

## Attitudinal Change and Behaviour

The motivation, education and training of offenders and other marginalised groups



How many people have been victims of serious crime?

How did you feel as a consequence of that experience?

What do you think should be done to reduce crime?



## A Need for Change!

- Prison population 83,000 – rising to 85,000 by mid 2009
  - In Mar 08 - 2,350 15-17 yr old children in prison,
    - 250 12-15 year olds in private secure units
    - 217 children in local authority secure children's homes
    - From 1996 – 2006 girls aged 10-17 in custody increased by 181%
    - Since 1990, 29 children have died in custody – mostly self-inflicted
- 11% of serious prisoner assaults are by children, despite only being 3% of prison population – Why? Is this an indictment of our society?
- 75% of young people (18 – 24 yrs) imprisoned re-offend with 2 yrs, often within days / weeks after release
- Cost of keeping someone in prison is £41,000 per annum – Eton is £35,000!
- Government proposing to build Titan prisons – pop 2,500, cost £3bn+

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## The Reality of the Prison System

*"In all our of troubled public sector, the prison system is in the greatest disarray and danger"*

*Lord Hurd, President, Prison Reform Trust (PRT)*

*"Prison is becoming a warehousing service in which people are stored in between their crimes"*

*Prison Governor, London*

*"What is true all over the world is that people in prison are not representative of society as a whole. They are disproportionately drawn from certain poor neighbourhoods where a range of social, health and community problems are centralised. This reflects in part the fact that people who are economically and socially marginalised are at greatest risk of being drawn into criminal behaviour..."*

*Rob Allen, Director, International Centre for Prison Studies*

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## Impact of Individual Circumstances

- How would it be for you if you had experienced this? **Discuss –**
  - 72% of male and 70% of female prisoners suffer from 2 or more mental health issues.
    - 7% and 14% have psychotic disorders
  - 30% of young women in custody report being sexually abused in childhood
    - In 2007, 69% of young women in custody self-harmed
  - The average time spent on daily exercise for a YP is 3.5 hrs and children 3.9 hrs
  - 23% of juvenile prisoners have an IQ of less than 70
  - 20% have some hidden disability interfering with ability to cope within the CJS
  - Half of all prisoners have no qualifications
  - 48% of prisoners are below 11 yr old level in reading, 65% in numeracy and 82% in writing
  - 50% of prisoners do not have skills required for 96% of jobs
  - Only one in five can complete a job application
  - The lowest daily food cost per prisoner is £1.09
  - 51% of short term prisoners have housing problems prior to imprisonment
- Just a few of the numerous personal issues faced by offenders

It is this against this background that I  
would like to continue with this  
presentation

## Implementing Change – Which Way?

### 'Alice & the Cheshire Cat'

- Alice:** "Can you tell me please which way I ought to go?"
- Cheshire Cat:** "That depends a great deal upon where you want to go."
- Alice:** "I don't know."
- Cheshire Cat:** "Then it really doesn't matter which way you go does it?"

## A 'Change' World

- Many people do not like change
  - Ignorance of the issues – embarrassment
  - Differing values and perceptions of requirements
  - Fear of taking Risks
    - Comfort zones – Additional Training / Pride / Loss of face
  - Relinquishing Power & Control – entering Partnerships
  - Budget sharing – Cross cutting policies leading to redundancies
  - Public pressures – presentation of 'reality' / agendas / lobbying
  - Legislation – working within the Law and political correctness

## Promoting Change

Creating an environment where individuals are willing to accept 'change' and embrace it

*The Learning Environment*



## A Learning Organization

### Peter M. Senge (1947)

Named 'Strategist of the Century' in 1999 by the *Journal of Business Strategy* - one of 24 men and women who have '*had the greatest impact on the way we conduct business today*'

His book, *The Fifth Discipline*, discusses the concept of the 'learning organization' and the various roles of people within it.

Consider the next 3 slides within the context of teaching - strategically and front line



## Leading by Learning – Peter Senge

### A Designer – What does he mean? - Discuss

*"The functions of design are rarely visible, yet no one has more sweeping influence than the designer"*

- An organisation's policies, strategies and systems are key to design
- It provides the **purpose, vision and core values** by which people live
  - It fosters long-term orientation and design of the learning process and change

**What do we 'design' for offenders and other marginalised groups?**



## Leading by Learning – Peter Senge

### A Steward – What does he mean? - Discuss

- An overarching role of what people do
  - How an organisation / people need to evolve and how the evolution is part of something larger
  - A set of integrating ideas that provide meaning to all aspects of the learning and change process
- Being the '**Steward**' of the Vision
  - Involving commitment, responsibility and management for the vision, *but not ownership* – Rather it promotes '*service over self-interest*'

**Yet our vision for offenders and others tends to be simply Control!**



## Leading by Learning – Peter Senge

**A Teacher** – What does he mean by teacher? - Discuss

- Increasing clarity and insight, empowering views of reality
  - Influencing events, behaviour, systemic structures and purpose
  - Encouraging people to take responsibility and doing likewise
  - Cultivating purpose and understanding
  - Conceptualizing and promoting insights and knowledge, *'being open to challenge, further development and improvement'*
  - Teaching how to achieve a **personal vision** - fostering the learning
  - Managing 'tensions', between vision and perceived realities
  - Facilitating a shift in an individual's situation and attitude

All involve the 'tough soft' interpersonal skills



## Key Elements of Promoting Change

**COGNITIVE**

How we all think

**AFFECTIVE**

How we all feel

**BEHAVIOURAL**

what action is being taken  
(being asked of ourselves and the learner)



## Erskine's Eight Needs

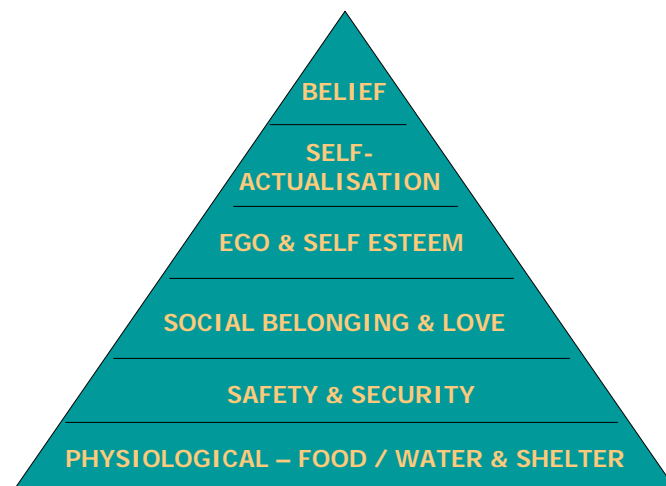
What are Erskine's eight human needs?

- The need for security
- The need to feel affirmed and validated
- The need to feel accepted
- The need to have experiences validated
- The need to define oneself and feel unique
- The need to feel supported without rejection or humiliation
- The need to make an impact on another
- The need to love & be loved

Most excluded individuals do not experience these needs  
How would you be without them?

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## Maslow's Hierarchy of Human Needs



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## Self-actualisation

*"A musician must make music, an artist must paint, a poet must write, if he is to be at peace with himself. What a man can be, he must be. This is the need we may call self-actualisation...."*

*"It refers to man's desire for fulfilment, namely the tendency for him to become actually what is potentially: to become everything that one is capable of becoming"*

*Dr. Abraham Maslow*



## A Culture of Exclusion

- Blocks to thinking and a desire for 'change'
  - Perceptions of marginalised groups by society, and of society by marginalised groups
- To promote change we need to address–
  - the human issues - the 'soft' but 'tough' issues
  - Thinking / Feeling / Behaviour / Understanding
  - Addressing the emotions – Sadness, Anger, Fear, Joy
    - Overcoming fears, building self-confidence and self-worth



What does society tend to do with offenders and other marginalised groups to address the 'thinking, feelings and behaviour'?

We lock them up / tell them that they are bad and worthless!

## Working with Excluded Groups

Key Issues: -

- Motivation and confidence to work with the learners
- Understanding and empathy with social backgrounds, needs and aspirations
- Belief in an individuals ability to change
- Ability to develop and maintain an open, welcoming and respectful approach as a trusted adult
- Recognition of social exclusion / inequalities - impact on 'thinking, feelings and behaviour'
  - abuse, poverty, fear, failure, anger, sadness, lack of self-worth, confidence, poor communication skills, education and family support, lack of employment and housing, social ghettos
- Understanding behaviour models
  - Avoidance, denial, blame, anger, victim etc. and the impact of mental health, disabilities and learning issues – dyslexia, dyspraxia, poor eye sight and hearing
- Understanding the barriers to learning faced by excluded learners
  - Lack of family support, transport, basic skills, negative peer pressure, environments etc

## Working with Excluded Groups

### Key Issues Cont: -

- Strategies to develop social, emotional and behavioural skills with learners
  - Boundaries, rapport, understanding the 'games' being played and responses
- Learning styles - assessment and the contextualisation of lesson plans, continuous assessment of student needs, monitoring and evaluation
- The promotion of a flexible, adaptable and positively motivated learning environment, conducive to individual student development and opportunities
- Taking account of the views of students themselves
- Understanding criminal justice system, professional boundaries, sentencing, probation, prison system / routines and environment - security and drugs
  - Its impact upon the learner, the teacher and other professionals
- Understanding the importance of the multi-disciplinary team (police, youth justice, probation, prison, social services, health,) addressing wider social, employment and personal issues

## Conclusions

- The failure to address the learning needs of excluded groups is costing society £billions p.a., wasted lives and increasing social breakdown
- Working with de-motivated people is not easy
  - Requires commitment, empathy, understanding, skill, joined up agency work
- With understanding and meaningful partnership, the outcomes are positive and extremely rewarding for teachers and learners and society