, those who have children are less likely to reoffend.

#### **SLIDE 28 – STATIC FACTORS (8)**

*Current Total Sentence:* This refers to the length of sentence. Shorter sentences tend to have a more positive impact on recidivism rates.

### SLIDE 29 – STATIC FACTORS (9)

*Previous Convictions for Sexual Offence(s):* The presence of previous convictions for rape, attempted rape, indecent assault, etc. is related to an increased risk of recidivism.

### SLIDE 30 – STATIC FACTORS (10)

*Previous Convictions for Drug Related Offences:* Similar to sexual related offences, the greater presence of Drug Related Offences reflects greater overall risk for reoffending similarly in the future.

### SLIDE 31 – STATIC FACTORS (11)

*Employment Status at Arrest:* Whether the offender was working (part or full time), was going to school, or was involved in training has an impact on overall recidivism rate.



**Discussion point:**

What is your opinion on the following statement? Do you believe it to be true or false and why?

**“Once a criminal always a criminal”**

**Note to Facilitator:**

*Keep the conversation short and to the point. Discuss both sides of the argument. Remind the class that risk goes down with age, marriage, etc.*

### SLIDE 32 – DANGER OF FOCUSING ONLY ON STATIC FACTORS

- People have the ability to change their behavior (social learning theory)

We cannot suggest that if someone has committed theft they will always be a thief or if someone has committed murder, they will continue to commit murder.



**Are there any last questions, comments, or concerns on Static Factors?**

**Ask the Class**



### 7.3. 'Case Needs' (Dynamic Factors) – Stage 2

#### Facilitator blurb



The second stage, 'Case Needs,' is a process that involves the assessment of an offender's need in certain target areas that either contributed to criminal behaviour or assisted in preventing it. It is an important step which compliments and anchors clinical judgement about an offender. When combined with information already collected (static factor assessments and offence cycle), this information provides the basis for the intervention and supervision decisions and recommendations (rehabilitation programs that may be needed throughout the management of the offender's sentence).

#### SLIDE 33 - CASE NEEDS (1)

- The variables in an offender's life that influences criminal behavior
- A total of seven target areas or need areas
- One or more of these target areas may be influencing offender behavior (typically never only one)
- The more needs that are identified as influencing criminal behavior the higher the risk to reoffend

#### SLIDE 34 – CASE NEEDS (2)

- Individual target areas can be divided in several categories during the assessment ("considerable need," "some need," "no need or neutral," and "benefit" to offender)
- Not all target areas identified as having "considerable need" require intervention if those needs didn't contribute to criminal involvement
- Identification of needs provides potential areas for intervention to reduce the likelihood of criminal involvement
- Dynamic in nature (meaning they change and have the potential to change)



**Discussion point:**

What seven target areas do you think influence offender behaviour based on the slide above?

Expected Response:

**SLIDE 35 – SEVEN (7) TARGET AREAS OR CASE NEEDS**

- Employment / Education
- Marital / Family
- Associates or social interaction
- Substance abuse
- Community functioning
- Personal or emotional orientation
- Attitude

*Note to Facilitator:*

*The following slides outline all of the seven target areas known as case needs or dynamic factors. The slides are self explanatory.*

**7.3.1. Employment**

**SLIDE 36 – EMPLOYMENT / EDUCATION (1)**

- Moderately strong predictor of recidivism
- Measures the value offenders place on literacy, education and work
- Need to assess whether employment has been stable or played an important role in the offender's life
- Must discuss the offender's ability to secure and maintain work

**Facilitator blurb**



*Employment* – The employment domain is a moderately strong predictor of recidivism. This is the value placed on literacy, education and work and their role in one's life. The key is to assess whether employment has been stable or has played an important role in the offender's life. It is important to discuss the offender's ability to secure or maintain employment, and the extent of adjustment problems faced by a lack of skill in this area.

## SLIDE 37 – EMPLOYMENT / EDUCATION (2)

You need to assess the following areas:

- Ability
- Work History
- Rewards
- Co-worker or supervisor relations
- Interventions (attempted in the past)

### Facilitator blurb



More specifically, this area explores the offender's level of need as it relates to the following:

- Ability - What grade level did they complete? Do they find learning difficult? Do they have memory or concentration problems? Do they lack a skill area or trade? Do they have physical problems that interfere with work?
- Work History – What is their history of unemployment? Do they often show up late for work or not at all? Do they have difficulty meeting workload requirements? Do they lack initiative? Have they quit a job without another? Have they been laid off or fired from their job?
- Rewards – Has their salary been insufficient? Does the job lack security?
- Co-worker/Supervisor Relations – Do they have difficulties getting along with people they work with?
- Interventions – Have they attempted to change their employment situation via training or occupational development programs?

### 7.3.2. Marital / Family

## SLIDE 38 – MARITAL / FAMILY (1)

- Measures the value placed on being with family and the support derived from them
- Determines if relationships are hostile and uncaring

### Facilitator blurb



*Marital/Family* – This is the value placed on being with family and the support one derives from them. The key is to assess the extent of support derived from parents, relatives, spouse, or other positive relationships. It is important to determine whether these relationships are uncaring or hostile, and/or marred by arguments, fights, indifference, or other dysfunction and instability.

## SLIDE 39 – MARITAL / FAMILY (2)

You need to assess the following areas:

- Family Background
- Marital Relations
- Parental Responsibility

### Facilitator blurb



More specifically, this area explores the offender's level of need as it relates to the following:

- Family Background – Did their childhood lack family ties? Was their mother or father absent during childhood? Did they have any negative relationship with parents or siblings? Did they witness spousal abuse? Were family members involved in crime?
- Marital Relations – What is their marital status? Are they satisfied with the relationship? Are there money problems, sexual problems, or communication problems that affect the relationship? Have they been a victim or perpetrator of spousal abuse?
- Parental Responsibility – Do they have any children? Do they have adequate parenting skills to supervise or control a child's behaviour? Have they ever been arrested for child abuse or incest?

### 7.3.3. Associations / Social Interactions

## SLIDE 40 – ASSOCIATES / SOCIAL INTERACTION (1)

- Determines the value placed on non-criminal associations and the opportunity for positive social interaction
- Key is to assess if the offender has positive personal associations in the form of friends, mentors, groups or companions
- Determine if the offender has significant interference in their lives through negative relationships

### Facilitator blurb



*Associates/Social Interaction* – This is the value placed on non-criminal associates and the opportunity for positive social interaction. The key is to assess whether the offender has positive personal associations, in the form of friends, mentors, groups, or other companions that provide considerable support. It is important to determine whether there is significant interference in an offender's life by negative or criminal associations.

## SLIDE 41 – ASSOCIATIONS AND SOCIAL INTERACTIONS (2)

You need to assess the following areas:

- Attachments
- Interpersonal relationships

### Facilitator blurb



More specifically, this area explores the offender's level of need as it relates to the following:

- Attachments – What is the offender's social status? Are they socially isolated? Do they associate primarily with substance abusers? Do they have many criminal acquaintances? Have they been affiliated to a gang? Are they unattached to positive community groups?
- Interpersonal Relations – Are their relationship predatory in nature? Are they often victimized in social situations? Are they easily influenced by others? Do they have difficulty communicating with others?

### 7.3.4. Substance Abuse

## SLIDE 42 – SUBSTANCE ABUSE (1)

- Determines value placed on living with a reliance on substances (drugs or alcohol)
- Key is to assess the extent, nature and patterns of substance consumption and how this impacts behaviour
- It is important to determine how serious the impact is on behaviour

### Facilitator blurb



*Substance Abuse* – This is the value placed on living without reliance on alcohol and/or drugs. The key is to assess the extent, nature, and patterns of alcohol and/or drug consumption by the offender while in the community and the influence this has on adjustment. It is important to determine how serious these adjustments are.

## SLIDE 43 – SUBSTANCE ABUSE (2)

You need to assess the following areas:

- Alcohol and drug abuse
- Interventions (attempted in the past)

### Facilitator blurb



More specifically, this area explores the offender's level of need as it relates to the following:

- Alcohol/Drug Abuse – Is their pattern of alcohol/drug use problematic? Did they begin drinking/using drugs at an early age? Do they drink/use drugs on a regular basis? Do they have a history of drinking/using drugs in binges? Have they combined drugs and alcohol? Do they drink/use drugs to excess in a variety of situations? Does alcohol/drug use interfere with employment, marital/family relations, or social relations? Has drinking/drug use resulted in law violations? Has drinking/drug use interfered with health?
- Interventions – Have they participated in prior substance abuse treatment? Did they complete it?

### 7.3.5. Community Functioning

## SLIDE 44 – COMMUNITY FUNCTIONING (1)

- Determines the value placed on having the knowledge and skills necessary for daily living
- The key is to assess how effective the offender is at managing the areas in the next slide

### Facilitator blurb



*Community Functioning* – This is the value placed on having the knowledge and necessary skills for daily living. The key is to assess how effective the offender is at managing the areas of accommodation, deportment, health, finance, communication, leisure, and support. It is important to determine the extent of the difficulties faced by the offender as a result of a lack of life skills.

## SLIDE 45 - COMMUNITY FUNCTIONING (2)

You need to assess the following areas:

- Accommodation
- Department (appearance / dress)
- Health and Hygiene
- Finance (spending / saving habits)
- Communication (appropriate or not)
- Leisure (hobbies)
- Support (government assistance)
- Intervention (attempted in the past)

### Facilitator blurb



More specifically, this area explores the offender's level of need as it relates to the following:

- Accommodation – Has their accommodation been stable? Is their residence poorly maintained?
- Department – Do they have poor self presentation or hygiene?
- Health – Do they have physical, dental, or nutritional problems?
- Finance – Do they have difficulty budgeting or managing a bank account? Do they have credit problems? Do they have any assets or collateral?
- Communication – Do they express themselves appropriately both writing and orally?
- Leisure – Do they have any hobbies or participate in organized activities?
- Support – Do they rely on government financial assistance?
- Intervention – Have they accessed programming to assist in any of these areas?

### 7.3.6. Personal and Emotional Orientation

## SLIDE 46 – PERSONAL AND EMOTIONAL ORIENTATION (1)

- Determines the value placed on being in control of one's own life
- The key is to determine an offender's personal characteristics, and patterns of behaviour and then assess to which degree they interfere with daily functioning

### Facilitator blurb



*Personal/Emotional Orientation* – This is the value placed on being in control of one's life. The key is to determine an offender's personal characteristics and patterns of behaviour, and then assess the extent to which they interfere with daily functioning. Factors such as self concept, cognition, sexual behaviour, mental health, intelligence, or other behavioural issues must be assessed in this regard.

## SLIDE 47 - PERSONAL OR EMOTIONAL ORIENTATION (2)

You need to assess the following areas:

- Self-concept
- Socio-cultural
- Cognition
- Behavioural
- Sexual behaviour
- Mental health
- Interventions (attempted in the past)

### Facilitator blurb



More specifically, this area explores the offender's level of need as it relates to the following:

- Self-concept – Do they feel especially self-important or is their physical prowess problematic?
- Social-Cultural – Is their family ties, social status, class, or religion problematic?
- Cognition – Are they unable to recognize problem areas or generate choices? Do they have difficulties solving interpersonal problems or are they unaware of consequences? Is their goal setting unrealistic? Do they have disregard for others? Are they socially unaware, impulsive, or incapable of understanding the feelings of others? Do they have narrow and rigid thinking?
- Behavioural – Do they have problems with aggression or assertion? How do they cope with stress, conflict, or time constraints? Do they have issues with gambling? Do they become easily frustrated, hostile, or worried? Are they thrill a seeker or do they take inappropriate risk? Are they non-reflective, conscientious or manipulative?
- Sexual Behaviour – Do they have difficulty performing sexually or do they suffer from sexual identity issues? Do they have inappropriate sexual preferences or attitudes towards sex?
- Mental Health – Are they mentally deficient or do they suffer from any mental illness/disorder now or in the past?
- Interventions – Have they been hospitalized for mental health issues in the past? Have they accessed treatment to address deficits in any of these areas?

### 7.3.7. Attitude

## SLIDE 48 – ATTITUDE (1)

- Determines the value placed on living a law aiding life
- The key is to assess the extent to which an offender is involved in pro-social activities such as work, school, family treatment, or supervision
- You need to assess the offender's attitudes towards justice, society, property, violence and lifestyle, and how these attitudes interfere with daily functioning in the community



## Facilitator blurb



*Attitude* – This is the value placed on living in law-abiding ways. The key is to assess the extent to which an offender is involved in pro-social activities such as work, school, family, treatment, or supervision. It is important to discuss the offender’s attitudes toward justice, society, property, violence and lifestyle, and how these attitudes cause interference with daily functioning in the community.

## SLIDE 49 – ATTITUDE (2)

You need to assess the following areas:

- Justice
- Society
- Property
- Violence
- Lifestyle

## Facilitator blurb



More specifically, this area explores the offender’s level of need as it relates to the following:

- Justice – Are their attitudes towards law, enforcement, the judicial system, or prisons negative?
- Society – Do their attitudes towards conventional norms (employment, marital/family, relationships, substance abuse, basic life skills, etc.) have little value? Are they intolerant of women, elderly, or people from other religions?
- Property – Are they disrespectful of personal, communal, or commercial belongings?
- Violence – Do they accept domestic or instrumental (with purpose) violence as acceptable means to resolve conflict?
- Lifestyle – Are they goal directed or do they lack direction? Do they conform to the norms of society?

The case specific information identified in these areas are intended to provide a basis for determining need, and are considered dynamic in nature. In other words, it is possible for an offender’s strengths and weaknesses in at least some of these areas to change over time, especially following treatment or other correctional intervention. For each of the seven need areas, the individual providing the assessment will identify the level of need as being an ‘asset to the community’, ‘no current difficulty’, ‘some need for improvement, or ‘considerable need for improvement’, and will subsequently rank the domains in order of priority. When considered in conjunction with the historical and static risk factors outlined in stage one, these case needs provide the rationale for assigning appropriate correctional programming or other therapeutic endeavours involved in the supervision of an offender.



**Group Activity – Static (major risk factors) and Dynamic Factors (case needs)**

Refer to handout #4 - case study: Mike.

Divide the participants into 2 groups. Assign one group to identify the static factors and the other group to identify the dynamic factors. Allow the participants a few minutes to read the case study and then have them write their responses on a flipchart and present them to the class with an explanation as to why they are static or dynamic factors.

Total time: 20 minutes



**Are there any last questions, comments, or concerns on Dynamic Factors?**

Ask the Class

#### 7.4. Offence Cycle

##### SLIDE 50 – OFFENCE CYCLE

- A description of the offender's overall pattern of behaviour or chain of events that lead to crime
- Involves an examination of all external and internal factors and the offender's understanding of their behaviour
- Provides a picture of what happened and why

##### Facilitator blurb



Now we are going to talk about the offence cycle. The *offence cycle* is a description of the offender's overall pattern of behaviour or chain of events that leads to crime (not only on the current offence) and includes an examination of all external and internal factors and his or her understanding of the behaviour. It is important that the assessment team investigate what was going on in the offender's life or environment during the periods of criminal behaviour and during the periods when there appears no criminal involvement. Absence of criminal activity may be the result of specific variables such as employment, good relationships with family and friends or it may merely be a period when they have not been report or caught by the police. This information helps in identifying the offender's criminal risk and case needs. The offender's offence cycle is highlighted in the Social Investigation Report.

The objectives at this stage are to provide a profile of the current offence and previous offences and an analysis of those factors that tend to contribute to the offending behaviour. Emphasis should be placed on understanding the most serious offences on record, especially heinous violent and/or sexual offences, terrorist activity any offences involving children, and serious drug offences.

**Note to Facilitator:**

- **Distribute Handout # 5** – Criminal Risk and Case Needs Summary for reference.
- Refer to Handout # 6 - Case Study: Jamsheed.
  - This is an example. Allow the participants to read through the case study and see an example of how an offence cycle can be written.

Answer any questions the participants might have.



**Group Activity – Offence Cycle Case Studies**

Refer to Handout # 7 – case study: Khalil. Give the participants time to read the case study and develop their own offence cycle based on the information in the case study.

Discuss the offence cycles they developed in an open forum, ensuring that participants can justify what they included.

Total time: 20 minutes

**7.5. Parameter Statement**

**SLIDE 51 – PARAMETER STATEMENT**

- A method of communicating risk in a CLEAR and CONCISE way
- Identifies the type of risk
- Identifies who is at risk
- Identifies when people are at risk
- Identifies the level of risk

**Facilitator blurb**



Predicting behaviour can be a daunting task. As we have seen there are a lot of variables that need to be assessed in determining risk to reoffend (both static and dynamic). Some offenders are considered low risk, others medium risk and others high risk to reoffend if released when certain variables are present. The tools introduced to you assist us in making predictions however the use of a “parameter statement” helps us communicate our predictions clearly and concisely. It is important that we be exact and clear when identifying risk for the following reasons.

## SLIDE 52 – PURPOSE

- It reduces misunderstandings
- It ensures that the offender and others know what you are assessing
- It contributes to good decision making by ensuring that offenders are held in the least restrictive environment
- In general, it contributes to the safe management of offenders.

### Facilitator blurb



A typical parameter statement incorporates various assessments completed during stage 1 (major risk factors) and stage 2 (case needs) of the risk based decision-making process and formats your prediction of risk into the following framework.

## SLIDE 53 - TEMPLATE

**If (the following risk factors are present) then there is a (high, medium, low) probability that the person will engage in (some specific behaviour) within (specify period of time) that may place (specify victims) at risk for (specify type and severity of harm).**



### **Group Activity – Parameter Statement Case Studies**

Refer to Handout # 8 – Case Study: Mike

- Read the case study on Mike and review the example of a completed Parameter Statement.

Refer to Hand-out # 9 – Case Study: Shane

Read the case study on Shane and use the parameter template to complete a parameter statement.

Total time: 15 minutes

### **Note to Facilitator:**

The following examples (on slides) are of completed parameter statements for hand-out # 8 and # 9. Show Example 1 while the participants are reviewing the Case Study.

Show Example 2 after the group has finished the Shane Case Study and presented their cycles.

**SLIDE 54 – EXAMPLE (1) - Mike**

**If the offender is abusing heroin and unable to supply his habit, then there is a high probability that he will engage in assaultive behavior towards any individual who is blocking his ability to acquire the means to supply his habit that may place this individual at risk for physical assault.**

**Facilitator blurb**



Your offence cycle on the Shane example should sound something like this. If yours is different it does not mean it is incorrect. However, you must be able to justify your statement based on the factors presented in the case.

**SLIDE 55 – EXAMPLE (2) - Shane**

**If the offender is unsupervised with male children, and is experiencing stress in his life, feeling angry and out of control then there is a high probability that he will engage in deviant sexual behavior, placing children in his preferred age group at risk for continued sexual abuse.**



**Ask the Class**

**Are there any last questions, comments, or concerns on the Offence Cycle or Parameter Statements?**

**7.6. Intervention and Supervision – Stage 3**

**Facilitator blurb**



‘Intervention / Supervision’ is defined as any activity that may impact on the case needs in order to reduce risk or increase the level of reintegration potential. This is the third stage of the risk assessment model and is intended to include all those strategies and activities necessary to manage the offender’s risk in the prison setting, as well as in the community when time and public safety allow.

## Slide 56 – Intervention and Supervision

- A means of reducing risk by applying intervention strategies directly targeting the dynamic risk variables that can be changed
- Focus on the identified case needs influencing criminal behaviour
- Linked to the concept of change
- Ability to assess offender motivation is critical for effective intervention strategies
- Ability to measure offender progress is critical



### ***Discussion point:***

What intervention strategies can be used to reduce risk by addressing the various case needs?

Which of these strategies are available in your specific RRCs?

**Expected Response:** Types of interventions will be discussed in greater detail in the next session (rehabilitation).

## SLIDE 57 – TYPES OF INTERVENTION AND SUPERVISION STRATEGIES (1)

- Physical health care
- Mental Health and psychological support
- Substance abuse treatment

## SLIDE 58 – TYPES OF INTERVENTION AND SUPERVISION STRATEGIES (2)

- Addressing behaviour and attitudes (including cognitive behavioural therapy)
- Employment and vocational training
- Prisoner Education

### **Facilitator blurb**



By this stage, prison officials and offenders should have a strategy in place to manage those risk factors deemed to contribute directly to criminal and antisocial behaviour. Typically, this strategy would include individualized treatment goals that are specific, clear, measurable, and achievable during the course of participation in their individualized sentence plan.

It is important within this phase to create customized rehabilitation or reintegration plans for each offender, because risk and need changes from one person to the next. This sentence plan is one that takes into consideration all of the information gathered and risk assessments that should now be available on file. Perhaps the most important component within stage three is the need to provide ongoing assessments of risk that take into consideration new information that might have come available, especially in relation to the progress that might have been made against any of the seven *dynamic* factors listed above. Risk assessments should continue to be on-going through to case closure.

### 7.6.1. Matching Interventions with Needs

This is likely one of the most important stages in the entire case management process. This is when a ‘rehabilitation’ plan is developed specifically for the prison based on their identified case needs (factors that influenced their criminal behaviour). For the most part, the CRCD does not have a lot of rehabilitation resources at their disposal. You may not have specialized programmes developed specifically to deal with cognitive dysfunctions, complex addictions issues or mental health realities that influenced the prisoner’s involvement in criminal behaviour. Therefore, matching intervention strategies (rehabilitation programmes) with case needs requires creativity and an ability to think ‘outside the box’. Remember, intervention strategies do not need to be complex or complicated. Simple ‘role modelling’ appropriate human interactions or treating a prisoner like a human being is the most effective rehabilitation program available when resources are strained.

The following exercise is very important to brainstorm and critically analyse what rehabilitation programs could be and are available to the CRCD. Be creative and remember that rehabilitation programs do not always need to be formal. The next module will provide examples of the classic rehabilitation programmes typically available in prison environments.

**Note to Facilitator:**

*Depending on the amount of participants in the group, divide the participants into 7 groups and assign each group one of the need areas. Have them brainstorm the intervention possibilities for this need. Tell them that nothing is off the table as long as they can justify it. Do not let costs or lack of resources hinder their creativity.*



### **Group Activity – Matching Interventions with Needs**

*Depending on the amount of participants in the group, divide the participants into 7 groups and assign each group one of the need areas. Have them brainstorm the various intervention / rehabilitation possibilities that exist to address this need area if identified as requiring attention to reduce risk.*

- *Employment / Education*
- *Marital / Family*
- *Associates or social interaction*
- *Substance abuse*
- *Community functioning*
- *Personal and emotional orientation*
- *Attitude*

*Have each group prepare their results on a flipchart and present to the class.*

*Total time: 30 minutes*

### **SLIDE 59 – MATCHING INTERVENTIONS WITH NEEDS**

Brainstorm various intervention possibilities that exist to address this need area if identified as requiring attention to reduce risk.

- Employment / Education
- Marital / Family
- Associates or social interaction
- Substance abuse
- Community functioning
- Personal and emotional orientation
- Attitude

#### **Facilitator blurb**



As mentioned before, effective intervention and supervision requires individual sentence / treatment plans developed for each prisoner. The sentence plan outlines how an offender will address their more urgent needs in order to reintegrate into society as a law-abiding citizen. It identifies the case needs area, describes an objective that the offender must achieve, and identifies intervention strategies that helps the offender achieve this objective. The sentence plan will also describe the change indicators required. The plan should also describe the level of change required before release and after release into the community.

Consequently, the sentence plan prioritizes needs and interventions; indicating which needs must be addressed within the institution or before any conditional release is considered and those needs that could be addressed in the community while the offender is under probation or parole supervision.

Specific types of intervention strategies will be further explored in Session 3, Rehabilitation.





Ask the Class

Are there any last questions, comments, or concerns on Intervention and Supervision?

## 9. Influencing Change

Facilitator blurb



The entire concept of assessing criminal risk, determining case needs and establishing an intervention / supervision strategy is to change behaviour in order for the offender to live a law-abiding life in the community.

Because changing offender behaviour is paramount in the case management process, we need to understand the change process. Changing behaviour is not an easy task for anyone and even more difficult for offenders. For change to take place, the following principles MUST be evident:

### SLIDE 60 – CRITICAL REQUIREMENTS FOR CHANGE

1. Recognition of a behaviour or attitude that requires change
2. Motivation to change that behaviour

People cannot be ready to change until they perceive both that they want to (importance), and are able to (confidence)



#### ***Discussion point:***

- Can change (any type of change) take place with the absence of either variable discussed above?
- Change without understanding what behaviour needs to be changed?
- Change without the motivation to change?

Facilitator blurb



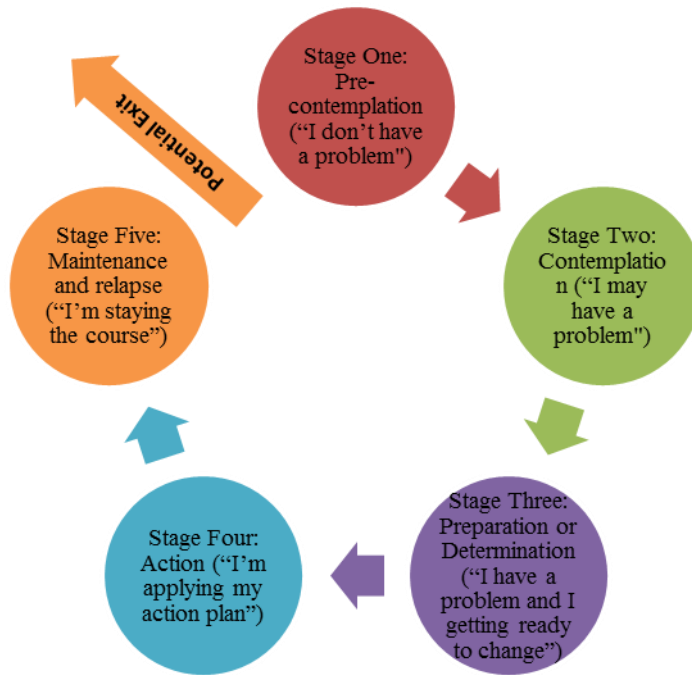
Change within ourselves is never easy and often times daunting task. Offenders and prisoners have similar feelings towards change. The reasons may be many from not being able to generate options to not seeing the harm in their current behaviours. Therefore, it is our job to assist and engage the prisoner and offender during the change process. Therefore, in order to promote change, we as CRCD staff need to understand the process of change. The following change model highlights the various stages of change and explains our role in changing offender behaviour.

**Note to Facilitator:**

Distribute **Hand-out # 10** for participants to follow the upcoming slides

**Change Model: Stages of Change**

Refer the participants to the following model in their modules. Each stage will be reviewed.



#### **SLIDE 61 – CHANGE MODEL STAGE 1**

##### **Pre-contemplation - *I don't have a problem.***

At this stage the offender/person is unaware of there being a problem and there is no intention to change. If change is discussed the offender may respond with resistance.

#### **SLIDE 62 – CHANGE MODEL STAGE 2**

##### **Contemplation 63 – *"I MAY have a problem"***

At this stage the offender may admit to having a problem and the offender will start thinking about changing.

#### **SLIDE 64 – CHANGE MODEL STAGE 3**

##### **Preparation or determination – *"I have a problem and I am getting ready to change"***

At this stage there will be observable signs of change, and behavioural improvement can be visible. Slips or lapses are common.

#### **SLIDE 65 – CHANGE MODEL STAGE 4**

##### **Action - *"I am applying my action plan"***

At this stage change is evident and there are more obvious behavioural shifts. An offender may still experience a strong desire to return to old behaviours, especially in high-risk situations.

#### **SLIDE 66 – CHANGE MODEL STAGE 5**

##### **Maintenance – *"I am staying the course"***

At this stage offenders can be exposed to high-risk situations and not relapse. Getting to this stage requires motivation and support. In the case of a relapse, the offender returns to the first stage and begins the process again.

#### **SLIDE 67 – RELAPSE FACT**

Relapse can happen at any time beyond the 'pre-contemplation' stage.

Typically those who relapse have a greater chance of success on the second or third attempt. Relapses are common and it is the role of the warden, probation and parole officer to continually motivate the offender throughout the process.

Typically those who relapse have a greater chance of success on the second or third attempt. Relapses are common and it is the role of the warder, probation and parole officer to continually motivate the offender throughout the process.

#### Facilitator blurb



Our role as prison officials is to understand the process of change, support the offender through each stage and then to identify when real change takes place. During this process we will need to use effective communication skills to understand the offender during this time of transition. We will need to engage in conflict management strategies to lower the offender's emotional state and have them think rationally about the process of change. We will need to encourage, motivate the offender in the change process and to engage in their sentence plan in order to successfully reintegrate back into society. Most importantly, we need to identify when change happens and evaluate how that impacts the risk of the offender in the community upon release.



#### **Group Activity – Matching Interventions with Needs**

*Refer to hand-out # 10 – Your Role in the Stages of Change.*

*Have participants explore what they think their role would be in each stage of offender change. Write their ideas on the hand-out provided. Have each group prepare their results on a flipchart and present to the class.*

*Total time: 30 minutes*

#### Facilitator blurb



The concept of change is the entire emphasis of the case management and sentence planning process.

#### **SLIDE 68 – EXAMPLES OF CHANGE IN OFFENDERS / MEASURING CHANGE**

- better reflection on the past and the ability to identify and generate options
- improved social and problem-solving skills and an improved ability to manage aggression
- ability to explain why they did what they did (offense cycle)

- ability to explain what they have learned
- improved ability to manage emotions
- ability to seek out help or counsel when needed



**Discussion Question:**

- How does your understanding of the change model impact or help you do your job as an officer in the RRC?
- Can you see any linkages between understanding the change model and Law No. 6 or the new Regulations?



**Are there any last questions, comments, or concerns on the Stages of Change?**

**Ask the Class**

## 10. Motivational Interviewing

### Facilitator blurb



Motivational Interviewing is an approach that evolved from extensive work in the early 1980s. It began as a methodology to address alcoholism and has since been expanded to successfully address any addictions or problematic behaviours (weight loss and control, safer sex, chronic pain management, delinquency in youth, men's abusive behaviour toward women, HIV management, and, more recently, criminal behaviour in adults).

### SLIDE 69 – MOTIVATIONAL INTERVIEWING (1)

- a unique way to help people recognize and address problems
- creates a momentum (motivation) for change
- most effective with people who are resistant about changing
- is more supportive than argumentative

## Facilitator blurb



The freedom and responsibility to change always remains with the offenders, and the strategies of MI are *more persuasive than coercive, more supportive than argumentative*. CRCD officers should attempt to create a positive environment that is conducive to change. The goal is to increase the offenders' motivation for change so that change ultimately occurs due to internal, rather than external, motivation. Change should be the result of recognizing negative behaviour and not because it may qualify them for reduced security status or potential "earned remission".

When applied effectively, *the offenders*, rather than the case workers, propose reasons and solutions for change. MI uses many *non-aggressive, "stage-appropriate" strategies* that encompass *focused goals, specific strategies, and appropriate skills* to achieve the agreed-upon goal.

## SLIDE 70 – MOTIVATIONAL INTERVIEWING (2)

- Focuses on building commitment to change: "Why should I change?"
- Less focus on "How do I change?"



### ***Discussion point:***

What type of attitudes do you think are least effective to motivate offenders?

## SLIDE 71 - LEAST EFFECTIVE ATTITUDES TO MOTIVATE

- Confrontational: blaming, hostile, demanding, commanding
- "Wishy Washy": non-direct, non-specific, unclear
- "Touchy Feely": sympathetic, parenting, friend



### ***Discussion point:***

What attitudes are most effective to motivate offenders?

## SLIDE 72 – MOST EFFECTIVE ATTITUDES TO MOTIVATE

- Empathetic
- Genuine
- Honest
- Supportive
- Trustworthy
- Positive
- Strong
- Fair
- Consistent
- Non-judgmental
- Interested
- *Non-argumentative*

### Facilitator blurb



Research has shown that positive outcome can clearly be influenced and maximized by demonstrating those attitudes!

## 11. Goals of Motivational Interviewing

### SLIDE 73 - GOALS OF MOTIVATIONAL INTERVIEWING:

- Express Empathy
- Develop Discrepancy
- Avoid Argumentation
- “Roll” with Resistance
- Support Self-efficacy (Self-confidence)

### Facilitator blurb



Research suggest that most of these goals are most effective and provide the biggest result during the first 3 stages of change when offenders still struggle with uncertainty about commitment and/or ability to change.

Let us look at these goals in more detail.

## Goal 1: Express Empathy

### Slide 74 - Goal 1: Express Empathy

Key points of expressing empathy:

- Acceptance positively influences change
- Active listening skills are fundamental (communication skills)
- The offender will be hesitant, uncertain and even undecided

#### Facilitator blurb



Empathy is respectful listening with a desire to understand the offender's perspective. Interestingly, research indicates that *accepting people as they are influences their ability to change, whereas non-acceptance often results in people refusing to consider options for change.*

Uncertainty, inconsistency and resentment are accepted as normal reactions to change rather than a negative defensiveness or an indication of lack of motivation. Reluctance to give up problem behaviours is expected in the early stages of change, especially since most offenders are being forced to complete interventions and there is external pressure on them to change or maintain change. If it were that easy to relinquish a bad habit and didn't result in any internal conflict, the offender (and the rest of us) would have readily given up any problematic behaviour long ago. *Expressing empathy is important during any stage of change, but is especially critical during the earliest stages when resistance or ambivalence is highest.*

It is important to note that empathy does not signify our approval of the offenders' self-defeating behaviour or that we believe that they should accept themselves as they are. The second goal of MI addresses developing discrepancy, which deals specifically with initiating change.

## Goal 2: Develop Discrepancy

### SLIDE 75 – GOAL 2: DEVELOP DISCREPANCY (inconsistency)

Key points of developing discrepancy (inconsistency):

- inconsistency between current behaviours and goals (motivates change)
- awareness of consequences is important
- an offender should present the arguments for change
- most effective during the contemplation stage of the change cycle



### Facilitator blurb



For example, if an offender's goal is to stay out of prison but he continues to engage in risky or criminal activity, there is inconsistency with what he wants and what he is doing. In many cases the offender will not recognize the inconsistency between his goals and behaviour. You need to help the offender recognize this inconsistency.

This can be as simple as raising the offenders' awareness about the costs of their current behaviour and helping them clarify what their important goals are. When they recognize that their present thinking and behaviour are conflicting or interfering with important personal goals (e.g., staying out of prison, continued family support, employment/financial stability, good health, positive self-image), they are more likely to initiate change.

It is important that the offenders be confronted by *their own* recognition of an unpleasant reality about themselves. Our role is to clarify the offenders' goals, and help them explore the consequences or potential consequences of their present behaviour that conflicts with their identified goal. *It is very important that the offenders, not the officer, bring up concerns and present reasons and intention to change.*

Developing discrepancy is most effective during the Contemplation Stage when offenders are becoming more aware of a problem but still are not quite ready to make a commitment to change.

### Goal 3: Avoid Arguments

#### SLIDE 76 – GOAL 3: AVOID ARGUMENTS

Key points of avoiding arguments:

- arguments are counterproductive
- defending your position increases defensiveness
- labelling is counterproductive
- resistance signifies the need to change strategies

### Facilitator blurb



A related goal is to avoid arguing. Creating a situation where the officer argues for change while the offenders argue against it is a recipe for disaster. This not only causes the offenders to "dig in," but it may also backfire and actually increase the perceived attractiveness of the undesirable goal.

Some offenders do find it to be an important turning point when they first accept their problem. Research indicates that accusing offenders of being "in denial," "resistant," or "addicted" is more likely to increase or even create resistance rather than increase motivation for change.

## Goal 4: Rolling with Resistance

### SLIDE 77 – GOAL 4: ROLLING WITH RESISTANCE

Key points of rolling with resistance:

- momentum can be used to good advantage
- perceptions can be shifted
- new perspectives need to be invited but not imposed
- an offender is a valuable resource in finding solutions to personal problems

#### Facilitator blurb



Difficult decisions leave us feeling torn and anxious and uncertain. The stronger the pressure (i.e. “these are the rules, you must..., you MUST comply...”) the more people tend to resist.

What is typically thought of as resistance is often a completely normal tendency for us to protect our own sense of independence and freedom to choose what we want, how we want to do it and when we want to do it.

In the initial interview with the offender, our goal is to engage them, establish rapport, and hopefully have them generate their own reasons to make changes in their lives.

*Resistance is an inevitable, inherent and totally expected part of the change process. Resistance is usually classified in 1 of 4 main categories: Arguing, Interrupting, Denying, or Ignoring.*



#### ***Discussion point:***

In your opinion, what are signs of resistance by offenders during the early stages of change?

## Signs of Resistance

### SLIDE 78 – SIGNS OR CUES OF OFFENDER RESISTANCE (1)

- exhibiting nonverbal cues of negative emotions: flushing, fidgeting
- ignoring: inattention, not answering questions, unresponsive
- evading issues: interrupting, sidetracking, using humour to deflect

## SLIDE 79 – SIGNS OR CUES OF OFFENDER RESISTANCE (2)

- rebelling: arguing, challenging, disagreeing, being defiant
- offending others: discounting, discrediting, being hostile
- giving up: resignation, unwillingness to try, feeling defeated

### Facilitator blurb



Motivation for change can be greatly enhanced if we deal effectively with resistance or uncertainty. However this is a difficult task. We need to be sure we don't fall into the trap of winning and losing. Offenders are not opponents to be defeated. The offenders' resistance and uncertainty are acknowledged as natural and understandable.

We invite offenders to consider new information or other perspectives. "Take what you want from all of these ideas that you have helped generate and leave the rest," is the respectful underlying message, and is far less likely to engender continued opposition.

We need to view resistance or uncertainty as an opportunity. When expressing resistance, offenders are often simply "rehearsing" a long-entrenched personal script that they have enacted many times. The officer who argues or attempts to pressure the offender to see "the error of his ways" is also re-enacting a role that the resistant offender has heard throughout his life: from parents, guardians, teachers, police, youth court judges.

### Example

*A doctor tells a patient that continued substance abuse will kill him, given the level of his liver enlargement. The patient may not be ready to admit that he has a substance abuse problem, let alone its extent, and defensively explains that he drinks "a bit" from time to time to relieve stress and socialize with "the boys," as everyone in his family has always done.*

The doctor may interpret this argument as denial, and push harder with additional arguments to persuade the patient to "see the light." The patient may well "dig in" and present counter arguments. The predictable result is that the doctor and patient become locked in an unproductive confrontation. The doctor eventually becomes frustrated and blames the patient for not listening to his advice. The patient is angry and frustrated, and eventually one or the other terminates their doctor/patient relationship.

Ultimately, based on this destructive "head butting," the patient's dangerous drinking and poor health issues continue unchanged.

This example highlights a basic human tendency to focus on the perceived benefits of our behaviours (in the patient's case, socializing with the same crowd, maintaining his self-image, relieving stress/anxiety/loneliness) while still ignoring or minimizing the risks (poor health problems, potential loss of family and employment, return to prison, even death).

The reason for this is that we are usually most comfortable with the status quo, even if we are suffering because of our own decisions, and are fearful of the anticipated risks associated with change.

CRCD staff should to be aware of approaches that trigger resistance in offenders. Some typical approaches that trigger resistance are as follows:

## 12. Approaches that Trigger Resistance

### SLIDE 80 – APPROACHES THAT TRIGGER RESISTANCE (1)

- Arguing with the offender
- Using a practitioner's style: when it is directive, controlling, or confrontational
- Making assumptions: defining behaviour as a problem when the offender considers it a solution
- Jumping ahead: giving advice about behaviour change when the offender is still ambivalent, or not yet willing to change.

#### Facilitator blurb



So we need to be more flexible, and a variety of skills and approaches when working with the offender. Below are some strategies in dealing with resistance.

### Goal 5: Support and Self-Confidence

#### SLIDE 81 – GOAL 5: SUPPORT AND SELF-CONFIDENCE

Key points of supporting self-confidence:

- belief in the possibility of change is an important motivator
- offenders are responsible for choosing and enacting personal change
- providing a range of alternative approaches provides hope

#### Facilitator blurb



No matter how insightful or motivated offenders might be about their problems, they must conclude that they are capable of change. This belief is called self-confidence.

*Research has shown that the case worker's belief that offenders can, in fact, change can have a significant effect on offenders' self-confidence and is a good predictor of success.* There is no value in persuading offenders that they have a problem if they have no confidence that they can actually change their beliefs or behaviour. It is unlikely that any of us will make any effort to change if we believe that something is hopeless.

A series of previous "failures" or setbacks is not a reason to give up. We have all seen wonderful surprises - unexpected success stories - where suddenly for some reason – something "clicked" and prisoners started being receptive to intervention. So, "never say never!"



***Discussion point:***

What are some signs that might indicate increased willingness to consider change?

### Increased Willingness to Change

#### SLIDE 82 – IDENTIFYING INCREASED WILLINGNESS TO CHANGE (1)

- Decreased resistance: less arguing, interrupting, denying, and objecting
- Decreased questioning about the problem: has enough information about the issue and is ready to move on
- Self-motivational statements: using statements that show concern, receptiveness to change, or optimism, such as: 'I guess this is serious', 'I have to do something', 'I am going to find a way to beat this'

#### SLIDE 83 – IDENTIFYING INCREASED WILLINGNESS TO CHANGE (2)

- Increased questions about change: asking what he or she should do or how people change
- Envisioning: talking about how change will look, and the anticipated advantages and possible problems
- Experimenting: trying out strategies for change, such as attending a support group meeting or reading some recommended books or guides

#### Facilitator blurb



Supporting self-confidence is an important goal for every stage after Pre-contemplation, especially before and after the Action stage of change. Before Action, there is still considerable apprehension and uncertainty, even in Preparation, and of course there is often discouragement and a reduction in self-confidence during the Relapse Stage.

## Strategies for Dealing with Resistance

### SLIDE 84 – STRATEGIES FOR DEALING WITH RESISTANCE (1)

#### Shifting Focus

Move the offender’s attention away from what appears to be the barrier to change.

### SLIDE 85 – STRATEGIES FOR DEALING WITH RESISTANCE (2)

#### Emphasise Personal Choice and Control

Reinforce that the offender is in control of his/her life and has the power to change his/her attitude and behaviour.

#### Traps

##### Facilitator blurb



It is important to understand that motivational interviewing is an effective tool to motivate offenders. However, when using these skills we MUST be aware of the “traps” that we can be caught in. Each one of the traps below will prevent you from establishing a good rapport with the offender and being able to motivate change.

### SLIDE 86 – TRAPS

- Being an advocate for change
- Setting yourself up as the expert
- Blaming, criticizing and shaming
- Labelling the offender (e.g. criminal, thief, murder etc.)
- Being in a hurry
- Feeling superior



#### ***Discussion point:***

In your opinion, what are the linkages between effective communications, the change model and motivational interviewing?

Do you feel that as a CRCD officer you can use motivational interviewing techniques? Give an example of where you can use these techniques?



Are there any last questions, comments, or concerns on Motivational Interviewing?

Ask the Class

## Conclusion



### ***Discussion point:***

Now that you have learned many elements of sentence planning and Case Management, how can you introduce key ideas of these elements into your work in the RRCs?

- Sentence Planning?
- Risk Assessments (classification)?
- Case Needs Assessments?
- Intervention and Supervision strategies?
- Change Cycle?
- Motivational Interviewing Techniques?

**Handouts:**

1. Case Study – George (theories of criminal behaviour)
2. Expected Responses (for George case study)
3. Risk based decision-making model
4. Case Study – Mike (static and dynamic factors)
5. Criminal Risk Overview and Case Needs Summary
6. Case Study – Jamsheed with complete offence cycle example
7. Case Study – Khalil (offence cycle)
8. Case Study – Mike with completed parameter statement
9. Case Study – Shane (parameter statement)
10. Your Role in the Stages of Change (participants to fill out)



## Hand-out #1

### Case Study – George “Theories of Criminal Behaviour”

George

George is serving his first sentence for assault. While doing carpentry work for a small contractor, he overheard the owner of the house telling a neighbor they would be away for a week. With a friend acting as lookout, George broke into the house the following night and was surprised to find the owner's 22 year old daughter at home. She screamed for him to get out and ran for the phone. He panicked, beat her severely and left without taking anything.

George was born in 1970 and had an unstable upbringing. His family life was unsettled as the family moved from place to place when his father could find work. His father was typically unemployed and had trouble with his temper. George witnessed his father beat his mother when he was frustrated. This usually happened when it was time to pay the bills. George felt helpless hearing the yelling and fighting and was frequently discouraged and depressed. As he got older he would physically fight with his father when he witnessed the beatings. Although George loved his father, he felt relieved when his father died. George was 16 when his father died. Soon after his father's death, George found a full-time job at a factory and left home. He was considered "high average in ability" And typically managed to find employment.

When his money ran out, usually during the winter months, he made some money on the side selling stolen goods for a couple of friends. This money usually got him through until he was able to work a couple more shifts at the factory.

Twice George was directly involved in the break and enters but as the driver and acting as "lookout". Although scary, he enjoyed the thrill to it. Since he just drove the car, he didn't see himself as a thief. George's friends only stole from people who had money. They didn't think these people would miss a few things. They never robbed stores and typically they never stole things of great value.

Upon release from prison, George plans to live with a friend and his wife who offered him room and board. They work together periodically at the factory where his friend is a supervisor. George has a distant relationship with his mother and a sister although he is very close to his grandparents. He wants to get a job and get a place of his own as soon as he saves some money. His old boss indicated he might have work for him.

**Use the Social Learning Theory to answer the following Questions**

Why did he do it?

What does he need in order not to do it again?

**Hand-out # 2**  
**Case Study - George**  
**Expected responses**

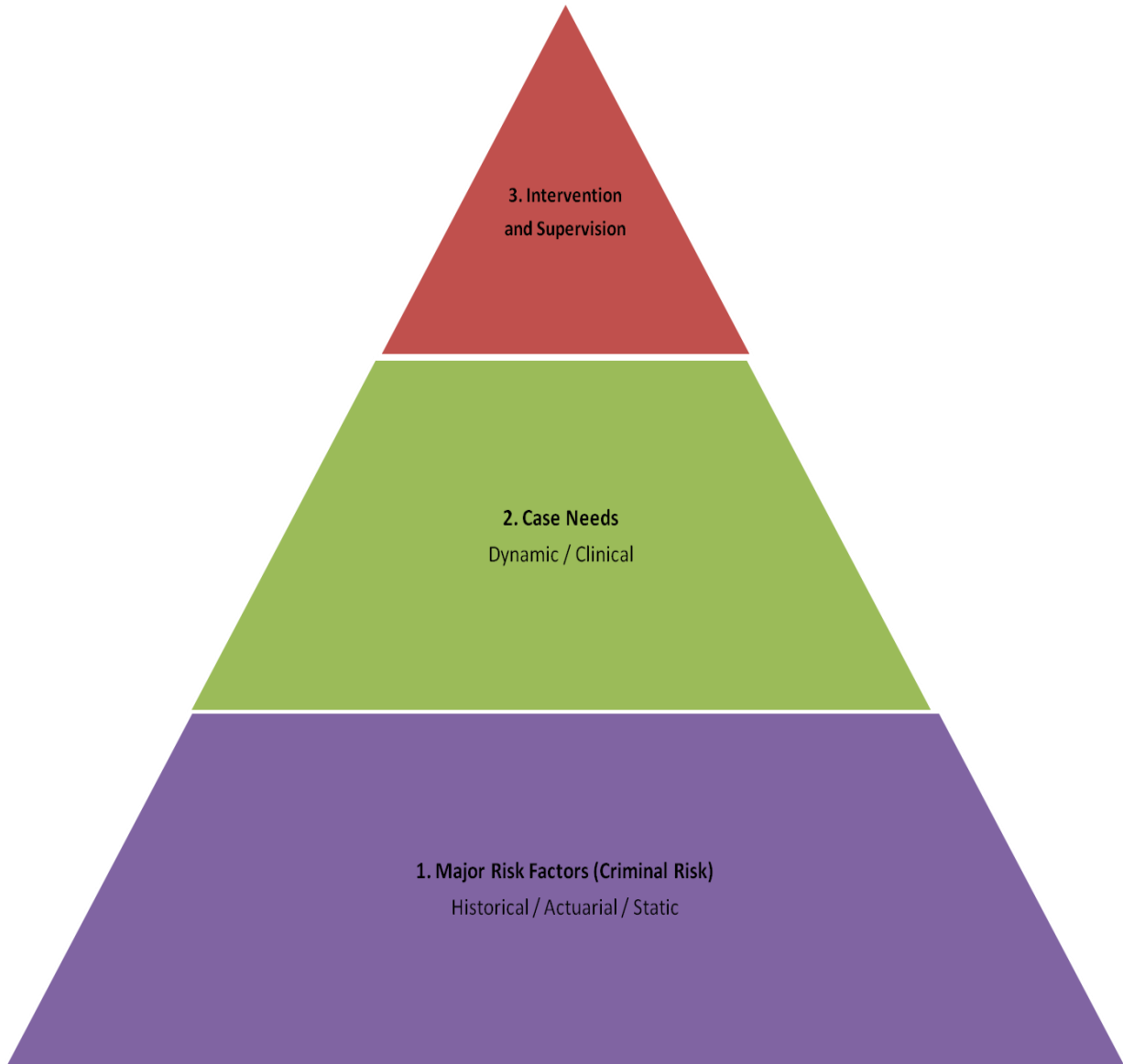
**Question #1:**

- George had no money or full time work that offered him financial comfort
- George got a thrill from committing criminal acts such as this.
- George appears to have deemed the potential cost for committing this act was small because he was only taking from people who had so much money that they wouldn't miss a few things.
- George assumed no one would be home, and didn't think about any potential problems.
- George has yet to experience serious costs for his actions, as this is his first Federal sentence.
- George panicked when he was surprised by the daughter, and he reacted the only way he knew how: with violence.
- George had been desensitized somewhat to violence, having witnessed it during his formative years.

**Question #2:**

- George might need some form of treatment to address some of these things. This could mean counselling or a group program.
- George needs to "unlearn" or alter his previously learned antisocial responses to immediate situations.
- George needs to think before acting, thereby choosing appropriate reactions to immediate situations, instead of reacting with violence.

**Hand-out # 3**  
**Risk Based Decision-Making Model**



**Hand-out #4**

**Case Study - Mike  
“Static and Dynamic Factors”**

**Mike**

Mike is a 27 year old serving his first sentence for Robbery. Previous convictions include theft, Break and Enter, and Assault. Mike was 20 years old at time of his first adult conviction. He has served 2 previous sentences in prison.

Mike states he committed the robbery, so he could support his drug habit. Mike states he became addicted to heroin approximately 3 years ago when his friends were all pressuring him to try drugs. Prior to this he admits he used alcohol on a regular basis. Mike states he would like to take a drug and violence prevention program.

Mike claims he is a never completed high school. Prior to the offence he was working in a car garage but was fired due to poor attendance and showing up late all the time. Mike claims he would like to get more education on how to fix cars.

Mike is a known gang member who often times gets into trouble as a result of acting tough. He claims that during his recent robbery, he beat the victim with a baton causing serious harm.

Mike doesn't have a home to go to. Mike has poor hygiene; he doesn't cut his hair, shower or wash his clothes. He is doesn't have a wife or girlfriend and states that he is not interested in relationships.

List the static and dynamic factors in this case study?

Static Factors	Dynamic Factors

## Hand-out #5

### Summary of Criminal Risk Overview, Case Needs Summary and Offence Cycle Review

#### Criminal Risk (Major Risk Factors):

- Best predictor of future behaviour is past behaviour
- Involves the collection and assessment of those major factors that make up the offender's criminal and anti-social life history
- Takes into account the nature and extend of a prisoner's anti-social and criminal history behaviour primarily as it relates to the severity of offense (degree of harm) and seriousness of offence (based in law).
- This stage is rooted in the basic principle that the best predictor of future criminal behaviour is the nature, frequency and extend of a prisoner's past criminal history
- Risk does not always mean dangerous
- Severity is determined by law and by degree of harm to the victim (psychological and physical harm)

Purpose of this stage:

- Gathers all the appropriate information on the offender and the conviction (using multiple sources such as the courts, police, victims and offender)
- Paints a picture of the offenders criminal history and criminal lifestyle
- Gives us a basis for which to identify target areas for rehabilitation
- Helps us understand the crime, the primary cause of criminal behaviour, high-risk situations and the offenders offence cycle

#### Case Needs:

- The variables in an offender's life that influences criminal behavior
- A total of seven target areas or need areas
  - Employment / Education
  - Marital / Family
  - Associates or social interaction
  - Substance abuse
  - Community functioning
  - Personal or emotional orientation
  - Attitude
- One or more of these target areas may be influencing offender behavior (typically never only one)
- The more needs that are identified as influencing criminal behavior the higher the risk to reoffend
- Individual target areas can be divided in several categories during the assessment ("considerable need," "some need," "no need or neutral," and "benefit" to offender)
- Not all target areas identified as having "considerable need" require intervention if those needs didn't contribute to criminal involvement
- Identification of needs provides potential areas for intervention to reduce the likelihood of criminal involvement
- Dynamic in nature (meaning they change and have the potential to change)

**Offence Cycle:**

- It is a brief description of the overall pattern of behaviour or chain of events that lead to crime
- Provides insight in the depth of the prisoner's criminal lifestyle
- Identifies both positive and negative patterns of engagement in criminal activity
- This information helps in identifying the offender's criminal risk and case needs
- Requires analysis

**Hand-out # 6**  
**Case Study – Jamsheed With Completed Offence Cycle (example)**

**Jamsheed**

Jamsheed is a 38 year old male serving a sentence of 4 years for the crime of robbery with a weapon. Ever since he was released from his second term of imprisonment, Jamsheed has not been able to find consistent work to support his spending habits. Jamsheed has a reputation in his community and employers are unwilling to hire him for long periods of time. Jamsheed managed to find work here and there but it provided just enough for him to purchase food and a place to stay. One evening Jamsheed followed a very wealthy family to their home, kicked the door in, punched the man and the only son of the house and took everything he could carry. He ran from the house. The next morning police located Jamsheed at a car dealership purchasing a Toyota Corolla with the money he made from selling the stolen goods he took the night before. Jamsheed was arrested, charged and sentenced to Sargodha prison.

Jamsheed has 2 previous convictions against him. When Jamsheed was 23 years old, he was convicted of fraud and sentenced to 1 year in prison. Then when Jamsheed was 33 years old, he was convicted of fraud and threatening behaviour and sentenced to 3 years in prison. Information from the police indicates that in the past 5 years there have been several complaints made against Jamsheed for threatening type behaviour but none of these resulted in arrest or him being charged.

Jamsheed was born into a stable family in Sargodha. He is the youngest of 5 children. At a very young age, his father died and his mother was unable to care for all the children. Jamsheed's uncle took the responsibility of Jamsheed and raised him on his olive farm. Jamsheed was forced to work at an early age and as a result was not able to finish regular schooling with other kids his age. Jamsheed was a hard worker. When Jamsheed was 16 years old, he ran away from home and managed to work odd jobs to make money to live. He often worked for shop owners in exchange for a place to sleep and something to eat. When Jamsheed wanted something more for himself, he often stole it. He quickly learned how to find items he wanted and take them when owners were not around. The ease of his stealing made him opportunistic and impulsive. When Jamsheed wanted something he took it.

Jamsheed never fit in with other kids in the community. He was viewed as different because he never completed school and didn't have a close relationship with his family. Jamsheed was impulsive and acted on his emotions. When he was insulted or felt threatened, he was quick to fight. This happened often and when the police questioned Jamsheed he became very argumentative and disrespectful. This type of behaviour continued throughout his teenage years.

At the age of 20, Jamsheed focused his energy working in a textile shop. He learned how to be a smooth salesman but continued to be impulsive and opportunistic. He started to earn more money and was able to support himself and most of his needs. But he soon wanted more and needed to find ways to achieve more. He quickly figured out how to take advantages of customer by over charging for goods and scamming older customers into investing into a fake importing company. After several month of scamming money from the business owner and customer, he was arrested for fraud (his first sentence).

Once released Jamsheed needed to work in order to support himself. He found a job working for a shop owner selling farm potatoes. Jamsheed's ability as a salesman enabled him to sell great quantities of goods. Once again he found himself successful. However he wasn't making enough to support his impulsive wants. Jamsheed looked around for what job can make him more money quicker. He saw an opportunity working with a company that assists elderly people invest their money in local companies. Jamsheed quickly positioned himself in a place of trust and used his smooth salesman techniques to invest large sums of money. Once the elderly clients felt comfortable enough with Jamsheed, they gave him more and more of their assets to invest. Jamsheed quickly began to exploit this trust and started taking money off the top. The more Jamsheed made the more he wanted. So he began to take more and more until several of the elderly clients started to question



Jamsheed's investment tactics. When questioned, Jamsheed felt threatened and responded aggressively and in some cases verbally abusing and threatening people. At one point, Jamsheed physically pushed on elderly client and threatened them with violence if they reported it to the police. Soon afterwards, some of the elderly clients called the police and Jamsheed was arrested, charged and sentenced for a second time.

### **Completed Offence Cycle**

Based on the obtained information, it is clear that Jamsheed's engagement in criminal behaviour is growing in frequency and severity. Jamsheed started his criminal career at the young age of 16. At that time he learned that he can achieve items in greater quantity if he became more cunning and methodological in his criminal approach. Both his impulsive and opportunistic personality influence his poor decision making when attempting to satisfy his material desires. It is clear that Jamsheed is becoming more manipulative and focused in the methods used to acquire his desires to the point where he is no longer using elaborate scamming methods but resorting to taking items by force. It appears that the more Jamsheed is successful at taking items illegally, his desires for more grow and his impulsive behaviour helps him satisfy these desires. He has little insight into the growing severity of his criminal behaviour.

According to information provided, Jamsheed has always had poor conflict management skills. He has always dealt with confrontation with aggression and physical intimidation. However, more recently his reactions progressed into planned physical assault resulting in both physical and psychological harm to the victim. Jamsheed does not appear to understand the impact of his behaviour on his victims.

Jamsheed has 3 convictions all of which are becoming more serious in nature resulting in longer sentences. The periods of crime-free behaviour are becoming less with each conviction. Without some type of rehabilitation, the likelihood of further criminal behaviour resulting in serious harm to the victim is great.

**Hand-out # 7**  
**Case Study – Khalil**  
**Offence Cycle**

Khalil

Khalil is a 50 year old offender who is sentenced to 6 years imprisonment for raping a 23 year old man. Khalil doesn't have a known criminal history. In fact, Khalil was always considered a model citizen and was very active in his community. He held a very high position amongst his friends and family and was engaged in numerous volunteer projects throughout the year. The majority of his friends do not believe Khalil is guilty of such a crime and they continue to support him by helping his family financially and visiting him at Jericho prison as much as they can.

Khalil was a part owner of a small business that provided import and export services for several international organizations. He had a business partner who managed the administration side of the business while Khalil managed the actual import and export component of the business. Together the business employed 15 employees. The business was very successful and they often donated large sums of money to local charities. Approximately 2 months ago his business partner became ill and was not able to continue with his duties. Khalil now became responsible for the entire administration and business operation.

The victim was an employee who moved back to Palestine approximately 1 year before the crime after working in France for 5 years. The victim moved back to Palestine in order to be closer to his family and was hired by Khalil's business partner approximately 8 months before the incident occurred. The victim was a known homosexual who wasn't shy to express this to others in spite of it causing conflict from time to time amongst other young men his age. The victim was assaulted once before for his sexual orientation. The victim didn't know who assaulted him therefore the police were unable to do anything about it. The victim was a very hard worker and was starting to learn the administrative side of the business.

Khalil has been married for 27 years and has 4 children all of whom are married and have children. Khalil's wife is 45 years old and they now have 7 grandchildren. Khalil is known to be a family man who will do anything to protect his family. He and his wife enjoy spending vacation time in Turkey and Jordan to escape and recover from the stress of his business. The last trip they took was over a year ago. Khalil's wife stated that their relationship had several difficult times but no more than normal for any married couple. During the difficult times, Khalil withdrew from his wife and became distant. On two occasions approximately 2 years ago, Khalil stayed with his brother for a week in order to take a break from his wife and gather his thoughts. Khalil always returned to his wife and things return to normal.

According to Khalil's wife, Khalil never displayed any classic homosexual tendencies in the past but when stressed, he became more sexually aggressive than normal and instigates physically aggressive sexual behaviour in order to control his life. Khalil's wife indicated that she is now accustomed to this and doesn't feel it is a problem between them.

According to the official police report, one evening Khalil and the victim worked late preparing for a very large and important order from UNOPS. This was one of the largest contracts they had for the year and Khalil was struggling with some of the administrative paperwork to ensure they can complete the job the following day. Khalil was stressing about this order ever since his business partner became ill. On this evening, Khalil and the victim discovered several errors with the paperwork the Israelis required in order to import the goods into Palestine. The mistake potentially meant that the goods would not be released from the port in Ashkelon. This could jeopardize all future business opportunities with UNOPS.

According to the victim, Khalil became noticeably stressed when they found the error. Khalil wanted to divert his energy for a moment and started asking the victim about his sexual orientation and if he

has friends who are also homosexual in Palestine. After talking about it for approximately 15 minutes, asking more and more detailed personal questions about the victim's sexual orientation, Khalil forced himself on the victim, grabbing his arms, holding them securely with one hand while managing to push the victim over the desk and having sex with him. According to the victim, the entire incident lasted approximately 5 minutes at which point, Khalil allowed the victim up, apologized for his behaviour and told the victim that it was a mistake and to remain silent. Khalil then left the building and returned home. The victim called the police.

Khalil returned home to his wife like nothing happened. Three hours later, the police arrested Khalid for rape.

1. Write an Offence Cycle for Khalil with the information provided in this case study.

## Hand-out # 8

### Case Study – Mike with Completed Parameter Statement

#### Mike

Mike is a 28-year-old recidivist serving sentence of 4 years for Violent Assault. Mike's previous criminal history includes; Break and Enters, Possession of a Narcotic, Assault and Theft.

Official documentation indicates that on the day in question Mike was committing a break and enter when he was interrupted by the home owner. Mike attacked the homeowner by brutally punching and kicking this individual until he fell to the floor.

Mike is a heroin addict. He has had previous charges for possession of heroin. Most of Mike's previous criminal activities appear to be related to supporting his addiction.

Mike has had some crime free periods when he has been able to maintain steady employment as a construction worker.

At the time of this incident Mike had been laid off and was unable to support himself through any other means.

#### Parameter Statement Template

If (the following risk factors are present) then there is a (high, medium, low) probability that the person will engage in (some specific behaviour) within (specify period of time) that may place (specify victims) at risk for (specific type and severity of harm).

#### Expected Risk/Parameter Statement

*If Mike is **abusing heroin and unable to supply his habit**, then there is a **high** probability that he will engage in **assaultive behaviour immediately towards any individual who is blocking his ability to acquire the means to supply his habit** that may place this individual at risk for **physical assault**.*

## Hand-out # 9

### Case Study – Shane (parameter statement)

#### Shane

Shane is a 45 year old first time offender. He is presently serving a 6 year sentence for a number of sexual assaults. Shane is single and lives at his parent's home in an addition built onto the original home. Shane volunteered at the local Red Crescent and was responsible for organizing kids football activities. He was well known in the community for his volunteer work and often assisted parents in getting their kids to the activities. Information came to the authorities when several parents complained that their children were acting out in a sexually aggressive manner at school.

When the police investigated, Shane's name was given by the children as the one who had taught them about sex. The children had been "warned" by Shane that if anyone asked them about what they were doing, they should not tell as he would have to go away. The children did not willingly give the police Shane's name and had to be convinced that what Shane was teaching them was against the law. When Shane was confronted by the police he initially denied any involvement but upon going to court, plead guilty.

#### Parameter Statement Template

If (the following risk factors are present) then there is a (high, medium, low) probability that the person will engage in (some specific behaviour) within (specify period of time) that may place (specify victims) at risk for (specific type and severity of harm).

1. Write below your Parameter Statement for Shane given the limited information you have.

## Hand-out # 10

### Your Role in the Stages of Change

<b>Exercise Instructions</b>		
<ol style="list-style-type: none"> <li>1. Complete the chart that follows</li> <li>2. Assign one person from your group to present your discussion to the larger group</li> <li>3. You have 15 minutes to complete this exercise</li> </ol>		
<b>Stage</b>	<b>Characteristics</b>	<b>Suggested Interventions</b>
<b>PRE-CONTEMPLATION</b>	<ul style="list-style-type: none"> <li>• Denies Problem</li> <li>• Defensive</li> <li>• Resistant</li> <li>• Know nothing about problem</li> <li>• Rationalize and do not assume responsibility</li> </ul>	
<b>CONTEMPLATION</b>	<ul style="list-style-type: none"> <li>• Think about change but not committed</li> <li>• Ambivalent</li> <li>• Less resistant</li> <li>• Assume responsibility and admit they need to change</li> </ul>	
<b>DETERMINATION OR PREPARATION</b>	<ul style="list-style-type: none"> <li>• Advantages to change outweigh disadvantages</li> <li>• Preparing to take action</li> <li>• Make up their mind-determined</li> <li>• May have a plan or taken small steps in right direction</li> </ul>	
<b>ACTION</b>	<ul style="list-style-type: none"> <li>• Engaged in change activity</li> <li>• No doubt about commitment – motivated to success</li> </ul>	
<b>MAINTENANCE</b>	<ul style="list-style-type: none"> <li>• Skills are used regularly and progress made with action plans</li> <li>• Generalized over time and situation</li> <li>• Six months passed since change</li> </ul>	
<b>RELAPSE</b>	<ul style="list-style-type: none"> <li>• Regression to initial stages</li> <li>• Self-doubt may enter</li> <li>• Return to characteristics of previous stage</li> </ul>	

## SESSION 3: REHABILITATION

### SLIDE 1 – TITLE

#### REHABILITATION

**Duration: 4 hours**

#### 1. Objectives

#### Slide 2 – OBJECTIVES

- To understand the impact of prisoner rehabilitation on prison security and public safety
- To learn the international principles and safeguards pertaining to prisoner rehabilitation
- To be able to recognize effective and ineffective intervention / rehabilitation strategies
- To explore the various types of prison programs and their intended uses
- To review some relevant international examples of prisoner program implementation

#### 2. Purpose of Rehabilitation

##### Facilitator blurb



Rehabilitation means to restore to useful life, through therapy and education or to restore to good condition, operation or capacity. Within a criminal justice framework, the term refers to a variety of strategic interventions aimed at addressing offender behaviour, according to the offender's specific need, in order to reduce risk of reoffending upon release from the prison and increase likelihood of community reintegration.

Prisoner rehabilitation is a modern concept that typically takes second priority next to prison security. Not only is prisoner rehabilitation often a second thought, the concept is often misunderstood by relevant government authorities, ministries, prison managers and even the public. While the majority of people continue to view prisons as places of retribution (paying back a debt to society), failing to recognize the importance of investing in prisoner rehabilitation programs ultimately leads to a cycle of failed prisoner community reintegration and higher rates of reoffending.

We learned in the sentence planning session that all sentences have start and finish dates. Most incarcerated offenders, unless they die in prisons, are eventually released from prison. What we do with prisoners while they are in our custody has a significant impact on their behaviour when they are released. Unless government ministries, prison managers and communities understand and accept the importance of ensuring the successful rehabilitation of offenders, prisons will remain unable to prevent recidivism and contribute to public safety.

Failing to invest in prisoner rehabilitation programs has significant consequences. Such programs are an essential part of any comprehensive crime prevention strategy and the final step in the risk based

decision-making model. Effective rehabilitation programs directly impact rates of reoffending by targeting the case needs that contributed to criminal behaviour. Reduced rates of reoffending means fewer victims, greater community safety and ultimately less strain placed on law enforcement agencies. Successful rehabilitation of offenders also means that fewer offenders get rearrested, appear before courts and ultimately get further sentences that eventually contribute to prison overcrowding.

However, not all the benefits of prisoner rehabilitation are merely realized upon prisoner release. It is common knowledge that prison activities directly impact prison security. The saying, “idle hands are the devils workshop” has been proven again and again in prison settings. The more active offenders are while in prison, the fewer problems prison management tend to experience. While rehabilitation programs should be focused to the case needs of the prisoner, some programs merely provide routine activities (visitation, recreation). The end result is that increased prisoner activity equates to less prisoner problems and ultimately safer prisons.

Therefore, we see clearly the linkages between rehabilitation programs and the concept of safe and secure prisons as well as public safety.

Prisoner rehabilitation is consistent with international standards which hold the rehabilitation of offenders and their successful reintegration into the community as basic objectives of the criminal justice process.

### Slide 3 – PURPOSE

- Rehabilitation means restore to useful life
- Rehabilitation changes behaviour and results in increased public safety
- Prisons are a balance between prison security and prisoner rehabilitation
- Rehabilitation programs are good crime prevention
- Failed rehabilitation equates to increased rates of reoffending, more strain on law enforcement, rearrests and subsequently contribute to prison overcrowding
- Rehabilitation strategies make prisons safer places
- Require buy-in at government, prison and community levels



### 3. Legal Framework

#### 3.1. International Standards

##### Facilitator blurb



The rehabilitation of offenders should be amongst the basic objectives of criminal justice systems. This is clearly acknowledged in international human rights and criminal justice norms and standards. These standards come from many sources and include standards relating to the need to ensure that offenders maintain contact with the outside world; standards which apply to the early release of offenders from imprisonment; standards promoting community involvement in the rehabilitation process; as well as standards encouraging diversion and the use of community-based programmes instead of incarceration.



***Discussion point:***

In groups, brainstorm the main functions of prisons? What are prisons obligated to do?

The response to the discussion question above may be numerous. However, prisons have some fundamental responsibilities. Firstly, prisons are obligated to ensure that sentences imposed by a competent judicial authority are executed appropriately. Secondly, prisons must ensure that prisoner rights and freedoms are safeguarded. Thirdly, prisons have an obligation to ensure that the prison environment is a safe and secure place for staff, prisoners and the community. Thirdly, prisons are obligated to contribute to public safety through the safe reintegration of offenders into society through effective risk assessment; case needs identification and development of an intervention and supervision strategy.

#### Slide 4 – OBLIGATIONS OF PRISONS

- prisons are obligated to ensure that sentences imposed by a competent judicial authority are executed appropriately
- prisons must ensure that prisoner rights and freedoms are safeguarded
- prisons have an obligation to ensure that the prison environment is a safe and secure place for staff, prisoners and the community
- prisons are obligated to contribute to public safety through the safe reintegration of offenders into society through effective risk assessment, case needs identification and development of an intervention and supervision strategy

The International Covenant on Civil and Political Rights state:

## Slide 5 – INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS

“the penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation” (Article 10(3)).

The Standard Minimum Rules for the Treatment of Prisoners states:

## Slide 6 – PURPOSE OF SENTENCING

“The purpose and justification of a sentence of imprisonment or a similar measure deprivative of liberty is ultimately to protect society against crime. This end can only be achieved if the period of imprisonment is used to ensure, so far as possible, that upon his return to society the offender is not only willing but able to lead a law-abiding and self-supporting life”. (Rule 58)

## Slide 7 – PURPOSE OF OFFENDER PROGRAMS IN PRISON

“The treatment of person sentenced to imprisonment or a similar measure shall have as its purpose, so far as the length of the sentence permits, to establish in them the will to lead law-abiding and self-supporting lives after their release and to fit them to do so. The treatment shall be such as will encourage their self-respect and develop their sense of responsibility.” (Rule 65)

### Facilitator blurb



The Standard Minimum Rules go on to explain the importance of preparing prisoners for their release and reintegration. This not only explains the importance of offender programs while in prison but the importance of matching prison programmes with ability to support a livelihood in the community after release.

## Slide 8 – PROGRAMMES THAT SUPPORT LIVELIHOOD AFTER RELEASE

“From the beginning of a prisoner’s sentence consideration shall be given to his future after release and he shall be encouraged and assisted to maintain or establish such relations with persons or agencies outside the institution as may promote the best interests of his family and his own social rehabilitation.” (Rule 80)



### ***Discussion point:***

Based on Rule 80, what should the sentence plan of a thief look like?

What activities should they be doing while in prison?

What about the person who commits a moral crime?

What should their sentence plan look like based on rule 80?

Expected Responses:

Thief

- employment skills
- vocational training
- counselling on the value of ownership of material items

Moral Crimes

- religious / spiritual counselling
- psychological counselling depending on crime and degree of harm to victim
- relationship therapy if relationship with family was identified as a need

**Facilitator blurb**



Distinct consideration should apply to women prisoners are now acknowledged by the recently adopted United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (Bangkok Rules). These rules recognize the need for the development of specialized rehabilitation programs for women taking into account their gender-specific needs.

With regards to juvenile offenders (children under the age of 18 years), the United Nations Standard Minimum Rules for the Administration of Juvenile Justice emphasises the importance of providing mandatory facilities, services and other necessary assistance as may further the best interests of the juvenile throughout the rehabilitation process.

#### **Slide 9 – PRISON PROGRAMMES FOR JUVENILES**

“to provide juveniles, at all stages of the proceedings, with necessary assistance such as lodging, education or vocational training, employment or any other assistance, helpful and practical, in order to facilitate the rehabilitative process” (rule 24.1).

#### **Slide 10 – OBJECTIVE OF TREATMENT OFFERED TO JUVENILES IN INSTITUTIONS**

“to provide care, protection, education and vocational skills, with a view to assisting them to assume socially constructive and productive roles in society” (rule 26.10).



***Discussion point:***

How can the CRCD assist juveniles to assume socially constructive and productive roles in society?

## 3.2. PNA Law and Policy

### 3.2.1. Law no.6/1998

#### Facilitator blurb



The legal framework for the CRCDC rehabilitation strategy is encompassed by **Law No. 6/1998** on Reform and Rehabilitation Centers (articles 30-36 on “Education & Culturing of Inmates”).

### 3.2.2. CRCDC Regulations

#### Facilitator blurb



The CRCDC developed regulations in order to better align their prison practices with the spirit of international human rights standards. These regulations will help modernize the CRCDC and safeguard the rights of prisoners within the RRCs.

According to new Regulation on “Work and Training”, one of the key functions of the RRCs is to rehabilitate prisoners. The purpose of the regulation states that it shall be the policy of CRCDC to provide inmates with the opportunity to learn new skills and to perform remunerated work in order to enhance the possibility of finding suitable employment when they return to their communities. The law also states that employment shall be such as to instill in the inmates a work ethic to prepare them for release.

As well, the regulation states that the purpose of paying inmates for their work in a RRC is to encourage and reward their constructive participation in the regime of the establishment. Payment to prisoners must not therefore act as a disincentive. Pay is only one element in the process of motivating inmates and should not be considered in isolation.



Ask the Class

**Are there any last questions, comments, or concerns on the Legal Framework regarding rehabilitation?**

### 3.2.3. Strategic Plan 2011-2013

#### Facilitator blurb



While law no.6/1998 isn't as comprehensive as many of the international standards we have and will continue to explore throughout this session, the law as defined in the Strategic Plan 2011-2013 clearly stipulates that the CRCDC must, "provide reform and rehabilitation services to inmates in order to improve their ability to reintegrate into society upon release".

According to the Strategic Plan 2011-2013, one of the strategic objectives of the CRCDC is to implement a "suitable reform and rehabilitation plan" for prisoners.

#### Slide 11 – CRCDC STRATEGIC PLAN

*"We strongly believe that if we are to fulfill GARRC's mission in a meaningful way, the legal imprisonment of individuals in our RRCs has to be accompanied by the implementation of suitable reform and rehabilitation plans and policies"<sup>2</sup>.*

#### Facilitator blurb



In order to fulfil these objectives, the CRCDC has identified several target activities that need to be realized. As the slide is displayed, ask participants if these have yet been realized.

#### Slide 12 – CRCDC TARGET ACTIVITIES (1)

- *Establishing at least one vocational workshop in every RRC, including on farming / horticulture;*
- *Establishing educational workshops in all RRCs, including literacy classes as well as secondary education (Tawjihi) and advanced studies (university), as appropriate;*
- *Partnering with suitable civil society organizations and relevant line ministries, in particular the Ministry of Health, to support the initiation of offending behavior management programs;*

#### Slide 13 – CRCDC TARGET ACTIVITIES (2)

- *Establishing facilities that could be used for recreational activities of inmates (gyms, cultural activities, music concerts, poetry reading / story-telling, performance of plays, etc.)*
- *Establishing places for religious worship;*
- *Preparing for sentence planning (initial assessments, regular interviews to identify inmates' individual needs, etc.) through feasibility assessment and initial training.*

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<sup>2</sup> Palestinian National Authority, Ministry of Interior, General Directorate of the Palestinian Civil Police, General Administration of Reform and Rehabilitation Centers, Strategic Plan 2011-2013

#### 4. Effective Interventions / Rehabilitation Programs

##### Facilitator blurb



According to the previous session on sentence plans and case management, we identified that intervention strategies are unique to each and individual prisoner. Interventions or rehabilitation programs are assigned based on the assessment of risk and according to the sentence planning principle previously discussed.

##### Slide 14 – SENTENCE PLANNING PRINCIPLE

The **best** intervention for the offender at the **best** time in their sentence to **best** prepare the offender for release with the **best** chance of successful reintegration

##### Facilitator blurb



More specifically, research suggests that the types of interventions / rehabilitation programs that are most effective for offenders are programs that have a specific design and delivery feature.

##### Slide 15 – DESIGN FEATURES OF SUCCESSFUL REHABILITATION PROGRAMS

Programs:

- designed on clear models
- that address a range of case needs
- of adequate length (short or long programs may be ineffective)
- that enable new skills to be learned
- embedded in comprehensive case management (where the case management team is engaged in support)

##### Slide 16 – DELIVERY FEATURES OF SUCCESSFUL REHABILITATION PROGRAMS

Programs:

- that properly target offenders

- delivered by trained staff
- delivered as intended
- delivered in appropriate style with a warm, empathic / clear boundaries

#### **Facilitator blurb**



Taking into account the need to account for design and delivery features, research also suggests that the following interventions / rehabilitation programs work best for adult offenders.

#### **Slide 17 – EFFECTIVE INTERVENTIONS / REHABILITATION PROGRAMS FOR ADULT OFFENDERS (1)**

- offender behaviour programs (cognitive –behavioural / anger management)
- substance abuse / misuse interventions
- basic education – literacy programs
- vocational programs (targeted to assist in obtaining jobs)
- therapeutic communities (for personality disorders)

#### **Slide 18 – EFFECTIVE INTERVENTIONS / REHABILITATION PROGRAMS FOR ADULT OFFENDERS (2)**

- mentoring programs
- restorative justice programs for some low risk offenders
- structured individual counselling
- family interventions

## 5. Ineffective Intervention / Rehabilitative Programs

### Facilitator blurb



On the flip side, research has also shown which types of intervention / rehabilitation strategies that have not worked.

### Slide 19 – INEFFECTIVE INTERVENTIONS / REHABILITATION PROGRAMS FOR ADULT OFFENDERS (1)

- fear of official punishment
- physical activity for lack of anything else to do
- generalized encouragement to increase ambition
- seeing the offender as a victim of their circumstances

### Slide 20 – INEFFECTIVE INTERVENTIONS / REHABILITATION PROGRAMS FOR ADULT OFFENDERS (2)

- merely attempting to raise self-esteem
- attempting to reduce vague feelings of emotional discomfort (general feelings of anxiety and of alienation)
- basic mental health based interventions unless identified as a case need identified as needing considerable intervention (direct cause of the criminal behaviour)

## 6. Principles of Effective Intervention Programs

### Facilitator blurb



When considering the various types of intervention / rehabilitation options available to offenders within your RRCs, it is important to apply the Risk, Need and Responsivity principle. These principles are aligned with the various stages found in the risk based decision-making model discussed in the previous session and ensures that the **best** intervention for the offender at the **best** time in their sentence to **best** prepare the offender for release with the **best** chance of successful reintegration.



### Slide 21 – RISK PRINCIPLE

- Match intervention / rehabilitation program to level of risk (risk based on the case needs assessment – the more the needs the higher the risk)

#### Facilitator blurb



The Risk Principle indicates that most interventions are designed for medium risk offenders. Typically medium risk offenders are likely to reoffend without appropriate intervention. If low risk offenders participate in intervention / rehabilitation programs designed for medium risk offenders, the result is either ineffective impact or it may be detrimental to the offender. If it is a group program, it may also be disruptive to offenders who would best benefit from the program. In short, higher risk offenders require higher intensity programs.

### Slide 22 - RISK PRINCIPLE “BEST PRACTICE”

- As the number of case needs increase (as risk goes up), the effort to modify them must increase

### Slide 23 – NEED PRINCIPLE

- Interventions must be matched with identified case needs

#### Facilitator blurb



Like discussed in the previous session, stage 3 of the risk based decision-making model is the process of matching case needs with available intervention / rehabilitation programs. Intervention strategies that are not appropriately matched with identified case needs may indeed provide a prison activity but will not be effective when attempting to lower risk of reoffending. Ultimately this would consume sparse resources and may deprive an offender who is in real need of this type of intervention.

### Slide 24 – CASE NEEDS THAT IMPACT CRIMINAL BEHAVIOUR

- Unemployment or illiteracy
- Marriage / Family relationships
- Negative Associations

- Substance Abuse or misuse
- Inability to function in the community
- Antisocial personality (poor self-control, anger, inability to generate choices)
- Negative attitude towards societal / justice / cultural norms

#### **Slide 25 – NEEDS THAT DO NOT DIRECTLY IMPACT CRIMINAL BEHAVIOUR**

- Self-esteem
- Physical fitness
- Intelligence
- Unclear feelings (“wishy washy or feelings of uncertainty)

#### **Slide 26 – NEED PRINCIPLE “BEST PRACTICE”**

- Not all needs are related to criminal behaviour
- Only some case needs directly impacted criminal behaviour

#### **Slide 27 – RESPONSIVITY PRINCIPLE**

- Match treatment style to the offender’s learning style

#### **Facilitator blurb**



Like all persons are unique and have a preferred style of learning, offenders are no different. Each offender is unique and learns best when their learning style is recognized and accommodated. In order to do this, it is important to consider what barriers may exist to learning. Adjusting an intervention strategy to an offender’s learning style will maximize their engagement and have the most effective impact reducing risk of reoffending.

In order to account for an offender’s learning style, we should be aware of the following considerations.

#### **Slide 28 – RESPONSIVITY CONSIDERATIONS**

- Intellectual functioning and capacity
- Age and gender (remember the Bangkok Rules)

- Race and Culture (some cultures are auditory and others more visual)
- Disabilities (physical, mental or emotional)
- Motivation and Treatment readiness
- Presence of any treatment interfering behaviours (mental health, addictions, personality and behavioural problems)

#### Slide 29 – RESPONSIVITY CONSIDERATIONS “BEST PRACTICE”

- Cognitive – behavioural interventions work best (changing maladaptive thinking leads to change in behaviour)
- Personal factors affect responsiveness to rewards/costs

### 7. Individualized Sentence/Rehabilitation Plans

#### Facilitator blurb



As mentioned several times before, recognition of the uniqueness and individualism of each offender is crucial. International Instruments also recognize the need for individualized treatment according to the individual needs of the offender. In order to do so, it is important to conduct the necessary assessment as discussed in the session on Sentence Planning and Case Management. Once assessments are complete, the international standards compel us to develop a plan suitable to their “needs, capacity and dispositions”.

#### Slide 30 – INDIVIDUAL SENTENCE / REHABILITATION PLANS

“To these ends, all appropriate means shall be used, including religious care in the countries where this is possible, education, vocational guidance and training, social casework, employment counselling, physical development and strengthening of moral character, in accordance with the individual needs of each prisoner, taking account of his social and criminal history, his physical and mental capacities and aptitudes, his personal temperament, the length of his sentence and his prospects after release.”  
(Rule 66 (1))

### Slide 31 – DEVELOPING SENTENCE AND REHABILITATION PLANS (1)

As soon as possible after admission and after a study of the personality of each prisoner with a sentence of suitable length, a programme of treatment shall be prepared for him in the light of the knowledge obtained about his individual needs, his capacities and dispositions (Rule 69).

#### Facilitator blurb



As a review to the session on sentence planning and case management, review the following slides and discuss each point within. Do you agree or disagree with each point.

### Slide 32 – SENTENCE AND TREATMENT PLANS (2)

#### Do you agree or disagree? Why?

- Sentence plans should be tailored to individuals and should not be applied to a group (although needs may be similar amongst a group, why people commit crime is very individual)
- The plan should outline and explain how the offender will address urgent needs in order to reduce risk and increase reintegration potential
- Must identify objectives for the offender

### Slide 33 – SENTENCE AND TREATMENT PLANS (3)

#### Do you agree or disagree? Why?

- Highlights change indicators (what specific behaviours need to be changed)
- The plan should highlight a timeline of which intervention should be taken at what time throughout the offender's sentence (needs MUST be prioritized)
- The plan MUST be developed with the offender and the offender must agree (remember the change model that speaks to recognition and motivation)

## 8. Characteristics of Successful Rehabilitation Programs

It appears that the most successful offender rehabilitation interventions are those which:

### Slide 34 – SUCCESSFUL OFFENDER REHABILITATION INTERVENTIONS (1):

- reflect the public safety priorities in which they are developed;
- engage the community in both the planning and the delivery of the intervention;
- focus on a specific target group of offenders and their specific challenges;



***Discussion point:***

Based on the information in the slide above, is there any chance that rehabilitation programs will be successful in the oPT? Use each of the points above to explain your opinion.

Is there any chance of implementing any of the elements noted in the slide above?

**Slide 35 – SUCCESSFUL OFFENDER REHABILITATION INTERVENTIONS (2):**

- are gender specific
- rely on sound methods for assessing the needs and risk factors of offenders (case needs)
- hold the offenders accountable and responsible for their own choices and their actions



***Discussion point:***

Brainstorm what a gender specific program can look like in the CRCD?

How can we hold offenders accountable and responsible for their own choices and actions in your RRC?

**Slide 36 – SUCCESSFUL OFFENDER REHABILITATION INTERVENTIONS (3):**

- begin as early as possible while the offender is in custody and continue throughout the offender's transition to, and stabilization in, the community (sentence plan)
- strike a balance between security and control, on the one hand, and support and assistance on the other
- are supported by sound case management practices and adequate information management systems



***Discussion point:***

How can the CRCD strike a balance between security / control and support and assistance? How can this look in the RRCs?

How can the CRCD data management system play an important part in offender rehabilitation programming?



**Are there any last questions, comments, or concerns on Intervention Strategies?**

**Ask the Class**

## 9. Types of Rehabilitation Programs in Prison

**Facilitator blurb**



There are many prison rehabilitation programs that can be available in prisons ranging from the more classic prisoner education and vocational training programs to the more unique types of programs such as prison yoga and art therapy. Regardless of the type of programs available, it is clear that matching programs with case needs is critical in reducing risk and increasing the likelihood of prisoner reintegration. Since many types of prison programs exist, we will group prison programs into six (6) general categories. The following sections will review each of these categories in more detail.

Prisons rarely have the possibility of offering each of these programs to all prisoners. Often prisoners need to be placed on wait lists or they are unable to participate at all. The concept of sentence planning allows prison authorities to strategically plan program participation for higher risk prisoners and ensure they are able to engage in the program at the most appropriate time in their sentence (when motivation is high and there is opportunity to practice the skills learned).

### **Slide 37 – SIX CATEGORIES OF REHABILITATION PROGRAMS IN PRISON**

- Physical health care
- Mental Health and psychological support
- Substance abuse treatment
- Addressing behaviour and attitudes (including cognitive behavioural therapy)
- Employment and vocational training
- Prisoner Education

## 9.1. Physical Health Care

### Facilitator blurb



Physical Health Care programs are designed to contribute to the wellbeing of prisoners enabling them to have a smoother transition into the community and be accepted more easily. The objective is to promote the delivery of services consistent with community standards and the need to protect public health.

A growing concern, even in the oPT, is the increase in communicable diseases (HIV, Hepatitis, TB). Prison environments are particularly vulnerable to these types of diseases. When prisoners with these types of diseases are released from prisons they are at risk of spreading the disease to other either through unprotected sex or through the use of unclean needles during intravenous drug use. For this type of program, the United Nations Office and Drugs and Crime (UNODC) makes available a toolkit on HIV and AIDS in places of detention, as well as a toolkit for assessing the HIV situation in prisons.<sup>3</sup>

Often times in lower to middle income countries, communicable disease prevention, treatment and care services are rarely provided, if at all. Health conditions are typically poor in prisons and there are few resources to stock appropriate medicines; hire trained medical staff; and purchase medical equipment. In most cases, alleviating prison overcrowding is the most important variable in fighting against the spread of communicable diseases in prisons.

The key element of any prevention strategy is education. Therefore, the type of program useful for prisoner engaging in “risky” lifestyle choices while in prison (unprotected sex, intravenous drug use) is awareness programs. In most cases, prisoners are unaware of the consequences of their lifestyle choices and don’t consider their personal health and the health of those they come into contact with as important as fulfilling their immediate need for gratification, whether sexual or chasing that narcotic high.

Prisoners with contagious diseases should be aware of the treatment options applicable both inside and outside the prison; they should have a discharge plan when release indicating where; if possible, they can obtain treatment in the community. A common practice is to provide prisoners with condoms and lubricants as part of a “harm reduction” strategy. A more controversial practice in “harm reduction” are needle exchange programs providing prisoners access to clean needles for intravenous drug use or tattooing.

“Harm reduction” means that while prison authorities may not support certain behaviours in prison (sex, tattooing or drug use), it is understood that such behaviours can’t be controlled at all times. Therefore, protection is provided to reduce the risk of harm to the persons involved.

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<sup>3</sup> UNODC (2008), HIV and AIDS in Places of Detention: A toolkit for policymakers, programme manager, prison officers and health care providers in prison settings. UNOCD/World Health Organization and UNAIDS. Also, UNODC (2010). HIV in Prisons Situations and Needs Assessment Toolkit.

### Slide 38 – PHYSICAL HEALTH CARE (1)

- A prisoner’s health may greatly impact their ability to reintegrate effectively and with a lesser risk to reoffend
- Increased risk of contagious diseases (HIV, Hepatitis, TB) in over crowded prison environments
- Prisons typically not equipped to provide adequate staff, medicines and equipment to support a proper program

### Slide 39 – PHYSICAL HEALTH CARE (2)

Programs should consist of:

- Awareness (recognition) programs (harm to oneself and to others)
- “Harm Reduction” programs (examples: distribution of condoms, lubricants and even a needle exchange program)
- Discharge / Release plans for continued treatment

### Slide 40 – “HARM REDUCTION”

“Harm reduction” means that while prison authorities may not support certain behaviours in prison (sex, tattooing or drug use), it is understood that such behaviours can’t be controlled at all times. Therefore, protection is provided to reduce the risk of harm to the persons involved.

## 9.2. Mental Health and Psychological Support

### Facilitator blurb



As societies become better at diagnosing mental illness, the impacts of mental illness on criminal behaviour are becoming more evident. Disproportionate rates of mental illness in prisons as compared to in the community are also becoming more evident. This is not to suggest that all persons with mental illnesses are more likely to commit violent criminal offenses, however, research has demonstrated that those with mental illness have longer criminal histories and are more likely to have a substance abuse problem. Research has also demonstrated that mental illness and substance abuse problems are strong indicators of “high risk” to offend.

It is important to note that the prison environment tends to have a significant psychological impact on prisoners. For those with mental illness issues, prison can exasperate their psychological and emotional issues. International standards suggests that mental health care should be provided in



accordance with the principle of the least restrictive environment and, whenever possible, persons with mental illness issues should be diverted from the criminal justice system and appropriately treated in a mental health facility in the community<sup>4</sup>.

Prisoners with mental health issues must provide full consent to any type of treatment program, whether psychosocial, medical or other support interventions. Like in cases of contagious disease, continuity of care must be a priority when transferring between prisons or being released into the community. A discharge / release plan should be considered to ensure continuity of care from the prison to the community. Research has shown that prisoners who continue treatment after release are less likely to reoffend thus enhancing public safety.

If mental illness is suspected, prison staff should be extra vigilant when prisoners experience heightened levels of anxiety. It is during these times of heightened stress that prisoners are adversely affected and the psychological impact may result in detrimental behaviours or mental health episodes. Although all prisoners react differently to the stressors of the prison environment, certain events tend to have greater impact than others. For example, the time of admission into prison is an extremely vulnerable period for most prisoners, particularly if they are first time incarcerated. Examples of other stressful events can be adverse court decisions, anniversary of offence, family anniversary dates, transfers to different prisons or cancelled family visits.

#### **Slide 41 – MENTAL HEALTH AND PSYCHOLOGICAL SUPPORT (1)**

- Mental illness does not equate to violent behaviour
- Mental health issues are strong indicators of “high risk” to reoffend
- Prison environments have negative impacts on the psychological wellbeing of prisoner
- Those with mental health issues should be diverted from the criminal justice system and receive care in a community setting

#### **Slide 42 – MENTAL HEALTH AND PSYCHOLOGICAL SUPPORT (2)**

- Mental health treatment requires full prisoner consent
- Continuity of care from prison to prison and from prison to the community is important for successful reintegration
- Prison stressors impact psychological wellness of prisoners
- Prison stressors can influence mental illness episodes

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<sup>4</sup> United Nations (1991). Principles for the Protection of Persons with Mental Illness and the Improvements of Mental Health Care. Adopted by General Assembly resolution 46/119, 17 December 1991.

### Facilitator blurb



It is during these times of heightened stress and anxiety that prison staff should be aware of the potential for suicidal behaviour. While not directly linked to mental illness, rates of suicide and suicide attempts are greater amongst those with mental illness.

### 9.3. Substance Abuse Program

#### Facilitator blurb



Substance abuse is a strong indicator of “high risk” to reoffend. While not as widespread as in western countries, the rates of substance abuse in the oPT is increasing. If the case needs assessment identified that the offender’s substance abuse problem directly impacted their criminal behaviour, the prisoner should engage in a substance abuse program.

Effective treatment is based on an understanding of drug addiction and the brain disease that affects behaviour. Complete recovery is a long process filled with likely relapse. Support groups such as Narcotics Anonymous is often effective when offenders are in the determination, action and maintenance stage of the change cycle. In some cases medication is effective at treating substance addiction. Using medication as a treatment program required medical supervision and continuity of care from one prison to the next or from the prison into the community is imperative.

#### Slide 43 – SUBSTANCE ABUSE PROGRAMS (1)

- Strong indicator of “high risk” to reoffend
- Substance abuse becoming more evident in the oPT
- Treatment is important to reduce risk of reoffending
- Effective treatment requires understanding of addictions

#### Slide 44 – SUBSTANCE ABUSE PROGRAMS (2)

- Rehabilitation is a long-term goal
- Relapse will likely happen (as per the change cycle)
- Prisoners require support and encouragement (motivation interviewing)
- Medication can be used but requires medical supervision and continuity of care from prison to prison and from prison to the community

## 9.4. Addressing Behaviour and Attitudes (including cognitive behavioural therapy)

### Facilitator blurb



Numerous rehabilitation programs have been developed over the years to change attitudes and behaviour of offenders by motivating them to change, changing their cognitive processes, addressing their emotions, or providing good role models. The following are some examples of these types of programs.

Most of these programs have been based in Social Learning Theory.

### Slide 45 – SOCIAL LEARNING THEORY (SUMMARY)

- Criminal behaviour is learned like any other behaviour (through observation and practice)
- An offender's personality and social factors increase susceptibility
- Offenders have the traditional goals / needs but few strategies to achieve them

#### 9.4.1. Cognitive-behavioural programs

### Facilitator blurb



These types of programs are often used for offenders who have distorted ways of thinking. In these cases offender will: display self-justificatory thinking; misinterpret social cues; displace blame; distort moral reasoning and; have ideas of dominance and entitlement.



***Discussion point:***

Can you provide any examples of the characteristics noted above?

These types of programs teach offenders to understand the thinking process and choices associated with their criminal behaviour. Offenders can learn to self-correct their thinking and identify and correct risky or deficient thinking patterns.

Experts believe that these types of programs are the most effective means of reducing rates of reoffending and increasing the likelihood of successful reintegration.

## Slide 46 - COGNITIVE-BEHAVIOURAL PROGRAMS

- Meant to address distorted thinking
- Helps offenders understand their thinking process and the choices they make
- Helps offenders recognize when their thinking is clouded and helps them “self-correct”
- Most effective in reducing rates of reoffending

### 9.4.2. Anger management and emotional control programs

#### Facilitator blurb



Anger management programs are intended to help offenders control their anger responses and emotions. This is typically useful for violent offenders who commit crime in who respond to stress or conflict with uncontrollable anger or rage. This type of program is intended to teach offenders how to recognize their anger responses and find alternative methods of venting their emotions. This type of program also teaches offenders how to be in more control of their emotions, how to develop positive relationships, how to express themselves assertively rather any angrily, and how to deal with difficult people and situations.

These types of programs can be high, medium or low intensity depending on how the intensity of anger and emotions displayed during his crime, how entrenched this type of response is and the degree of harm inflicted on the victim.

Like described in the change cycle, offenders require recognition of their anger problem and high motivation to change.

## Slide 47 - ANGER MANAGEMENT AND EMOTIONAL CONTROL PROGRAMS

- used to address anger and emotional responses
- helps offenders identify their anger and emotional responses and how to find alternatives responses that are more appropriate
- successful completion require a high degree of motivation to complete the program and maintain their progress

### 9.4.3. Relapse prevention therapy

#### Facilitator blurb



Relapse prevention therapy is often used in cases involving addictions. It sometimes requires a change of attitude, social environment, physical environment and avoidance of certain 'triggers' of addictive behaviour. This type of therapy typically involves a self-control program designed to teach offenders skills to recognize the warning signs of when they are slipping back into unwanted habits or behaviours.

This type of therapy does not cure or remove the urge to behave a certain way. It involves helping offenders identify specific pre-urge thoughts, feelings, emotions and behaviours that are leading up to the unwanted behaviour. Once recognized, the offender is trained to find more healthy ways to deal with their urges (sexual, drug, anger or violence related). This type of therapy program is very unique to each offender.

#### Slide 48 - RELAPSE PREVENTION THERAPY

- very unique to individual offenders
- often used in addiction cases
- helps offenders identify pre-urge feelings, emotions and behaviours (urges of sex, drugs, anger and violence)
- allows offenders find healthy ways to deal with these urges

### 9.4.4. Basic life-skills and relationship skills

#### Facilitator blurb



Prisoners, especially those who are young or who have been in custody for a significant period of time, tend to experience diminished independence, self-sufficiency, self-worth and initiative. These offenders have a limited capacity to deal with everyday life routines. Some may have never fully developed pro-social inter-personal skills and lack the ability to provide socially acceptable responses, conflict management and resolution skills. In some cases, these offenders need to "unlearn" many of their negative interaction techniques.

Some of the programs help prisoners acquire problem solving, communication, and conflict management skills. These programs also help offenders develop patience, anger management and constructive assertiveness in order that they may integrate into society.

## Slide 49 - BASIC LIFE-SKILLS AND RELATIONSHIP SKILLS

- designed to help offender with diminished capacity to interact with others in a pro-social way
- helps offenders learn patience and develop interpersonal, conflict and anger management skills
- may require the offender “unlearn” certain social responses to which they have become accustomed

### 9.4.5. Motivation

#### Facilitator blurb



This program is intended to assist prisoners with their level of motivation to change behaviours or engage in rehabilitation programs. As discussed in the session on motivational interviewing, fear is not a good motivator of change. People tend not to respond well to being shamed, embarrassed, threatened or manipulated.



#### ***Discussion point:***

Think back to the session on motivational interviewing. Based on what you remember, what are the fundamental aims of motivating offenders?

### 9.4.6. Peer support and music, art and yoga programs

#### Facilitator blurb



Many programs which feature peer support, mentoring, or the help of volunteers focus on attitude, spirituality and other factors underlying some more concrete steps that offender may take to prepare themselves for successful release. For the most part, music, art and yoga programs fall into this category.

Recently, the CRCSD allowed such programs to take place in the RRCs. The purpose was to allow prisoners to beautify their environment. The result was a sense of wellbeing and achievement which ultimately energized the prisoners.

## Slide 50 - PEER SUPPORT AND MUSIC AND ART PROGRAMS

- help prisoners express a sense of control over their environment
- provides a safe environment for prisoners engage in a spiritual activity that provides a degree of enlightenment
- creates a sense of wellbeing, normality and self-worth and ultimately impacts psychological and emotional wellness

### 9.4.7. Animal care program

#### Facilitator blurb



Some prisons allow prisoners to maintain pets (animals) inside the prisons. These types of programs allow prisoners to assume a degree of responsibility for an animal and teach respect for another living creature. At the same time prisoners learn a skill (training, grooming, feeding and general animal health care) that is potentially transferable to the employment market once released. This type of program is also known to boost self-esteem, self-worth and confidence in the offender.

## Slide 51 - ANIMAL CARE PROGRAMS

- builds skills (training, grooming, basic animal healthcare)
- develops self-worth, confidence and transferable job skills when released into the community
- teaches responsibility for animals and respect for living creatures
- can also teach healthy attachments to living creatures

### 9.5. Faith-based Programs and Activities

#### Facilitator blurb



Faith based program can be vitally important to assist offenders to lead law abiding lives. Such programs also have a strong tendency to raise community based resources to assist prisoners. In many countries, faith-based programs are the only available programs for prisoners.

In addition to the spiritual and mental support such programs offer, faith-based activities can help engage and motivate offenders to change and take responsibility for their own lives. These groups are an excellent source of contacts for prisoners being released into the communities. They can assist offenders find employment and accommodation and most importantly, they can provide ongoing motivation and support for offenders upon release.

Whilst faith-based programs are both successful and strong in many countries, it is crucial that such programs are not forced on offenders. Much like in the concept of change, forced program engagement tends to be counter-productive.

The Standard Minimum Rules make a significant reference to religion in prisons.

### Slide 52 – ACCESS TO RELIGION

If the institution contains a sufficient number of prisoners of the same religion, a qualified representative of that religion shall be appointed or approved. If the number of prisoners justifies it and conditions permit, the arrangement should be on a full-time basis (rule 41 (1))

### Slide 53 – FREEDOM OF CHOICE

Access to a qualified representative of any religion shall not be refused to any prisoner. On the other hand, if any prisoner should object to a visit of any religious representative, his attitude shall be fully respected (Rule 41 (3))

### Slide 54 – FREEDOM OF RELIGION

So far as practicable, every prisoner shall be allowed to satisfy the needs of his religious life by attending the services provided in the institution and having in his possession the books of religious observance and instruction of his denomination (Rule 42)

## 9.6. Employment / Vocational Training Programs

### Facilitator blurb



Offender work has been at the forefront of prison activity since the prison institution was established. In most countries, prisons commenced as work camps with little regard to the health and safety of prisoners. As a result, the prison institution witnessed difficult conditions for prisoners with significant amounts of hardship, injury and even death. Although the concept of prison work is not new, the concept of prison work has evolved significantly. Offenders, like all persons, are afforded their human rights. Even when a criminal conviction and sentence restricts specific rights and freedoms, the right to life, dignity, safety and security are universal.



The standard minimum rules require that prisoners be provided with work in prison. However, the rules don't imply that prisoners should be forced to work or that prisoners should be used as cheap labour. The standard minimum rules provide a fairly broad overview of prisoner work to ensure the rights and dignity of the prisoner are not violated.

Since prisoner work is the most common prisoner activity, it is important that we understand, in detail, how the standard minimum rules apply.

### Slide 55 – CONDITIONS OF WORK

- “Prison labour must not be of an afflictive nature” (SMR 71 (1))
- “All prisoners under sentence shall be required to work, subject to their physical and mental fitness as determined by the medical officer” (SMR 71 (2))
- “Sufficient work of a useful nature shall be provided to keep prisoners actively employed for a normal working day” (SMR 71 (3))

#### Facilitator blurb



Like in most societies, it is difficult for anyone to find employment without proper training, skills and experience. For offenders and the label they carry from being incarcerated, this becomes even more of a challenge. Without learning skills and gaining experience, offenders will likely be unable to find work opportunities and fall back into their offence cycle and likely end up reoffending.

### Slide 56 – OBJECTIVES OF WORK

- “So far as possible the work provided shall be such as will maintain or increase the prisoners, ability to earn an honest living after release” (SMR 71 (4))
- “Vocational training in useful trades shall be provided for prisoners able to profit thereby and especially for young prisoners” (SMR 71 (5))
- “Within the limits compatible with proper vocational selection and with the requirements of institutional administration and discipline, the prisoners shall be able to choose the type of work they wish to perform (SMR 71 (6))



#### ***Discussion point:***

After reviewing some of the international standards of employment programs, detail what a policy on prisoner work programs would look like in your RRCs that have the bakery and sewing program.

## Slide 57 – NORMALIZATION

- “The organization and methods of work in the institutions shall resemble as closely as possible those of similar work outside institutions, so as to prepare prisoners for the conditions of normal occupational life” (SMR 72 (1))



### *Discussion point:*

Using the concept of normalization, what rules pertaining to prison work program should the CRCD consider? Think about the rules that govern your working environment.

## Slide 58 – REHABILITATIVE IN NATURE

- “The interests of the prisoners and of their vocational training, however, must not be subordinated to the purpose of making a financial profit from an industry in the institution” (SMR 72 (2))

### Facilitator blurb



In the CRCD, prison industries exist in the form of textiles and even a bakery. In countries such as Pakistan and India, prisons operate handloom textile apparel, furniture making, painting shops and paper products workshops. These types of prison industries are valuable in providing work experience and capacity building programs for prisoners but have also created significant controversy because some see them as creating a kind of slave labour. In prisons where the prison industry is operated by private enterprise, there may be motivation to produce more goods or generate a greater profit. The standard minimum rules are clear about prison industries.

## Slide 59 – PRISON INDUSTRIES

- “Preferably institutional industries and farms should be operated directly by the administration and not by private contractors” (SMR 73 (1))

## Slide 60 – WORK SUPERVISION

- “Where prisoners are employed in work not controlled by the administration, they shall always be under the supervision of the institution's personnel. Unless the work is for other departments of the government the full normal wages for such work shall be paid to the administration by the persons to whom the labour is supplied, account being taken of the output of the prisoners” (SMR 73 (2))

### Slide 61 – HEALTH AND SAFETY

- “The precautions laid down to protect the safety and health of free workmen shall be equally observed in institutions” (SMR 74 (1))
- “Provision shall be made to indemnify prisoners against industrial injury, including occupational disease, on terms not less favourable than those extended by law to free workmen” (SMR 74 (2))

### Slide 62 – HOURS OF WORK

- “The maximum daily and weekly working hours of the prisoners shall be fixed by law or by administrative regulation, taking into account local rules or custom in regard to the employment of free workmen” (SMR 75 (1))
- “The hours so fixed shall leave one rest day a week and sufficient time for education and other activities required as part of the treatment and rehabilitation of the prisoners” (SMR 75 (2))

### Slide 63 – REMUNERATION FOR WORK

- “There shall be a system of equitable remuneration of the work of prisoners” (SMR 76 (1))
- “Under the system prisoners shall be allowed to spend at least a part of their earnings on approved articles for their own use and to send a part of their earnings to their family” (SMR 76 (2))
- “The system should also provide that a part of the earnings should be set aside by the administration so as to constitute a savings fund to be handed over to the prisoner on his release” (SMR 76 (3))

#### Facilitator blurb



With increasing importance given to prisoner rehabilitation and public safety, more emphasis needs to be placed on prisoners learning new and marketable employment skills. If prisoner work programs are conducted appropriately and aligned with the international standards, the benefits are many. They provide prison activity, allow prisoners to earn some money but most importantly, such programs are important to allow prisoners to enhance their skills and experience. With enhanced skills and experience, prisoners are more likely to find work upon release from prison. With employment, prisoners are able to secure accommodation, establish financial stability, support family, gain self-confidence, make friends and not have to resort to crime in many cases.

## Slide 64 – COMMON BENEFITS OF EMPLOYMENT / VOCATIONAL TRAINING PROGRAMS

- Develop employment skills
- Increased likelihood of finding employment upon release
- Able to afford housing
- Support family
- Increased self-confidence



### Discussion Point:

Based on the information regarding prisoner work, working conditions, working hours, health and safety and rates of remuneration, what are factors we need to consider when developing rehabilitation work programmes in the CRCDD?

### Expected Responses:

- hours of work (typical and similar to those established in the community), excessive working hours are unacceptable (what are they in Palestine)
- forced labour is prohibitive (slave labour is not acceptable)
- prisoners can't be expected to conduct work if conditions and equipment are considered unsafe and the chance of injury is high (same expectations as in the community)
- prisoner work programs are not cheap labour initiatives intended to make a profit
- prison industries, if competing with outside companies, need to be competitive and allow for fair competition (If prisons are producing textiles, the prison or company sponsoring the program should be competing fairly with companies in the community. The prison programme needs to consider standard and competitive operational costs, labour costs etc.). The advantage should not be given to the prison industry.

## 9.7. Prisoner Education

### Facilitator blurb



In many cases the rates of illiteracy amongst prisoners is very high. Functional literacy and a basic school certificate and in some cases a high school equivalent degree are usually enough for people to be competitive for an entry level job in most job markets.

The benefits of prisoner educational programs are very similar to those of the employment programs. Not only are the benefits of increased education levels an asset for prisoners upon release, international standards clearly state the need to provide prisoners with education. In fact, it becomes much more explicit and mandatory when referring to young or illiterate offenders. Such programs need to be integrated with the educational system of Palestine so that offenders can continue their education upon release from prison without too much difficulty.

#### Slide 65 – EDUCATION (1)

“Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterates and young prisoners shall be compulsory and special attention shall be paid to it by the administration.” (SMR Rule 77 (1))

#### Slide 66 – EDUCATION (2)

“So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty.” (SMR Rule 77 (2))

##### Facilitator blurb



Although the standard minimum rules don't provide a lot of detail in relation to education, reviewing other standards help illustrate the importance of prisoner education and how prisoner education is being applied in other parts of the world. For example, the European Prison Rules are far more detailed in relation to prisoner education.

#### Slide 67 – EDUCATION: EUROPEAN PRISON RULES (1)

- penal institutions should provide education and vocational training, they are an essential element in the prison program
- prisoners should be encouraged to participate
- the aim of education and vocational training is to stimulate prisoners' personal and professional development
- education shall be compulsory for juveniles and illiterate prisoners

### Slide 68 – EDUCATION: EUROPEAN PRISON RULES (2)

- Participants of educational programmes should have the same status and receive the same remuneration as work.
- The level of education shall be based on the individual abilities, needs and age of prisoners.
- It is beneficial to take pre-entry exams to assess the personal needs and levels of education of prisoners.

### Slide 69 – EDUCATION: EUROPEAN PRISON RULES (3)

- Penal institutions could consider a combination of:
  - **Day time courses** (full time)
  - **Evening courses** (part time)
  - **Courses via mail, computer**
  - **Courses via visits of teachers, volunteers, fellow prisoners**
- Every institution should have a library and prisoners should be encouraged to make use of it

#### Facilitator blurb



In summary, when we consider prisoner education programs, the following need to be remembered.

### Slide 70 – KEY POINTS OF PRISONER EDUCATION PROGRAMS

- Education provided in penal institutions should be comparable to that in the community
  - it will stimulate prisoners to continue education after release
  - it can lead to nationally recognised certifications
  - it facilitates the transfer to society
  - it will be focussed on knowledge and skills which are required and can be used in society.



#### ***Discussion point:***

Taking into account the various standards pertaining to prisoner education, describe what a prisoner educational program can look like in the RRCs.

## 10. Role of the Prison in Prisoner Rehabilitation

### Facilitator blurb



The role of the prison in prisoner rehabilitation should not be underestimated. The prison environment has a significant impact on both prisoners and staff. A punitive environment that consists of compartmentalized rooms providing few opportunities for associating with other prisoner or staff has a significant negative impact on the rehabilitation process. As well, within the concept of normalization and pro-social role modeling (social learning theory), prisoners need every opportunity to practice the skills they are learning from their programs. Sometimes the most effective rehabilitation is to learn to associate with other offenders and staff in an environment similar to the outside world.

### Slide 71 – PRISONS SUPPORTING REHABILITATION (1)

- Support rehabilitation through the prison culture
- Have leaders and managers who understand and support rehabilitation at all levels.
- Have clear goals, philosophy and lines of communication.
- Have clear procedures, policies and lines of accountability.



#### ***Discussion point:***

How does the prison support rehabilitation through the prison culture?

### Slide 72 – PRISONS SUPPORTING REHABILITATION (2)

- Provide adequate resources
- Develop an Integrated system (classification, needs assessments and sentence planning)
- Demonstrate that rehabilitation is part of the regime and aims of the prison

### Slide 73 – PRISONS SUPPORTING REHABILITATION (3)

- Ensure that all prison staff should be aware of the purpose of rehabilitation and be trained to support these aims
- Provide prisoners opportunity to practice new skills learned
- Establish inter-agency links and contacts
- Show realistic promotion of the rehabilitation program (don't promise the earth)

## 11. Palestinian Progress / Achievements

### Facilitator blurb



### Palestinian Example: Rehabilitation, Vocational and Educational

#### Programs for Prisoners

In 1998, the PNA issued Palestinian Law No. 6 on Reform and Rehabilitation Centers, which, as reflected in the change of terms, strengthened the reform function of the centers. In June 1998, the former Palestinian President Yasser Arafat issued Decree No. 23/1998, which delegated the authority over the Department of Correction and Rehabilitation Centers (CRCD) to the Chief of Police. Accordingly, CRCD became a specialized department within the Palestinian Civil Police (PCP).



Under the vision of CRCD, reform centers aim to change the behaviour of prisoners as well as to improve their ability to effectively and productively reintegrate into society. The CRCD manages 7 RRCs which are located in Dhahiriya (Hebron), Bethlehem, Ramallah, Nablus, Tulkarem, Jenin and Jericho. Jericho is the newest prison constructed in close compliance with international prison standards. The other prisons were not purpose built as prisons and do not offer limited infrastructure to develop opportunity for meaningful activities and rehabilitation programs.

UNODC in support of the CRCD, helped realize a vision of developing rehabilitation programs, specifically vocational training workshops. As a result:

- A bakery in Nablus and a tailoring program in Jenin RRC have been established. There is a commitment to establish at least one vocational workshop in every RRC
- Educational workshops have been established in all RRCs, including literacy classes and secondary education programs (*Tawjihi*) in cooperation with Ministry of Education
- A Memorandum of Understanding between the CRCD and TRC to offer psychological courses aimed to reduce the psychological pressure caused by prison environment have been established. This course targets both prisoners and staff.
- There is an on-going process to equip RRCs so that they can offer recreational activities (gyms, libraries, etc.). UNWOMEN started Yoga for female inmates.
- Facilities have been established for prisoners to engage in religious worship.

#### Sample of Success:

A psycho-social support initiative, "Art Therapy," for Palestinian prisoners in Reform and Rehabilitation Centers (RRCs) is an example of a distinguish achievements during 2009-2010. This initiative was organized by the UN Office on Drugs and Crime (UNODC) in close cooperation with the CRCD. The painting workshops were successfully conducted in Ramallah, Nablus, Jenin and Tulkarem RRCs and engaged 120 inmates, including male, female and juvenile prisoners.



This is a success story as well as a model for rehabilitation interventions. The “Art Therapy Initiative” is also an example of successful cooperation between a prison administration, civil society and international support on the provision of services in prisons.

### **Impact: Quotations**

Female arts instructor, NGO “Young Artists Forum (YAF)”:

“In Jenin RRC, one of the female offenders rejected all my attempts to get her involved in painting. However, she watched closely. The other prisoners were used to her attitude, as she had never shown any interest in anything (including her department) since her admission to prison. Some days later and to everybody’s surprise, she started drawing on the wall freely and without any assistance. I gave her full space to draw whatever she wanted. Within a matter of days, she was full of energy, waking up in the early morning, washing herself, and impatiently waiting for the workshop to start.”

Director of RRC said: “This workshop affected all of us. Both the supervising staff and myself were highly impressed by the positive consequences of this creative activity, which we would have never expected.”

The prisoner stated, “I had some talent in drawing before coming here, but I did not know that it was this much. When the other prisoners come to the “fora” now, they show their admiration of my paintings. This makes me feel proud”.

Arts instructor, NGO Young Artists Forum (YAF) said, “I had initial fears about this assignment as it was my first experience to work with prisoners in the prison. As many in the community, I had a very bad image of prisons and prisoners but now I can say publicly that I was wrong. I think that all of them deserve another chance in life.”

## 12. Examples of Best Practices in Rehabilitation Programmes in Prisons

Various examples of best practices exist around the world. These offer insight into how prison services enacted the concepts of prisoner rehabilitation whilst respecting the various international instruments that govern these activities.

While examples are numerous, we will firstly explore an example from India where the prison service recognized the value of prisoner employment programs and the vast impact they have on long term prisoner rehabilitation both in and outside the prison.

Secondly, we will explore an example of a “stress reducing” amongst the prisoner population. We will look at an internationally recognized SMART programme that is very active in South African and Indian prisons. This is a type of prison yoga programme. This example demonstrates the need to think ‘outside the box’ in order to achieve significant results with little to no prison resources. It also exemplifies the benefits of partnerships with community based organizations and highlights the individual impact on the spirit and psychological well-being of prisoners. Of course the benefits are exponential because an improved emotional state equates to safer prisons, learned techniques of addressing stress and anxiety both inside and outside the prison and a more introspective individual who have the skills and capacity to think before acting.

Thirdly, we will review an interesting Drama program that is taking place in Lebanon. It is a type of peer support, music and art type program designed to: help prisoners express a sense of control over their environment; provide a safe environment for prisoners to engage in a spiritual activity that provides a degree of enlightenment and; creates a sense of wellbeing, normality and self-worth and ultimately impacts psychological and emotional wellness.

### 12.1. Indian Example of Employment and Vocational Training

#### Facilitator blurb



India is a good example a country that has recognized the importance of prisoner employment and vocational training programs. They have fully integrated the concepts, as presented in the international standards, into their model prison manual. Below are excerpts from Chapter XIV, Vocational Training and Work Programs, of the “*Model Prison Manual for the Superintendence and Management of Prisons in India*”<sup>5</sup>.

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<sup>5</sup> *Model Prison Manual for the Superintendence and Management of Prisons in India, Prepared by, Bureau of Police Research and Development Ministry of Home Affairs Government of India, New Delhi, 2003*

*“Vocational training and work programmes should be treated as essential features of the correctional programmes. The objective of such programmes should be;*

- *imparting discipline and work culture among inmates;*
- *developing right attitudes towards work and dignity of labour;*
- *promoting physical and mental well-being of inmates;*
- *proper development of mind through intelligent manual labour, spirit of fellowship and a cooperative way of living and a sense of group adjustment;*
- *developing capacity for sustained hard work;*
- *building habits of concentration, steadiness, regularity and exactness in work;*
- *Imparting and improving work-skills;*
- *awakening the self-confidence and self-reliance of inmates;*
- *training and preparing inmates for achieving lasting social readjustment and rehabilitation;*
- *imparting an occupational status and thus creating a sense of economic security among inmates;*
- *keeping inmates usefully employed in meaningful and productive work;*
- *preventing idleness, indiscipline and disorder amongst them;*
- *maintaining a good level of morale amongst them and thus promoting a sense of self; as well as,*
- *institutional discipline among them.”*

## **12.2. Prison SMART Program – South Africa and Indian Experience**

### **Facilitator blurb**



The Prison SMART Programme is a stress reduction program that aims to transform the lives of people working in or incarcerated within the criminal justice system. Prison SMART teaches skills that reduce stress, heal trauma and provides practical knowledge of how to handle negative emotions in order to live to one's highest potential and contribute to society in a positive way.

This program is globally recognized and works to help individuals in a variety of contexts and environments (disaster relief, rural development, education, women empowerment and prison environments).

The basic premise of the program within a prison context is that no individual is really ‘bad’ but takes to crime due to external stressors which they are unable to deal with effectively.

#### **Slide 74 – PRISON SMART PROGRAM (SOUTH AFRICA AND INDIAN EXPERIENCE)**

- Stress reduction program (globally recognized)
- Uses effective breathing techniques and yoga positions
- Claims that stressors influence our criminal behaviour

#### **Slide 75 – PRISONER PARTICIPATION**

41 inmates participated in the Prison SMART course. They loved every minute of it. They all arrived early for their sessions and eagerly waited for the program facilitators each morning. Everyone went through the yoga, breathing and knowledge with 100 percent focus and enthusiasm

Studies conducted on the impacts on the behaviour and health of prisoners is of interest.

#### **Slide 76 – THE STUDY CLAIMS:**

- Decline in the anger and aggression levels of the prisoners
- Decline in general fear (prisoners becoming more relaxed thus able to engage in other types of rehabilitation programming)
- Increased energy levels
- Overall improvement in physical wellbeing
- Overall sleep improvement

#### **Slide 77 – OVERALL IMPACT ASSESSMENT BY PRISON AUTHORITIES**

All the participants reported improved and undisturbed sleep patterns. The participants are much more forgiving and accountable for their own goals and life ambitions. All participants requested that the other offenders and members do the course. Some offenders have returned to their studies and their level of memory retention has increased.

#### **Slide 78 – IMPACT OF YOGA PROGRAM ON THE PRISONER**

Workshops began to be facilitated on a monthly basis. It was seen that inmates inspire their cellmates to take up the workshop.

- “I am now feeling healthier and calm and I can cope with my stress accordingly and not to forget, my sleep has improved a lot. I personally think this course helps you to communicate with your inner self. And it really helps me a lot with becoming stable and calm” - Sipiwe.

### 12.3. Drama Therapy, Lebanon

#### Facilitator blurb



This is an example of another program that influences the attitudes and spirituality of the prisoners / detainees within the facility. This was the first drama production for the detainees.

#### Slide 79 – DRAMA THERAPY, LEBANON (1)

“One of the inmates taught himself how to read so he could join the project, and another refused to quit despite serious health problems. Seated on benches in their barbed wire theatre, the inmates explain that the reason behind their enthusiasm is simple”.

“Others made fun of us for coming to work with Zeina, but I felt I suddenly had a reason to wake up in the morning”

#### Slide 80 – DRAMA THERAPY, LEBANON (2)

Prison authorities agreed to turn a former prayer room into an improvised theatre, and soon the 200 prisoners who applied to take part in the project began attending daily drama therapy sessions.

"I picked Twelve Angry Men because it's the perfect play for this situation. It gives the inmates a chance to reverse roles, to be the jury, which is therapy in itself," she says.

#### Slide 81 – DRAMA THERAPY, LEBANON (3)

Impacts:

Drug dealer

- "This is the first time I have been treated as a human being," said Mullah, who has been in Roumieh for 15 years.



#### ***Discussion point:***

What do you think the benefits are from this type of stress reducing / management program? Can it be used in the CRCD environment?

### 13. Conclusion

**NOTE TO FACILITATOR:**

- *Summarize the key points of the module.*
- *Ask if there are any final questions, concerns or clarification.*
- *End the module with the group activity below, trying to tie into the conversation all of the information in the module.*
- *If running short of time, turn this activity into a short group discussion.*

Group Activity:

**Small Group Activity (30 - 60 minutes, depending on time available)**

1. Divide the participants into 3 groups (groups will be larger or smaller depending on the number of participants).
2. Assign a session to each group (classification, sentence planning/case management and rehabilitation. Ask each group to consider these questions and prepare a 10-minute presentation:
  - What new things have they learned? What do they feel were the most important components of the session they have been assigned?
  - What would they like to do differently in the future?
  - What are the opportunities and challenges in applying what they have learned when they return to their functions within the RRC?
3. Give the groups 30 minutes to do the activity.
4. Each group should then do their 10-minute presentation in front of the larger group. This is IMPORTANT.
5. Summarise at the end

**Evaluation sheets** (10 minutes)

Hand out evaluation sheets and ask participants to complete them, and particularly, to include ideas and suggestions to improve the course.

## Chapter 5. End of Course Evaluation Form

### Classification, Sentence Management, and Rehabilitation training course evaluation form

Date: \_\_\_\_\_

Please indicate your impressions of the items listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I will be able to apply the knowledge learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The training objectives for each topic were identified and followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The materials distributed were pertinent and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The trainer was knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The quality of instruction was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The trainer met the training objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Class participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Adequate time was provided for questions and discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. How do you rate the training overall?					
Excellent	Good	Average	Poor	Very poor	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

What aspects of the training could be improved?

Other comments?







**UNODC**

United Nations Office on Drugs and Crime



منظمة التحرير الفلسطينية  
السلطة الوطنية الفلسطينية  
وزارة الداخلية

# CERTIFICATE OF PARTICIPATION

PRESENTED TO

**[ Name ]**

.....  
IN RECOGNITION OF YOUR PARTICIPATION IN

**THE “ [ title ] ”**

**TRAINING WORKSHOP**

**[ date ]**

***Ramallah,***

***Palestine***

\_\_\_\_\_  
***Mr Mohammed Abdul-Aziz***

***Col. Mahmoud Rahhal***

Regional Representative,

Director-General of General Administration, United Nations Office on Drugs and  
Crime Reform and Rehabilitation Centres