

# **SHARING DE-BRUTALISATION:**

**Anachronizing Crime, Punishment, Inherent Harm and Wasted Potential**

4 Volumes



Vol 2 of 4: Chapters 7 - 10

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## **CHAPTER 7: NURTURING CONSTRUCTIVE ACTIVITY**

This chapter considers how nurturing constructive activity from the start of life, before the ‘barriers’ that Aspinall (2013<sup>1</sup>) describes take hold, might be advanced, particularly in terms of improving people's levels of, and opportunities for, aspiration, motivation, action, planning, strategies, stages, movement, expression and happiness.

### **Theory and Literature Review of Nurturing Constructive Activity**

Nurturing constructive activity to create helpful, rather than what Smith (2012) calls unhelpful, normalities could be key. In this, education and training are important to a sense of well-being (Matheson 2011), as is social learning within a prosocial community as ‘living learning’, with people taking responsibility for their own community and where everyone has a job to do (Stevens 2013<sup>2</sup>) that is aligned with the plans McMurren and Ward (2004) say individuals construct for their lives. In addition, if overall goals can be broken into sub-goals, which can be quickly attained to bring an early sense of achievement, motivation to act is heightened, as it is too when there is a high level of commitment because the goal ‘relates to a valued primary goal’ (McMurren and Ward 295-311:2004).

Motivating constructive activity might usefully include focusing on people's children and families, for, as Armstrong (2012<sup>3</sup>) says, these are a massive motivation for prisoners and ‘nothing else engages prisoners as quickly and sustainably as children and

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<sup>1</sup> Speaking at the Evaluation of the Reach the Heights-Support into Education and Learning Youth Justice Project 2010-2013 dissemination event 28.2.13 Merthyr Tydfil.

<sup>2</sup> Presenting ‘‘ Serious Therapy’ for Serious Women offenders: experiences of the prison-based democratic therapeutic community for women’ at Newport Centre for Criminal and Community Justice Women and Justice Conference

<sup>3</sup> Presenting Family Interventions and Invisible Walls Wales Based in Parc Prison in Wales in presentation to Children and Families of Offenders seminar on the 4<sup>th</sup> October 2012.

families', which are the 'sacred flame'. People 'strive' for things 'to be better, even when it continually fails' (Armstrong 2012<sup>4</sup>), and, for those with a criminal past, a 'miracle' looks like 'my husband has gone to work', 'my kids would go to school without argument', 'I would step out of the bed onto carpet', 'anyone seeing our family through the window would see us happy and wish their family was like that' and 'no one in the house smokes or drinks or takes drugs' (Davies 2012<sup>5</sup>).

Within this, childhood is the 'priority', since that is the 'moment when brain and body are developing' (Tiessen UNICEF speaking on the 10th April 2013<sup>6</sup>), so the 'practice made permanent'<sup>7</sup> right from that point needs to be a constructive one. This is likely to benefit from positive, future-oriented, optimistic and approach-goal focused (Ward and Maruna 2007) development strategies to develop each person's potential, with planning for his/her performance (Iga 2012), while never being 'neglectful' of what makes him/her 'happy' (Lamb 2013<sup>8</sup>). Identifying, enabling and nurturing that for which individuals have both an appetite and an aptitude, to provide that which McMurren and Ward (295-311:2004) said 'any justifiable intervention' needs to provide, namely taking account of individuals' 'unique circumstances, abilities, preferences and strengths', seems central. Also critical might be providing a full range of experiences and opportunities (Williamson 2013) for all children, right from the start of life, with family interventions even before school wherever they are needed, since, as Adamson (19-

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<sup>4</sup> Presenting Family Interventions and Invisible Walls Wales Based in Parc Prison in Wales in presentation to Children and Families of Offenders seminar on the 4<sup>th</sup> October 2012.

<sup>5</sup> Presenting presentation 'Wildlife and Timber Trafficking', ESRC Green Criminology Research Seminar Series.

<sup>6</sup> Speaking on Sky News, Sky TV.

<sup>7</sup> A phrase frequently used in the football in which the researcher is an experienced coach to emphasise the importance of practising correct rather than incorrect technique.

<sup>8</sup> Speaking on The Daily Politics, BBC 2 on 15<sup>th</sup> May 2013, BBC.

20:2013) says, ‘in recent times it has been widely acknowledged that the foundations of educational success are laid down before formal education begins’.

It seems important to ensure all layers of education include a broad range of factors, such as social understanding, value formation and citizenship, as well as the opportunity to develop ‘diverse abilities and potentials’, ‘managing and negotiating’ the ‘world’ and ‘making decisions about jobs and careers, families and homes, finances and pensions, citizenship and community participation’ (Adamson 21-23:2013). Furthermore, in order to systematically deliver on these things going forward, humans may need sufficient nurturing to acquire the ‘mental toughness’ required to secure ‘recovery from setbacks’, so as to ‘restore stability quickly, place mistakes in context’ and ‘remain engaged’ and confident, including being able to ‘manage emotional states’ and ‘remain positive’, as well as having the drive to ‘focus on’ ‘outcome’, ‘stay involved’ and ‘avoid distractions’ (Smith 54-57:2007). Individuals need to be able to ‘sustain attention’ and ‘take responsibility for personal performance’, as well as to be responsive and capable of learning and to be able to ‘change behaviours as needed, remember and apply key information’ and ‘decide when behavioural changes are required’ (Smith 54-57:2007). For these, and the ‘healthy, well-informed habits’ that Adamson (25:2013) described, such as ‘of eating and exercise’, nurturing is needed as part of fully rounded ‘educational wellbeing’.

In terms of the UNDHR<sup>9</sup>, there are a number of such constructive activities to which individuals are inherently entitled and which this research distils into factors for delivery.

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<sup>9</sup> The Universal Declaration of Human Rights (UN General Assembly 1948)



| Constructive Activities Under<br>The Universal Declaration of Human Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- free compulsory education for full development of the personality, the strengthening of respect for human rights and freedoms and to promote understanding, tolerance, friendship and peace, while respecting parents prior right to choose their child's education, followed by generally available technical and professional education and higher education accessible on merit.<sup>10</sup></li> <li>- social security and realization of economic, social and cultural rights as part of dignity and free development of personality<sup>11</sup></li> </ul> | <ul style="list-style-type: none"> <li>- taking part in a government and public service authorised by the public<sup>12</sup></li> <li>- participation in cultural life, a share in scientific advancement and its benefits and the ownership of what they produce as author<sup>13</sup></li> <li>- employment, free choice of employment, protection within it, just and favourable conditions and pay, supplemented as necessary, to provide a dignified working existence with time for rest and leisure<sup>14</sup></li> </ul> | <ul style="list-style-type: none"> <li>- freedom of movement and residence<sup>15*</sup></li> <li>- freedom to seek, receive and impart information and ideas through any media and regardless of frontiers.<sup>16*</sup></li> <li>- freely founding a family that is protected<sup>17*</sup></li> <li>- Everyone has duties to the community<sup>18**</sup></li> </ul> |



| As Characterised by This Research                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Advancing Development*</b> of aptitudes and appetites through lifelong education in their active pursuit in non-harming ways to enable quality performance, happiness and well-being, alongside timely action on mental and physical health needs and substance use as well as coursed-preparation to manage life that is certified and endorsable as part of citizenship.</p> | <p><b>Active Participation**</b> in, and contribution to, society, such as through rewarding, advancing, non-harming and pride-giving employment, or alternatives, available for all and required of all and an end to unemployment, money without effort and effort without money, such that work, education, training, charity work, starting a business or disseminating quality parenting as part of parenting or any other alternative project or contribution that suits an individual and fits with their life become the conduit for payments, which should be sufficient to fund quality lives and obliged insurance for times of need.</p> | <p><b>Personal Responsibility***</b>, *as individuals and **as representatives of the state or any other organisation, fostered from childhood, to and for freedom, such as through client-led interventions that empower freedom and the constructive flexible thinking to utilise it, alongside required expectations in the duty to work towards preventing downward life spirals that cause harm.</p> |

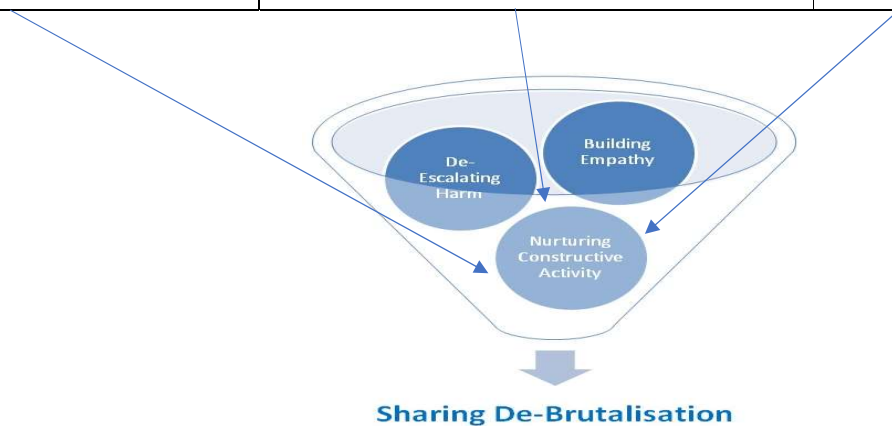


Fig. 7. 1 As Characterised by This Research

<sup>10</sup> Article 26 of The Universal Declaration of Human Rights

<sup>11</sup> Article 22 of The Universal Declaration of Human Rights

<sup>12</sup> Article 21 of The Universal Declaration of Human Rights

<sup>13</sup> Article 27 of The Universal Declaration of Human Rights

<sup>14</sup> Articles 23 and 24 of The Universal Declaration of Human Rights

<sup>15</sup> Article 13 of The Universal Declaration of Human Rights

<sup>16</sup> Part of Article 19 of The Universal Declaration of Human Rights

<sup>17</sup> Article 16 of The Universal Declaration of Human Rights

<sup>18</sup> Part of Article 29 of The Universal Declaration of Human Rights

These factors could be nurtured with the ‘wider range of opportunities’ that Adamson (19-20:2013) described from the outset of life and onwards, as Adamson said, to ‘the beginning of adult life’. Moreover, this study goes further and asserts that constructive activity needs to be nurtured endlessly on beyond that point, such that everyone has the opportunity to be nurtured in their potential for constructive activity throughout their life. Further still, this research advocates that the *expectation* of constructive activity also be nurtured, so that every individual is *expected* to utilise that nurturing to constructively **\*\*participate** in their society and to take **\*\*\*responsibility** for their own advancement and **\*development** within a state/organisational structure that is *expected* to adequately enable this.

### Advancement through Constructive Activity

Involving both state and individuals in the shared constructive advancement of lives, to replace the brutalising inherent harms and wasted potential of so many current lives, might incorporate a number of possible stages. The first of these might need to be harbouring appropriate **aspiration** to undertake that advancement.

| Advancement                   |            |        |          |            |        |          |            |           |
|-------------------------------|------------|--------|----------|------------|--------|----------|------------|-----------|
| Am I going to advance myself? |            |        |          |            |        |          |            |           |
| Aspiration                    | Motivation | Action | Planning | Strategies | Stages | Movement | Expression | Happiness |

Tab. 7.1 Advancement

### Aspiration

If aspiration is too strong and is not specifically nurtured to be constructively active and de-brutalising it could actually be counter-productive. This risk appeared to be exemplified by the way in which four times as many of those who were strongly aspirational had a high, as opposed to a low, offending risk. Additionally, twice as

many were not working, as were fully working. Conversely, none of those who were only weakly aspirational had a high offending risk and only 5% of those who were not working were weakly aspirational.

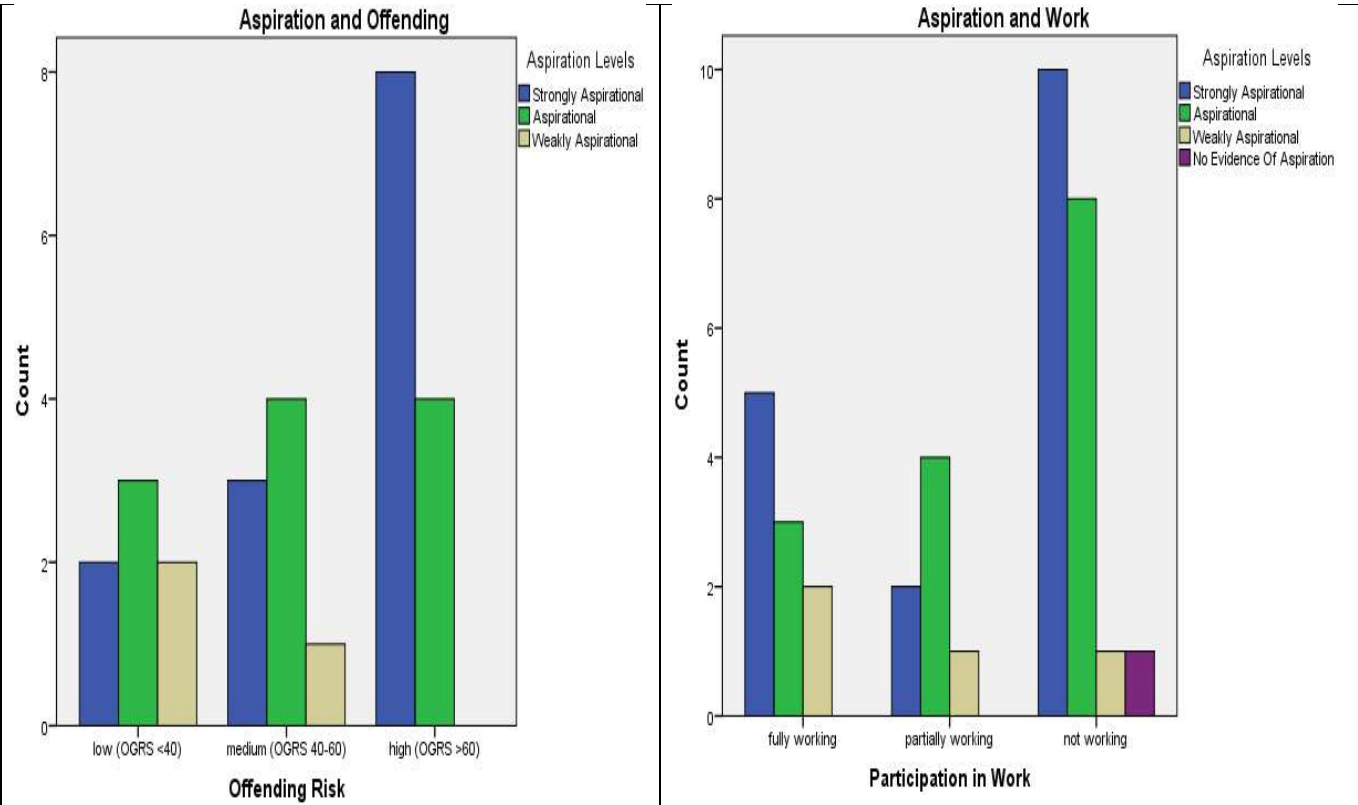
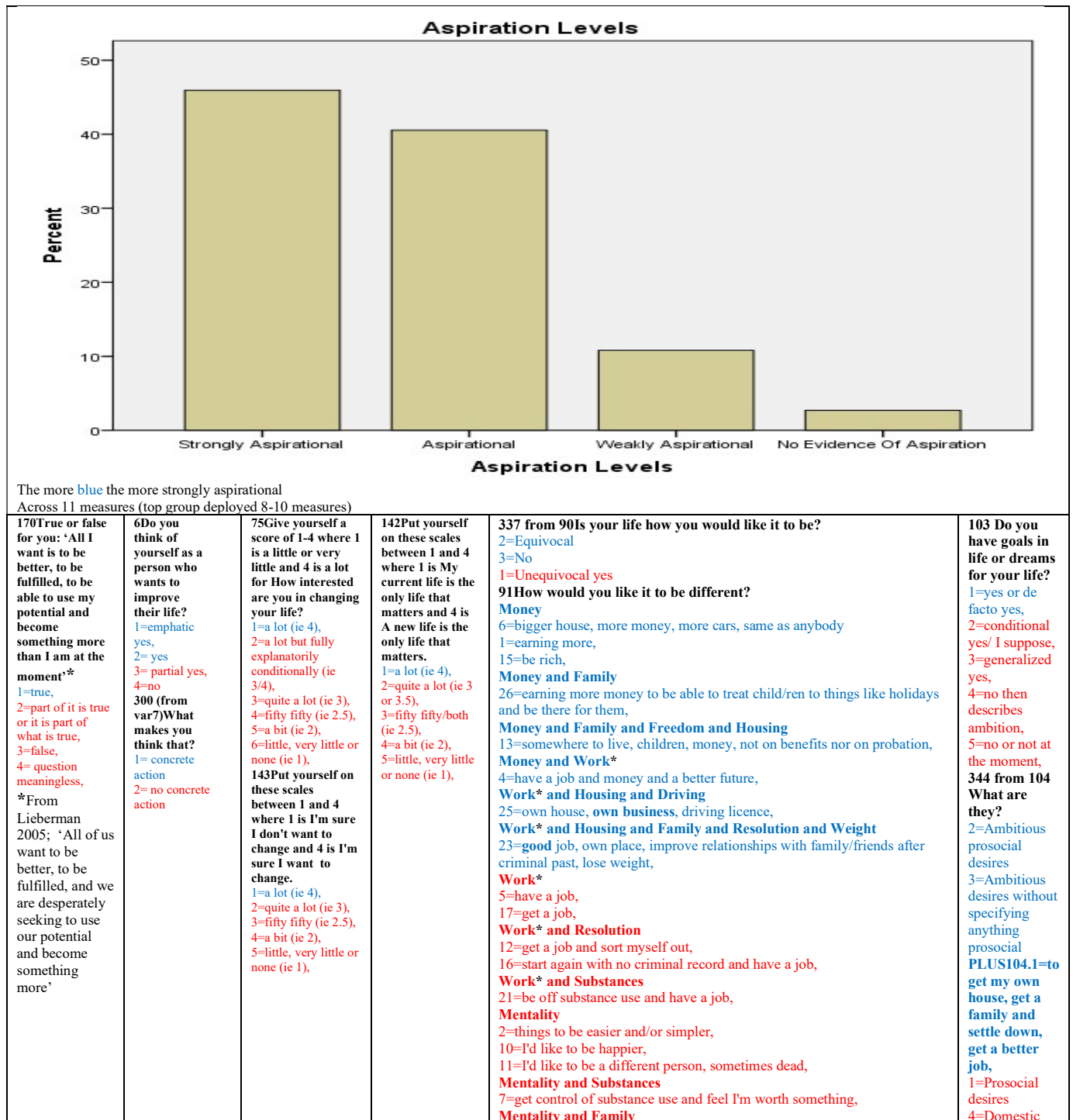


Fig. 7.2 Aspiration and Offending/Work

This apparent preference, amongst those who were strongly aspirational, for fulfilling aspiration through offending rather than work, along with an association between work and weak aspiration, may suggest that work might not currently adequately cater for strongly aspirational individuals. This seems to endorse the previously discussed importance of making work more conducive to achieving aspirations, and offending less so. At the same time, having no aspiration at all appeared to be associated with worklessness, endorsing the importance of nurturing aspiration when expecting

individuals to be constructively active, such as through work, even whilst ensuring prosocial avenues through which to enact it are available as well as expected.



|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                    |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  | <p>8=my parents have died and I wish I had them back to turn to,<br/> <b>Mentality and Resolution</b><br/> 24=not getting arrested, sort my head out,<br/> 28=stop having all this stress with my life,<br/> 22=change myself/be normal and stop doing wrong/criminal things,<br/> <b>Housing and Resolution</b><br/> 14=lots of ways including a place to live and a fresh start,<br/> <b>Family</b><br/> 3=I'd like to have a family,<br/> <b>Family</b><br/> 20=marriage break up out of the way,<br/> <b>Freedom</b><br/> 19=being free of present legal restrictions and punishments and of feeling held back and restricted,<br/> <b>Relocation</b><br/> 18=to be living somewhere different,<br/> 27=leave the country,<br/> <b>Equivocation Unexplained</b><br/> 9=at the moment it is as I want,</p> | <p>desires<br/> 5=Outside control<br/> <b>345 from 105</b><br/> <b>Is it a realistic goal/dream?</b><br/> 1=Yes<br/> 2=Non-committal<br/> 3=No</p> |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

\* work associated with aspiration only when linked to an aspirational requirement for that job.

Fig. 7.3 Aspiration Levels

Having said that, there appeared to be evidence of widespread aspiration, with only 3% of participants showing no evidence of aspiration and only 11% appearing to be weakly aspirational. It was enacting aspiration appropriately, or at all, that appeared to be the problem.

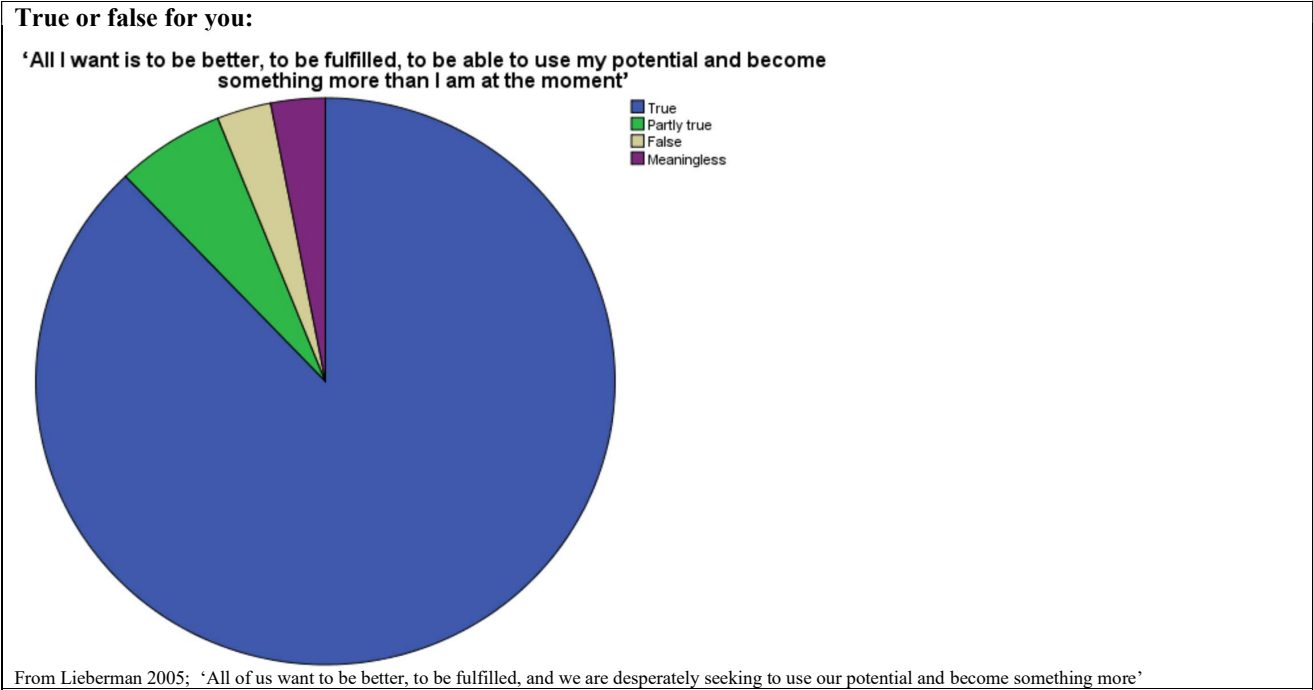


Fig. 7.4 True or False for you?

94% of participants thought, at least partly, that they wanted to be better, fulfilled, able to use their potential and become something more than they were currently<sup>19</sup>, including 88% thinking so unequivocally. Moreover, 98% scored themselves above centre for being interested in changing their lives<sup>20</sup>, including 83% giving themselves the highest score of 4 out of 4 on that scale, which represented ‘a lot’. In addition, 89% scored themselves above centre for being sure they wanted to change<sup>21</sup>, including 81% giving themselves the highest score of 4 out of 4.

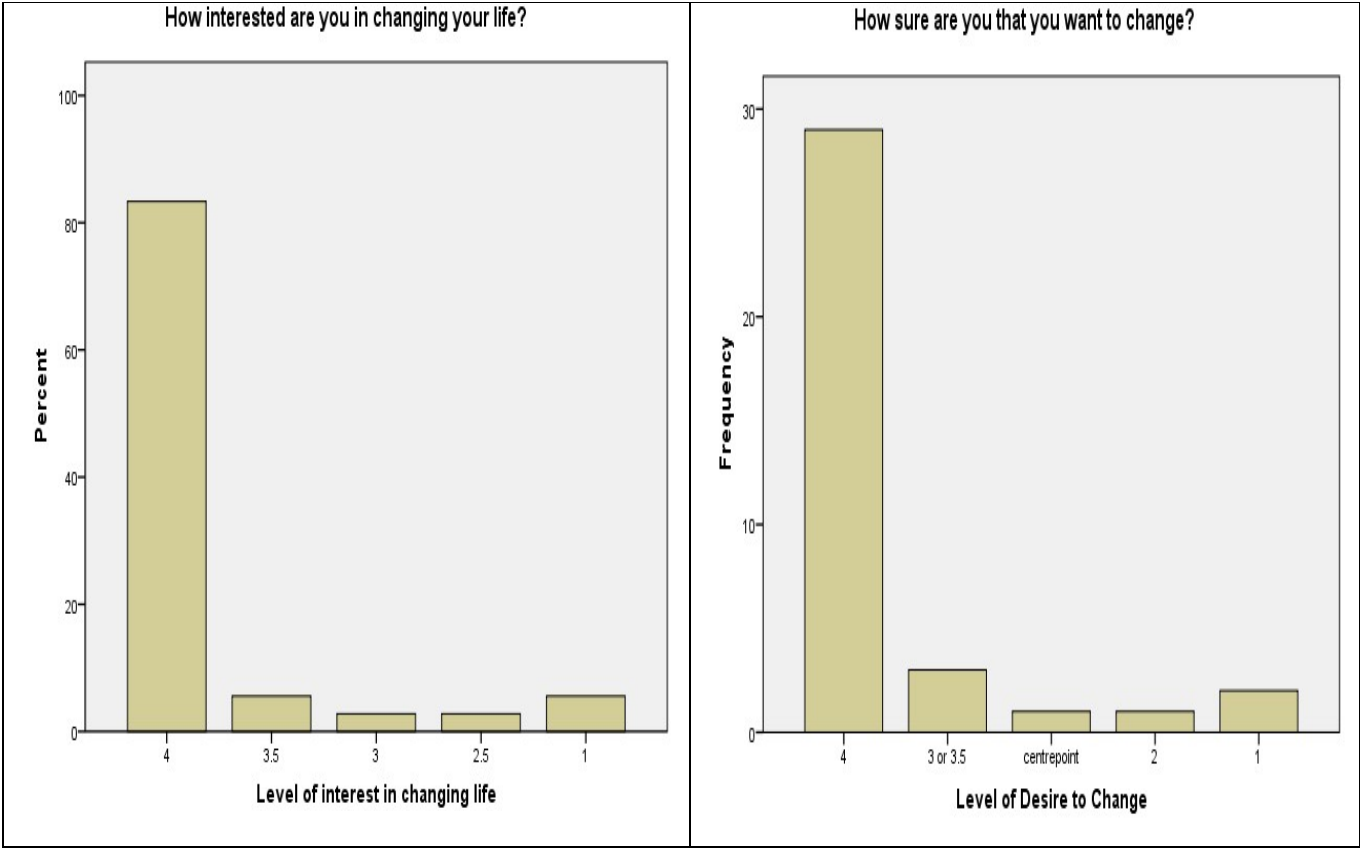


Fig. 7.5 How interested are you in changing your life?

<sup>19</sup> From Lieberman 2005; ‘All of us want to be better, to be fulfilled, and we are desperately seeking to use our potential and become something more’

<sup>20</sup> On a 1-4 ‘little’ to ‘a lot’ scale. Give yourself a score of 1-4 where 1 is a little or very little and 4 is a lot for ‘How interested are you in changing your life?’

<sup>21</sup> On a 1-4 ‘little’ to ‘a lot’ scale where 1 is I’m sure I don’t want to change and 4 is I’m sure I want to change.

However, these apparently prevalent aspirational attitudes eroded to less than half of their respective proportions when participants were asked about the degree to which any **new life**<sup>22</sup>, to which they may aspire, mattered to them, relative to their **current life**.<sup>23</sup> Only 40% of participants gave a new life the highest score of 4 out of 4, compared to more than 80% of the previous three measures. This appeared to suggest that aspiration for the **future** (ie; a new life), may sometimes lack an accompanying willingness to sacrifice in the **present** (ie; the current life) in order to achieve it.



Fig. 7.6 My current life is the only life that matters

<sup>22</sup> On a scale between 1 and 4 where 1 is My current life is the only life that matters and 4 is A new life is the only life that matters.

<sup>23</sup> Nevertheless, this could just be a difficulty imagining a new life and going back to what is familiar (Raynor 1:2017).

Similarly, the 97% of participants who thought of themselves, at least partly, as people who wanted to improve their lives<sup>24</sup>, including 92% who thought so unequivocally and 42% who thought so emphatically, shrank dramatically when these life-improvers were asked to demonstrate this by explaining what made them think so.

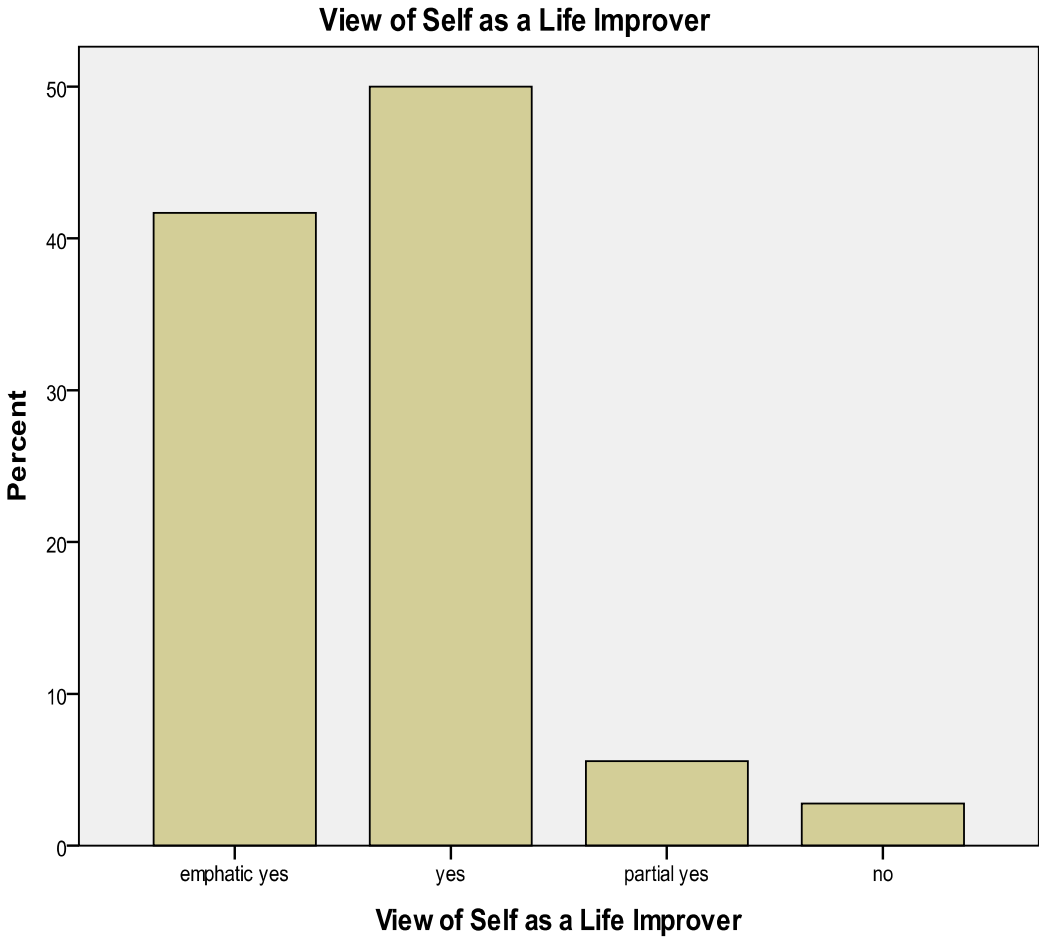


Fig. 7.7 View of Self as a Life Improver

The self as a life-improver eroded from 97% to only 23% able to offer concrete action as an explanation for this view of themselves.

<sup>24</sup> Do you think of yourself as a person who wants to improve their life?



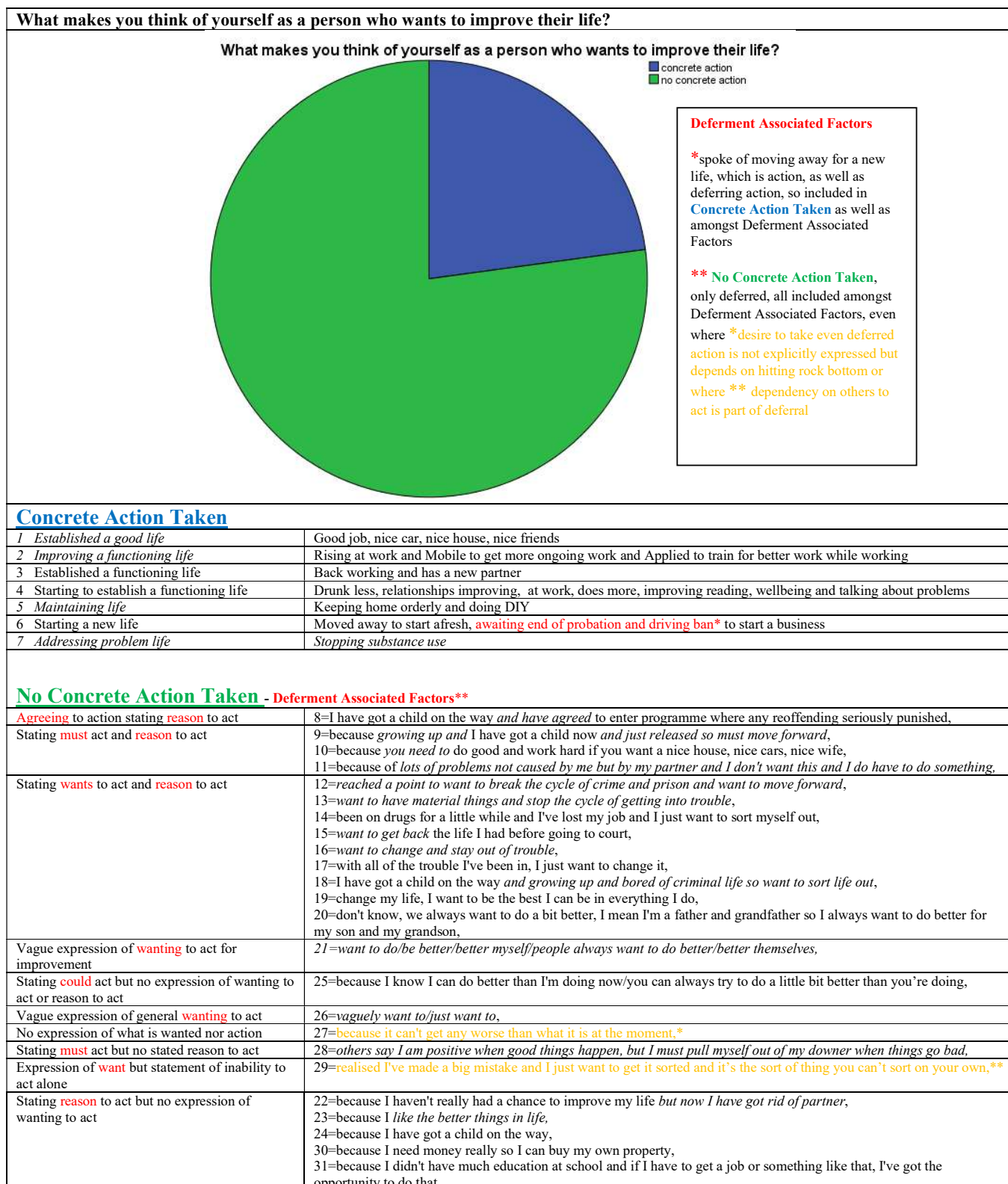


Fig. 7.8 What makes you think of yourself as a person who wants to improve their life?

For aspirations to be acted upon, not **deferred**<sup>25</sup>, nor relegated to **dependency**<sup>26</sup>, a willingness to sacrifice and to take concrete action in the present, in order to achieve what is wanted for the future, may need to be nurtured. However, the way in which the only participant who had claimed *no* degree of life-improving identity for himself at all<sup>27</sup> explained that this was because he was happy with the life he had now created for himself, rejecting the hassle of aspiration, after having sampled it, and choosing a stable working life compatible with happiness instead, legitimately suggests that deciding not to sacrifice present happiness, such as through the ‘hassle’ this participant cited, in pursuit of aspiration, such as in running the ‘business’ he had previously run, can be just as validly part of taking concrete action as any pursuit of traditional aspiration might be.

**The only participant who had claimed *no* degree of life-improving identity for himself at all, explained this by saying:**

*‘I’m happy what I’m doing now, I’m a painter and decorator for a hotel group, I want to stick at that, do a day’s work and go home, I have run my own **business** before, let them have the **hassle** now,’*

Tab. 7.2 A Participant

However, having the choice as to whether or not to pursue aspiration might be important, such that nothing is done to make it impossible to do so, such as doing anything to compromise a future DBS check if wanting to work with children. In this regard, exploring aspirations early *before* ‘**I’ve made a big mistake and I just want to get it sorted and it’s the sort of thing you can’t sort on your own**’ and *before* ‘**it can’t get any worse than what it is at the moment**’ may be valuable. Thus, finding the aspirations of

<sup>25</sup> See Deferment and Brutalisation section in Chapter 5

<sup>26</sup> See Dependency and Brutalisation section in Chapter 5

<sup>27</sup> Who is thus not shown on the ‘What makes you think of yourself as a person who wants to improve their life?’ table.

claimed life-improvers, upon which to increase their levels of **concrete action**, might be of use, especially since only 23% of them were currently taking such action.

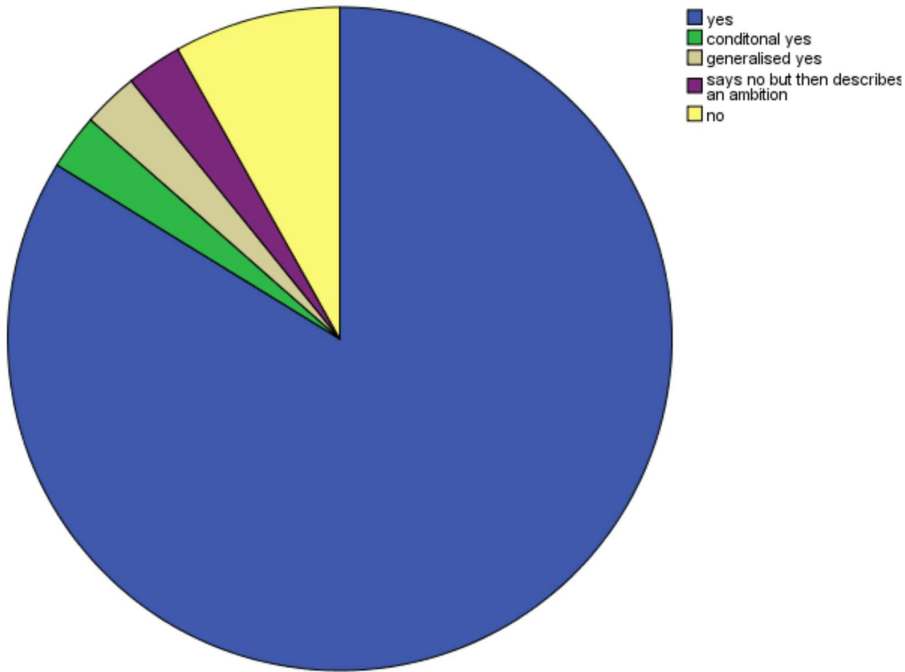
| Participants' Explanations of Self-Image as a Life Improver                                                                                                                                                                                                                                                                                                                                                           | Frequency | Percentage  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|
| <b>Blue=23% concrete action taken</b><br><b>Brown=52% reason for action without action</b><br><b>Turquoise=40% desire for action without action</b><br><b>Grey=12% requirement for action without action</b><br><b>Purple=6% capacity for action without action</b><br><b>Lime=3% agreeing to action with a reason to act</b><br><b>Pink=3% no reason, desire, requirement nor capacity for action without action</b> |           |             |
| Concrete Action Taken                                                                                                                                                                                                                                                                                                                                                                                                 | 8         | 22.9        |
| Stating must act and <b>reason</b> to act                                                                                                                                                                                                                                                                                                                                                                             | 3         | 8.6 (8.6)   |
| Stating wants to act and <b>reason</b> to act                                                                                                                                                                                                                                                                                                                                                                         | 9         | 25.7 (25.7) |
| Vague expression of wanting to act for improvement                                                                                                                                                                                                                                                                                                                                                                    | 3         | 8.6         |
| Stating <b>reason</b> to act but no expression of wanting to act                                                                                                                                                                                                                                                                                                                                                      | 5         | 14.3        |
| Stating could act but no expression of wanting to act or reason to act                                                                                                                                                                                                                                                                                                                                                | 2         | 5.7         |
| Vague expression of general wanting to act                                                                                                                                                                                                                                                                                                                                                                            | 1         | 2.9         |
| No expression of what is wanted nor action                                                                                                                                                                                                                                                                                                                                                                            | 1         | 2.9         |
| Stating must act but no stated reason to act                                                                                                                                                                                                                                                                                                                                                                          | 1         | 2.9         |
| Expression of want but statement of inability to act alone                                                                                                                                                                                                                                                                                                                                                            | 1         | 2.9         |
| Agreeing to action stating <b>reason</b> to act                                                                                                                                                                                                                                                                                                                                                                       | 1         | 2.9 (2.9)   |

Tab. 7.3 Participants' Explanations of Self-Image as a Life Improver

Agreeing to any action, having a **reason** to act, feeling one **must** act, **wants** to act and **could** act may all need to be converted into actual action. The importance of that conversion process is highlighted by the way in which 52% of participants had a **reason** for action, 40% had a **desire** for action and 21% either had a **requirement** or **capacity** or had **agreed** to action, but without citing having taken action. Without actual action to demonstrate authenticity, any intention, however modest, is only a daydream. Indeed, even the most modest of intentions deserves the accolade of ‘aspiration’, with only 8% of participants saying unequivocally that they had no such dreams.

## Dreams and Goals

Do you have goals in life or dreams for your life?



Goals and Dreams

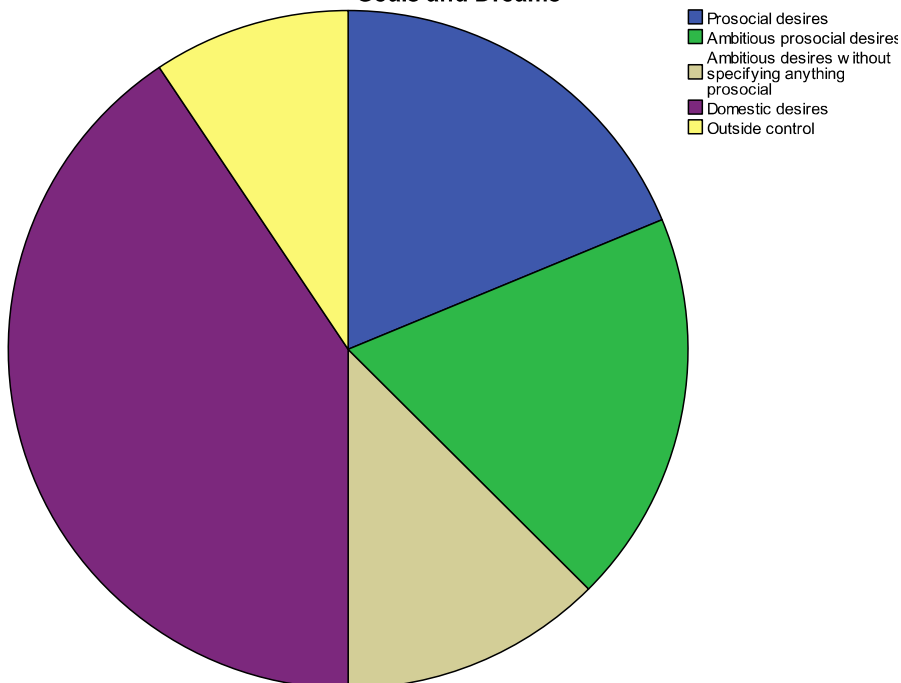


Fig. 7.9 Dreams and Goals

For 19% these dreams represented modestly prosocial desires and for 41% they represented modest domestic desires. Only 19% named ambitious prosocial desires, whilst 13% named ambitious desires, without specifying anything prosocial. In addition, 9% cited winning the lottery, which, although buying a ticket is within their control, is itself outside their control in terms of winning. If the lottery, with all its overwhelming odds against winning, is nevertheless seen as providing the best chance of wealth, this may emphasise just how unachievable earning wealth through work must seem. Drastically improving routes for its achievement through work might be vital. In this regard, two thirds of those who relied on the lottery to deliver their goals were not working, as were two thirds of those with ambitious prosocial goals, higher proportions than any other type of aspiration.

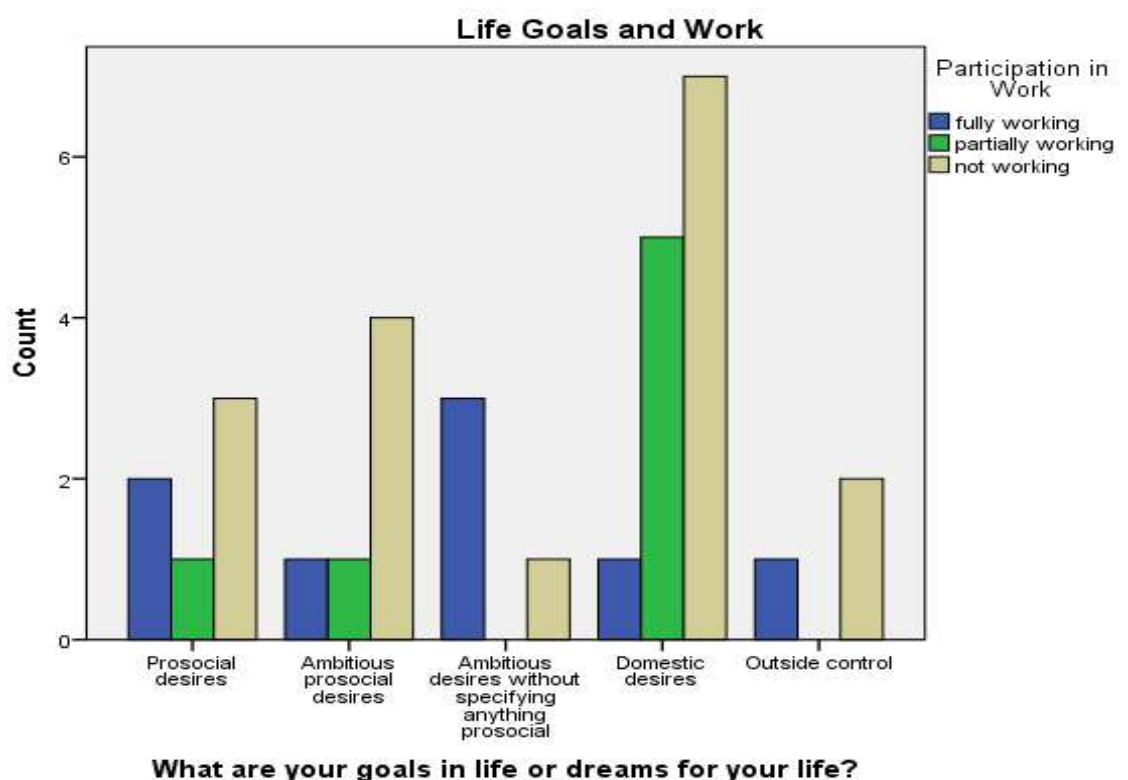


Fig. 7.10 Life Goals and Work

Only 8% of those who were fully working focused their aspirations solely domestically, such as on holidays, happiness, health, pets, family, moving or acquiring a home or improving the appointment of that home, with only one of these even considering an externally engaged social possibility, in this case ‘maybe’ college. By contrast, those with external explicit prosocial aims, albeit not particularly ambitious ones, all included a desire for work or training or better work. The way in which insular domestic aspirations appeared to be so strongly disassociated with fulltime work, might suggest that fulltime work may foster a broader outlook on life, or, conversely, the absence of fulltime work could make individuals more insular. Either way, fulltime work seems likely to be beneficial, as long as it does not come at the expense of a domestic balance to life. Indeed, ambitious goals *not* specifically associated with prosocial means of achieving them, actually appeared to be most strongly associated with fulltime work, with three quarters of these individuals working fulltime.

The benefits of full-time, rather than part-time, work could be endorsed by the way in which three quarters of those in fulltime work did not confine their aspirations to their domestic lives or to the lottery, while three quarters of those in part-time work confined theirs to their domestic lives. Although this may reflect the way in which part-time work might fit better with those with domestic concerns, it could also serve to make these individuals more isolated and stymie their broader potential. Thus, those who are focussed on domestic concerns, such as parenting, might need to be protected from social exclusion, such as by being involved in the wider community more explicitly in any parenting role, for example by acquiring and proliferating parental expertise, to ensure broad and active full participation in society and access to wages in this, even whilst they fulfil any domestic aspirations or obligations.

Only one of the fulltime workers cited a specific ambition that money cannot specifically buy, namely improving his ability within his sport. Sporting ability, and even the capacity to turn that into a fulltime job, may be an example of the importance of early targeting of appetites and aptitudes, in this case when the body is best placed to maximise the necessary neural pathway development<sup>28</sup> with ‘adaptive responses to the appropriate training methods’ for young people being ‘neural in nature’ to optimize physical development from youth (Lloyd 72:2012). This seems as applicable to mind as to body with early experiences shaping neural connections in both mind and body (Decety 2015). Pursuit of such, or indeed any, aspiration, is likely to rely on an understanding that aspirations alone are insufficient to deliver outcomes. Effort and opportunity are needed as well, with the individual and the state respectively providing these if people are to have the lives they would like.

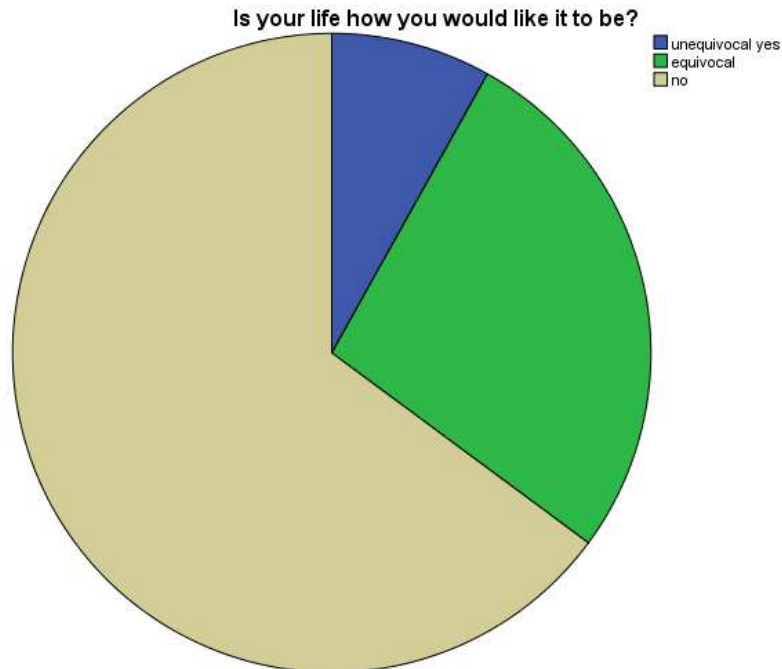


Fig. 7.11 Is your life how you would like it to be?

<sup>28</sup> Highlighted within the Football Association's Youth Coaching Award and practised by this researcher in her work in elite youth football at Arsenal Centre of Excellence

Only 3 individuals in this study were unequivocally satisfied with their lives<sup>29</sup>, while 92% expressed some degree of dissatisfaction, 65% being unequivocally dissatisfied and 27% being equivocal in this regard, suggesting widespread lack of optimum satisfaction with life. Those who had been equivocal<sup>30</sup> with regard to their life satisfaction had aspirations focussed on work, money, family, mentality and substance use, while those who had been unequivocally dissatisfied with life had additional aspirational foci, as well as these, namely relocation, freedom from official criminal justice constraints, resolution of issues in life, housing, driving and weight loss.

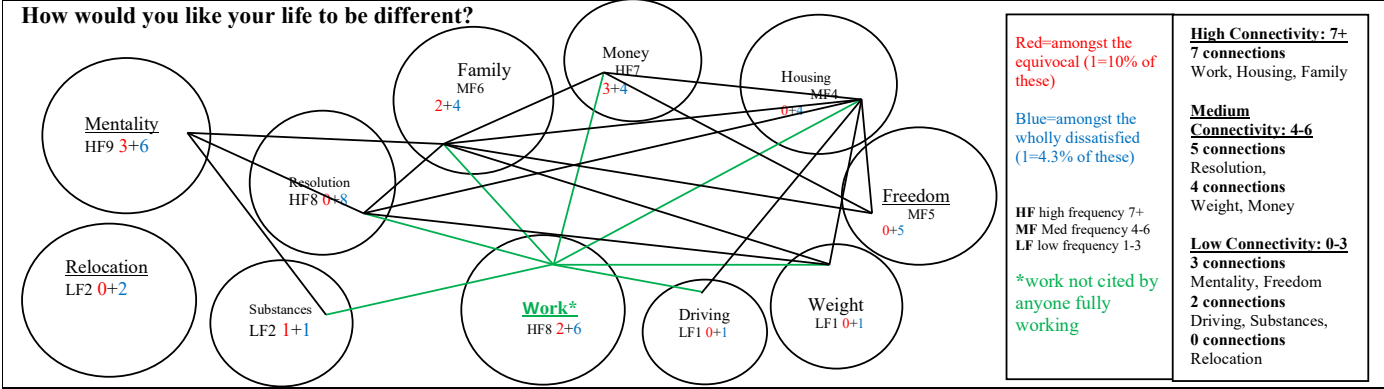


Fig. 7.12 How would you like your life to be different?

Therefore, these additional factors could be particularly associated with the *greatest* dissatisfaction with life, as they were particular to the most dissatisfied respondents, while the former factors might represent the most *widespread* such factors, as they were pertinent across both categories. All of them may need to be addressed within any holistic approach to the advancement of constructively active de-brutalised lives.

<sup>29</sup> When all 37 participants had been asked if their lives were how they would like them to be  
<sup>30</sup> When the less than wholly life-satisfied participants were asked how they would like their lives to be different



Within these, work was associated strongly with aspiration *when* work was linked to a better future or owning a business or having a good job, but *not* when simply seen in terms of having or getting a job without any aspirational requirement for that job. None of those who were fully working mentioned work as an area requiring improvement to deliver a satisfying life, suggesting that working per se, regardless of whether that work is fulfilling aspirationally, may enhance life. Conversely, for those who were not fully working, it seemed to be that achieving a thriving working life could be connected to resolution, housing, driving, weight loss, money, family and substance use.

In fact, work, alongside housing and family, were the most ***connected*** areas requiring advancement. This might suggest that these issues may be particularly important to tackle, as they could have the greatest knock-on effects into other areas of life satisfaction. In terms of the most ***frequently*** cited area, individuals' mentality appeared to be the predominant individual factor. It was also the only category to be characterised by having both ***high*** frequency and ***low*** connectivity, which might suggest that mentality may be the greatest cause for individualised concern. Thus, improving the mentality of individuals could alone, as it is the least connected, be able to influence the most lives, as it is the most frequently cited, and thus, perhaps, might be the most efficient single means of promoting advancement.

Whatever type of advancement is promoted it needs to be realistic (precluding reliance on such things as winning the lottery), as well as being accompanied by the motivation to be undertaken. In the former regard, ironically, a belief in the realism of personal goals appeared most prevalent amongst **high risk offenders**<sup>31</sup>. This was the only group

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<sup>31</sup> As shown beige on chart

where there was a preponderance of unequivocal thought that their goals were realistic. Indeed, more than twice as many of this group thought this, as opposed to only half of low risk offenders<sup>32</sup>.

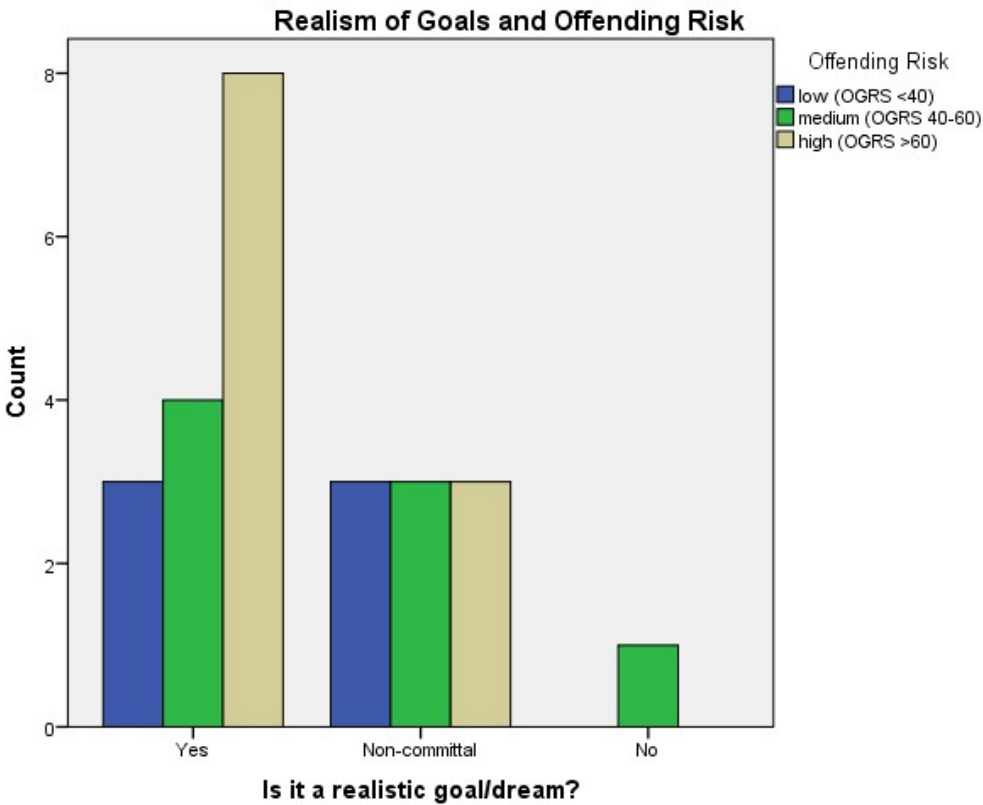


Fig. 7.13 Realism of Goals and Offending Risk

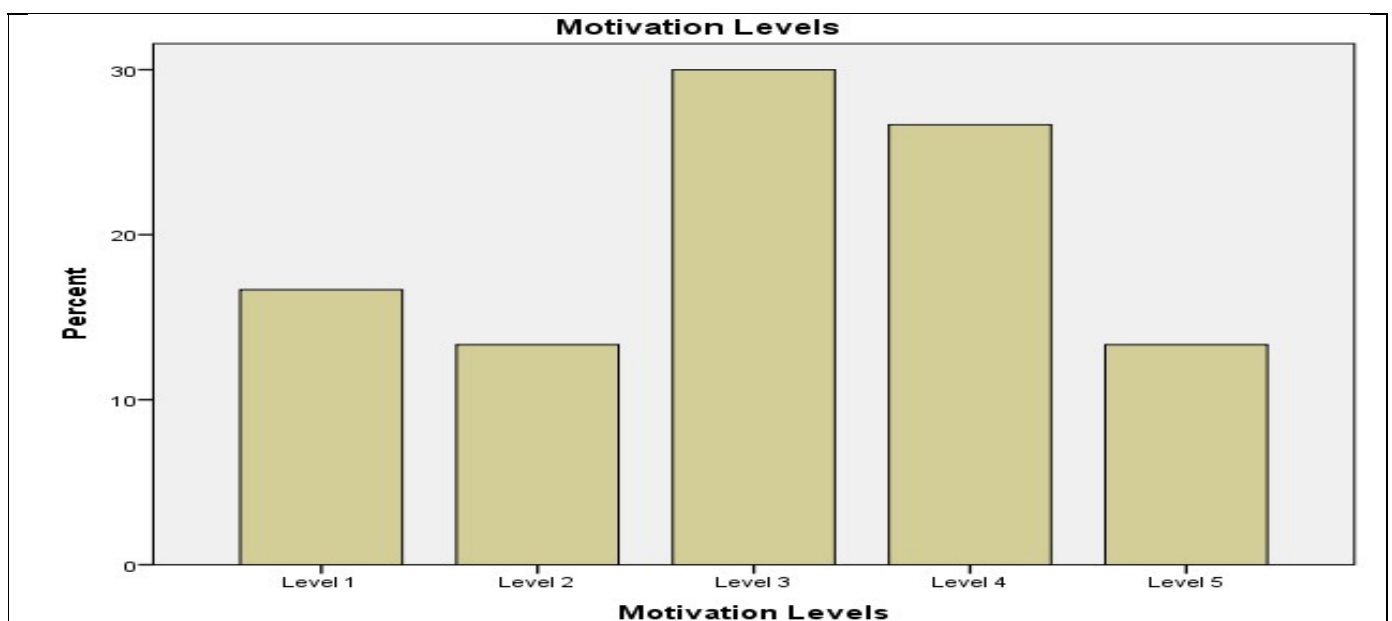
This might be because high risk offenders were perhaps further from testing the realism of their goals, by attempting them, than their low risk counterparts. They may not, thus, have as yet been disillusioned with how unrealistic prosocial goals can come to feel once attempted. The motivation to attempt prosocial goals could rely on such goals feeling, and proving to be, realistically achievable.

<sup>32</sup> As shown blue on chart

### *Motivation*

It was empowered motivation to enact goals that appeared to be lacking. Only 17% of participants appeared to demonstrate a level of motivation that might be considered to be **empowered in an undiluted way** to enact any aspiration. A further 13% might be characterised by **at least being able to see the value of enacting any motivation**, including those who expressed a sense of empowerment alongside this, albeit being diluted by this.<sup>33</sup>

57%, however, appeared to **rely, to at least some degree, upon being driven by need** to secure their sense of motivation, including the 27% for whom **need appeared to be the only motivation**. Furthermore, for 13% of participants, **motivation to pursue aspirations appeared to be in its infancy or lacking clarity**. In these ways, there may be a need to foster a sense of empowerment within motivation, to enhance levels of motivation to turn aspiration into action.



<sup>33</sup> Diluted by either doing things because they are a 'duty' or 'seeing' without necessarily doing.

Which of these statements, which research has suggested may be linked to your level of motivation, do you think best applies to you?

Level 1 (\*empowered in an undiluted way)  
Empowered

Level 2 (\*at least being able to see the value of enacting any motivation)  
Empowered and Able To See Value  
Able To See Value

Level 3 (\*relying to at least some degree upon being driven by need)  
Empowered, Able To See Value and Need Driven  
Empowered and Need Driven  
Able To See Value and Need Driven

Level 4 (\*need appeared to be the only motivation)  
Need Driven

Level 5 (\*motivation to pursue aspirations appeared to be in its infancy or lacking clarity)  
All  
None

The statements offered for selection came from Hopson, Scally and Stafford 1992 and, if selected by participants, were then used to categorise participants as Empowered, Able To See Value, Need Driven, Disempowered, or a combination thereof, in terms of viewing motivation levels in terms of change.

**List of Statements offered to participants**

You see the **value** in working for what you want and do it because it is your duty  
You do what **needs** to be done in the circumstances  
You decide on what you want and act on it consistently seeing things through and finding satisfaction in it (**Empowered**)  
You see the **value** in working for what you want and see that as being part of who you are  
You don't want to change because you have no control over what happens (**Disempowered**)  
You do whatever **needs** to be done because you feel better when you have done it

Fig. 7.14 Motivation Levels

Having said that, no one felt *solely* disempowered, selecting *only* 'I don't want to change because I have no control over what happens', and those who selected **only the empowered option**<sup>34</sup> were as much represented in worklessness and high offending risk as in fulltime work and low offending risk. Thus, empowerment appeared insufficient to motivate participatory de-brutalised functioning.

<sup>34</sup> **Shown darkest blue on both the graphs, whilst other groupings vary in colour across both graphs**

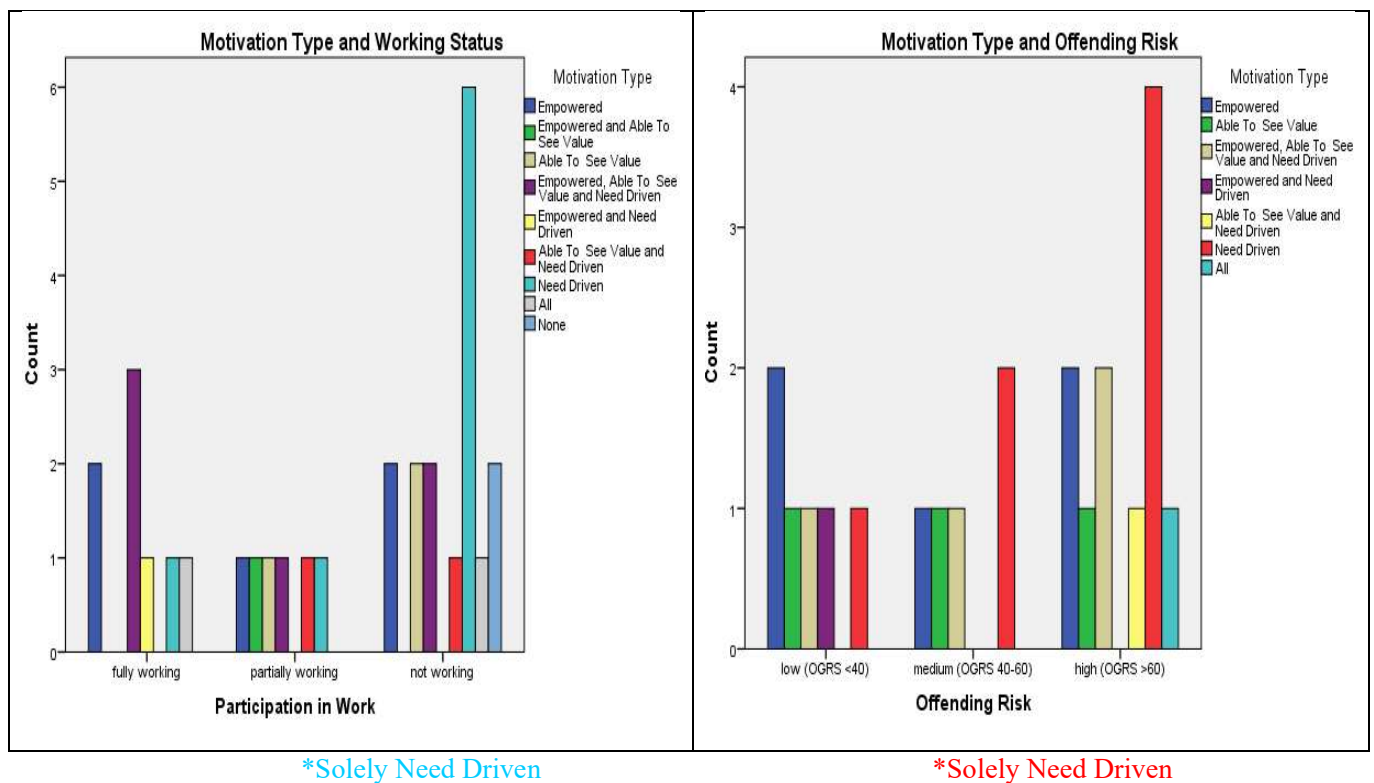


Fig. 7.15 Motivation Type and Working Status/Offending Risk

Furthermore, one of the participants, who had not picked any of the listed statements, provided his own description of what motivates him, saying ‘I feel better because Jesus feels better, I don't do it for me, it's because I want to please Jesus, but it's not like a duty, it's a love relationship, I do it because I love him’. His motivation relied upon trusting in a power greater than himself and a love of that powerful being and a desire to please Him. For that to be enacted as a motivation for de-brutalising activity it would rely wholly upon that powerful being, or any other authority, being seen as wishing benevolence on everyone, not just the chosen ones. If not, such a motivation may be antipathetic to de-brutalisation and drive individuals to enact what they perceive to be the will of that all-powerful being against those they see as not the chosen ones.

The most potent single unhelpful motivational factor, in terms of both worklessness and offending, appeared to be 'need'. Six times\* as many of those who were solely driven by need were workless, compared to fully working, and four times\* as many had a high offending risk, compared to a low such risk.

Though this is likely to indicate that being workless can lead to the need that can drive people to offend, it may also suggest that being in need undermines, rather than motivates, participatory de-brutalised constructive action such as work, even whilst it inspires brutalised activity such as offending. Thus, forcing people into greater and greater need when they do not work seemed likely to be unhelpful as a motivator for people to find work, but might actually make them more inclined towards crime. Tackling the need itself instead, whilst ensuring work is compatible with, and supportive of, broader life needs, could be more useful. This appeared to be endorsed by the way that 44% of those who cited work as a constructive action they were taking to progress their lives<sup>35</sup> nevertheless still had stabilising needs.

These needs, if unaddressed, might undermine workers' motivation to continue to work, just as much as it might undermine the motivation of the workless to find work. In this respect, one participant<sup>36</sup> with a substance use problem with which he needed help spoke of losing his job as a bus driver because his substance use\* had led to him losing his driving licence, and that now, having lost his job, he was not motivated to find work again. This did not only seem to highlight the importance of addressing people's needs before they ruin lives, but also seems to endorse the importance of focussing substance use interventions on enabling functioning before things get to that point.

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<sup>35</sup> What are you actually doing at the moment to improve your life?

<sup>36</sup> Participant Number 2

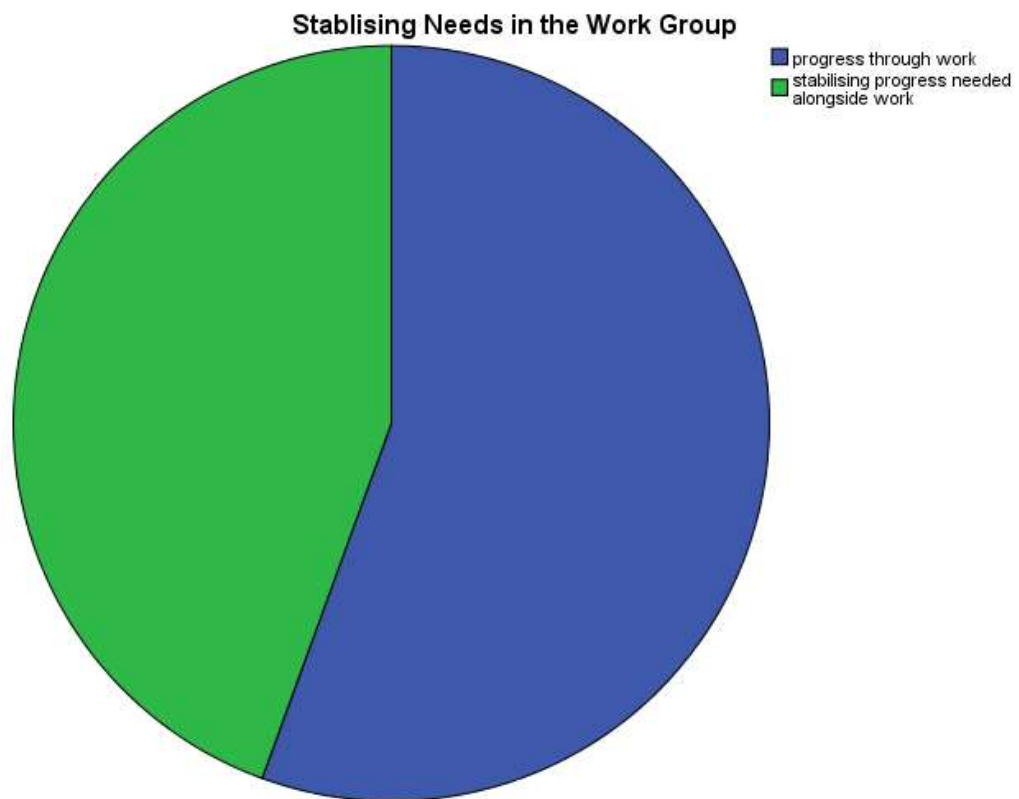


Fig. 7.16 Stablising Needs in the Work Group

An holistic package of stabilising measures to address such needs might usefully form part of enabling people to sustain constructive activity like work, as well as helping to motivate that constructive activity.

| Stabilising Needs <sup>37</sup>      |
|--------------------------------------|
| Settling self and mental state       |
| Becoming financially self sufficient |
| Sorting life out                     |
| <b>*Managing substance use</b>       |

<sup>37</sup> Compiled from Activities cited when participants were asked 'What are you actually doing at the moment to improve your life?'

|                                                                                          |
|------------------------------------------------------------------------------------------|
| Staying away from trouble and crime and antisocial others                                |
| Establishing an active, interesting, loving, participatory, healthy and secure home life |
| Getting a place to live                                                                  |
| Establishing and participating in good and prosocial relationships                       |
| Living a healthy lifestyle                                                               |
| Travelling                                                                               |
| Meeting new people                                                                       |
| Driving                                                                                  |
| Starting afresh, including relocating if necessary                                       |
| Opportunities, such as to start own business                                             |
| Undertaking DIY and home improvements                                                    |
| Earning money                                                                            |
| Leisure, including holidays and reading                                                  |
| Education and Training                                                                   |
| Undertaking life correctly                                                               |
| Improving treatment of others                                                            |
| Engaging with and utilising services                                                     |
| Freedom                                                                                  |
| Creativity, including writing and cooking                                                |
| Self-respect and the respect of others                                                   |
| Resolution of punishment requirements                                                    |

Tab. 7.4 Stabilising Needs

### *Action*

Turning any motivation into actual constructive activity appeared to lack urgency for 4/5ths of participants. Only 21% spoke in terms of immediacy in delivering on any motivation to act<sup>38</sup>, while the other 79% spoke, at least to some degree, of deferral or omission. This tendency for deferral was considered in the section on deferment and brutalisation in Chapter 5 and appears to be endorsed here by the lack of immediacy in

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<sup>38</sup> ‘When you are motivated to do something, does that thing.....? - happen immediately / happen in the end / usually fall by the wayside / always fall by the wayside?’



taking action when asked directly about it<sup>39</sup>. Likewise, with omission, the passivity thereof is considered further in this section.

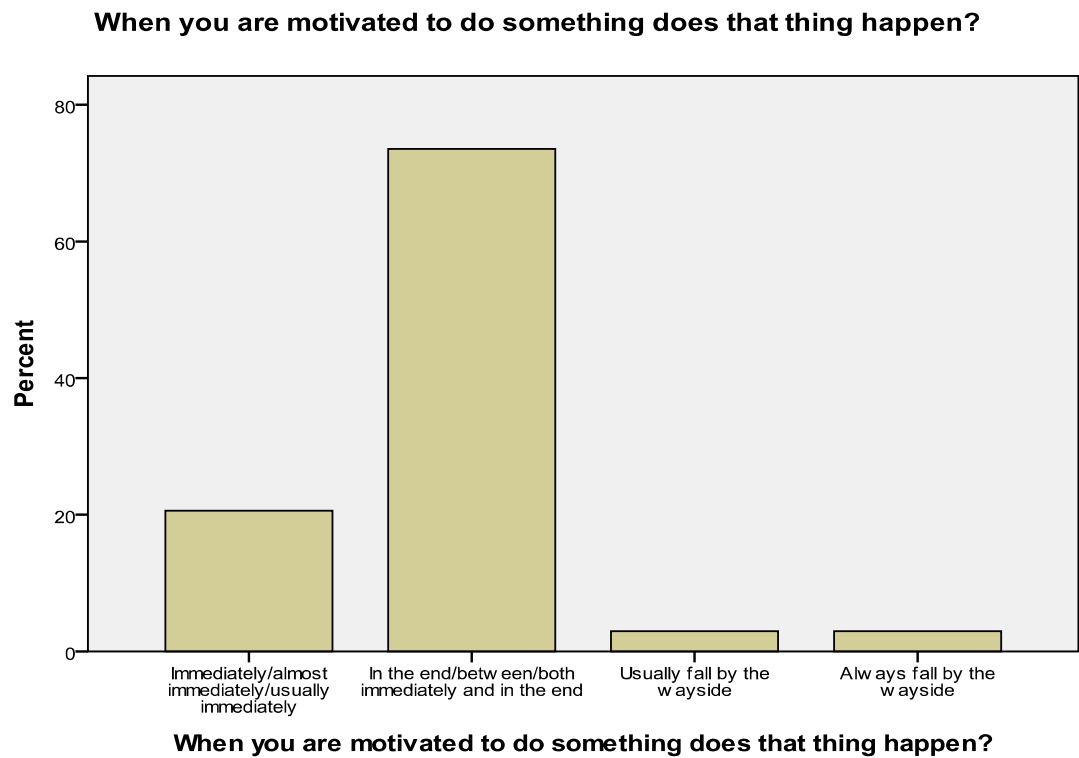
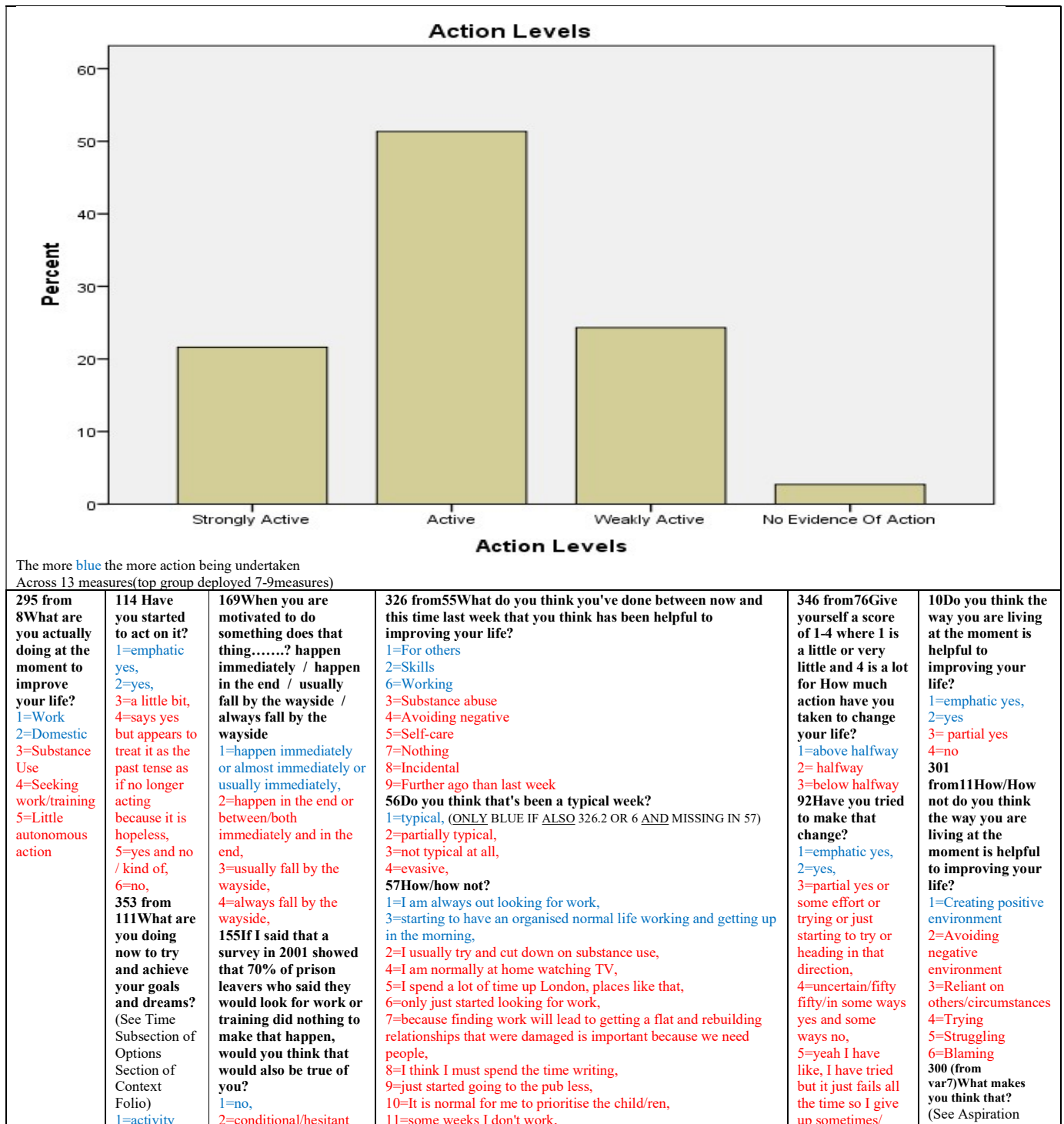


Fig. 7.17 When you are motivated to do something, does that thing happen?

Alongside this, the way in which the 1/5<sup>th</sup> of participants who claimed immediacy of action was mirrored by a very similar small proportion strongly demonstrating action (22%) in a broader measure of action, appeared to underline a worrying dearth of action. Having said that, only one participant showed no evidence at all of any action, across the 13 measures used to consider action in this broader way. However, that widespread action appeared to be weakly demonstrated in a quarter of participants (24%) and, though 73% of individuals were active beyond this, it was only in relative terms, from a

<sup>39</sup> ‘When you are motivated to do something, does that thing.....? - happen immediately / happen in the end / usually fall by the wayside / always fall by the wayside?’

very low benchmark. So low that even the strongly active group only demonstrated 7 to 9 of the 13 possible action markers.



|  |                            |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                        |                                                                                    |
|--|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  | 2=no activity<br>3=nothing | /partial no,<br>3=uncertain/noncommittal,<br>4=temporary yes or<br>previous yes or yes in<br>the past or would<br>imagine yes or partial<br>yes,<br>5=yes, | 12=vague claim of usually doing loads of stuff,<br>13=I've only just realized I'm an alcoholic and I have only just<br>started to resist the craving for alcohol,<br>14=ability to avoid alcohol varies,<br>15=claim of usually doing loads of stuff but unable to specify<br>anything even when pressed and on being pressed again can only<br>name probation,<br>16=everything uncertain at the moment,<br>17=missing | tried to but you<br>know,<br>6=no or not really<br>or not yet or not at<br>the moment, | Subsection of<br>Advancement Folio)<br>1= concrete action<br>2= no concrete action |
|--|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

Fig. 7.18 Action Levels

Only 10% of those who were not working at all were strongly active, even within this limited relative strength scenario. In this way, worklessness and inactivity appeared to be associated with each other, endorsing the need to ensure work is both available to all **and** taken up by all **or** is replaced by an alternative form of prosocial de-brutalised activity, such as education, training, charity work, starting a business or disseminating quality parenting, or any other alternative project or contribution that suits an individual and fits with his/her life, rendering inactivity no longer an option.

Furthermore, the way in which being strongly active actually appeared to be associated with a high offending risk, might imply that, where prosocial de-brutalised activity is not available, and/or is insufficiently attractive, brutal action may be undertaken by active individuals instead. With nearly three quarters of those with strong levels of activity being high risk offenders, and only 14% being at low such risk, if active individuals are not obliged to be prosocially active, they might be antisocially so instead, further potentially underscoring the need to oblige and provide prosocial de-brutalised activity for all.

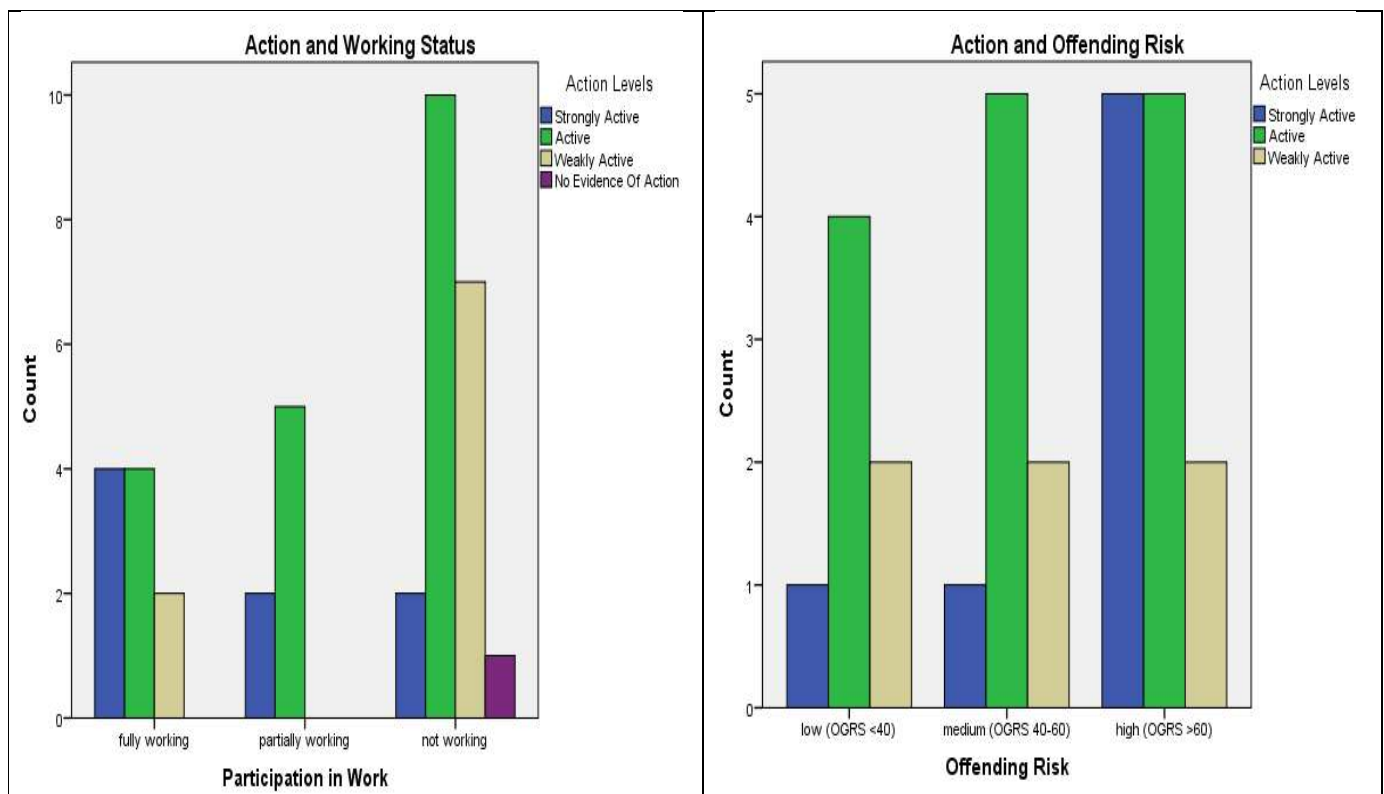


Fig. 7.19 Action and Working Status/Offending Risk

Both inactivity and brutal activity need to cease to be options. In this regard, the risks of both brutal activity from active individuals, but also from otherwise inactive individuals, appeared to be endorsed by the way in which there seemed to be more of those actively pursuing their goals, and three times as many of those doing nothing or taking no significant action to pursue their goals, with a high offending risk than a low such risk. Just as inactivity must no longer be an available option, brutalised activity must also no longer be so.

In fact, nearly 70% of those with a low offending risk were actively pursuing their goals<sup>40</sup>, in stark contrast to the way in which 83% of those with a high offending risk

<sup>40</sup> See Fig. 7.20 Activity and Risk below in blue

had been active more broadly<sup>41</sup>. This could support the importance of ensuring individuals have the *means* to actively pursue their goals in prosocial ways, as opposed to being left with no prosocial direction in which to channel their activity to achieve those goals, if constructive activity is to be nurtured.

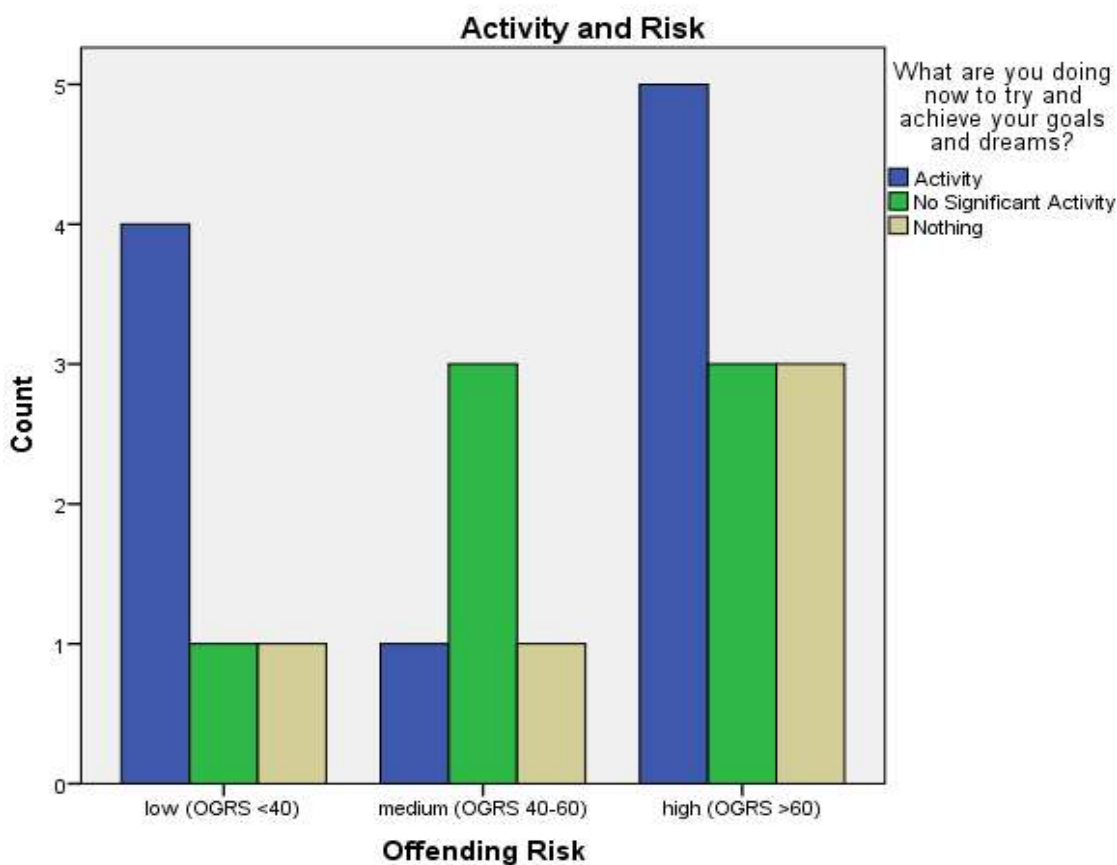


Fig. 7.20 Activity and Risk

The importance of work as part of this seems likely to be indicated by the way in which 81% of those who had cited something they were actively doing to improve their lives were working to at least some degree and 56% of them cited that work as at least forming part of their improvement action, whilst half that, namely only 28% of those

<sup>41</sup> See Fig. 7.19 Action and Working Status/Offending Risk in blue and green

who were not working at all, cited seeking work or training as something they were doing to improve their lives. This could suggest that it is not simply any lack of availability of work, but also a lack of any active desire to find work, or to train for work, which may contribute to worklessness. The unattractive nature of work could be in some part responsible for this, along with its potential lack of capacity to deliver on goals such as life improvement. This might also be highlighted by the way in which little more than half of those who were working actually cited that work as something they were doing that was actually improving their lives.

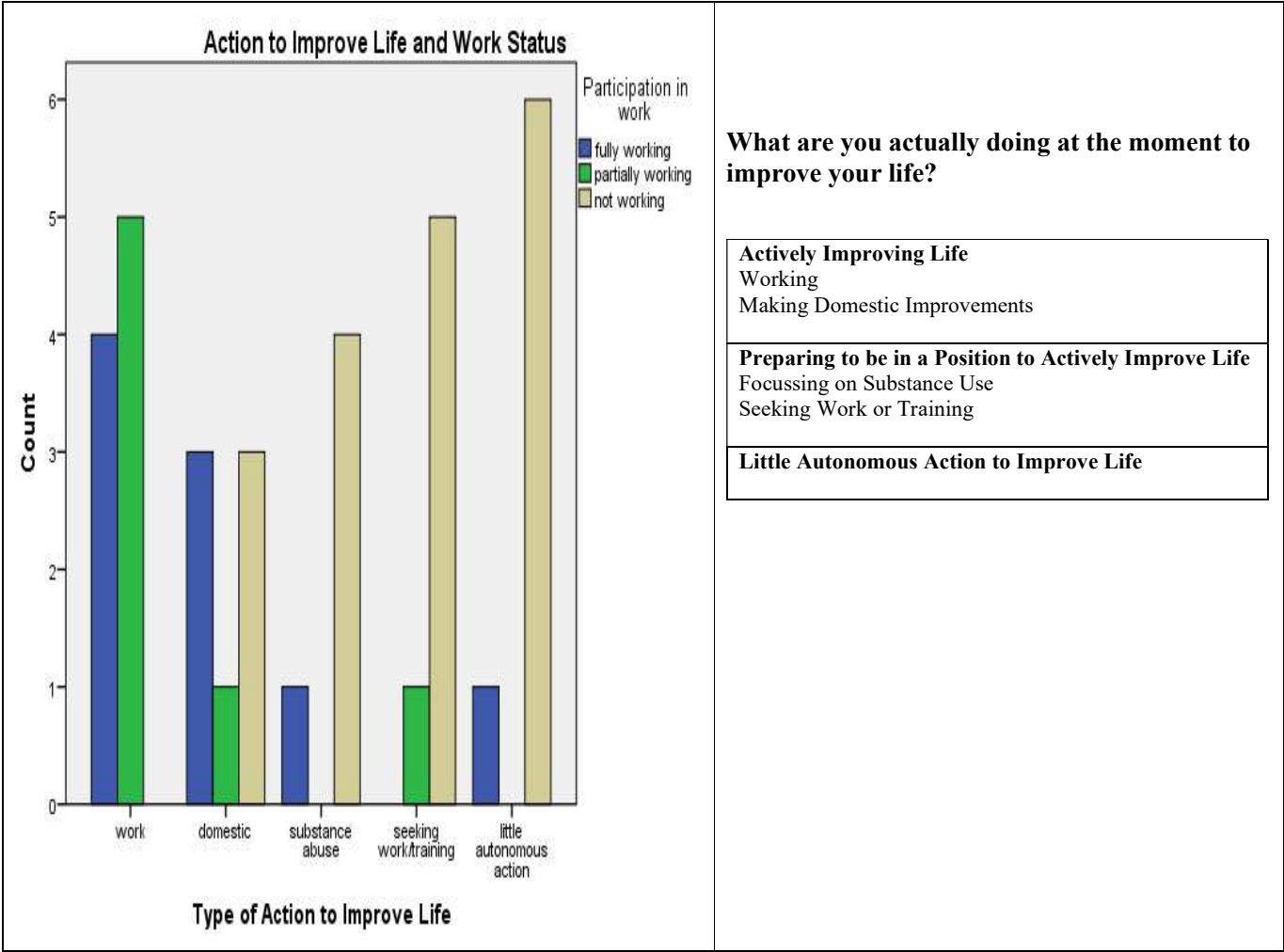


Fig. 7.21 Action to Improve Life and Work Status

However, a third of those who were not working were taking little or no autonomous action of any sort specifically to improve their lives, while half were simply preparing themselves to be in a position to actively improve their lives, whether by focussing on substance use or seeking work or training. In these ways, worklessness appeared to be associated with inactivity more broadly, or only dependently nonautonomous activity, rather than autonomy or activity more broadly. Moreover, being focussed on getting into a position to *later* improve life, rather than being actively engaged in actually doing it *now*, also seemed to suggest passive deferral. Thus, while work does appear to lack credibility and appeal as a means to actively improve life, there also seems to be a broader passive deferral at play within individuals who do not work. Ceasing to tolerate, fund and allow passive deferral to take hold in lives, is likely to be as important to nurturing constructive activity as providing that constructive activity itself.

Dismantling and obviating any justifications for passively deferring action from *now* to *later*, while enabling and obliging action for the conversion of **intentions**, **catalysts** and **motivations** for action into constructive action itself, may exemplify the requirement for an holistic approach to the advancement of individuals and societies in ways that maximise potential and anachronise crime, punishment and inherent harm. An individual's **intentions**, **catalysts** and **motivations** to act cannot be allowed to go to waste nor to find expression in harmful action instead. They are opportunities to act which need to be utilised for action.

| Passive Deferment Associated Factors <sup>42</sup>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Intentions                                                                                                                                                                                                                    | Catalysts for Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Motivations for Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Passive Deferral Justifications                                                                                                                                                                                                                                                                                 |
| <p>To start a business</p> <p>Need to do good</p> <p>Need to work hard</p> <p>Have to do something</p> <p>To enter a programme</p> <p>To pull self out of downers</p> <p>To get a job</p> <p>To move forward</p> <p>To do better</p> | <p>Growing up</p> <p>Being released</p> <p>Reaching a point</p> <p>Losing my job</p> <p>Having a child/grandchild, or one on the way</p> <p>Being bored of a criminal life</p> <p>Not wanting existing life</p> <p>Being forced to get a job</p> <p>Being forced to take some action</p> <p>Good things happening</p> <p>Knowing I can do better</p> <p>Knowing one can always do better</p> <p>Making a big mistake</p> <p>Getting a new spouse/partner</p> <p>Getting rid of old spouse/partner</p> <p>Getting into trouble</p> <p>Time being right</p> | <p>Wanting a nice house,</p> <p>Wanting a nice wife</p> <p>Wanting nice cars</p> <p>Wanting to have material possessions</p> <p>Wanting money</p> <p>Wanting to buy my own property</p> <p>Wanting to move forward/improve life/better self</p> <p>Wanting to stop crime and punishment cycle</p> <p>Wanting to sort out self or life</p> <p>Wanting to get back my former life</p> <p>Wanting to be the best I can be in everything I do</p> <p>Wanting a home</p> <p>Wanting relationships</p> | <p>Awaiting end of probation</p> <p>Awaiting end of driving ban</p> <p>Having problems caused by partner</p> <p>Substance use</p> <p>Lacking education</p> <p>Lacking help</p> <p>Going on a downer when things go badly</p> <p>Lacking opportunity</p> <p>Domestic problems</p> <p>Lacking driving and car</p> |

Tab. 7.5 Passive Deferment Associated Factors

Starting to take that action cannot be delayed. Indeed, 71% of participants said unequivocally that they had started to act on their goals, including 8% saying so emphatically. Likewise, 65% of participants said unequivocally that they would not do ‘nothing’ to make their intentions to look for work or training happen<sup>43</sup>.

<sup>42</sup> That were cited by participants during discussion of the specific variables considered in this Advancement and Brutalisation Section of this Chapter

<sup>43</sup> Based on SEU reports that ‘low motivation and poor self-organisation’ and a failure to turn up for job interviews or related appointments are factors in prisoners failing to take the steps they need to gain employment. They draw on findings of the Home Office resettlement survey 2001 that showed that 70% of prison leavers who said they would look for work or training ‘had done nothing to make these happen’



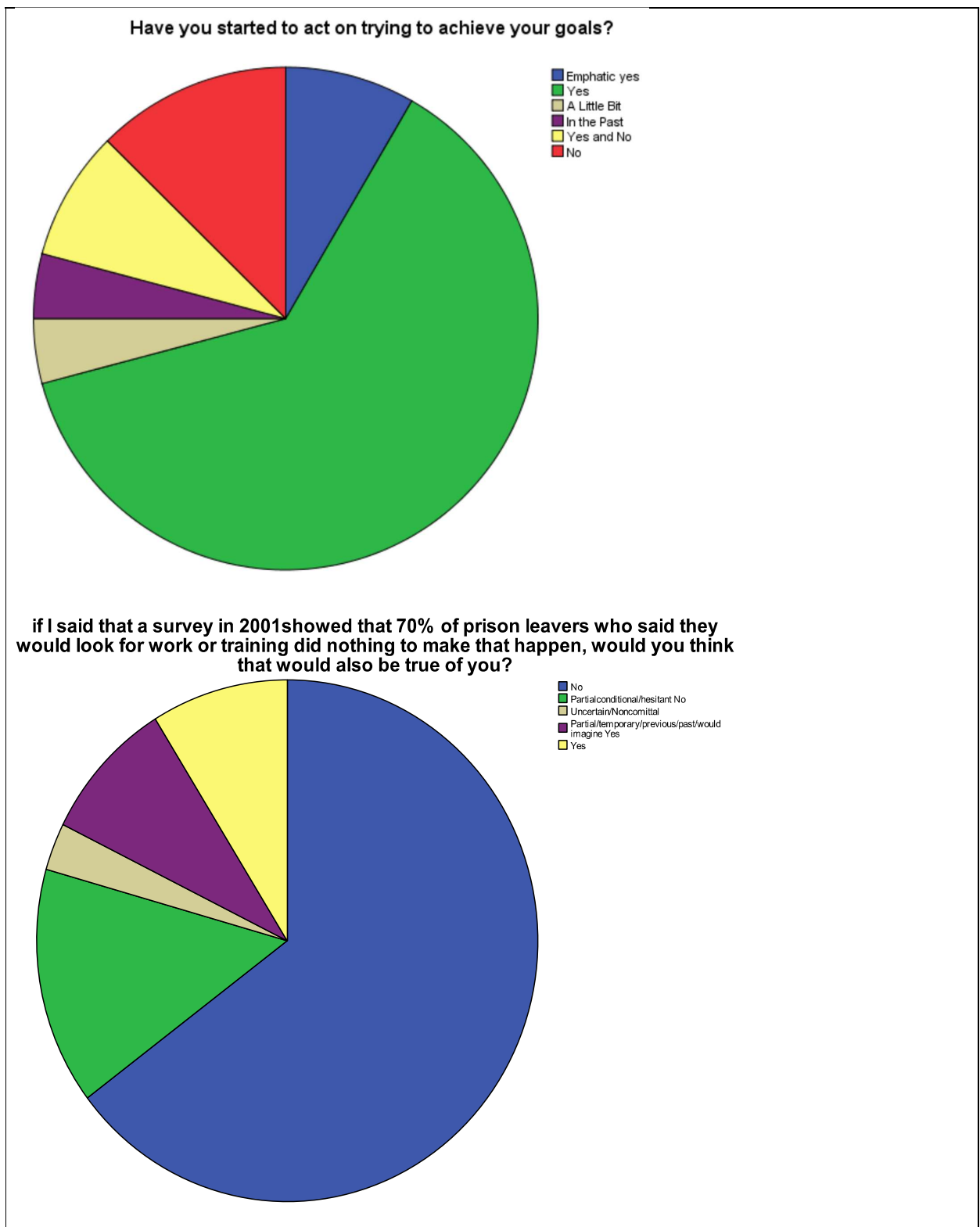


Fig. 7.22 Have you started to act on trying to achieve your goals?

However, only 33% of participants had done anything active to improve their lives in the last week and only 22% included work\* and 8% skills\* within that.

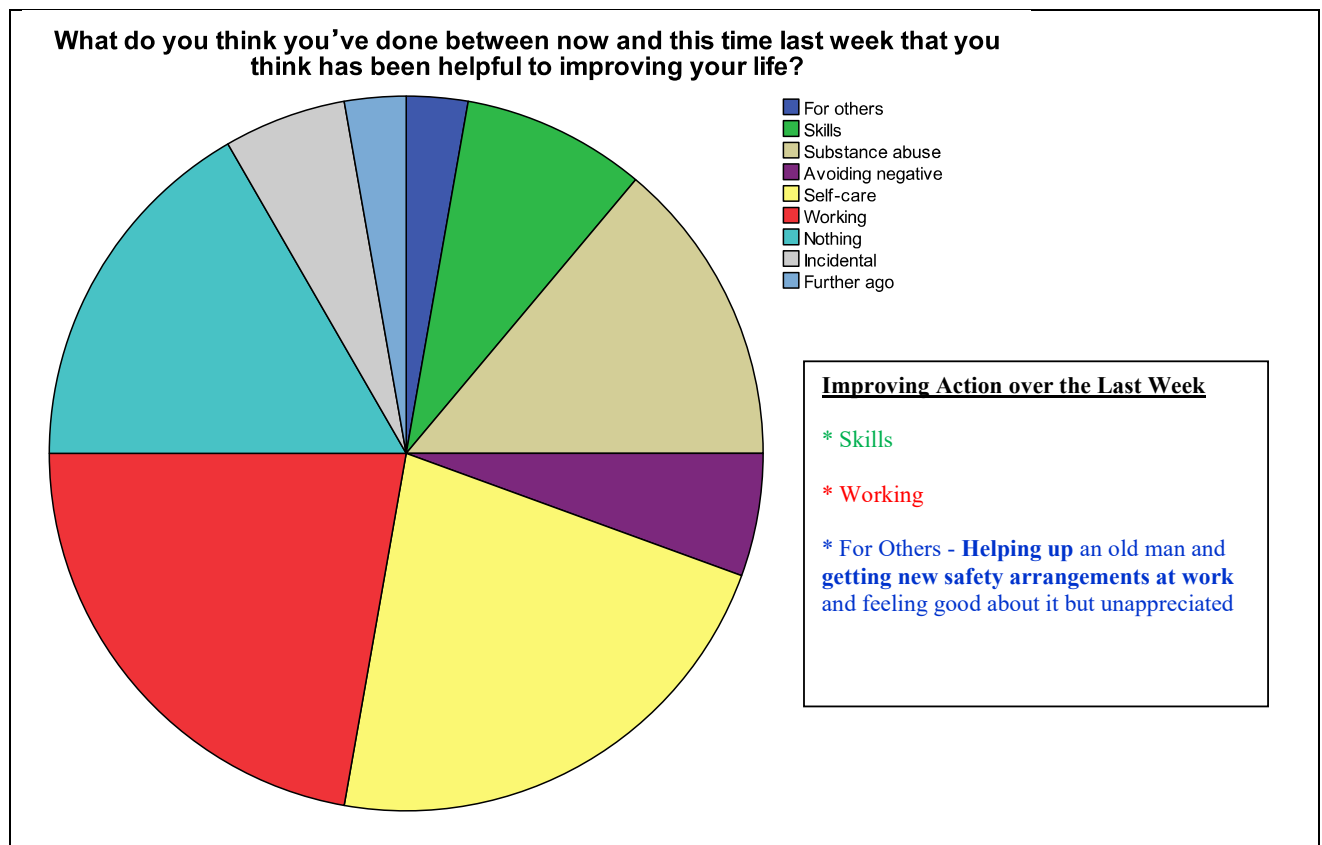


Fig. 7.23 Improving Action over the Last Week

Those who had focussed on addressing substance use within this context, or on caring for themselves or avoiding negative actions or situations, might be considered to be laying the ambient groundwork for activity, while those citing nothing or something incidental or something long ago, might be considered to be not even doing that.

Though undertaking ambient groundwork might help individuals, as indeed might taking a time-out doing nothing at all, it might only be by actively engaging the self in a

constructively active role that individuals can start to instigate a truly constructively active life. If this is the case then only those citing *\*work* or *\*skills* might actually be actively advancing. This seems likely to apply equally to the participant who took working for granted, not citing it as this week's improving action, but going beyond it to speak of *\*getting new safety arrangements at work and feeling good about it but unappreciated*. In this last, he highlights the importance of feeling valued for the good one does. He had also spoken of *\*helping up an old man*<sup>44</sup> and, if the de-brutalised activity of *'helping one guy get up off the floor'* is not valued as a progression from his previous approach of *'oh watch what you're doing mate, silly sod'*, then it might be difficult for individuals to start to value their new constructive selves. Being valued for effecting progress in both themselves, such as this evolution in the treatment of others, and society more broadly, as cited here when *'I put in place now paperwork for every person on the firm now to be able to have somebody to talk to, to have somebody to go to and make them feel a lot better'*, may be vital to any sense of the worth of improvement.

**Interviewee:** *D'ya know what, I helped an old boy out a couple of days ago that fell over and we changed it round from be... we helped the guy out... well we didn't we held the traffic up on the road, we let the guy cross the road, old boy pushing a thing, we've turned our back and he's hit the floor.*

**Interviewer:** *Ah.*

**Interviewee:** *What d'ya do? What's the scenar... scenario is, I took command, right boys over here, put him onto \_\_\_ knees, we sat him up, propped him against our leg, bearing in mind we were first aiding. \_\_\_ pick it all up. I felt good after helping one guy get up off the floor and do that but there's not thanks anywhere for that but they're quite happy to jump straight onto us now, oh you done this wrong \_\_\_, so, in a way I feel I shouldn't have helped that guy so I've had that doubt in my mind, should I have helped that guy up, should I have just left him on the side of the road bleeding? But no, I helped the guy up, I think I done a nice little thing to help him up, 10 year ago I would have left him, I'd have said oh watch what you're doing mate, silly sod, but I felt good to help him out but then I had that thought in my mind, why did I do that because all you're doing is getting, comes back to this, you helped a person out in the street, you won't get a thanks for that from any person at all. Say that to anybody on the proba... oh that was good, thank you but it's quite a lot in your mind to be able to do that, d'ya know what I mean, like first aid, I've done the first aid, I've done the five day course in a week, geezer slipped cut his arm from there to there with one of those road cutters, in there, ripped his arm open, I was the worst... I've never... I didn't*

<sup>44</sup> Throughout interviews this claim of helping fallen old people kept recurring, which did throw some doubt on the authenticity of claims given the number of fallen old people it appeared to indicate. Nevertheless this might give an insight into what people view as positive action, whether or not they are actually undertaking that action.

sleep for a week, nobody asked me, nobody come down to make that thing, are you alright, so I turned that all around there then, I made myself feel good by putting in order now through the whole of (names the company for which he works), the whole way through to sent out, we've all got paperwork come through that we now have a... set numbers for i.e. if you've got problems with your families, if you've got problems after an accident, this that and the other, so for what I done over that accident, I put in place now paperwork for every person on the firm now to be able to have somebody to talk to, to have somebody to go to and make them feel a lot better.

**Interviewer:** That is an incredible achievement.

**Interviewee:** But that was only me personally that made that one... I made that happen by going to somebody else and saying, when that guy burnt all his legs, how d'you feel, he went d'you know what, I ain't slept for a week. I went sweet [clicks fingers] you've just hit the nail on the head, now I can get... we can get something put in place. So he done it with me, so now we've got in place now a like programme for the whole of (names the company for which he works), that goes for the road gangs, specialised us lot, all the way through there now so if somebody has that accident, or has anything at all on to their mind, we've got a contact number to make that contact now, so we've put that into place ourselves over the last six months.

Tab. 7.6 Partial Transcription of Interview

The need to proselytise the worth of improvement might be illustrated by the fact that improving action was not apparently typical in around 2 out of 3 cases. Only 38% of participants described their self-improving action over the week,<sup>45</sup> whatever it may be, as forming a typical week, while 28% said it was partially typical and another 28% said it was not typical and 2 participants were evasive.

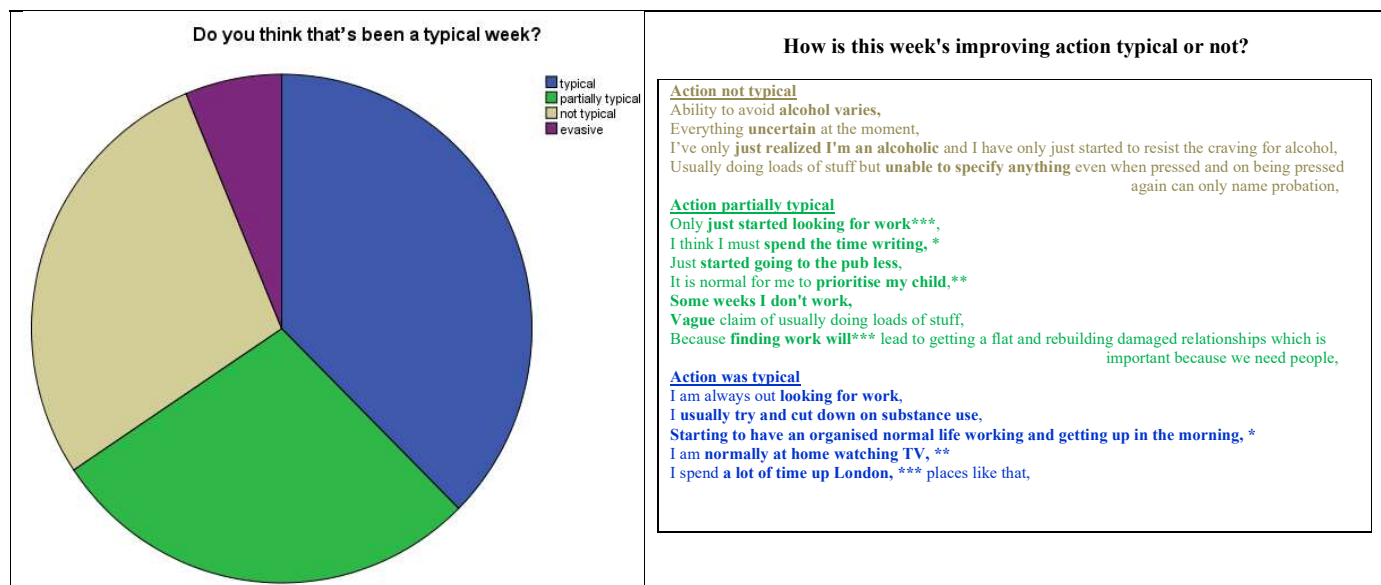


Fig. 7.24 Do you think that's been a typical week?

<sup>45</sup> When asked 'what do you think you've done between now and this time last week that you think has been helpful to improving your life?'

In terms of **how**<sup>46</sup> this week's claimed improving action was typical, the presence of only vague or uncertain action, only new or varied or partial confrontation of substance use or only new or varied attempts to find work or to actually work, all appeared to underline the lack of consistent sustained action to improve life and the role of substance use and worklessness within that. This all went to underline the importance of expecting and habitualising individuals to be constructively active and to tackle substance use and worklessness at their earliest manifestations.

The way in which \**starting to have an organised normal life, working and getting up in the morning,*' appeared to be a *new* normality for one participant, while being \*\**'normally at home watching TV'* or spending \*\*\**'a lot of time up London'* socialising, appeared to be the established normality for two others respectively, could suggest that organised productive activity and work may be less familiar to some than *not* getting up in the morning or *not* switching on the TV. Making getting up in the morning to undertake organised productive activity, rather than getting up late and switching on the TV, the normality for individuals right from the outset, might help establish patterns of behaviour more conducive to constructively active advancement.

Organised productive activity could take the form of spending time developing ambitions like \**writing* or undertaking activities to develop \*\**children* or *intensively* \*\*\**seeking work* on an accountable 9-5 basis every day at the job centre or undertaking training for work, such as at college, or alternatives to work, such as charity work.

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<sup>46</sup> How is this week's improving action typical or not?

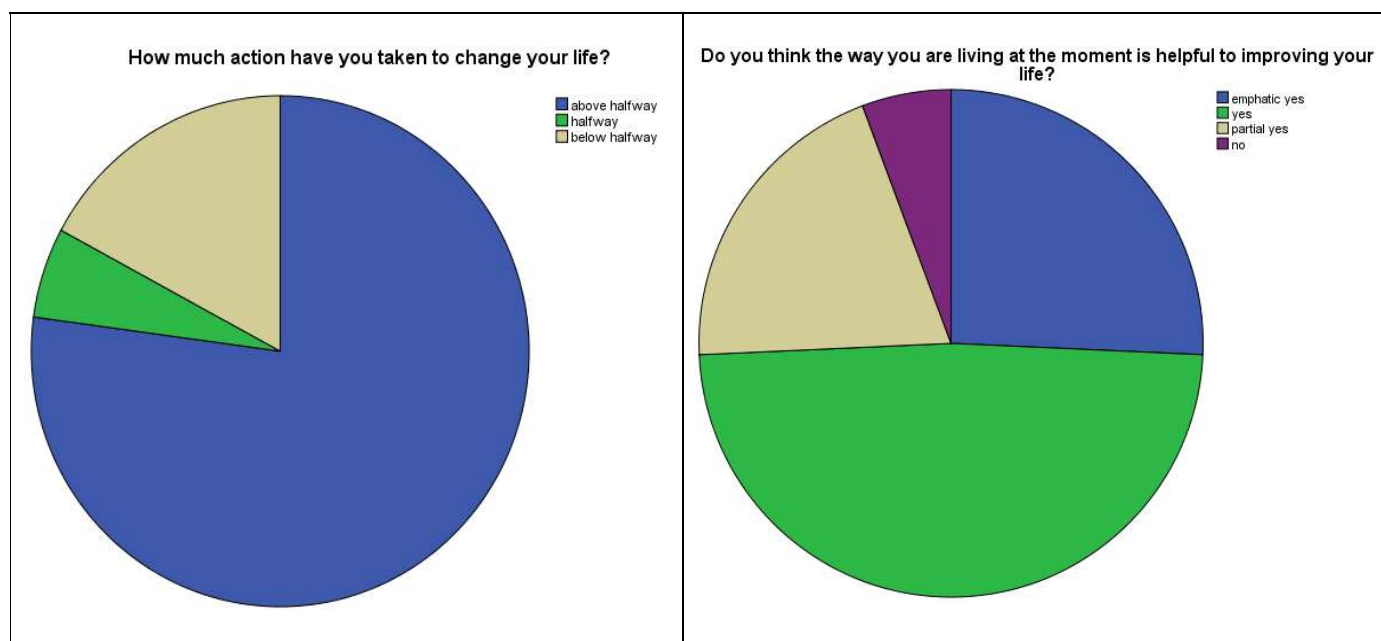


Fig. 7.25 How much action have you taken to change your life?

Despite 77% of participants scoring themselves above halfway on having taken action to change their lives<sup>47</sup> and 74% thinking unequivocally that the way they were living at the moment was helpful to improving their lives, including 26% thinking so emphatically, only around half of these proportions respectively actually cited a positively active way in which they were living at the moment that was helpful to improving their lives. 39% were actively **creating** and sustaining positive living environments, another 39% were apparently **reliant** on their associations and circumstances, with or without **blaming** those associations and circumstances, and a third group, namely the 22% who were taking responsibility, at least to the point of **trying, struggling or avoiding**, lay between these two apparent extremes. This may suggest that there might be 3 levels of creating a positive living environment for the advancement of life. The lowest might be at least confronting **reliance** and **blame** to

<sup>47</sup> Give yourself a score of 1-4 where 1 is a little or very little and 4 is a lot for How much action have you taken to change your life?

seek some recognition of personal responsibility, followed by at least **trying**, **struggling** and **avoiding** to make an effort to exercise that personal responsibility. The highest level might be applying sustained action in the **active creation** of a positive living environment. A situation which may make the former states obsolete by default if this level can be targeted and achieved from the outset.

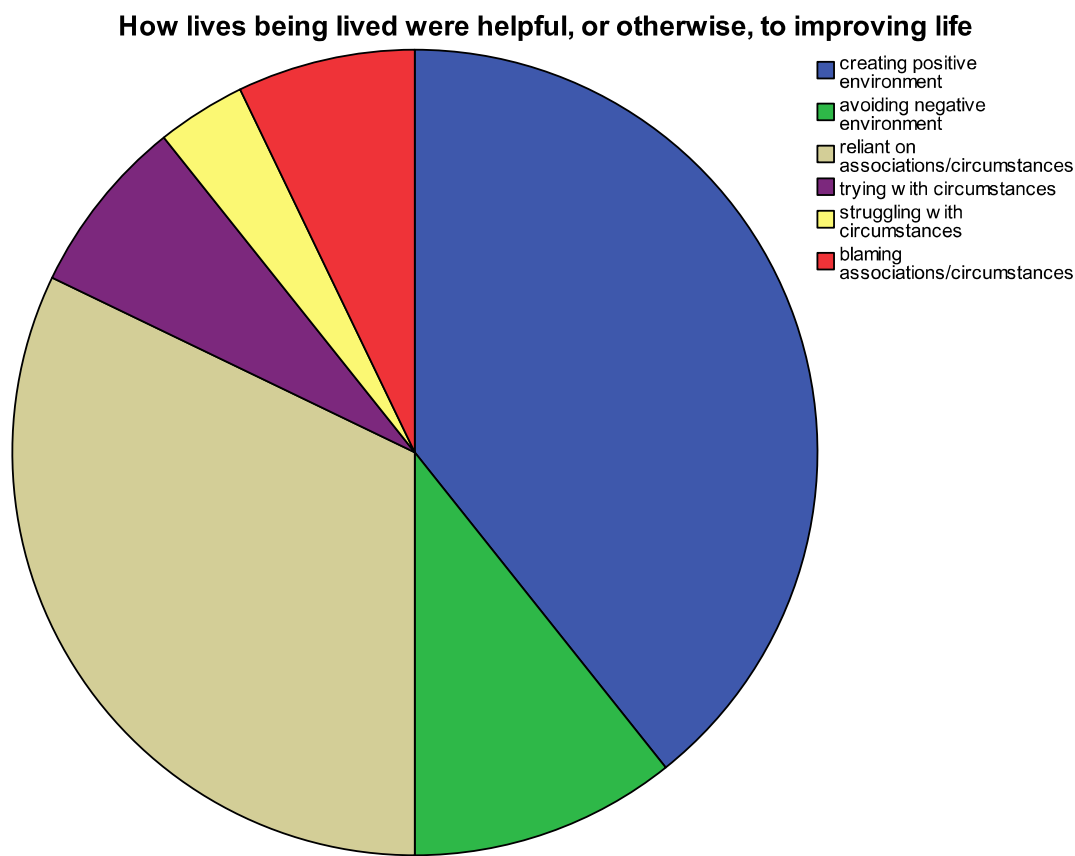


Fig. 7.26 How lives being lived were helpful, or otherwise, to improving life

When the 23% of participants, who had explained their views of themselves as life improvers<sup>48</sup> in terms of taking concrete action<sup>49</sup>, were compared with the explanations

<sup>48</sup>Explanation of ‘Do you think of yourself as a person who wants to **improve** their life?’

<sup>49</sup> As outlined when considering aspiration above

given by participants of the ways in which they were currently living improving lives<sup>50</sup>, 80% of those taking concrete action to demonstrate they were life improvers were actively creating a positive environment in which to improve their lives.

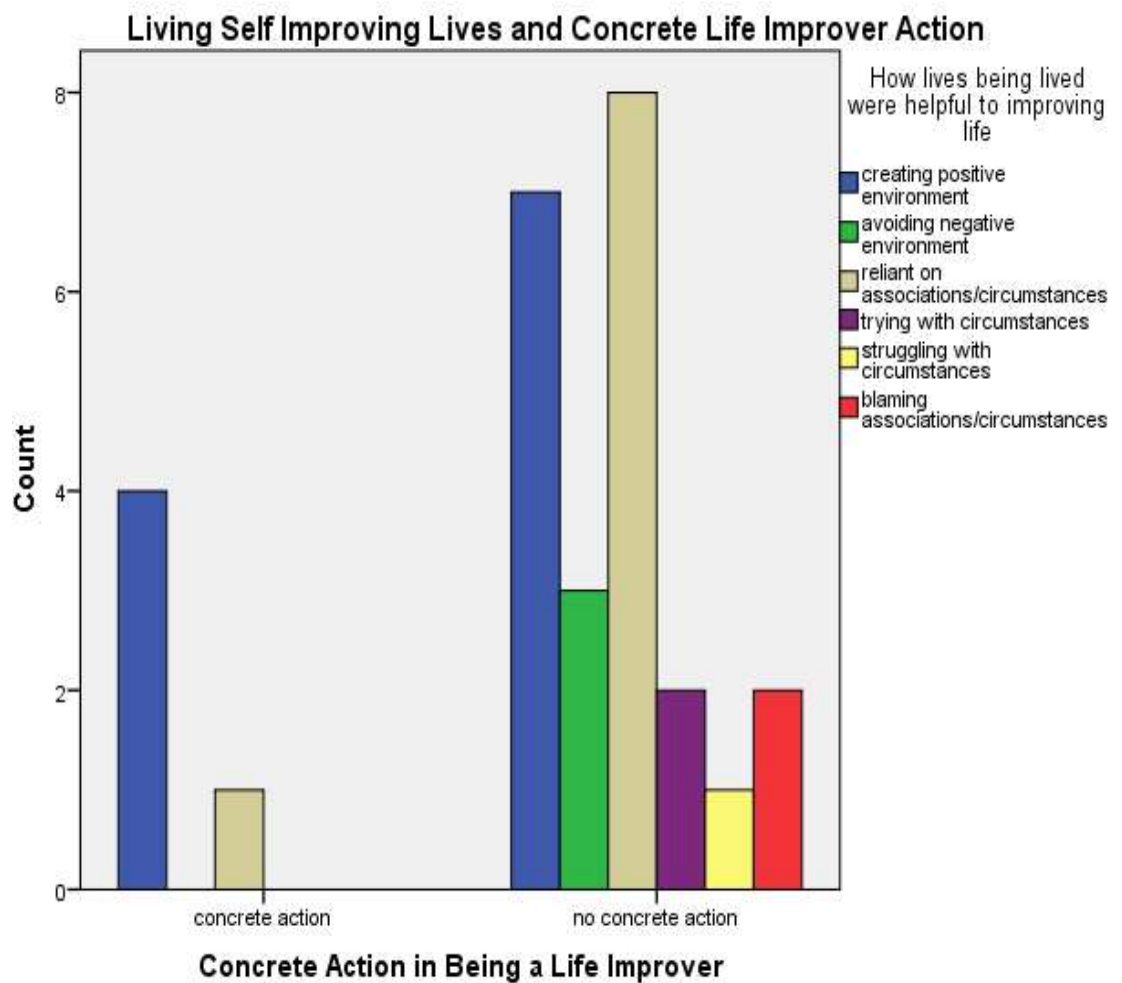


Fig. 7.27 Living Self Improving Lives and Concrete Life Improver Action

However, in reverse, nearly twice as many of those actively creating a positive environment in which to improve their lives were not taking concrete action to

<sup>50</sup>Explanation of 'Do you think the way you are living at the moment is helpful to **improving** your life?'



demonstrate they were life improvers as were taking that action. In this way, creating a positive environment in which to improve lives could be a necessary prerequisite of taking concrete action to be a life improver, but may be insufficient alone to achieve that concrete action. This might be endorsed by the way in which *both* creating a positive environment *and* still having to focus on avoiding a negative one, appeared to be associated with a high offending risk, with 75% of the former and all the latter having that high risk, while worklessness appeared to be associated with reliance upon associations and circumstances, with 89% of reliant individuals being workless and both those who focussed on blame alongside that also being workless.

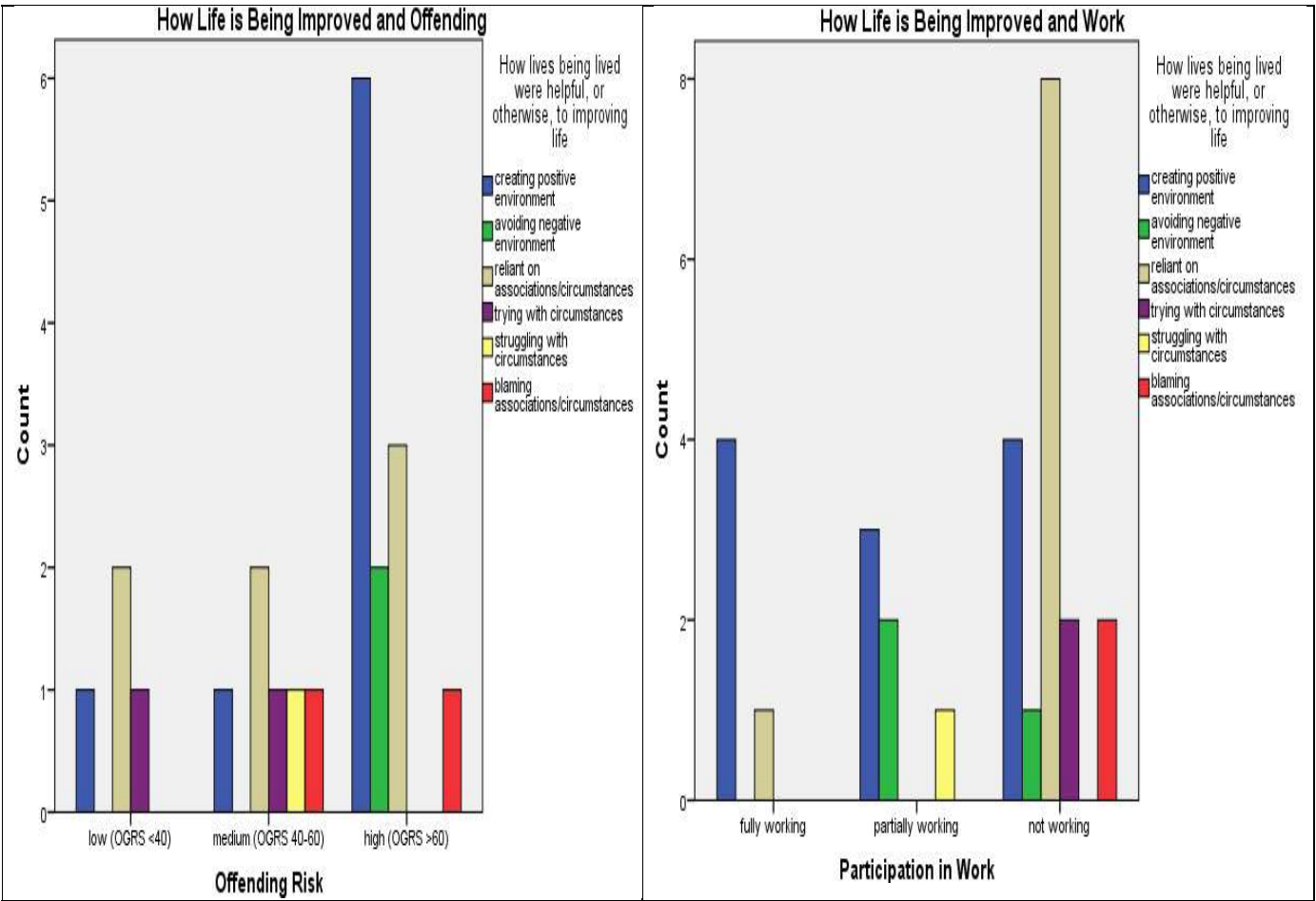


Fig. 7.28 How Life is Being Improved and Offending/Work

This may demonstrate that it is important to confront **reliance** and **blame**, in order to take personal responsibility, such as by working, turning that responsibility into the **active creation of a positive living environment**, but without having to focus on **avoiding the negative**, as this avoidance could indeed be a by-product of de-brutalised lives: a by-product of the concrete action of working, taking responsibility and creating the positive living environment in which individuals want their lives to be lived.

Of those who wanted their lives to be different<sup>51</sup>, more than three quarters said, at least partially, that they had tried, or were trying, to make the changes that would deliver the differences to their lives that they desired. More than half of these individuals were working to at least some degree, while none of those who were uncertain or who had tried fruitlessly or who had not tried at all were working at all. This may underline the importance of facilitating and obliging work. However, the way in which a ‘**partial**’ **yes** was more associated with fulltime work than an **unequivocal but unemphatic ‘yes’**, might suggest work needs to improve its capacity to **either** deliver a good life *alongside* itself or *through* itself if work is to be justified as a constructive activity to deliver, or at least allow, the advancement of what individuals actually want from making an active effort in their lives.

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<sup>51</sup> ‘How would you like your life to be different?’

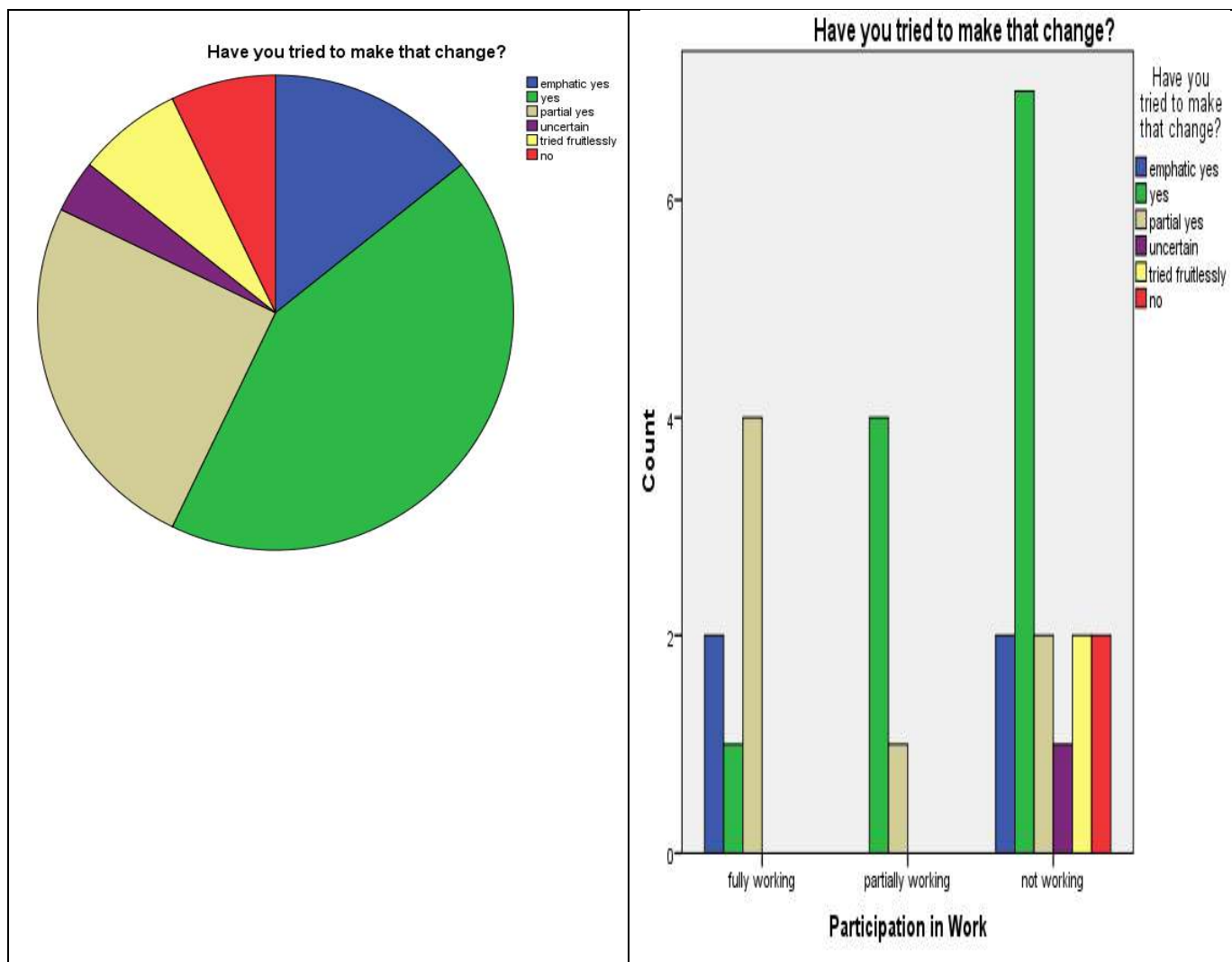


Fig. 7.29 Have you tried to make that change?

### *Planning*

If a good and wanted life is to be achieved alongside work, or through the medium of work, both work and life may need to become well-planned to ensure work can deliver goals, without impeding other goals.

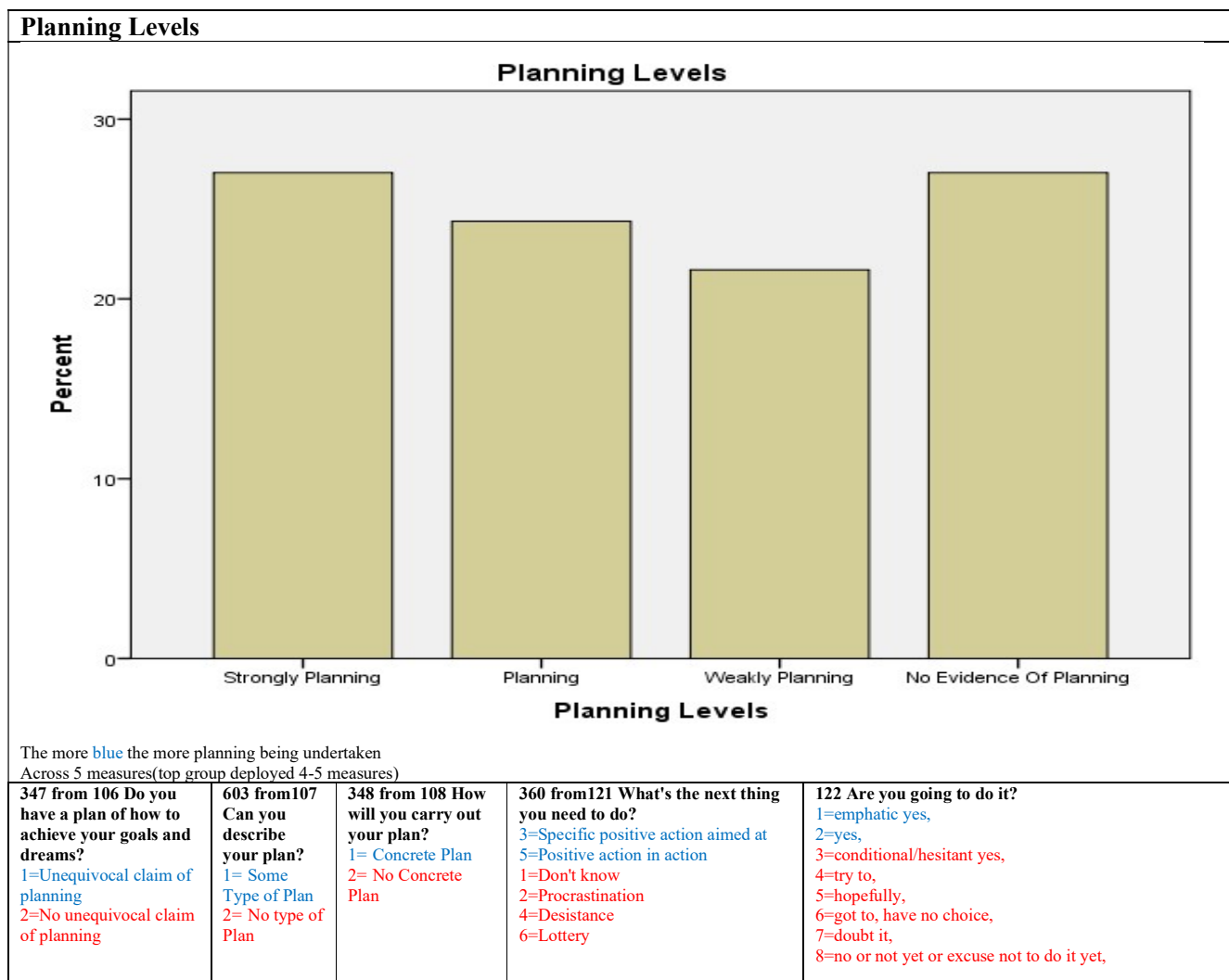


Fig. 7.30 Planning Levels

Though levels of planning appeared evenly spread across the cohort, with 27% respectively demonstrating strong planning or absent planning and 24% showing reasonable evidence of planning and 22% demonstrating weak planning, working appeared to be linked to planning. Twice as many workless individuals lacked an unequivocal claim of planning as made an unequivocal such claim. 80% of those who equivocated over planning were workless and 77% of those who were working to at least some degree made an unequivocal claim of planning. This could either or both

indicate that work may enhance individuals' capacity to plan and/or planning could enhance individuals' capacity to work. Either way, or through a third correlation, both are likely to require taking personal responsibility for running one's own life.

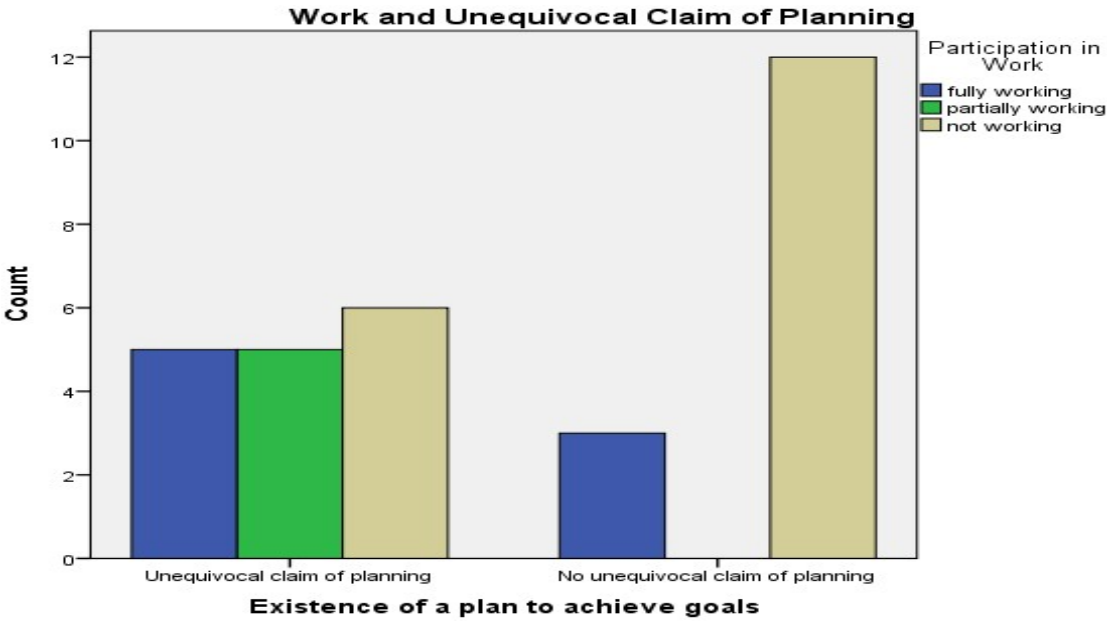


Fig. 7.31 Work and Unequivocal Claim of Planning

Participants were asked to describe their advancement plan<sup>52</sup> and explain how<sup>53</sup> it will be carried out<sup>54</sup>. When these substantiating details were added to the original claim of planning, or lack thereof<sup>55</sup>, the two thirds of workless individuals who had no unequivocal plan, rose to 83% being unable to demonstrate any actual concrete planning, apart from, in two cases, planning to win the lottery. Having said that, only just over half of those who had been able to demonstrate an unequivocal sustained claim of planning, with an actual concrete plan, were working to any degree. Furthermore, as many individuals in fulltime work as were workless had no plan beyond winning the

<sup>52</sup> Can you describe your plan?  
<sup>53</sup> How will you carry out your plan?  
<sup>54</sup> This was used to create a State Of Planning measure for each participant  
<sup>55</sup> Do you have a plan of how to achieve your goals and dreams?

lottery. This might highlight the concern that work might not currently be delivering sufficiently on individuals' goals nor operating as part of individuals' plans. If work undertaken is not part of a plan to deliver on goals it may never have a chance to fulfil an individual's full potential or prevent their lives being inherently harmed.

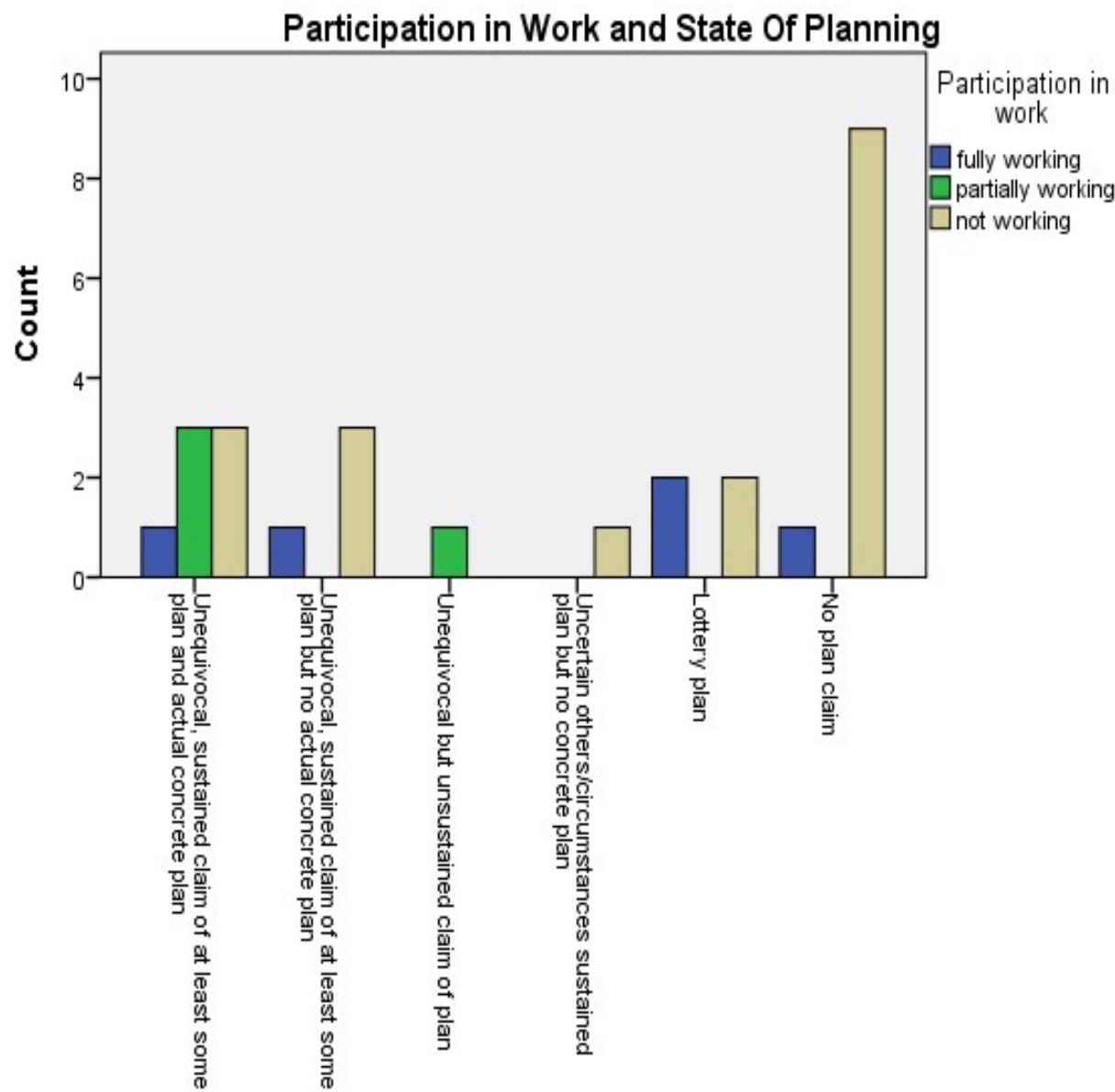


Fig. 7.32 Participation in Work and State of Planning

When participants were asked to refine their descriptions and explanations of their

planning into a specific ‘next step’, 55% spoke in terms of a positive action they aimed to undertake or of continuing one they were already undertaking. These steps included work, college, reliably interacting with services, progressing relationships, being a friendly and loving person and acquiring driving or a vehicle or a home. These things may form the backbone of an advancing de-brutalising society.

Nevertheless, the remaining 45% were apparently stuck within their personal battles over desistance, including over substance use, or procrastination, not knowing what to do or relying on winning the lottery.

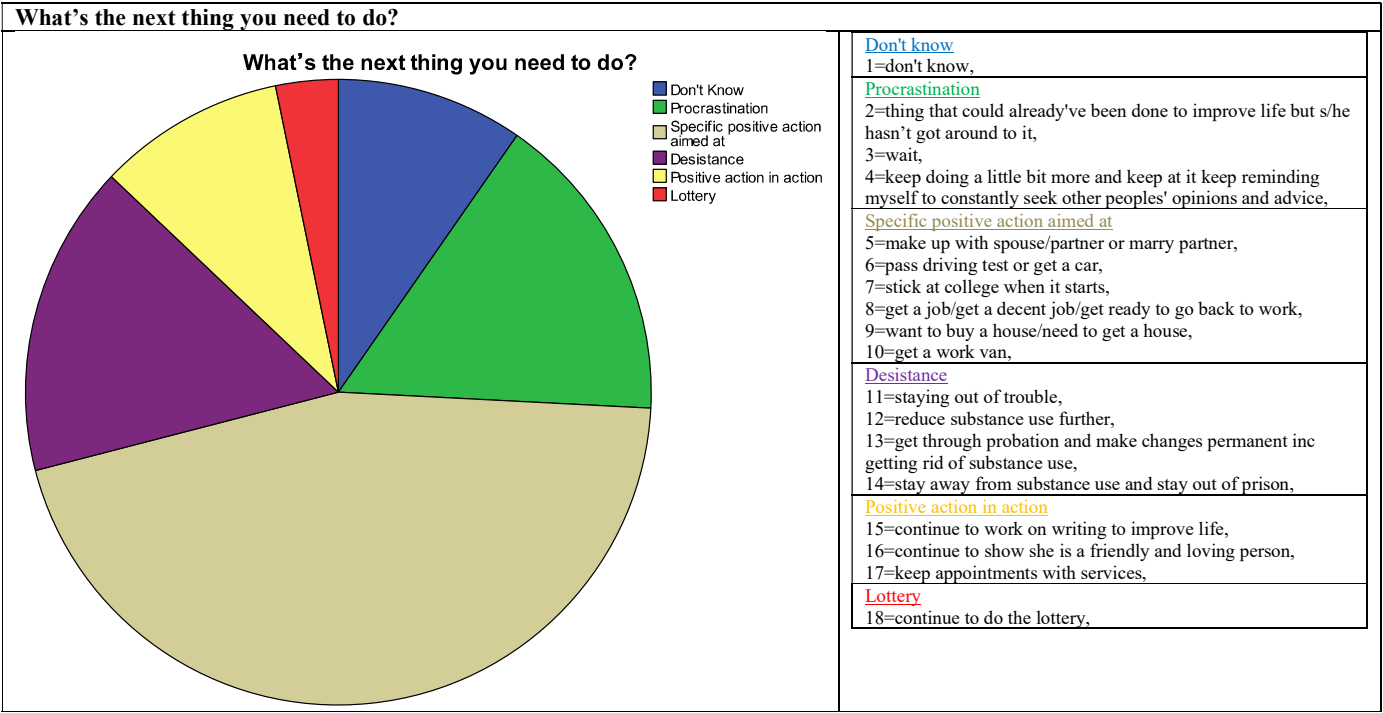


Fig. 7.33 What's the next thing you need to do?

Such battles might be obviated by nurturing constructive active advancement from the

outset, with zero-tolerance of early offending or substance misuse<sup>56</sup> which only lead to later desistance battles, procrastination over action, lack of personal responsibility for identifying and pursuing goals and the plans to deliver them, as well as dependency on external circumstances or luck like winning the lottery. Indeed, being stuck within battles of desistance, procrastination, not knowing what to do and relying on winning the lottery, all appeared to be associated with weak or absent planning. 80% of those focused on desistance, and the participant focussed on winning the lottery, all had weak planning and 60% of those procrastinating, along with 67% of those not knowing what to do next, had a total absence of planning.

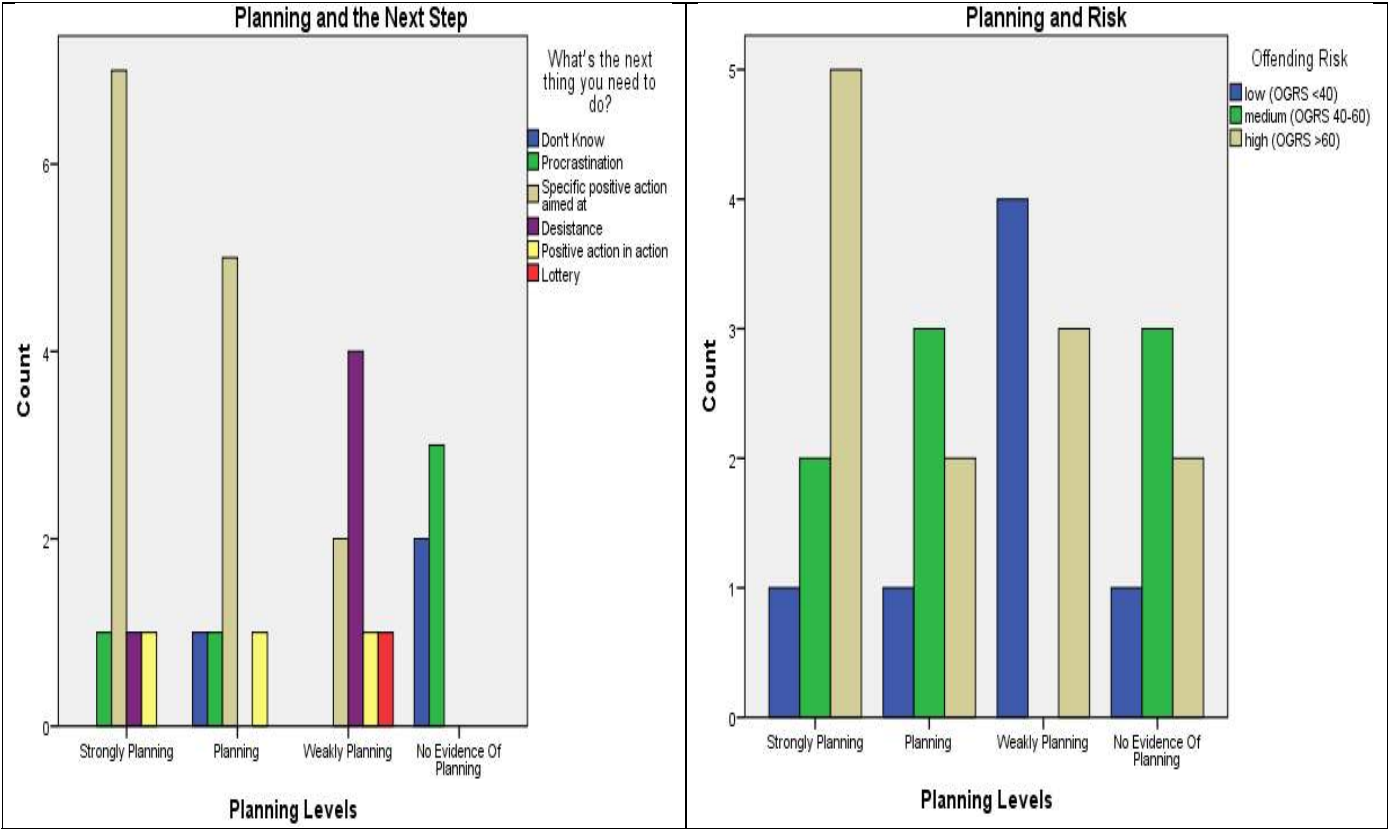


Fig. 7.34 Planning and the Next Step/Risk

<sup>56</sup> *Misuse* is a word deliberately used here, such that zero-tolerance of *substance misuse* does not preclude substance *use* being arranged in such a way as to facilitate functioning, through medication or regulated access.



Furthermore, the stronger the planning level of individuals the more they tended to cite a next step commensurate with aiming at positive action. This could indicate that planning per se may be associated with planning something specifically positive, further endorsing the value of fostering the capacity to plan.

It might be equally important to foster the capacity of positive plans to come to fruition, since strong planning appeared to be associated with high offending risk, as well as with specifically positive aims. 63% of those who were strong planners had a high offending risk and only 13% had a low such risk, just as 70% of strong planners planned something specifically positive. If strong plans for a positive future do not come to fruition by prosocial de-brutalised means, anti-social brutal means may be adopted instead.

Just as strong planning appeared to have an association with high offending risk, weak planning appeared to have some association with low offending risk. 71% of those at low risk had weak or absent planning.

### *Strategies*

It appeared to be in the capacity to strategise that strong planning might have improved offending risk outcomes.

# Strategy Levels

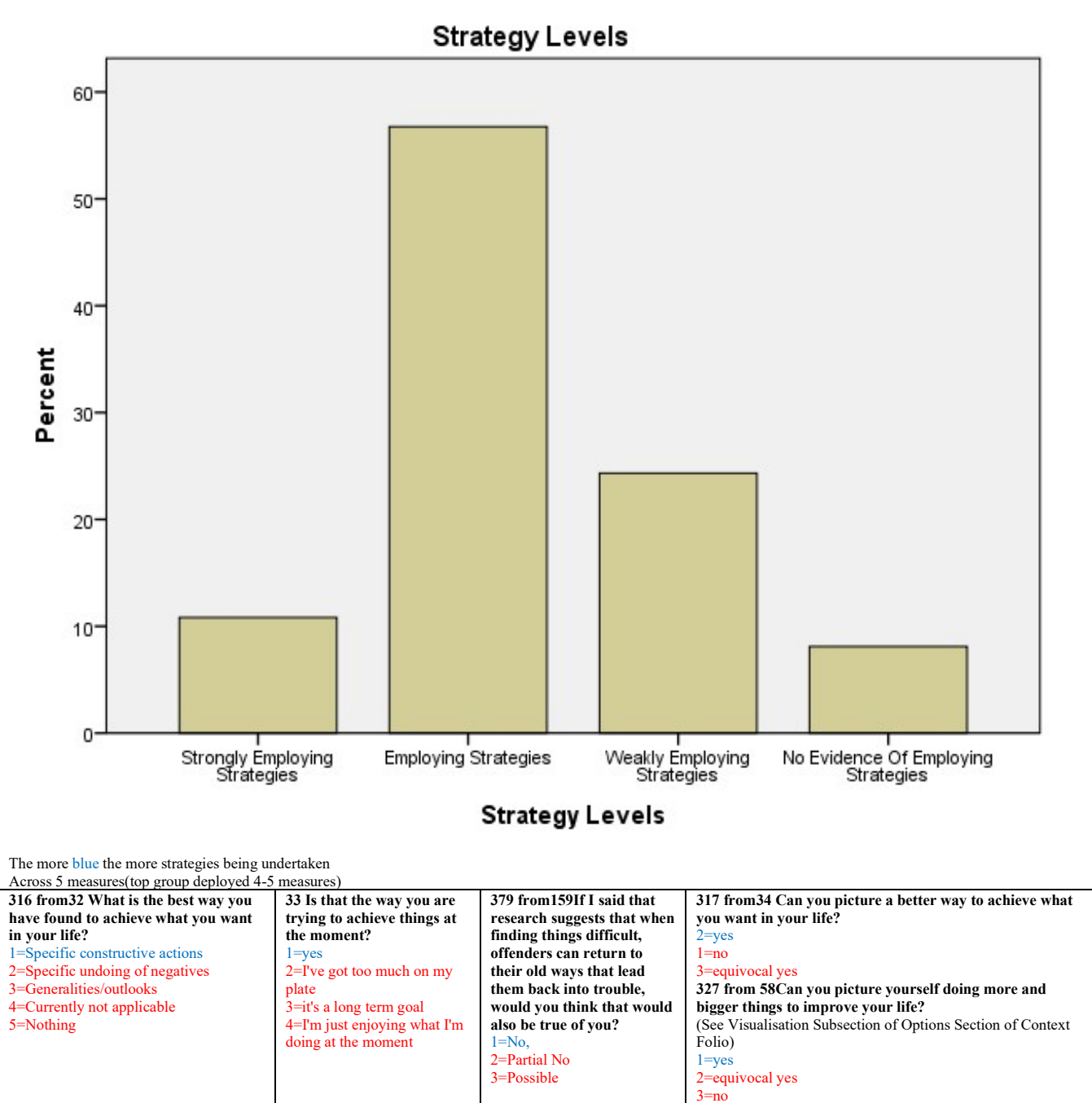


Fig. 7.35 Strategy Levels

None of those strong planners who could also strongly strategise had a high offending risk.

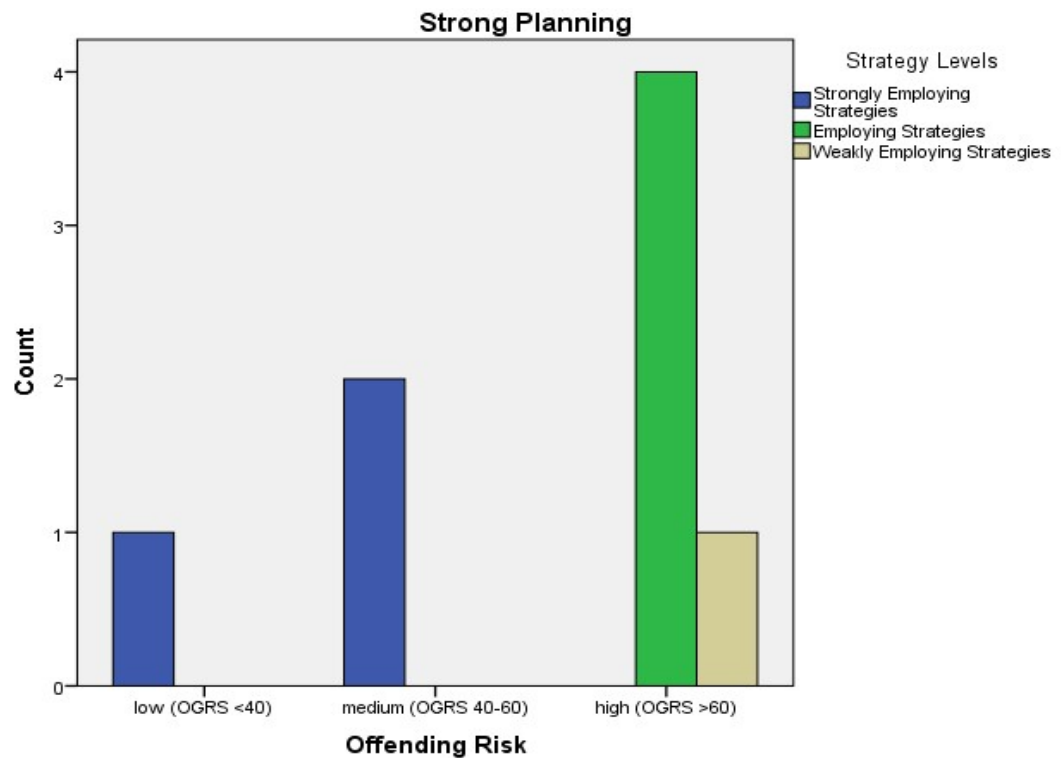
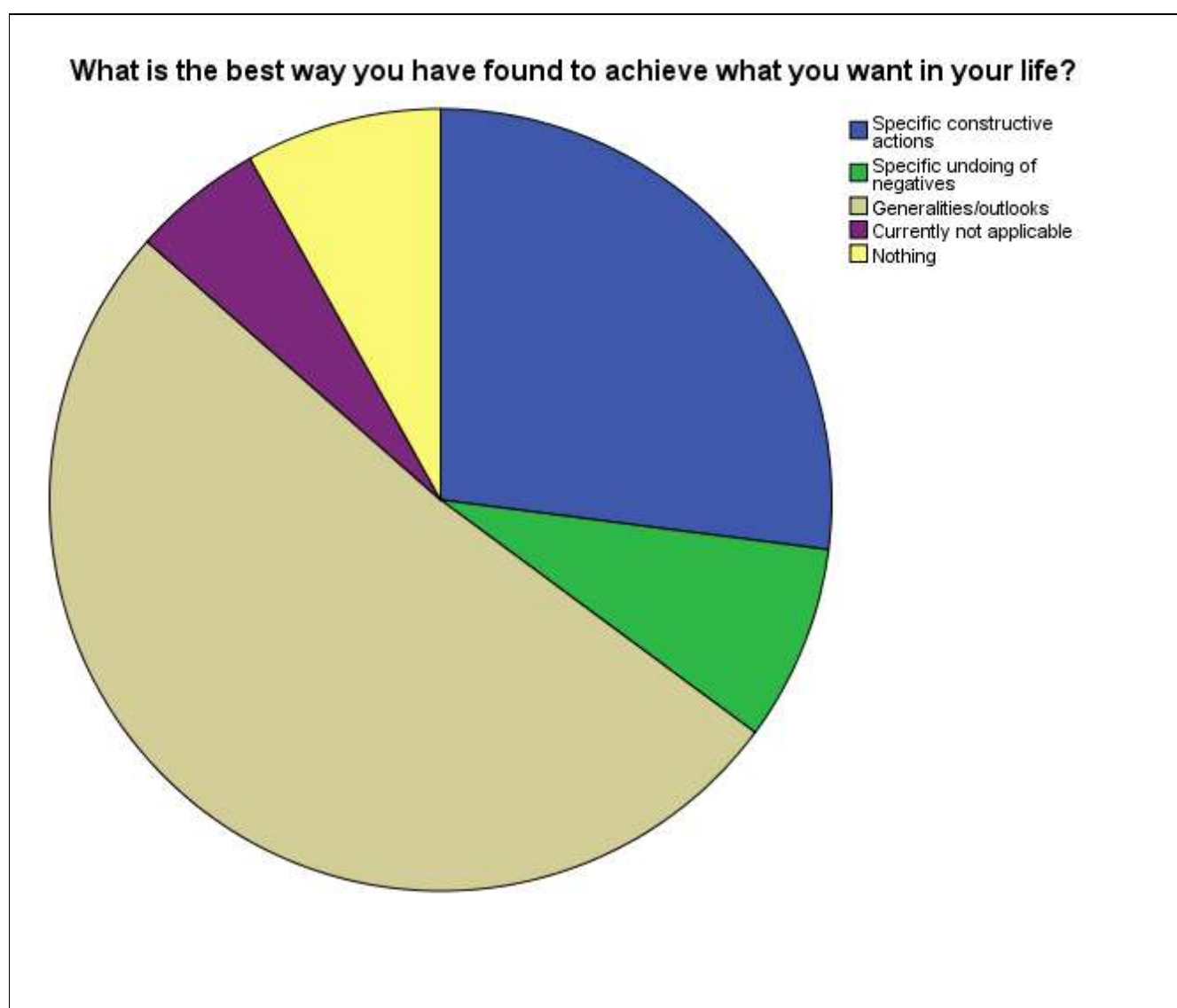


Fig. 7.36 Strong Planning

In terms of the **best** strategy that individuals had found to achieve what they wanted, around half spoke only in terms of generalities or outlooks and 3 participants cited nothing at all. However, 90% of the just over a quarter of participants who spoke of specific constructive action included work within that action and the remaining 10% spoke of improving education. This may emphasise the vital role of work and education as strategies to deliver individuals' goals and dreams and the importance of ensuring they are able to do so.

All those who spoke of undoing specific negatives included tackling substance use and both those who spoke of something no longer applicable to them spoke of prison as a 'time out to think' or as a break after which a 'fresh start' could be made. This might

emphasise the importance of a zero-tolerance approach to allowing substance use to prevent functioning in any individual and to any form of containment being anything other than an opportunity to deliver a ‘time out to think’ and to prepare for a ‘fresh start’. Any form of containment or intervention, from schools to prisons, may only be legitimate if structured effectively to optimise thinking, including this ‘time out to think’, and preparation for the best possible start in life, such as that ‘fresh start’.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Specific constructive actions</u></p> <ul style="list-style-type: none"> <li>- improving <b>education</b>,</li> <li>- being a good person and go to <b>work</b> and do what everybody else does in life,</li> <li>- <b>working</b> hard and being punctual so you are not always playing catch up,</li> <li>- working and/or <b>working</b> hard,</li> <li>- being honest, working, getting on with things, doing a good job, but contemplates failure and resents not keeping earnings for self,</li> </ul> |
| <p><u>Specific undoing of negatives</u></p> <ul style="list-style-type: none"> <li>- stopping <b>substance use</b>,</li> <li>- listening to advice, talking about problems, avoiding bottling things up and avoiding <b>substance use</b>,</li> </ul>                                                                                                                                                                                                                                                              |
| <p><u>Currently not applicable</u></p> <ul style="list-style-type: none"> <li>- taking time out in jail to think about one's life/goals and/or to want to start fresh when one comes out,</li> <li>-</li> </ul>                                                                                                                                                                                                                                                                                                    |

Fig. 7.37 What is the best way you have found to achieve what you want in your life?

All participants, except those who had suggested nothing or something currently inapplicable<sup>57</sup>, were then asked ‘is that the way you are trying to achieve things at the moment?’, to which virtually all said ‘yes’.

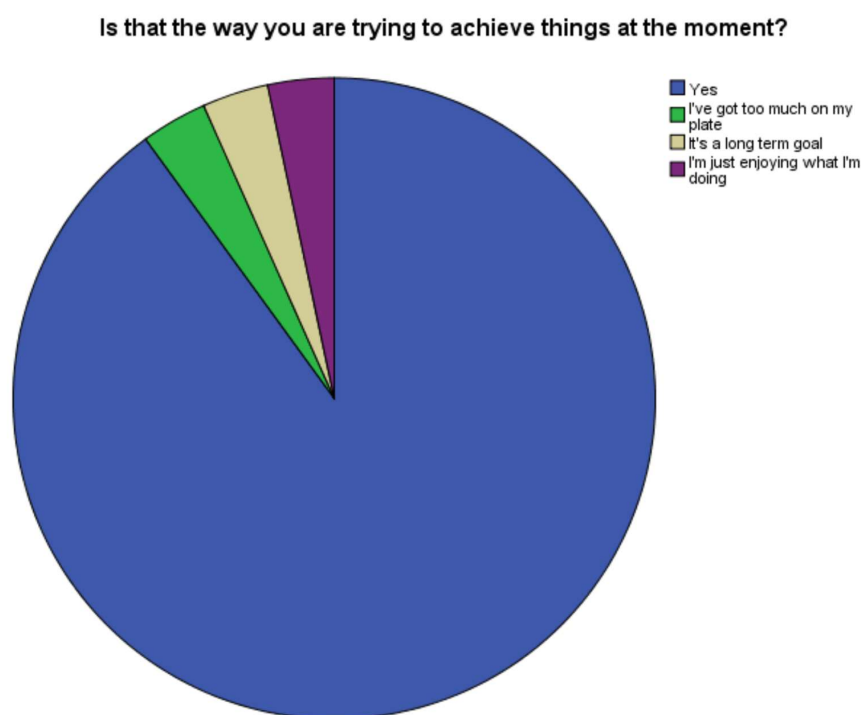
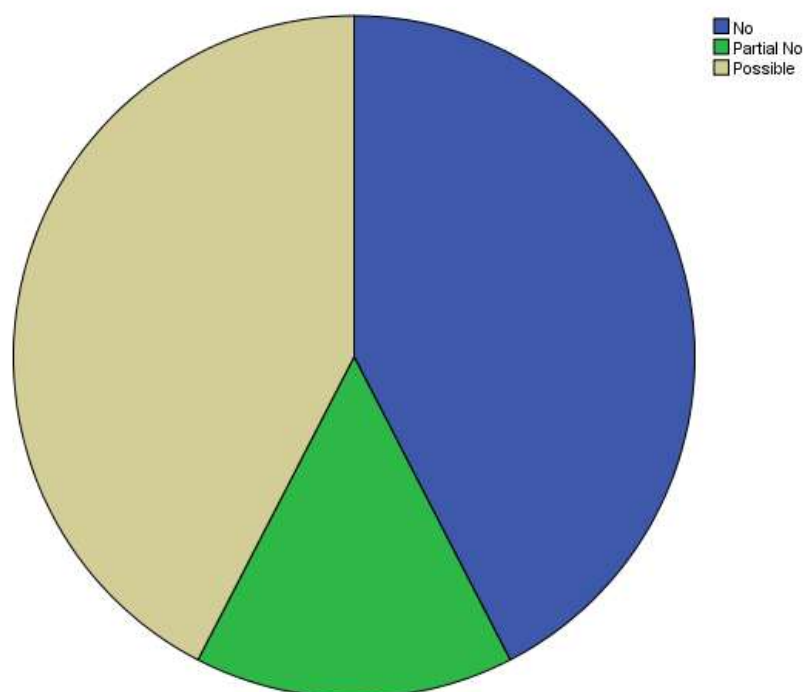


Fig. 7.38 Is that the way you are trying to achieve things at the moment?

<sup>57</sup> When asked ‘What is the best way you have found to achieve what you want in your life?’

The 3 participants who had not said yes, all spoke in terms of deferment. This included having ‘got too much on my plate\* **at the moment**’, ‘got to look at short term and **long-term goals\*\***’ and speaking of enjoying\*\*\* what he is doing **at the moment**, respectively. This suggested that strategies to achieve what is wanted in life may need to include ensuring the route taken is \*\*\*pleasurable, \*\*appropriately paced and \*not overwhelming. Without this, there could be a threat that finding things difficult might lead to a return to former unhelpful strategies. Participants were asked about any relevance to them personally of research in this area<sup>58</sup> and only 42% of participants ruled out such a possibility.

**Any possibility of difficulties leading to a return to former unhelpful strategies\***



\* If I said that research suggests that when finding things difficult, offenders can return to their old ways that lead them back into trouble, would you think that would also be true of you?<sup>59</sup>

Fig. 7.39 Any possibility of difficulties leading to a return to former unhelpful strategies?

<sup>58</sup> See SEU report 2002 as basis for the question used here, namely ‘If I said that research suggests that when finding things difficult, offenders can return to their old ways that lead them back into trouble, would you think that would also be true of you?’

<sup>59</sup> See SEU Report 2002

Ensuring strategies are not too difficult to pursue effectively thus seems important, as perhaps also is being able to visualise improving strategies. In this latter respect, all but one of those who had claimed to be able to picture **a better way** to achieve, whether equivocally or not, also seemed to be able to picture doing **more and bigger** things, again whether equivocally or not. Conversely, those who could not picture a better way to achieve appeared to be spread across all levels of picturing doing more and bigger things. Therefore, considering building more and bigger things upon existing action, may be more achievable than having to originate a brand-new action, such as a completely new better way might represent.

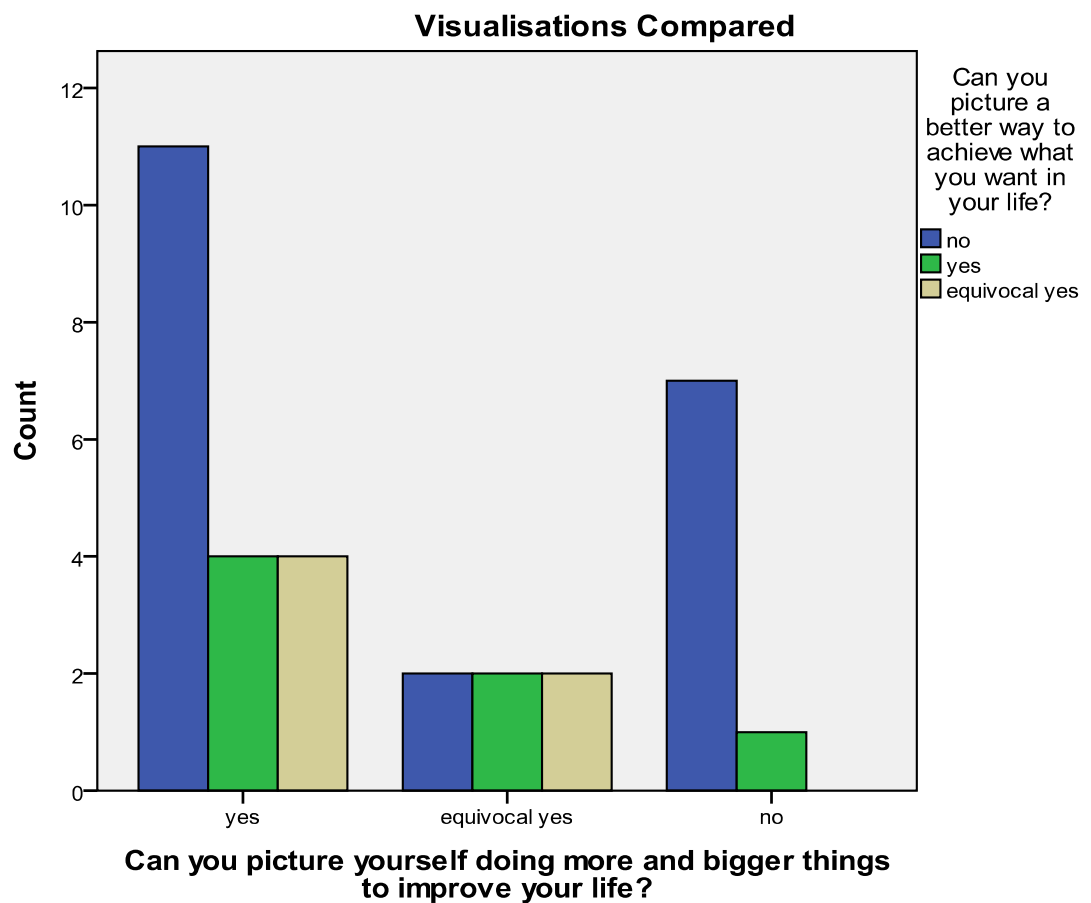


Fig. 7.40 Visualisations Compared

Thus, there may be 3 grades of being aware of improved strategies to advance<sup>60</sup> **beyond** any strategies currently being undertaken. The grade that might exist, as the third of these 3 grades, may be those who were **unaware of improved strategies**, beyond any strategies currently being undertaken, namely those who replied ‘no’ to both these questions. The remaining 2 grades might be allocated to participants who **were** aware of improved strategies **beyond** those being currently undertaken, namely more and bigger things, whether equivocally or not. First among these 2 latter grades could be those who were **also aware of a completely new better way**, whether equivocally or not. 38% of participants<sup>61</sup> were not aware of any ‘more and bigger’ as well as ‘better’ things they could do beyond what they were already undertaking, whilst 41%<sup>62</sup> were aware of ‘**more and bigger**’, but not ‘**better**’, things and 22% were aware of neither.<sup>63</sup>

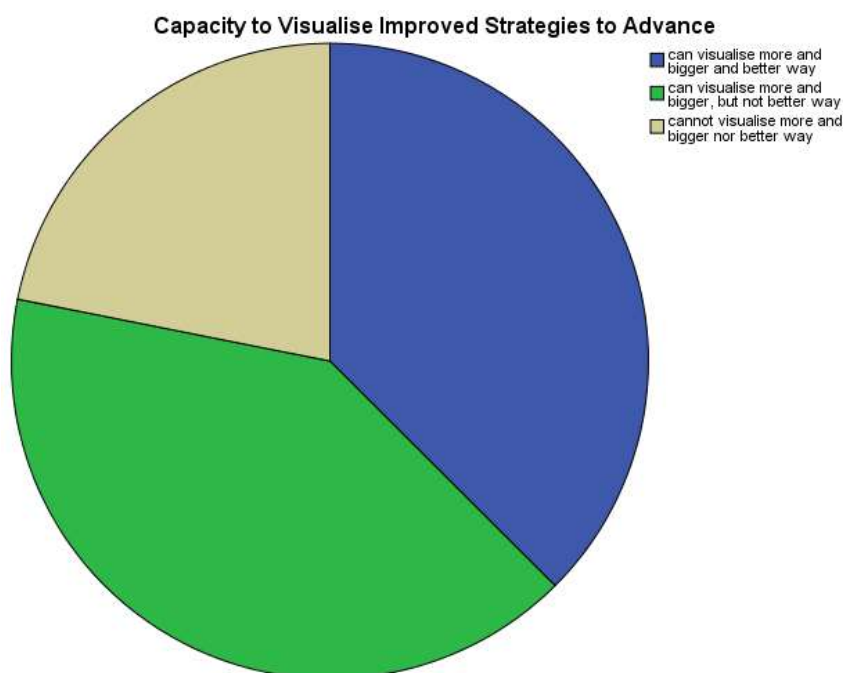


Fig. 7.41 Capacity to Visualise Improved Strategies to Advance

<sup>60</sup> See Variable 604 in categorisation appendix

<sup>61</sup> With regard to those for whom both relevant figures exist

<sup>62</sup> With regard to those for whom both relevant figures exist

<sup>63</sup> With regard to those for whom both relevant figures exist



These grades of awareness of improved strategies appeared to be reflective of whether or not individuals were *currently* employing the helpful strategy of work or were likely to be employing the unhelpful strategy of offending.

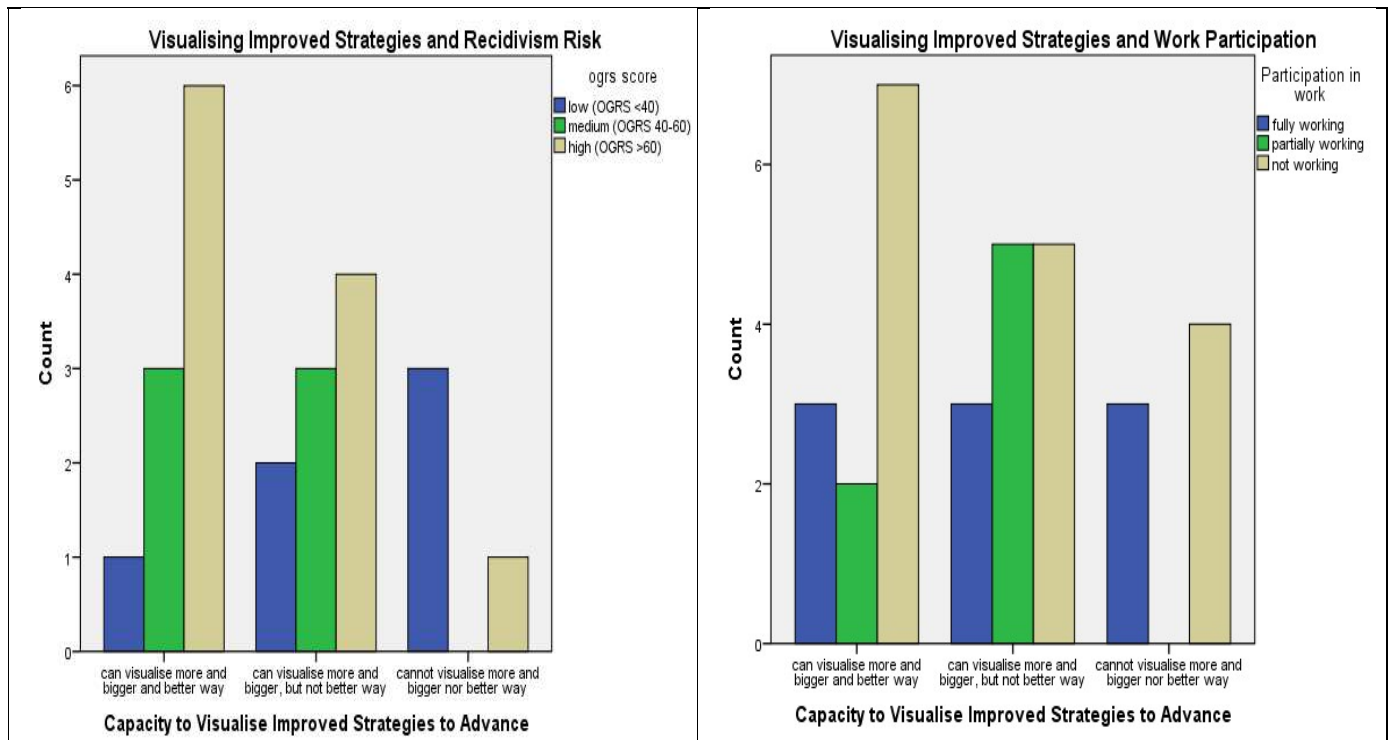


Fig. 7.42 Visualising Improved Strategies and Recidivism Risk/Work Participation

The greater the extent of awareness of improved strategies, the more participants at high risk of currently employing the unhelpful strategy of offending were situated at that level and the fewer participants at low such risk were so situated. Likewise, the greater the extent of awareness of improved strategies, the more workless participants were situated at that level. Thereby, offending rather than working was apparently associated with being aware of improved strategies, such as work might represent, while those who were working not offending already were deploying that strategy and thus, for them, it was not a different strategy.

Furthermore, none of those who were partially working, or at medium offending risk, were unaware of at least ‘more and bigger’ ways, and sometimes also ‘better’ ways, while working fulltime appeared to be unrelated to level of awareness of alternative strategies. Taken together, this could suggest that those employing the unhelpful and brutal strategy of offending are highly likely to be **aware** of improved strategies, **but** they might need to be obliged and facilitated in undertaking those improved strategies.

Work, as one such improved strategy, may need to do a lot more to ensure it is a good strategy and that it is available fulltime.

Since building more and bigger things upon existing action seemed to be more achievable than having to originate a brand-new action, the need for individuals to be set upon a fulltime working, de-brutalised path from the outset, including fulltime engagement at school, seemed to be underscored. In this way, de-brutalised and hardworking habits might be usefully established early. With respect to this, only 49% of the cohort as a whole had said offending was not a habit for them. 3% said it was a habit but had not been asked about any strategy to break that habit. 22%<sup>64</sup> had the habit but no strategy to break this offending habit.<sup>65</sup>

None of those who acknowledged offending as a habit said it was not a breakable habit, but 62% appeared to have no strategy with which to break it<sup>66</sup>. In this way, providing strategies to break brutal habits, may be just as important as preventing such habits emerging in the first place.

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<sup>64</sup> Made up of 19% who said that it was a habit but had no strategy to break the habit and 3% who said it was possibly a habit but for whom breakability was unknown and no strategy existed

<sup>65</sup> See Habit in the Section on Context Options in Chapter 9

<sup>66</sup> See Habit in the Section on Context Options in Chapter 9

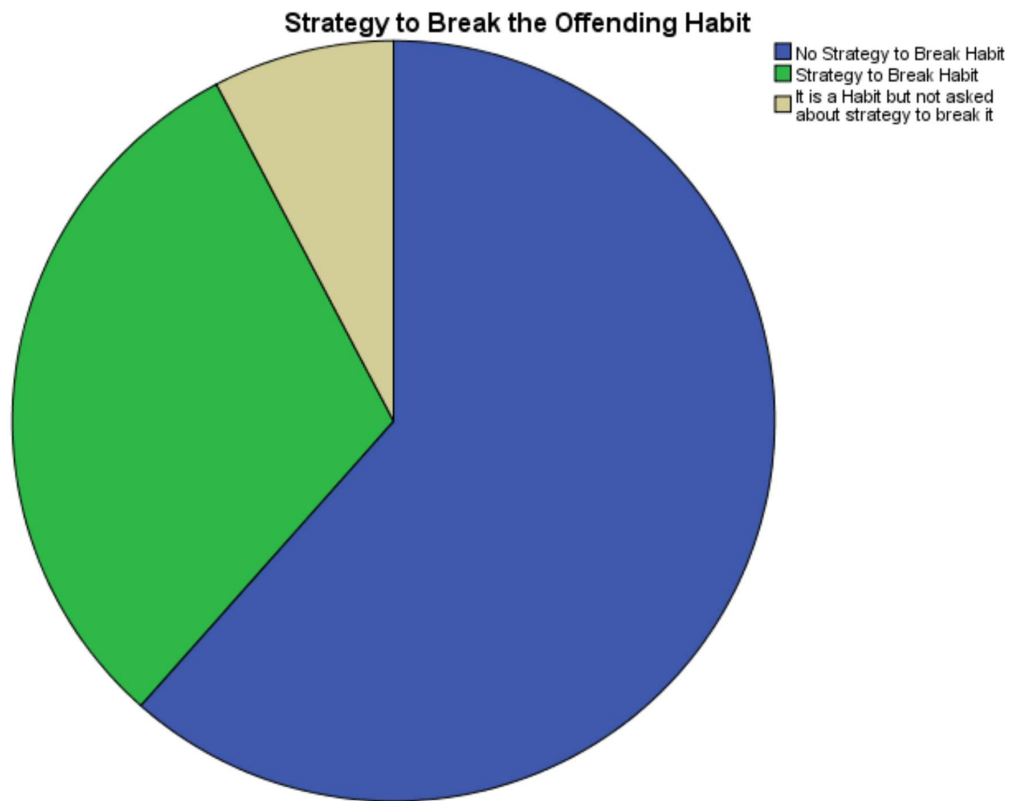


Fig. 7.43 Strategy to Break the Offending Habit

This seems to further outline the value of nurturing a strong capacity to strategise.

Moreover, 88% of those with only a weak capacity to strategise appeared to have a self-centred moral attitude to rules as well<sup>67</sup>.

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<sup>67</sup> See The Role of Rules Subsection in the Universal and Differing Moralities in Understanding Brutality Section in Chapter 3

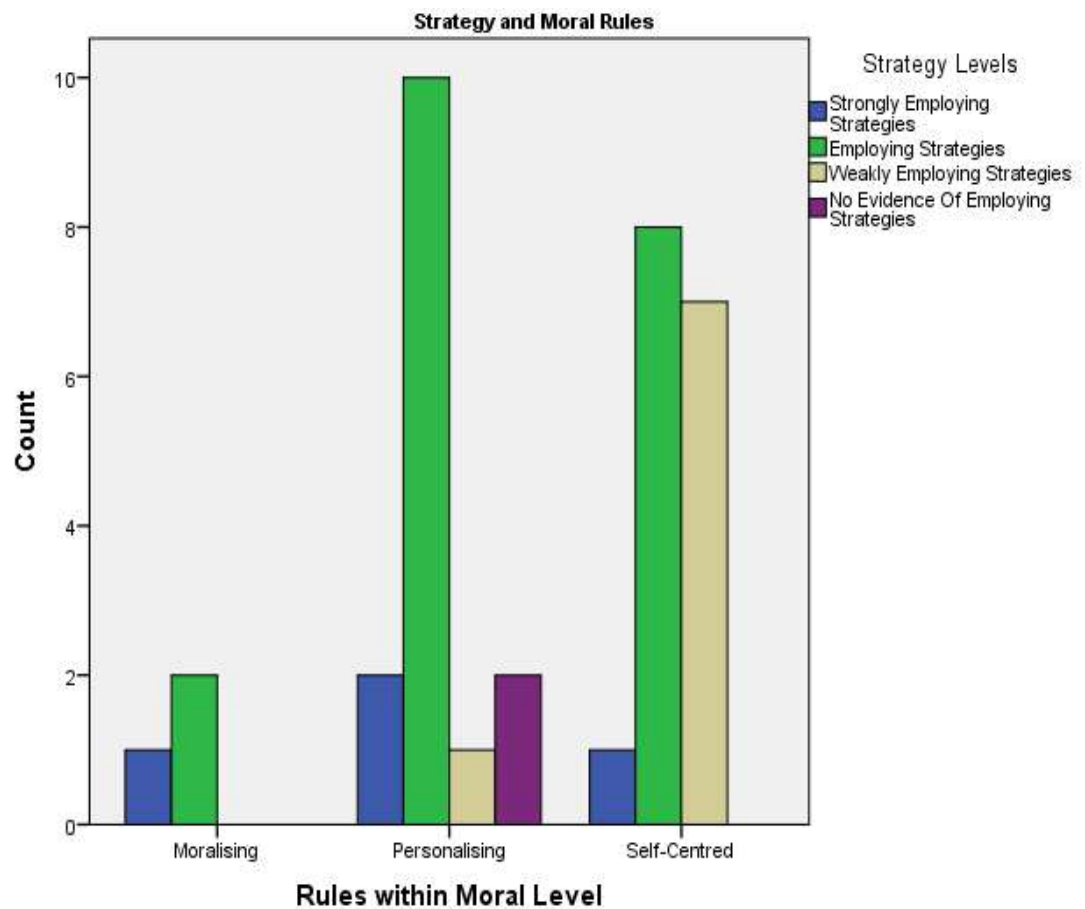


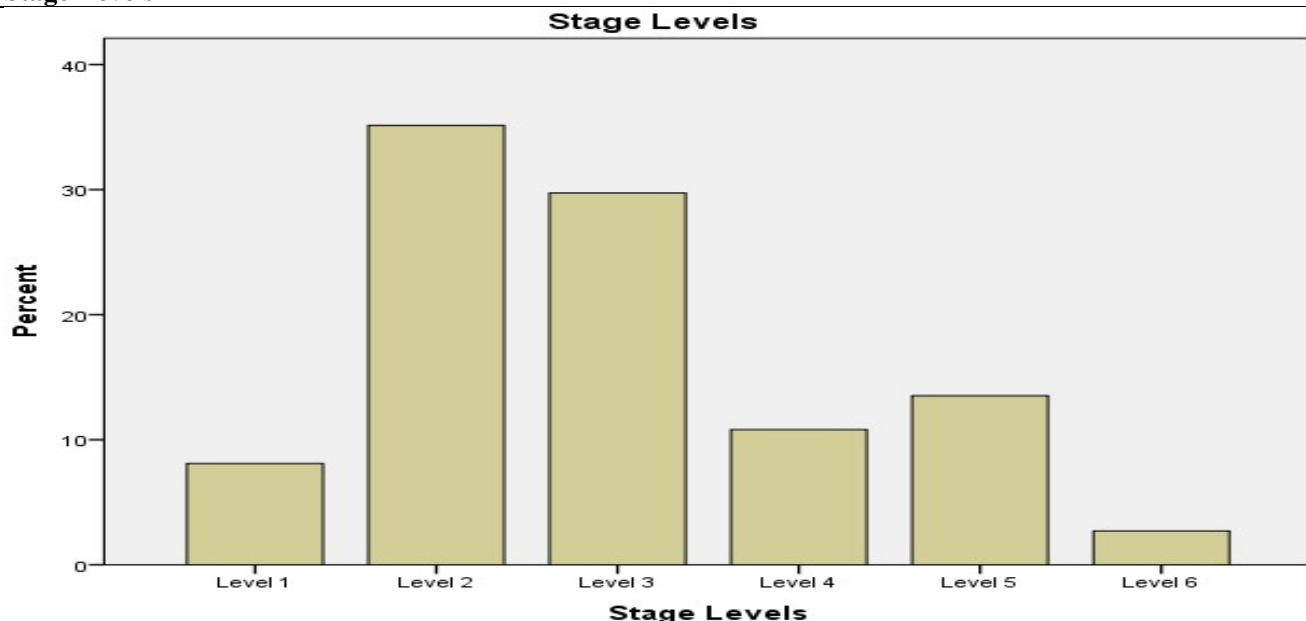
Fig. 7.44 Strategy and Moral Rules

The remaining weak strategist, and both those with no strategising at all, personalised rules to fit their outlook. In this way, strategising appeared to be related to moral adherence to rules, as well as being of intrinsic value in itself.

### *Stages*

Strategies, along with moral adherence to rules, might enable individuals to advance in stages. All those who were at the [best-case-stage](#) were active or strongly active, as were all those who were [strongly employing strategies](#).

## Stage Levels



1= cited 4 or more 'best case', or 'second best case' stages, across these measures, without the inclusion of any of the 'worst case' such stages = **best case**

2= cited 4 or more 'best case', or 'second best case' stages, across these measures, with 1 'worst case' such stage = **mostly best case**

3= cited 4 or more 'best case', or 'second best case' stages, across these measures, with 2 or 3 such 'worst case' stages = **balanced**

4= cited **less** than 4 'best case', or 'second best case', stages with 1 'worst case' stage = **worst leaning**

5= cited **less** than 4 'best case', or 'second best case', stages with 2 or 3 such 'worst case' stages = **most worst leaning**

6= cited only stages associated with **uncertainty** = **only uncertainty**

Across 11 measures in 5 categories

|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>DESCRIBED STAGE</b><br><b>371 from 145</b> How would you describe the point you are currently at in your life?<br>1=Positive<br>2=Satisfactory<br>3=Uncertain<br>4=Negative | <b>DESISTANCE STAGE</b><br><b>606</b><br><b>Current Claimed Desistance Stage:</b><br>378 from 154 If I said that research suggests that 'all offenders eventually stop offending' it's only a matter of how quickly and at what age, when do you think you will stop?<br>1=stopped<br>2=stopping<br>3=non-committal<br>4=still offending<br><b>605 from 160</b> If I said that research suggests that 40% of offenders with three convictions seem to stop offending without any further criminal justice interventions, would you think that would also be true of you?<br>1=I am stopping<br>2=I am partially stopping<br>3=no mention of stopping<br>4=evasive | <b>CHANGE STAGE</b><br><b>377 from 152</b> Research suggests these reactions may indicate how you are dealing with change. Which of these sounds like you when you encounter a difficulty when trying to change?<br><b>Changing established</b><br>8='now I can see the way ahead'<br><b>Changing unfolding</b><br>5='let it happen this is change!'<br>6='perhaps if I try things a bit differently'<br>7='does this feel right for me?'<br><b>Changing initiating</b><br>2='oh no I can't believe it'<br>3='this is not as bad as I expected!'<br><b>Unready</b><br>1=None singled out<br><b>Not selected by</b> | <b>NEW IDENTITY STAGE</b><br><b>607+ 608</b><br><b>New Identity Stage</b><br><b>from 284</b> Which of these statements, which research has suggested may be linked to stages of change, do you think best applies to you?<br>607.1= New Identity Established<br>607.2= Experimenting with New identity<br>607.3= Considering New Identity<br>608.4= Unready but Needing a New Identity<br>608.3= Unready and Unsure How To Tackle Difficulties in a New Identity<br>608.1+2= Unready and Not Needing a New Identity | <b>TURNING POINTS FOR STAGES</b><br><b>150</b><br><b>Could this moment be a key turning point in your life?</b><br>1=yes<br>2=conditional yes<br>3=maybe<br>4=was when things went wrong and now I'm nowhere,<br>5=no,<br><b>376 from 151</b> Why/why not?<br><b>INTERNAL</b><br>1=State of mind<br>4=Thinking<br>5=Wanting stuff<br>7=Doing it<br><b>SITUATIONAL</b><br>2=Change in circumstances<br>6=Children<br><b>OFFICIAL</b><br>3=Consequences<br>8=Help<br><b>NEGATIVITY</b><br>9=Negativity undermining the positive from the previous question<br>10=Typical right goes wrong so in limbo<br><b>374 from 148 AND 148</b> What do you think have been the key turning points in your life?<br>374.4=MULTIPLE<br>374.1=NONE<br>374.2=SINGLE<br>374.3=DOUBLE<br><b>INTERNAL</b><br>148.2=Learning<br><b>SITUATIONAL</b><br>148.3-4=Getting/staying away<br>148.5=Victimization<br>148.6-10=Family<br>148.15=Family and Work<br>148.16=Family and Home<br><b>OFFICIAL</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|--|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>anyone</p> <p>4= 'I am not sure if I am up to changing!'</p> | <p>148.11-14=Justice system</p> <p><b>SITUATIONAL AND OFFICIAL</b></p> <p>148.17-20=Justice system and Family</p> <p>148.21=Justice system and Image</p> <p>148.22=Justice system and Victimisation</p> <p>148.24=Justice system and Family and Money</p> <p>148.25-27=Justice system and Family and Losing</p> <p><b>SITUATIONAL AND OFFICIAL AND INTERNAL</b></p> <p>148.23=Aging and Learning and Release</p> <p>375 from 149Was it a positive or negative turning point?</p> <p>1=Positive</p> <p>2=Positive with Negative</p> <p>3=Negative</p> |
|--|--|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Fig. 7.45 Stage Levels

At the other end of the spectrum, 80% of those who were **most-worst-leaning** were only weakly active or not active at all, as were all those who were **not employing strategies**.

Furthermore, none of those who were only **weakly employing strategies**, or who were **uncertain** over their stage or **worst leaning** in their stage, were strongly active.

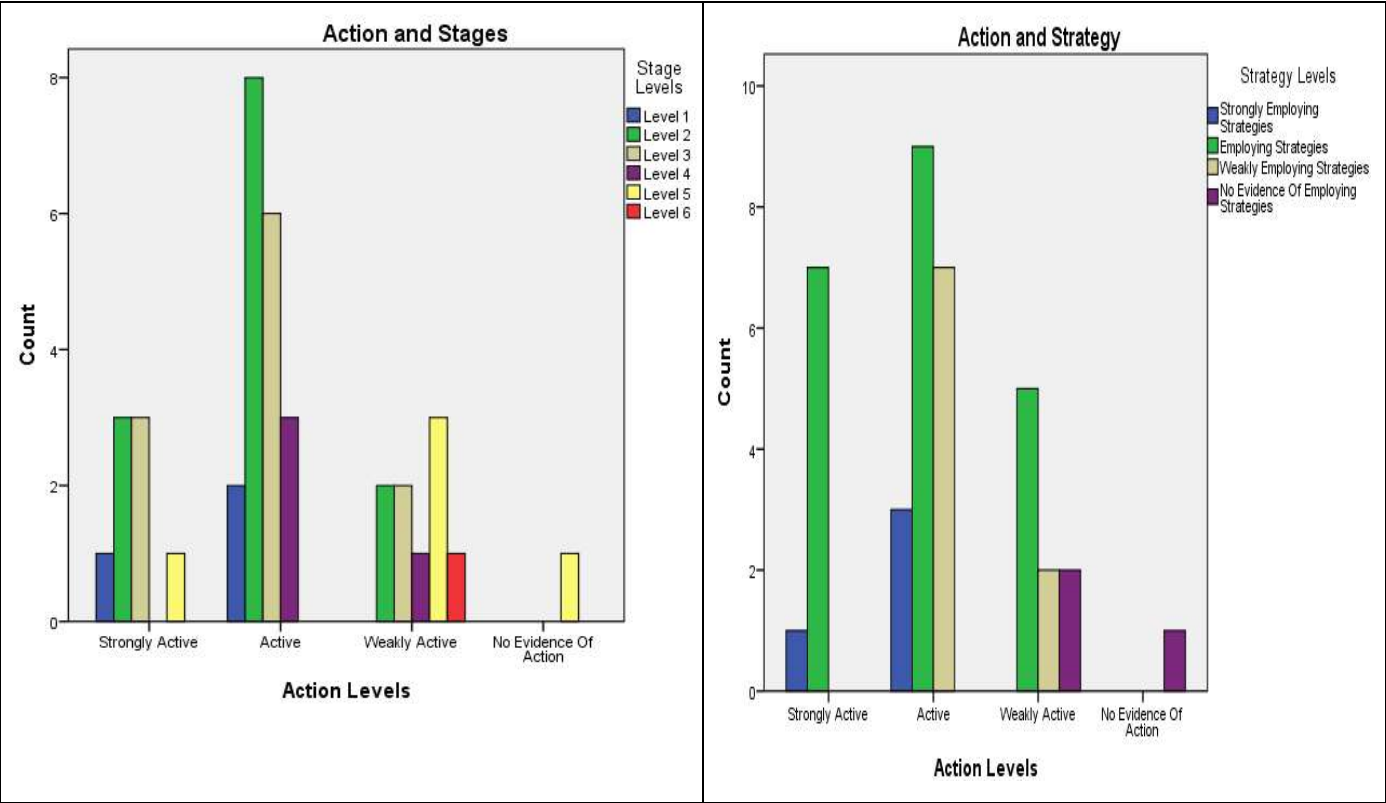


Fig. 7.46 Action and Stages/Strategy

This seemed to indicate that, as well as developing strategies, promulgating swift advancement through stages of progress might support active participation in society and vice versa. Indeed, active participation, exemplified by work, appeared associated with a more advanced described stage<sup>68</sup>. In this regard, all of those who described their current stage of life in negative terms were workless. Additionally, 80% of those who were at an uncertain stage were without full-time work and only one part-time worker had a positive view of their stage in life, no more than were workless. This may endorse the importance of **fully** active participation, such as through **fulltime** work.

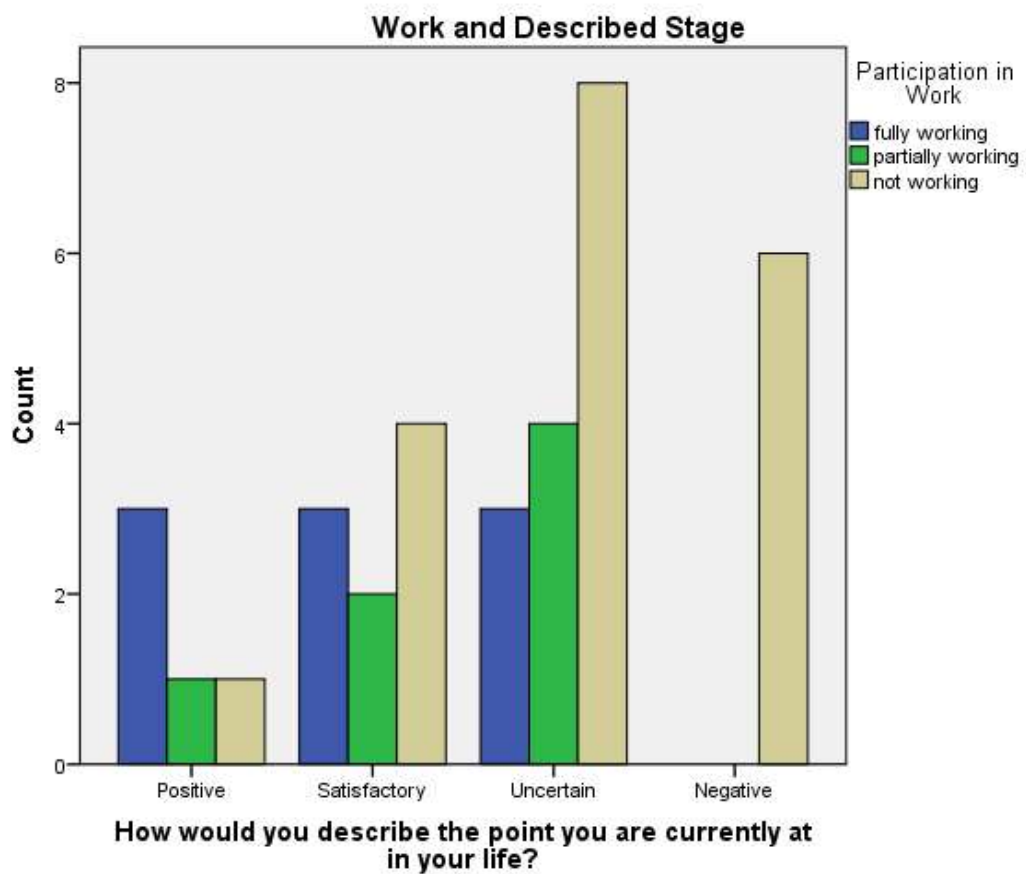
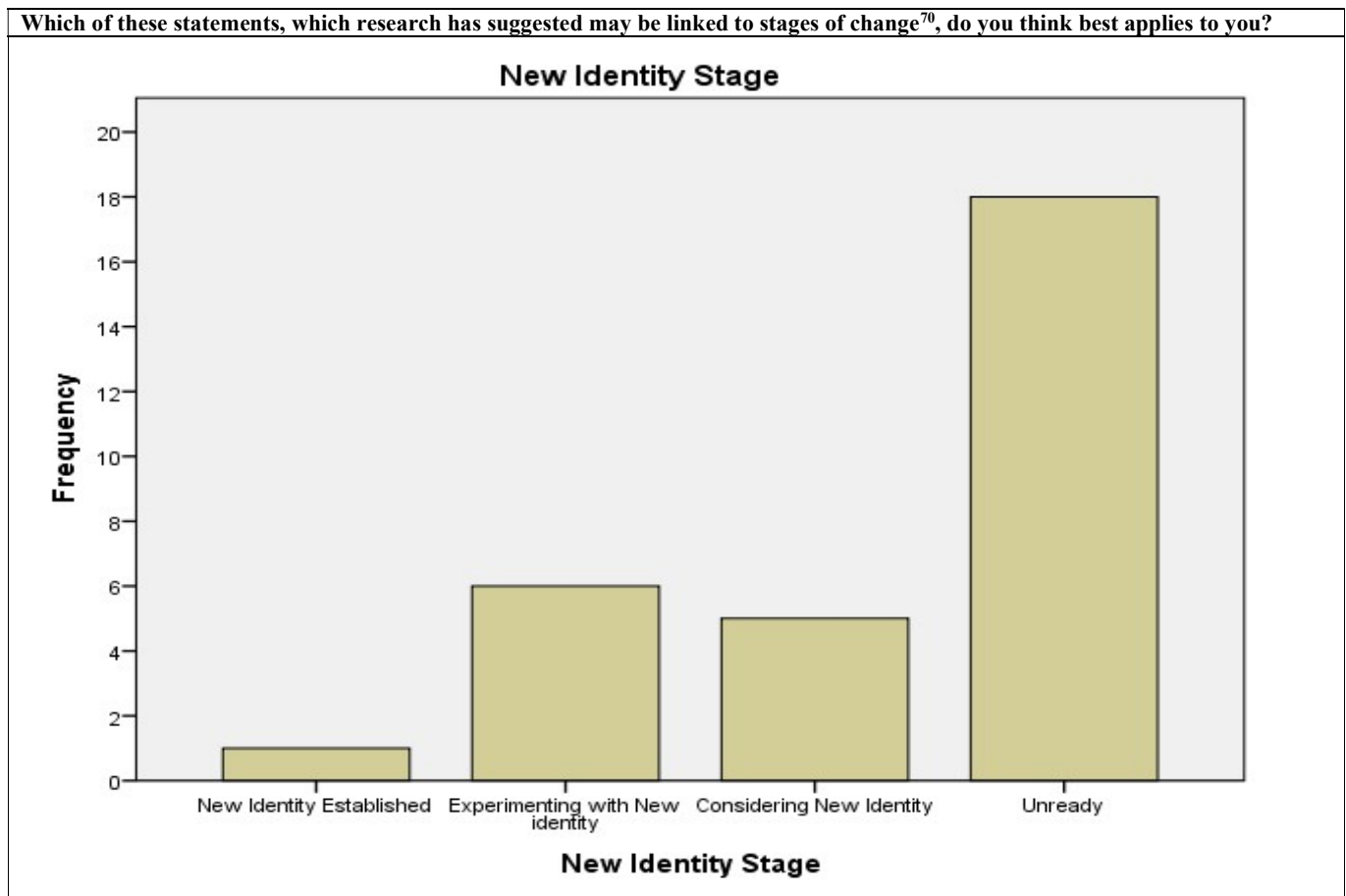


Fig. 7.47 Work and Described Stage

<sup>68</sup> How would you describe the point you are currently at in your life?

In terms of a new identity stage<sup>69</sup>, those who appeared unable to differentiate meaningfully between identifying statements, might be unready to consider meaningfully a new identity for themselves. This unreadiness may also apply to those whose selection appeared based within pre-action. In these ways, being unready for a new identity appeared potentially relevant to 60% of participants.



<sup>69</sup> Which of these statements, which research has suggested may be linked to stages of change, do you think best applies to you?

<sup>70</sup> See Prochaska, J. O., DiClemente, C. C. and Norcross, J. C., (1992), In search of how people change, *American Psychologist*, 47:1102-1114 Prochaska, J. O. and Velicer, W. F., (1997), The Transtheoretical Model of health Behavior Change, *The American Journal of Health promotion*, 12 (1) 38-48. Hopson, B., Scally, M. and Stafford, K., (1992), *Transitions: the challenge of change*, Mercury Books., Prochaska, J. O and DiClemente, C. C., (1986), *Toward a Comprehensive Model of Change* in Miller, W. R. and Heather, N. (eds), *Treating Addictive Behaviours: processes of change*, Plenum Press, Prochaska, J. O. and Velicer, W. F., (1997), The Transtheoretical Model of health Behavior Change, *The American Journal of Health promotion*, 12 (1) 38-48.



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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Statements offered to participants:</b></p> <p>You are aware you have problems that need to be overcome and have an idea of how to overcome them. (1)</p> <p>You have a plan of how to manage situations when you might get into trouble and you always act on it. (2)</p> <p>You can see how changing could improve your life. (3)</p> <p>You are starting to think of yourself as a different person. (4)</p> <p>You have become involved with groups or people who can help you change. (5)</p> <p>You cope with situations where you might have got into trouble in the past without any trouble. (6)</p> <p>You are starting to see the benefits of change and to reward yourself for that change. (7)</p> <p>You keep telling yourself you are capable of change. (8)</p> <p>You think about the upset caused when things go wrong and how much better things could be. (9)</p> <p>Only included when the participant is definite</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Unready</b></p> <p><b>None</b></p> <p>20=they're all about change and I don't want to change, I'm quite happy the way I am so, none of them,</p> <p><b>All</b></p> <p>19=yes to all,</p> <p><b>All but one or two</b></p> <p>14=yes to all except 1, (23456789)</p> <p>15=yes to all, except 2, (13456789)</p> <p>16=yes to all, except 1, 2, (3456789)</p> <p><b>Only Pre-action or All of Pre-action plus only one other</b></p> <p>11=8,</p> <p>12=3,</p> <p>13=9,</p> <p>10=3,7,8,9,</p> <p><b>Considering New Identity</b></p> <p><b>Pre-action+ Planning Action</b></p> <p>6=1,3,</p> <p>7=1,9,</p> <p>9=1,3,9,</p> <p><b>Planning Action</b></p> <p>5=1,</p> <p><b>Experimenting with New identity</b></p> <p><b>Action or Post-action but predominately neither</b></p> <p>8=1,3,5,9,</p> <p>17=yes to all except 2,6,7, (134589)</p> <p>18=yes to all, except 2,6,7,9, (13458)</p> <p><b>Post-action+ Pre-action</b></p> <p>2=3,4,</p> <p><b>Action+ Pre-action</b></p> <p>3=5,7,8,9,</p> <p><b>Post-action, Planning Action+ Pre-action</b></p> <p>4=1, 4, 8,</p> <p><b>New Identity Established</b></p> <p><b>Post-action</b></p> <p>1=6,</p> |
| <p><b>Categorising responses within the context of this study:</b></p> <p><b>Pre-action</b></p> <p><u>Thought of change</u></p> <p>You think about the upset caused when things go wrong and how much better things could be. (9)</p> <p><u>Thought becomes vision</u></p> <p>You can see how changing could improve your life. (3)</p> <p><u>Encouraging self to act on vision</u></p> <p>You keep telling yourself you are capable of change. (8)</p> <p><b>Planning Action</b></p> <p>You are aware you have problems that need to be overcome and have an idea of how to overcome them. (1)</p> <p><b>Action</b></p> <p><u>Seeking Help to change</u></p> <p>You have become involved with groups or people who can help you change. (5)</p> <p><u>Reinforcing change</u></p> <p>You are starting to see the benefits of change and to reward yourself for that change. (7)</p> <p><b>Post-action</b></p> <p><u>New Identity Forming</u></p> <p>You are starting to think of yourself as a different person. (4)</p> <p><u>Consistent Planned Action in line with New identity</u></p> <p>You have a plan of how to manage situations when you might get into trouble and you always act on it. (2)</p> <p><u>Plan integrated into New Identity</u></p> <p>You cope with situations where you might have got into trouble in the past without any trouble. (6)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Fig. 7.48 New Identity Stage

In terms of work status, however, there appeared to be a distinct difference between those *wholly* unable to differentiate meaningfully between identifying statements and those being in a state of pre-action. All those who appeared unready to change their identity due to being in a state of pre-action were workless, while 86% of those who appeared unready due to being unable to differentiate, by selecting all or none of the offered statements, were working to at least some degree. In fact, the individual who had selected none, had specified that this was because he was happy with his existing identity. He was fully working.

This might show that work could be associated with having no need to change identity, as work provides a satisfactory identity, whilst worklessness could be associated with

being unready to start taking action towards a new identity, namely being in pre-action.

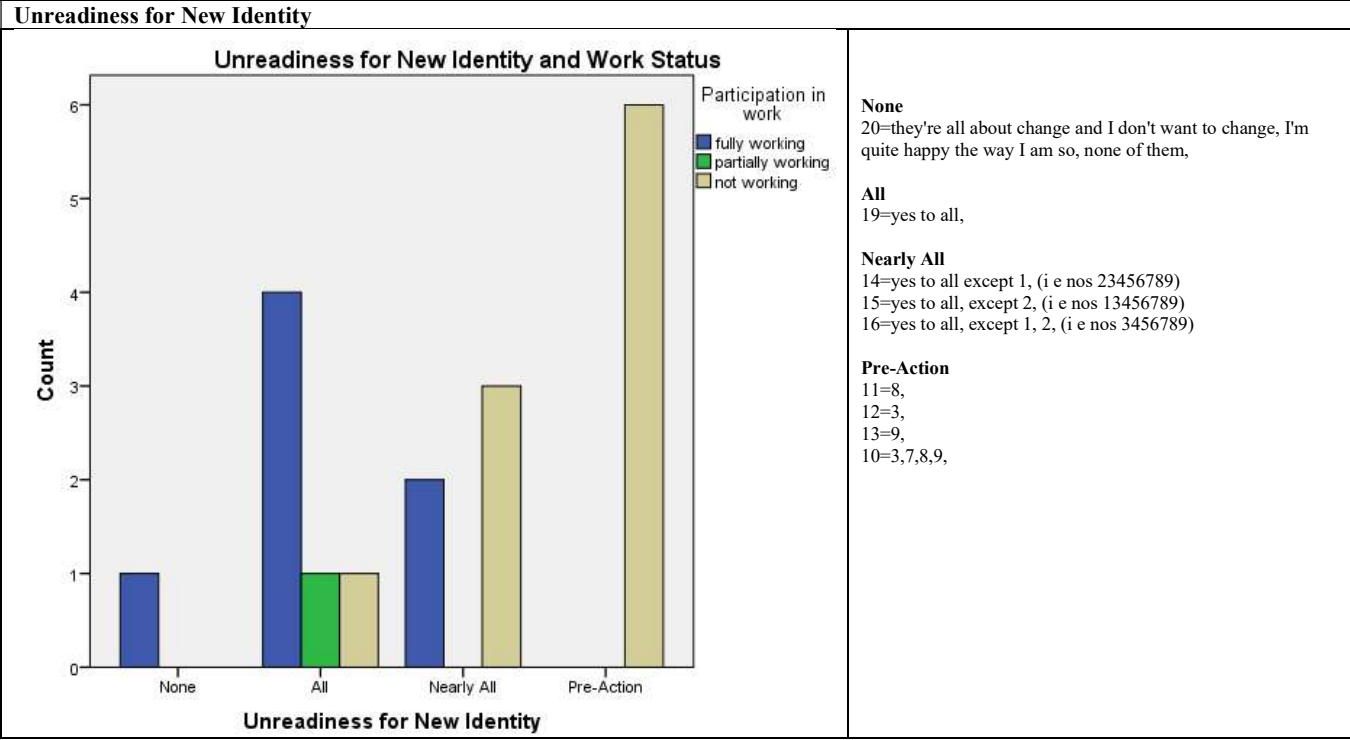


Fig. 7.49 Unreadiness for New Identity

Nurturing readiness to start taking action towards a new working identity may be central to generating action for change. In terms of the change stage<sup>71</sup> itself, only 17% positioned themselves primarily in line with the exemplar phrase<sup>72</sup> representing the potentially strongest capacity to deal with change, namely ‘now I can see the way ahead’, which might represent the \*established changing that may have been internalised<sup>73</sup>.

<sup>71</sup> Research suggests these reactions may indicate how you are dealing with change. Which of these sounds like you when you encounter a difficulty when trying to change?

<sup>72</sup> All exemplar phrases come from Hopson, B., Scally, M. and Stafford, K., (1992), Transitions: the challenge of change, Mercury Books

<sup>73</sup> Hopson, B., Scally, M. and Stafford, K., (1992), Transitions: the challenge of change, Mercury Books

Research suggests these reactions may indicate how you are dealing with change. Which of these sounds like you when you encounter a difficulty when trying to change<sup>74</sup>:

#### Seven Stages of Transition;

- 1 **numbness** – shocked, overwhelmed and immobilized and unable to plan, reason or understand eg oh no I can't believe it!
- 2 **denial/minimization** – trivializing, minimizing, denying eg this is not as bad as I expected!
- 3 **selfdoubt/depression** – facing the reality can lead to feelings of uncertainty, hopelessness, anger, frustration, powerlessness eg I am not sure if I am up to it!
- 4 **acceptance of reality/letting go** – gradual acceptance and rise of optimism about the future but involving setbacks eg let it happen this is it!
- 5 **testing** – more active and trying out new behaviour but the emerging energy is sometimes expressed in tears and irritation eg perhaps if I try.....
- 6 **search for meaning** – moving to a sense of understanding where the activity of the previous phase has led us and deciding whether it is right for us eg is this right?
- 7 **internalization** – 'internalising all the meanings and incorporating them into our changed behaviour' eg now I can see the way ahead

Hopson, Scally and Stafford as representative of seven stages of transition (Hopson et al 1992)

#### Phrases offered to participants:

- 'oh no I can't believe it!'
- 'this is not as bad as I expected!'
- 'I am not sure if I am up to changing!'
- 'let it happen this is change!'
- 'perhaps if I try things a bit differently'
- 'does this feel right for me?'
- 'now I can see the way ahead'

#### Selections made by participants:

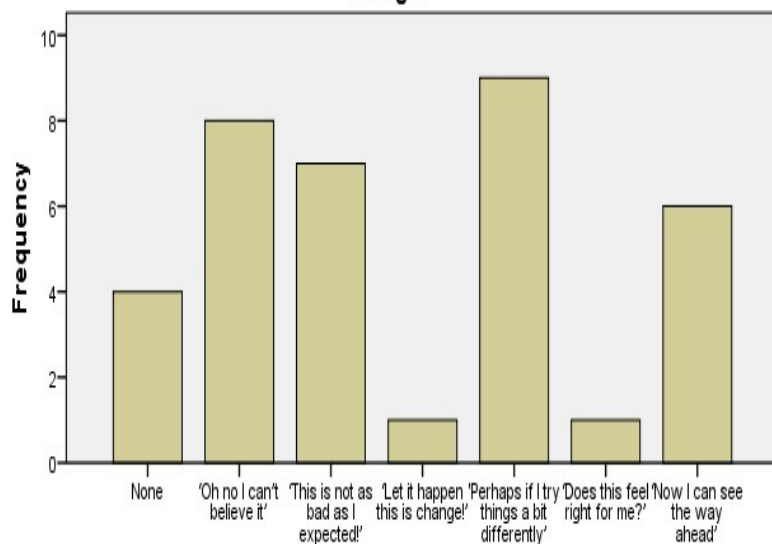
##### None singled out\*

- 1=all, can't really single any out,
- 2=none on the list I just think what will be will be,
- 3='let it happen this is change!' but not actually related to change, actually related to what will be will be,
- Primarily 'oh no I can't believe it!'
- 4='oh no I can't believe it!'
- 5='oh no I can't believe it!' and 'let it happen this is change!'
- 6=all, most emphatically 'oh no I can't believe it', least convincingly 'perhaps if I try things a bit differently.'
- 7=probably a little bit of 'oh no I can't believe' to start then 'perhaps if I tried things a bit differently',
- Primarily 'this is not as bad as I expected!'
- 8='this is not as bad as I expected!'

##### Primarily 'I am not sure if I am up to changing!'

- Primarily 'let it happen this is change!'
- 9='let it happen this is change',
- Primarily 'perhaps if I try things a bit differently'
- 10=probably 'perhaps if I tried things a bit differently',
- 11='perhaps if I try things a bit differently' and 'now I can see the way ahead',
- Primarily 'does this feel right for me?'
- 12='does this feel right for me?'
- Primarily 'now I can see the way ahead'
- 13= 'now I can see the way ahead',
- 14=previously 'oh no I can't believe it!' and 'I am not sure if I am up to changing!' but now 'now I can see the way ahead'

Which of these sounds like you when you encounter a difficulty when trying to change?



Which of these sounds like you when you encounter a difficulty when trying to change?

Fig. 7.50 Encountering a difficulty when trying to change

For 31%, change appeared to be \*unfolding, in terms of accepting reality, letting go, testing or searching for meaning. 42% appeared to be at least \*initiating change, even though associated with numbness over change or a denial or minimalization of the task of changing, while 11% appeared \*unready to do even that, being unable to single out

<sup>74</sup> Hopson, B., Scally, M. and Stafford, K., (1992), Transitions: the challenge of change, Mercury Books

any specific phrases. None of the participants who chose to single out phrases, primarily selected \*‘I am not sure if I am up to changing!’ in terms of self-doubt or depression. This may suggest that all the participants were uncomfortable with the notion of saying anything to acknowledge any lack of capacity to change. Taken together, this could suggest that, for around half of participants, change might not be something for which they are **ready** or may be something to which they are not **realistically attuned**, while, for the other half, it could be something that is **unfolding** or **established**, but, for **all** participants, no matter what, thinking of themselves primarily as *incapable* of change seemed unacceptable. A universal desire to feel *capable* of change might be an excellent starting point upon which to build that change, where that change is appropriate.

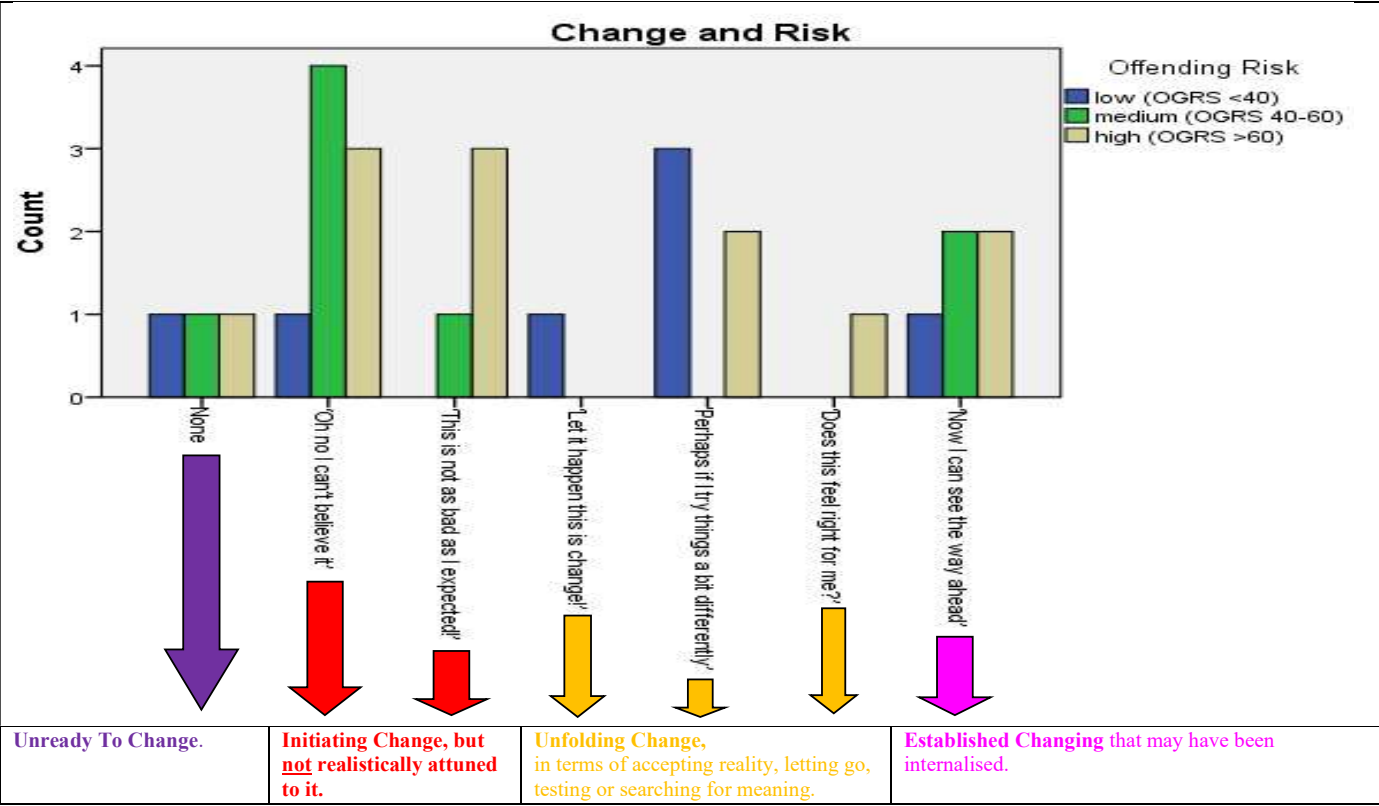


Fig. 7.51 Change and Risk

A distinction appeared to exist, in terms of the offending risk of those classed as ‘unready’ under this change stage measure, just as had appeared in terms of work status under the previously considered new identity change measure. Those classed as ‘unready’ under this new measure, were spread across all three offending risk levels, while, in terms of those initiating change, but not realistically attuned to it, only 8% had a low offending risk. In fact, half of all those at high such risk, and also half of all those at medium risk, fell into this category, a higher proportion, in both cases, than fell into any of the other three overall categories.

This could show that the early stages of change, where individuals might be numb or in denial or minimising the task of changing, may be associated with a raised risk of brutality, such as offending. Therefore, a transitional stage of protection for society might assist individuals in the early stages of changing away from brutality, while reducing the threat of any risk to others, as they learn to attune realistically to how they feel and to the scale of the task of changing. This might endorse notions of progress-tariffing<sup>75</sup> and possible ways to consider measuring it.

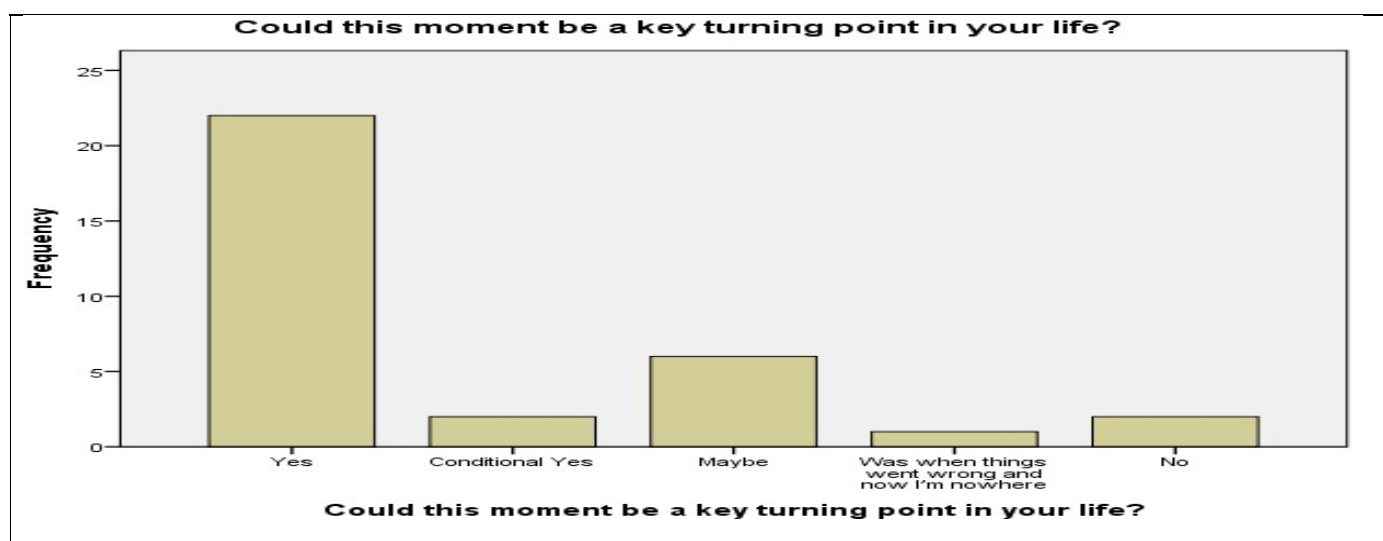
Medium risk appeared to be most strongly associated with numbness, more than those at either high or low risk, perhaps suggesting that medium risk could be most associated with feeling shocked, overwhelmed, immobilised and unable to plan, reason or understand their situation within the criminal justice system. This might indicate that, whilst those at high risk may be more familiar with being managed as criminals and those at low risk could be more integrated within society, those at medium risk may be in limbo between two conflicting types of certainty. Thus, creating a certainty of social

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<sup>75</sup> See Table 3.12 in Chapter 3

inclusion might be of particular benefit to this group, even whilst it indeed seems logical to try and create this for everyone.

Just as medium risk appeared to be associated with the numbness of ‘oh no I can't believe it!’, low risk appeared to be associated with the open-minded testing of ‘perhaps if I try things a bit differently’. In this way, a reduced risk of brutality, represented by low risk, could be associated with a greater ability and willingness to experiment with alternative strategies. This propensity for experimentation may be worthy of encouragement and might be enhanced by an ambiance conducive to it right from the start of life. **Unfolding change** more broadly, however, appeared to polarise risk, while **established change** was second only to unreadiness, in terms of the even spread of risk. Thus, it may be important to monitor change to ensure it becomes established in helpful de-brutalised ways. If it is not, turning points might be used to trigger it. 60% of participants unequivocally thought that this arbitrary moment in time when the interview was occurring was such a key turning point in their lives, with the single biggest reason included being, at 38% , state of mind.



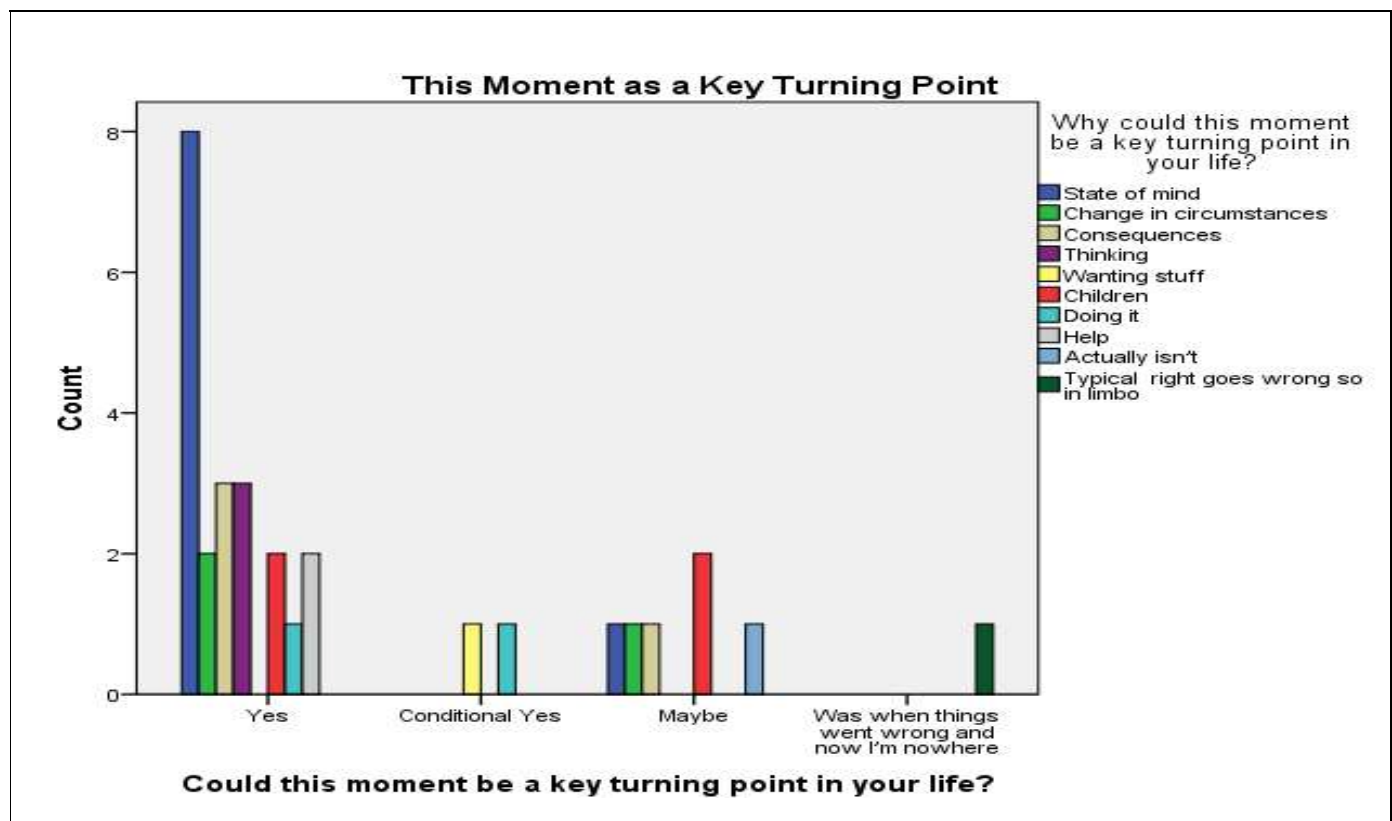


Fig. 7.52 Could this moment be a key turning point in your life?

These turning points might be internal to the person, like state of mind, or could be situational, official or could even manifest as reaching a level of negativity from which the only way is up<sup>76</sup>, in just the way in which 39% of participants<sup>77</sup> had, in another context, selected 'everybody has to hit their own rock bottom'<sup>78</sup>. Turning points could even be any combination thereof.

<sup>76</sup> See Turning Point Factors in table and the 'What do you think have been the key turning points in your life?' table further on

<sup>77</sup> See \*\*\*\*\* in the Timing portion of the column entitled 'Research from other sources has previously gathered these statements from offenders. Which of these statements do you think would be true for you?' and shown a list from which to pick statements in The Emotion and Brutalisation Section in The Factors That Might Constitute Brutality Chapter

<sup>78</sup> Hughes, J., (2009) The Trouble With Girls, BBC and Ross, N., (2009), Crime Audit of Oxford in Perman, A., (prod), Truth About Crime, BBC and Cohen, J. and Hamann, P., (2009), Holloway, Television Production for ITV

| Turning Point Factors <sup>79</sup>                                                   |                                                                                                                                                    |                                                           |                                                                                                                                                                                                                                                                                                     |                                                                                           |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>INTERNAL</b><br>Learning<br>State of mind<br>Thinking<br>Wanting stuff<br>Doing it | <b>SITUATIONAL</b><br>Getting/staying away<br>Victimization<br>Family<br>Family and Work<br>Family and Home<br>Change in circumstances<br>Children | <b>OFFICIAL</b><br>Justice system<br>Consequences<br>Help | <b>SITUATIONAL AND OFFICIAL MIXED</b><br>Justice system and Family<br>Justice system and Image<br>Justice system and Victimization<br>Justice system and Family and Money<br>Justice system and Family and Losing<br><b>SITUATIONAL, OFFICIAL, INTERNAL MIXED</b><br>Aging and Learning and Release | <b>NEGATIVITY</b><br>Negativity undermining the positive<br>Typical that right goes wrong |

Tab. 7.7 Turning Point Factors

However, around 60% of participants cited only a **single** turning point in their pasts. In this way, a single moment at any given time might have the potential to change the direction of an individual's life. This could entail the potential to do so in either, or both, positive and negative ways, perhaps indicating the importance of ensuring these moments **only** trigger positive de-brutalising advancing change, not the reverse.

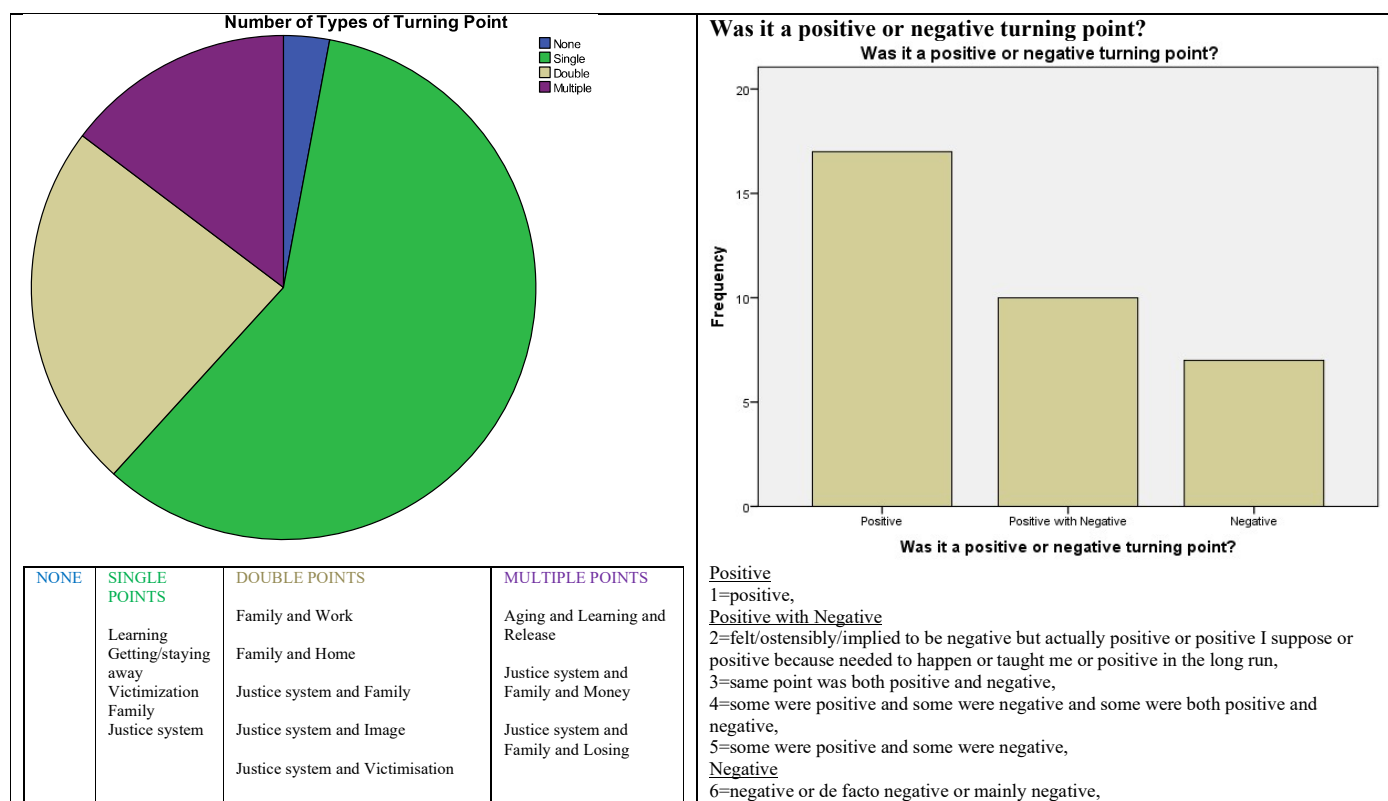


Fig. 7.53 What do you think have been the key turning points in your life?

<sup>79</sup> See the Turning Point column in the table below



One such positive change might be desisting from brutalities, such as offending. In this regard, only 18%<sup>80</sup> of participants made unequivocal claims of having **ceased to offend**\*<sup>81</sup>.

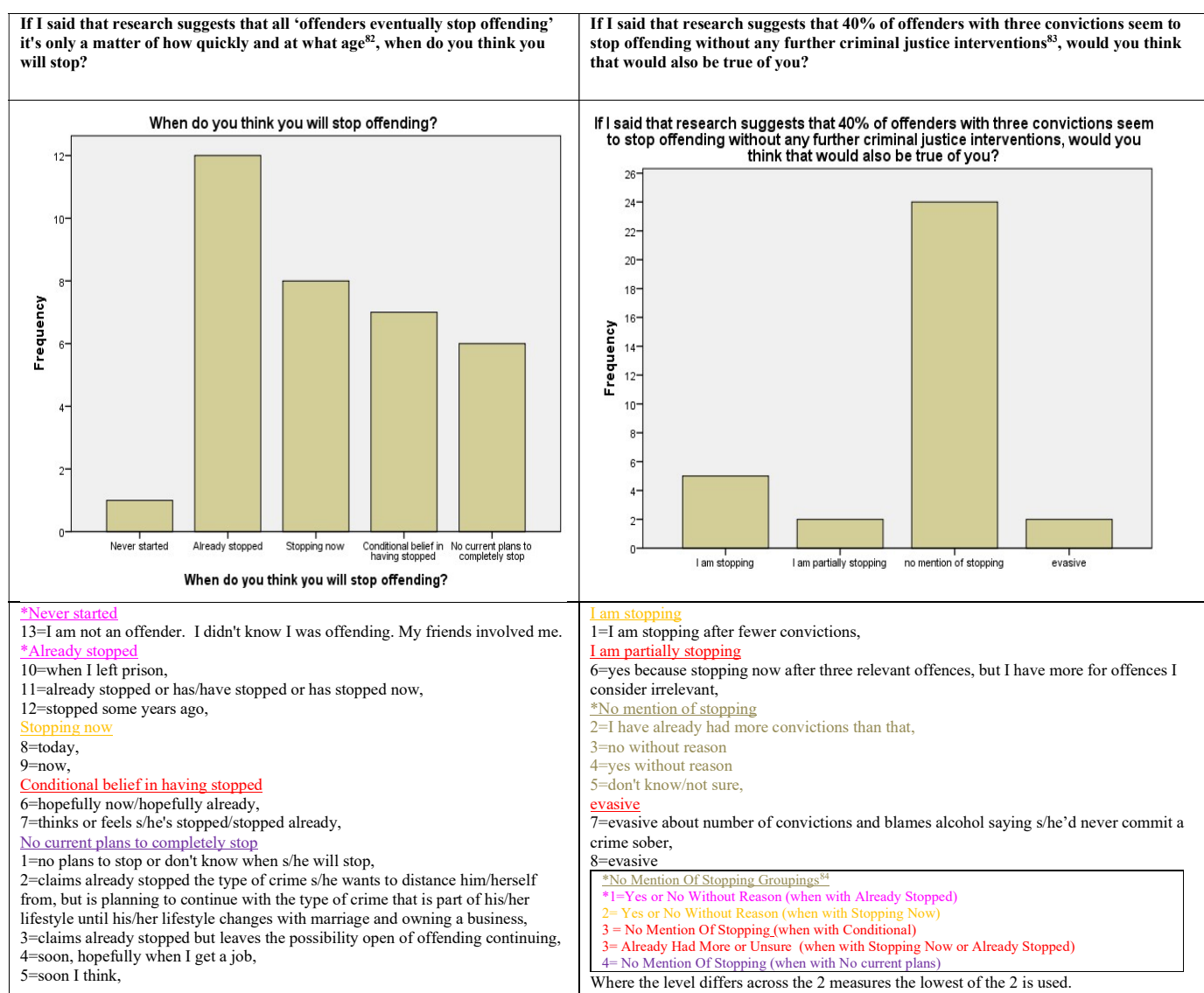


Fig. 7.54 When do you think you will stop offending?

<sup>80</sup> See variable 606 in Categorisation in Appendices

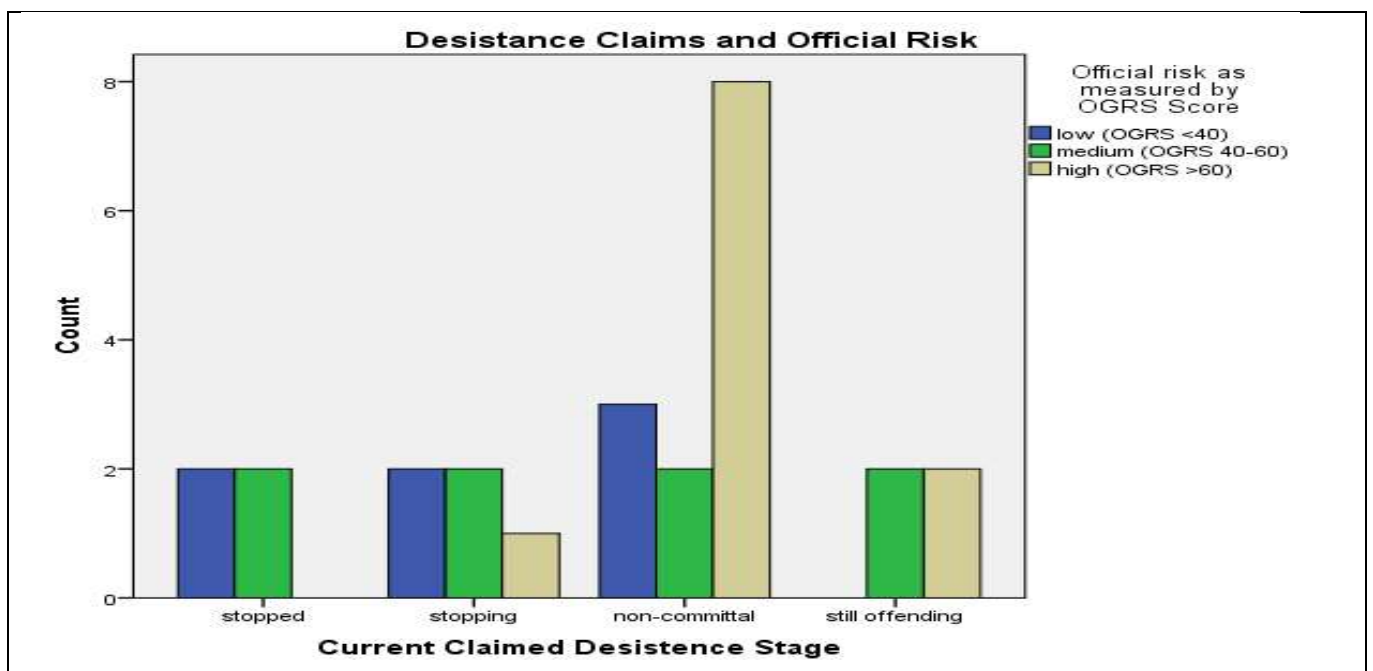
<sup>81</sup> When asked to place themselves within relevant research across two such pieces of research

<sup>82</sup> Laub and Sampson 2003

<sup>83</sup> Carter 2003

<sup>84</sup> Where participants had made **No Mention Of Stopping\***, in the question that had **not** specifically asked for such information overtly, responses were cross referenced with answers to the paired overt question in this regard and with the root of the lack of mentioning.

These claims to have **stopped** offending appeared to have some validity, as none of those who were unequivocal in this way had a high offending risk. Even in terms of **stopping**, which was redolent of an uncompleted process, only one individual had a high such risk. By contrast, high offending risk dominated amongst those who were **non-committal** about ceasing to offend, with 73% of the high-risk offenders choosing to be noncommittal, rather than declaring any intention to either offend or desist. This may suggest that those at high risk of offending could be unwilling to admit to that risk, but, more interestingly, might also be unwilling to make false claims of desistence. This perhaps indicates that, amongst those for whom offending may remain a strong option, there is a preference for being opaque rather than being overtly deceitful. This would seem to align with any innate human discomfort in lying, upon which much technology to assess honesty, such as described by Grubin (2012), is based. This would seem to endorse the value of technologically monitored obligated answers to specific risk-related questions.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Stopped</b></p> <p>If I said that research suggests that 'all offenders eventually stop offending' it's only a matter of how quickly and at what age, when do you think you will stop?</p> <p>Never started</p> <p>Already stopped</p> <p>If I said that research suggests that 40% of offenders with three convictions seem to stop offending without any further criminal justice interventions, would you think that would also be true of you?</p> <p>Yes or No Without Reason (when with Already Stopped)</p> | <p><b>Stopping</b></p> <p>If I said that research suggests that 'all offenders eventually stop offending' it's only a matter of how quickly and at what age, when do you think you will stop?</p> <p>Stopping now</p> <p>If I said that research suggests that 40% of offenders with three convictions seem to stop offending without any further criminal justice interventions, would you think that would also be true of you?</p> <p>I am stopping</p> <p>Yes or No Without Reason (when with Stopping Now)</p> | <p><b>Non-Committal</b></p> <p>If I said that research suggests that 'all offenders eventually stop offending' it's only a matter of how quickly and at what age, when do you think you will stop?</p> <p>Conditional belief in having stopped</p> <p>If I said that research suggests that 40% of offenders with three convictions seem to stop offending without any further criminal justice interventions, would you think that would also be true of you?</p> <p>I am partially stopping</p> <p>Evasive</p> <p>No Mention Of Stopping (when with Conditional)</p> <p>Already Had More or Unsure (when with Stopping Now or Already Stopped)</p> | <p><b>Still Offending</b></p> <p>If I said that research suggests that 'all offenders eventually stop offending' it's only a matter of how quickly and at what age, when do you think you will stop?</p> <p>No current plans to completely stop</p> <p>If I said that research suggests that 40% of offenders with three convictions seem to stop offending without any further criminal justice interventions, would you think that would also be true of you?</p> <p>No Mention Of Stopping (when with No current plans)</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Where the level is different across the 2 measures the lowest of the 2 is used

Fig. 7.55 Desistance Claims and Official Risk

Indeed, Grubin (2012) found<sup>85</sup> that, where polygraphs<sup>86</sup> were used in probation, 70% of first tests produced 'new disclosures relevant to supervision', as opposed to only 14% for those without. However, there seems to be widespread antipathy to notions of deploying technology<sup>87</sup> and Raynor suggests it could undermine the trust and relationship between offenders and their probation officers (Raynor 2017). However, any possible useful innate propensity for honesty seemed further endorsed by the way in which some participants were prepared to admit that they were **still offending**, even when being interviewed on tape at a probation office where CCTV was in operation.

The importance of *demonstrated* honesty to lubricate the cyclical progress of sharing de-brutalisation through de-escalating harms, such as by desistance, and building empathy and constructive activity instead, cannot be overstated. As President Reagan

<sup>85</sup> In a voluntary trial with sex offenders taking part in treatment programmes in 10 probations areas of England

<sup>86</sup> As one specific type of such technology, which this researcher suggests is **only** used in tandem with multiple other such technologies.

<sup>87</sup> See Table 3.13 in Chapter 3

liked to say regarding nuclear disarmament, ‘trust but verify’. In this way, progress in desistance stages, and other stages of advancement, should be verified.

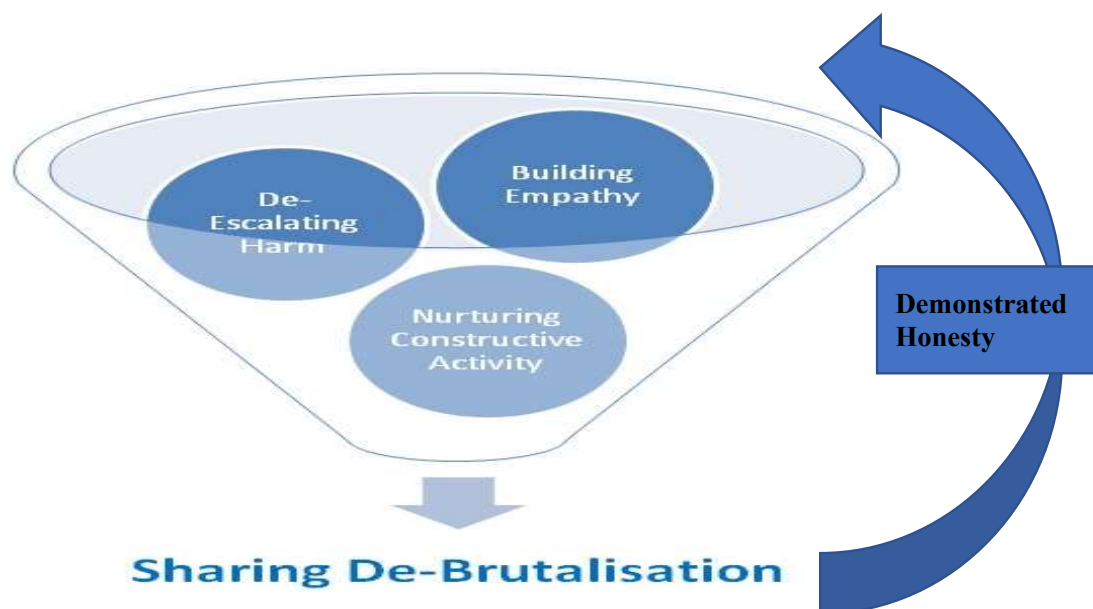


Fig. 7.56 Demonstrated Honesty

This might be especially important because only 8% of participants cited 4 or more ‘best case’<sup>88</sup>, or ‘second best case’<sup>89</sup>, advancement stages across all 11 measures without the inclusion of any of the ‘worst case’<sup>90</sup> such stages. 35% did so with 1 ‘worst case’ stage and 30% with 2 or 3 such ‘worst case’ stages. 11% of participants cited less than 4 ‘best case’, or ‘second best case’, stages with 1 ‘worst case’ stage and 14% did so with 2 or 3 such ‘worst case’ stages. One participant (3%) cited only stages associated with uncertainty<sup>91</sup>.

<sup>88</sup> Shown blue in the table below

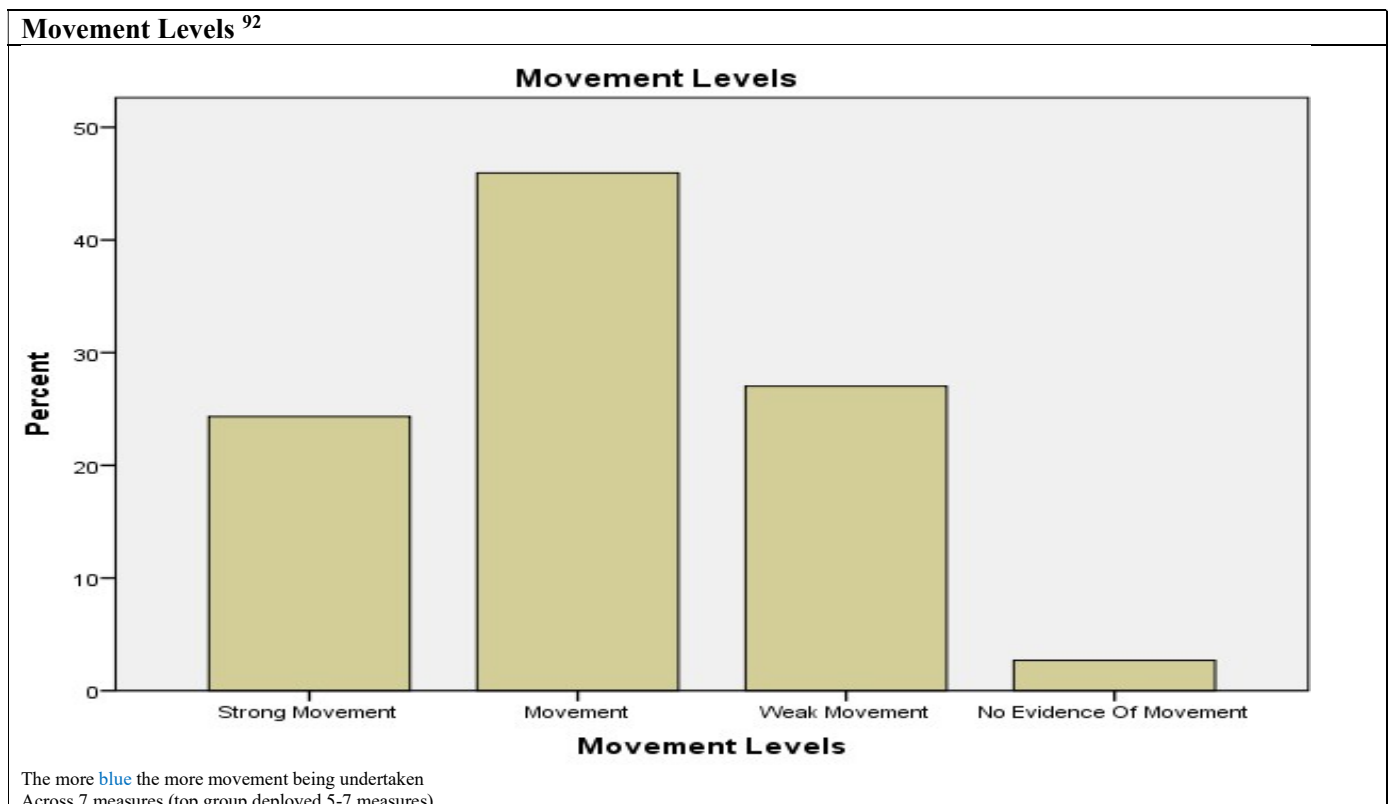
<sup>89</sup> mostly best case or balanced are shown as green and beige respectively in the table below

<sup>90</sup> Worst leaning or most worst leaning are shown as purple and yellow respectively in the table below

<sup>91</sup> Shown red in the table below

### *Movement*

Regardless of the stage of advancement at which an individual is situated, facilitating forward movement within it is perhaps critical to maintaining momentum in that advancement. Only a quarter (24%) of participants appeared to demonstrate strong movement towards advancing their lives, while another half (46%) did so at least reasonably. One participant (3%) showed no evidence of movement, across the 7 measures used to consider advancing movement, and a final quarter (27%) showed weak such movement. Nurturing and facilitating advancing movement amongst those for whom it is absent or weak, whilst enhancing the continuation of that movement amongst the approximate three quarters already demonstrating encouraging levels of movement, might be worthwhile.



<sup>92</sup> See variable 718 in Categorisation Appendix

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                             |
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| <b>332 from 67</b> What progress do you think you are making in your life?<br>1=Progress<br>2=Trying<br>3=No action nor progress report<br><b>69</b> How would you assess your progress and achievement?<br>1=excellent,<br>2=excellent but with conditions or caveats,<br>3=doesn't say excellent but still refers to it as if s/he is on the way there or getting there now,<br>4=between excellent and not too bad,<br>5=not too bad,<br>6=little,<br>7=very little,<br>8=none | <b>333 from 68</b> What do you think you have achieved in your life?<br>1=Family, friends, work, home, quality of life<br>2=Addressing Substances<br>3=Learning<br>4=No action<br>5=Past<br><b>359 from 120</b> What bits of it have you achieved already?<br>1=Opportunities<br>2=Domestic<br>3=Getting help<br>4=Work<br>5=Desistance<br>6=No action | <b>210</b> Do you feel your life is changing at the moment?<br>1=yes,<br>2=hopefully,<br>3=slowly or in small ways,<br>4=my life goes up and down,<br>5=it will do when circumstances change,<br>6=no,<br><b>404 from 211</b> How? (asked of those who said yes or hopefully or in small slow ways at var210 above)<br>2Positive Direction<br>3Just Living<br>4Domestic<br>5Undoing Negatives<br>6Aging<br>7Mental Health<br>8Work<br>1 Negative Direction<br>9Life Not changing so n/a, (not asked of those who said volatility, circumstance and not changing at var210 above) | <b>339 from 93</b> What happened/do you think would happen? with additional group of those not asked because they were wholly satisfied with their lives<br>5=already satisfied with life<br>1=positivity happened<br>2=limited or mixed happened<br>3=none, negative or opposite happened<br>4= positivity might happen if |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Fig. 7.57 Movement Levels

This seemed important since, though strong movement did *not* appear to be linked to level of offending risk, weak movement *did* appear to be. Only 11% of those with weak movement were situated at low offending risk.

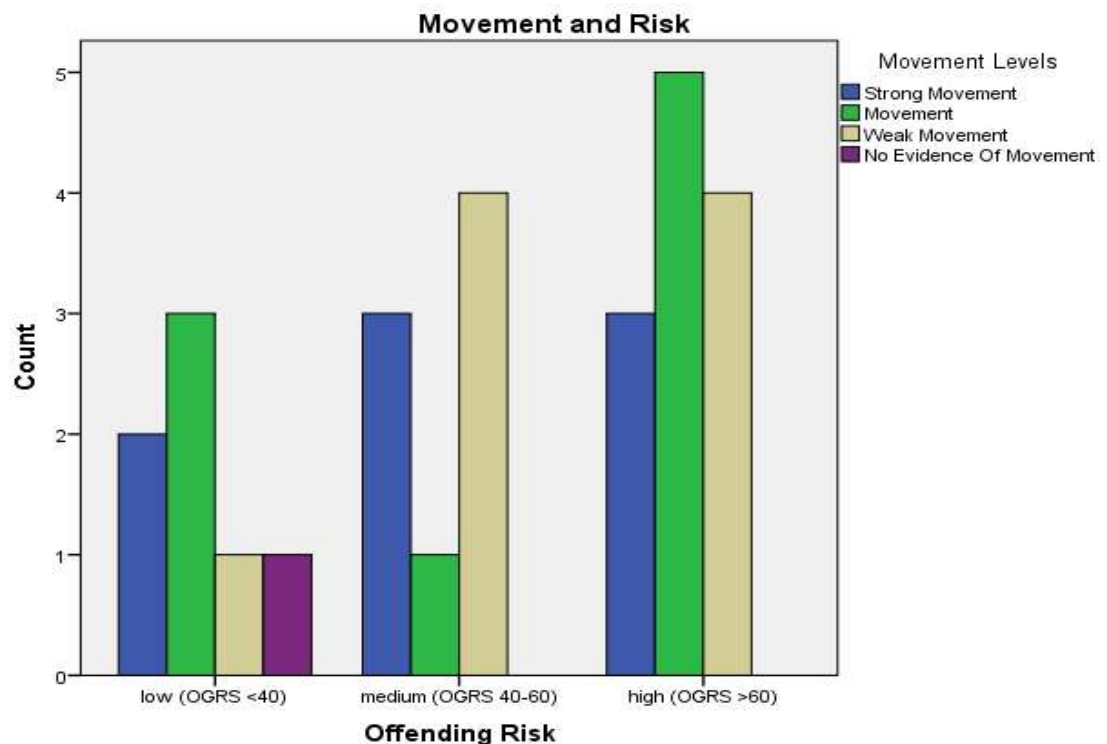


Fig. 7.58 Movement and Risk

With regard to progressing movement<sup>93</sup>, 65% of participants said they were making progress<sup>94</sup>, but only 2 participants placed themselves unequivocally at *excellent* in that regard.<sup>95</sup>

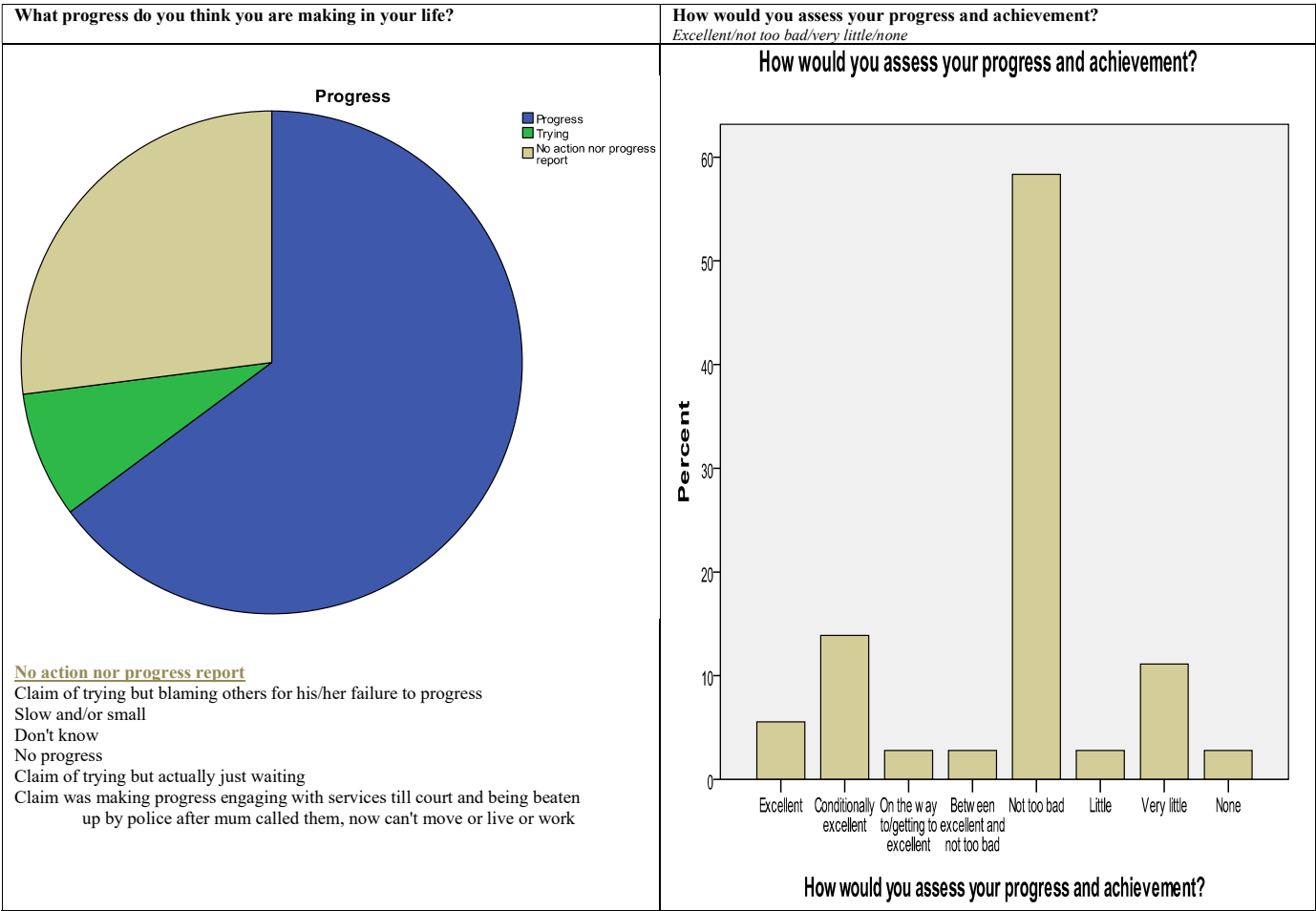


Fig. 7.59 What progress do you think you are making in your life?

Alongside this, more than half of participants selected the non-committal *not too bad* instead.<sup>96</sup> Taken together, this could indicate that individuals may want to claim that

<sup>93</sup> ‘What **progress** do you think you are making in your life?’ and ‘How would you assess your **progress and achievement**?..... *Excellent / not too bad / very little / none*’

<sup>94</sup> ‘What **progress** do you think you are making in your life?’

<sup>95</sup> ‘How would you assess your **progress and achievement**?..... *Excellent / not too bad / very little / none*’

they *are* progressing but might be much less willing to claim **high-quality** progress.<sup>97</sup> Additionally, those that did not even make a minimal claim of progress, citing **no action nor progress**, including blaming others or waiting for others to take action on their behalf, appeared to have a much higher chance of having a high offending risk than those who were claiming progress. Although claiming progress did not seem to improve offending risk, *not* doing so seemed to leave two thirds with a high offending risk and only 11% with a low such risk. This perhaps underlined the value of nurturing and obliging personal movement to deliver progress, rather than allowing blame or passive waiting to stagnate individuals. Indeed, the previously cited potential human desire to want to claim progress might present an opportunity to drive that forward movement. It might even be useful to encourage a greater willingness to claim high-quality progress, as well as to unashamedly aim to actually make that high-quality progress.

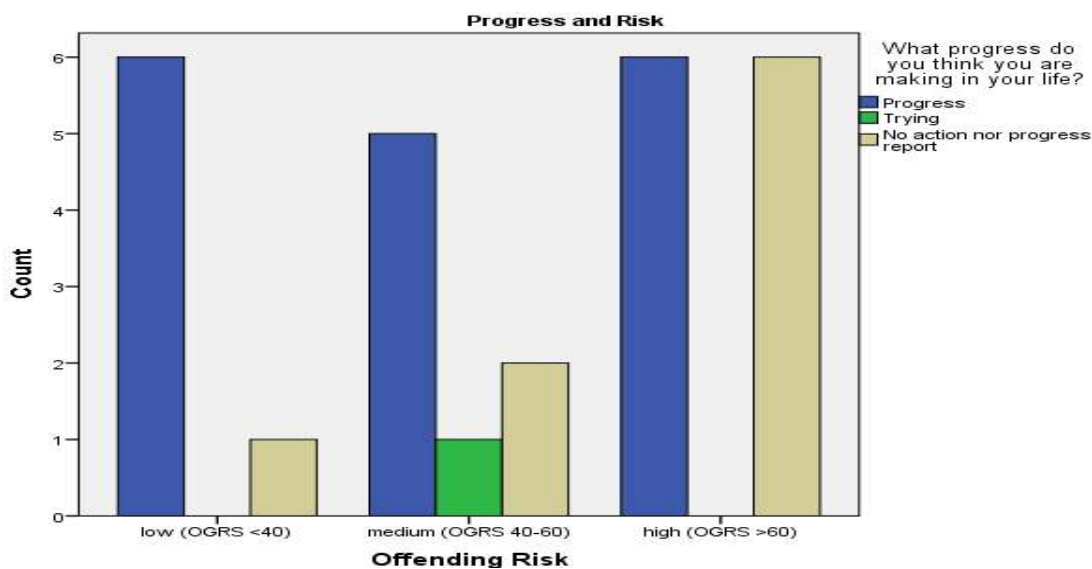


Fig. 7.60 Progress and Risk

<sup>96</sup> ‘How would you assess your **progress and achievement**?.....*Excellent / not too bad / very little / none*’

<sup>97</sup> They were deliberately not given an option on the scale between *excellent* and *not too bad*, so as to be able to provide a wide margin between the two, however 20% of participants created that intermediate location for themselves.



In this regard, the achievements participants claimed seemed modest. 36% of participants named their normal lives as their achievement<sup>98</sup>, including specifying family, friends, work, home and quality of life, while 8% respectively spoke of addressing substance use or learning.

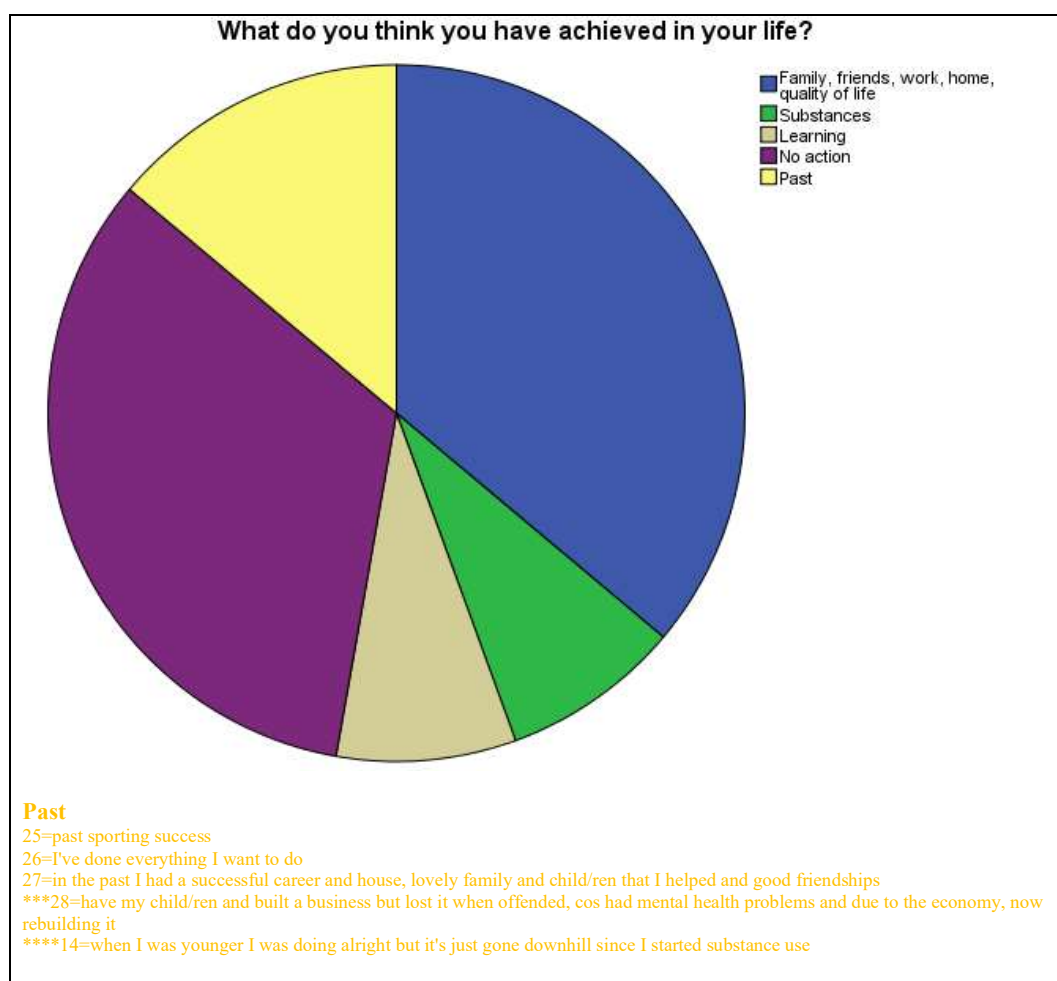


Fig. 7.61 What do you think you have achieved in your life?

The fact that only 8% of respondents cited learning of any sort as an achievement is perhaps a cause for concern, when considering how important education and training

<sup>98</sup> In response to the open question on achievement, namely 'What do you think you have achieved in your life?'

may be to enabling individuals to advance opportunities, especially high-quality opportunities. Of even greater concern might be the fact that a third of participants had focussed, in terms of achievement, on things that did not involve any action and 14% had spoken of achievement as being something that is exclusively past. Promoting the value, pursuit and maximisation of both action and learning as ongoing processes applicable and viable throughout life might be central.

Achievement is only ever the first step, however, with sustaining that achievement sometimes being even more challenging. Businesses that have been built can be \*\*\*lost through offending or mental health problems or due to the economy, or everything can go \*\*\*\*‘downhill’ with substance use. Whatever is built requires ongoing processes to be maintained, which seem likely to include tackling challenges like substance use, mental ill-health and offending at their earliest appearance, before they can destroy what has been built, whilst also protecting the wider economy such that it operates for the advancement of everyone.

When participants were asked what part of their goals they had achieved so far, 23% of them named **creating opportunities**<sup>99</sup>, 20% respectively named making progress with their **domestic** or **desistance** situations and 10% respectively cited **work** or getting **help**.

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<sup>99</sup> Such as through education/training/skills/qualifications/job interviews/college lined up/job lined up/ making an effort to get work or courses/saving up for driving lessons/driving lessons

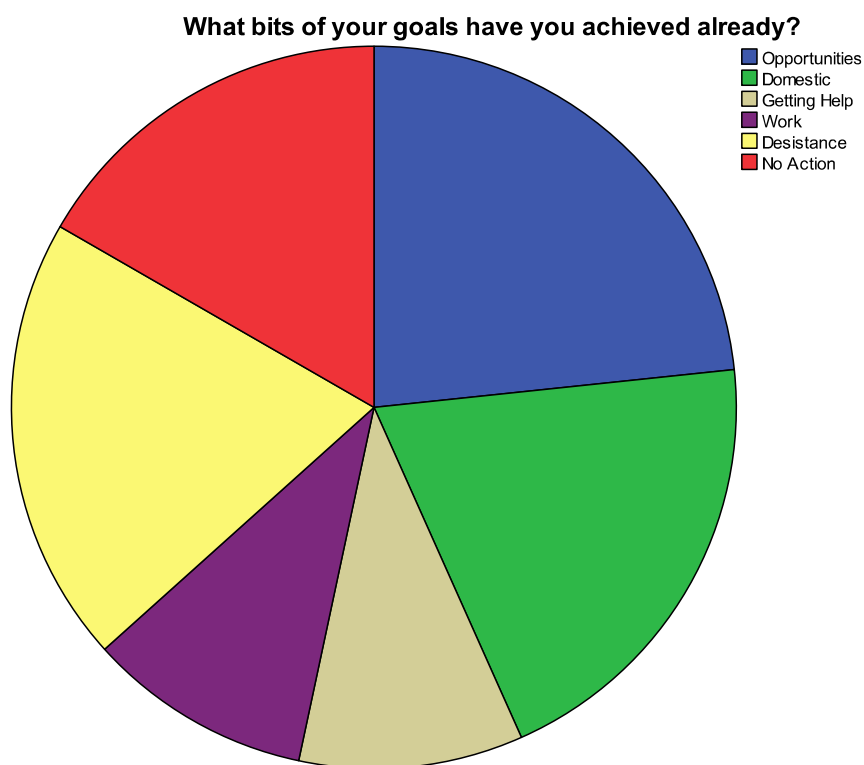


Fig. 7.62 What bits of your goals have you achieved already?

17% of participants were unable to cite any action they had taken in this regard, but the highest criminal risk did not appear to be located with them. It appeared to be located with those who had cited either creating opportunities or progressing desistance. These were the only achievements named by more than one high risk participant. This could mean that active ambition such as creating opportunities, or, alternatively, focussing on desistance rather than on a positive new life, might both be associated with high offending risk in their respective ways. In the former case it could present a counter-argument to advocating ambition for high-quality progress, *but* it could instead simply be a reminder of the importance of ensuring ambition is not thwarted but can be delivered upon in prosocial ways.

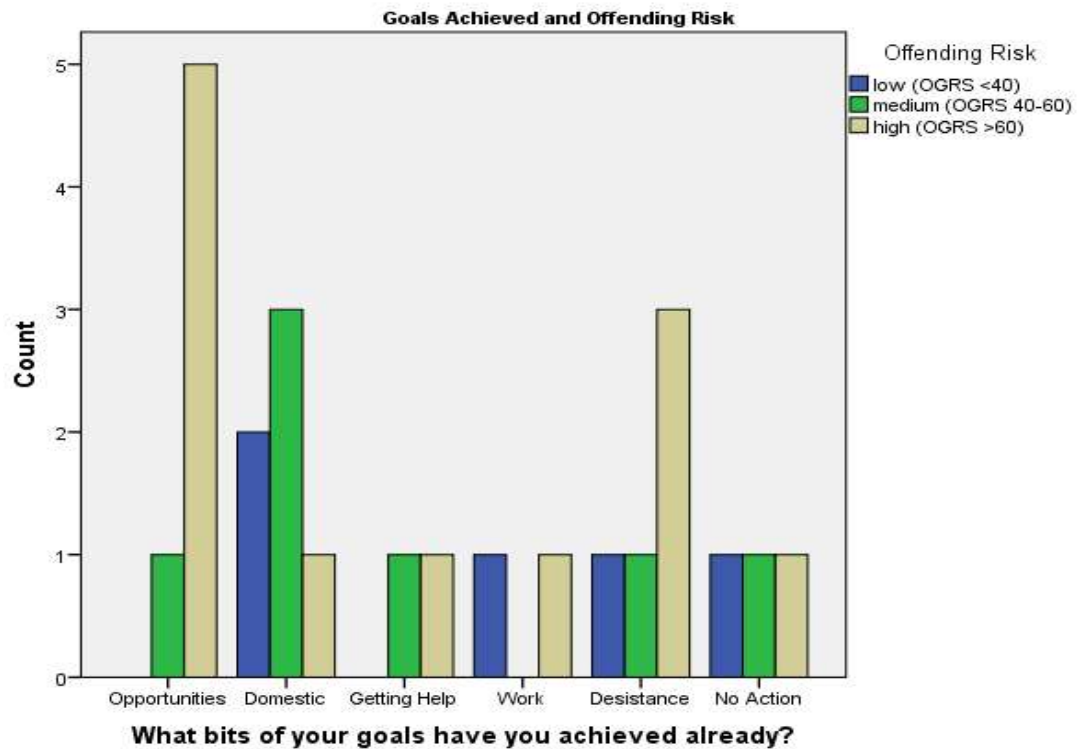


Fig. 7.63 Goals Achieved and Offending Risk

In terms of the act of focussing on desistance, it might be that placing that which is to be avoided in the forefront of thoughts, namely the offending, actually makes it perversely more likely to be enacted, perhaps indicating the value of shifting focus from avoidance to advancement. It is with this in mind that this research is interested in anachronising concepts of crime, from which to desist, and punishment, if one does not desist: the abolition of the notion of crime (Bianchi and Van Swaaningen 1986) and of the punishing 'delivery of pain' in response to it (Christie 103:2004). Instead, an advancement-focussed concept of sharing the de-brutalisation of one's own life, by de-escalating harm, building empathy and nurturing constructive activity, within the context of a world that is also doing the same is the focus of this research.



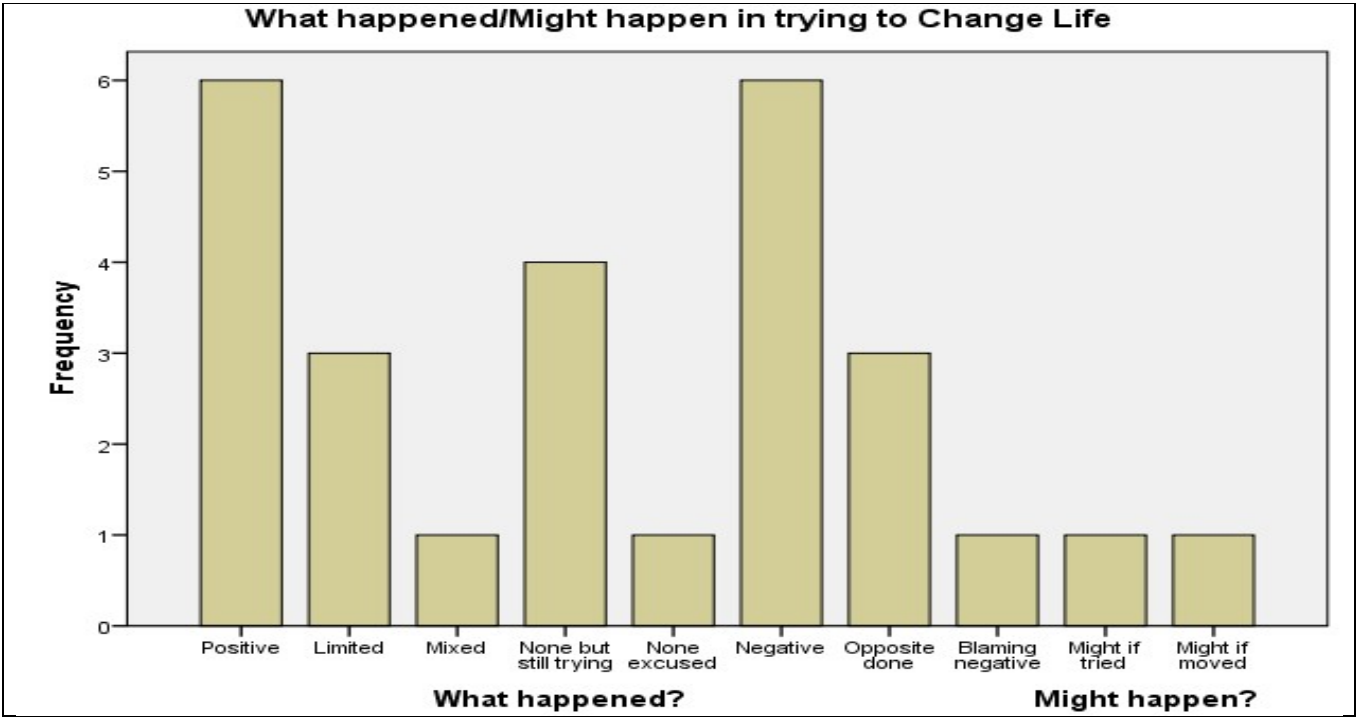
Fig. 7.64 Sharing De-Brutalisation

Implicit within this concept is recognition that it is a process of ongoing *movement* by everyone towards less brutal ways of being. Ongoing ‘*sharing* de-brutalisation’ not one-off ‘*shared* de-brutalisation’.

When lowered brutality was represented by lowered offending risk, the only goal-achievement named by more than one participant not at high risk of offending was progressing domestic situations.<sup>100</sup> Progressing domestic situations, such as improving family life and bringing animals into families, as participants cited, might therefore be related to de-brutalising life. Having the goal of this familial outlook to all life, such that the family model is used beyond the family (Braithwaite 1999) giving ‘acts’, such as those currently labelled ‘crime’, a different meaning (Christie 10:2004), so the response to them does not place ‘crime control’ (Christie 36:2004) at the heart of de-brutalising life might be a worthwhile goal for moving towards different ways of living.

<sup>100</sup> Coloured blue or green in the Goals Achieved and Offending Risk table above

Whatever the goal, those participants who wanted their lives to be different<sup>101</sup> were asked about any movement they had achieved with any efforts they had made to change their lives.<sup>102</sup> Those who had not claimed to have made any such efforts<sup>103</sup> appeared to think that, *if* they did, it **might** be effective. In one case this was contingent upon moving away<sup>104</sup>. Though it does seem helpful to give individuals opportunities to be able to re-locate to make a fresh start, it could also be important to consider the restricted nature of the prospect of succeeding that the use of the word **might** seems to suggest. The conditional nature of any prospective positive movement that **might** result from efforts could endorse the benefits of improving the likelihood, and perceived likelihood, that effort may actually result in success.



<sup>101</sup> Derived from 'Is your life how you would like it to be?' and 'How would you like your life to be different?' in the Aspiration Level Chart above

<sup>102</sup> Derived from 'Have you tried to make that change?' shown in the Action Level Chart above

<sup>103</sup> See those who said 'no' in the 'Have you tried to make that change?' shown in the Action Level Chart above

<sup>104</sup> See the two 'Might Happen' columns, namely columns 9&10, in the chart above who had said 'no' to 'Have you tried to make that change?'

**What happened**

Column 1=positivity

Column 2&amp;3=limited or mixed

Column 4-8=none, negative or opposite, including:

Column 6=fails all the time or knocked back or things got worse or nothing comes of it or s/he messes up or let's people down,

Column 7=instead of making it happen s/he has done opposite and offended/arrested/sentenced, which has hindered/destroyed aim,

Column 8=tried but blames others for it not working and lost patience with how long it was taking and gave up with a 'sod you',

**What Might Happen**

Column 9=not tried but might be positive if tried

Column 10=not tried but might be positive if moved away,

Fig. 7.65 What happened/Might happen in trying to Change Life

The potential importance of improving the likelihood that effort could result in success, may be further underlined by the fact that only a quarter of those participants who had claimed, to any degree, that they were attempting to implement changes<sup>105</sup>, namely 6 of the 24 participants in columns 1 to 8 above<sup>106</sup>, described what happened as a result of their attempts in terms of a **positive outcome**. Only these participants might be considered to have achieved forward movement, as opposed to those whose outcomes had been **limited, mixed, none, negative or opposite**.

Taken together this suggested that half of individuals might be achieving no movement, or movement in a negative or opposite direction to what they want to achieve, while a further 7%<sup>107</sup> had not even tried to move forward. This may endorse the notion of requiring individuals to act to advance their own lives, whilst, at the same time, monitoring such action and helping it to lead to the successful achievement of any desired life change.

<sup>105</sup> Namely groups 1 to 5 in 'Have you tried to make that change?' shown in the Action Level Chart above

<sup>106</sup> See columns 1-8 in Fig. 7.65 'What happened/Might happen in trying to Change Life' above, namely those who had said they were making at least some degree of effort in response to 'Have you tried to make that change?'

<sup>107</sup> Namely those in columns 9-10 in Fig. 7.65 and coloured purple in Fig. 7.66

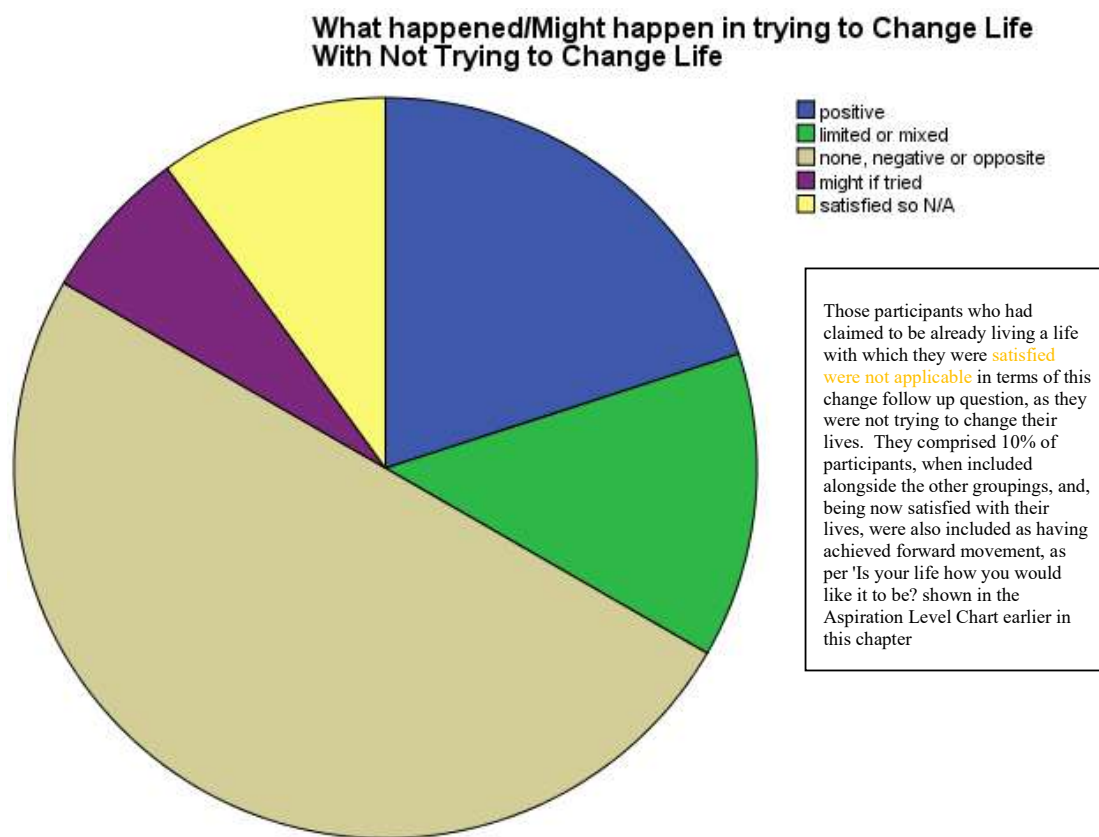


Fig. 7.66 What happened/Might happen in trying to Change Life With Not Trying to Change Life

In this regard, 18% said their lives were not changing at the moment<sup>108</sup>, while 3% respectively spoke of needing circumstances to change or of the volatility of life in this regard, both also redolent of no change. Nevertheless, around three quarters of participants may be experiencing change to at least some degree<sup>109</sup>, with 68% saying their lives were changing at the moment, another 6% speaking of small or slow changes and 3% hoping that change was emerging. These were all asked *how* their lives were currently changing<sup>110</sup> and only one of them spoke of that change being in a negative direction. In this way the notion of change per se seemed to be overwhelmingly

<sup>108</sup> Do you feel your life is changing at the moment?

<sup>109</sup> Those who said yes or hopefully or in small slow ways

<sup>110</sup> How is your life changing at the moment?



positive, which could indicate the intrinsic value of nurturing changeability as a valuable form of movement, even when it is not directional. Just a sense of the suppleness of self and life and that people are not rigid, set, entrapping or fatalistic things, but an amorphous process of exploration, might be beneficial.

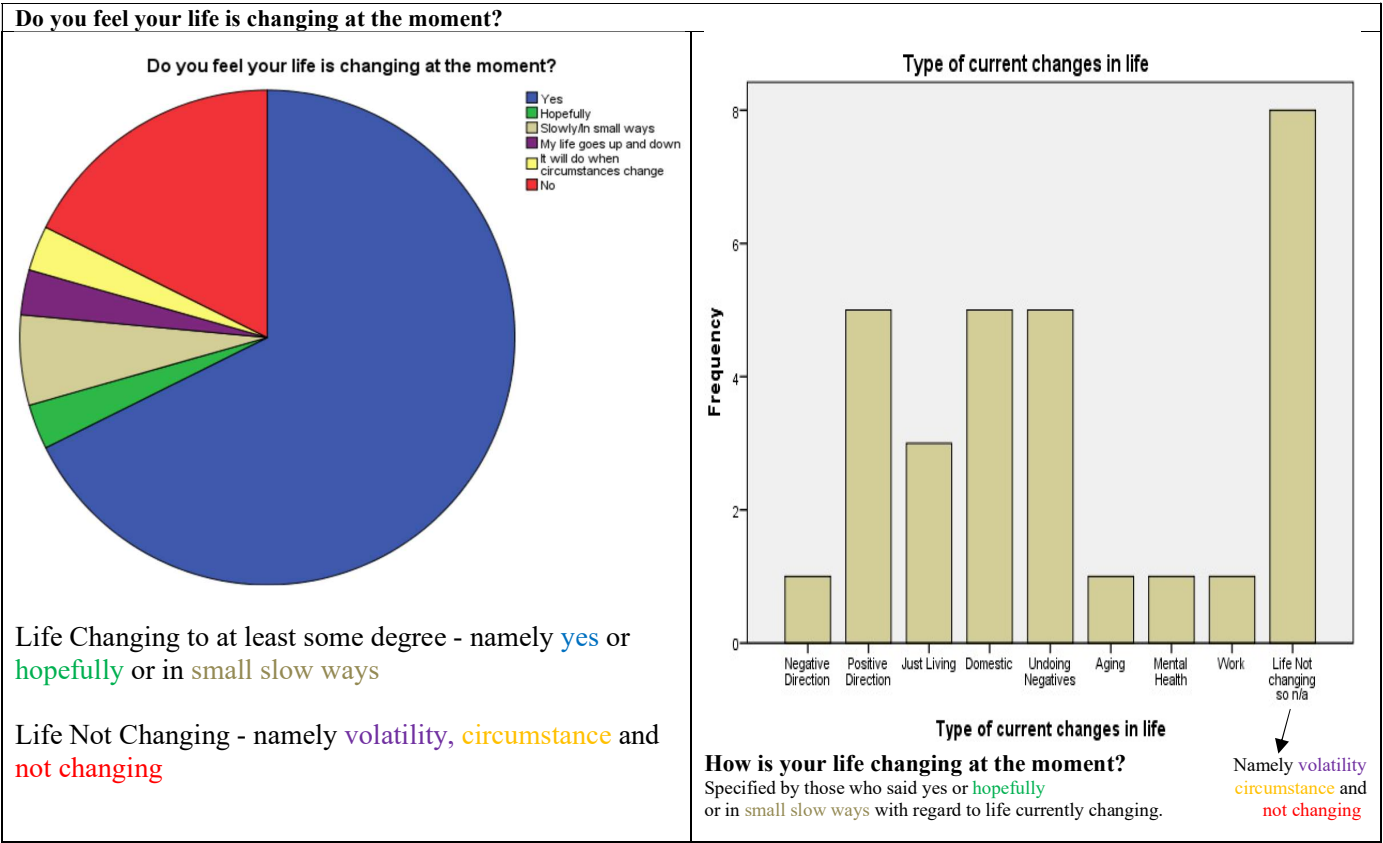


Fig. 7.67 Do you feel your life is changing at the moment?

The importance of work to a sense of positive change appeared to be highlighted by the way in which three quarters of those whose lives were not currently changing were not working fulltime and two thirds of these were not working at all.<sup>111</sup>

<sup>111</sup> Namely those shown light blue below in Fig. 7.68 Current Life Changes and Working Status

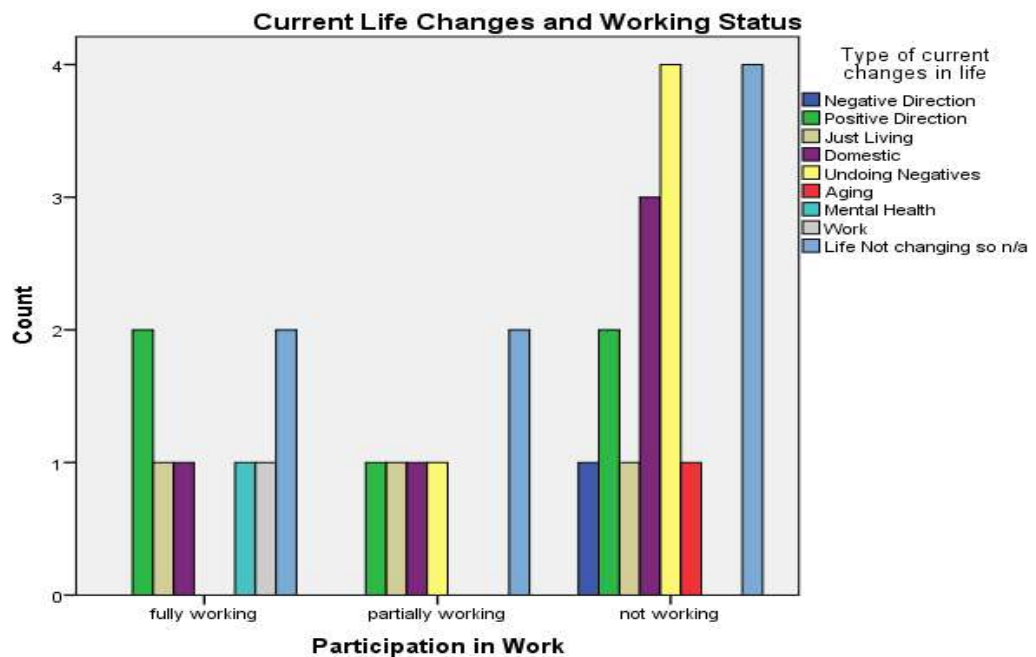


Fig. 7.68 Current Life Changes and Working Status

Furthermore, the lives of none of those who were fully working were changing in negative ways nor because of simply aging nor because of a focus on undoing the negatives in an individual's life. 86% of these 3 groups were not working at all. Similarly, 60% of those whose changes were domestic were not working at all, whilst only 20% of them were fully working. This may suggest the importance of actively making positive changes through work, rather than passively relying on aging, or focussing on addressing negative elements in one's life or on narrowly insular domestic concerns or allowing negative directions to take hold.

Conversely, those who cited change in terms of improved mental health or in terms of work were both fully working, while just living or a general positive direction appeared to be unrelated to work status. This could indicate that lack of specificity, as exemplified by just living or a general positive direction, might not be associated with

work status, but that securing work and improving mental health might be specifically important.

### Expression

Resilient mental health may require a strong sense of self and the ability to express and be that self appropriately.

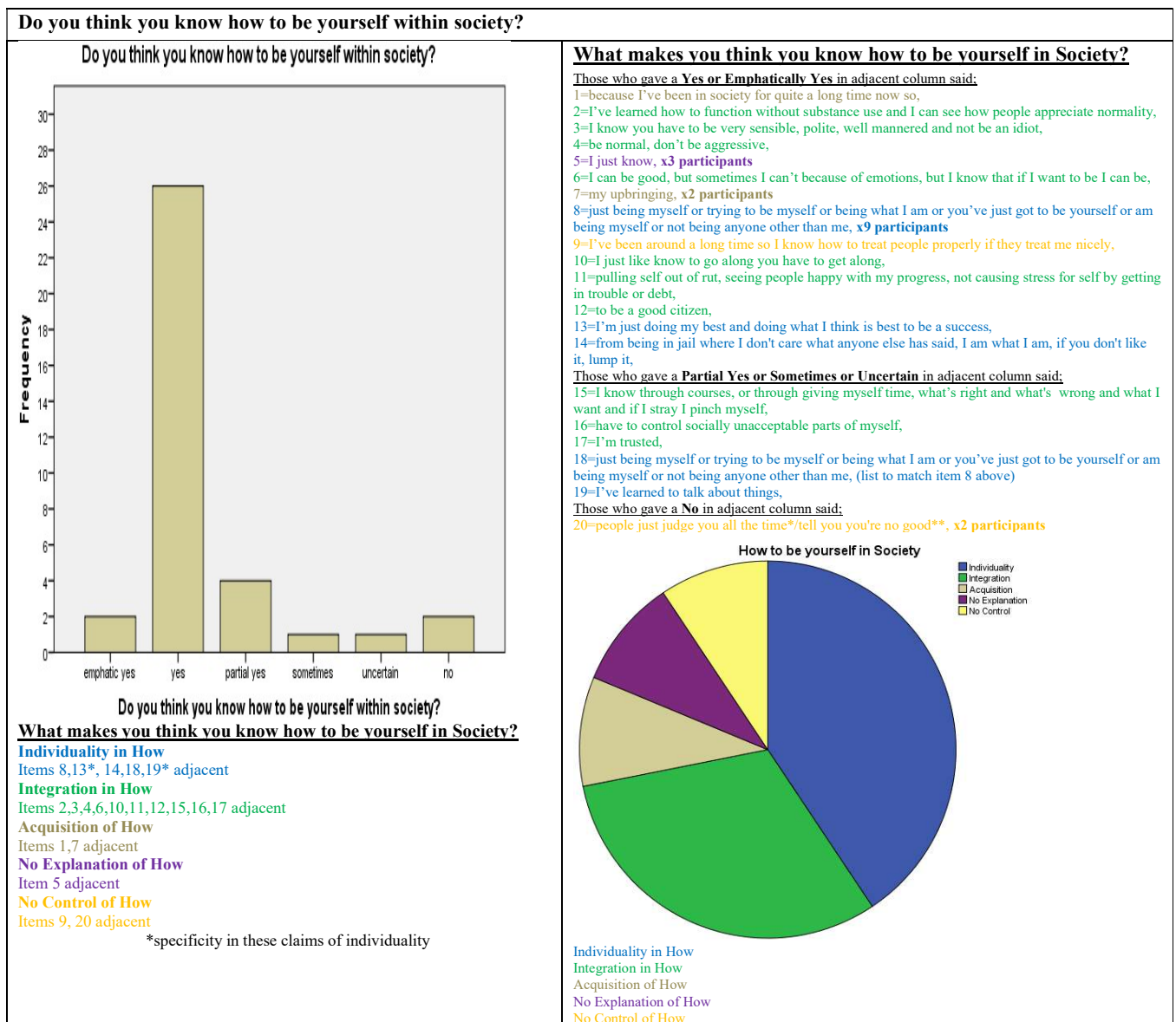


Fig. 7.69 Do you think you know how to be yourself within society?

In this regard, 78% of participants unequivocally thought, whether emphatically or not, that they knew how to be themselves within society. However, when the rationale behind this was examined, only 41% saw the nature of being oneself within society as centred upon the individuality of their personal identity. By contrast, 31% of participants spoke in terms of their integration into society, as opposed to their individual self-expressed being.

Whilst integration into society is vital to the constructive functioning of society, if it comes at the expense of personal self-expressed identity the price might be too high. The 2 participants who wholly thought they did not know how to be themselves in society<sup>112</sup> both explained this in terms of feeling judged or criticised, saying respectively *\*‘people just judge you all the time’* and *\*\*‘tell you you’re no good’*.<sup>113</sup>

Integration into society needs to protect respect for personal identity within its fabric. A fabric where there is not the conflict between integration and personal identity that can lead to feeling judged or criticised or in other ways disrespected. In such ways, one participant said *‘I’ve been around a long time so I know how to treat people properly if they treat me nicely’*. And yet another said *‘I don’t care what anyone else has said, I am what I am, if you don’t like it, lump it’*.

All those with a raised<sup>114</sup> offending risk, for whom being themselves relied on individuality without integration, had an excess of brutalising over de-brutalising emotional mental states. By contrast, integration without individuality saw a spread of offending risk levels across the brutalising and de-brutalising emotional mental states.

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<sup>112</sup> Do you think you know how to be yourself within society?

<sup>113</sup> What makes you think you know how to be yourself in Society?

<sup>114</sup> Namely medium or high offending risk

This could indicate that, just as integration needs to protect respect for personal identity, so personal identity needs to protect respect for the integration of society.

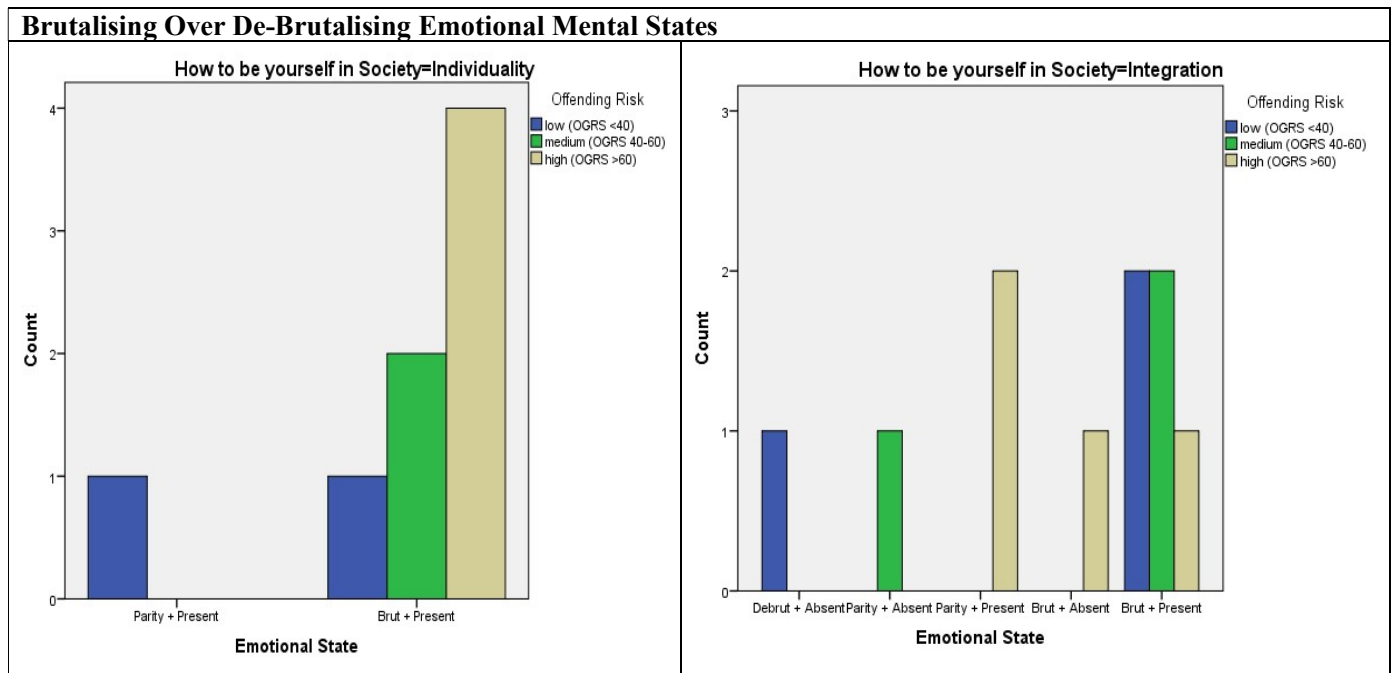


Fig. 7.70 Brutalising Over De-Brutalising Emotional Mental States

Protecting this latter might be particularly relevant with those who are not yet ready to establish a new identity<sup>115</sup>, yet, ironically, achieving that readiness seemed related to improving the self-expression of an existing identity. Three quarters of those who were not yet ready to establish a new identity<sup>116</sup>, but were instead in a state of **pre-action**, had the lowest two levels of expression. This may endorse the difficulties of taking action to establish a valuable personal identity if one's self, and the expression thereof, is compromised, such as by feeling judged or criticised.

<sup>115</sup> See 'Which of these statements, which research has suggested may be linked to stages of change, do you think best applies to you?' in New Identity Stages in Stage Levels outlined earlier in this chapter

<sup>116</sup> See 'Which of these statements, which research has suggested may be linked to stages of change, do you think best applies to you?' in New Identity Stages in Stage Levels outlined earlier in this chapter

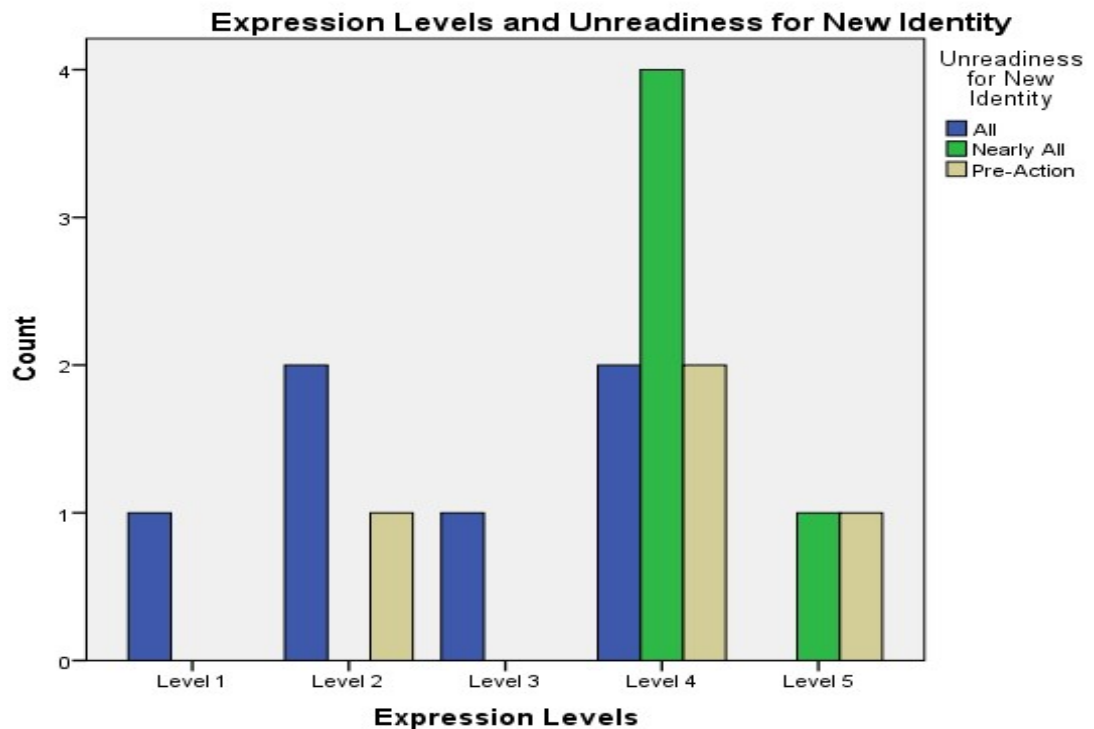
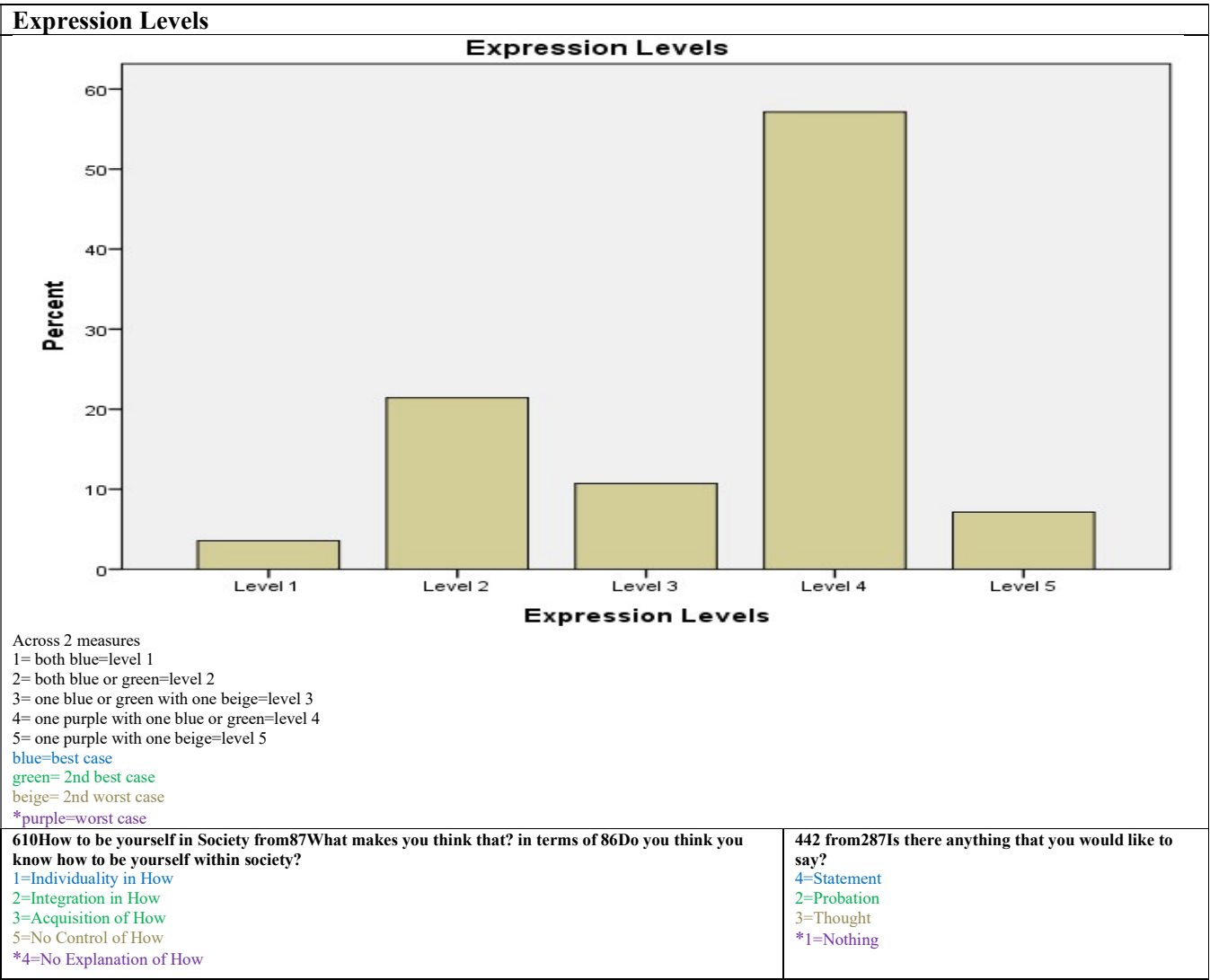


Fig. 7.71 Expression Levels and Unreadiness for New Identity

By contrast, two thirds of those who were unready, but nevertheless recognised themselves in **all** the stages of creating a new identity, had the highest three levels of expression. This contrast might demonstrate the capacity of those who are best able to express themselves to visualise themselves in all situations and, thus, potentially, to have the suppleness for self-exploration discussed in the previous section. However, the fact that they cannot be specific in their selections could indicate that this suppleness does need to take shape out of its amorphous whole at some point if they are to be ready for action. Selection, even blanket selection, however, seemed preferable to rejection, as 80% of those who had identified with **nearly all** the stages of creating a new identity, rejecting only a very few, appeared to be located down at Level 4 for expression and none of them were in the top three levels of expression. Thus, weeding *out* for rejection

could be related to being less able to express oneself than selecting *in* for inclusion, even if that selection is indiscriminate. Encouraging selection, rather than rejection, might thereby facilitate the self-expression that seemed to need improvement, with only one participant scoring the top level across the 2 measures of self-expression. Despite this apparent almost universal need for improvement, none of the participants had *both nothing\** to say as the interview neared its end *and* could give *no explanation of how\** they came to know how to be themselves.



Furthermore, despite the length of the interview, lasting several hours and incorporating 300 questions, many with sub-parts to them, nearly 40% of participants wished to take the time to express themselves as the interview neared its end. They were asked if there was anything they wished to say at that point.<sup>117</sup> 16% made a personal statement, which may exemplify the most independent capacity for self-expression, 13% spoke about probation, thus choosing to adopt the framework of the setting for the interview for their remarks, and 10% chose to speak of the interview as thought-provoking, but without expressing any personal thoughts in this regard.

Participants showed the desire to praise and thank those who gave them help and opportunities and to express their own contrition. They showed their interest in thoughtful consideration of themselves and their advancement. They showed their need to put their side of the story and for refresher courses to keep them on a thoughtful track and also their need for support, help, encouragement and caring. They showed their appetite for qualifications, as well as their valuing of services when those services were ‘excellent’ and delivered by ‘wonderful’ people who could arrange additional assistance for them.

They spoke of the way *‘probation should work intensively with you till you're ready to stop, till they can see you've reached your goals’* and that without *‘what people are doing for me, if it wasn't for them and me wanting to do it I could still be in the gutter’* and how discussing all the issues raised in the interviews had \*\*\* *‘been emotional.....happy with life now..... looking forward to starting work..... in nice relationship..... things good at home’*.

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<sup>117</sup> When asked ‘Is there anything that you would like to say?’



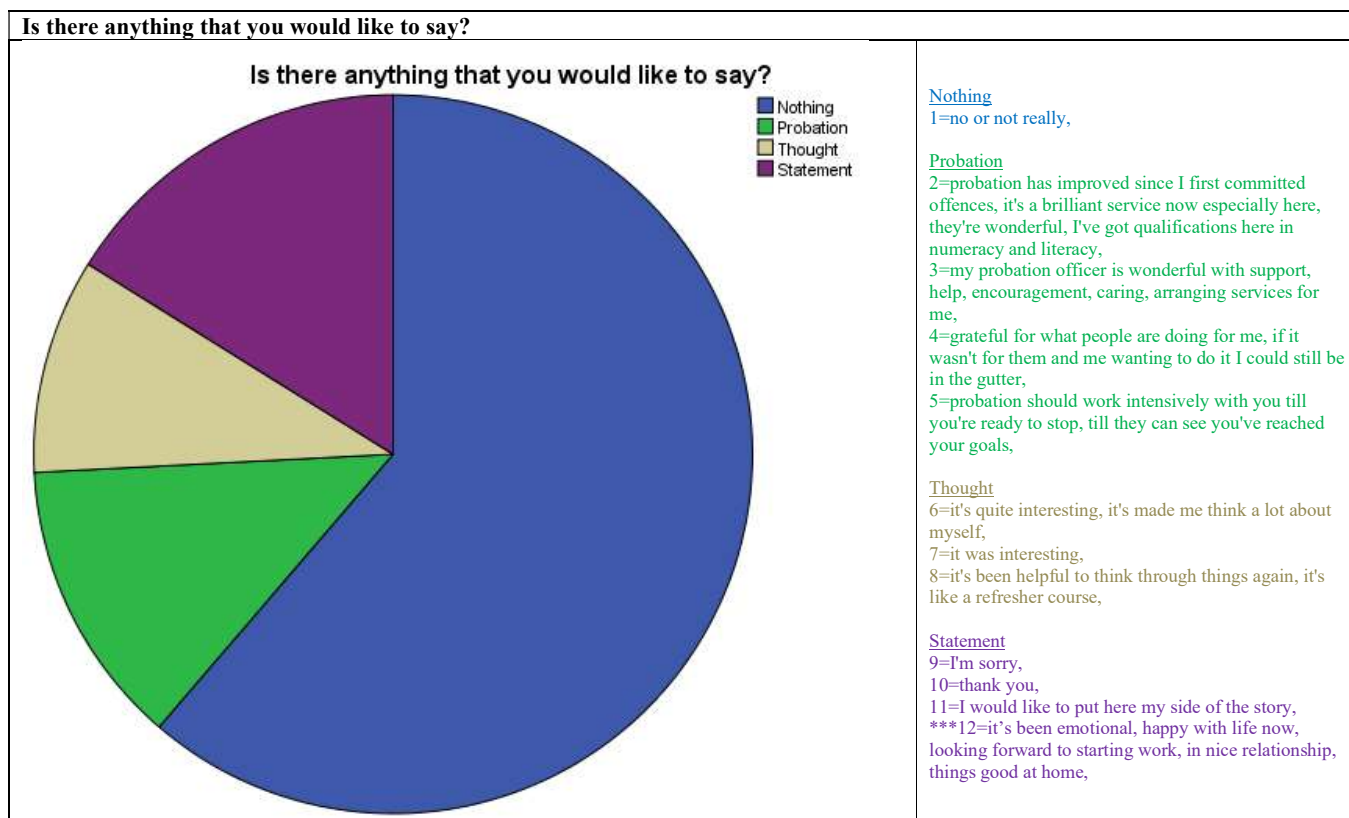


Fig. 7.73 Is there anything that you would like to say?

The way this last participant spoke of 'looking forward' to advancing, the role of work, a nice relationship, a good home life and happiness within that, may surely describe a life to which all should have access.

### *Happiness*

For around half (55%) of the participants in this study, happiness was embedded with the loved ones in their lives. For around a quarter (24%) it appeared to be their mindset and/or sense of stability that needed to be correct as the only way to be happy. Only 12% cited active achievement as their means of happiness, while 9% appeared to have a negative or directionless outlook that struggled to consider any way to happiness.

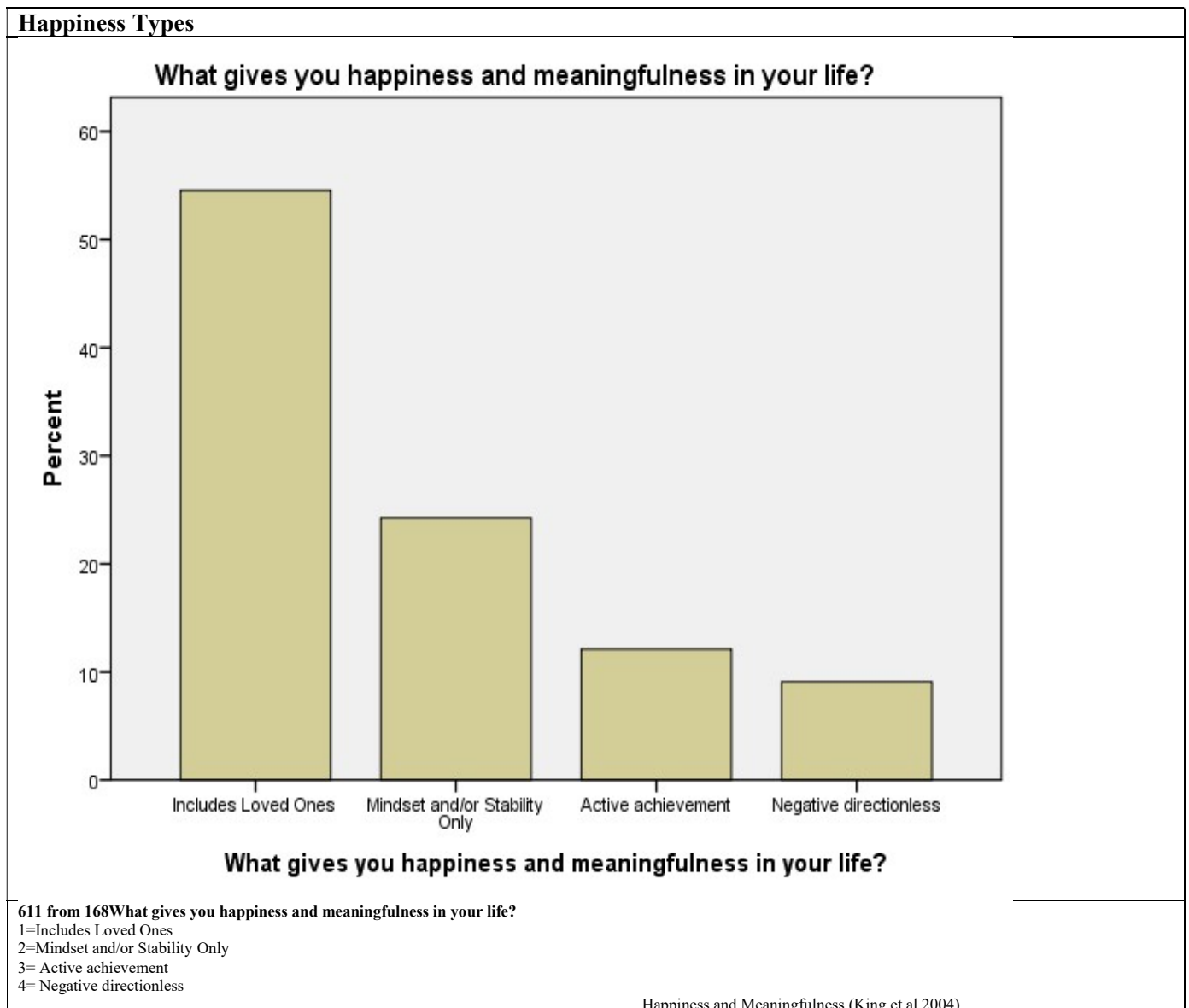


Fig. 7.74 Happiness Types

All of those with a negative directionless outlook on happiness were workless, while none of those for whom active achievement lay at the heart of happiness were workless, endorsing the role of employment in actively happy advancement.

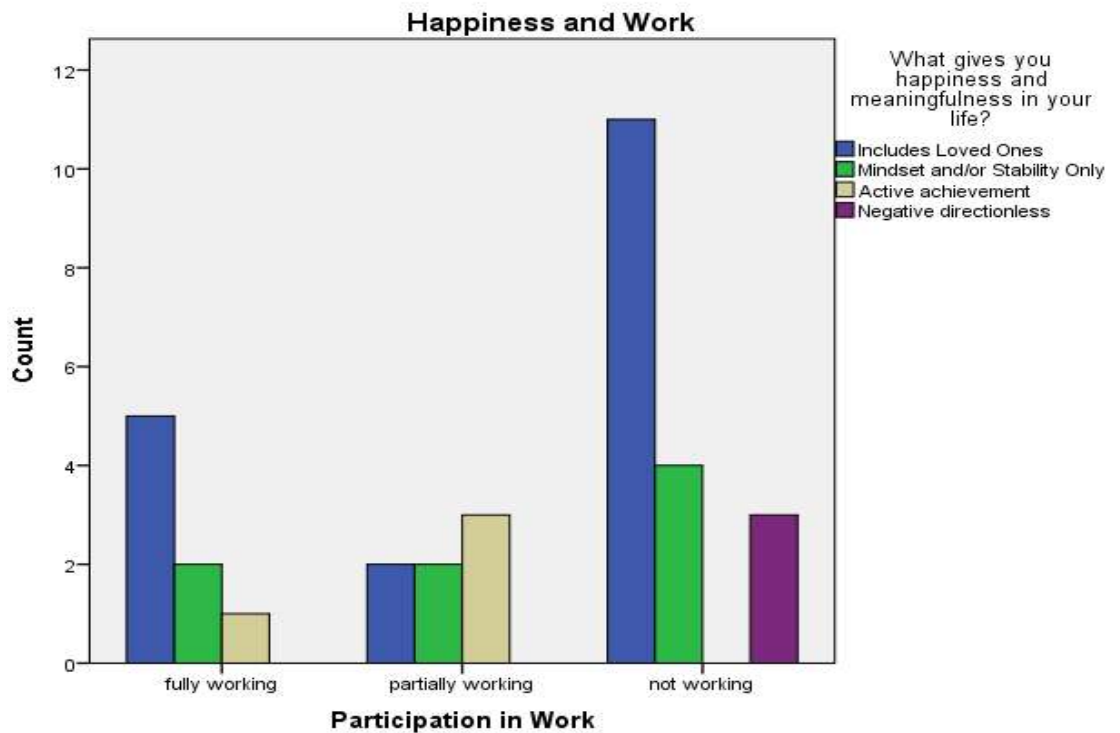


Fig. 7.75 Happiness and Work

## Chapter Summary

This chapter has illustrated the importance of employment and its link to other attributes that might contribute to advancing constructive activity. It is now employment itself that is considered in the next chapter.

| Chapter Sections | Reasons to Hope                                                                                                                                                                                                                                                                      | Barriers to Overcome                                                                                                                                                                                                                                                                 | Possible Suggestions Arising from these Hopes and Barriers*                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                      | *endorsing those in the previous chapters                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Aspiration*      | Only 3% of participants showed no evidence of aspiration and only 11% were weakly aspirational. In addition, 94% of participants thought, at least partly, that they wanted to be better, fulfilled, able to use their potential and become something more than they were currently, | But aspirational attitudes eroded to less than half of their respective proportions when participants were asked about the degree to which any new life, to which they may aspire, mattered to them, relative to their current life. In addition, the self as a life-improver eroded | <i>Thus all these things might usefully be addressed, perhaps weight loss and mentality through timely action on physical and mental health respectively, housing and relocation through decent safe places to live and an end to homelessness, driving through sustainably structured, visual, technical and sensory driver monitoring and assistance, as well as addressing substance use, including ensuring sufficient medication and regulated access to enable functioning,</i> |

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|            | <p>including 88% thinking so unequivocally. 98% scored themselves above centre for being interested in changing their lives, including 83% giving themselves the highest score of 4 out of 4. In addition, 89% scored themselves above centre for being sure they want to change, including 81% giving themselves the highest score of 4 out of 4. 97% of participants thought of themselves, at least partly, as people who wanted to improve their lives, including 92% who thought so unequivocally.</p> | <p>from 97% to only 23% able to offer concrete action to deliver this, despite only 3 individuals being unequivocally satisfied with their lives as they are. Additionally, 4 times as many of those who were strongly aspirational had a high, as opposed to a low, offending risk and twice as many were not working as were fully working. Conversely, none of those who were only weakly aspirational had a high offending risk and only 5% of those who were not working were weakly aspirational. Nevertheless, there were myriad ways in which participants wanted their lives to be different, including with improved work, money, family, mentality and substance use, relocation, freedom from official criminal justice constraints, resolution of issues in life, housing, driving and weight loss.</p> | <p><i>family, with training of expertise in parenting in support of quality family and domestic lives, childhoods and parenting, alongside work and money through employment, or alternatives, available for all and required of all and an end to unemployment, money without effort and effort without money, such that work, education, training, charity work, starting a business or disseminating quality parenting as part of parenting or any other alternative project or contribution that suits an individual and fits with their life become the conduit for payments, which should be sufficient to fund quality lives and obliged insurance for times of need such as the need for health and social care and for retirement. In terms of the factors of freedom from official criminal justice constraints and resolution of issues in life, these might be approached through ensuring interventions are respectfully, quickly and effectively initiated early when quality of life is lacking to end tolerated downward life spirals with client-led holistic action to ameliorate and share the undoing of brutalising experiences and actions non-adversarially in a timely shared search for effective remedy and resolution with fully funded advocacy for all involved and authorities as resources in appropriately timed and timely holistic action to give individuals the power to affect time limits on criminal responses to threats by deploying progress-tariffing**, which gives them control of the tariff. This surely needs to be accompanied by ensuring aspiration can be, and must be, achievable through work and not brutality, including ensuring prosocial avenues for aspiration through active participation in, and contribution to, society, such as through rewarding, advancing, non-harming, pride-giving employment, or alternatives thereto, which actively pursue people's goals in non-harming ways with quality productivity in performance, that can deliver advancing development of aptitudes and appetites, while there can be no income from ownership, profit or business where that ownership is not based on active ethical custodianship and development in non-harming ways, with no gain from brutality. Likewise, concrete action surely must be expected of people, fostered from childhood in education with a fully funded full range of youth opportunities and fully funded lifelong education beyond that all based on advancing development of aptitudes and appetites and well-being and happiness, including a certified life preparation course, endorsable for retaking when required, culminating in a valuing rite of passage into a consistent age of adulthood.</i></p> |
| Motivation | <p>No one felt solely disempowered, selecting only 'I don't want to change because I have no control over what happens'.</p>                                                                                                                                                                                                                                                                                                                                                                                | <p>But only 17% of participants appeared to demonstrate a level of motivation that might be considered to be empowered in an undiluted way. Indeed, six times as many of those who were solely driven by need were workless, compared to fully</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><i>Thus stabilising measures perhaps need to be taken to meet the disparate needs necessary to stabilise lives, ensuring early intervention when quality is lacking in life, such that society no longer stands by and tolerates downward life spirals and that there is easy access to being championed by a funded advocate if need is not met, while also empowering individuals through an easy to operate and understand online guide that</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| Action | Only one participant showed no evidence at all of any action, across 13 measures of action, and 71% of participants said unequivocally that they had started to act on their goals, while 65% of participants said unequivocally that they would not do 'nothing' to make their intentions to look for work or training happen. 77% of participants scored themselves above halfway on having taken action to change their lives and 80% of those taking concrete action to demonstrate they were life improvers were actively creating a positive environment in which to improve their lives. Of those who wanted their lives to be different, more than three quarters said, at least partially, that they had tried, or were trying, to make the changes that would deliver the differences to their lives that they desired. In addition, endorsing notions of obliged activity through work, only 10% of those who were not working at all were strongly active and 81% of those who had cited something they were actively doing to improve their lives were working to at least some degree, while worklessness appeared to be associated with inactivity more broadly, or only dependent activity, rather than autonomy or activity more broadly, providing some hope if personal responsibility for action such as work is enforced. Indeed, intentions, catalysts and motivations to act existed to be used to launch action and nearly 70% of those with a low offending risk were actively pursuing their goals. | But nearly three quarters of those with strong levels of activity were high risk offenders, and only 14% were low risk. Indeed, turning any motivation into actual constructive activity appeared to lack urgency for 4/5ths of participants. Only 21% spoke in terms of immediacy in delivering on any motivation to act, while the other 79% spoke, at least to some degree, of deferral or omission. Likewise, a very similar small proportion strongly demonstrated action (22%) and even the strongly active group only demonstrated 7 to 9 of the 13 possible action markers, while a third of those who were not working were taking little or no autonomous action specifically to improve their lives and only 33% of participants had done anything active to improve their lives in the last week and only 22% included work and 8% skills within that. Improving action was not apparently typical in around 2 out of 3 cases and worklessness appeared to be associated with reliance upon associations and circumstances, with 89% of reliant individuals being workless and both those who focussed on blame alongside that also being workless. Furthermore, both creating a positive environment and still having to focus on avoiding a negative one, appeared to be associated with a high offending risk, with 75% of the former and all the latter having that high risk. | <i>Taken together this might endorse the suggestions above on ensuring prosocial action, like work, can create a positive environment, while emphasising the need to deploy monitoring and containment where avoiding negative action is still problematic. Perhaps personal responsibility for action to actively pursue goals might be nurtured from childhood, with funding in kind for opportunities for children, to utilise intentions, catalysts and motivations to launch action as early as possible, with urgency not deferral or omission, sustaining it as much as possible with lifelong free access to education targeted at appetites and aptitudes in their active pursuit in non-harming ways to enable quality performance, happiness and well-being. Alongside this, any link between activity and brutality seems likely to need to be broken, perhaps with consistent execution of consistent morality and consistent laws against harm in transparent universally applied rules and with the loss of any gain from brutal action, to enable ethical delegation and trust in authority as a morally viable authority that will not tolerate any brutal action. Inactivity might also need to cease to be an option, such that some form of active participation in society becomes the conduit for payments, while the typicality of improving action might be facilitated through a certified preparation course to manage life effectively, endorsable where refreshers are needed, as part of citizenship. This preparation might usefully include preparation to take the personal responsibility of adulthood in playing a constructively active part in society, regardless of associations and circumstances, rather than blaming others, whilst all the while having easy access to advocacy where such blame is legitimate.</i> |

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| Planning   | <p>27% of participants demonstrated strong planning and a further 24% showed reasonable evidence of planning, while working appeared to be linked to this planning, with twice as many workless individuals lacking an unequivocal claim of planning as made an unequivocal such claim, while 77% of those who were working to at least some degree made an unequivocal claim of planning. Indeed, the stronger the planning level of individuals the more they tended to cite a next step commensurate with aiming at positive action and 70% of strong planners planned something specifically positive, while work, college, reliably interacting with services, progressing relationships, being a friendly and loving person and acquiring a driving licence or a vehicle or a home all appeared to be advancement plans.</p> | <p>But 63% of those who were strong planners had a high offending risk and only 13% had a low such risk, while 71% of those at low risk had weak or absent planning and 27% of participants had planning absent and 22% demonstrated weak planning, while, when substantiating details were added to any original claim of planning, or lack thereof, the two thirds of workless individuals who had no unequivocal plan, rose to 83% being unable to demonstrate any actual concrete planning, apart from, in two cases, planning to win the lottery. 80% of those focused on desistance, and a participant focussed on winning the lottery, all had weak planning and 60% of those procrastinating, along with 67% of those not knowing what to do next, had a total absence of planning.</p> | <p><i>Taken together this perhaps suggests the importance of fostering, enabling and expecting concrete planning for positive activity such as work. But, without the suggested preparation for this outlined in the section summary above, perhaps culminating in a consistent age of adulthood with a valuing rite of passage into it, it might be difficult to ensure young people are ready to face adulthood with the ability for concrete planning or the skills to deliver on this with positive activity such as work. If genuine social inclusion and autonomous engagement, to replace social isolation or harming social interaction, is to be possible the measures suggested in the section summaries above, and in other chapters, might need to be enacted, as endorsed in this section summary, to better involve people in organising and enacting their own lives. Indeed, the specified work, rewarding well-paid and available for all; college, free and lifelong available for all; access to driving; and a home, as outlined in sectional summaries above in line with the citations of positive planning made in this sectional summary, as well as the also here cited progressing relationships, reliably interacting with services and being a friendly and loving person, all of which could be based on fostering, enabling and expecting respectful interaction and self-expression, all also seem important and are all also in line with sharing de-brutalisation measures cited throughout the research's chapter summaries.</i></p> |
| Strategies | <p>None of those strong planners who could also strongly strategise had a high offending risk, while 90% of the just over a quarter of participants who spoke of specific constructive action included work within that action and the remaining 10% spoke of improving education. In addition, considering building more and bigger things upon existing action seemed more achievable than having to originate a brand-new action, suggesting that early intervention to create good habits early might be very useful. Indeed, even those employing the unhelpful and brutal strategy of offending were highly likely to be aware of improved strategies and none of those that acknowledged offending as a habit said it was not a breakable habit.</p>                                                                        | <p>But 62% of those who acknowledged offending as a habit appeared to have no strategy with which to break the habit of offending, while 88% of those with only a weak capacity to strategise appeared to have a self-centred moral attitude to rules and all those who spoke of undoing specific negatives included tackling substance use.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><i>Thus the importance of tackling substance use seems endorsed, alongside the importance of ensuring work and education. In addition, early intervention to create good habits and tackle bad habits, perhaps in some of the ways suggested above, might be useful, as well as the opportunity to learn to strongly strategise and to adopt and acquire improved prosocial strategies for life where need be with constructive, flexible thinking, as well as confronting any self-centred moral attitude to rules, such that transparent rules are universally applied and their breaches exposed with openness and technologically monitored honesty and actions on issues of public relevance in response to breaches thereof.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Stages     | <p>There was a universal desire to feel capable of change and all those who were at the best-case stage in their lives were active or strongly active, as were all</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>But for the other half of participants change was not something for which they seemed ready or was not something to which they were</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Thus the need for work to address negative lives, most particularly fulltime work to address uncertainty in life, seemed to be endorsed. Likewise, being active and strongly employing strategies also seemed important, endorsing active participation in society, most</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



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|          | <p>those who were strongly employing strategies, while for all participants, no matter what, thinking of themselves primarily as incapable of change seemed unacceptable and 60% of participants unequivocally thought that this arbitrary moment was a key turning point in their lives. Indeed, for around half of participants change was something that was unfolding or established.</p> | <p>realistically attuned. 80% of those who were most-worst leaning were only weakly active or not active at all, as were all those who were not employing strategies. Furthermore, none of those who were only weakly employing strategies, or who were uncertain over their stage or worst leaning in their stage, were strongly active. Being unready for a new identity appeared potentially relevant to 60% of participants and only 17% positioned themselves primarily in line with the exemplar phrase representing the potentially strongest capacity to deal with change, namely 'now I can see the way ahead'. Of those initiating change, but not realistically attuned to it, only 8% had a low offending risk. In fact, half of all those at high such risk, and also half of all those at medium risk, fell into this category, a higher proportion, in both cases, than fell into any of the other three overall categories. Only 18% of participants made unequivocal claims of having ceased to offend. Indeed, only 8% of participants cited 4 or more 'best case', or 'second best case' situations in advancement stages across all 11 measures, without the inclusion of any of the 'worst case' such stages. Additionally, 80% of those who were at an uncertain stage were without full-time work and only one part-time worker had a positive view of their stage in life, no more than were workless, while high offending risk dominated amongst those who were non-committal about ceasing to offend, with 73% of the high-risk offenders choosing to be noncommittal, rather than declaring any intention to either offend or desist. All of those who described their current stage of life in negative terms were workless.</p> | <p><i>particularly participation built on the aptitudes and appetites about which individuals might want to create strategies to help them to advance effectively through the stages of their lives in all the ways suggested in the earlier section summaries. People wanted to feel capable of change and tended to see any given moment in life as a potential turning point, even if they were as yet unready or not realistically attuned to change, suggesting perhaps the importance of neverending opportunities for change, such as through the lifelong availability of education and training as one of a disparate number of constructively active conduits through which to receive state payments. Nevertheless, there also perhaps needs to be an equally vigorous system for preventing those who do not wish to operate constructively from brutalising the lives of others, in the ways in which 82% of participants equivocated over having ceased to do through offending. In this way, the previously suggested progress-tariffing** may be endorsed, even while sharing the defining and enactment of de-brutalisation thereof. Similarly, with the apparent association between offending risk and being non-committal about ceasing to offend, technologically monitored honesty and actions, not only on matters of crime, but on broader issues of brutality and any political decisions that may tolerate it, might be usefully deployed on narrowly pertinent questions and actions only.</i></p> |
| Movement | Three quarters of participants seemed to be experiencing                                                                                                                                                                                                                                                                                                                                      | But only 2 participants placed themselves unequivocally at                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>This perhaps endorses the need to ensure that progress and ambition is prosocially and actively enacted, and</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|            | <p>change to at least some degree and the lives of none of those who were fully working were changing in negative ways. Those who cited change in terms of improved mental health or in terms of work were both fully working, while those who had not claimed to have made any efforts towards change, appeared to think that, if they did, it might be effective. Improving family life and bringing animals into families were cited as beneficial to life, while suppleness of self and life and exploration, rather than rigid, set, entrapping or fatalistic approaches, also seemed beneficial. 65% of participants said they were making progress.</p> | <p>‘excellent’ in making progress and in one case the efforts towards change were contingent upon moving away, while only a quarter of those participants who had claimed, to any degree, that they were attempting to implement changes, described what happened as a result of their attempts in terms of a positive outcome. Indeed, half of individuals seemed to be achieving no movement or movement in a negative or opposite direction to what they wanted to achieve and only a quarter (24%) of participants appeared to demonstrate strong movement towards advancing their lives and only 11% of those with weak movement were situated at low offending risk. Those that did not even make a minimal claim of progressing, citing no action nor progress, including blaming others or waiting for others to take action on their behalf, appeared to have a much higher chance of having a high offending risk than those who were claiming progress. Only 8% of respondents cited learning of any sort as an achievement, while active ambition seemed associated with high offending risk. ‘Just living’ or a general positive direction appeared to be unrelated to work status and claiming progress seemed to leave two thirds with a high offending risk and only 11% with a low such risk.</p> | <p><i>capable of that enactment, and that this can lead to achievement, such as by advancing the development of aptitudes and appetites through active participation in employment, or alternatives like education, training, charity work, starting a business or disseminating quality parenting as part of parenting or any other alternative project or contribution that suits an individual and fits with their life, such that individuals might be able to feel they are doing something in line with their aptitudes and appetites and thus feel more capable of making this progress ‘excellent’ and more likely to reach a positive outcome, and such that, if people do try, that effort is more likely to be rewarding and rewarded. Likewise, in terms of education, more value might accrue to achievement therein if it delivered on people's own appetites, as well as such achievement perhaps being more possible if it delivered on their aptitudes. At the same time, absence of action or progress, including blaming others or waiting for others to take action on their behalf, surely cannot continue to be an option if society is no longer to tolerate downward life spirals to the detriment of both individuals and society itself, but is, instead, to give equal value to the quality of all lives and their fruition. In so doing, the elements raised of work, mental health, improving family life and being able to move away perhaps need to be heeded, such as through an end to unemployment, provision for early mental health help, intervention where family life lacks adequate safety and being able to live somewhere decent and safe respectively. In addition, the benefits of animal companionship mentioned, might have far reaching implications for the possible ways in which greater connections between humanity and life more widely may serve to benefit both, perhaps by ensuring the pursuit of business and other goals in non-harming ways could include the wider environment and all sentient beings to the mutual gratification of both. Being able to find ways to pursue human goals in such mindful ways may represent just another way in which rigid, set, entrapping or fatalistic approaches, perhaps need to be replaced by suppleness of self and life and exploration, perhaps by nurturing constructive flexible thought in such matters.</i></p> |
| Expression | <p>78% of participants unequivocally thought that they knew how to be themselves within society and none of the participants had both nothing to say when asked if there was anything that they would like to say and in not giving an explanation of how they came to know how to be themselves. Despite the length of the interview, lasting several hours and incorporating 300 questions, many with sub-parts to them, nearly 40% of</p>                                                                                                                                                                                                                   | <p>But they also seemed to need refresher courses to keep them on a thoughtful track and needed support, help, encouragement and caring, while three quarters of those who were not yet ready to establish a new identity, but were instead in a state of pre-action, had the lowest two levels of expression and the 2 participants who wholly thought they did not know how to be themselves in society both explained this in terms of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Thus being unready to claim an identity might be a state of exploration of self and the expression thereof, which could endorse notions of encouraging self-expression and diverse media reflections thereof at the earliest possibility chance such that individuals can explore and express themselves as part of respectful interaction as early as possible, to hasten being ready to shape an identity. Respectfully expressed and respectfully heard uncensored diverse views, with clear delineation between opinion and demonstrable fact as a safeguard within that, might be helpful. This perhaps needs to include special provision to protect women and children, and to prevent their disruption, if they are to be safe in that process. Self-expression and knowing how to be oneself would seem important to</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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| Happiness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Only 9% of participants appeared to have a negative or directionless outlook that struggled to consider any way to happiness, while for around half (55%) of participants, happiness was embedded with the loved ones in their lives. For around a quarter (24%) it appeared to be their mindset and/or sense of stability that needed to be correct as the only way to be happy, while none of those for whom active achievement lay at the heart of happiness were workless.</p>                                                                                                               | <p>But all of those with a negative directionless outlook on happiness were workless and only 12% of participants cited active achievement as their means of happiness.</p>                                                                                                                                                                                                                                                                                                                       | <p><i>Thus the need for work to be available for everyone, ensuring it is structured to allow for happiness and achievement, seems to be endorsed, such as by being linked to appetites and aptitudes and by being well-paid, rewarding, advancing, non-brutalising and pride-giving. In addition, the other factors in happiness, such as loved ones, mindset and stability also seem important to nurture, such as with support for quality family life, easily accessible mental health support and early interventions to ensure life stability for everyone, such that no one falls through the cracks into downward life spirals.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>*The importance of cultivating aspiration appropriately as a launch pad is shown in this chapter with special reference to the section on Aspiration<sup>118</sup><br/> **progress-tariffing to only be in response to harming action and based on a risk-monitoring and autonomous-progress model of responding to harming actions by providing mechanisms for demonstrated progress which allow for immediate progress to be demonstrated with swiftly responsive progressive assisted release from monitoring and containment and enabling alternatives to harm with objective action-measurements of specific harm-reduced risk-proportionate specific action to assess progress-tariffs in meeting required expectations specific to harm caused in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all and required expectations specific to harm caused in line with Tab. 3.12 Progress-Tariffing: Risks and Responses and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Tab. 7.8 Chapter Summary

<sup>118</sup> See Aspiration in Tab. 12.1 Measures-Summary in Chapter 12

## **CHAPTER 8: CONSTRUCTIVE ACTIVITY THROUGH EMPLOYMENT**

This chapter examines employment and its role in constructive activity, as well as the importance of ensuring that it is compatible with being constructive more broadly, such that it both advances and de-brutalises life. This employment could be any form of constructive activity that makes a contribution of any sort to society, noting that the form and time such activity takes are likely to change drastically as technology develops.

### **Literature Review and Theory of Constructive Activity through Employment**

To be advancing and de-brutalising employment cannot permit poverty amongst its workforce. Nearly two-thirds of children in poverty live in working families (Belfield et al 2015) and thus without the ‘adequate income or wealth to cover basic needs’ (Matheson 6:2011). This cannot be advancing their lives, but must, rather, only be brutalising those lives. ‘There are jobs’ but ‘they just don't pay well’, so Simon, Danny and Anthony say ‘why go to all that effort’ to get the same money as on benefits? (Bilton 2012<sup>1</sup>). In this respect, by far the highest good consequence of offending was material gain and the top reason for offending was the need for money (Zamble and Quinsey 1997), with acquisition cited as a way to obviate the need for crime (Ward and Maruna 2007). ‘If you had money it'd be alright’ and people without money who ‘aren't’ committing crimes ‘aren't’ doing so because ‘they ain't got no bottle’ (Lauren 2009<sup>2</sup>). Expecting people's acquisition to be earned not stolen is therefore perhaps unethical unless work itself stops stealing that work with swindlingly deficient pay. Where work is only a poverty trap (Swansea YOT 2008) it is just another violence

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<sup>1</sup> Bilton, R., (2012), Panorama BBC 11.9.12 Speaking in ‘Trouble on the Estate’, BBC

<sup>2</sup> Speaking in in Hughes, J., The Trouble With Girls, BBC.

(Tombs 2005). Indeed, poverty has the strongest association with violence (IEP 1-3:2013) and it may therefore be important to prevent 'real financial disincentives to being employed' if individuals are 'on low incomes' (Centre for Housing Policy 2015 <https://www.york.ac.uk>). There can be no legitimate place for poverty within working lives, any more than there can be any legitimate place for worklessness in the 'shared society' former Prime Minister May sought, yet a former Chancellor of the Exchequer acknowledged there *is* currently a 'working poor' (Osborn 2014<sup>3</sup>).

People 'want to be busy, they want to do things' (Hageman and Annison 2013<sup>4</sup>) and work needs to deliver on, and become appealing to, this appetite, as well as being accessible and decently paid for all. Access to the *means* for gaining employment (Farrall 2002) seems vital, such as actively involving people in working or with the training, gaining education, developing discipline and acquiring the beneficial changes in behaviour (Coulsfield 2004) that improve the likelihood of being able to work. Work, education and training are all important to a sense of well-being (Matheson 2011) and there needs to be more support for work as part of reducing reoffending (Halliday 2001), such as the Lattice Foundation's funding of forklift truck training<sup>5</sup> reducing re-offending rates to only 6%, while 70% found work as a result of that programme (SEU 2002). This was in stark contrast to the 70% of prison leavers who said they would look for work or training who had done nothing to make these happen (Home Office 2001) as well as those who failed to turn up for job interviews or related appointments (SEU 2002).

Vocational qualifications need more status (Tiessen 2013), and thus more appeal, whilst

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<sup>3</sup> Speaking on the 6 O'clock News 16th Jan 2014, BBC.

<sup>4</sup> Presenting 'The Rubies project at HMP Eastwood Park' presented at Newport Centre for Criminal and Community Justice Women and Justice Conference

<sup>5</sup> At Reading Young Offenders' Institution

tackling deficiency of skills through skills programmes (Goldstein and Glick 1994) might also help, along with developing social enterprise where people, especially young people, can work in a protected environment (Aspinall 2013) on the things that interest them or set up their own businesses based on those interests. For example, working with cars for those inspired by cars but currently involved in car crime could lead to a reduction in reconvictions and imprisonment<sup>6</sup> (Underdown 1998). Such nurturing of a bright future and sense of purpose, alongside fostering social competence, autonomy and problem-solving skills (Benard 1991) could help anachronize any appeal for being NEET. A ‘high NEET’<sup>7</sup> rate represents a threat to the present and future well-being of young adults’, ‘a disincentive to those still in the education system’ and ‘a waste of educational investment and human resources’ (Adamson 21-23:2013). Desistence is far better achieved as a by-product of promoting the achievement of goals in noncriminal ways such as employment, education or training (Ward and Brown 2004) in a safe, empathetic environment (Covington 2012), where everyone knows they will receive the help they need (Asher 2013), including in dealing with any painful things that need to be resolved (Stevens 2013) to be able to function effectively. It is easier to motivate people to relinquish offending if they are encouraged to find prosocial means of achieving the things they value, rather than having to give up the things they value (Ward and Maruna 2007), as crime is principally a maladapted attempt to meet one's needs (Ward and Stewart 2003) and creates a distorted sense of autonomy without any commitment or concern for others (Laub and Sampson 2003).

Improving prospects of employment could reduce reconvictions significantly (Halliday 2001) and work can provide opportunities for many of the things that help to make ‘us

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<sup>6</sup> The Inner London Ilderton Motor Project

<sup>7</sup> Not in Employment, Education or Training

happy such as: connecting with others; learning and growing our skills; using our strengths; achieving our goals; and finding meaning’ (Action for Happiness 2015 <http://www.actionforhappiness.org>). ‘Work gives you meaning and purpose in life’ (Hawking 2018<sup>8</sup>).

**Employment**

Only 17% of those with a high offending risk were fully working, compared to 71% of those with a low such risk. Furthermore, 54% of these ‘offender’ respondents were not working at all, 19% only partially working and only 27% fully working<sup>9</sup>, far higher levels of worklessness than in wider society<sup>10</sup>.

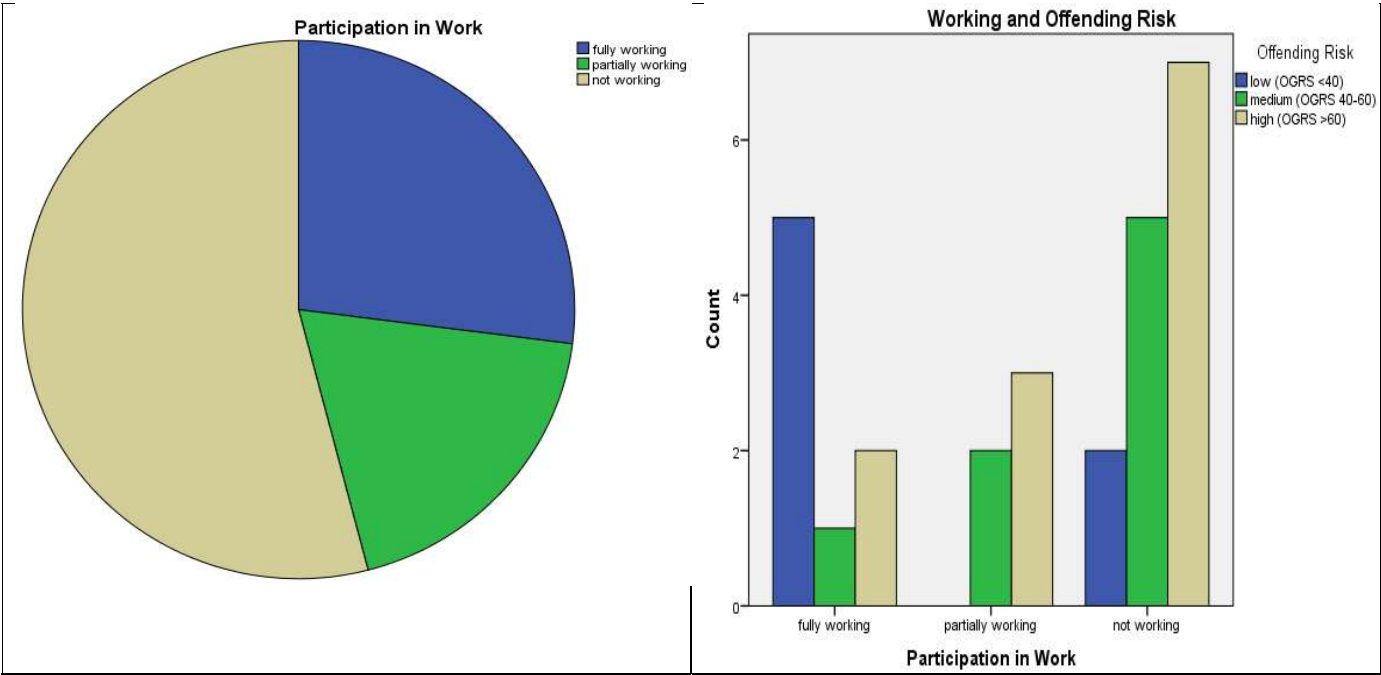
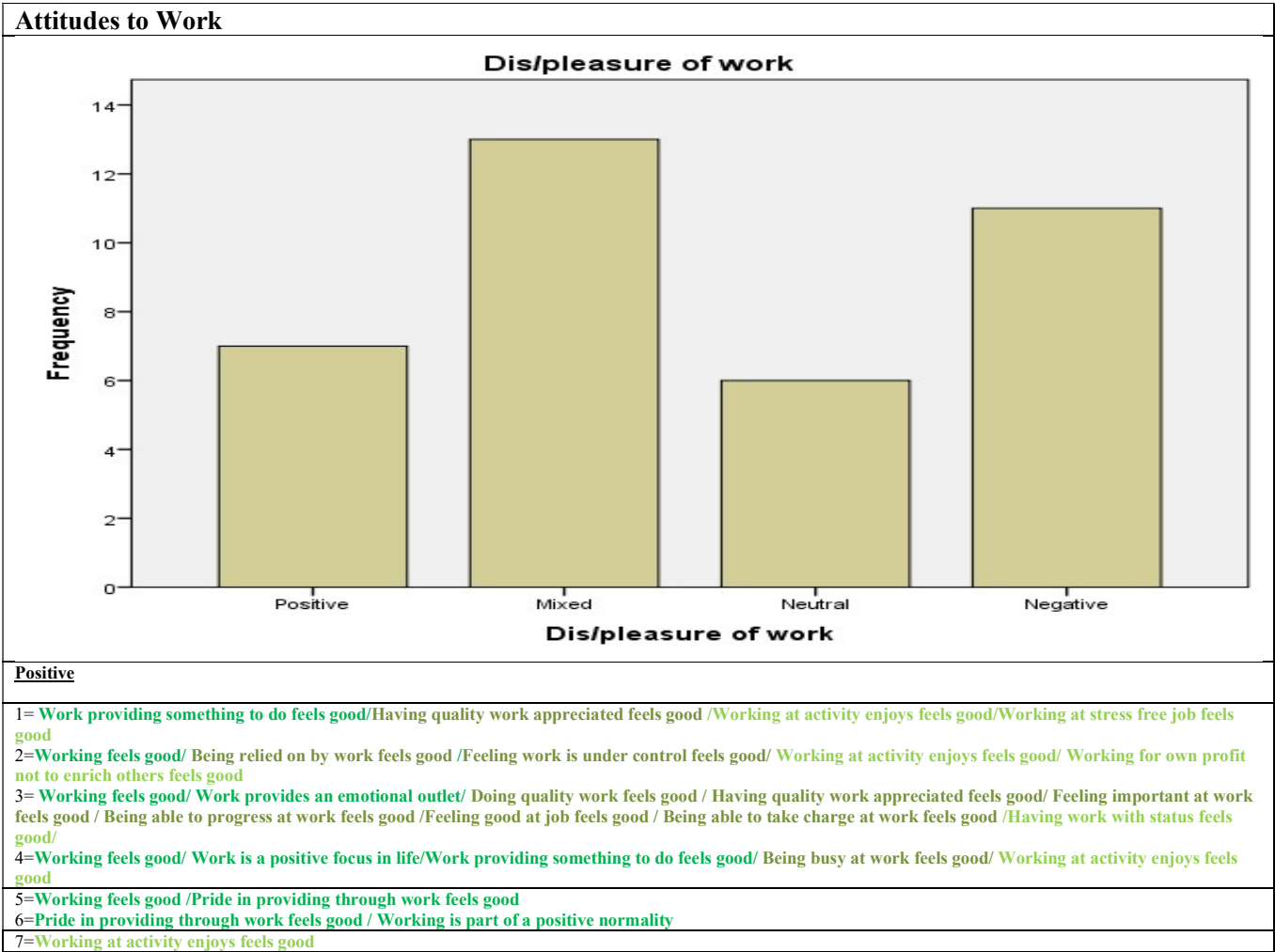


Fig. 8.1 Participation in Work

<sup>8</sup> Speaking on ABC News.  
<sup>9</sup> The references to work made by participants throughout the interview is used to compile work status. One off bits of work are included within ‘partially working’ when regularly occurring, but not as a one off helping out a mate on only one occasion. This latter, along with working on writing at home in the hope of one day becoming a professional author is included within ‘not working’.  
<sup>10</sup> National unemployment in 2010, the year in which interviews were held, stood at 8% according to the Office of National Statistics

Additionally, 63% of those who were fully working had a low offending risk, compared to 25% with a high risk. Taken together this seemed to endorse a relationship between worklessness and offending, perhaps underlining the importance of transforming offenders into workers. Every reference to work that was made by any participant throughout the entire interview was logged and categorised<sup>11</sup>. The attitudes to work that emerged in this regard<sup>12</sup> suggested that only 19% of participants had an undiluted positive view of work.



<sup>11</sup> See Participation in Work Appendix  
<sup>12</sup> See Variable 449 compiled from variable 450 as described in the Participation in Work Appendix

|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mixed</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8= Working feels good/ Being relied on by work feels good /Teaching younger colleagues the job feels good / Working at activity enjoys feels good/ Paperwork is stressful                                                                                                                                                                                                                                                                               |
| 9=Doing quality work feels good/ Companionship at work feels good/Having work with status feels good/ Feeling good at job feels good/ Working can be annoying /Working means doing things that and when you don't feel like doing /Doesn't want to have to work                                                                                                                                                                                         |
| 10= Work is a means of helping others which feels good /Doing quality work feels good/ Working for self provides independence/ Working at activity enjoys feels good/ Working with family feels good/Working for own profit not to enrich others feels good/ Working for self leads to unmanageable tax liabilities /Working for self leads to uncertainty and anxiety/too much work is unmanageable /Work is difficult to cope with /Work is stressful |
| 11=Working feels good/ Having work with status feels good /Hating practise prevented achieving sport as a career                                                                                                                                                                                                                                                                                                                                        |
| 12=Work is a means of helping others which feels good /Working with those who are suffering what self suffered feels good/ Doesn't want to have to work :                                                                                                                                                                                                                                                                                               |
| 13=Working feels good /Working at activity enjoys feels good /Sticking at work is difficult /Work forces you to get up in the morning*                                                                                                                                                                                                                                                                                                                  |
| 14=Work providing opportunity feels good/Having work with status feels good /Won't work if the hours become too onerous                                                                                                                                                                                                                                                                                                                                 |
| 15=Working feels good / Sticking at work is difficult                                                                                                                                                                                                                                                                                                                                                                                                   |
| 16=Work providing something to do feels good/ Afraid of work funding substance use                                                                                                                                                                                                                                                                                                                                                                      |
| 17= Working feels good / Working makes a person worthy of respect/Work will never pay enough for the lifestyle wanted                                                                                                                                                                                                                                                                                                                                   |
| 18=Work which is a means of self-expression feels good /Doesn't want to have to work /Finds working with others difficult/ Fears making another mistake at work /Mistrust of working with others                                                                                                                                                                                                                                                        |
| 19=Working feels good /Work providing something to do feels good /Doesn't like being subjected to a boss doesn't get on with/Sticking at work is difficult / Finds working environment difficult                                                                                                                                                                                                                                                        |
| 20= Working with those who are suffering what self suffered feels good / Working at activity enjoys feels good / Won't work at activity doesn't enjoy except now because expecting baby/ Work is stressful/Sticking at work is difficult                                                                                                                                                                                                                |
| <b>Neutral</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 21=None stated                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Negative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 22=Feels trapped working indoors / Work is too physically wrecking:                                                                                                                                                                                                                                                                                                                                                                                     |
| 23= Won't work at activity doesn't enjoy                                                                                                                                                                                                                                                                                                                                                                                                                |
| 24= Doesn't like being subjected to a boss doesn't get on with:                                                                                                                                                                                                                                                                                                                                                                                         |
| 25= Working means doing things that and when you don't feel like doing / Work forces you to get up in the morning*/Work impinges in freedom/Working lifestyle is unappealing                                                                                                                                                                                                                                                                            |
| 26=Work is boring/ Work is stressful/Work will never pay enough for the lifestyle wanted /Doesn't want to have to work                                                                                                                                                                                                                                                                                                                                  |
| 27=Won't work at activity doesn't enjoy/ Won't work at activity that doesn't feel true to self / Working means doing things that and when you don't feel like doing/ Doesn't want to have to work /Work is stressful/Sticking at work is difficult                                                                                                                                                                                                      |
| 28=Panic attacks working in groups/ Panic attacks working in small spaces/ Finds working with others difficult /Doesn't want to have to work:                                                                                                                                                                                                                                                                                                           |
| 29= Doesn't like having to work away from home /Work gets in the way of life                                                                                                                                                                                                                                                                                                                                                                            |
| 30= Work is too physically wrecking /Won't do work that causes self misery /Work is impossible to cope with/ Finds working with others difficult /Doesn't want to have to work /Finds difficulties at work difficult to cope with/ Mistrust of working with others                                                                                                                                                                                      |
| 31= Doesn't like being subjected to bossing s/he considers inappropriate/Doesn't want to have to work/Work is too much to cope with                                                                                                                                                                                                                                                                                                                     |

Fig. 8.2 Attitudes to Work

The importance of having a positive attitude to work appeared to be emphasised by the way in which all those with a wholly positive view of work as a pleasure were working to at least some degree and 71% were fully working. By contrast, 82% of those with a wholly negative view of work as a displeasure were not working at all and none were fully working. Ensuring that work is a pleasure and does not, in and of itself, brutalise lives, in some of the ways cited by participants in the figure above, may be central to utilising work as a de-brutalised and de-brutalising means of advancement and an authentically constructive activity. That pleasure might need to be intense enough to outweigh some of the disbenefits of work that are likely to be inherent to most work,

such as **having to get up in the morning to go to work**<sup>13</sup>, as well as providing enough remuneration to make work worthwhile.

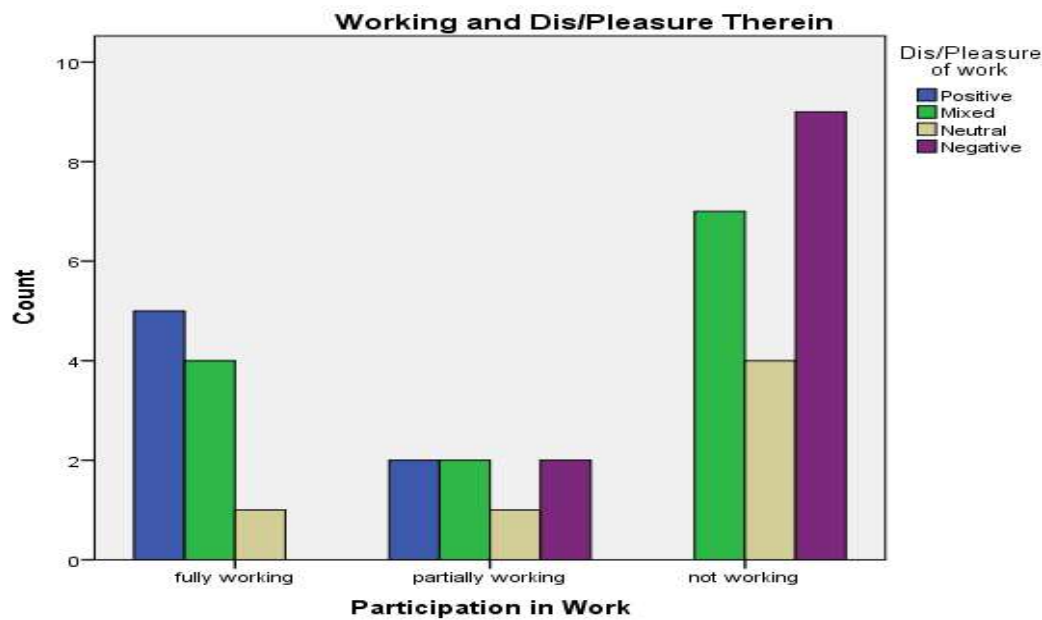


Fig. 8.3 Working and Dis/Pleasure Therein

**Work** was raised during broad discussions with participants of alternatives to offending<sup>14</sup>.

| Discussions of alternatives to offending**                                                                                                                                                                             | F |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1= Needs work arrangements to change to desist                                                                                                                                                                         | 1 |
| 2= Alternative to offending as getting by /Alternative to offending as work/Desire for work as part of a happy life/Difficulties with authority at work/Work failed when not ready for work but is now ready for work: | 1 |
| 3= Alternative to offending as boxing /Suggests work in the Army as a way to instil discipline in self:                                                                                                                | 1 |
| 4= Needs work arrangements to change to desist/Alternative to offending as calling police:                                                                                                                             | 1 |
| 5= Alternative to offending as work/ Alternative to offending as DIY:                                                                                                                                                  | 1 |
| 6= Alternative to offending as work/ Work not possible because of having children/ Work does not pay enough to be viable:                                                                                              | 1 |
| 7=Acquired skills through criminality which are transferable to lawabiding work and which are only acquirable through criminality:                                                                                     | 1 |

<sup>13</sup> See Fig. 8.2  
<sup>14</sup> 173What was it that you wanted that offending gave you? (for each type of offence)  
174How else could you get that?  
(175Can you imagine getting it that way instead?)  
176What if you found you couldn't get it that way instead?  
(177What would it be like to live life doing that instead (of de facto current alternative)?)  
(178Have you tried doing that instead?)  
(179What happened/(do you think would happen)?)



|                                                                                                                                                                                                                                                                                        |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 8= Alternative to offending as work/ Paying for driving lessons /Desistance assisted by having no time to offend/ Desistance assisted by having child/ren to think of/Offending is an easier and quicker way to make money/Providing for self /Helping out in provision for child/ren: | 1  |
| 9= Alternative to offending as work:                                                                                                                                                                                                                                                   | 1  |
| 10= Alternative to offending as work /Alternative to offending as getting a loan when in financial difficulties/ Desistance assisted by having realistic expectations of finances/ Alternative to offending as seeking advice when in difficulties:                                    | 1  |
| 11= Alternative to offending as work / Work does not pay enough to be viable /Does not want to pay for things that can be obtained free by offending:                                                                                                                                  | 1  |
| 12= no work reference at any point in this discussion of alternatives                                                                                                                                                                                                                  | 24 |
| 13= no element of this discussion of alternatives undertaken                                                                                                                                                                                                                           | 2  |

\*\* See Composition in the Participation in Work Appendix at variable 486

Tab. 8.1 Discussions of alternatives to offending

It was mentioned as a solution to both obstacles and hindrances in life.

| What are you intending to do about those obstacles?**                                                                                                                                                                                                      | F  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1=Work as a solution to obstacles                                                                                                                                                                                                                          | 1  |
| 2= Made improperly prepared and unsuccessful attempt to get driving ban shortened to be able to become self-employed as the only way to make real money and says if I can get some evidence I might be able to get driving ban lifted but that's all money | 1  |
| 3= Waiting for work opportunities and hoping to sell books worked on to become a published author as a solution to obstacles:                                                                                                                              | 1  |
| 4= Raising money from car boot sales and such like to pay for course to train for specific work wanted:                                                                                                                                                    | 1  |
| 5= Grow business and do quality work as solution to work obstacles                                                                                                                                                                                         | 1  |
| 6= Work as a solution to obstacles/Completing probation as a solution to obstacles                                                                                                                                                                         | 1  |
| 7=Ignore obstacles to work as a solution to obstacles to work                                                                                                                                                                                              | 1  |
| 8= Keep going as a solution to obstacles to work                                                                                                                                                                                                           | 1  |
| 9= Improving disclosure letter as a solution to criminal record impeding securing work                                                                                                                                                                     | 1  |
| No reference to work                                                                                                                                                                                                                                       | 18 |

\*\*See Composition in the Participation in Work Appendix

Tab. 8.2 What are you intending to do about those obstacles?

| What are you doing about what gets in your way in your life?**                                                                                                      | F  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1= Work as a solution to obstacles:                                                                                                                                 | 1  |
| 2= Work as a solution to obstacles:                                                                                                                                 | 1  |
| 3= Work as a solution to obstacles:                                                                                                                                 | 1  |
| 4= Continuing to applying for jobs as a solution to worklessness/Help from authorities to find work as a solution to worklessness/ Work as a solution to offending: | 1  |
| No reference to work                                                                                                                                                | 27 |

\*\*See Composition in the Participation in Work Appendix

Tab. 8.3 What are you doing about what gets in your way in your life?

Furthermore, when it came to the opportunity for free comment at the end of the interview, which every participant was given<sup>15</sup>, those that raised work did so to cite work as a solution rather than a problem.

<sup>15</sup> This includes comments made both in response to the question 'Is there anything that you would like to say?' AND to those made during the debrief and is compiled in variable 506 in Participation in Work Appendix

| Free comment and work – Is there anything that you would like to say? AND from debrief                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Freq |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1= <b>Morality of work/Immorality of stealing or mugging the old to replace work:</b> Believes people should go to work to earn a living rather than stealing to earn one and certain crimes are unacceptable such as mugging old people saying it depends on the offence obviously, I mean.... mugging old people, I mean it's not right, I mean there's certain... I mean people should go to work and earn a living not go and rob off people, I don't agree with that... you know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1    |
| 2= <b>Desire for Self-Expression through work/Right to Self-Assertion including violence within work/Right to Self-Expression through work:</b> <i>Believes conviction unjust as only trying to gain access to own business premises while assaulting business associate seen as in the wrong in the process*****</i> . He speaks about his writing which is what he sees as his work at present saying Whatever happened in my book, whatever I write in my book, even if I'm... even if I'm _____ philosophy, some people like it, some people don't like it, that's what is freedom in country, is enjoyable. If I'm writing something I say, I am this... I am this... let the people read it but it's nothing to do with this court case.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1    |
| 3= <b>Desire for Status through work/ Desire for Negotiation with authorities over combining work with sanctions and services /Acceptance of Official Punishment though it impedes work because got caught/ Official Punishment Response to offending impeding work:</b> I've been working in the same job ever since, knowing my business _____ problem with me, they understand that I _____ and I got caught out and that's all there is to it so it hasn't made any role on me so I come in here (to probation) I say hello, thank you very much, goodbye, you know, yeah lovely nice sunshine and how was your holiday.(later he goes on to say) If I was doing any work, my hourly rate is £480 an hour so taken an hour out of my day, admittedly they've been very good. I mean for me to go and stand somewhere for an hour and put my professional opinion over, it's going to cost somebody a lot of money. Fair play to them here at the end of the day because they've been really good to me and I said well I'd like to do it on a Thursday morning, I'd like to do this, I'd like to do that and they said yes, that's fine, they said would you like an evening meeting I said no because I can't guarantee I can make it, I said I know that Thursday's I go into work at eight o'clock, I come up here at ten o'clock and ten past ten I'm back in the office or on my way out to go and do my job. But it's also taken those other two hours out where I should be off doing stuff trying to rush my way round so | 1    |
| 4= <b>Desire for work as part of a happy life:</b> lit's been emotional, happy with life now, looking forward to starting work, in nice relationship, things good at home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1    |
| 5= <b>Desire for Negotiation with authorities over combining work with sanctions and services/Right to help from the Authorities/ Official Punishment Response to offending impeding work:</b> He says I wanted to help them get me a carpet, like they were gonna do the whole place so I explained to them I was like well, instead of doing that, I'll do half of it, you do the rest of it and they haven't got round to doing the rest of it so I've said to them, don't worry about the carpet, you give me my licence and then once I'm working I'll pay for it all myself so they've kind of... it works in both ways,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1    |
| 6= no work reference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 32   |

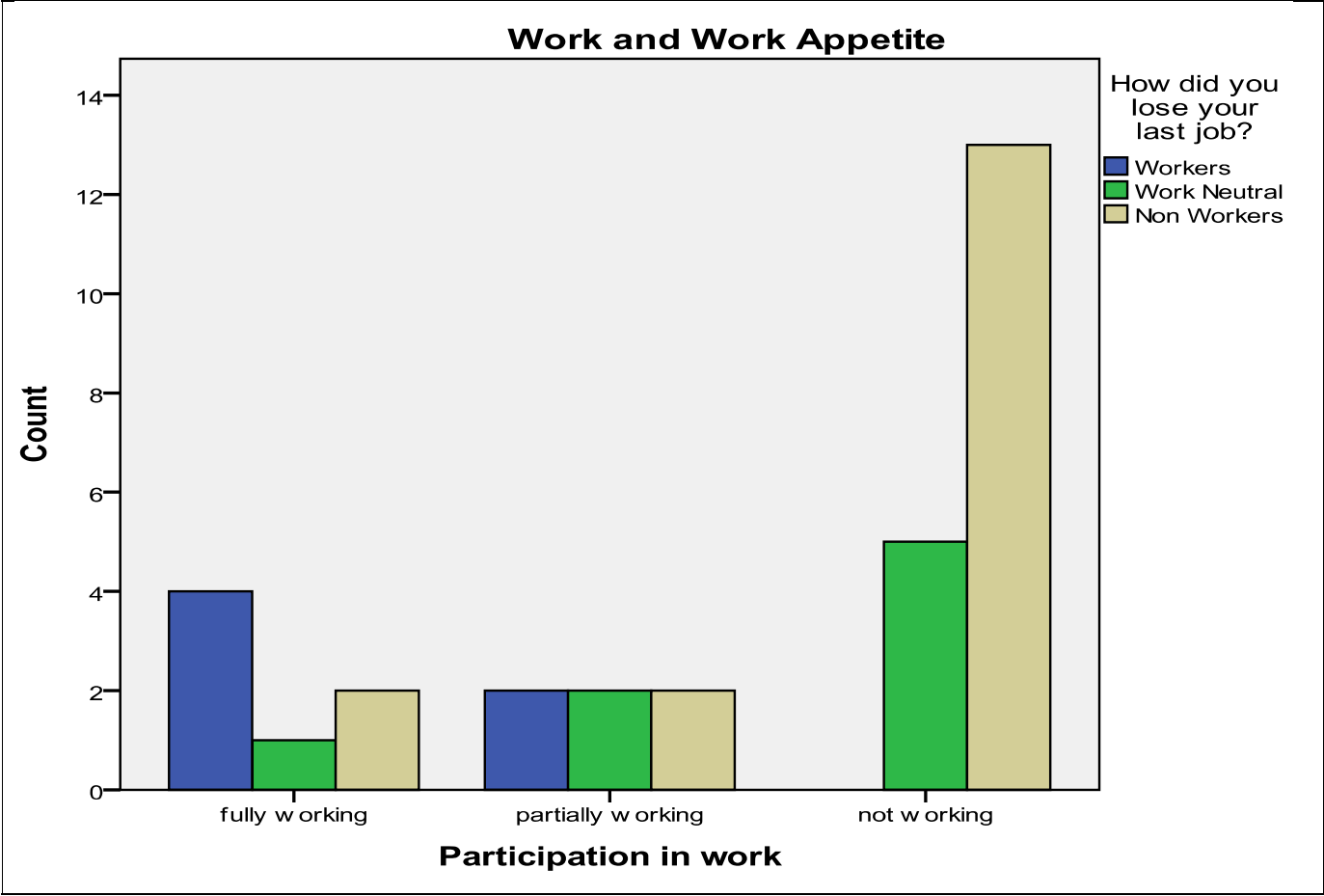
Tab. 8.4 Free comment and work

Activating work as a solution to resolve problems and obstacles, and to provide positive alternatives in life, might be facilitated by examining how participants lost their last job. In this regard, 55%<sup>16</sup> of participants appeared to give a response to this question that may suggest a lack of appetite for work, while 26% gave a reason that was neutral as to appetite and 19% spoke of always working, which was suggestive of an indefatigable appetite for work. This group of apparently indefatigable workers were characterised as ‘workers’ and all of them were currently working, either fully or partially. By contrast, those who appeared to have lost their jobs due to work being superseded in importance by other factors were characterised as ‘non-workers’.

Those for whom the reason they lost their last job did not give a suggestion of appetite or otherwise were described as ‘work neutral’. Most of those who were either ‘work neutral’ or ‘non-workers’ were not currently working at all. This could suggest that an

<sup>16</sup> Percentages are of those asked that question and are rounded, with  $\geq 0.5\%$  being rounded up and  $< 0.5\%$  rounded down as it is throughout

indefatigable determination to work might relate to securing work and thus suggest that work could be attainable if there is sufficient determination to attain it, endorsing the acceptability of making work, or an equivalent alternative, an integral part of citizenship, such as through rewarding, advancing, non-brutalising employment, or alternatives, available for all and required of all and an end to unemployment, money without effort and effort without money, such that work, education, training, charity work, starting a business or disseminating quality parenting as part of parenting or any other alternative project or contribution that suits an individual and fits with their life becomes the conduit for payments, which should be sufficient to fund quality lives and obliged insurance for times of need.



|                                                                                                                                                                           |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Workers</b>                                                                                                                                                            | <b>F</b> |
| 1=haven't lost a job,                                                                                                                                                     | 4        |
| 2=I've always worked/am always working,                                                                                                                                   | 1        |
| 3=evasive over losing work/having used to have a business but says he can do lots of things and suggests he always has work he can do,                                    | 1        |
| <b>Work Neutral</b>                                                                                                                                                       |          |
| 4=lost my business,                                                                                                                                                       | 1        |
| 5=it was only a temporary job,                                                                                                                                            | 2        |
| 6=made redundant,                                                                                                                                                         | 1        |
| 7=went to prison,                                                                                                                                                         | 3        |
| 8=drink driving,                                                                                                                                                          | 1        |
| <b>Non-workers</b>                                                                                                                                                        |          |
| 9=I quit when I don't enjoy them/have had enough of them/didn't think it was for me,                                                                                      | 1        |
| 10=sacked for drinking and driving and also for not turning up for work lots of times because of substance use,                                                           | 1        |
| 11=sacked for not turning up because of substance use,                                                                                                                    | 1        |
| 12=I walked out, stopped working, because of substance use and didn't want to have to get up to go to work,                                                               | 1        |
| 13=never worked,                                                                                                                                                          | 2        |
| 14=couldn't continue with job because moved away,                                                                                                                         | 1        |
| 15=I quit,                                                                                                                                                                | 1        |
| 16=was attacked so was unable to continue his/her trade so is going to have to learn something new, but not doing so,                                                     | 1        |
| 17=gave up work when I got pregnant and I never went back,                                                                                                                | 1        |
| 18=just didn't work out,                                                                                                                                                  | 1        |
| 19=sacked for poor attendance, not turning up, also a lot of gaps in employment,                                                                                          | 1        |
| 20=I jacked it in because I was going through custody of my boy and I couldn't afford solicitors so I jacked it to get legal aid,                                         | 1        |
| 21=I argued with the manager,                                                                                                                                             | 1        |
| 22=I quit because I didn't like the hours, but I found a better job,                                                                                                      | 1        |
| 23=I only worked to get extra money, I always leave jobs, reasons inc moving, circumstances with ex, didn't want to do job, wasn't happy with job was or not enjoying it, | 1        |
| 24=can't remember his/her last job as been on the sick for so long,                                                                                                       | 1        |

Fig. 8.4 Work and Work Appetite

While half of participants said nothing would lead them to losing their current/next job, a quarter named something outside their control and another quarter said their own shortcomings might do so. This perhaps indicates that an obligation to work needs to be accompanied by support to overcome personal shortcomings and to acquire a sense of personal control over life.

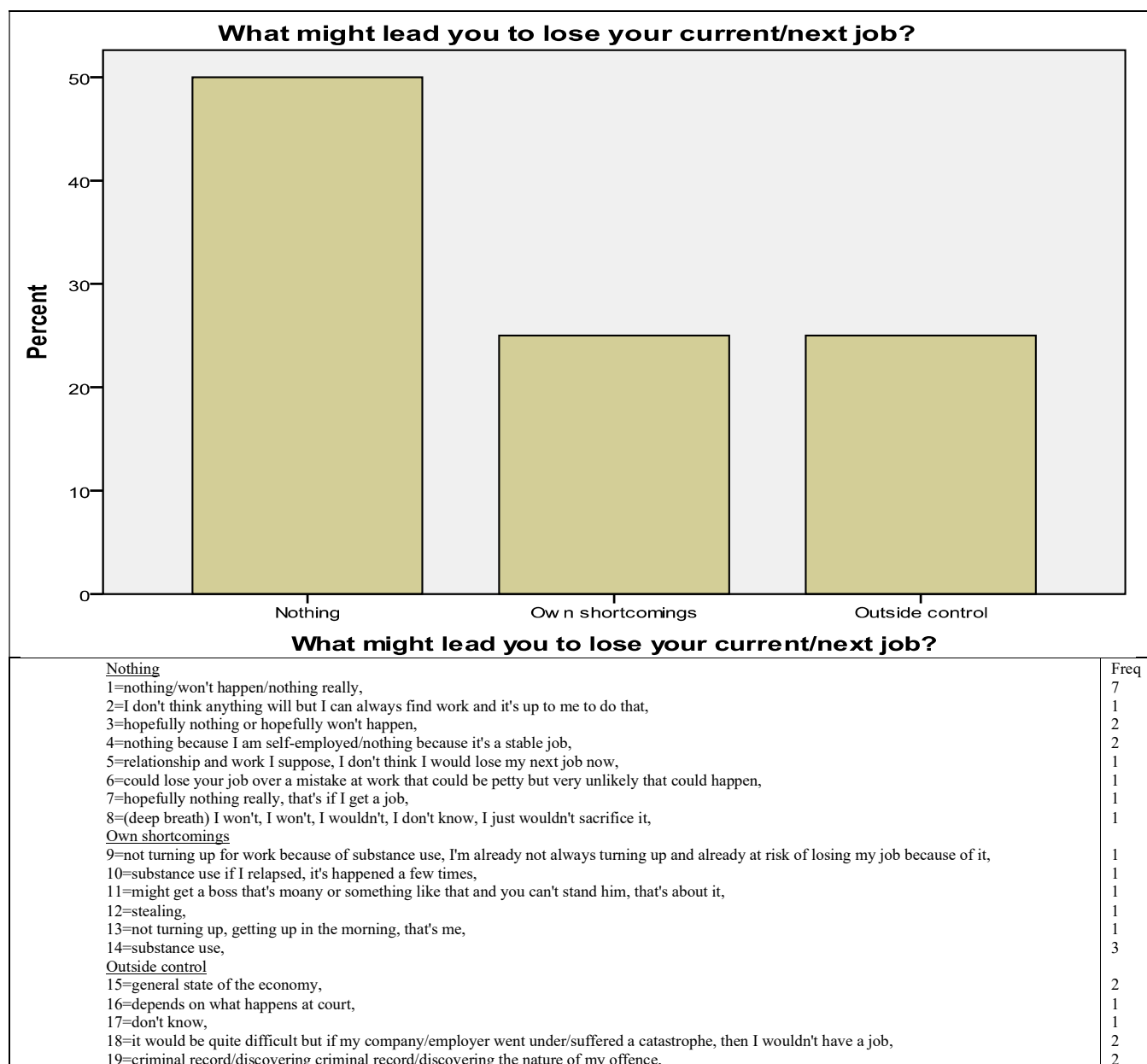


Fig. 8.5 What might lead you to lose your current/next job?

50% of those who were fully working were content with their jobs and also aspired to advance their working lives. 30% were content with their jobs but did not aspire to improve their working lives. The other 20% spoke in neutral terms about their jobs, with one aspiring to improve working life and the other not. None of the participants

who were fully working were discontent with their jobs.<sup>17</sup> This seemed to suggest that fulltime work may be associated with job contentment.

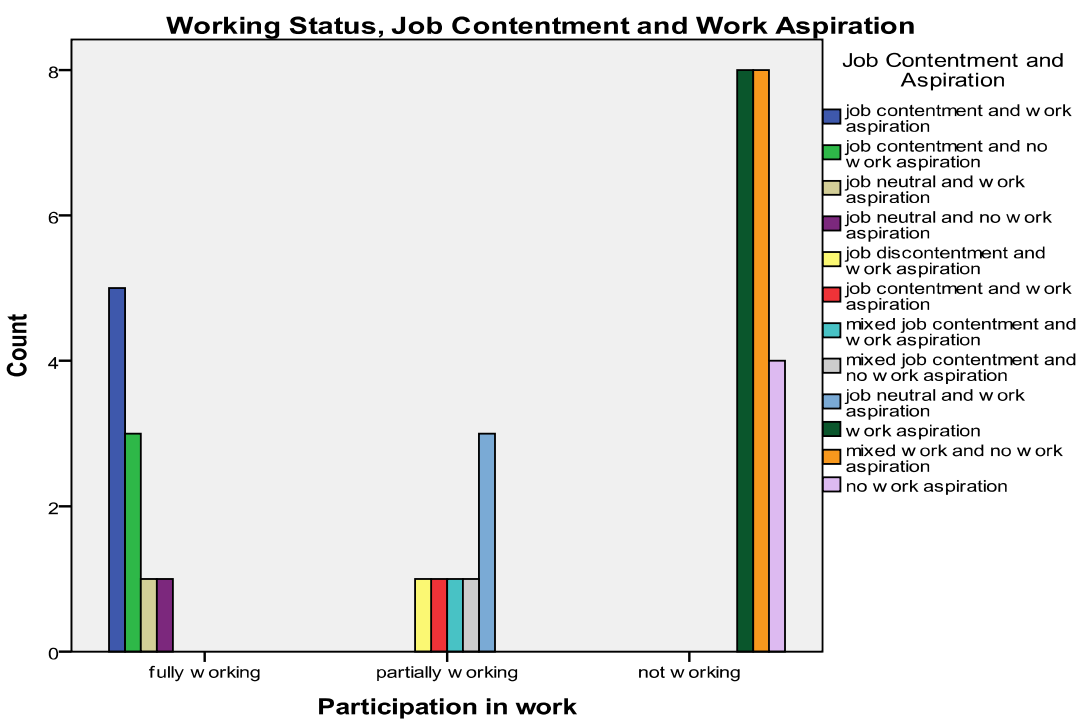


Fig. 8.6 Working Status, Job Contentment and Work Aspiration

60% of those who were fully working made undiluted claims of aspiring to advance their lives through work, but only 40% of those who were not working at all did so. Working thus appeared to be associated with the aspiration to advance at and through work. 59% of respondents had a clear sense of vocation\*, with the principle vocational drive cited, at 43% of all respondents, being having one's own business\*<sup>18</sup>.

Of the respondents who spoke about wanting, or having had, their own business, 69% were working in some way now, while all those who were not expressed a desire not to

<sup>17</sup> See Variable 447  
<sup>18</sup> See distilled from the detailed working status breakdown in Participation in Work Appendix

work\*. This may indicate an association between having both a ‘business’ drive and an appetite for work in *some* individuals, while being associated with a desire not to work in *others*. There appeared to be no middle ground for this ‘business’ group. It might be that the autonomy of working for one's self, when linked with an appetite for work, could be a driver for action, but, when unsupported by an appetite for work, it might represent a desire to live off the work of one's workers. In this latter scenario, it could operate to create a desire for a more passive autonomy. The autonomy of unimpeded freedom unencumbered by work, rather than an active striving autonomy to independently achieve. It may, therefore, be that it is important to consider ways in which to build in individuals an association between autonomy and action rather than autonomy and inaction.

| Sense of Vocation <sup>19</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Freq                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p>*Blue= sense of vocation, *Green= own business,<br/> *Red= no sense (or further sense) of vocational aspiration, *Yellow= desire not to work,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                             |
| <p><b>Working</b></p> <p>1=Fully working and no further sense of vocational aspiration beyond that and having had own business in the past and given it up and now no longer wanting the hassle of it</p> <p>2=Fully working and no further sense of vocational aspiration beyond that</p> <p>3=Fully or partially working and sense of vocational aspiration that includes or is defined by having/wanting own business</p> <p>4=Fully or partially working and sense of vocational aspiration</p> <p>5=Partially working and entertaining possibility of either own business or other work</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>1</p> <p>2</p> <p>8</p> <p>4</p> <p>2</p>                                                                |
| <p><b>Not working</b></p> <p>6=Not working and sense of vocational aspiration as well as wanting work</p> <p>7=Not working and imposed vocational aspiration as well as wanting work</p> <p>8=Not working and no sense of vocational aspiration beyond wanting work</p> <p>9=Not working and no sense of vocational aspiration beyond wanting work and prefers lifestyle of earning through crime not work</p> <p>10=Not working and sense of vocational aspiration that includes wanting own business while giving reasons why cannot work</p> <p>11=Not working and sense of vocational aspiration that includes taking over family business while giving reasons why cannot work</p> <p>12=Not working and sense of vocational aspiration while giving reasons why cannot work</p> <p>13=Not working and sense of vocational aspiration that includes wanting own business while not wanting work and having had own business in the past that was lost through criminality at work</p> <p>14=Not working and sense of vocational aspiration that includes wanting own business while not wanting work</p> <p>15= Not working and entertaining possibility of own business whilst also dismissing the possibility and not wanting work having tried unsuccessfully to start own business in the past</p> <p>16=Not working and no sense of vocational aspiration and not wanting work</p> | <p>5</p> <p>1</p> <p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>4</p> |

Tab. 8.5 Sense of Vocation

<sup>19</sup> See Variable 461

There could also be a need to ignite aspiration in those who are not working, in order to prevent contentment with a life that is less than optimised, both in terms of an individual fulfilling their potential and in terms of a society using all its human assets. In this respect, 18% of those who were working to some degree had no further sense of vocational aspiration\* beyond that, while 45% of those who were not working at all had no sense of vocational aspiration\*, or only an imposed\* such sense.

The most cited explanation that participants gave for their claims of playing a positive part in society was their productivity through work<sup>20</sup>. Indeed, **work** featured in playing a positive part in society across other such measures too.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Playing a positive part in society and work V479</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>129 In what ways (or not)?</b> Re: 128 Do you think you play a positive part in society at the moment? Completely / mostly / a bit / not at all                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>(130 Can you imagine playing a fully positive part in society?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>131 What makes/would make you want to?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1= Mentions quality work within the ways s/he plays a positive part in society, with regard to work saying because we do like today we do in this town, we do the biggest house and stay there, like all the gardens and trees and it's like massive, there's like 300 residents there and they say ah it's very nice, it's much better since you lot have taken over. with whole sequence present                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2= Mentions work within grading the extent to which s/he plays a positive part in society, with regard to work saying on the whole I would say mostly, I mean from the point of view of saying well I'm not earning, so I'm not being productive and not paying taxes and effectively I'm getting un-employment which is draining society so financially it wouldn't be the case but if you're actually talking about my contribution rather than just financially, then mostly. Also mentions work within the ways s/he plays a positive part in society with regard to work saying I am trying to rehabilitate, get back into society, rebuild my life, I'd like to think through provide whether it be work, with whole sequence present                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3= Mentions working within the ways s/he plays a positive part in society with whole sequence present                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4= Mentions quality, honest, cheap work within the ways s/he plays a positive part in society, with regard to work saying I help a lot of people out with car problems, get cars done out the way. And I do it cheaper. And more honest with work. Once it's done you don't tell them like there's a woman that I know from just round the corner, she has got a SAAB and has been told there's loads of problems with it and you know, that's just main dealerships for you. They want to get a bit of money out of you so you'd probably find half the problems aren't even there which is very sad and very shameful really, because it puts a bad name on all the rest of the trade and then you have to build up your trust so people know how honest, reliable and trustworthy I am and then they come back, otherwise they just stick to spending three times as much sending it to a garage, probably half the work ain't been done or didn't need doing anyway and they just fork out the bill whereas they can have their life a lot easier having some honest work. Also mentions work within imagining playing a fully positive part, with regard to work saying getting my driving license back would make it possible for me to work more with whole sequence present |
| 5= Mentions going to work within the ways s/he plays a positive part in society and is then reminded s/he is not working so instead, with regard to work says trying to find a job with whole sequence present                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6= Implies working within the ways s/he plays a positive part in society, apparently with regard to work saying I'm out there doing my bit, I'm not scrounging off the Government. With Can you imagine playing a fully positive part in society? and What makes/would make you want to? Both missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7= Mentions doing quality work on his/her community service order within the ways s/he plays a positive part in society, With Can you imagine playing a fully positive part in society? and What makes/would make you want to? Both missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 8= whole sequence present but no work reference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9= some of sequence present but no work reference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 10= whole sequence missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

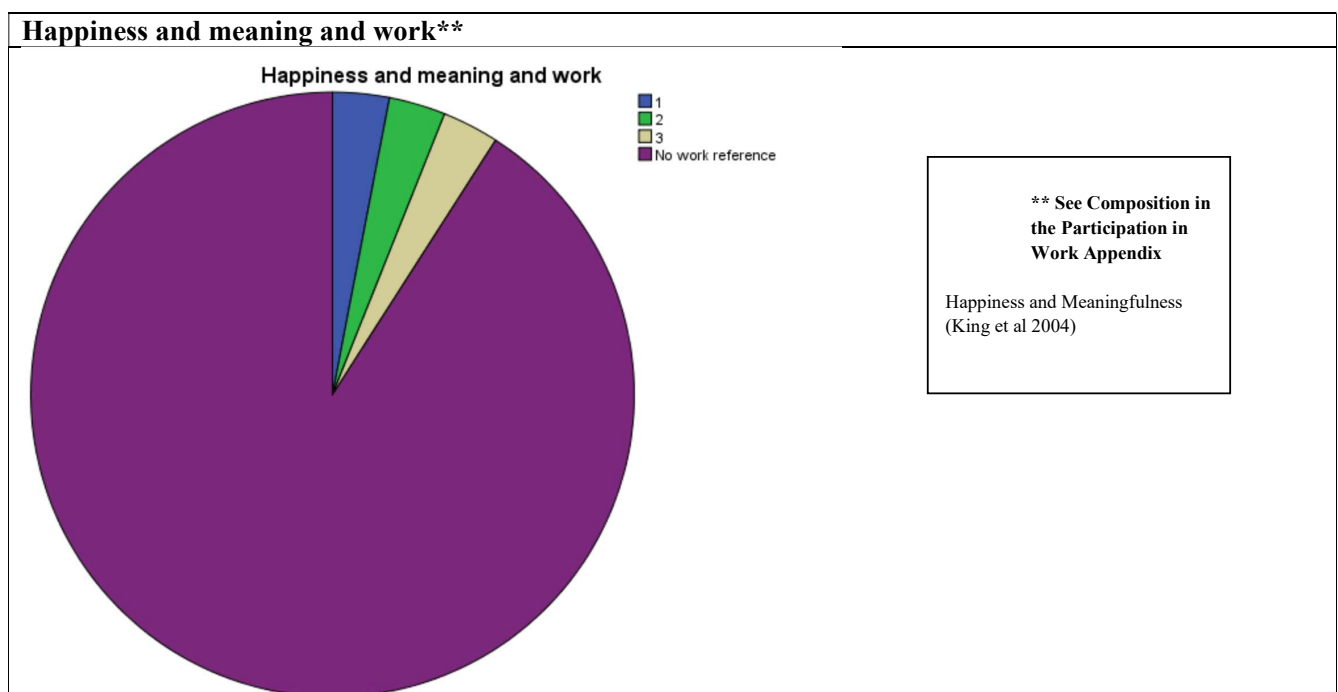
Tab. 8.6 Playing a positive part in society and work

<sup>20</sup> All who cited productivity included work within that when asked 'In what ways do you think you play a positive part in society at the moment?' and this productivity through work was the most cited individual explanation that participants gave for their claims of playing a positive part in society



If it is through **work** that society functions, and through criminality that it is undermined, then it could be important to ensure a clear distinction between the two. If **work** is brutalising it may be indistinguishable from criminality. This might undermine society as a ‘social mode of life’,<sup>21</sup> leaving only its role as an ‘ordered community’<sup>22</sup> to distinguish it from criminality.

Just as an Oxbridge examination paper<sup>23</sup> asked students to explain how an alien arriving from space would know the difference between work and play, equally the question might be how that alien might know the difference between work and criminality. Integral to the ‘social’ legitimacy of work may be the extent to which it de-brutalises, rather than brutalises, lives. In this regard, 91% of participants made **no reference to work** as part of the happiness and meaning of their lives.



<sup>21</sup> As defined by the Concise Oxford English Dictionary, Seventh Edition

<sup>22</sup> As defined by the Concise Oxford English Dictionary, Seventh Edition

<sup>23</sup> 1977

|                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY - Happiness and meaning and work</b>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>168 What gives you happiness and meaningfulness in your life?</b>                                                                                                                                                                                                                                                                                                                                                  |
| 1= What gives him/her happiness and meaningfulness in his/her life is s/he says just knowing every day you can get up and go to work and you've got no-one looking over your shoulder, whilst actually working more irregularly than that                                                                                                                                                                             |
| 2= When faced with the quote with regard to happiness and meaning s/he volunteers I mean yeah I get up and go to work and people rely on me to do things for them so, yeah I'd say along them lines definitely. When then specifically asked What gives you happiness and meaningfulness in your life s/he says just being happy in myself and happy in my work, I'm lucky that I'm doing what I like doing basically |
| 3= What gives him/her happiness and meaningfulness in his/her life is stable relationship, employment and health , whilst not actually working                                                                                                                                                                                                                                                                        |
| 4= no work reference                                                                                                                                                                                                                                                                                                                                                                                                  |
| 5= not applicable or missing                                                                                                                                                                                                                                                                                                                                                                                          |

Fig. 8.7 Happiness and Meaning and Work

This, alongside the fact that no one included work in positive terms as part of a perfect life, appeared to suggest that work was generally not seen as an appealing or intrinsically enjoyable thing. Without joy in work, it may be that work is intrinsically brutalising, in the hours it consumes joylessly.

Furthermore, the only mentions of work, when discussing a perfect life, were of a perfect life being **not** having to work or being achieved by driving yourself into the ground with **work**<sup>24</sup>, thus diametrically opposed to notions that work could enhance life.

|                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Perfect life and work V478</b>                                                                                                                            |
| <b>125 Can you picture yourself living your perfect life, having achieved your goals and your dreams?</b>                                                    |
| 1= a perfect life is only a dream attainable through winning the lottery or driving yourself into the ground with work so s/he can't really see it happening |
| 2= a perfect life would include not having to work but is unattainable as he does not do the lottery                                                         |
| 3= no work reference                                                                                                                                         |
| 4= not applicable or missing                                                                                                                                 |

Tab. 8.7 Perfect life and work

Similarly, 86% of participants did not mention work in their visualised futures<sup>25</sup> and 20% of those that did mention work linked it to being **killed by work**. One participant spoke of work **getting in the way in life**<sup>26</sup>.

<sup>24</sup> See variable 478

<sup>25</sup> When participants were asked to think about what their lives would be like in 10 years time, Composition in the Participation in Work Appendix

<sup>26</sup> See Composition in the Participation in Work Appendix

Furthermore, another participant spoke of the cyclical way in which a criminal past hinders securing work<sup>27</sup>, in a manner redolent of the obstacles that face offenders in trying to transform into, or remain as, workers.

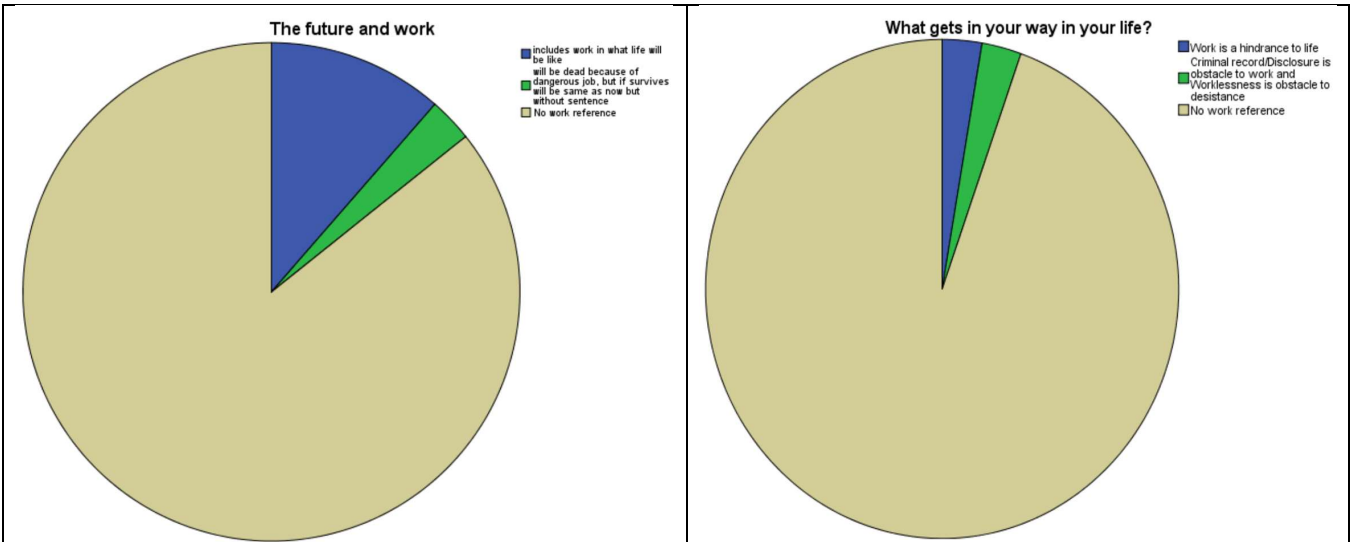


Fig. 8.8 The future and work

Other obstacles to securing work, and the means to work effectively and rewardingly, were also raised in this context. A total of 19% of participants raised work-related obstacles in life, either related to their criminal pasts or in other ways, when asked what obstacles lay in their way.<sup>28</sup>

| What obstacles lie in your way?**                                                                                                                                                                                     | F  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1=Insufficient money to buy a van to be able to get enough work to get sufficient money                                                                                                                               | 1  |
| 2= Working for others means others making money out of you and losing driving licence means can't work for self instead                                                                                               | 1  |
| 3= Criminal record as an obstacle to work                                                                                                                                                                             | 1  |
| 4= Insufficient money and help from benefits system, family, agencies, savings to pay for and get onto courses to train for specific work and seeing it as madness as sees self as best person for this specific work | 1  |
| 5= Competition for work as an obstacle to work                                                                                                                                                                        | 1  |
| 6= Criminal record as an obstacle to work/ Probation as an obstacle to work                                                                                                                                           | 1  |
| 7= Probation as an obstacle to work/Being targeted by police as an obstacle to work                                                                                                                                   | 1  |
| 8= no work reference                                                                                                                                                                                                  | 29 |

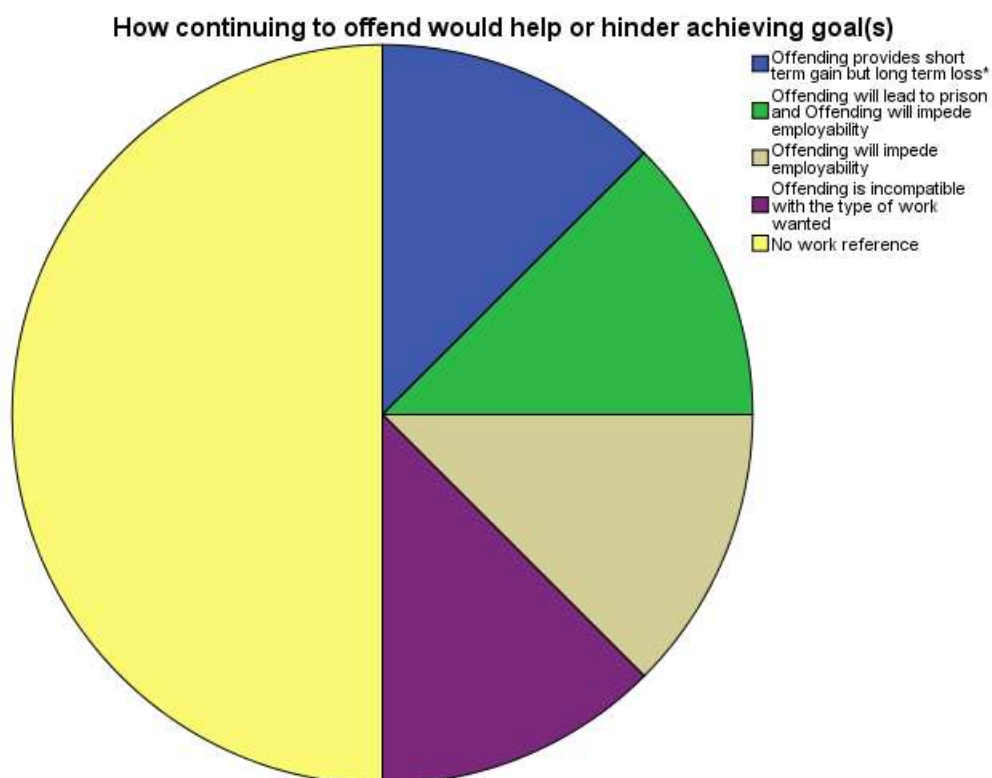
\*\* See Composition in the Participation in Work Appendix

Tab. 8.8 What obstacles lie in your way?

<sup>27</sup> See Composition in the Participation in Work Appendix

<sup>28</sup> What obstacles lie in your way?

Additionally, of the 8 participants who were asked about how offending might help or hinder achieving their goals<sup>29</sup>, half related the hindrance of offending to work.<sup>30</sup>



\*Offending provides short term material and sexual gain and the lifestyle money can buy, but long term leads to prison and lose of respect of family and friends, relationships, job and all the money gained

Fig. 8.9 How continuing to offend would help or hinder achieving goal(s)

Overall, there did appear to be some appetite amongst participants to **achieve\***, **progress\*\*** and **improve\*\*\*** life through work, thus making this feasible for people may be key to de-brutalised advancement.

**\*Achieving and work v459**

32What is the best way you have found to achieve what you want in your life?

(33Is that the way you are trying to achieve things at the moment?)

(34Can you picture a better way to achieve what you want in your life?)

35What would that way be?

<sup>29</sup> This question was one of those which had to be sacrificed if time did not allow for it

<sup>30</sup> See Composition in the Participation in Work Appendix

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1=Mentions working for what you want within the best way s/he has found to achieve what s/he wants in life and emphasizes this way when asked if he can picture a better way saying I'm just a work man, I get up in the morning, go to work, come home, it's just my work takes my life really thus s/he cannot picture a better way                                                                                                                                                                                                                                                                                                       |
| 2= Mentions going to work and working hard and being punctual so you are not always playing catch up within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3= Mentions working hard within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4=Mentions working hard within the best way s/he has found to achieve what s/he wants in life but the better way s/he can picture is not work related                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5= Mentions doing quality work and trying to work for self even if it fails within the best way s/he has found to achieve what s/he wants in life but the better way s/he can picture is not work related                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 6=Mentions get off your arse and go out and get it, do one job, the next one comes within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way, but he is not actually working so s/he says to be honest at the moment I've got so much on my plate, with this court case hanging over me and that, I find it hard to erm, think about other things, I mean I'm still, you know, I'm pottering around in my back garden and doing stuff like that, got my boy and building ropes and things like that for him but I do find it hard to think of looking forward beyond this next court case. |
| 7=Mentions working hard within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way because you don't get anything on a plate these days you have to work hard for everything, but he is not actually working so says trying to get a job by distributing CV's everywhere, internet daily and says he has been offered jobs a couple of times.                                                                                                                                                                                                                                               |
| 8=Mentions going to work within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way, but s/he is not actually working                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 9= No work reference within the best way s/he has found to achieve what s/he wants in life but working fulltime when probation is over is within pictured better way to achieve what s/he wants in life                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 10= No work reference within the best way s/he has found to achieve what s/he wants in life but getting a job is within pictured better way to achieve what s/he wants in life                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 11= No work reference within the best way s/he has found to achieve what s/he wants in life and the better way s/he can picture is not work related                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 12= No work reference within the best way s/he has found to achieve what s/he wants in life and could not picture a better way to achieve what s/he wants in life                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 13= No work reference within the best way s/he has found to achieve what s/he wants in life and not asked about any pictured better way to achieve what s/he wants in life                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Tab. 8.9 Achieving and work

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>**Progress, achievement and work v467</b><br>67What progress do you think you are making in your life?<br>68What do you think you have achieved in your life?<br>(69How would you assess your progress and achievement?: Excellent / not too bad / very little / none)                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1= Names work related things within both progress and achievement, saying with regard to work within progress that I'm happy I'm working and within achievement that I do my job                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2= Names work related things within both progress and achievement, saying with regard to work within progress that I'm getting back on top of things in respect of work and that's a really good feeling, that there's more work about and more jobs to price up and not going out and working for next to nothing and within achievement that built a business went down the pan obviously when everything happened but I'm building it up again. I couldn't face getting up and going to work and things, I did actually have people go out and do it for me, but maybe not just that, I think it was the credit crunch and all that done it as well but it sort of stayed, it went down low but sort of bringing it back up again now |
| 3=Names work related things within both progress and achievement saying with regard to work within progress that although I haven't got myself a job, I'm getting more practices of interviews and applying and building up my self confidence a bit more and within achievement that I suppose what I've had in the past, I've had good jobs I've sort of built up and had a successful career                                                                                                                                                                                                                                                                                                                                          |
| 4= Names work related things within achievement but not progress, saying with regard to work within achievement that getting a job's been a great achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5= Names work related things within achievement but not progress, saying with regard to work within achievement that jobs stuff like that                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 6= Names work related things within achievement but not progress, saying with regard to work within achievement that I've got a very good job, I'm very good at it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 7= Names work related things within achievement but not progress, saying with regard to work within achievement achieving management status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 8= Names work related things within achievement but not progress, saying with regard to work within achievement I've got a good job, nearly gambled it away over drink, when you start looking at it like that                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9=Names work related things within progress but not achievement, saying with regard to work within progress that if I hadn't have done anything about it I would probably still be hunting for jobs that just aren't there, which when you're starting a new business or a new job you have to sort of show the people how you are, you're on like a timescale where they see how good you are, whether you're up to scratch, whether you're good enough and if I'm doing it for myself then I can only show myself how good I am unless I struggle then obviously I can ask my dad and then he helps me and get the job done, it's all a learning curve                                                                                 |
| 10= Names work related things within progress but not achievement, saying with regard to work within progress that learning from conviction about the need for documentation in the context of any future ownership of work premises                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 11=Names work related things within past progress but not achievement nor present progress, saying with regard to work within past progress that he was making progress engaging with services till court case and being beaten up by police after his mum called them, now can't move or live or work                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 12=Making no progress nor achievement with regard to work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 13= no work reference in progress or achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 14= no work reference in progress and not asked about achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Tab. 8.10 Progress, achievement and work

|                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>***Typicality of improving actions and work v464</b><br>55What do you think you've done between now and this time last week that you think has been helpful to improving your life?<br>(56Do you think that's been a typical week?)<br>57How/how not?<br>(58Can you picture yourself doing more and bigger things to improve your life?)<br>59What things would those be?<br>(60Are you going to do them?) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1=Mentions getting new safety arrangements at work and feeling good but unappreciated about it within what s/he has done this week to improve his/her life and refers to moving up higher in the management status within picturing more and bigger things                                                                                                                                                                                                                                                                                      |
| 2= Mentions getting good work within what s/he has done this week to improve his/her life and is starting to have an organized normal life working and getting up in the morning and refers to getting get driving licence back and going for a plumbing course and changing job again from current work for brother doing stage lighting for big concerts to going back to company s/he used to work for before lost driving licence so can work there alongside plumbing course to become a tradesman within picturing more and bigger things |
| 3= Mentions working on his/her writing ambitions within what s/he has done this week to improve his/her life, but needs to spend more time writing, and refers to the book s/he is wanting to write to sell and to making his/her writing more accessible to people within picturing more and bigger things                                                                                                                                                                                                                                     |
| 4=Mentions working within what s/he has done this week to improve his/her life, but does not work every week, and refers to getting a better job within picturing more and bigger things                                                                                                                                                                                                                                                                                                                                                        |
| 5= Mentions working within what s/he has done this week to improve his/her life and is always doing that but did not make any work related reference within picturing more and bigger things                                                                                                                                                                                                                                                                                                                                                    |
| 6=Mentions one off bits of work within what s/he has done this week to improve his/her life and is always doing that and refers to getting a fulltime job in admin within picturing more and bigger things.                                                                                                                                                                                                                                                                                                                                     |
| 7= Mentions a one off bit of work within what s/he has done this week to improve his/her life, but does not do this every week as everything is uncertain at the moment, and refers to growing and specialising his/her business within picturing more and bigger things                                                                                                                                                                                                                                                                        |
| 8=Mentions a one off bit of work within what s/he has done this week to improve his/her life, but does not do this every week, and refers to getting driving licence back and getting own business going within picturing more and bigger things                                                                                                                                                                                                                                                                                                |
| 9= Mentions a one off bit of work within what s/he has done this week to improve his/her life, but does not do this every week as s/he went to work for a bit for the first time just helping a mate out, and refers to finishing college and getting a job within picturing more and bigger things                                                                                                                                                                                                                                             |
| 10=Mentions looking for work and having a job interview within what s/he has done this week to improve his/her life and sees finding work as key to improving domestic situation and refers to getting work and gradually getting better work within picturing more and bigger things                                                                                                                                                                                                                                                           |
| 11=Mentions looking for work within what s/he has done this week to improve his/her life and is always out looking for work and refers to doing this as much as s/he can within picturing more and bigger things                                                                                                                                                                                                                                                                                                                                |
| 12=Mentions looking for work within what s/he has done this week to improve his/her life, but it's only recently been starting to try and do that, and refers to the fact that s/he should be trying to advertise to get jobs but never gets round to it and relies on mum too much and has printed business cards and must hand them out now within picturing more and bigger things                                                                                                                                                           |
| 13=Did not make any work related reference within what s/he has done this week to improve his/her life but refers to growing his/her business within picturing more and bigger things                                                                                                                                                                                                                                                                                                                                                           |
| 14=Did not make any work related reference within what s/he has done this week to improve his/her life but refers to being more successful and getting a good job within picturing more and bigger things                                                                                                                                                                                                                                                                                                                                       |
| 15=Did not make any work related reference within what s/he has done this week to improve his/her life but refers to trying to work my way up to a very high position in a big company within picturing more and bigger things                                                                                                                                                                                                                                                                                                                  |
| 16=Did not make any work related reference within what s/he has done this week to improve his/her life but refers to working/getting more work/going back to work within picturing more and bigger things                                                                                                                                                                                                                                                                                                                                       |
| 17=Did not make any work related reference within what s/he has done this week to improve his/her life but refers to keeping working and getting driving licence back so no longer loses work because can't drive within picturing more and bigger things                                                                                                                                                                                                                                                                                       |
| 18= Did not make any work related reference within what s/he has done this week to improve his/her life but refers to starting own business when gets driving licence back within picturing more and bigger things                                                                                                                                                                                                                                                                                                                              |
| 19=Did not make any work related reference within what s/he has done this week to improve his/her life but refers to learning to drive and getting a proper job within picturing more and bigger things                                                                                                                                                                                                                                                                                                                                         |
| 20=Did not make any work related reference within what s/he has done this week to improve his/her life but refers to working as a drugs counsellor and taking over his/her dad's business that s/he is not working in within picturing more and bigger things                                                                                                                                                                                                                                                                                   |
| 21 =Did not make any work related reference within what s/he has done this week to improve his/her life but refers to getting some qualifications or getting work within picturing more and bigger things                                                                                                                                                                                                                                                                                                                                       |
| 22= Did not make any work related reference within what s/he has done this week to improve his/her life but refers to stopping being lazy and just getting out and getting a job which s/he is trying to do but is just pointless because no one gets back to him/her so s/he just sits at home and is just going to hope something turns up within picturing more and bigger thing                                                                                                                                                             |
| 23= no work reference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 24= not applicable or missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Tab. 8.11 Typicality of improving actions and work

Work could also have other beneficial effects, such as playing a role in learning to

cooperate with others\*. This cooperation might help develop broader social links which

may go beyond work to enhance life more broadly and to facilitate shared approaches,

such as shared de-brutalisation.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>V458 wkcoop Do you think that other people want to cooperate with you? v20What happens when you try? (or do you think would happen if you tried?) Re; 19 Do you try to cooperate with other people?</b><br>V 458 from<br>v18Do you think that other people want to cooperate with you?<br><b>*Cooperation and Work</b><br>Do you think that other people want to cooperate with you?<br>What happens when you try? (or do you think would happen if you tried?)<br>Do you try to cooperate with other people? | <b>Freq</b> |
| 1= <b>Relates cooperation to working with others and helping to teach younger colleagues:</b> Gives a work example of cooperation and what happens when he cooperates saying And I'm quite easy to get on with and he says the young lads tend to work with him so he can teach them when a lot of people don't want to teach people you know but I don't... I don't mind                                                                                                                                        | 1           |
| 2= <b>Relates cooperation to working with customers and representing a company meaning learning to be more polite :</b> Gives work as a reason his cooperation and what happens when he cooperates is improving saying in the hotel you have to... with the residents, not residents, clients, you have to be nice to them because you're representing the company so, _____ just being polite all the time so and it's actually making me more politer out of work                                              | 1           |
| 3= <b>Relates cooperation to others having to cooperate with him as the work boss:</b> Gives a work example of cooperation and what happens when he cooperates stating how people have to because of his work and speaks of cooperation only in terms of when s/he is in charge, but s/he does not report on outcome                                                                                                                                                                                             | 1           |

Tab. 8.12 Cooperation and Work

Wanting to cooperate by working within society may rely upon believing in the possibility of being able to **achieve\*\*** by that means. Offending could be filling a vacuum left by the failure of work to deliver advancement and a lack of belief in its capacity to do so deliver.

|                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>**Belief in achieving and work V468</b><br><b>85What makes you think that? Re; 84Do you think you can achieve within society?</b>                                                                                                                                                   |
| 1= When speaking of why he thinks he can achieve within society he says because I've worked with a lot of different people at work, like customers, I'm quite polite,                                                                                                                  |
| 2=When speaking of why he thinks he can achieve within society he says I'm intelligent and a writer and a good and helpful member of society and this is the only thing I've done wrong and I wouldn't do it again,                                                                    |
| 3= When speaking of why he thinks he can achieve within society he says I just want to get a job                                                                                                                                                                                       |
| 4= When speaking of why he thinks he can achieve within society he says erm well I want to, I want to produce, well I'm trying to produce a service for other people, which then they can be happy and satisfied with, work completed and done to a proper standard, that's where I... |
| 5= When speaking of why he thinks he can achieve within society he says well I just feel better about myself I think. _____. I always get, you know when I am doing well with work or work for different people, I always get compliments so... must, must have something.             |
| 6= When speaking of why he thinks he can achieve within society he says knowing I can get a job, work                                                                                                                                                                                  |
| 7= no work reference                                                                                                                                                                                                                                                                   |
| 8= not applicable or missing                                                                                                                                                                                                                                                           |

Tab. 8.13 Belief in achieving and work

Work appeared to have an important role to play in **changing\*\*\*** and **turning\*\*\*\*** one's life around from offending.

|                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>***Change and work V490</b><br><b>207What changes have you ever made already in your life?</b><br><b>208What helped you with those changes?</b><br><b>209What do you think your role was in that change (or the lack of it)?</b><br><b>(210Do you feel your life is changing at the moment?)</b><br><b>211How?</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1=S/he makes no reference to work within changes s/he has already made in his/her life or what has helped with changes or his/her role in creating that change, but specifies improving working life and finances through work within how his/her life is changing now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2=S/he makes no reference to work within changes s/he has already made in his/her life or what has helped with changes or his/her role in creating that change, but specifies looking for work within how his/her life is changing now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3= Specifies changing jobs as the work reference within the changes s/he has already made in his/her life but makes no reference to work within what has helped with changes or within his/her role in creating that change or within how his/her life is changing now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4= Specifies getting a job as the work reference within the changes s/he has already made in his/her life but makes no reference to work within what has helped with changes or within his/her role in creating that change. S/he says his/her life is not changing now.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5= Specifies changing the way s/he is approaching his/her teachings in his/her writing, which s/he treats as work, and everything that happened as a result of the offence, which had happened at work, as the work reference within the changes s/he has already made in his/her life and within what has helped with changes, but is not asked about his/her role in that change and makes no reference to work within how his/her life is changing now                                                                                                                                                                                                                                                                                                                                                                                                           |
| 6=S/he makes no reference to work within changes s/he has already made in his/her life or what has helped with changes, but specifies working within his/her role in creating that change. S/he says his/her life is not changing now.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 7= S/he makes no reference to work within changes s/he has already made in his/her life but specifies work as what has helped with changes but makes no reference to work within his/her role in creating that change or within how his/her life is changing now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 8= Specifies success at work as the work reference within the changes s/he has already made in his/her life saying I started off working in banking I took a year off and went round the world, like Asia so much that I decided you know, I decided to work out there, applied, got myself a job in Asia and Thailand, been successful with careers in the past but makes no reference to work within what has helped with changes but specifies I may have had help from other people but it was me deciding, guiding the decision through, implementing it, making the application, asking for advice within his/her role in creating that change and specifies is it going to be possible to find a job or whatever and I know I haven't got the job yet but you know, I feel I'm making progress with different things within how his/her life is changing now |
| 9= no work reference anywhere within this group of questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 10= not applicable or missing everywhere within this group of questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Tab. 8.14 Change and work

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>****Turning points and work V481</p> <p>148What do you think have been the key turning points in your life?</p> <p>(149Was it a positive or negative turning point?)</p> <p>(150Could this moment be a key turning point in your life?)</p> <p>151Why/why not?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1=Names losing his/her job within the key turning points in his/her life but does not include anything work related within now as a turning point                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2= Names working within the key turning points in his/her life but does not include anything work related within now as a turning point                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3= Does not include anything work related within key turning points in his/her life including now but a turning point that stopped him/er working saying I think if I go to jail then well I'm just going to be devastated, I'm going to be gutted to be honest because I was at a turning point, the day before it happened, the day it happened I felt I was on a turning point, I felt I was getting to see my son, I had a year and a half of fighting to see him, I'd had you know, plus I had all these court cases they'd finally been done and dusted and I was getting to see my son and everything was positive, you know I was going out with a good bunch of lads on that day with the football team and that you know, all grafters, all workers, not criminals, all decent people you know and like you know, we all had money, it was good and I was feeling as strong as an ox, fit and healthy and now I'm just back to square one, I had work on as well, I had you know, things were going really well, money but then after that I couldn't move, I had to ring up all the people I do work for, I can't come, I can't do it, just can't do it so, yeah. So where am I? I'm just nowhere at the moment to be honest with you. It's well done me in, it's well knocked me back this has. Unbelievable. I can't believe it but it's just sods law, I felt strong as an ox, felt really good, really confident and... but, I don't know, that's the way it is, that's life innit, I just have to deal with it |
| 4=Not asked what do you think have been the key turning points in your life but says I want stuff and I can't get it so I'm gonna have to pull my finger out and go and get a good job and get all the stuff I want to, if I don't win the lottery within now being a turning point                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5= Does not include anything work related within key turning points in his/her life but says I've never been or felt this enthusiastic about something, like never wanted something so much, I don't want to be out there committing crime all the time, I want to be working, spending money at the weekend, my family knowing that I've worked hard for it within now as a turning point                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 6= Does not include anything work related within key turning points in his/her life but says he has work starting very soon within now as a turning point                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 7= no work reference within key turning points in his/her life including now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 8= no work reference within key turning points in his/her life but not asked about now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 9= no work reference within now as a turning point but not asked about key turning points in his/her life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 10= not applicable or missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Tab. 8.15 Turning points and work

Ensuring that everyone is provided with a start in life that enables them to use work to keep changing and turning their lives, *whenever* they may wish *wherever* they may wish, could be central to full access for all to advancement through work.



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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Wanting changed life and work V470</b><br/> <b>91How would you like it to be different? Re; 90Is your life how you would like it to be?</b><br/> <b>(92 Have you tried to make that change?(or trying)</b><br/> <b>(93What happened/do you think would happen?)</b><br/> <b>(94Do you want to try/try again/keep trying?)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1= Names developing his/her own business within the way s/he wants his/her life to be different and mentions that where it gets me I don't know but I do try, might get a bit of food on the table and a bit of electricity and food for the dogs, but that's about it within trying to make that change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2= Names having a good job and building a career within the way s/he wants his/her life to be different and mentions that my CV is now what I want it to be, my having gone for a few interviews, my interview technique is better so there is progress being made but it's, still a work in progress within trying to make that change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3= Names having a job within the way s/he wants his/her life to be different and mentions that I Just keep on ringing loads and loads of jobs and nothing ever comes across within trying to make that change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4=Names having a job within the way s/he wants his/her life to be different and mentions that s/he has got job interviews within trying to make that change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5= Names having a job within the way s/he wants his/her life to be different and mentions that I've got something in the pipeline at the minute within trying to make that change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 6=Names a job that earns more and is less physically wrecking for when s/he does get back into work within the way s/he wants his/her life to be different and mentions that s/he tried to set up his/her own business saying it's just, with my ex at the time, my girlfriend I was with, (son's name)'s mum, she's just no support really you know, trying to better myself but she wanted the end products yesterday whereas I knew it would take time to build up and the stress of it all just, in the end and with no support from her just, I thought why am I doing, what's the point, trying to make a better life, can she not see the bigger picture but other, other people just couldn't see the bigger picture really, that's what happened. And didn't have the time to wait for it to grow so in the end I just, sod you then, you know, I was doing it for you but sod you within trying to make that change |
| 7= Names work that earns more within the way s/he wants his/her life to be different but does not mention anything work related within trying to make that change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8= Names having a job within the way s/he wants his/her life to be different but does not mention anything work related within trying to make that change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9= no work reference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 10= not applicable or missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Tab. 8.16 Wanting changed life and work

One participant spoke of living a hard-working life when asked 'what do you think is the best way to describe your life?', saying 'with work like, I've worked hard, I just made a bad mistake'<sup>31</sup>. It was his work, not his offending, that thus defined him. This may be an important notion to foster, so as not to reinforce an offending identity, but to build a working one instead. This perhaps needs to prevent any overlap between **work and offending\***, such that no element of work can be brutal or tolerate any harm or risk of harm.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>V497 rulesworkWhy would you break the rules and deprive others of that protection and work?</b><br/> <b>V497From v255If yes (or partially yes), Why would you break the rules and deprive others of that protection? If no (or predominantly negative), What else could protect you better? Re; v254Do rules protect you?</b><br/> <b>*1= Authority's Rules broken to get to work with driving: I broke pathetic rule and didn't realise, I always follow rules, I was being selfish because had to get to work to pay bills, but I'm peed off with it,</b><br/> <b>*2= Authority's Rules broken at work with violence when in a difficult situation: he is asked why would you break the rules and deprive others of that protection?he says I don't. he is asked In terms of hitting someone, is that breaking the rules? he says That's breaking the rules but that was that situation that was an awkward situation to answer that one. he is asked Are all your crimes about violence or are there other sorts of crimes as well. he says Most of them are violence... vi... erm... fighting. he is asked Anything else at all? he says Nah. It's all about violence. he says Most of mine, yeah, most of mine are violence... thing from all the... my work really, work related violence, that sort of work, bouncer work, fighting and all that</b><br/> <b>3= no work reference</b><br/> <b>4= not applicable or missing</b></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tab. 8.17 Why would you break the rules and deprive others of that protection and work?

<sup>31</sup> Work Reference; None suggested so only noted if any volunteered within this question

When participants were asked about harm they may have caused to themselves or others recently, 3 participants referred to work. This concept of **harm being associated with working lives** might link work to brutalisation for some participants. A link which surely needs to be broken if work is to be legitimately part of a de-brutalised and de-brutalising society.

| Causing harm and work                                                                                                                                                                                                                                                                                                                                                    | Freq | Par      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
| <b>V466 cauharwk Causing harm and work</b><br>Causing harm and work from v64/65<br>V64outline question:what do you think you've done between now and this time last week that you think has been harmful to your life?<br>V65outline question:what do you think you've done between now and this time last week that you think has been harmful to other people's lives? |      |          |
| <b>What do you think you've done between now and this time last week that you think has been harmful to your life/ other people's lives?</b>                                                                                                                                                                                                                             |      |          |
| <b>**Refers to work with regard to harming his own life saying cut myself or something at work, as long as it doesn't get infected it's alright but does not refer to work with regard to harming others</b>                                                                                                                                                             | 1    | 21       |
| <b>**Does not refer to work with regard to harming his own life, but makes a claim of hurting others in a work related way claiming hurting a colleague's pride by refusing to take orders from him when that colleague acted as if he was the boss but interviewee felt he had no right to do that</b>                                                                  | 1    | 2        |
| <b>**Does not refer to work with regard to harming his own life, but refers to it with regard to his conditional claim of not harming others saying Nothing, I haven't sacked anybody</b>                                                                                                                                                                                | 1    | 31       |
| no work reference re harming others' lives but harming own life is missing                                                                                                                                                                                                                                                                                               | 2    | 11&18    |
| no work reference for harming others' lives or harming own life                                                                                                                                                                                                                                                                                                          | 32   | the rest |

Tab. 8.18 Causing harm and work

When work is associated with harm its credibility may be undermined, even if that harm is only a hindrance of life.\*\*\* Likewise, when official interventions impede access to social participation through work, its credibility in rehabilitating social participation seems likely to be undermined. Official interventions, such as a criminal record and disclosure and sanctions, were cited as hindrances to employment\*. Furthermore, there appeared to be a cyclical effect in this regard, where offending hindered employment and lack of employment encouraged offending.\*\*\*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>V462 forprobwk What problems do you foresee if you try and work</b><br/> V462 from v202What problems do you foresee if you try?</p> <p>*1= <b>Impossibility of return to career due to nature of offence as Response to offending impeding work:</b> problems might be getting back to ___ past with the erm, I'm not in a position to work within the bank ___ that I was but erm, you know, temptations caused by financial problems erm or if I erm, if I did get in a position where I let myself erm get very depressed and lose self esteem and become very negative.</p> <p>2= no work reference<br/> 3= not applicable or missing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>V460 probwkway work related what gets in your way in your life</b><br/> V460 from v15What gets in your way in your life?</p> <p>****1= <b>Work is a hindrance to life</b><br/> *2= <b>Criminal record as an obstacle to work/ Disclosure as an obstacle to work/ ***Worklessness as an obstacle to desistance:</b> No work reference with regard to what gets in the way in his life but rather what gets in the way of him finding work referring to his criminal record and disclosure getting in the way of getting work and he is dealing with this by continuously applying for jobs and having help from services. He speaks of a cyclical situation where the offence gets in the way of getting work but being without work makes offending more likely, however he does not rule out offending if he has work and speaks of it only making it less likely saying I'm determined not to re-offend but for me, getting myself a job is very much a thing that erm, is going to prevent me from re-offending in the future erm... and then it's one of those things whereby it's also putting an obstacle in my way so to me the disclosure actually... the way I look at it is if anything erm... you know, maybe only a very small thing but if anything makes me slightly more likely to re-offend then less likely to re-offend kind of thing because it's stopping me from getting the job which is then allowing me to move on. Erm... so for me I'm not sure really erm... whether it is a good thing or not, I mean to me it's probably... I can see... I can see a lot of disadvantages, I can see.... I'm sure... I'm sure there are reasons for it being in place erm... I mean for me without the... without the disclosure I would have... I would have got myself that last job, would have been working, my ___ is positive, it would have been more positive, I would have been earning money, improving the relat.... allowing myself to be paying maintenance to my children who are with my ex-wife and the whole thing, my life would have been moving on more and I'd be... for me far less likely to re-offend as well in the future and rebuilding my life and moving on so for me disclosure in that case has actually been sort of very negative thing but as I said I obviously don't know the other side of.</p> <p>3= no work reference</p> |

Tab. 8.19 What problems do you foresee if you try and work?

Breaking this cycle might require ensuring all interventions enhance rather than impede employment, whilst ensuring employment can be linked to effective work-related goals with effective plans to achieve those goals. The fact that *ineffective* work-related goals with *ineffective* plans to achieve those goals might raise offending risk, seemed a possibility, as twice as many participants with **work-related goals and a plan to achieve goals\*** appeared to have a high offending risk than had a low such risk, possibly suggesting this need for their improved efficacy. In addition, an association between offending risk and **work-related goals and planning\*** also appeared to be the dominant association, since this grouping was at least twice as numerous as any other grouping.

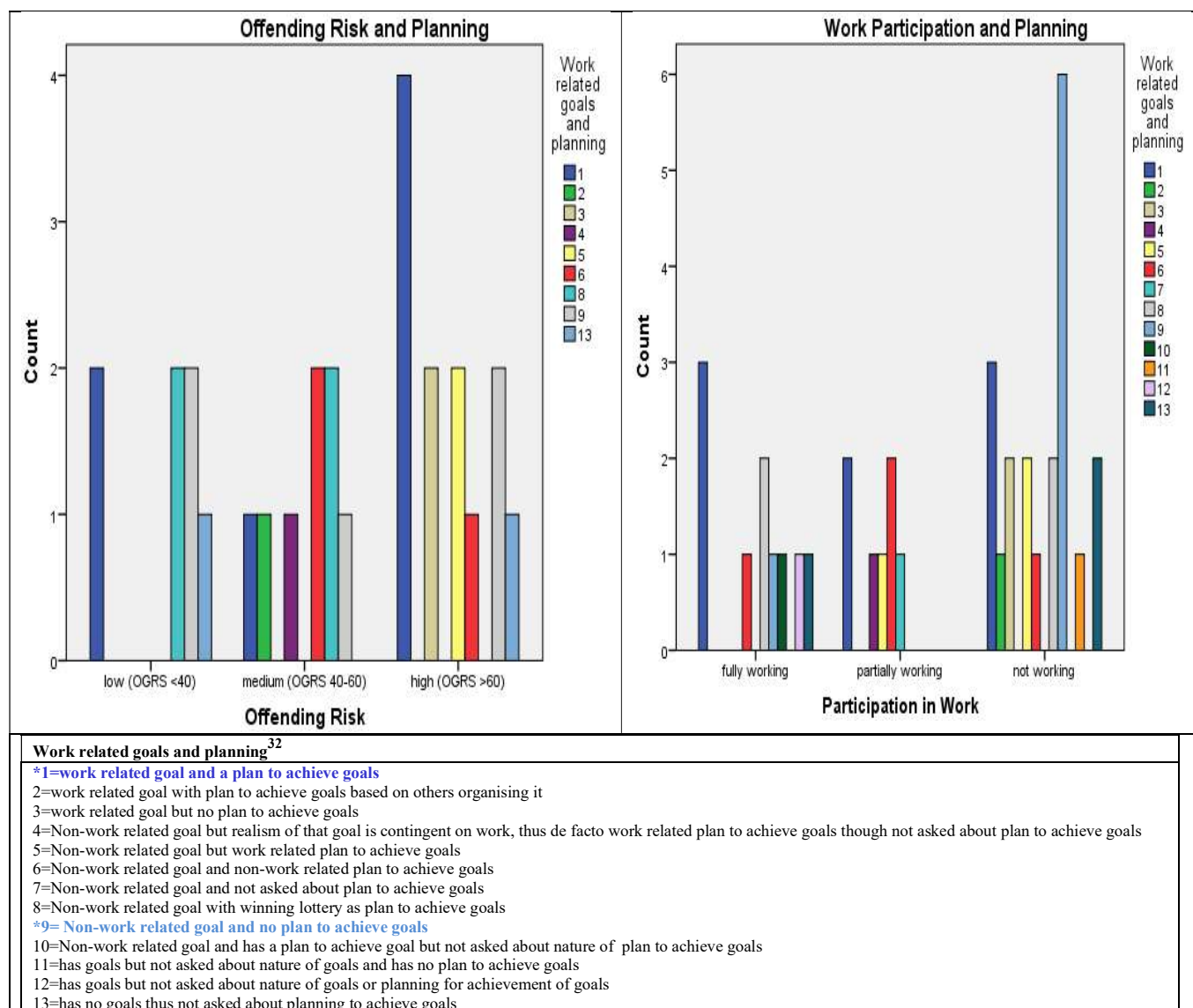


Fig. 8.10 Offending Risk and Planning

Similarly, having goals that were **not even work-related and no plans\*** at all to achieve those goals appeared related to lack of appetite for work, with 86% of those with non-work-related goals and no plan to achieve goals being wholly workless.

Building an individual's planning for their goals around working for those goals, right

<sup>32</sup> From the following questions distilled into Variable 472 and from there into Variable 507; 104 What are they? Re; 103 Do you have goals in life or dreams for your life? (105 Is it a realistic goal/dream?) (106 Do you have a plan of how to achieve it?) (107 Can you describe your plan?) (108 How will you carry it out?) (109 What will you do if there are mistakes or set backs on the way?) as outlined in the Participation in Work Appendix

from the outset at school<sup>33</sup>, might be useful, such that both education\*\* and work\*\* become normal parts of all lives accessible to all, with the former including a fully funded full range of youth opportunities as well as funded lifelong education, waged when undertaking courses to meet national areas of employment need. In terms of any such waged courses, employment itself must surely always also pay sufficiently to fund a decent way of life. Without this no matter how much an individual contributes their lives might nevertheless and wholly unjustly be blighted by poverty and lack of opportunity.

| Education and Work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School may have a vital role in advancing the development of aptitudes and appetites, personal responsibility and constructive, flexible thinking, such as through taking a more client-led approach using this researcher’s experience as a teacher for ILEA (the former Inner London Education Authority) and her theoretical studies as part of her Bachelor of Education degree (Warwick University 1978-81) to underpin this view. School is an early intervention in lives, potentially not just for children but also their parents when properly deployed as such for all, in support of opportunities for children and parenting. Lack of opportunity or damaging parenting should perhaps no longer be tolerated in the 21st century, where parents and children might be the clients of their schools leading their interaction with them, but supported by them with schools as resources for children and parents, backed up by funded advocacy championing them where necessary. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>or other Participatory Contribution as <i>Constructive Activity</i> through work, education, training, charity work, starting a business or disseminating quality parenting or any other alternative project or contribution that suits an individual and fits with their life in rewarding, advancing, non-harming, pride-giving active pursuit of goals in non-harming ways with quality productivity in performance and as the</p> <p>Conduit for</p> <p>Sufficient Payments</p> <p>to Fund Quality Lives, services and obliged insurance for times of need, including for health care and social care and for retirement, to</p> <p>Make Wealth</p> <p>To Fund Services</p> <p>through constructively exercised Personal Responsibility, Aspiration and Independence</p>                                                                                                                                                                                                                | <p>**Education</p> <p>in a Fully Funded Full Range of</p> <p>Youth Opportunities</p> <p>and Fully Funded Lifelong Education</p> <p>based on advancing development of aptitudes and appetites and well-being and happiness, including a certified life preparation course, culminating in a valuing rite of passage into a consistent age of adulthood to</p> <p>Make Wealth Creators</p> <p>To Fund Services</p> <p>nurturing</p> <p>- Advancement Focus and Identity - Channelled Endurance in Attraction -</p> <p>Constructive Prominent Belonging -</p> <p>Appropriate Persistence, Change and Selection - Personal Responsible Activity - Resilient Faith in Personal Capacity - in</p> <p>Constructive Activity</p> |

Tab. 8.20 Education and Work

Within this it might also be useful to provide for the facilitation and efficacy of goals and plans, with work being fulfilling and having advancing outcomes\* to prevent it being simply another way to brutalise lives.

Goals/dreams \*outcomes and work V475

Re above: Re;104 What are they?Re;103 Do you have goals in life or dreams for your life? PLUS Re; 111 What are you doing now to try and achieve it? 112 What strengths have you got that could help you achieve it?113 What weaknesses have you got that might get in the way of you achieving it?(118 Have you had setbacks?) (119 How have you dealt with them?) 120 What bits of it have you achieved already?

<sup>33</sup> The nature of the cohort is likely to provide a less favourable outlook and more interrupted on education than society as a whole might do and that parental roles in this are also very important.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1= Outcome achieved already includes work,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2= Outcome achieved already includes getting a job, attending to it which s/he never used to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3= Outcome achieved already includes wanting to work as many hours as can, earn as much money as can, is a company secretary now and during the weekends doing a bit of self-employed carpentry work too,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4= Outcome achieved already includes a job s/he is about to start.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5= Outcome achieved already includes bringing in good wages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6= Outcome achieved already includes work is going well, work is growing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7= Outcome achieved already includes saving up for driving lessons which is the prerequisite in achieving his working goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8=Outcome achieved already includes four qualifications, which can assist with work,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 9= Outcome achieved already includes having quite a few job interviews lined up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 10=Outcome achieved already includes just getting courses and everything online and just checking out which ones can save enough to pay for and stuff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 11=Outcome achieved already includes work-wise having worked out a plan of action, improved CV and interview skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 12= Outcome achieved already includes getting through domestic abuse and getting out of it, which is the area in which s/he wants to go on to work,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 13= Outcome achieved already includes having a decent tool bag, having got all the tools when earned money, when worked, brought mixers, steel saws, all the hand tools needed, got enough tools, enough tools to start a business. Blames others when speaking work-wise about setbacks saying sorted one business up but it just, the people around me to be honest were a nightmare to work with so that sort of like set me back and says I just jacked in like the contract and started doing smaller jobs on my own, my own private jobs but I had to jack it in, they were taking the piss money wise so I had to just, they used to try and get me into negotiating, I went nah, you've laid your cards on the table now, I know what sort of people you are and I don't really want to deal with you, I don't come to work to be miserable you know what I mean, I know people do but I like, I do my job because I like it, I don't want to be miserable |
| 14=Outcome achieved already includes contacting the relevant services to try and get work. Blames others when speaking work-wise about setbacks saying people don't phone me back                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 15= Blames others when speaking work-wise about setbacks saying people not getting back to me about jobs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 16= Blames others but not when speaking work-wise about setbacks saying drink driving, lost a job                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 17=Blames others for not having achieved outcome yet naming being wrongly advised and saying should now go to a proper publisher regarding work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 18= no outcome nor lack of outcome nor setback nor dealing with setback directly connected with work or achieving working goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 19= outcome missing and setbacks and dealing with setbacks either missing or not work related                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Tab. 8.21 Goals/dreams outcomes and work

For work to be fulfilling and advancing it would seem likely to benefit from being closely linked to the **attributes\*\*** of individuals, such as their aptitudes and appetites.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| <p><b>Goals/dreams **attributes and work V474</b></p> <p>Re above: Re;104 What are they?Re;103 Do you have goals in life or dreams for your life? PLUS Re; 111 What are you doing now to try and achieve it?</p> <p>112 What strengths have you got that could help you achieve it? 113 What weaknesses have you got that might get in the way of you achieving it? (114 Have you started to act on it?) (115How long have you been working to achieve it (your goals) already?) (116 Have you the necessary skills to try and achieve it?) (117 Have you the necessary confidence to try and achieve it?)</p> <p>1= Relates <b>strengths</b> directly to work naming work qualifications saying I'm a fork lift driver and saying I can turn my hand to anything and I can do quite a lot of things. Refers specifically to work within <b>starting</b> to act naming going to the job centre.</p> <p>2= Relates <b>strengths</b> directly to work saying I'm hard working,</p> <p>3= Relates <b>strengths</b> directly to work saying I've always worked so I know I can do it, but s/he is not working</p> <p>4= Relates <b>strengths</b> directly to work naming enforcing rules at work saying I'm hard, no I shouldn't had said that really should I, I'm 6ft plus, built like a door, covered in tattoos, if I say, if I'm right, I'm right put it that way but if I'm wrong, I'll accept I'm wrong but I've always said that as well, if I'm wrong I'm wrong I'll accept that but if I'm right, there'd be no playing so, we do achieve what we do every time and weaknesses is missing</p> <p>5= Refers specifically to work within <b>length</b> of time s/he has been taking action saying when I was working for him I was actually going on a course then I lost my licence, I've been working on it for a long, I'd say three years really</p> <p>6= Refers specifically to work within <b>length</b> of time s/he has been taking action saying since I started working,16, 17 years.</p> <p>7= Refers specifically to work within <b>starting</b> to act naming having this week and next week off work so will start then</p> <p>8= Relates <b>strengths</b> directly to work saying knowledge of the car trade, previous experience, college and stuff relates <b>weaknesses</b> directly to work saying probably the worry of just being able to achieve. There's always worries along the line isn't there. You get to the end of the year and then the tax man goes right, you owe me £5,000 and I haven't even earned £2,000. I love the way they do their estimations and stuff like that, it's just rubbish but you know they obviously know best. Refers specifically to work within <b>length</b> of time s/he has been taking action saying probably since I left school, all I've wanted to do is work on cars with my dad. Relates <b>skills</b> directly to work saying yeah near enough, except for my level 3 motor mechanics</p> <p>9= Relates <b>strengths</b> directly to work naming having personally gone through the relevant issues s/he seeks to work to help others with saying I know loads about it from what I've gone through and relates <b>weaknesses</b> directly to work in the same way naming the type of trauma she seeks to work saying might bring up some things that I don't really want to remember. Refers specifically to work within <b>starting</b> to act naming awaiting probation officer setting up desired work opportunity saying well I'm waiting for (names probation officer)so I suppose I'm more waiting on her than me</p> <p>10= Relates <b>strengths</b> directly to work naming having personally gone through the relevant issues s/he seeks to work to help others with saying just past experiences, I know what I know and relates <b>weaknesses</b> directly to work in the same way naming the type of people she seeks to work with saying people around me that could goad me but I don't think that's possible at the moment because I'm so looking forward and not back, I just stay away from them sort of people</p> <p>11= Relates <b>weaknesses</b> directly to work naming being too cautious to take business opportunities. Refers specifically to work within <b>starting</b> to act saying I've been writing since I was 17, 18 but I possibly tried to be more clear with the writing, make it easier, accessible to all, so everybody can read it so more target more, tried to make it easier.</p> <p>12= strengths and weaknesses and all other questions asked but no specific nor direct naming of work throughout</p> <p>13=strengths and weaknesses missing and no specific nor direct naming of work regarding the other questions</p> <p>14= strengths missing and no specific nor direct naming of work regarding the other questions</p> <p>15= weaknesses missing and no specific nor direct naming of work regarding the other questions</p> <p>16=completely missing</p> <p>17=only strengths and weaknesses asked and no specific nor direct naming of work</p> <p>18= strengths and weaknesses and most other questions asked but no specific nor direct naming of work throughout</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------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Tab. 8.22 Goals/dreams attributes and work

In delivering on appetites work might deliver on fulfilment, while delivering on aptitudes might increase the likelihood of advancement. These deliveries might also encourage the constructive **action\*\*\*** from individuals upon which work relies.

Furthermore, perhaps that active work should not be limited to those who must work because they have insufficient assets upon which to live worklessly. For example, asset ownership should perhaps be an active custodianship requiring the provision of fair, accessible, high quality, scrupulously maintained premises at affordable prices.

Likewise, welfare benefits could perhaps be replaced with a truly living wage subsidy to pay workers, students, charitable or care providers, business start-ups, apprentices et al through the organisations for which they work or which moderate their operations.

Linking money, in ways such as these, to action not inaction, and to de-brutalised action at that, may be helpful.

|                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goals/dreams ***action and work V473</b>                                                                                                                                        |
| Re above: Re;104 What are they?Re;103 Do you have goals in life or dreams for your life?                                                                                           |
| <b>(110 How long do you think you will have to work at it to achieve it?)</b>                                                                                                      |
| <b>111 What are you doing now to try and achieve it?</b>                                                                                                                           |
| 1= Names working as action within what s/he is doing to achieve his/her goals                                                                                                      |
| 2= Names working very hard as action within what s/he is doing to achieve his/her goals                                                                                            |
| 3= Names working and learning to drive, the latter of which s/he had given as prerequisite for starting own business, as action within what s/he is doing to achieve his/her goals |
| 4= Names writing, which s/he treats as his/her work, as action within what s/he is doing to achieve his/her goals                                                                  |
| 5=Names learning more about his/her job as action within what s/he is doing to achieve his/her goals                                                                               |
| 6= No significant action but s/he refers to work as looking for work within what s/he is doing to achieve his/her goals                                                            |
| 7= No significant action but s/he refers to work as buying work stuff within what s/he is doing to achieve his/her goals                                                           |
| 8= Does not name any work related action within what s/he is doing to achieve his/her goals                                                                                        |
| 9= Does not name any action within what s/he is doing to achieve his/her goals                                                                                                     |
| 10=Specifically says nothing or don't know regarding What are you doing now to try and achieve it?                                                                                 |
| 11=Not asked What are you doing now to try and achieve it?                                                                                                                         |

Tab. 8.23 Goals/dreams action and work

Furthermore, any action needs to be **sustained\*\*\*\*** if it is to produce ongoing outcomes.

|                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goals/dreams ****follow-up action and work V476</b>                                                                                                                                                                                                                                                                                           |
| Re above: Re;104 What are they?Re;103 Do you have goals in life or dreams for your life? PLUS Re; 111 What are you doing now to try and achieve it? 112 What strengths have you got that could help you achieve it?113 What weaknesses have you got that might get in the way of you achieving it?120 What bits of it have you achieved already? |
| <b>121 What's the next thing you need to do?</b>                                                                                                                                                                                                                                                                                                 |
| <b>(122 Are you going to do it?)</b>                                                                                                                                                                                                                                                                                                             |
| 1= The next thing needed is get a work van                                                                                                                                                                                                                                                                                                       |
| 2= The next thing needed is get a job                                                                                                                                                                                                                                                                                                            |
| 3= The next thing needed is finishing writing and taking it to publishers to see how they react, thus relating writing to work                                                                                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4= The next thing needed is get on with getting training which s/he relates to work saying get on with it, just to actually pay the money and get the bill to the job centre, go to (names a drug rehabilitation centre) and see what else I can do. I've been going to meetings and that as well so anything that I can get under my belt that can help, I've got somebody who's a manager of a care work thing, do you know like (names an employment agency) but it's to do with care work, she's gonna put me through a three day course and I get certificates for that but that will go under my belt, anything I can get under my belt I'm going for that will help me in the future with the drug counselling |
| 5= The next thing needed is get ready to go back to work at job s/he is due to start                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 6= The next thing needed is getting a fulltime job                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7= The next thing needed is get a decent job                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 8= The next thing needed is get work flyers printed and get them out, get advertising and a driving licence, which s/he has never had and which s/he relates to work, saying I haven't got a licence that holds me back ..... but, generally speaking you just get some, a lad in to, you need someone to help you, you just get someone else in with a licence                                                                                                                                                                                                                                                                                                                                                       |
| 9= He had spoken about sport as a leisure activity throughout goals but he now speaks of the fact that he has done sport internationally and implies he could have been playing golf as a job had he kept at it but he hates practise and doubts he will take the next step                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 10= Does not know what the next thing needed is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 11= The next thing needed is not specifically related to work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 12= Not asked next thing needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Tab. 8.24 Goals/dreams follow-up action and work

If individuals reach a 'give-up point' within a context of work, or, indeed, more broadly, their lives and the lives of those around them could well be brutalised by default through inaction.

| At what point would you give up?                                                                                                                                                                                                                                                                                                                                                                                                        | F  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1= Can't give up with work because the job has to be done so take a break when getting angry when having problems then solve the problem: He says he won't give up because like with my work you can't give up because the job has got to be done, so you've got to keep starting again. I mean you lose your temper when like you're hanging wallpaper, I always say I'm gonna go home and kip on it because you can solve the problem | 1  |
| 2= Probably won't give up until gets work: He says he Probably won't give up until he gets a job                                                                                                                                                                                                                                                                                                                                        | 1  |
| 3= Would give up if had business going and it then went bust, that's when would just get a job: When asked At what point would you give up he says Erm... if I had business going and just went... probably bust, that's when I'll just get a job, but I will give it, I'm giving it a go, I'm trying                                                                                                                                   | 1  |
| No work reference                                                                                                                                                                                                                                                                                                                                                                                                                       | 29 |

\*\*See Composition in the Participation in Work Appendix

Tab. 8.25 At what point would you give up?

In terms of the motivation for working action, **Participant 3** said she would stick to work now 'because I've got a new baby on the way'. However, she had had a child before and had not done so, while **Participant 5** cited parenting, and even pregnancy, as a potential exemption from work. **Participant 20** cited it as both a motivation to work and an exemption from work, but explained that the cost of childcare, and the other bills that become payable once an individual works, can make work unviable. These legitimate concerns need to be addressed, such as through full state funding of opportunities for children, that could include high quality childcare, and the payment of decent wages in



place of exempting people from either the costs of employment or from employment itself.

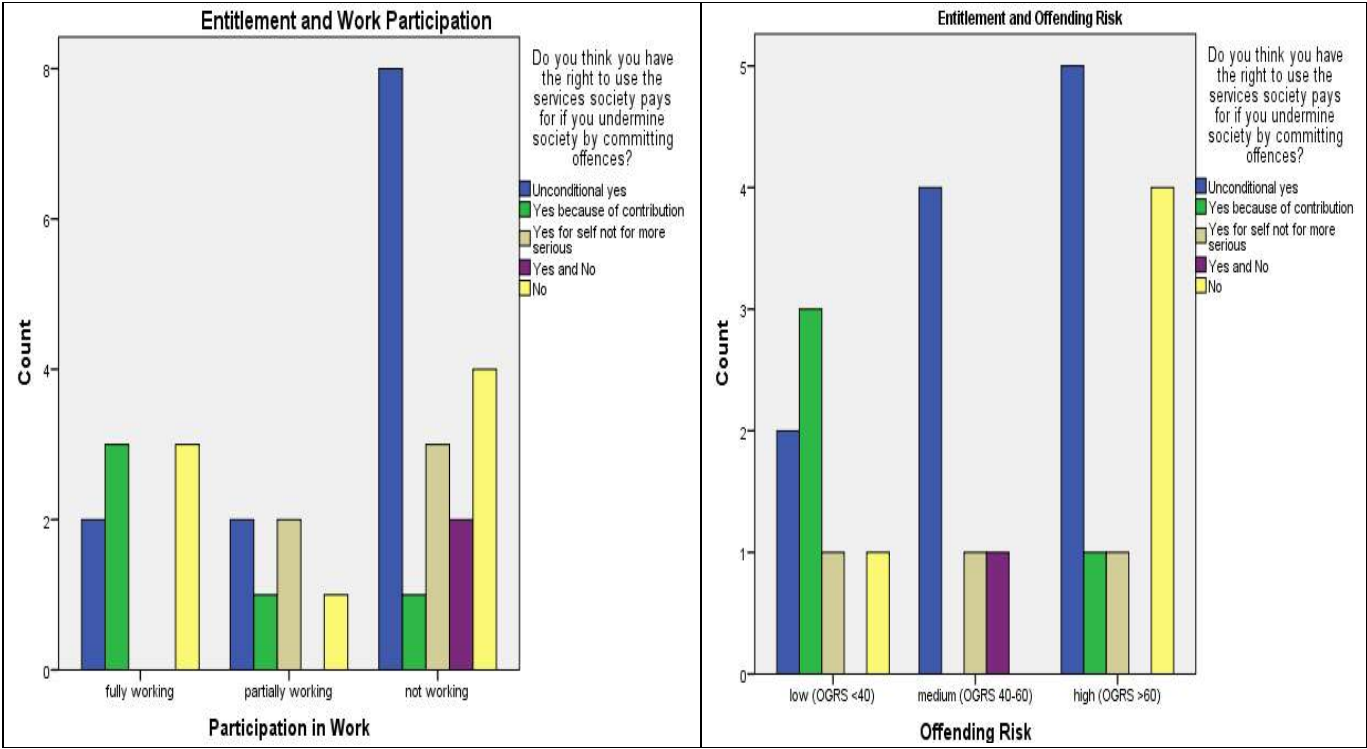
Even as she described work as unviable **Participant 20** also described at least two viable routes into work for herself. However, she appeared dependent upon her adult-aged children taking responsibility for helping her in this, whilst also providing implausible excuses why she has not yet acted on either of her suggested routes into work, namely to learn a trade or to take over part of the family company. She cited ‘a right spate of getting caught shop lifting’ as her implausible excuse for having taken no action to get work, as if this situation had been done to her not by her. She persisted in her insistence that it was only shortage of money that was forcing her into offending while continuing to decide not to undertake any work-based means of addressing that shortage.

In this way, 60% of mothers and expectant mothers either saw their mothering role as a justification *not* to work or undermined any claims they made of it motivating them to work. If parenting is to be undertaken as an individual's *sole* role in society, it perhaps needs to be undertaken at the highest possible standard and with training in parenting and associated skills, as well as opportunities to extend that expertise to others, whilst being paid for it.

Alternatively, if parenting is to be undertaken alongside other roles, then the cost of childcare for those working might legitimately fall to the public purse. Further to this, the funding of a full range of opportunities and services for all children, paid in kind not cash, may be critical to genuinely fostering opportunities and services and participation for all from the outset of life, rather than handing out money to parents that might not be

channelled for this enhancement of their children's lives. Alongside this, tackling the cost of child care, as well as excuses, dependency, work-viability and any sense of exemption or decision not to work, appeared central to nurturing and expecting working lives. Expecting work of some sort, or an alternative to it, from everyone might help address any sense of entitlement to the services society provides, regardless of whether individuals undermine that society by committing offences and/or do not contribute to that society in any constructive way.

Participants' sense of entitlement *from* society appeared to be strong, even while personal contribution *to* society, such as through work, was treated as effectively voluntary. This may be reflective of an unhelpful imbalance of obligations and responsibilities, which sees the individual as completely free to choose their lifestyle, whilst society is obliged to provide for them regardless.



| Do you think you have the right to use the services society pays for, like hospitals, schools for your children, benefit payments, housing, if you undermine society by committing offences?                           |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Unconditional yes                                                                                                                                                                                                      |   |
| 1=yes,                                                                                                                                                                                                                 | 7 |
| 2=I don't know, yeah I think I deserve it,                                                                                                                                                                             | 1 |
| 3=yes cos if not you put offenders or ex-offenders under such pressure you'd create circumstances for more offending,                                                                                                  | 1 |
| 4=yes still think they're entitled to everything they should be getting/everyone is still entitled/everyone has the right,                                                                                             | 3 |
| Yes because of contribution                                                                                                                                                                                            |   |
| 5=yes if you've tried to get a job or you've worked, you pay your taxes,                                                                                                                                               | 1 |
| 6=yes and no, maybe a point system, maybe prioritise non offenders or exclude those who opt out by offending, but as a tax payer I would be miffed to be excluded and services and the law are supposed to be for all, | 1 |
| 7=yes because I pay tax,                                                                                                                                                                                               | 3 |
| Yes for self not for more serious                                                                                                                                                                                      |   |
| 8=yes if people only do small offences then they stop, but no if persistent offenders. I'd like to think I did deserve it,                                                                                             | 1 |
| 9=yes for self, but no for other offenders s/he sees as worse than him/er,                                                                                                                                             | 2 |
| 10=in my situation I think I deserve it, I've paid my time, but if there had been something serious happen because of what I did then I wouldn't think I was entitled perhaps,                                         | 1 |
| 11=no for persistent offenders, after say three offences, s/he has made clear throughout that his/her offence was a one off,                                                                                           | 1 |
| Yes and no                                                                                                                                                                                                             |   |
| 12=yes cos everyone eventually gonna have to pay the price for stuff and no cos I've taken everything away from society,                                                                                               | 1 |
| 13=yes but if they didn't give anything to offenders then it would be a lot better for everyone else,                                                                                                                  | 1 |
| No                                                                                                                                                                                                                     |   |
| 14=no or not really,                                                                                                                                                                                                   | 6 |
| 15=feel bad when in hospital on substances, wasting their time, taking up their space cos of my behaviour,                                                                                                             | 1 |
| 16=not really no, I don't think you should be given sort of things if you take the mickey,                                                                                                                             | 1 |

Fig. 8.11 Entitlement and Work Participation

Only 16% of participants related their entitlement to services to their **contribution to society**, all of whom referred to this on the basis of paying tax. Only 1 of these related this entitlement specifically to work, and, even then, stated it was sufficient '**if you've tried to get a job or you have worked**' in the past. In this way, work, and persisting in work, would be effectively voluntary undertakings. Furthermore, for nearly half of participants, their **personal entitlement**, or the **entitlement of offenders more broadly including them**, was not affected by their own offending conduct. Around two thirds of these entitled-regardless-of-offending individuals were wholly workless, while 80% of the associated-entitlement-and-contribution individuals were working to at least some degree. Furthermore, 75% of these associated-entitlement-and-contribution individuals had a low offending risk, while only 21% of the entitled-regardless-of-offending individuals did. This may suggest that building an association between entitlement and contribution might improve both conduct and a sense of obligation to work, thereby enhancing both de-brutalisation and constructive activity.

However, the two thirds of these entitled-regardless-of-offending individuals that were workless, dropped to only 43% when it came to having a high offending risk. By contrast, 80% of those who wholly acknowledged<sup>34</sup> that their conduct might legitimately affect their entitlement had a high offending risk, even while only half of them were workless. This could suggest that working may be related to understanding that conduct has consequences, in this case in the form of offending jeopardising entitlement.

Society relies on its members working and taking responsibility for doing so. Indeed, only two participants selected ‘I don't want a job anyway’<sup>35</sup>, while one of these two also included ‘I think I am ready for a job’ and was, indeed, fully working<sup>36</sup>.

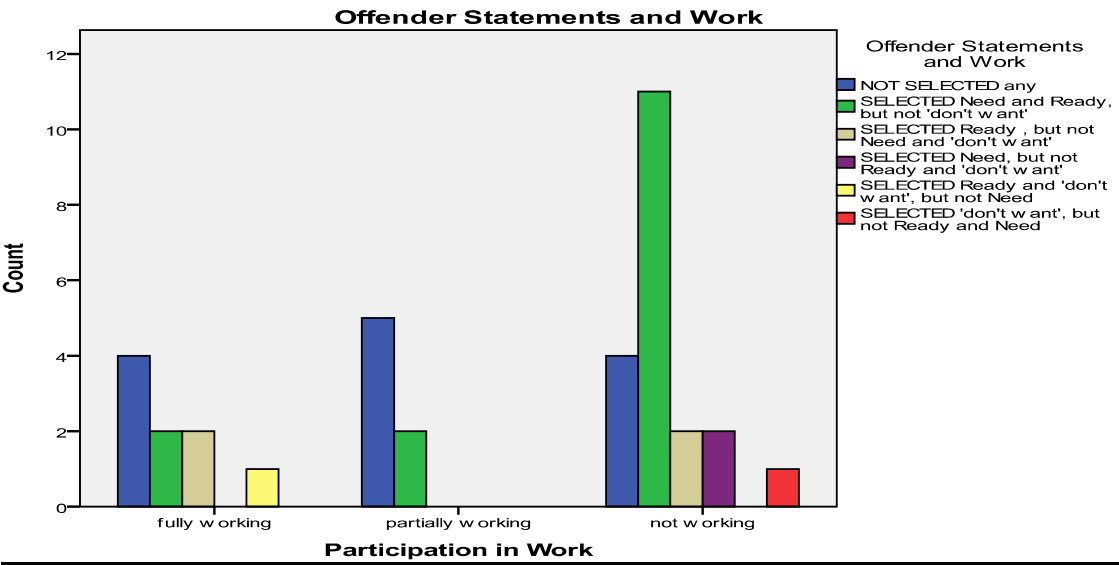


Fig. 8.12 Offender Statements and Work

<sup>34</sup> By saying ‘no’ on the graphs above as shaded yellow on those graphs

<sup>35</sup> When participants were offered some statements from other research sources that had been gathered from other offenders as Shown in Red and Yellow on the chart and detailed in The Participants' Self-Definition Appendix Of these statements ‘All I need to do is get a job’, ‘I don't want a job anyway’ and ‘I think I am ready for a job’ referred to work . see Hughes, J., (2009) The Trouble With Girls, BBC and Ross, N., (2009), Crime Audit of Oxford in Perman, A., (prod), Truth About Crime, BBC and Cohen, J. and Hamann, P., (2009), Holloway, Television Production for ITV

<sup>36</sup> Shown in Yellow on the chart

By contrast, both the participants who selected **needing a job but not being ready for a job** were workless, dropping to three quarters of those who selected **need and being ready**, then dropping still further to only half of those who selected **being ready without selecting need** being workless. While it is true that those in work may be less likely to **need** a job, it nevertheless appeared to be the case that being **ready** for a job decreased the chance of worklessness. Despite the fact that only around a third of those who claimed readiness for work<sup>37</sup> were actually working to any degree, this was still profoundly better than those who specifically excluded being ready for work<sup>38</sup>, none of whom were working to any degree.

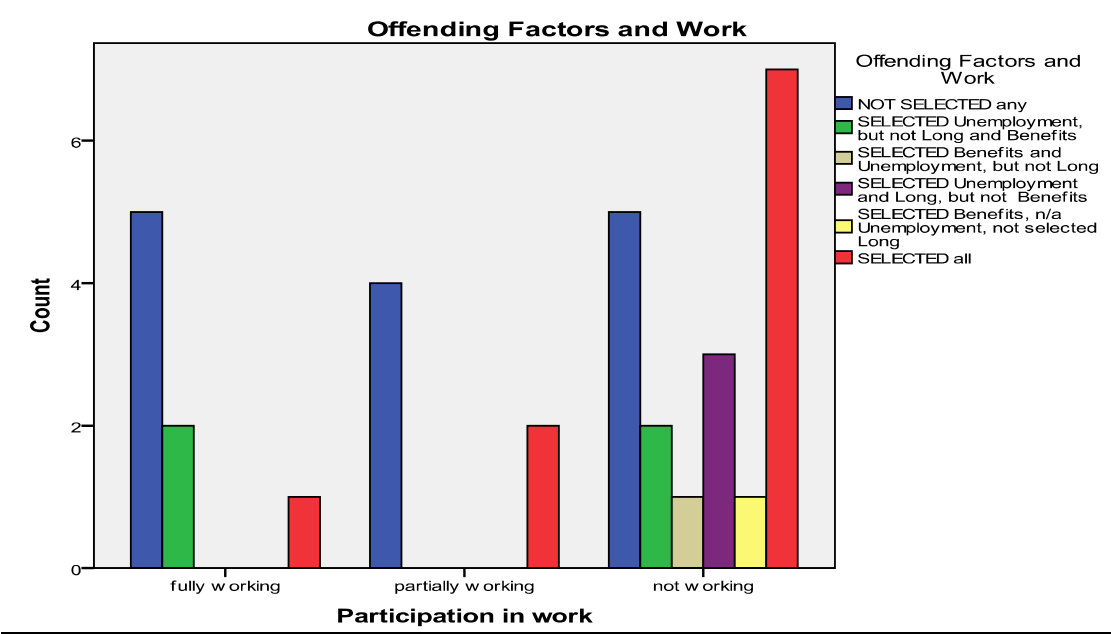


Fig. 8.13 Offending Factors and Work

Additionally, 70% of those who selected all 3 unemployment factors<sup>39</sup> that may play a

<sup>37</sup> Shown in **Yellow**, **Beige** and **Green** on the chart  
<sup>38</sup> Shown in **Red** and **Purple** on the chart above but excluding those in **blue** who did not select any reference to work and thus did not specifically exclude some without others.  
<sup>39</sup> Namely unemployment, long periods of unemployment and long periods of reliance on welfare benefits from a list as shown in The Offending Factors And Work Chart

part in becoming an offender<sup>40</sup> were also currently unemployed, as were all those who only omitted to mention welfare benefits. This appeared to endorse a link between previous unemployment, long periods of unemployment and long periods of reliance on welfare benefits and both current worklessness and the offending cited in the question in an apparently vicious circle.

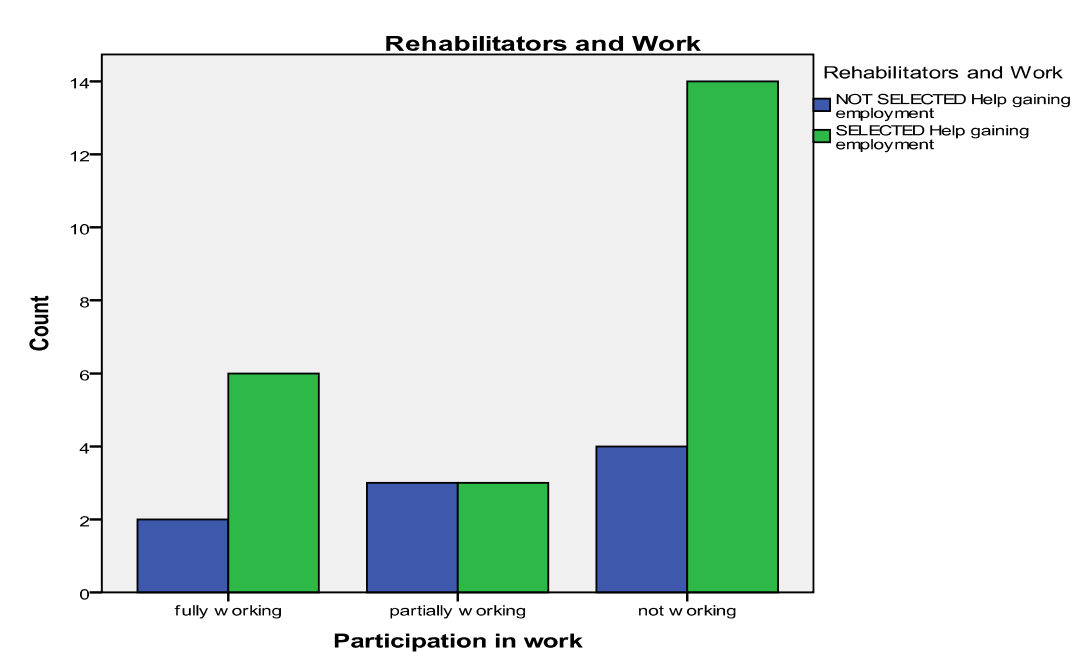


Fig. 8.14 Rehabilitators and Work

Thus, the importance of embedding working patterns in life right from the outset seems to be clear. Though, having said that, it must surely never be too late to establish those patterns. In this regard, 78% of those who were not working thought they would benefit from help gaining employment<sup>41</sup>.

<sup>40</sup> This list was compiled from all the issues raised in the Literature Review as relevant to offending  
<sup>41</sup> When offered a list of services offered by NOMS from which to select that which they thought would benefit them if included in their sentence package, one of the items on this list was related to help gaining employment.

Furthermore, three times as many of those who were fully working *also* wanted help gaining employment than did not, endorsing the way in which many individuals may currently *not* be in rewarding or fulfilling or adequately paid work and might want to be doing something different. To be stuck in unrewarding, unfulfilling or inadequately paid work could be deeply brutalising to lives, with all the hours, days, years lost in such a way. Equally brutalising may be the experience of being repeatedly rejected for jobs.

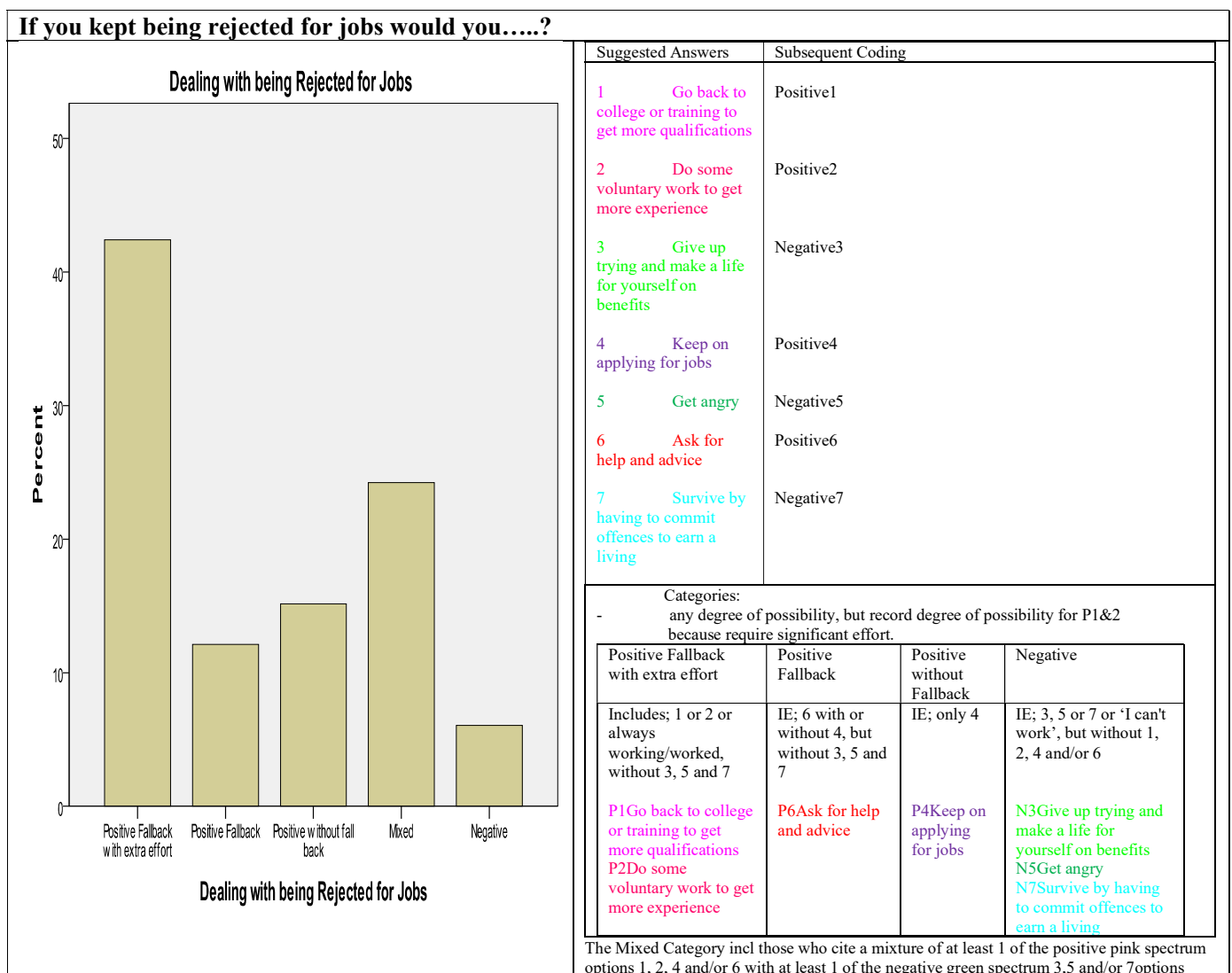


Fig. 8.15 Dealing with being rejected for jobs

55% of participants spoke of a positive fallback position if they kept being rejected for jobs, including 42% describing a positive fallback that required extra effort. However, 15% gave a positive response that did not provide any fallback, despite the suggestions in the suggested answers. This could indicate that this 15% might, despite their apparent positivity, nevertheless be cornered by a constant rejection that may leave them with nowhere to go. This 15%, along with the 6% who gave an entirely negative response to this scenario and the 24% who gave a mixed response, could be particularly vulnerable to the brutalising effects of constant rejection. Indeed, it seemed to be the case that those in this situation, either because of having no fallback if rejected or because of having a wholly or partially negative response to being rejected, seemed to have had their levels of aspiration and motivation potentially adversely effected by constant rejection.

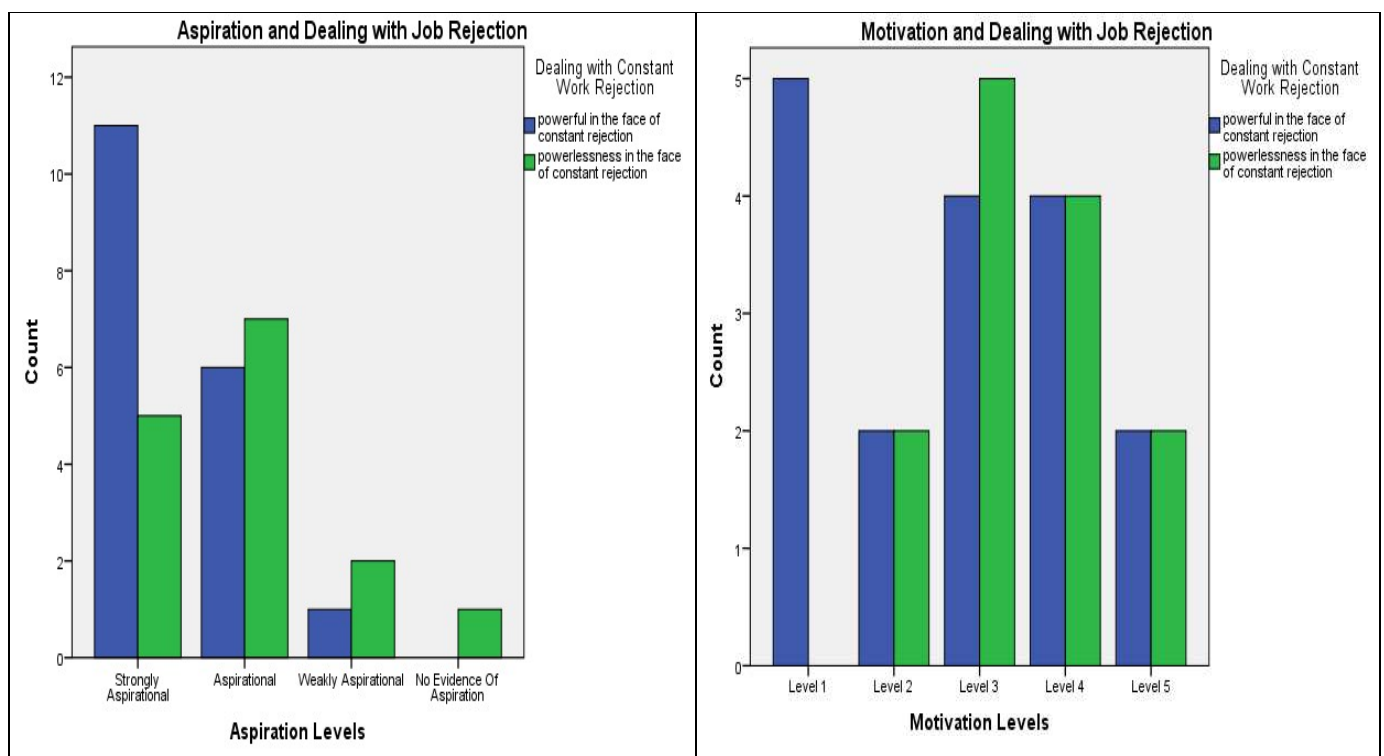


Fig. 8.16 Aspiration/Motivation and Dealing with Job Rejection



It might be, therefore, important to feel that one has some sense of being powerful when faced with rejection. Indeed, being **powerful** in the face of constant rejection was only more numerous than being **powerless** in the face of constant rejection where individuals were strongly aspirational. More than twice as many strongly aspirational individuals were resilient to rejection in this way than were not, whilst, at all levels below strongly aspirational, lack of resilience in this regard predominated, albeit only slightly.

Similarly, with motivation, all those with the highest level of motivation were **powerful** in the face of constant rejection, whilst, at all motivation levels below this, that resilience did not exceed the numbers who were **powerless** in the face of constant rejection.

Ensuring everyone has access to life preparation that includes developing powerfully positive means to address any rejection with resilience, alongside the ability to use it as a spur to motivation and aspiration, with ways to pursue these that are most likely to lead to success rather than rejection and with a fallback if rejected, as well as a wholly constructive response to being rejected, might, when combined, represent a package to address the potential problems of rejection. The potential impact of constant work rejection, and the absence of work, may be substantial, given the many facets of broader life and advancement that individuals cited as being intertwined with work. In this regard, 64% of participants related their work situation to their **self-image\*** of improving their lives, in at least one instance across three consecutive questions on improving life.

|                                                                                                                                                                                                           |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>*Improving life self-image and work v453</b>                                                                                                                                                           |   |
| 7What makes you think of yourself as a person who wants to improve their life?                                                                                                                            |   |
| 8What are you actually doing at the moment to improve your life?                                                                                                                                          |   |
| 9What will you do if that doesn't work out?                                                                                                                                                               |   |
| 1= Mentions pursuing work ambitions as the work related evidence that s/he wants to improve his/her life and as a way s/he is actually improving his/her life and has a fall back alternative work option | 1 |
| 2= Mentions pursuing work ambitions as the work related evidence that s/he wants to improve his/her life and as a way s/he is actually                                                                    | 1 |

|                                                                                                                                                                                                                                                                                                                                                |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| improving his/her life                                                                                                                                                                                                                                                                                                                         |    |
| 3= Mentions work as the work related evidence that s/he wants to improve his/her life and as a way s/he is actually improving his/her life and says work situation means no need for a fall back alternative work option.                                                                                                                      | 1  |
| 4= Mentions work as the work related evidence that s/he wants to improve his/her life yet does not give work related way s/he is actually improving his/her life                                                                                                                                                                               | 1  |
| 5= Mentions need to work to secure things wanted as the work related evidence that s/he wants to improve his/her life yet does not give work related way s/he is actually improving his/her life and says work situation means no need for a fall back alternative work option but that s/he does have a further work ambition for the future. | 1  |
| 6= Mentions thinking about pursuing work ambitions as the work related evidence that s/he wants to improve his/her life yet does not give work related way s/he is actually improving his/her life but has a fall back alternative work option                                                                                                 | 1  |
| 7= S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names pursuing work ambitions as a way s/he is actually improving her life                                                                                                                                                           | 1  |
| 8=S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names work as a way s/he is actually improving his/her life and has a fall back alternative work option.                                                                                                                              | 1  |
| 9= S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names work as a way s/he is actually improving his/her life                                                                                                                                                                          | 1  |
| 10=S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names work as a way s/he is actually improving his/her life and says work situation means no need for a fall back alternative work option                                                                                            | 2  |
| 11= S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names 'just the work' despite not working as a way s/he is actually improving his/her life and has a fall back alternative work option.                                                                                             | 1  |
| 12= S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names writing treated as work as a way s/he is actually improving his/her life and has a fall back alternative work option.                                                                                                         | 1  |
| 13= S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names some cash in hand work as a way s/he is actually improving her life and has a fall back alternative work option                                                                                                               | 1  |
| 14= S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names trying to get work and attending a work placement as a way s/he is actually improving her life                                                                                                                                | 1  |
| 15= S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet s/he names trying to get work as a way s/he is actually improving her life                                                                                                                                                               | 3  |
| 16= S/he does not mention work related evidence to explain why s/he wants to improve his/her life yet names trying to get work as a way s/he is actually improving her life and is depressed by not working and the thought of not getting work because wants to start fully working                                                           | 1  |
| 17= Mentions working on skills needed for work in case s/he has to work as the work related evidence that s/he wants to improve his/her life and as a way s/he is actually improving his/her life                                                                                                                                              | 1  |
| 18= Mentions having lost job and wanting to sort self out as the work related evidence that s/he wants to improve his/her life yet does not give work related way s/he is actually improving his/her life                                                                                                                                      | 1  |
| 19= Mentions having a good job as the work related evidence that s/he wants to improve his/her life and as the reason does not need to improve it further yet s/he names work as a way s/he is actually improving his/her life and says work situation means no need for a fall back alternative work option                                   | 1  |
| 20= Mentions having no work ambition as the work related evidence that s/he does not want to improve his/her life and happy in current job as the reason does not need to improve it further and says is doing nothing to actually improving his/her life and says work situation means no need for a fall back alternative work option        | 1  |
| 21= no work reference                                                                                                                                                                                                                                                                                                                          | 13 |
| 22= not applicable or missing                                                                                                                                                                                                                                                                                                                  |    |

Tab. 8.26 Improving life self-image and work

Similarly, work appeared to enhance moral attitudes, such as the way in which one participant spoke of the possibility of going into the army as a way to instil discipline into himself<sup>42</sup> and other participants spoke of work as assisting *in learning not to shout at people*\*\*\*. Work was also invested with morality in terms of being what is *both right and best for me*\*\* and also in terms of being *a medium for helping others*.\*\*\*\*

**\*\* V498 righbestwk How does that fit with the offences you committed? Re: v258Which is more important to you, doing what is right or doing what is best for you?**

<sup>42</sup> During the discussions of alternatives to offending

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>V498From v259 How does that fit with the offences you committed? Re; v258Which is more important to you, doing what is right or doing what is best for you?</p> <p>1= <b>Working as what is both right and best for me:</b> Now, I'd say what is right for me is getting a job and that like how does it fit in?I'd say at the time it was doing what's best for me really... Asked And do you think you're going straight now... says Yeah.... Asked because it is best for you... says Yeah.. Asked or because it's right? says No because it's right and it's best for me. Both of them</p> <p>2= no work reference</p> <p>3= not applicable or missing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>*** <b><u>V463 agemorkw How old were you when you first thought.....? Your moral view regarding.....</u></b></p> <p>V463 from</p> <p>v51How old were you when you first thought.....? Your moral view regarding hitting people</p> <p>v52How old were you when you first thought.....? Your moral view regarding shouting at people</p> <p>v53How old were you when you first thought.....? Your moral view regarding things belong to other people and you don't have the right to take them</p> <p>1= <b>Refers to trying to start a business as assisting in learning not to shout at people:</b>He does not refer to work with regard to learning that hitting or taking is wrong, but does with regard to part of learning that shouting is wrong saying when you sort of... get into your life and grow up a bit, trying to start a business I think. Though still only believes so ambivalently</p> <p>2= <b>Refers to receiving warning at work as assisting in learning not to shout at people:</b> He does not refer to work with regard to learning that hitting or taking is wrong, but does with regard to part of learning that shouting is wrong though still only believes so ambivalently saying I don't know I just had a warning about shouting at someone so no you shouldn't. Asked if it was that warning that made you realise you shouldn't was it? He says Yeah... really... well no, he was just... I shouldn't have called him it, I just called him a name that's all.. And he reported me. So like and he's... and I... because I'm on probation at the job until January and they asked me if I'd apologise to him and I said well I said... is this on the record, he said no, this is not going to affect your record at all, so I said alright then I'll apologise because it was over something like... something you shouldn't... he was going to use a solvent to fix a cot and I don't think in health and safety these days you should not use solvents on a cot you know and I just was thinking of health and safety so like but he swore first and I swore back at him and that... so. Though still only believes so ambivalently</p> <p>3= no work reference</p> |
| <p>**** <b><u>V465 helpothwk What do you think you've done between now and this time last week that you think has been helpful to other people's lives and work?</u></b></p> <p>V465 from v62What do you think you've done between now and this time last week that you think has been helpful to other people's lives?</p> <p>1= <b>Work as medium for helping others</b></p> <p>2= no work reference</p> <p>3= not applicable or missing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Tab. 8.27 How does that fit with the offences you committed?

When all the participants who had given work a moral dimension<sup>43</sup> within these contexts were compared with those who had not, only one participant who spoke of morality within the context of work was not actually working. This could indicate that having a moral component with regard to the concept of work may be related to actually working, endorsing the benefits of cultivating a sense of moral obligation to work, or undertake an alternative contribution to society, whilst ensuring that work, or an alternative to it, is available, so that any such obligation cannot be thwarted.

<sup>43</sup> V510 Spwkmor spoke of work and morality; 1= spoke of morality within work or 2= no work reference in terms of morality Participation in Work Appendix



Fig. 8.17 Work and Morality

In terms of a moral obligation to work within society, work or effort to get work<sup>44</sup> was spoken of as enhancing the right to use public services\*\*\*\*\*.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>V504 rigusewk Do you think you have the right to use the services society pays for, like hospitals, schools for your children, benefit payments, housing, if you undermine society by committing offences and work?</b></p> <p>V504From v280 Do you think you have the right to use the services society pays for, like hospitals, schools for your children, benefit payments, housing, if you undermine society by committing offences?</p> <p>***** 1= <b>Right to services enhanced by work or effort to get work:</b> He believes work contributes to the right to use the services society pays for including if you've tried to get a job or you've worked as part of gaining that right</p> <p>***** 2= <b>Right to services enhanced by work and being law-abiding if resources are scarce:</b> He believes work might contribute to a possible point system for prioritising services saying if I wasn't working and I'd committed crimes, would it be unfair for me to say not receive hospital treatment, erm at the moment I'd say yes but you don't know, there might be a situation where there literally is an overload on hospitals</p> <p>3= no work reference</p> <p>4= not applicable or missing</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tab. 8.28 Do you think you have the right to use the services?

Worryingly, however, the morality of work was also cited as a justification for violence,

<sup>44</sup> Remembering that work is taken as the action **not** in terms of speaking of paying taxes, which are paid anyway with vat etc regardless of working

with one participant believing his conviction for breaking a man's jaw was unjust because his violence was solely used to gain access to his own business premises in order to defend it.<sup>45</sup>

Since individuals are not permitted to violently eject interlopers, it may be illegitimate to allow nations to do so on an even larger and more destructive scale<sup>46</sup>. Consistent universal standards on the deployment of violence, that prioritise a prohibition on it and barriers against it, applicable for both individuals and states, as well as any commercial enterprise, might better legitimise requirements on individuals not to deploy violence when currently states are permitted to do so to achieve the same ends. Although, it might be thought ‘a huge jump from the violence of individuals to the violence of nations’ (Raynor 1:2017), for this researcher it is the same violence by nations, that they penalise in their citizens, which is the gravest potential threat to the moral legitimacy of nation states' laws on violence. Indeed, as Chinese General Sun Tzu said, resorting to ‘fighting’ is actually a failure in ‘the supreme art of war’. This researcher, as a former military intelligence officer, would agree with this last, whilst, nevertheless, in this study, being most particularly focussed on the inherent hypocrisy, rather than the inefficacy, therein, as it seems, to this researcher, to be illegitimate to expect individuals to share de-brutalisation when states do not. This seems particularly the case when ‘remembering some’ offenders are penalised by their states for offending that ‘really didn't seem to be a form of brutality’ (Raynor 1:2017).

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<sup>45</sup> As shown in *italics marked \*\*\*\*\** in the Free Comment and Work Table above

<sup>46</sup> In this regard, speaking as a former intelligence officer who gathered intelligence on the Gulf region prior to, during and after the 1<sup>st</sup> Gulf War, as well as on the former Yugoslavia during the Bosnian War, the deadly and destructive Gulf wars of attrition, that served to destroy Iraq, leaving it still as an ongoing theatre of war today, stand as testament to the vast harm of deploying violent attempts at resolution, just as the deadly failure of UN troops to stand up in force *as a barrier, without deploying violence*, enabled the massacre of Srebrenica to occur. Broadly speaking, forming a barrier against harm, rather than inflicting harm, is the lesson that this officer drew from these differing engagements.

### **Employment and Desistance from Brutality**

Prohibitions on offending need to be legitimised, such as by ensuring there is access to fulltime well-paid work, or alternatives to it, for everyone, if alternative ways to make a living, which might involve offending, are to be prohibited. 32% of participants said offending was ‘a way to earn a living’<sup>47</sup>, while 30% selected at least one of the options related to this<sup>48</sup>.

39% of participants cited offending as playing work-type roles in at least one of these two scenarios<sup>49</sup>, which might not only endorse the importance of access to fulltime well-paid work, but also the importance of clear moral differences between work and offending, such as ensuring work is never brutalising while crime never pays.

If work is not to be brutalising it needs to be paid sufficiently to provide for people's needs. Likewise, if work is not financially rewarding then the moral case to oblige citizens to work may not be present. The need to provide appeared integral to issues around work, with the alternative to offending being sometimes seen as ‘just getting by’ as work did not pay enough to be viable, emphasising the need for work to be well-paid.

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<sup>47</sup> When offered this as one of a list of options for ‘What do you think best describes the offences you have been punished for?’

<sup>48</sup> In the list of options for ‘Do you think you committed offences because....?’ The options included are only those that related to earning were ‘You had no other way of earning a living,’ ‘It's the best way to earn a good living’ and ‘It's a way to earn a living’ from ‘Do you think you committed offences because....?’

<sup>49</sup> Namely selecting earning from a list when asked ‘What do you think best describes the offences you have been punished for?’ or from a list when asked ‘Do you think you committed offences because....?’

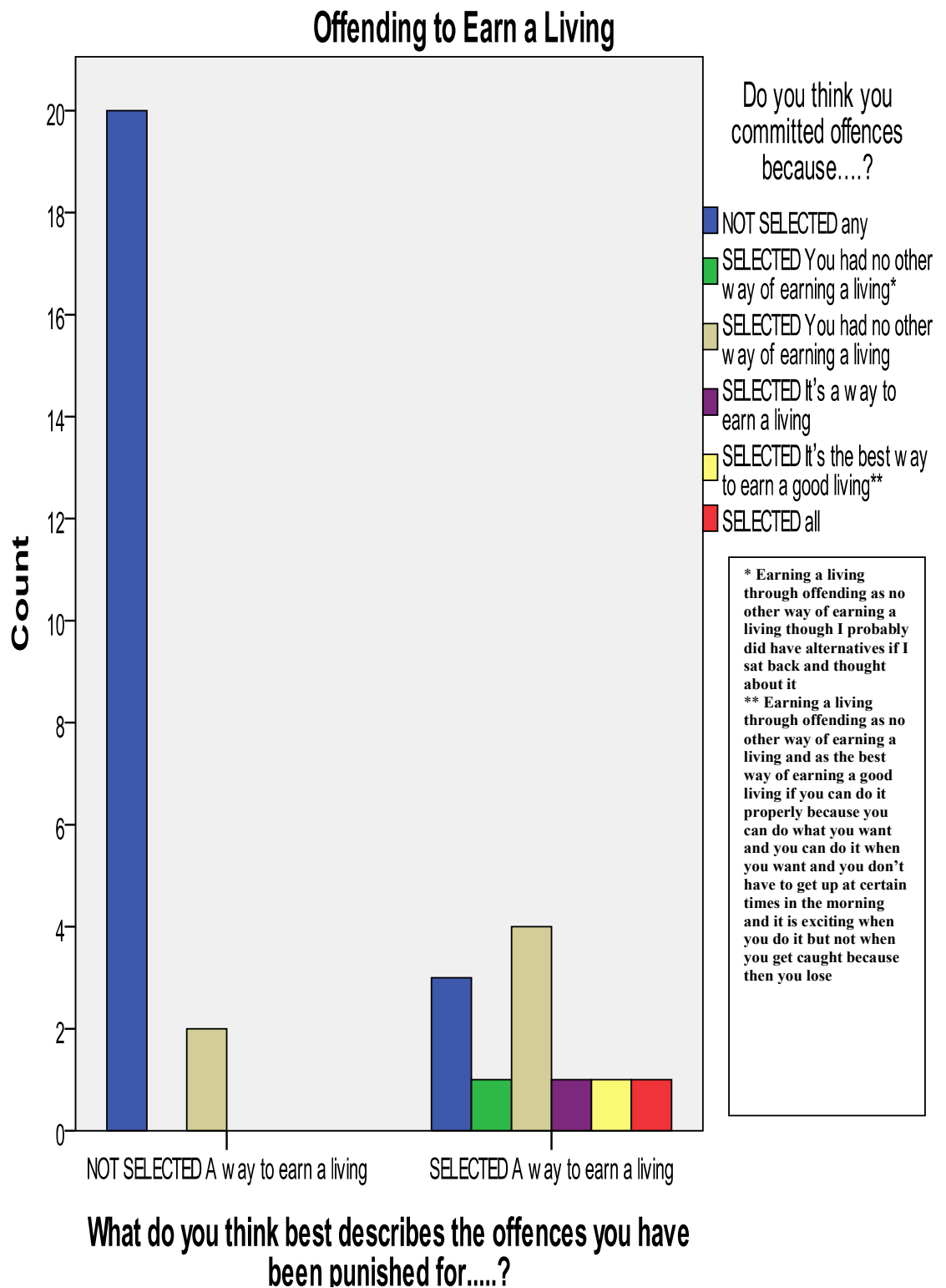


Fig. 8.18 Offending to Earn a Living

The need for provision had been raised as an issue in offending by two participants (34 and 26)<sup>50</sup>, both of whom had selected at least one of the offending-to-earn-a-living options. The pecuniary implications of work were also raised within discussing alternatives to offending by four participants (12, 20, 25 and 26), only one of whom had selected at least one of the offending-to-earn-a-living options.

|                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participant12*=Alternative to offending as getting by*                                                                                                            |
| Participant20*=Work does not pay enough to be viable**                                                                                                            |
| Participant25*=Alternative to offending as getting a loan when in financial difficulties***/ Desistance assisted by having realistic expectations of finances**** |
| Participant26=Work does not pay enough to be viable** /Does not want to pay for things that can be obtained free by offending**                                   |
| Participant34= Offending is an easier and quicker way to make money***/Providing for self/Helping out in provision for child/ren*                                 |

\*Did not select any of the work-related options in the 2 specific questions listed above  
\* and \*\* and \*\*\* and \* and \*\* and \*\*\* and \*\*\*\* - see page 52 below

Tab. 8.29 Participant Notes

In fact, those who were partially working appeared to be most vulnerable to offending, with none of those who were partially working having a low offending risk, emphasising the need for work to be fulltime.

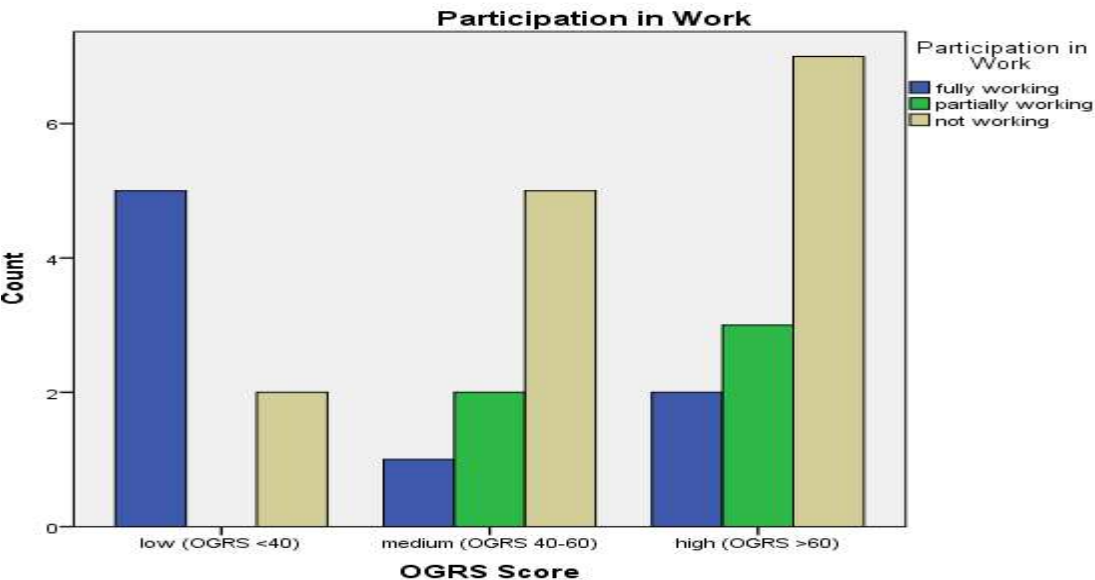


Fig. 8.19 Participation in Work

<sup>50</sup> Whilst discussing alternatives to offending



However, having no work at all was also linked to recidivism<sup>51</sup>, with half of all participants speaking of work of some sort within the context of desistance.<sup>52</sup>



<sup>51</sup> See 'What do you think will lead you back to offending?'

<sup>52</sup> As shown in blue in the chart below

**V484 makstopwk What would (or did) make you want to stop offending and what would help you?** V484 from v161 What would (or did) make you want to stop offending? v162 What would help you?

1= **Needs work to desist:** He sees work as something that would help him desist not as a motivation to desist

2= **Needs motivation and help to get work to desist:** He says doing courses inside so as to want to implement that and get work not offend on release would make him want to stop offending and courses to help him get work would help him not to offend, so it appears that it is motivation to work that he needs

3= **Needs work and the motivation of having work liked to desist:** He sees work as something that would help him desist and the right work as something that would be a motivation to desist

4= **Offenders need extra help to get work they like without worry to desist to outweigh the fact that offending allows offenders to simply take everything they want/Offenders need to be kept separately to desist so they don't teach each other criminal skills/employers should be forced to accept offenders as workers so offenders can desist:** He does not see work as something that would help him desist nor as a motivation to desist but speaks of being helped to stop offending by getting help to find work saying Getting extra help. Basically when you live a criminal life you get everything, you kind off... what you take everything you want but, you should get extra help with like job search and stuff like people, there should be an actual place where they hire kind of... people that do criminal activities have a criminal past but don't \_\_\_\_\_ same place because then it's a school of crime. They kind of need to separate \_\_\_\_\_ stuff and people should be able to get a job in something they like without having to worry about like anything and there shouldn't like people that own a company \_\_\_\_\_ can say basically, no I don't want them working for him because he's got this, he's that, they should like on the first day, because that's what they did with me in a Ocado when I started there, I quit because I didn't like it, but I did two interviews, the first interview was just me going in seeing me as I was and the second one I told them about my criminal activities and stuff and they said, yes to the first one and no to the second one and then they kind of, they couldn't really just judge me straight away so, because they said yes to the first one, they give me the job so... three days after I quit it, it just weren't me.

**V494 needstopwk What needs do you have that you think have to be sorted out (or needed to be sorted out) if you are going to stop offending and work?** V494 from v237 What needs do you have that you think have to be sorted out (or needed to be sorted out) if you are going to stop offending?

1= **Needs work to desist**

**V483 stopoffwk when do you think you will stop offending and work** V483 from 154 If I said that research suggests that 'all offenders eventually stop offending' it's only a matter of how quickly and at what age, when do you think you will stop?

1= **Will desist when starts own business and has a family:** When asked when he thinks he will stop offending he links stopping offending on one of his offences to work saying Err, \_\_\_\_\_ when I get married and I've got my own business

2= **Needs work to desist:** When asked when he thinks he will stop offending he links stopping offending to work and only conditionally even then saying Soon...pretty much... when I get a job hopefully then

Fig. 8.20 Desistance and Work

When considering any negative effects on work of probation, participants tended to synonymise the negative effects of probation with the negative effects of having a criminal record. 72% of participants included some form of negativity in the effect on work of the criminal justice system. Though, having said that, 69% included some element of positivity with regard to work in probation. 28% viewed probation as **completely positive to work**, 16% viewed it as **positive except for the fear of putting employers off**, 25% gave it a **mixed review**, with positive and negative impacts on work, and 31% gave it a **wholly negative assessment**.

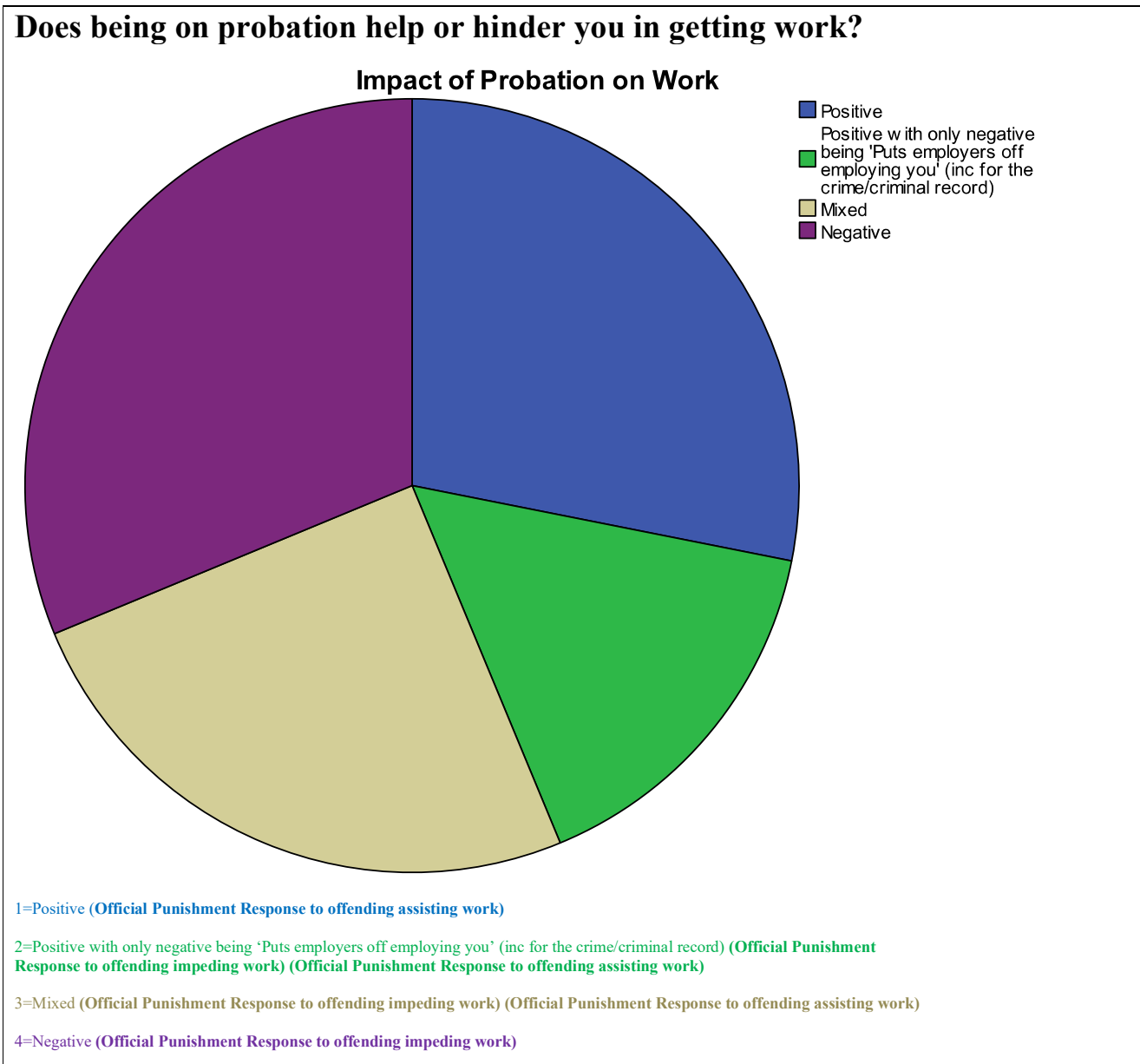


Fig. 8.21 Impact of Probation on Work

This suggested that interventions do have the power to enable, as well as impede, work and, thus perhaps, should be deployed in this work-enabling role where needed, whilst ensuring that nothing is done to be counter-productive as an impediment to that work.

| Official Punishment Response to offending impeding work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>V487 charsenwk Could you take charge of imposing a sentence on yourself and being trusted to take responsibility for managing yourself through that sentence and work?</b></p> <p>V487 from v198 Could you take charge of it? Re; 197 Would you want to be in charge of imposing a sentence on yourself and being trusted to take responsibility for managing yourself through that sentence?</p> <p>*1= Official Punishment Response to offending impeding work: If I took charge of my own sentence then at least probation wouldn't be getting in the way of me getting a job</p> <p>2= no work reference</p> <p>3= not applicable or missing</p> <p><b>V509 trussenwk Could you be trusted to impose a fair sentence on yourself and carry it out and work?</b></p> <p>V509 from v199 Could you be trusted to impose a fair sentence on yourself and carry it out?</p> <p>*1= Official Punishment Response to offending impeding work: I'd be biased but also more constructive to self and noncustodial as I lost a lot of things like my job through prison</p> <p>2= no work reference</p> <p>3= not applicable or missing</p> |

Tab. 8.30 Official Punishment Response to offending impeding work

The importance of ensuring interventions enhance, rather than impede, work, may be further highlighted by the fact that those participants who mentioned work within the context of taking control of their own interventions both spoke of the benefit of this lying in preventing official punishment responses impeding work.<sup>\*</sup> However, there was also a preference for offending rather than work amongst participants. Offending was seen as an easier and quicker way to make money<sup>\*\*\*53</sup>, provide for the self and help out in provision for child/ren<sup>\*54</sup>, while there was a dislike for paying for things that can be obtained free by offending<sup>\*\*55</sup>. This notion of getting without giving, may endorse the need to link receipt of money to work, or some other constructive activity. Equally, work surely must pay enough to be viable<sup>\*\*56</sup>, indeed enough to enable a good life, as well as being available for all, such that no one has to offend to get by<sup>\*57</sup>.

Likewise, no one should need to go into debt because of financial difficulties<sup>\*\*\*58</sup>, or to have to have any realistic expectations of their finances<sup>\*\*\*\*59</sup> to the point of

<sup>53</sup> See table Tab. 8.29 Participant Notes

<sup>54</sup> See table Tab. 8.29 Participant Notes

<sup>55</sup> See table Tab. 8.29 Participant Notes

<sup>56</sup> See table Tab. 8.29 Participant Notes

<sup>57</sup> See table Tab. 8.29 Participant Notes

<sup>58</sup> See table Tab. 8.29 Participant Notes

<sup>59</sup> See table Tab. 8.29 Participant Notes

deprivation. Both debt and deprivation seem likely to brutalise life. If work needs to be subsidised by debt or deprivation, albeit that these are legal, they could nonetheless be brutalising to life. If work does not pay for the life a worker deserves to be able to live then it would seem that wages are not paying an ethical price for labour, thus potentially morally de-legitimising employment.

Throughout this study, work featured across a broad selection of responses, with participants introducing it as relevant to their lives in a disparate manner, both as a means of advancement, but also as a negative force in their lives. Therefore, enhancing the positive dimensions of work, while addressing the negative ones, may be critical to legitimizing work as a means of advancement, as well as ensuring it can support a decent standard of living.

In terms of work as a means of advancement, it was cited as contributing to a sense of **capacity\*** and linked to what **helps\*\*** individuals in their lives.

| <b>*How/How not do you feel capable of doing whatever you want with your life?</b>                                                                       | <b>Freq</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1=Feels capable in working life but not private life                                                                                                     | 1           |
| 2= Sentence requirements undermine capacity to work, live and relate to others                                                                           | 1           |
| 3=Capacity depends on getting sentence requirements out of the way and getting work                                                                      | 1           |
| 4= Capacity depends on getting work, mental resilience and resolving disclosure problems alongside already having improving relationships with child/ren | 1           |
| 5= no work reference                                                                                                                                     | 25          |

Tab. 8.31 How/How not do you feel capable of doing whatever you want with your life?

| <b>**What helps you in your life?</b>                                | <b>Freq</b> |
|----------------------------------------------------------------------|-------------|
| 1= Helped by informal work for grandfather providing something to do | 1           |
| 2= Helped by having work to focus on                                 | 1           |
| 3= no work reference                                                 | 34          |

Tab. 8.32 What helps you in your life?

Work was also seen as something which was **expected\*\*\*** of individuals and a source of **praise\*\*\*\*** for individuals, with one participant **feeling capable of getting work and expected to get work** and another referring to **praise earned through work**.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>V500 intpeolifwk Interactions with people in life and work - work Cross theme question</b></p> <p>V500From v270Do the people in your life at the moment do the following.....?</p> <p>***1= <b>Feeling Capable of getting work and Expected to get work</b>: yes to all except acknowledge your feelings, praise your successes, are they interested in you and what you do, do they care about you and what you do, yes and no to is it things you're capable of, capable of keeping out of trouble and getting my own job and stuff but in some cases there will be a few mates I'd want to hang around with and people say I shouldn't because they seem to think it's my mates that get me in trouble but I explained it's me making them get in trouble, so they kind of understand now</p> <p>2= no work reference</p> <p>3= not applicable or missing</p> |
| <p><b>V501 wkgoodcom What sort of comments do they make and work ? Re: v275Who notices and comments on what you do in your life?</b></p> <p>V501From v276What sort of comments do they make? Re: v275Who notices and comments on what you do in your life?</p> <p>****1= <b>Praise earned through work</b>: Noticing Commentators make good comments earned through his/her work</p> <p>2= no work reference</p> <p>3= not applicable or missing</p>                                                                                                                                                                                                                                                                                                                                                                                                                   |

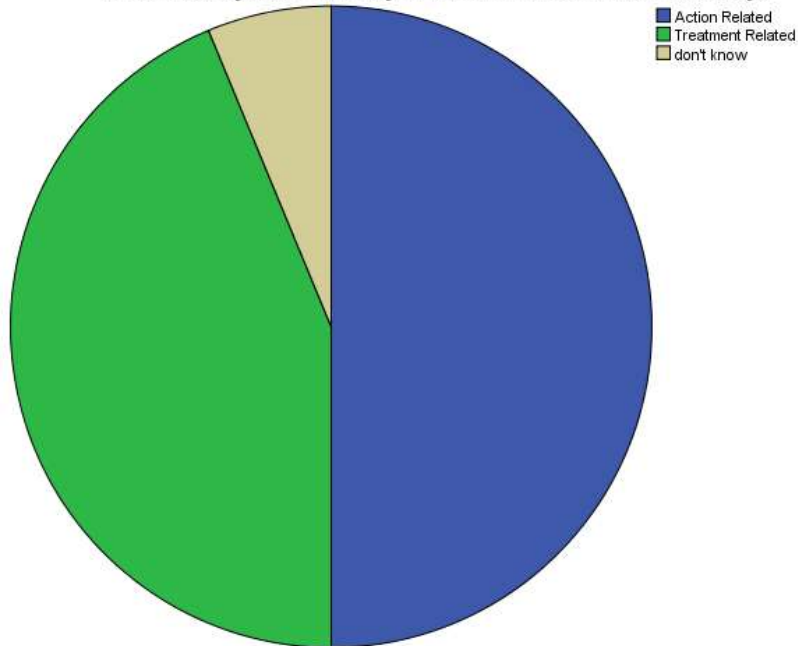
Tab. 8.33 Interactions with people in life and work

This **\*\*\*\*praise earned through work**, may highlight the importance of acquiring **value** for oneself in society. 75% of those participants who had cited their personal **action** as integral to their value to society<sup>60</sup>, cited **work**<sup>61</sup> as an action that generated their value. Since work seemed to build a sense of **value** for individuals, as well as **capacity** in individuals, **helps** individuals function, is **expected** from individuals and is a source of **praise** for individuals, it might assuredly need to ensure it delivers on these things and is available to all in order to do so for all. However, while half of participants related their value to some form of **action**, such as **work**, the remainder of those who knew what gave them value, or what denied them that value, based their value, or lack thereof, on the **treatment** they received. 29% of those participants who based their value, or lack thereof, on the **treatment** they received, cited the way they were perceived by others, in terms of their **criminal pasts**, as impeding their sense of being of value, while another said that, if society valued her, '**they would help me get a job** and somewhere to live'.

<sup>60</sup> As shown in **blue** on the pie chart below in terms of the question 'What makes you think you are valued within society?'

<sup>61</sup> As shown in **yellow** on the table accompanying the pie chart below

What makes you think that you are/aren't valued within society?



#### What makes you think that you are/aren't valued within society?

##### Yes to 'Do you think you are valued within society?'

| Value (or lack of it) from action (or lack of it)                             | F | Value (or lack of it) from treatment                                    | F |
|-------------------------------------------------------------------------------|---|-------------------------------------------------------------------------|---|
| 2= vague claims of the past as I used to work and also being part of society, | 1 | 4=getting positive reactions from others or feeling accepted by others, | 2 |
| 3=I am learning how to be better/do good things,                              | 1 | 5=people wanting me to do things for them,                              | 1 |

Plus 1=don't know

##### Equivocal to 'Do you think you are valued within society?'

| Value (or lack of it) from action (or lack of it)                                                                     | F | Value (or lack of it) from treatment                                                                       | F |
|-----------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------|---|
| 12=valued because I work and pay taxes but not valued because* of my criminal past,                                   | 1 | 6=getting positive reactions, feeling accepted/respected by others,                                        | 1 |
| 8=because I work or for my work,                                                                                      | 1 | 7=getting positive reactions, feeling accepted by others and people wanting me to do things for them,      | 1 |
| 10=working and paying taxes and mostly obeying the law, though I don't really give back to society with charity work, | 3 | 9=the love I get,                                                                                          | 1 |
| 11=valued by those that like me and like my writing* and not by those that don't                                      | 1 | 13=feel valued because of the positive response I get but not valued by those who know* my criminal past,* | 1 |

##### No to 'Do you think you are valued within society?'

| Value (or lack of it) from action (or lack of it)                                                                    | F | Value (or lack of it) from treatment                                                                                                              | F |
|----------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 16=moderates the no with I suppose I am sometimes but I don't know, people like my work they do but that's about it, | 1 | 14=I'm still quite young and nobody listens,                                                                                                      | 1 |
| 17=I am not making a difference to society only to myself,                                                           | 1 | 18=if society valued me they would help me get a job and somewhere to live,                                                                       | 1 |
| 21=I don't do a lot to help society,                                                                                 | 1 | 19=I am seen* as criminal or because of criminal past* or people look down on me* for being a terror or a shit or because I have been in trouble, | 3 |
| 22=I don't work or I'm not working yet,                                                                              | 1 | 20=if society valued me people wouldn't misuse me and walk all over me,                                                                           | 1 |
| 24=I am not doing anything to earn the right to be valued at the moment,                                             | 2 | 23=it's a big wild world out there,                                                                                                               | 1 |
| 25=I don't do a lot to help society and I don't work,                                                                | 1 |                                                                                                                                                   |   |

Plus 15=don't know

##### Not asked 'Do you think you are valued within society?'

| Value (or lack of it) from action (or lack of it)                         | F | Value (or lack of it) from treatment | F |
|---------------------------------------------------------------------------|---|--------------------------------------|---|
| 26=the job that I do and the role that I live with my friends and family, | 1 |                                      | 0 |

\*Reference to a criminal past is treated as treatment received as a consequence, unless it is referred to alongside current issues with regard to action.

\* He is undertaking his writing in the hope of getting it published and thus as a job so it is included within work references in yellow

\*These comments highlight the way a criminal identity may dog individuals

Fig. 8.22 What makes you think that you are/aren't valued within society?

This seemed to indicate that fulltime well-paid work is insufficient without also having access to a decent place to live and respectful treatment no matter what one has done. It also underlined the importance of allowing individuals to advance beyond a criminal past, without that past defining their future value and the respect, or lack thereof, with which they are treated. No matter the circumstances, treatment can reasonably be expected to be non-brutal from all and to all, even when that treatment needs to include containment, especially when expecting individuals to learn to treat others non-brutally.

Just as only one of those who focussed on **treatment** related this to **work**, only one of those who focussed on they own **action** referred to their **criminal past**. In this way, it could be that taking participatory action may facilitate moving on from a criminal past, while working might enable respectful treatment to be taken for granted. This could endorse the value of obliging individuals to undertake participatory action, such as work.

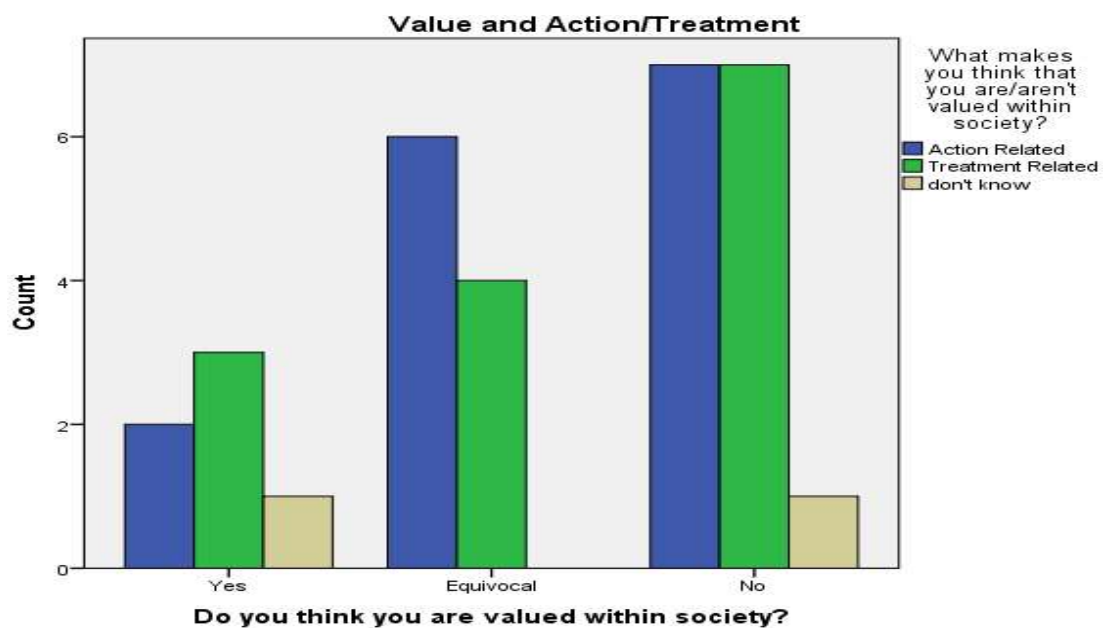


Fig. 8.23 Value and Action/Treatment



Both respectful treatment and participatory action appeared to be equally important to feeling valued, with the same number of participants feeling unvalued due to poor treatment as felt unvalued due to their own inaction.

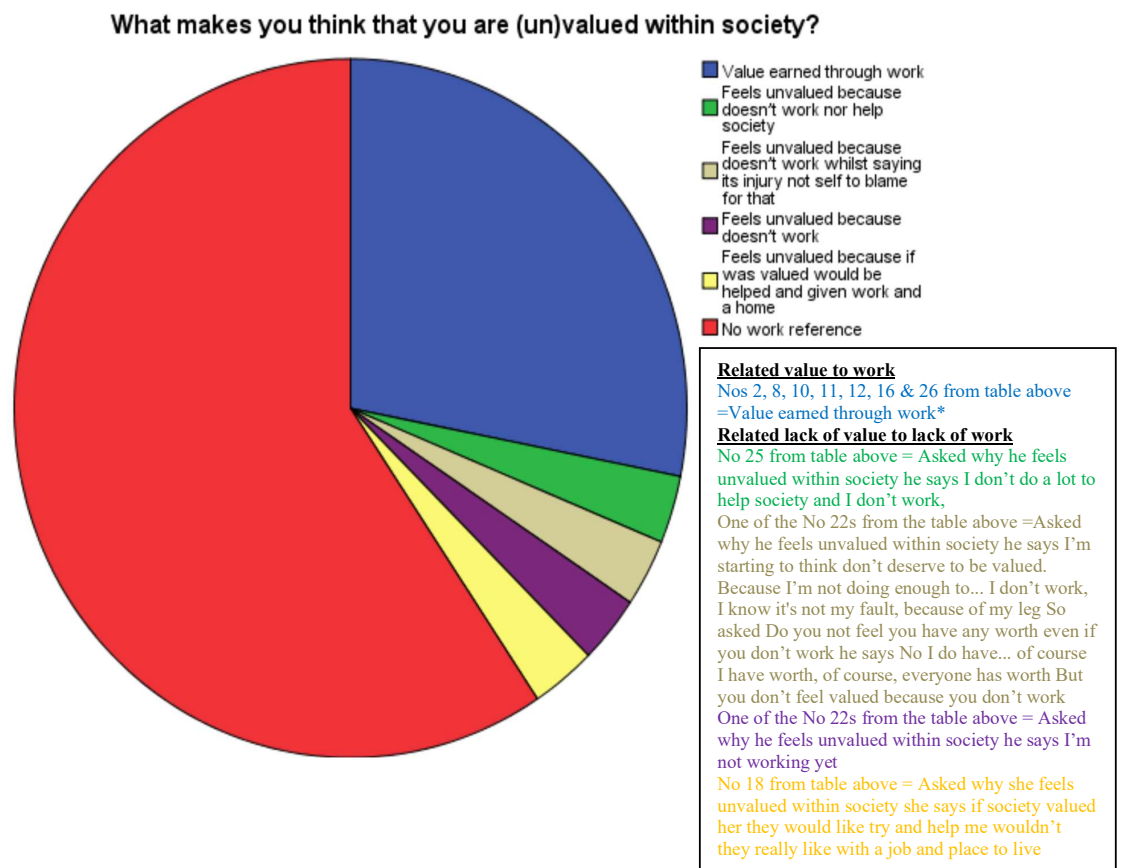


Fig. 8.24 What makes you think that you are (un)valued within society?

28% of participants as a whole mentioned work within why they felt valued within society, whilst 12% related their lack of value to lack of work in some way. By these means, 40% of individuals linked work, or the lack thereof, to their personal value, or the lack thereof. 82% of those with a high OGRS score made **no reference to work with regard to their value** within society, or lack thereof, whilst only 43% of those with a

medium such score did so, falling even further to 29% of those with a low such score. Thus, linking work to one's value appeared to be related to a reduced offending risk.

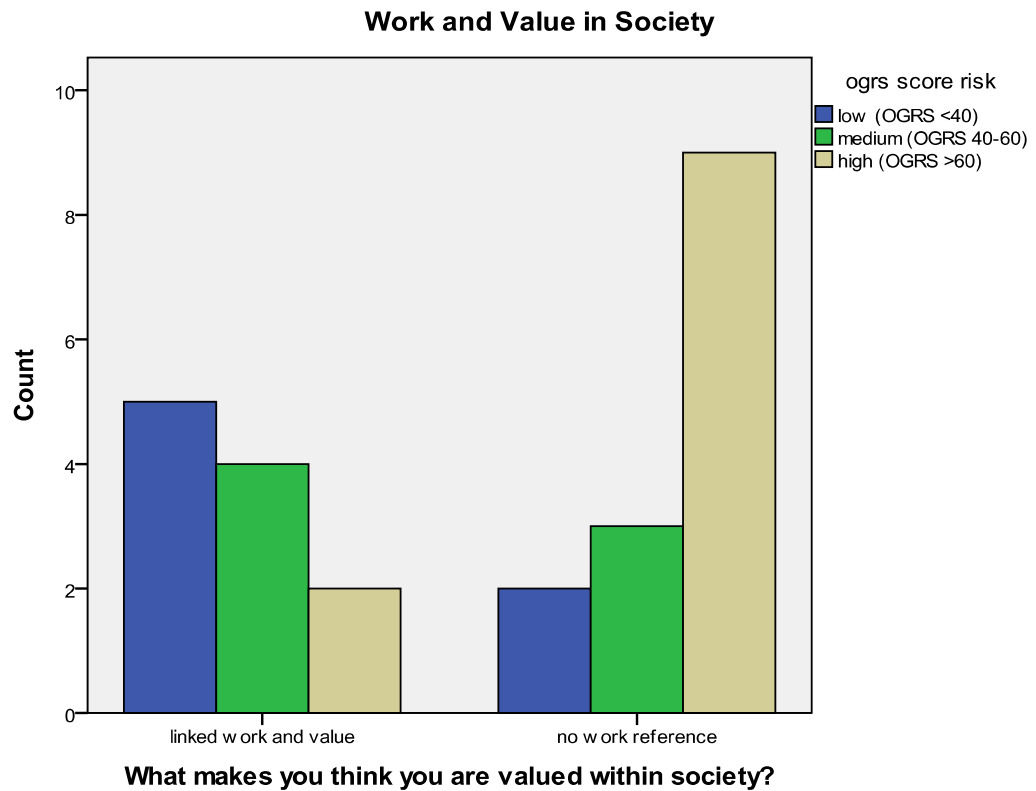


Fig. 8.25 Work and Value in Society

It would seem reasonable to suppose that when individuals feel that they lack value they might experience their lives as brutalised and thus feel legitimised in brutalising the lives of others in return, such as by offending. Utilising work, instead, to build a sense of personal value could be beneficial in this context. Furthermore, work could also be important to being in receipt of the respectful and fair treatment that also appeared to enhance a sense of personal value in place of a sense of being brutalised. Indeed, only 12% of participants thought they were treated without a clear sense of respect and

fairness by their workmates<sup>62</sup>, while a far higher proportion held this view in terms of their families, teachers or the police<sup>63</sup>.

Work as a facilitator of desistance from brutality could also be efficacious by encouraging it as a means of improving life\* in the ways dreamt of, such as writing\*\* as work, and which promote effort spent in working in pursuit of such dreams as an investment\*\*. Whatever work is undertaken, however, it must surely be seen as ‘a good job\*\*\* which ‘I enjoy doing’\*\*\* and that can keep people ‘busier so I prefer that, it keeps you occupied’\*\*\* and investing\*\* time in productive ways. Indeed, work appeared associated with the quality use of time, with 94% of those who were working, either fully or partially, scoring themselves above halfway for making the most of time<sup>64</sup>, while only 58% of those who were not working did so.

| *Living a life helpful to improving life and work                                                                                                                                                                                                                                                    | Freq |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| **1= He says he is concentrating on <b>writing, investing in it</b> , if it goes well, good, if it doesn't I suppose I'll have to look after my business,                                                                                                                                            | 1    |
| **2= He says living without work is actually helpful to improving his life saying I'm not working I'm not getting the money to, to like, before when I was working I was spending all my money on drugs but as now I haven't got it, so it is kind of <b>helping me not buy drugs</b> .              | 1    |
| ***3= He says I've got a <b>good job</b> , you know and <b>I enjoy doing it</b> and it's just got <b>busier so I prefer that, it keeps you occupied</b> , I suppose it keeps you out of trouble                                                                                                      | 1    |
| ***4= He speaks not of the way he is living at the moment that is helpful to improving his life but of <b>what he would need</b> to be able to live such a life naming getting a job and own place, as he is living <b>with parents who are applying for jobs for him</b> as he has computer use ban | 1    |
| 5= no work reference                                                                                                                                                                                                                                                                                 | 24   |

\*See Composition in the Participation in Work Appendix

Tab. 8.34 Living a life helpful to improving life and work

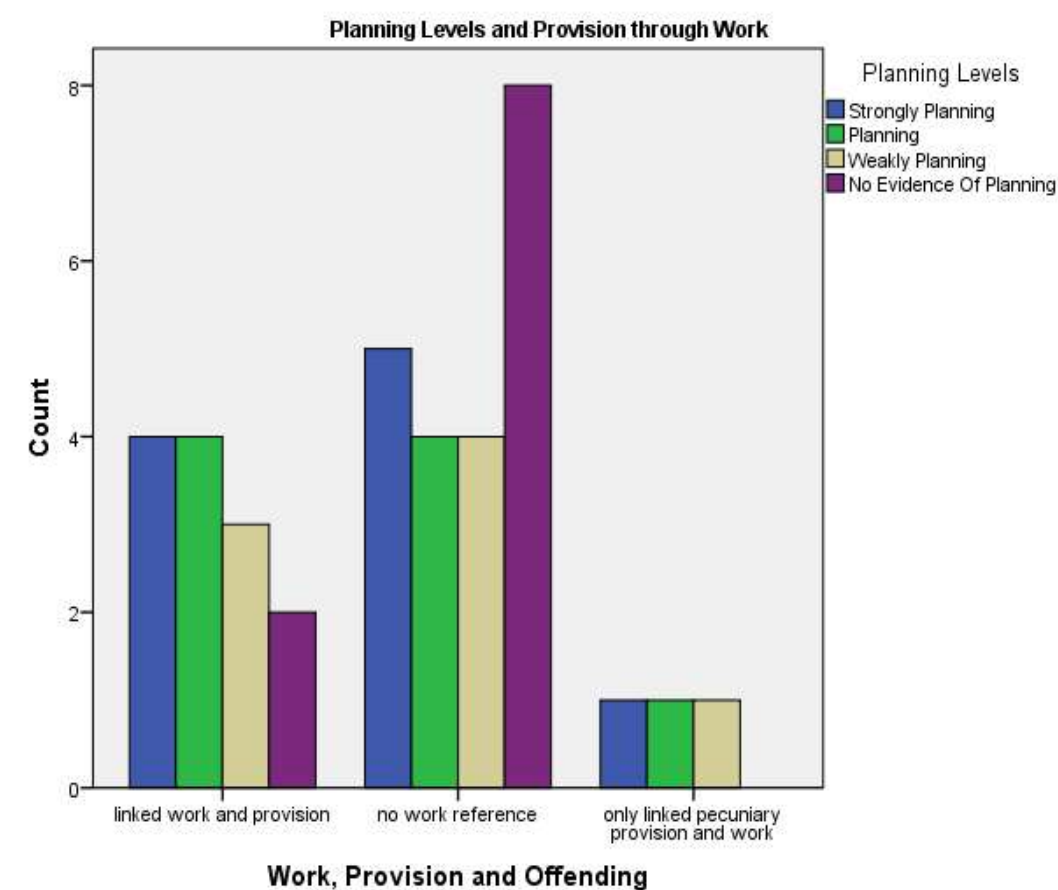
One of those not working spoke of passively waiting for what he would need\*\*\* to find work, with his parents applying for jobs for him\*\*\*. Another saw the inactivity of

<sup>62</sup> 25 of the 37 participants claimed any experience of work at any point in their lives upon which they could draw to describe treatment by workmates, even if they were not working at present

<sup>63</sup> See questions 40 to 44 inclusive in the Questionnaire

<sup>64</sup> Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at making the most of your time?

worklessness itself as a way to actually improve life, as it meant he did not have the funds to buy drugs\*\*. Tackling such passivity and inactivity without losing any perceived benefits therein might require a capacity to plan so that activity can be undertaken to provide for one's self and one's family. In this regard, 80% of those showing **no evidence of planning** also made no reference to working to provide for themselves or their families. It was the capacity to plan, almost regardless of the strength of that capacity, that appeared to be related to linking work with 'provision' specifically in this regard.



**Work, Provision and Offending**

Participants that included offending with earning a living in either 'What do you think best describes the offences you have been punished for?' or 'Do you think you committed offences because...?' Or who did so in discussing alternatives to offending were considered to have **linked work and provision** (Pars 5,6,9,11, 14, 17,19, 26, 27, 28, 33, 34 and 35), while those who made no work references in these contexts were considered to have made **no work reference** and those who **only linked pecuniary provision and work** (Pars 12, 20, 25) were treated as such

Fig. 8.26 Planning Levels and Provision through Work

However, working could also be associated with a lack of engagement with self-expression, which may be due to the possibility that work saps energy, absorbs focus and controls time to the possible detriment of opportunities for other forms of engagement and self-expression. In this respect, only a fifth of those who were fully working chose to express themselves in their own way in the debrief, while half of those who were not working at all did so. Since working might harm such opportunities, it might itself represent just another type of brutalising social exclusion. Work must thus ensure that this is not the case, if it is not to potentially brutalise lives by stifling other forms of engagement and self-expression.

Likewise, if individuals aspire to ‘not having to work’ or believe that success would require ‘driving yourself into the ground with work’, work might be incompatible with a full and fulfilling life.

| Can you picture yourself living your perfect life, having achieved your goals and your dreams?                                                                                  |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| All visualisations of a perfect life that cited something specific                                                                                                              | Freq |
| 2=says no but actually can picture it as being a <b>multimillionaire</b> not having to worry about money or anything and <b>not having to work</b> but completely unattainable, | 1    |
| 4=a perfect life is only a dream attainable through <b>winning the lottery</b> or <b>driving yourself into the ground with work</b> so s/he can't really see it happening.      | 1    |

Tab. 8.35 Can you picture yourself living your perfect life?

Ensuring no one leaves education without an awareness of how to pursue work and success in a manner compatible with a full, fulfilling and socially inclusive life, that includes opportunities for self-expression and excludes brutalities such as violence and offending, might fall within the remit of an education system that can legitimately claim to prepare and initiate individuals into life within this society. The hindrances to that life, cited by participants as being caused by offending, included the incompatibility of offending with work, the loss of employment caused by offending and the

incompatibility of offending with responsibilities, status and the impression individuals want to give of themselves<sup>65</sup>. It seemed, thus, important to ensure individuals reach the point where they say ‘now, I’d say what is right for me is getting a job’<sup>66</sup>, and where work, responsibility, status and being well thought of can thrive, before offending emerges to hinder life or, at least, without any offending past lingering to hinder it.

| What will you do if that doesn’t work out?                                                            |           |
|-------------------------------------------------------------------------------------------------------|-----------|
| Is sure things will work out                                                                          | Frequency |
| 5=is sure it will work out because s/he has a long term/sustainable contract/own business/trade, *    | 4         |
| 6=is sure it will work out if s/he keeps trying,                                                      | 1         |
| 7=is sure it will work out because s/he says she is determined and is going do what s/he wants to do, | 1         |
| 8=is sure it will work because s/he will work to make it work,                                        | 1         |
| 9=is sure it will work out because s/he has people to talk to and turn to if s/he is struggling,      | 1         |
| 10=is sure it will work out because his/her trust is in God,                                          | 1         |
| 11=is sure it will work out because of the value of what is on offer,                                 | 1         |
| 12=is sure it will work out,                                                                          | 1         |

Tab. 8.36 What will you do if that doesn't work out?

It was stable work that was cited as contributing to confidence in the future, whether through long term employment or the autonomy of self-employment or the possession of an employable trade. 36% of those declaring themselves *\*sure that things will work out* based that certainty upon these securities of their work. Therefore, ensuring no one is neglected to the point that they can leave education without having secured a long-term job or having set up their own business or being qualified in a trade or profession, might also legitimately fall within an appropriate education. Since work is likely to be central to constructive action in adulthood, it would seem illogical not to ensure everyone is armed with the capacity to deploy work as part of preparation for adulthood.

This cannot be delayed to *future\** life, any more than it can be banished from future life.

Only *5 participants\*\** referred to work at all when asked what their lives might be like

<sup>65</sup> Outline of Question: Would continuing to offend help or hinder you achieving your goal(s)?

<sup>66</sup> See Variable 259.6; Question ‘How does that fit with the offences you committed?’ in Moralities and Brutalisation Section in the Factors That Might Constitute Brutality Chapter

in a future of 10 years' time, one of whom cited **work in negative terms\*\*\*** and none of whom cited it in fulfilling career terms in its own right.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>*What do you think your life will be like in 10 years' time?</b></p> <p><u>Positive</u><br/> 1=good/fine/positive/very good future,<br/> 2=should be as good as it is now but even better,<br/> 3=ambitious future eg lots of money/investments/properties and/or nice big house and nice big car,<br/> 4=ambitious future eg lots of money/investments/properties and/or nice big house/nice big car and family,<br/> ** 5=normal prosocial future ie own place, kids, family, <b>job</b></p> <p><u>Some positivity</u><br/> 6=positive outlook and I will have rebuilt my life and got over most of the hurdles in my way,<br/> 7=some improvement and some forward movement but not much change, just a little happier and driving license back,<br/> 8=clear of trouble and/or punishment and free to travel,<br/> 9=a lot more settled,<br/> 10=a lot happier,<br/> 11=a lot better than it is now,</p> <p><u>Hope positive</u><br/> 12=hopefully a lot better and more successful,<br/> 13=hopefully a lot more money,<br/> ** 14=hopefully have a nice car, <b>job</b>, go on holidays,<br/> 15=hopefully a peaceful life,<br/> 16=hopefully living a happy life somewhere else,<br/> ** 17=hopefully have kids and married, <b>fulltime job</b>, don't do drugs anymore, only occasional drink,<br/> ** 18=hopefully have a <b>job</b>,<br/> 19=hopefully brilliant,<br/> 20=hopefully I'll be driving a Ferrari... no it's going to be brilliant, yeah I will be living the life that I should be whether it's with money or not,</p> <p><u>Don't know but hope positive</u><br/> 21=don't know but hopefully happy and stress free,<br/> 22=don't know but hopefully have my own house,</p> <p><u>Limited visualisation</u><br/> 23=starts saying nice car, then starts talking about dad's assets, then says wants to move away for fresh start,</p> <p><u>No visualisation</u><br/> 24=doesn't know and shakes head pessimistically,<br/> 25=can't visualize the future/don't know/ I can't see that far ahead,</p> <p><u>Morose visualisation</u><br/> 26=totally different hopefully, hopefully I won't be living like this, but I said that 10 years ago,<br/> ** 27=dead cos of *** <b>dangerous job</b>, but if manages to survive life will be the same as now only without the probation,<br/> 28=If I make it I don't know, I hope I'm not offending by then,<br/> 29=don't know how long I'll live, Gods in control, but it will be amazing after years of waste drinking as God will repay me as long as I stay off drink,</p> |
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Tab. 8.37 What do you think your life will be like in 10 years' time?

Overcoming obstacles to work itself might be key, especially since **worklessness may be an obstacle to desistance\***. Obstacles to remove from the path of work seemed to include ensuring childcare provision\*\*\*\*\*, decent pay\*\*\*\*\*, being allowed to move on from unhelpful identities\*\*\*\*\*, getting access to funding and help with working infrastructure\*\*\*\*\*, transport such as driving\*\*\*\*\*, access to the work that best suits an individual's appetites and aptitudes\*\*\*\*\*, training in making

the most of competition\*\*\*\*\*, addressing an individual's own offending and ensuring that offending provides absolutely no gains\*\*\*\*\*, while addressing any brutal sexual appetites\*\*\*\*\* and antipathy to work\*\*\*\*\*.

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem/Solution and Work<sup>67</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Problems and Work</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>Problems in specific variables V460, V477, V480 and in cross theme variables V486.6 + 486.11</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Work not possible because of having *****children V486</p> <p>Work does not ** *****pay enough to be viable V486</p> <p>Being *****targeted by police as an obstacle to work V480</p> <p>Insufficient money to ****buy a van to be able to get enough work to get sufficient money V480</p> <p>Working for others means others making money out of you and losing *****driving licence means can't *****work for self instead V480</p> <p>Insufficient ****money/help from benefits system, family, agencies, savings to pay for/get onto courses to train for specific work and seeing it as madness as sees self as *****best person for this specific work V480</p> <p>*****Competition for work as an obstacle to work V480</p> <p>*****Criminal record as an obstacle to work V480 +V460</p> <p>*****Probation as an obstacle to work V480</p> <p>*****Offending will lead to prison V477</p> <p>*****Offending will impede employability V477</p> <p>*****Offending is incompatible with the type of work wanted V477</p> <p>*****Offending provides short term material and *****sexual gain and the *****lifestyle money can buy but long term leads to prison and lose of respect of family and friends, relationships, job, the money gained V477</p> <p>*Worklessness as an obstacle to desistance V460</p> <p>*****Work is a hindrance to life V460</p> <p>*****Disclosure as an obstacle to work V460</p> |
| <b>Solutions and Work</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Solutions in specific variables V451, V457, V471 and in cross theme variables V486, V506</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Alternative to offending as getting *a loan when in **financial difficulties V486</p> <p>Alternative to offending as **seeking advice when in difficulties V486</p> <p>Alternative to offending as *getting by V486</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

<sup>67</sup> Including cross-themed questions in red



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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alternative to offending as ***boxing V486                                                                                                                                                                                                                            |
| Alternative to offending as **calling police V486                                                                                                                                                                                                                     |
| **Alternative to offending as work V486                                                                                                                                                                                                                               |
| Alternative to offending as ***DIY V486                                                                                                                                                                                                                               |
| ***Work failed when not ready for work but is now ready for work V486                                                                                                                                                                                                 |
| **Work as a solution to obstacles V451+ V457                                                                                                                                                                                                                          |
| **Work as a solution to offending V457                                                                                                                                                                                                                                |
| ****Continuing to applying for jobs as a solution to worklessness V457                                                                                                                                                                                                |
| ****Help from authorities to find work as a solution to worklessness V457                                                                                                                                                                                             |
| Made improperly prepared and unsuccessful attempt to get ****driving ban shortened to be able to become *****self-employed as the only way to make real money and says if I can get some evidence I might be able to get driving ban lifted but that's all money V451 |
| ****Waiting for work opportunities and ****hoping to sell books worked on to become a published author as a solution to obstacles V451                                                                                                                                |
| ***Raising money from car boot sales and such like to pay for course to train for specific work wanted V451                                                                                                                                                           |
| ****Grow business and do quality work as solution to work obstacles V451                                                                                                                                                                                              |
| ****Completing probation as a solution to obstacles V451                                                                                                                                                                                                              |
| ****Ignore obstacles to work as a solution to obstacles to work V451                                                                                                                                                                                                  |
| ****Keep going as a solution to obstacles to work V451                                                                                                                                                                                                                |
| ****Improving disclosure letter as a solution to criminal record impeding securing work V451                                                                                                                                                                          |
| Can't give up with work because the job has to be done so ****take a break when getting angry when having problems then solve the problem V471                                                                                                                        |
| ****Probably won't give up until gets work V471                                                                                                                                                                                                                       |
| Would give up if had business going and it then**** went bust, that's when would just get a job V471                                                                                                                                                                  |
| Desire for *****Self-Expression through work V506                                                                                                                                                                                                                     |
| Desire for *****Status through work V506                                                                                                                                                                                                                              |
| Desire for work as *****part of a happy life V486 + V506                                                                                                                                                                                                              |
| Desire for ****Negotiation with authorities over combining work with sanctions and services V506                                                                                                                                                                      |
| *****Acquired skills through criminality which are transferable to lawabiding work and which are only acquirable through criminality V486                                                                                                                             |
| ***Paying for driving lessons V486                                                                                                                                                                                                                                    |

Tab. 8.38 Problem/Solution and Work

Obstacles to and in work might be currently making benefitting from work difficult. In this respect, work itself appeared to lead to **problems** as well as **solutions**. This perhaps indicates the importance of ensuring work is authentically a **solution and a**

**viable alternative\*\*** to offending and other brutalities or problems, not a problem in and of itself. This might include being mindful of the manner in which working can fail if individuals are **not ready for work\*\*\*** and, also, if some of the problems raised as being part of a working role are not resolved.

Even where work was seen as a solution, individuals also seemed to need to enhance other areas of their lives if they were to avoid problems. This either involved enhancing work itself, such as by ensuring work does not need to be **subsidised by borrowing if individuals are to avoid the brutality of poverty\*** or involved learning to manage other problems without brutalities. Individuals seemed to need to learn **how to access and have faith in help and advice when in difficulties, such as financial difficulties or conflict difficulties\*\***, and to find displacement activities for violence, such as **boxing\*\*\***, though perhaps modified as a sport without harm, just as fox-hunting has been modified into drag-hunting. They also needed other activity to advance their lives, such as **DIY\*\*\*** or **raising money from car boot sales\*\*\*** or acquiring, rather than forfeiting, a **driving licence\*\*\***.

**Official help in support of personal responsibility\*\*\*\*\*** in such action may also have a vital role to play, with advancement **of a person's own goals and dreams and their personal aptitudes and appetites\*\*\*\*\*** at its heart to lead towards an appealing functional status through work.

For that functional status to be delivered through work, work appeared to need to enable, enhance, take account of and provide high-quality ways for individuals' **esteem**,

capacity, belonging and provision, including pecuniary provision, to be delivered through that work.

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| <p><b>Functional Status and Work<sup>68</sup></b></p> <p><b>Provision</b></p> <p>Earning a living through offending V495 + V496</p> <p>Earning a living through offending as no other way of earning a living V496</p> <p>Earning a living through offending as the best way of earning a good living V496</p> <p>Earning a living through offending as no other way of earning a living though I probably did have alternatives if I sat back and thought about it V496</p> <p>Earning a living through offending as no other way of earning a living and as the best way of earning a good living if you can do it properly because you can do what you want and you can do it when you want and you don't have to get up at certain times in the morning and it is exciting when you do it but not when you get caught because then you lose everything V496</p> <p>Offending is an easier and quicker way to make money V486</p> <p>Providing for self V486</p> <p>Helping out in provision for child/ren V486</p> <p>Does not want to pay for things that can be obtained free by offending V486</p> <p><b>Pecuniary references to offending V486</b></p> <p><b>discussing alternatives to offending regarding provision V486</b></p> <p>Whilst discussing alternatives to offending, as outlined above, provision was raised as an issue in offending by participants 34 and 26 and the pecuniary implications of work was raised by participants 12, 20, 25 and 26.</p> <p>Participant12*=Alternative to offending as getting by</p> <p>Participant20*=Work does not pay enough to be viable:</p> <p>Participant25*=Alternative to offending as getting a loan when in financial difficulties/ Desistance assisted by having realistic expectations of finances</p> <p>Participant26*=Work does not pay enough to be viable /Does not want to pay for things that can be obtained free by offending</p> <p>Participant34= Offending is an easier and quicker way to make money/Providing for self /Helping out in provision for child/ren</p> <p>It was interesting that it was only the 2 participants who had referred to provision specifically in work whilst discussing alternatives to offending who had also selected earnings related options for offending, whilst the 3 that referred to work in specifically pecuniary, rather than more broadly providing terms, did not.</p> <p><b>Capacity</b></p> <p>Feeling Capable of getting work and Expected to get work V500</p> <p>Capacity depends on getting work, mental resilience and resolving disclosure problems alongside already having improving relationships with child/ren V455</p> <p>Capacity depends on getting sentence requirements out of the way and getting work V455</p> <p>Sentence requirements undermine capacity to work, live and relate to others V455</p> <p>Feels capable in working life but not private life V455</p> <p>Helped by informal work for grandfather providing something to do V456</p> <p>Helped by having work to focus on V456</p> <p><b>Esteem</b></p> <p>Praise earned through work V501</p> <p>Value earned through work V469</p> <p>Feels unvalued because doesn't work nor help society V469</p> <p>Feels unvalued because doesn't work whilst saying its injury not self to blame for that V469</p> <p>Feels unvalued because doesn't work V469</p> <p>Feels unvalued because if was valued would be helped and given work and a home V469</p> <p><b>Belonging</b></p> <p>Think about a group of people that you are part of. Who are you thinking of? V38</p> <p>If you had a choice between: Feeling like you really belong in that group Or Feeling like you really stand out in that group Which would you choose? V39</p> <p>Relates cooperation to working with others and helping to teach younger colleagues V 458</p> <p>Relates cooperation to working with customers and representing a company meaning learning to be more Polite V 458</p> <p>Relates cooperation to others having to cooperate with him as the work boss V 458</p> |
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Tab. 8.39 Functional Status and Work

Furthermore, if that work, or the lack thereof, is not to be brutalising in itself, but is to be distinct from the brutality of offending, that work may need to be undertaken in morally viable ways in the service of a morally viable society and world. In this way,

<sup>68</sup> Including cross-themed questions in red

work, and the society and world in which it is situated, might need to ensure that it enables, enhances, takes account of and provides high-quality ways for individuals to interact with **authorities**, and their official **responses**, as well as to understand **morality** and the **rights** of everyone, and how and why to **desist** from brutality, just as societies must also desist from brutality themselves.

#### Moral Status and Work<sup>69</sup>

##### Desistance

Needs work to desist V452 + V483 + V484 + V492 + V493 + V494  
 Needs work arrangements to change to desist V452 + **V486** + V491  
 Needs to get work as next step in desistance V505  
 Needs to ensure enough work as next step in desistance V505  
 Needs to continue working as next step in desistance V505  
 Needing aspiration at work by trying to work way to a big job as next step in desistance V505  
 Will need to find other work if next work step in desistance fails V488  
 Will reoffend if next work step in desistance fails V488  
 Desistance assisted by having no time to offend **V486**  
 Desistance assisted by having child/ren to think of **V486**  
 Desistance assisted by having realistic expectations of finances **V486**  
 Needs motivation and help to get work to desist V484  
 Needs work and the motivation of having work liked to desist V484  
 Employers should be forced to accept offenders as workers so offenders can desist V484  
 Offenders need extra help to get work they like without worry to desist to outweigh the fact that offending allows offenders to simply take everything they want V484  
 Offenders need to be kept separately to desist so they don't teach each other criminal skills V484  
 Will desist when starts own business and has a family V483

##### Response

Official Punishment Response to offending impeding work V286 + V441+ V487 + V493+ **V506**  
 Official Punishment Response to offending assisting work V286 + V441  
 Impossibility of return to career due to nature of offence as Response to offending impeding work V462

##### Authority

Authority's Rules broken at work with violence when in a difficult situation V497  
 Authority's Rules broken to get to work with driving V497  
 Difficulties with authority at work **V486**  
 Alternative to offending as boxing **V486**  
 Suggests work in the Army as a way to instil discipline in self. **V486**  
 Needs work arrangements to change to desist **V486**  
 Alternative to offending as calling police. **V486**

##### Morality

Morality of work **V506**  
 Immorality of stealing or mugging the old to replace work **V506**  
 Acceptance of Official Punishment though it impedes work because got caught **V506**  
 Working as what is both right and best for me V498  
 Suggests work in the Army as a way to instil discipline in self **V486**  
 Alternative to offending as boxing **V486**  
 Work as medium for helping others V465  
 Refers to trying to start a business as assisting in learning not to shout at people V463  
 Refers to receiving warning at work as assisting in learning not to shout at people V463

##### Rights

Right to Self-Assertion including violence within work **V506**  
 Right to Self-Expression through work **V506**  
 Right to help from the Authorities **V506**  
 Right to services enhanced by work and being lawabiding if resources are scarce V504  
 Right to services enhanced by work or effort to get work V504

Tab. 8.40 Moral Status and Work

<sup>69</sup> Including cross-themed questions in red

## Employment and Acquisition

For any desistance from brutality to make sense for individuals, they are likely to need to see that they can acquire what they want through de-brutalised employment of their time and resources. The potential threat to this could be the possible relationship between desiring money and possessions *as acquisition*, with its own intrinsic merit, combined with wanting *not to have to earn* that acquisition. Functioning for acquisition alone, with as little effort as possible, seemed to be the preference. 71% of those who appeared to desire money and possessions as acquisition with its own intrinsic merit, rather than as advancement, appeared to favour unearned over earned acquisition.

It was only amongst those who sought advancement, as an apparent priority over acquisition for acquisition's sake, that earned acquisition achieved parity with unearned acquisition. In all other instances, unearned acquisition was favoured by the majority over having to earn any acquisition. This might indicate that earning what is acquired may need to be vigorously promoted as adding value to that acquisition, and, also, that acquisition might need to be made realistically achievable from earning and from advancement and in no other ways. Without this, the inherent harm of wanting something for nothing and, potentially, regardless of any harm caused, might undermine the well-being of society and, indeed, the broader environment.

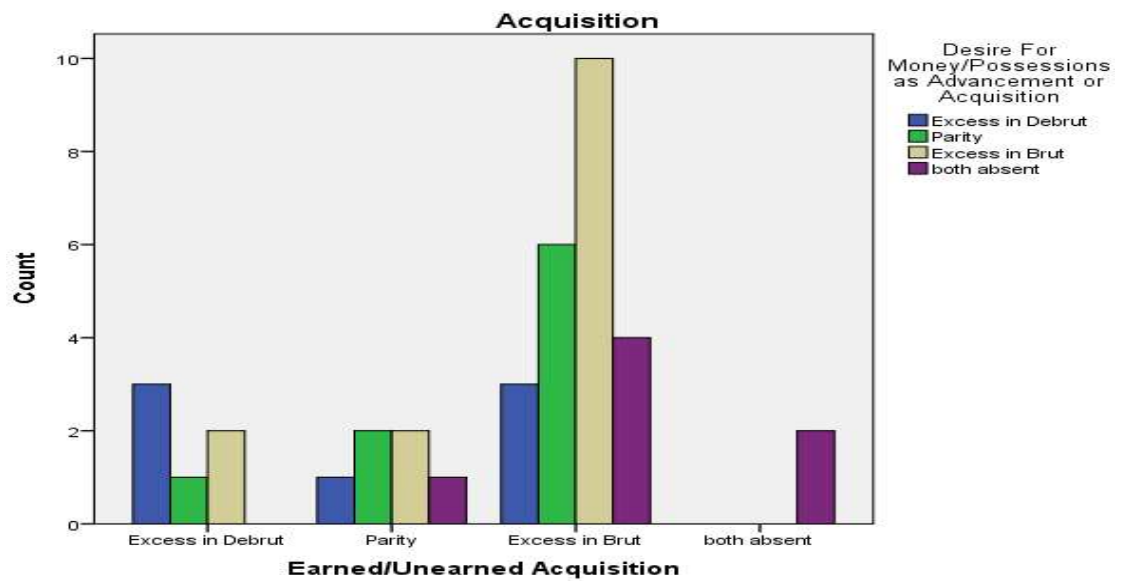


Fig. 8.27 Acquisition

Only 8% of participants had made **no** mention of any desire for **un**earned acquisition\*, which this study treats as a functioning liability, while 62% made more than one such mention\*\*.

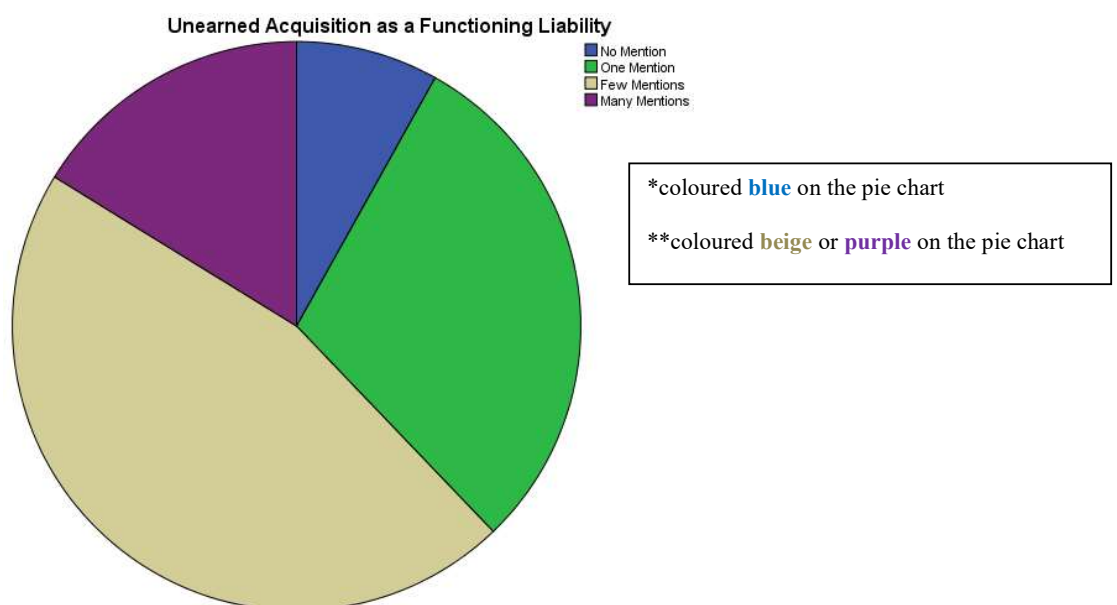


Fig. 8.28 Unearned Acquisition as a Functioning Liability

This apparent inclination towards unearned, rather than earned, acquisition, with an overall majority of individuals favouring unearned over earned acquisition, seemed to be echoed by an association between a desire for unearned acquisition and worklessness. This may need to be tackled, perhaps by ensuring that any acquisition or advancement is earned by way of work, either as the means of that acquisition or advancement, or as the active high-quality custodianship of it once acquired.

70% of those without work had an **excess of focus on unearned** acquisition, compared to only half of those fully working and around half of those partially working.

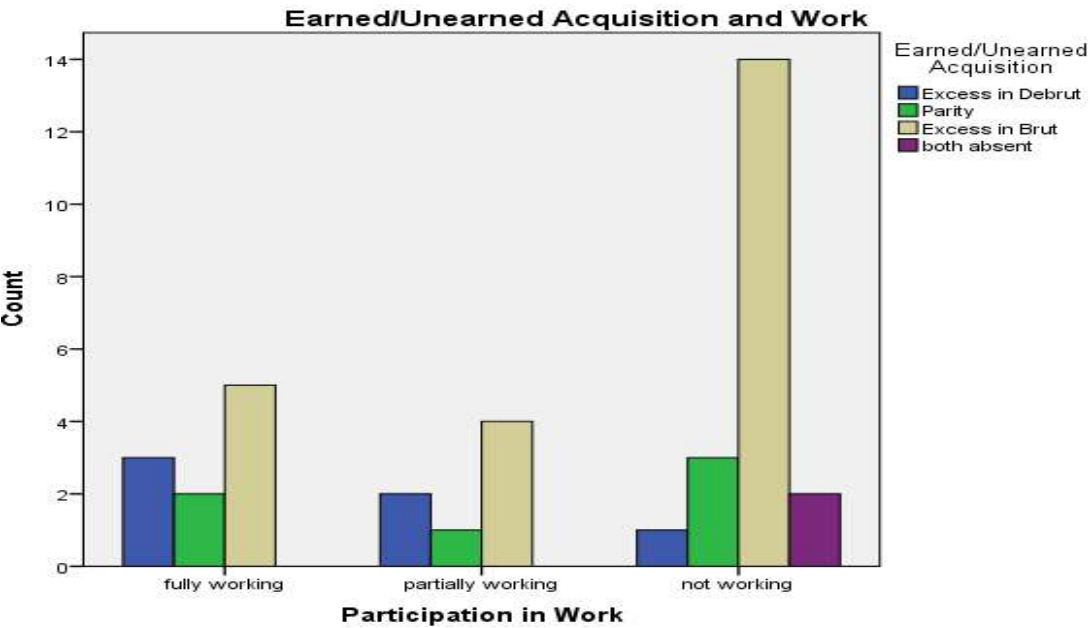


Fig. 8.29 Earned/Unearned Acquisition and Work

Lack of engagement with **any** type of acquisition also appeared to be associated with worklessness, with both those who made no mention of any form of acquisition being workless. In this way, unemployment seemed to be associated with no desire to acquire and, if such a desire did exist, not having to earn that acquisition. Thus, it seemed to be

just as important to engage individuals with notions of acquisition, as it seemed to be to ensure that acquisition was earned and associated with advancement, when seeking to encourage work. However, one might alternatively consider this possible association between unemployment and disengagement from acquisition and earning as being indicative of the way in which those with concerns that might supersede that acquisition and impede earning it might not be able to access work. This might include those trapped by their mental and physical health needs or by substance use.

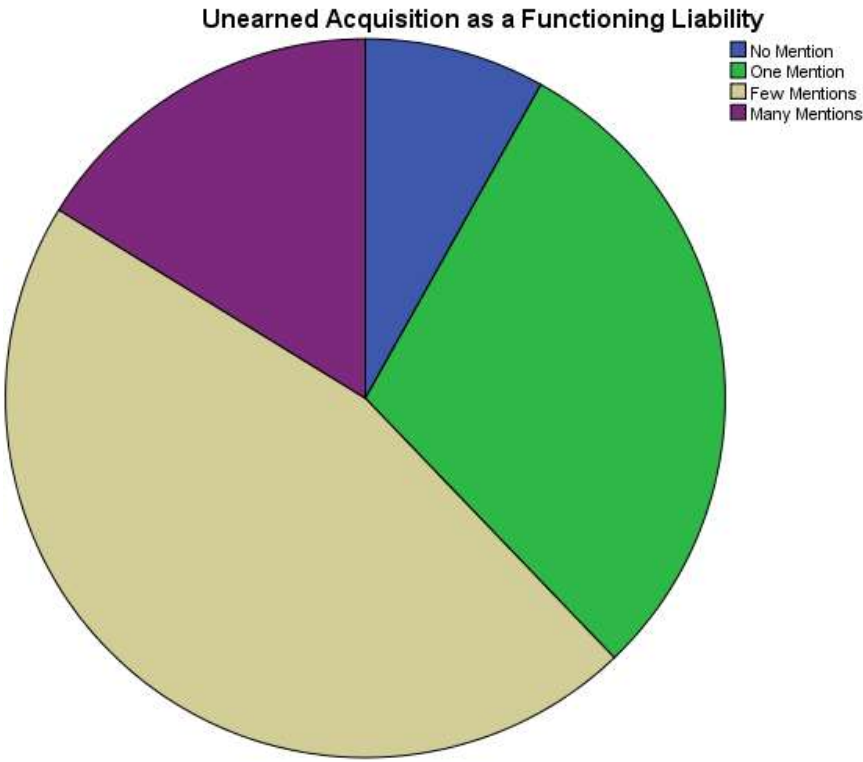


Fig. 8.30 Unearned Acquisition as a Functioning Liability

In comparison to the meagre 8% of participants who had made no mention of any desire for the functioning liability of unearned acquisition, nearly five times as many, namely 38%, made no mention of any desire for the functioning asset of earned acquisition.



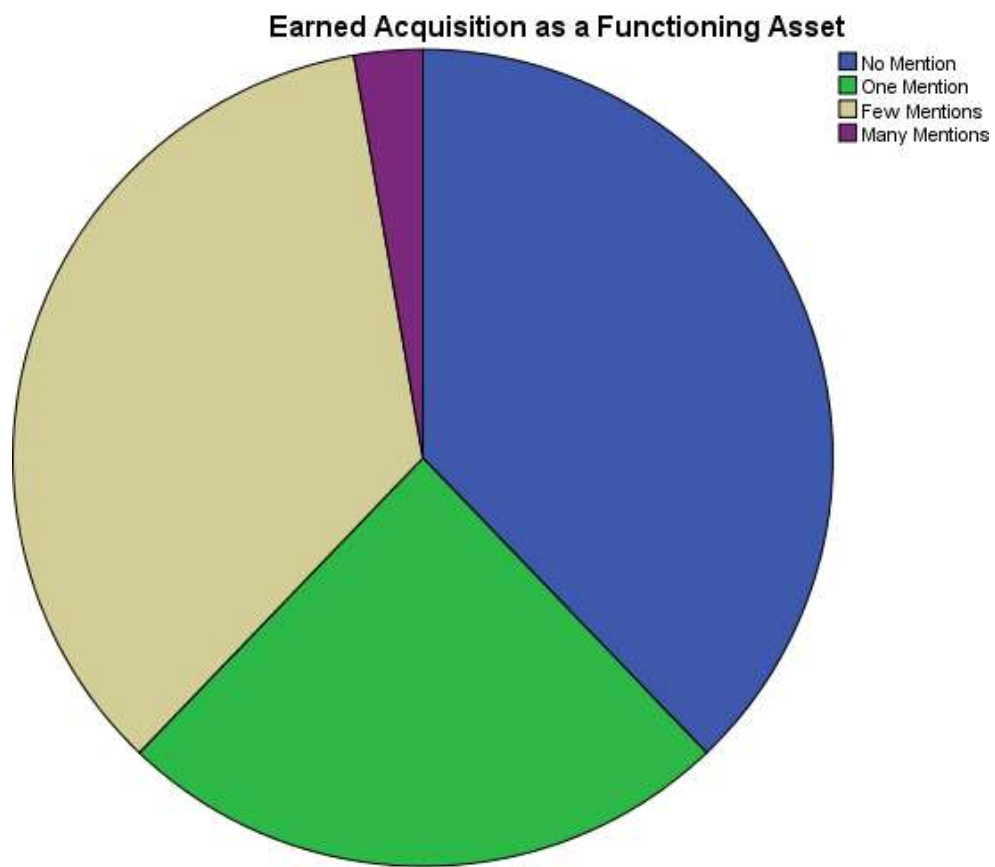


Fig. 8.31 Earned Acquisition as a Functioning Asset

When considering this in terms of brutalisation and de-brutalisation, there again appeared to be an excess of a potentially brutalising focus on unearned over earned acquisition, with 62% of participants having this excess, while only 16% had the reverse excess in the potential de-brutalisation of earned acquisition. Likewise, 38% had an excess in focus on money and possessions for acquisition's sake over advancement's sake, while only 19% had the reverse of this excess.

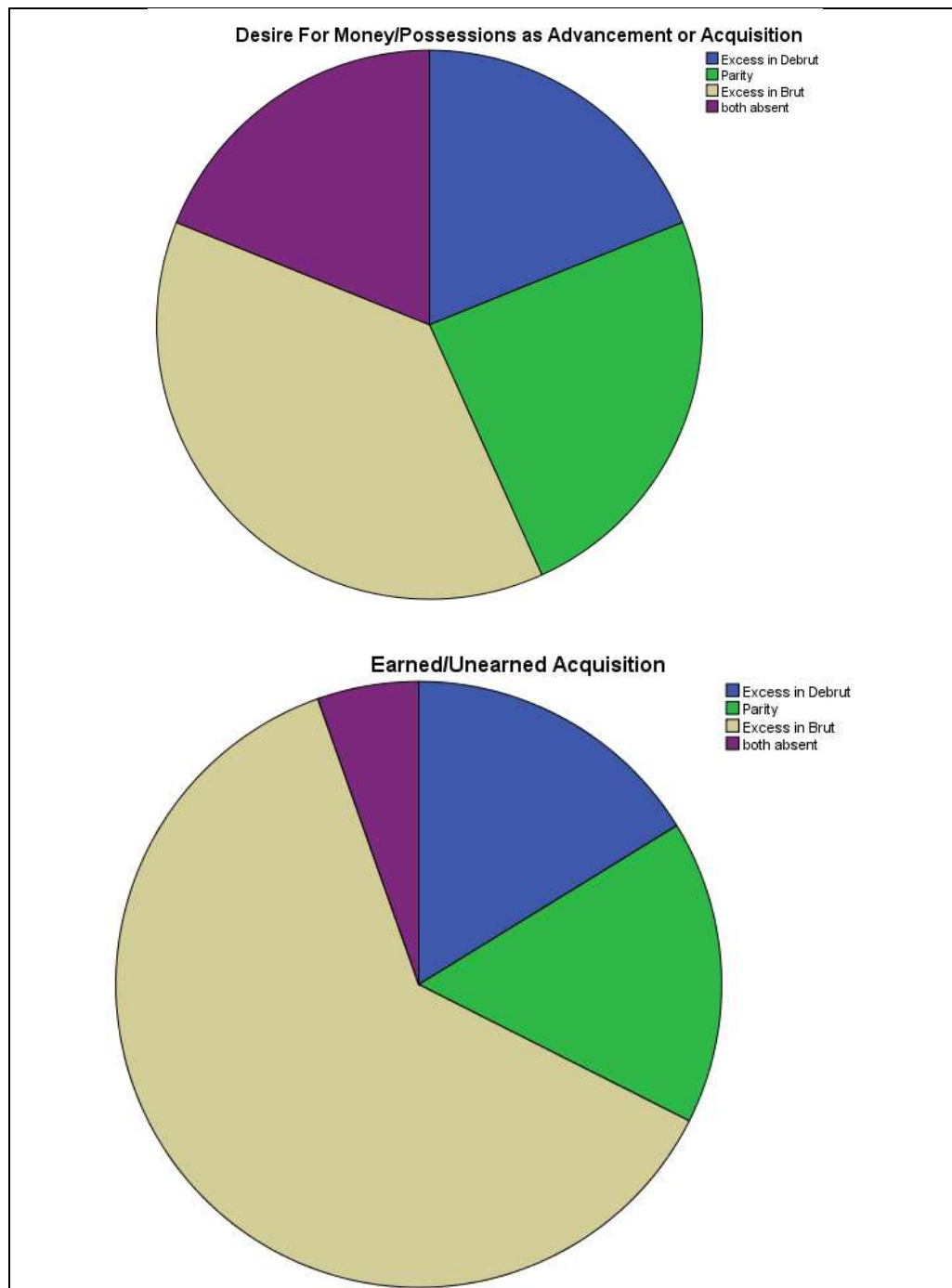


Fig. 8.32 Desire for Money/Possessions as Advancement or Acquisition

This apparent preference for unearned acquisition not linked to advancement was again joined by a possible association between an excess of focus on money and possessions

for acquisition's sake, rather than for broader advancement, and unemployment. 71% of those without work had this excess, compared to only 10% of those fully working and 43% of those partially working.

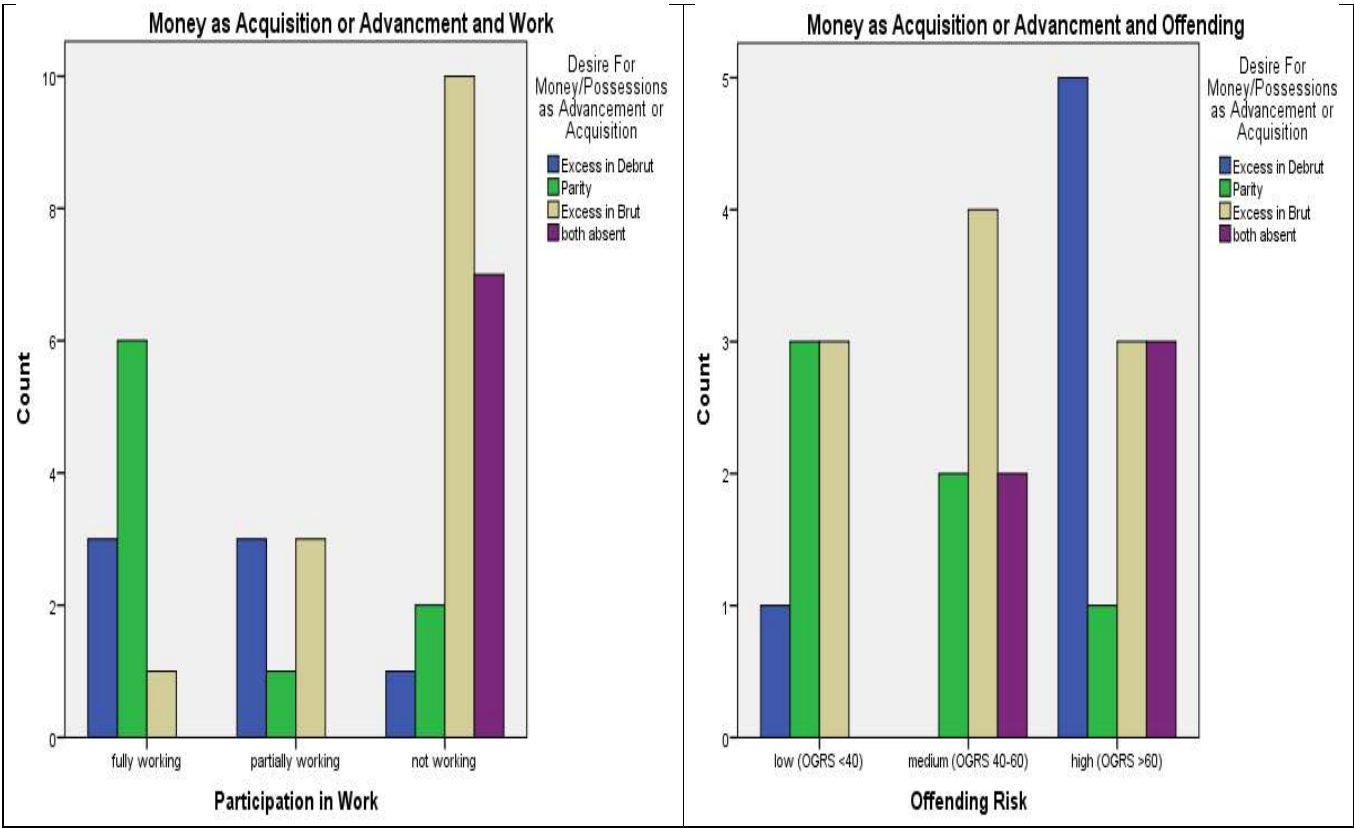


Fig. 8.33 Money as Acquisition or Advancement and Work/Offending

Indeed, an absence of engagement with acquisition, whether for its own sake or for advancement, again appeared to be associated with unemployment, with all those who made no mention of acquisition for either reason being workless. Conversely, the number of participants with an excess of focus on earned acquisition rose as degree of participation in work rose as shown at fig 8.29. Furthermore, 86% of those with an excess of focus on acquisition for the sake of advancement, were working to at least some degree. In all these ways, work may be associated with a desire to acquire, to earn

that acquisition and to do so as part of a broader advancement. However, when it came to offending, an [excess of focus on acquisition for the sake of advancement](#) also appeared to be associated with a high offending risk, with 83% of those with this attitude having that high risk.

The way in which acquiring for the sake of advancement seemed to be linked with an increased chance of ***both*** working ***and*** offending, may underline the need to ensure effective prosocial means to advance are readily available through work while antisocial such means are equally effectively closed down. If those who seek to advance their lives are willing to do so by either pro or antisocial means then the former must be structured to effectively deliver this advancement if the latter is not to be deployed instead.

By contrast, an [excess of focus on money and possessions for acquisition's sake](#) appeared to be unrelated to offending risk, being spread as evenly as the numbers allowed across all three risk levels. It appeared to be only [parity](#) between acquisition for its own sake and the sake of advancement, that was most associated with ***both*** low offending risk ***and*** full employment, with two thirds of these participants fully working and the number of these participants falling as offending risk rose. Furthermore, it appeared to be [absence](#) of both acquisition for its own sake and for the sake of advancement, that was most associated with ***both*** raised offending risk ***and*** unemployment, with all of these participants unemployed and none of them having a low offending risk. Taken together, this seemed to suggest that the desire to acquire, to earn that acquisition and to see it in a balanced way, as having merit in its own right, but

also as part of broader advancement, may de-brutalise lives, by both increasing participation in work and reducing offending risk.

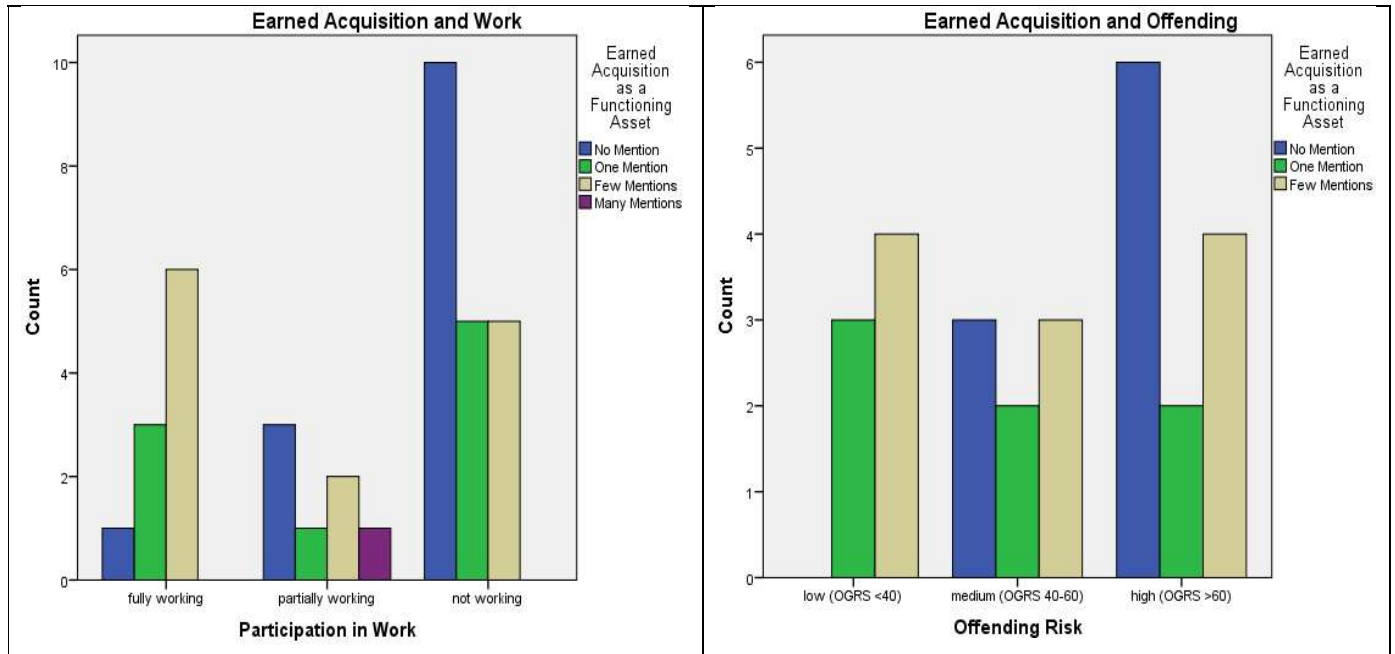


Fig. 8.34 Earned Acquisition and Work/Offending

Furthermore, lack of engagement with specifically earning acquisition appeared to be related to raised risk in *both* offending *and* worklessness, with none of those making no mention of earning acquisition having a low offending risk and only 7% fully working, when the number of times a participant ‘mentions’ earning acquisition are counted as part of their discussion of their contexts or advancement. Promoting earning acquisition through work, whilst ensuring that acquisition, and the subsequent ownership of what has been acquired, does not then trigger ‘brutal’ emulation nor stifle the motivation to work, in the way that Marx and Engels (1848) warned, might be important. For this to co-exist alongside the manner in which ‘every step that takes us away from private ownership of the means of production and from the use of money also takes us away from rational economics’ (Von Mises 17: 1920), might be problematic, as earning

through ownership and the use of money can run counter to earning through work. One possible route to balancing any conflicting merit between earning from what has already been acquired and earning from working to make that acquisition could perhaps involve ownership and the use of money requiring active excellence in the labour of custodianship over what is owned to justify drawing an income from it.

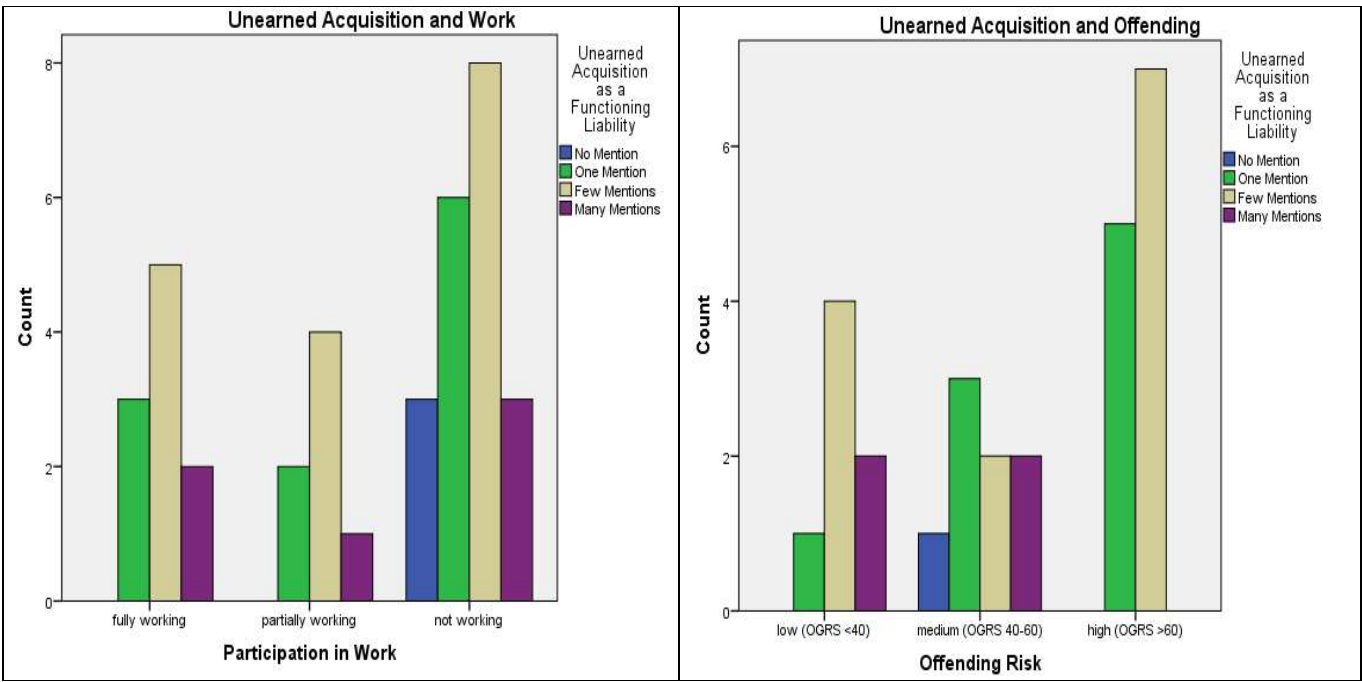


Fig. 8.35 Unearned Acquisition and Work/Offending

Indeed, all those who were actually working also appeared engaged with unearned acquisition to at least some degree, with none of them not mentioning it, in the way that the labour of custodianship might exemplify. This association may also suggest that those who work may not simply do so for the extrinsic motivation of acquisition, but also for the intrinsic merit of work. Work might need to have this intrinsic, as well as an extrinsic, merit to be de-brutalising, such as by ensuring work is rewarding in every sense. Alternatively, and more worryingly, however, the way all those who were

actually working appeared engaged with unearned acquisition, may suggest that those who are actually working have become disillusioned with that work leading to the acquisition that they desire, leaving them to fallback on a desire for unearned acquisition instead. Either way, work must surely need to ensure it is both intrinsically and extrinsically rewarding.

In terms of offending risk alone, none of those making many mentions of unearned acquisition had a high offending risk and none of those making no mentions of unearned acquisition had a low such risk. In this way, just as lack of engagement with earning acquisition had appeared to be related to raised risk of both offending and worklessness, engagement with unearned acquisition appeared to be related to lowered risk of both offending and worklessness, further endorsing the value of nurturing a desire to acquire per se. Indeed, it might also be important to promote *keeping* what is acquired, in order to build quality ownership on top of that acquisition, by way, additionally, of endorsing the benefits of permitting ownership. In this regard, problems may arise when acquisition or ownership are used for short-term benefit, without regard to longer term gain. This may be detrimental in all manner of ways, such as when a participant spoke of people wanting ‘to be out there on a Friday night and then bang, their money's gone’. Promoting longer term gain, over short-term benefit, could have widespread advantages for working activity far beyond acquisition alone, such as facilitating the endurance of the short term disbenefit of ‘getting up in the morning’,<sup>70</sup> in the way so disliked by participants, as well as, of course, the long term gain from the protection of the natural resources which are required for any form of activity at all.

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<sup>70</sup> See fig 8.2 above

Ensuring that any such activity is constructive activity is central to it playing a role in sharing de-brutalisation.

## Chapter Summary

This chapter has shown the importance of constructive activity through work and of acquiring money and possessions through that constructive activity. The next chapter takes this further by considering money and its relationship with empathy and harm. It considers the importance of ensuring activity is consistently compatible with empathy and the de-escalation of harm and looks at the UNDHR in relation to this, as well as at the role of contextual functioning options and autonomous engagement within this.

| Chapter Sections | Reasons to Hope                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Barriers to Overcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Possible Suggestions Arising from these Hopes and Barriers*<br><br>*endorsing those in the previous chapters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Employment       | The most cited explanation that participants gave for their claims of playing a positive part in society was their productivity through work. Indeed, work featured in playing a positive part in society across other such measures too, while 80% of the associated entitlement and contribution individuals were working to at least some degree and 75% of these associated entitlement and contribution individuals had a low offending risk. 63% of those who were fully working had a low offending risk and all those with a wholly positive view of work as a pleasure were | But this ‘business’ drive was also associated with a desire not to work in other individuals. Indeed, 91% of participants made no reference to work as part of the happiness and meaning of their lives and the only mentions of work, when discussing a perfect life, were of a perfect life being not having to work or being achieved by driving yourself into the ground with work. 86% of participants did not mention work in their visualised futures and 19% of participants raised work-related obstacles in life. 82% of those with a wholly negative view of work as a displeasure were not working at all and none were fully working and only 19% of participants spoke of always working, all of whom were currently working, either fully or partially, while, again, only 19% of participants had an undiluted positive view of work. Less than half of those who were not working made undiluted claims of aspiring to advance their lives through work* and most of those who were either ‘work neutral’ or ‘non-workers’ in their attitudes were not currently working at all. Half of participants | <i>This might endorse linking conduct to entitlement in terms of progress-tariffing****. It might also suggest that, when linking planning for goals to employment, goals perhaps need to be quickly achievable by these means, with swift and non-adversarial resolutions, whilst equally quickly ensuring gain from brutality is not achieved. This chapter as a whole seemed to endorse the importance of ensuring work, or alternatives, are available for all and required of all and that there is an end to unemployment. Similarly, that work seemed to need to be a pleasure, compatible with happiness and life-meaning, advance lives, lead to achievement, progress and life improvement and enhance self-image, such as by being rewarding, advancing, non-harming, pride-giving and to actively pursue people's goals in non-harming ways and to advance the development of their aptitudes and appetites, such that it might be part of a clear sense of vocation, alongside quality productivity in performance, with work as the conduit for pay and payments that are sufficient to fund quality lives to link the need for productive work to the funding of services to which people seek entitlement, including paying sufficiently to fund quality lives, including obliged insurance for times of need, such as the need for health and social care and for retirement. Especially key seemed to be enabling people to start their own businesses, whilst also ensuring owning a</i> |



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|  | <p>working to at least some degree, with 71% fully working. Only 17% of those with a high offending risk were fully working, compared to 71% of those with a low such risk. 60% of those who were fully working made undiluted claims of aspiring to advance their lives through work* and more than half of respondents had a clear sense of vocation, with the principle vocational drive cited, at 43% of all respondents, being having one's own business. There appeared to be some appetite amongst participants to achieve, progress and improve life through work and only two participants selected 'I don't want a job anyway', while 78% of those who were not working thought they would benefit from help gaining employment. 64% of participants related their work situation to their self-image and work appeared to enhance moral attitudes and was also invested with morality in terms of being what is both right and best for me, as well as being a medium for helping others. Work or effort to get work was spoken of as enhancing the right to use public services and there was an association between having both a 'business' drive and an appetite for work in some individuals.</p> | <p>related the hindrance of offending to work and 3 participants referred to harms in work. Official interventions**, such as a criminal record and disclosure and sanctions, were cited as hindrances to employment, while offending hindered employment and lack of employment encouraged offending. Indeed, having goals that were not even work-related and no plans at all to achieve those goals appeared related to lack of appetite for work, with 86% of those with non-work-related goals and no plan to achieve goals being wholly workless. Furthermore, 60% of mothers and expectant mothers either saw their mothering role as a justification not to work or undermined any claims they made of it motivating them to work. Participants' sense of entitlement from society appeared to be strong, even while personal contribution to society, such as through work, was treated as effectively voluntary. Only 19% of participants related their entitlement to services to their contribution to society, while, for nearly half of participants, their personal entitlement, or the entitlement of offenders more broadly including them, was not affected by their own offending conduct. Two thirds of the entitled regardless of offending individuals were wholly workless and only 21% of the entitled regardless of offending individuals had a low offending risk. In addition, only around a third of those who claimed readiness for work were actually working to any degree, though still profoundly better than those who specifically excluded being ready for work, none of whom were working to any degree. However, the morality of work was cited as a justification for violence, with one participant believing his conviction for breaking a man's jaw was unjust because his violence was solely used to gain access to his own business premises in order to defend it. 70% of those who selected all 3 unemployment factors that may play a part in becoming an offender were also currently unemployed, as were all those who only omitted to mention benefits. Furthermore, twice as many participants with work-related goals and a plan to achieve goals appeared to have a high offending risk than had a</p> | <p><i>business, or anything else, is not associated with not working, but, rather, with the active pursuit of goals in non-harming ways to enable quality performance and well-being, with an end to money without effort and effort without money and to income from property or business where that ownership is not based on active ethical custodianship and development in non-harming ways. Likewise, with any mothering role, this could also be paid as work and linked with quality and well-being, with training of expertise in parenting and early intervention when quality family and domestic life, childhoods and parenting are lacking. Participants needed help to get into work, such as through lifelong access to free education, as well as by removing direct and indirect obstacles and harms to, and in, work, which might be addressed by sharing the definition and enactment of de-brutalisation and by valuing diversity in the experience of life in such things, respectfully expressing and hearing uncensored diverse views with clear delineation between opinion and demonstrable fact to tackle harms equitably and to ensure that work does not involve harm. Work, education, training, charity work, starting a business or disseminating quality parenting as part of parenting or any other alternative project or contribution that suits an individual and fits with their life become the conduit for payments, which should be sufficient to fund quality lives and obliged insurance for times of need, ending money without effort and effort without money. In terms of preventing a criminal record, disclosure and sanctions becoming a hindrance to work, obviating the need for such labels might be helpful, perhaps by facilitating trust in openness and honesty over risk instead, such as with technologically monitored honesty on issues of public relevance, such as political decisions and brutality on narrowly pertinent questions and actions only, whilst sanctions might be more appropriately timed and timely parts of holistic action. Better still, clearly, would be improved preparation for people to be ready for active participation in, and contribution to, society, such as through work, from the start, such as with coursed-preparation to manage life, that is certified and endorsable for re-certification when necessary, as part of citizenship, leading to a consistent age of adulthood with a valuing rite of passage into it. In terms of the violence linked with work, work must always surely be compatible with a non-harming morality, including being mutually exclusive to violence, so that there can be equality of the value of lives, the consistent execution of consistent morality and transparent universally applied rules for everyone in consistent execution of consistent laws that carry the legitimacy of enabling people to ethically delegate to those laws and their execution.</i></p> |
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                                                                                                                                                                         | low such risk and 80% of those who wholly acknowledged that their conduct might legitimately affect their entitlement had a high offending risk.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| Employment and Desistance | 69% of participants included some element of positivity regarding work to probation, while work was cited as contributing to a sense of capacity and linked to what helps individuals in their lives and was seen as expected of individuals and as a source of praise. 75% of those participants who had cited their personal action as integral to their value to society, cited work as an action that generated their value***. Half of participants related their value to some form of action***, such as work, and 94% of those who were working, either fully or partially, scored themselves above halfway for making the most of their time, while only 58% of those who were not working did so. Half of all participants spoke of work within the context of desistance and only 12% of participants thought they were treated without a clear sense of respect and fairness by their workmates, while a far higher proportion held this view in terms of their families, teachers or the police***. Stable work was cited as contributing to confidence in the future, whether through long term employment or the autonomy of self-employment or the possession of an | But 72% of participants included some form of negativity in the effect on work of the criminal justice system and there was also a preference for offending rather than work. Offending was seen as an easier and quicker way to make money, provide for the self and help out in provision for children. There was a dislike for paying for things that can be obtained free by offending and 32% of participants said offending was 'a way to earn a living', while 39% of participants saw offending as playing a work-type role in at least one of two scenarios. One participant thought that if society valued her** 'they would help me get a job and somewhere to live' and others spoke of other practical obstacles, like needing to access driving, while 82% of those with a high OGRS score made no reference to work with regard to their value within society, or lack thereof, and having no work at all was linked to recidivism. Indeed, less than half of individuals linked work, or the lack thereof, to their personal value, or the lack thereof. Indeed, 80% of those showing no evidence of planning also made no reference to working to provide for themselves or their families. | <i>This seems to endorse the need to be far more vigorous in expecting work to be the means of providing for oneself and one's family, perhaps by using whatever form thereof that might be most appropriate in each case in the broadest possible definition thereof as the conduit for state payments. The confidence in the future that stable work was cited as providing would seem to suggest that this should take the form of long-term employment or the autonomy of self-employment or the possession of an employable trade. Ensuring that everyone has access to long term employment or can be supported in commencing self-employment or can leave education with an employable trade or equivalent seems key to this. Indeed, this section seems to endorse the suggestions of earlier sections regarding the importance of ensuring work efficacy and offending inefficacy in achieving desired outcomes, as well as ensuring that probation is structured towards ensuring employment as part of building social inclusion and autonomous engagement to replace social isolation or harming social interaction. In addition to this, the role of personal action as integral to value seemed to endorse ideas in previous chapters regarding personal responsibility for action, perhaps fostered from childhood, such as through client-led interventions with required expectations. Likewise, in terms of making the most of time, this again might be nurtured from childhood through funding in kind for opportunities for children in quality education with a fully funded full range of youth opportunities and fully funded lifelong education beyond that all based on advancing development of aptitudes and appetites and well-being and happiness, while the apparent dearth of perceived respect and fairness in families, and with teachers or the police, surely needs to be addressed to enable respectful interaction and self-expression, as individuals and as representatives of the state or any other organisation. Indeed, the participant that spoke of the fact that if society valued her, they would help her get a job and somewhere to live, seems to go to the heart of the matter in terms of ending toleration of such situations that are likely to lead to downward life spirals, as well as endorsing the need to end both unemployment and homelessness and to provide decent safe places for everyone to live and work. Likewise, other practical obstacles might need to be dismantled, such as ensuring access to driving for all, sustainably structured, in a society where freedom of movement is severely limited when people cannot drive and being unable to drive perhaps leads to inevitable social exclusion.</i> |

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| Employment and Acquisition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | It was parity between acquisition for its own sake and the sake of advancement that was most associated with both low offending risk and full employment, while 86% of those with an excess of focus on acquisition for the sake of advancement were working to at least some degree, compared to 71% of those without work having an excess of focus on money and possessions for acquisition's sake, rather than for broader advancement. Only 10% of those fully working, and 43% of those partially working, had this excess of focus on money and possessions for acquisition's sake. | But 70% of those without work had an excess of focus on unearned acquisition, while lack of engagement with any type of acquisition also appeared to be associated with worklessness and only 8% of participants made no mention of any desire for unearned acquisition. 38% of participants made no mention of any desire for earned acquisition, with none of those making no mention of earning acquisition having a low offending risk and only 7% fully working. Indeed, 83% of the participants with an excess of focus on acquisition for the sake of advancement had a high offending risk. | <i>Thus these issues of acquisition and advancement, that appeared optimally situated at parity, might, like the same optimal parity of brutal and non-brutal versions of solutions/moralities/drives/desires discussed in chapter 6, suggest some protective effect in having an open-mindset that is capable of balancing differing perspectives. This optimal state might be enhanced by broadening national debate on such issues, perhaps endorsing the benefits of broader media discussion of far greater diversity of views, bringing that greater diversity into mainstream discourse to nurture greater flexibility of thinking. Having said that, the way in which acquiring for the sake of advancement seemed to have both helpful and unhelpful associations, being linked with an increased chance of both working and offending, may underline the need to ensure effective prosocial means to advance are readily available through work while antisocial such means are equally effectively closed down. If those who seek to advance their lives are willing to do so by either pro or antisocial means then the former must be structured to effectively deliver this advancement if the latter is not to be deployed instead. This seems to endorse all the measures suggested in the sectional summaries above regarding rewarding, advancing, well paid employment and universal access to this type of employment, or alternatives to it. In the same way, the apparently helpful earning acquisition and engaging with acquisition might also be facilitated by these means, while the unhelpful excess of focus on money and possessions for acquisition's sake seems to endorse the importance of ensuring any acquisitional gain from offending is lost.</i> |
| <p>*The importance of cultivating aspiration appropriately as a launch pad is shown in this chapter with special reference to Fig.8.6 Working Status, Job Contentment and Work Aspiration and Fig.8.16 Aspiration/Motivation and Dealing with Job Rejection<sup>71</sup></p> <p>**The importance of positive social and official experiences illustrates the importance of arranging society's institutions as resources for people, with institutions to represent the whole of society that provide constructive educational/training/societal/official experiences with reference to Tab. 8.6 Playing a positive part in society and work and Tab. 8.20 Education and Work and Tab. 8.30 Official Punishment Response to offending impeding work<sup>72</sup></p> <p>***The importance of non-brutal functioning and interaction illustrates the importance of empathetic behaviour and treatment in pursuit of constructive solutions/moralities/drives/desires with reference to Fig. 8.22 What makes you think that you are/aren't valued within society? And Fig. 8.23 Value and Action/Treatment and Fig. 8.24 What makes you think that you are (un)valued within society? And Fig. 8.25 Work and Value in Society<sup>73</sup></p> <p>****progress-tariffing to only be in response to harming action and based on a risk-monitoring and autonomous-progress model of responding to harming actions by providing mechanisms for demonstrated progress which allow for immediate progress to be demonstrated with swiftly responsive progressive assisted release from monitoring and containment and enabling alternatives to harm with objective action-measurements of specific harm-reduced risk-proportionate specific action to assess progress-tariffs in meeting required expectations specific to harm caused in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all and required expectations specific to harm caused in line with Tab. 3.12 Progress-Tariffing: Risks and Responses and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

Tab. 8.41 Chapter Summary

<sup>71</sup> See Aspiration in Tab. 12.1 Measures-Summary in Chapter 12

<sup>72</sup> See Arrange society's institutions as Resources for people, with institutions to represent the whole of society that provide Constructive Educational/Training/Societal/Official Experiences in Tab. 12.1 Measures-Summary in Chapter 12

<sup>73</sup> See Empathetic Behaviour and Treatment in pursuit of Constructive Solutions/Moralities/Drives/Desires in Tab. 12.1 Measures-Summary in Chapter 12

## CHAPTER 9: BUILDING EMPATHY AND DE-ESCALATING HARM IN THE CONTEXT OF ACTIVITY OPTIONS

This chapter examines the importance of ensuring activity is consistently compatible with empathy and the de-escalation of harm. It looks at the role of money in this regard, as well as considering the relevance of the UNDHR and of the contextual functioning options individuals perceive for themselves, in terms of how they might autonomously engage with society to be constructively active, such as through the employment considered in the previous chapter.



Fig. 9.1 Sharing De-Brutalisation

In terms of empathy, a social neuroscience perspective sees empathy as multi-layered including social, cognitive, psychological, biological, developmental, evolutionary and neuroanatomical elements (Decety and Ickes 2009). Indeed, neural pathways have a role in the development and function of empathy and the appropriate connections can be fostered through situational experiences including, but also beyond, parental care, that can be developed from early life and on through the rest of life (Decety 2015). Socially, bullying seems particularly related to a dearth of affective empathy, while victimization seems related to low cognitive empathy (Van Noorden et al 2015), as does offending

(Van Langen et al 2014), particularly in violent offenders and also particularly for younger people (Jolliffe and Farrington 2004). However, intelligence and socioeconomic factors interfere with assessments of the effect of empathy, as does lack of clarity in its definition, including confusing sympathy with empathy, and there is weak evidence for even a correlation let alone a causal role for empathy in offending (Jolliffe and Murray 2012). Better measures of empathy are needed (Jolliffe and Farrington 2004), even though surveyed criminologists believed that lack of empathy and lack of concern for others is a cause for persisting criminality (Ellis et al 2008). Nevertheless, empathy might decrease commitment to offending, as desistance seems to rely on a 'change of internal values' as part of changing one's 'mind about offending' (Leibrich 60:1993) with 'empathetic relationships between staff and offenders' (Leibrich 239:1993), that treat offenders 'as individuals' who are 'shown genuine consideration', being central to desistance (Leibrich 191:1993).

### **Activity Consistently Compatible with Empathy and The De-Escalation of Harm**

Consistency of both empathy and harm with constructive activity could be impaired by any contradictions in a person's own desires. In this regard, one participant spoke of having to get only 'one packet of fags every three days' so her child could have riding lessons, while at the same time stealing 'just (for) food in our bellies' so as not to have to give her child 'shit Iceland meals'. 'If I run out then there's stuff in the freezer but I prefer to have fresh meat in the freezer or frozen meat' to 'have roast dinners three times a week', as she says it is her children who matter *most* to her, though she knows her 'drug-taking' has an adverse effect 'emotionally on my children' and that 'if I go to prison I'll lose her, I couldn't do it to her, destroy her and destroy me' yet she continues to shoplift, saying 'I do feel guilty, it's not *just* a buzz, I feel guilty but sometimes I've

got no choice', though she admits there is an alternative, which would be to 'go to work'. All these complex contradictions undermine each other and are inconsistent with empathy and the de-escalation of harm. Her smoking and drug-taking undermine her child's well-being, even whilst she worries about healthy-eating. Likewise, stealing causes her both 'guilt' and 'a buzz'. Furthermore, this stealing is claimed as being done solely to get meat rather than having to rely on supermarket 'ready meals', when actually 'roast dinners' are more about status than health and ready meals need not be the alternative to them. The alternative can be freshly home chopped vegetables, which would be both cheaper and healthier and, if one is a fulltime parent, in the way this non-working participant is, the time is available to do this. Moreover, all the while she knows that if she was put in prison it would be devastating for her young child, yet she continues to steal, at least in part for 'a buzz', even whilst claiming her child is the most important thing to her and even whilst knowing that work is an alternative. For the state to pay welfare benefits for anyone to stay at home as a parent to keep their child in a smoke or drug filled house without any knowledge of healthy lifestyles or healthy eating and with a shoplifting role model who might at any time be taken to jail might not be the best use of state funds. It might be argued that, if parents are not prepared to use best practice in fulltime parenting, then it might be better that they go to work and that their children are in nursery at that time, so that their children can experience clean air and wider perspectives and networks at least part of the time.

Help and support from the outset, in assisting individuals to understand their desires, and be able to achieve them in a manner that is empathetic and de-escalatory of harm, so that they can be pursued without such confusion and contradiction, whilst ensuring those who choose to parent rather than go to work, can do so with informed excellence

and the necessary effort as a resource to other parents as well as their own children, may help advance individual lives and society more broadly by tackling harm in empathetic ways. Whatever it is that an individual desires\*, such as monetary advantage, stimulation, provision, protective expression, skills, status, substances and social benefit<sup>1</sup>, the activity to achieve it must be consistently compatible with empathy and the de-escalation of harm if it is to form part of sharing de-brutalisation.

| <b>*Desires<sup>2</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>**Needs<sup>3</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>What was it that you wanted that offending gave you?</b></p> <p><u>Substance abuse</u><br/> 1=offending got me money for drugs that I took to block out how I was feeling and it eventually got me the help I needed,<br/> 2=alcohol and/or drugs,<br/> 3=I enjoy substance abuse and I like getting out and meeting people when selling substances,<br/> 4=money for drugs and drugs made me feel better,<br/> <u>Stimulation</u><br/> 5=excitement,<br/> <u>Stimulation and Provision</u><br/> 6=sexual and emotional gratification and money,<br/> <u>Social and Provision</u><br/> 7=peer approval and needed money,<br/> <u>Social</u><br/> 8=relaxing and socializing and it helped me in a great way,<br/> 9=gave me contact with someone I fancied,<br/> <u>Protective expression</u><br/> 10=pride, achievement and self defence and sorting out disagreements,<br/> 11=want to shut someone up,<br/> 12=outlet for negative emotions such as anger or jealousy or hurt,<br/> 13=just wanted to get into my own property,<br/> 14=self defence and it's like a volcano erupting and once it's erupted the pressure has gone,<br/> 15=a sense of standing up for myself,<br/> <u>Protective expression and Provision</u><br/> 16=want to shut someone up and/or teach them a lesson and/or respond to perceived provocation and want money,<br/> 17=want to shut someone up and money,<br/> <u>Skills</u><br/> 18=skills that could be transferred from criminal usage into lawabiding usage,<br/> <u>Status</u><br/> 19=I was young and stupid and wanted a name for myself and it gave me that,<br/> <u>Protective expression and Stimulation</u><br/> 20=justice and excitement,<br/> 21=excitement and a sense that it was going to be either him or me that attacked the other in the argument and it was me and I thought it would just be done and end in a handshake like I was brought up to believe and it happened so quickly there was no time to think it through,<br/> <u>Provision and Advantage</u><br/> 22=money and getting material goods without having to pay for them,<br/> <u>Provision</u><br/> 23=supporting the family and providing food,<br/> 24=money,<br/> <u>Provision and Substance abuse</u><br/> 25=food and taking the other things I needed like clothes, paying for drugs and alcohol, as I was young and homeless,<br/> <u>Denial</u><br/> 26=it wasn't what I wanted it just happened/it didn't give me anything it just happened,<br/> 27=nothing, didn't know I was committing an offence/there was no motive cos there was no active criminal activity on my part,<br/> 28=don't know,<br/> 29=do not want to say,</p> | <p><b>What needs do you have that you think have to be sorted out (or needed to be sorted out) if you are going to stop offending?</b></p> <p><u>Needs</u><br/> 1=get self back on track and working,<br/> 2=don't know, get a job really, get me motivated, get me something to do,<br/> 3=substance use,<br/> 4=anger,<br/> 5=just want to sort myself out really, just be there for my kid and make some money,<br/> 6=substance abuse and boyfriend issues,<br/> 7=need others to watch me to stop me doing wrong,<br/> 8=driving licence,<br/> 9=get and stay on the straight and narrow,<br/> 10=improve self esteem and pride especially through getting a job and friend and family relationships,<br/> 11=counselling,<br/> 12=stable relationship and job,<br/> 13=substance abuse and waking up to realise what I'd done,<br/> 14=I have stopped, got rid of all the people that were a negative influence,<br/> <u>Needs unspecified</u><br/> 15=I no longer need to offend, I hope that I've dealt with everything to stop me re-offending,<br/> 16=I've got what I need to stop offending, I don't intend to offend again,<br/> <u>Needs unacknowledged</u><br/> 17=denied existence of needs,<br/> 18=I'm not going to offend again/stopped offending,<br/> 19=I will stop offending by myself now. I'm old enough and wise enough to know I can stop offending,<br/> 20=not relevant to me,<br/> 21=I'm just so positive I'm not going to offend so I don't know if I can answer that one you know,<br/> 22=don't know,</p> |
| *Both male and female desires are included                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | **Both male and female needs are included                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Tab. 9.1 Desires/Needs

<sup>1</sup> 'What was it that you wanted that offending gave you?'

<sup>2</sup> See Desire Column in Emotionalising Level Table

<sup>3</sup> See Needs Column in Emotionalising Level Table



Likewise, this would also seem to be the case with whatever individuals need\*\*, such as work, something-to-do, a money-making activity, driving licence, helpful and stable relationships, monitoring by others and improving one's own functioning, such as by getting one's self back on track, sorted out, motivated, on to the straight and narrow or waking up to realise 'what I'd done', as well as feeling self-esteem and pride, managing substance abuse and anger, including through counselling and to 'be there for my kid'.<sup>4</sup>

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>***Improving Life Needs<sup>5</sup></b><br>Broad base of experiences including travelling<br>Meeting a broad range of different people and avoiding antisocial associations<br>Family Life, including with a prosocial family<br>Valuing life itself and what one has<br>Avoiding substance use<br>Healthy lifestyle, including being physically active with sports and eating well<br>Living in a nice area away from antisocial locations and people<br>A job, especially a good job that is enjoyed or which is in pursuit of dreams<br>Sufficient money and prosocial use of that money<br>Avoiding antisocial and substance use-based activities and locations<br>Nice own home, including with garden and pets<br>Independence and responsibility and plenty to do and routines,<br>Support from others including services that does not remove an individuals' personal responsibility to act<br>Official interventions that educate and don't inhibit taking personal responsibility for acting<br>Mental good health<br>Personal creativity and expression, such as writing<br>Well-ordered life |
| ***Both male and female improving life needs are included                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Tab. 9.2 Improving Life Needs

Consistently de-escalating the harm of anyone being in need, and building empathy for those in such situations, is perhaps important to a shared effort to improve life needs\*\*\* and lifestyles. For nearly two thirds of the participants who focused upon their **lifestyles<sup>6</sup>**, there was a yearning for the **material lifestyles<sup>7</sup>** others have, which necessarily relies upon money. Structuring money in a manner consistent with empathetic and harm-free activity might represent the greatest challenge to sharing the de-brutalisation of the shared world.

<sup>4</sup> What needs do you have that you think have to be sorted out (or needed to be sorted out) if you are going to stop offending?

<sup>5</sup> Compiled from matters cited when participants were asked how lives being lived were helpful, or otherwise, to improving life

<sup>6</sup> See the 'Which of these statements do you think applies to you?' grid in the next sub-section

<sup>7</sup> See the **red** in the 'Which of these statements do you think applies to you?' grid in the next sub-section



## Money and Its Relationship with Empathy and Harm

One participant cited the desire to **get rich** as the next step in desistance, but without any statement of how to achieve this<sup>8</sup>. **Riches\*\*\*\*** appeared to be seen as desirable, regardless of whether they were attainable or not and regardless of whether they were seen as morally good or morally shameful or to be morally resisted or as delivering other moral goods, such as comfort, and also even when they were cited with laughter, as if in some way ludicrous.<sup>9</sup>

| What would best describe the life you would like?                                                                                                                      |                                                                                                                                                                                                              |                                                                                                                                                                |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| List Offered                                                                                                                                                           | Subsequent Coding                                                                                                                                                                                            |                                                                                                                                                                |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
|                                                                                                                                                                        |                                                                                                                                                                                                              | State                                                                                                                                                          |                                                                           | State and Achievement                                      |                                                                                                                                                                       | Achievement                                                                                                                        | Negative effect                                                                                                                                                                                 |
| 1 Happy<br>2 Successful<br>3 Notorious<br>4 Famous<br>****5 Rich<br>6 Exciting<br>7 Healthy<br>8 At peace<br>9 Loved<br>10 Admired<br>11 Feared<br>12 Envied<br>13 Fun | S= State<br>A= Achievement<br>N= Negative Achievement<br>A= Achievement<br>S= State<br>S= State<br>SP= Prioritised State<br>A= Achievement<br>N= Negative Achievement<br>N= Negative Achievement<br>S= State | Loved<br><br>when with state only                                                                                                                              | Happy<br>Exciting<br>Healthy<br>At peace<br>Fun<br><br>when without Loved | State and Achievement but with Achievement<br>Unattainable | State and Achievement but with Specific Exclusion of anything they treat implicitly or explicitly as negative or of at least one thing categorized as negative effect | State and Achievement<br><br>when all 'negative effect' items were left out without specifically referring to them to exclude them | Successful<br>Famous<br>****Rich<br>Admired<br><br>Notorious<br>Feared<br>Envied<br><br>specific inclusions of at least something in this category also always cited with State and Achievement |
| V 250                                                                                                                                                                  | Par                                                                                                                                                                                                          | Content:                                                                                                                                                       |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 1                                                                                                                                                                      | 6                                                                                                                                                                                                            | want 1,7 and I mean everybody wants 9 I suppose but it's not... I mean I know I'm loved by my son and that,                                                    |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 2                                                                                                                                                                      | 11                                                                                                                                                                                                           | want 1,9,13,                                                                                                                                                   |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 3                                                                                                                                                                      | 23                                                                                                                                                                                                           | want 1,9,                                                                                                                                                      |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 4                                                                                                                                                                      | 15                                                                                                                                                                                                           | want 8,13,                                                                                                                                                     |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 5                                                                                                                                                                      | 9                                                                                                                                                                                                            | want 1,                                                                                                                                                        |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 6                                                                                                                                                                      | 22                                                                                                                                                                                                           | want 7,                                                                                                                                                        |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 7                                                                                                                                                                      | 4                                                                                                                                                                                                            | want 1,9,13 and I would like 5**** but I can't, so mainly 1,                                                                                                   |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 8                                                                                                                                                                      | 2                                                                                                                                                                                                            | want 1,2,6,7,8,13, definitely want 9, must resist temptation of 5****, 3, 4, 10 as make bigheaded when must be humble for God,                                 |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 9                                                                                                                                                                      | 26                                                                                                                                                                                                           | want 1,2,7,9,13, not completely rich, but I'd like to be comfortable****,                                                                                      |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 10                                                                                                                                                                     | 28                                                                                                                                                                                                           | want the good ones, 1,2, 5****,6,7,8,                                                                                                                          |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 11                                                                                                                                                                     | 24                                                                                                                                                                                                           | want all except 3, 11,12 and I'd hate to be 4, (thus including 5****)                                                                                          |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 12                                                                                                                                                                     | 20                                                                                                                                                                                                           | want all except 11,12 which are seen as 'nasty', I already have 9 10,I sort of have 8 already and exciting already, I'm like a big kid, (thus including 5****) |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 13                                                                                                                                                                     | 1                                                                                                                                                                                                            | want all except 3,11,12, (thus including 5****)                                                                                                                |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 14                                                                                                                                                                     | 19                                                                                                                                                                                                           | want all except 3,11, (thus including 5****)                                                                                                                   |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 15                                                                                                                                                                     | 25                                                                                                                                                                                                           | want 1,2, 6,7,9,10,13, while 4,5 don't appeal to me anymore [laughing]****,                                                                                    |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 16                                                                                                                                                                     | 13                                                                                                                                                                                                           | want 1, 2, 7,8,9, I like to be liked, I don't want to be envied because people envying you causes trouble,                                                     |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 17                                                                                                                                                                     | 36                                                                                                                                                                                                           | want 1 2 7 9 13 but I wouldn't want 4 or 5, comfortable not rich****,                                                                                          |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 18                                                                                                                                                                     | 27                                                                                                                                                                                                           | want 1,2, 5****,6,7,8,9,10,13,                                                                                                                                 |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 19                                                                                                                                                                     | 10                                                                                                                                                                                                           | want 1,2, 5****,6,7,9,10,13,                                                                                                                                   |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 20                                                                                                                                                                     | 16                                                                                                                                                                                                           | want 1,2, 5****,6,7,8,9,10,                                                                                                                                    |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 21                                                                                                                                                                     | 5                                                                                                                                                                                                            | want 1,2,6,7,8,9,10,13,                                                                                                                                        |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 22                                                                                                                                                                     | 33                                                                                                                                                                                                           | want 2,6,7,8,9,13,                                                                                                                                             |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 23                                                                                                                                                                     | 34                                                                                                                                                                                                           | want 2,6,8,9,10,13,                                                                                                                                            |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 24                                                                                                                                                                     | 30,<br>31                                                                                                                                                                                                    | want 1,2,7,9,13,                                                                                                                                               |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 25                                                                                                                                                                     | 8                                                                                                                                                                                                            | want 5****,7,9,                                                                                                                                                |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 26                                                                                                                                                                     | 17                                                                                                                                                                                                           | want 1,2,4,                                                                                                                                                    |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |
| 27                                                                                                                                                                     | 14                                                                                                                                                                                                           | want 1,2,                                                                                                                                                      |                                                                           |                                                            |                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                 |

<sup>8</sup> Within the No Action Specified response to 'What would be your next step in trying?' in Desistance Column in Offending Problematisation Level Table

<sup>9</sup> See What would best describe the life you would like?

|    |    |                                                                                                                                                 |
|----|----|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 28 | 7  | want 2 and a good life,                                                                                                                         |
| 29 | 35 | want 2,5****                                                                                                                                    |
| 30 | 3  | want 1,2, 5****,6,7,8,9,10,12,                                                                                                                  |
| 31 | 32 | want 1,2, 5****,9, and also 11 but not physically, got that anyway, play on it, can put frighteners on without physicality, hush room on entry, |

Tab. 9.3 What would best describe the life you would like?

This allure of, not only moderate amounts of money, but riches, may endorse the need to ensure that these can *only* be achieved with empathetic activity and without causing harm. *Any* form of acquisition or ownership cannot perhaps anymore solely rely on any economic or other extrinsic value alone to be justified, especially in an era of environmental danger<sup>10</sup>.

However, causing harm\*\* appeared to be irrelevant to individuals when they were focused on personal gain<sup>11</sup>, while that gain was cited as a specific reason for breaking the rules\*\*\* and, thereby, denying others the protection of rules that they themselves felt offered them personally at least some degree of protection.<sup>12</sup> For some individuals all that mattered was gaining from crime\* and nothing, in terms of language, that might be used to describe crime, could change that for some participants.<sup>13</sup>

|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Naming<sup>14</sup></b><br>'What could 'crime' be called that might put you off offending?'<br>'What if 'crime' was called 'causing harm' instead of crime? Would it put you off offending or make you more likely to offend?'<br>- * & **: 'it wouldn't matter what it was called because all that mattered was that I was gaining from crime,' | <b>Rules<sup>15</sup></b><br>'Why would you break the rules and deprive others of that protection?'<br>- ***to survive, to get things, I lived that sort of life, rules didn't apply to me, no rules at home, wasn't used to rules, didn't like them,' |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tab. 9.4 Naming/Rules

Money, and other material things that offending offered, was cited as a way in which offending could help participants achieve their goals\*\*\*\*\*. Indeed, one participant cited self-interest and greed\*\*\*\*\* as the reason he went against his own morality.

<sup>10</sup> As highlighted in the January 2019 World Economic Forum conference in Davos

<sup>11</sup> See Naming Column in Moral Level Table

<sup>12</sup> See Rules Column in Moral Level Table

<sup>13</sup> See Naming Column in Moral Level Table

<sup>14</sup> See Naming Column in Moral Level Table

<sup>15</sup> See Rules Column in Moral Level Table

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>How would continuing to offend help or hinder you achieving your goal(s)?</b><sup>16</sup></p> <p>1=offending is incompatible with the responsibilities, status, work and/or impression wanted,<br/> 2=offending prevents you getting on in life,<br/> 4=I would end up in prison and then no job,<br/> 5=I would end up in prison,<br/> 3=*****<b>short term material</b> and sexual gain offending but long term loses respect, relationships, job, get prison and *****<b>lose the money acquired by offending,</b><br/> 6=offending gives you money</p> | <p><b>If you have done any of those things that you think are wrong, why have you done them?</b><sup>17</sup></p> <p>6=not thinking,<br/> 22=to show people not to bother me,<br/> 1=don't think I ever have gone against my own moral standards,<br/> 8=because I didn't think they were wrong at the time,<br/> 9=young and stupid,<br/> 10=doing what boys do and not thinking about consequences,<br/> 16=in retaliation/as punishment/in response to a perceived wrong,<br/> 19=lack of judgement, lapse in concentration, lack of control and other side equally to blame anyway,<br/> 2=*****<b>self interest and greed,</b><br/> 3=*****<b>support self when no opportunities, no home, hungry</b> and join fights because felt right to join to support family/friends,<br/> 4=became a violent person after abuse as a child which made the littlest thing make my mind go black and I'd just snap,<br/> 5=the bad influence of the place I live and the people around me,<br/> 12=spur of the moment/heat of the moment,<br/> 13=pressure and/or stress,<br/> 14=anger, stupidity and youth,<br/> 15=many reasons specifying having a laugh and losing temper and retaliation,<br/> 17=anger, maybe they've done something disrespectfully to me,<br/> 18=momentary lapse, rage and self defence,<br/> 20=I enjoy substance abuse and I like getting out and meeting people when selling substances,<br/> 21=because of or under the influence of substance abuse,</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tab. 9.5 How would continuing to offend help or hinder you achieving your goal(s)?

Money was also about provision, not just greed, and, in this respect, another participant spoke of having no opportunities to support himself and no home and being hungry\*\*\*\*\* as the reason he went against his own morality to offend<sup>18</sup>. Living, as this participant describes, without a home or enough food, echoing one of the mothers in the study who described having to live without enough food, heat, electric and other energy, money, transport or a home, might legitimately be considered 'a horrible way to live', in the way this mother described.<sup>19</sup> Living without these things might represent a brutalised and brutalising context for life that might be legitimately considered unacceptable. Building empathy towards those living in this situation, to a point where society at large no longer tolerates it anywhere in the world, could be critical to effecting change in this situation.

Likewise, empathy perhaps also needs to be nurtured in those who think that it is legitimate to respond to such harmful contexts by reciprocally causing harm, such as by

<sup>16</sup> See Offending Problematisation Level Table

<sup>17</sup> See Moral Level Table

<sup>18</sup> See Moral Level Table

<sup>19</sup> See Women and Children

offending. In this regard, offending cannot remain a viable alternative to working for money, just as much as working cannot continue to pay less than enough to provide for a decent life. The **need** for money, **lack** of it and bankruptcy or temptations caused by **financial problems** were all cited as leading to recidivism<sup>20</sup>, as was having **no** money<sup>21</sup>.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Desistance</b><sup>22</sup><br/> <b>What problems do you foresee if you try (to live without offending)?</b><br/> <u>None</u><br/> 1=no problems or none or none really,<br/> 2=not a lot or not many,<br/> <u>Social</u><br/> 3=going out could lead to trouble,<br/> 4=people walking all over me and pushing me knowing I can't retaliate cos of probation so I might have to retaliate,<br/> 5=antisocial others,<br/> 6=people, people around you,<br/> <u>Substance abuse</u><br/> 7=claims can foresee no problems but at the same time speaks of substance abuse being a potential problem,<br/> 8=health problems giving rise to substance abuse,<br/> <u>Financial</u><br/> 9=<b>need for money, lack of money, bankruptcy, Financial, Work and Mental</b><br/> 10=can't regain past cos can't work in banks again and <b>temptations caused by financial problems</b> or if I get very negative,<br/> <u>Unforeseen</u><br/> 11=something unforeseen happening,<br/> <u>Offending</u><br/> 12=getting into trouble,<br/> 13=the odd offence as a slip up now and then,</p> | <p><b>Recidivism</b><sup>23</sup><br/> <b>What do you think will lead you back to offending?</b><br/> <u>Nothing identified</u><br/> 1=don't know,<br/> 2=don't want to contemplate it or say it,<br/> 3=don't know I suppose... hopefully I won't,<br/> 4=unforeseen circumstances,<br/> 5=don't know, I'm not going to reoffend,<br/> 6=nothing or I am not going to reoffend,<br/> 7=I don't think anything would now/there's no reason I can think of that I would now/not at all really/nothing really,<br/> <u>Something identified</u><br/> 8=arguments,<br/> 9=going out and abusing substances,<br/> 10=if I lost everything like partner/spouse and family,<br/> 11=substance abuse,<br/> 12=bad influence of others,<br/> 13=no work, <b>no money</b>, no contact with my kids,<br/> 14=things not being good in my life or personal problems,<br/> 15=if I lost/split from my partner/spouse,<br/> 16=substances abuse and antisocial associates,<br/> 17=getting back with my ex-partner,<br/> 18=if I lost my family,<br/> 19=getting depressed, losing self-esteem,<br/> 20=having <b>no money</b>,</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tab. 9.6 Desistance/Recidivism

Indeed, it was the ultimate loss of money\*\*\*\*, that being caught caused, which was seen as one of the potential ways in which offending undermined the achievement of goals<sup>24</sup> and was thus deterred. Being caught may need to be as certain as possible, and thus not a risk worth taking. Such certainty is likely to be enhanced by honesty obligations to answer pertinent questions under multi-technological scrutiny<sup>25</sup>. This

<sup>20</sup> See What problems do you foresee if you try (to live without offending)? in Desistance Column in Offending Problematisation Level Table

<sup>21</sup> See What do you think will lead you back to offending? in Recidivism Column in Offending Problematisation Level Table

<sup>22</sup> See Desistance Column in Offending Problematisation Level Table

<sup>23</sup> See Recidivism Column in Offending Problematisation Level Table

<sup>24</sup> See Offending Problematisation Level Table

<sup>25</sup> See Table 3.13 in Chapter 3

controversial suggestion is discussed in chapter 3. Any such measures, that could improve the certainty of being caught for causing harm of any sort, might not only help tackle any harm-causing *means* of making money, but also any harm-causing appetites for *easy*\* money<sup>26</sup>.

| Which of these statements do you think applies to you?*                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 63% of those who selected <b>Lifestyle options</b> included the <b>comparative material lifestyle element of this*</b> and all of this 63% included ‘ <b>offending is an easy way to make money</b> ’* as part of this element.                                                 |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |
| <b>Lifestyle (6,7,8,14),</b><br>*6 =Offending is the only means of getting things others have<br>7 =Offending is my only way of life<br>*8 =Offending is an easy way to make money<br>14 =This is my life, it's what I know, what I've always done<br>+ any lifestyle editorial | <b>Blameless (4,10,11,12),</b><br>4 =There was nothing wrong with what I did<br>10 = I am not a real criminal Blameless<br>11= Crime is an acceptable choice<br>12= I am only violent in retaliation<br>+ any blameless editorial<br>+ selecting none of the options | <b>Choiceless (2,3, 5,13),</b><br>2 =My offence was a one off incident<br>3 =I had no other choice when I committed my offence<br>5 =What I did was inevitable<br>13= I act on the spur of the moment<br>+ any choiceless editorial | <b>Powerless (1,9,15,16)</b><br>1= I slipped into crime accidentally<br>9 =Offending is the only way I can survive<br>15 =I feel helpless to change my life<br>16 =Life has taught me I can't change anything<br>+ any powerless editorial |

\*SEU, (2002), *Reducing re-offending by ex-prisoners*, Office of the Deputy Prime Minister<sup>27</sup>

Tab. 9.7 Which of these statements do you think applies to you?

Since all those who spoke of wanting a *\*comparative\* material\*\* lifestyle* had also said *\*'offending\*\*\* is an easy\*\*\*\* way to make money'*, there may be a desire to become *\*\*\*\*easily \*\*materially \*like others* without caring about *\*\*\*harming others*. It might, therefore, be helpful to ensure individuals can become *easily materially like others*, but **without** the need to *harm others*. This appetite to be *like others* could also be utilized to generate a reciprocal empathy to facilitate others being *like them* too, such that pursuits, including material ones, might be seen as something to grant to others as well as to take for the self, whilst, likewise, harming might cease to be something to do to others, just as it would not be wanted for the self.

<sup>26</sup> See statements offered with ‘Which of these statements do you think applies to you?’ in the Questionnaire Appendix

<sup>27</sup> See statements offered with ‘Which of these statements do you think applies to you?’ in the Questionnaire Appendix

## Empathy and Harm and the UNDHR

In terms of the pursuits wanted, this study appears to highlight similar basic pursuits as those outlined in The Universal Declaration of Human Rights and, thus, it might be important to ensure the **means\*** to acquire them is easily accessible to all without harming any, ensuring everyone has a **safe home\*\***, **health care\*\*\***, **social care\*\*\*\***, **full self-realization\*\*\*\*\***, **protection\*\*\*\*\***, **freedom to associate\*\*\*\*\*** and **control association\*\*\*\*\*** and of thought and its **expression\*\*\*\*\*** and from **arbitrary interference\*\*\*\*\***, as well as delivering on their own responsibilities to ensure the same for others, such as in their **treatment\*\*\*\*\***, **respect for others\*\*\*\*\*** and the rights of **others\*\*\*\*\***, including for the currently **marginalised\*\*\*\*\*** such as **women and children\*\*\*\*\***, whilst also being obliged and enabled to execute these pursuits **\*\*\*\*easily** through constructive activity to achieve **\*\*material** and other pursuits in a way that is compatible with any empathy in being **\*likened with others**, but without the need to do so by **\*\*\*harming others**.

| Empathy and the UNDHR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | De-Escalating Harm and the UNDHR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>- <b>equality and diversity*****</b> in dignity, freedom, nationality, behaviour, property and rights, always remembering that <b>young people*****</b> are inalienably part of the 'all' and the 'everyone' to which the UDHR refers<sup>28</sup></p> <ul style="list-style-type: none"> <li>- <b>*****</b> equality of the value of lives and of valuing the diversity in the experience of life including reflected in the media to ensure full social inclusion and autonomous engagement to replace social isolation or harming social interaction for everyone</li> <li>- <b>*****</b> funding in kind for opportunities for children and ensuring quality family and domestic life, childhoods and parenting with special provision to protect women and children, prevent disruption to their lives and to provide training of expertise in parenting with early intervention when adequate quality is lacking with excellent certified coursed-preparation to manage life as a full citizen leading to a consistent age of adulthood with a valuing rite of passage into it</li> </ul> <p>- <b>motherhood and childhood*****</b> are entitled</p> | <p>- a <b>standard of living*</b> adequate for the health and well-being of self and of family, including food, clothing, <b>housing**</b> and <b>medical care***</b> and necessary <b>social services*****</b><sup>38</sup></p> <ul style="list-style-type: none"> <li>- <b>*such that work, education, training, charity work, starting a business or disseminating quality parenting or any other alternative project or contribution that suits an individual and fits with their life becomes the conduit for payments, which should be sufficient to fund quality lives and obliged insurance for times of need, such as the need for health and social care and for retirement</b></li> <li>- <b>**decent safe places to live and an end to homelessness</b></li> <li>- <b>***timely action on mental and physical health needs</b></li> <li>- <b>****early intervention when life quality is lacking, with appropriately timed and timely holistic action</b></li> </ul> <p>- <b>security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control*****</b><sup>39</sup></p> <ul style="list-style-type: none"> <li>- <b>****insurance for times of need, such as the need for health and social care and for retirement, and an end to money without effort and effort without money</b></li> </ul> <p>- a social and international order where <b>rights and freedoms can be fully realized*****</b><sup>40</sup></p> |

<sup>28</sup> Articles 1, 2, 15 and 17 of The Universal Declaration of Human Rights

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| <p>to special care and assistance and all children shall enjoy the same social protection***** 29</p> <ul style="list-style-type: none"> <li>- ***** funding in kind for opportunities for children and ensuring quality family and domestic life, childhoods and parenting with special provision to protect women and children, prevent disruption to their lives and to provide training of expertise in parenting with early intervention when adequate quality is lacking with excellent certified coursed-preparation to manage life as a full citizen leading to a consistent age of adulthood with a valuing rite of passage into it</li> </ul> <p>- freedom of peaceful assembly and association***** 30</p> <ul style="list-style-type: none"> <li>- ***** only possible through independence of travel, such as access to driving, sustainably structured, and with visual, technical and sensory driver monitoring and assistance where needed</li> </ul> <p>- absence of compulsion to belong to an association***** 31</p> <ul style="list-style-type: none"> <li>- ***** personal responsibility and control over this, fostered from childhood, such as through client-led interventions and access to fully funded advocacy to prevent obligation to engage in any particular way with any particular organisation</li> </ul> <p>- freedom of thought***** , conscience and religion and to change religion or belief, and, alone or in community, in public or private, to manifest religion and belief in teaching, practice, worship and observance<sup>32</sup></p> <ul style="list-style-type: none"> <li>- ***** free thought, nurtured in constructive, flexible ways, fostered from childhood, with diversity valued and heard in the media and with respectful interaction and self-expression in discussion including in sharing the defining of what is brutal and how to enact its de-brutalisation</li> </ul> <p>- freedom of opinion and expression***** without interference<sup>33</sup></p> <ul style="list-style-type: none"> <li>- ***** free thought, nurtured in constructive, flexible ways, fostered from childhood, with diversity valued and heard in the media and with respectful interaction and self-expression in discussion including in sharing the defining of what is brutal and how to enact its de-brutalisation</li> </ul> <p>- presumption of innocence until proved guilty according to law with all the guarantees necessary for his defence*****<sup>34</sup></p> <ul style="list-style-type: none"> <li>- ***** openness, with technologically monitored honesty and actions on issues of public relevance, such as political decisions and brutality, on narrowly pertinent</li> </ul> | <ul style="list-style-type: none"> <li>- ***** advancing development of aptitudes and appetites through lifelong education in their active pursuit in non-harming ways to enable quality performance, happiness and well-being alongside funding in kind for opportunities for children</li> </ul> <p>- prohibition on slavery, servitude, torture and cruel, inhuman or degrading treatment or punishment***** , and on arbitrary arrest, detention or exile<sup>41</sup></p> <ul style="list-style-type: none"> <li>- ***** progress-tariffed responses to harming action based on a risk-monitoring and autonomous-progress model of to only be in response to harming action and based on a risk-monitoring and autonomous-progress model of responding to harming actions by providing mechanisms for demonstrated progress which allow for immediate progress to be demonstrated with swiftly responsive progressive assisted release from monitoring and containment and enabling alternatives to harm with objective action-measurements of specific harm-reduced risk-proportionate specific action to assess progress-tariffs in meeting required expectations specific to harm caused in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all and required expectations specific to harm caused and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible</li> </ul> <p>- prohibition on exclusion from protection***** , including incitement against them***** 42</p> <ul style="list-style-type: none"> <li>- ***** consistent execution of consistent morality through transparent universally applied rules and automated access to all laws, which must also be consistent and consistently executed and that must include everyone in their protection, including being instantly accessible and championed by a funded advocate and worthy of ethics being delegated to them as well as including an easy to operate and understand online guide that provides straight forward situational legal escape routes</li> <li>- ***** Equality of the value of lives and respectful interaction and self-expression with respectfully expressed and respectfully heard uncensored diverse views including in the media with clear delineation between opinion and demonstrable fact</li> </ul> <p>- everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others***** and of meeting the just requirements of morality, public order and the general welfare in a democratic society<sup>43</sup></p> <ul style="list-style-type: none"> <li>- ***** openness, with technologically monitored honesty and actions on issues of public relevance, such as political decisions and brutality, on narrowly pertinent questions and matters only</li> </ul> <p>- life, liberty and security***** for all<sup>44</sup></p> <ul style="list-style-type: none"> <li>- ***** progress-tariffed responses to harming action based on a risk-monitoring and autonomous-progress model of objective action-measurements of specific harm-reduced risk-proportionate action-progress in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all involved and required expectations specific to harm</li> </ul> |
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<sup>38</sup> Part of Article 25 of The Universal Declaration of Human Rights

<sup>39</sup> Part of Article 25 of The Universal Declaration of Human Rights

<sup>40</sup> Article 28 of The Universal Declaration of Human Rights

<sup>29</sup> Part of Article 25 of The Universal Declaration of Human Rights

<sup>30</sup> Part of Article 20 of The Universal Declaration of Human Rights

<sup>31</sup> Part of Article 20 of The Universal Declaration of Human Rights

<sup>32</sup> Article 18 of The Universal Declaration of Human Rights

<sup>33</sup> Part of Article 19 of The Universal Declaration of Human Rights

<sup>34</sup> Part of Article 11 of The Universal Declaration of Human Rights

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| <p>questions and matters only</p> <p>- no one shall be held guilty of any penal offence on account of any act or omission which is, or was, not a penal offence*****<sup>35</sup></p> <p>- ***** openness, with technologically monitored honesty and actions on issues of public relevance, such as political decisions and brutality, on narrowly pertinent questions and matters only</p> <p>- protection against and prohibition on arbitrary interference with privacy, family, home or correspondence, and attacks upon honour and reputation*****<sup>36</sup></p> <p>- ***** the arbitrary nature of any interference therein might be addressed better than it currently is by only permitting narrowly pertinent questions and investigation of matters, using technologically monitored honesty and actions on issues of public relevance, such as political decisions and brutality, rather than dragging an individuals' wider lives into issues requiring investigation</p> <p>- asylum** from persecution<sup>37</sup></p> <p>- **decent safe places to live and an end to homelessness</p> | <p>caused and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible</p> <p>- equal recognition in law and effective remedy in law***** and full equality in a fair and public hearing by an independent and impartial tribunal to determine his rights, obligations and any criminal charge <sup>45</sup></p> <p>- ***** consistent execution of consistent morality through transparent universally applied rules and automated access to all laws that must include everyone in their protection, including being instantly accessible and championed by a funded advocate</p> <p>- no state, group or person may aim to destroy***** rights and freedoms<sup>46</sup></p> <p>- ***** progress-tariffed responses to harming action based on a risk-monitoring and autonomous-progress model of objective action-measurements of specific harm-reduced risk-proportionate action-progress in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all involved and required expectations specific to harm caused and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tab. 9.8 Empathy/De-Escalating Harm and the UNDHR

In terms of this harm de-escalatory and empathetic constructive activity **employment\***, **education\*\***, **cultural\*\*\*** and **political\*\*\*\*** participation, **duty\*\*\*\*\***, **family protection\*\*\*\*\***, **free movement and residence\*\*\*\*\*** and of **information\*\*\*\*\***, as well as **holistic provisions for dignity and personality\*\*\*\*\*** all appear important in both the research and the UNDHR.

| <b>Harm-Deescalatory Empathetic Constructive Activity and the UNDHR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>- *<b>employment</b>, free choice of employment, protection within it, just and favourable conditions and pay, supplemented as necessary, to provide a dignified working existence with time for rest and leisure<sup>47</sup></p> <p>- *active participation in, and contribution to, society, such as through rewarding, advancing, non-harming and pride-giving employment, or alternatives, which actively pursue people's goals in non-harming ways with quality productivity in performance, available for all and required of all and an end to unemployment, such that work, education, training, charity work, starting a business or disseminating quality parenting as part of parenting, or any other equivalent contribution to society that suits individuals and fits with their lives, become the conduit for payments, which should be sufficient to fund quality lives and obliged insurance for times of need, such as the need for health and social care</p> |

<sup>41</sup> Articles 4, 5, 9 of The Universal Declaration of Human Rights

<sup>42</sup> Article 7 of The Universal Declaration of Human Rights

<sup>43</sup> Part of Article 29 of The Universal Declaration of Human Rights

<sup>44</sup> Article 3 of The Universal Declaration of Human Rights

<sup>35</sup> Part of Article 11 of The Universal Declaration of Human Rights

<sup>36</sup> Article 12 of The Universal Declaration of Human Rights

<sup>37</sup> Article 14 of The Universal Declaration of Human Rights

<sup>45</sup> Articles 6, 8 and 10 of The Universal Declaration of Human Rights

<sup>46</sup> Article 30 of The Universal Declaration of Human Rights

<sup>47</sup> Articles 23 and 24 of The Universal Declaration of Human Rights



and for retirement, and should exist as an avenue for an individual's own appetites and aptitudes, as well as being mindful of providing sufficient time for the rest and leisure required for good mental and physical health.

- free compulsory \*\*education for full development of the personality, the strengthening of respect for human rights and freedoms and to promote understanding, tolerance, friendship and peace, while respecting parents prior right to choose their child's education, followed by generally available technical and professional education and higher education accessible on merit.<sup>48</sup>

- \*\*advancing development of aptitudes and appetites through fully funded lifelong education in their active pursuit in non-harming ways to enable quality performance, happiness and well-being and to be structured to foster individuals own personalities in constructive, flexible thinking and through client-led interventions, including for children at school, as well as ensuring all interventions are structured to enhance self-expression within respectful interaction, alongside a fully funded full range of youth opportunities funded in kind for opportunities for children and excellent preparation for young people to be properly prepared for adult functioning in a certified manner with a valuing passage into a consistent age of adulthood.

- \*\*\*participation in cultural life, a share in scientific advancement and its benefits and the authorship of what they produce<sup>49</sup>

- \*\*\*an end to tolerated downward life spirals such that no one is left socially excluded, alongside having access to scientific advancement, such as that which will help them access driving to ensure they are fully included and also medicine such that their physical and mental health can be optimised and any substance use issues can be addressed medically to enhance functioning and well-being, alongside broader measures for social inclusion and autonomous engagement to replace social isolation or harming social interaction including honestly credited self-expression and media-representation of individuals' diverse ideas and cultures, including regarding matters currently outside social acceptability, such as substance use, ensuring such use does not prohibit social inclusion by providing for it to co-exist with social functioning through ensuring sufficient medication and regulated access, as well as automated access to all laws that must include everyone in their protection, including being instantly accessible and championed by a funded advocate where need be.

- \*\*\*participation in a government and public service authorised by the public<sup>50</sup>

- \*\*\*with technologically monitored openness and honesty on issues of public relevance, such as political decisions, to enable informed participation, and such that defining and enacting de-brutalisation becomes a shared concern with no one occupying the moral high ground at the expense of others and access to media-represented diversity of experiences for all, respectful heard and respectfully expressed.

- Everyone has \*\*\*\*duties to the community<sup>51</sup>

- \*\*\*\*such that de-brutalisation is a shared undertaking and no one can gain from brutality, including an end to income from property or business where that ownership is not based on actively ethical custodianship and development in non-harming ways, and such that personal responsibility for active participation, such as through work, takes place, as well as the duty to be honest and accountable through openness, with technologically monitored honesty on issues of public relevance, such as political decisions and brutality, on narrowly pertinent questions and matters only, through transparent universally applied rules with consistent execution of consistent morality enforced, such as through progress-tariffed responses to harming action based on a risk-monitoring and autonomous-progress model of objective action-measurements of specific harm-reduced risk-proportionate action-progress in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all involved and required expectations specific to harm caused and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible, but also ways ensuring everyone's duty to their community includes no one is allowed to compromise the safety of others.

- freely founding a \*\*\*\*\*protected family<sup>52</sup>

- \*\*\*\*\*quality family and domestic life, childhoods and parenting with decent safe places to live, an end to homelessness and ensuring special provision to protect women and children and to prevent disruption to their lives.

- \*\*\*\*\*freedom of movement and residence<sup>53</sup>

- including access to the free movement that driving allows, sustainably structured, and with visual, technical and sensory driver monitoring and assistance where needed and access to residence in decent safe places to live and an end to homelessness.

- \*\*\*\*\*freedom to seek, receive and impart information and ideas through any media and regardless of frontiers.<sup>54</sup>

- \*\*\*\*\*Valuing and media-represented expression of information in diversity of the experience of life and receipt of honest information through technologically monitored obligations to answer narrowly relevant questions of public interest honestly, alongside respectfully expressed and respectfully heard uncensored diverse views with a clear delineation between opinion and demonstrable fact.

- social security and realization of economic, social and cultural rights as part of \*\*\*\*\*dignity and free development of personality<sup>55</sup>

- \*\*\*\*\*treating all with dignity and with full regard for personality, such that each person, however damaged, can acquire a route to a fully dignified life and to dignity along that route with respectful interactions in socially secure environments and provision to become enabled to realize their full potential economically, socially and culturally in their own ways with client-led interventions that deploy authorities as resources to develop individual personality and ensure acquisition of the skills necessary

<sup>48</sup> Article 26 of The Universal Declaration of Human Rights

<sup>49</sup> Article 27 of The Universal Declaration of Human Rights

<sup>50</sup> Article 21 of The Universal Declaration of Human Rights

<sup>51</sup> Part of Article 29 of The Universal Declaration of Human Rights

<sup>52</sup> Article 16 of The Universal Declaration of Human Rights

<sup>53</sup> Article 13 of The Universal Declaration of Human Rights

<sup>54</sup> Part of Article 19 of The Universal Declaration of Human Rights

<sup>55</sup> Article 22 of The Universal Declaration of Human Rights

Tab. 9.9 Harm De-Escalatory Empathetic Constructive Activity and the UNDHR

All these elements in the UNDHR form the basis of the empathy and harm de-escalatory elements in sharing de-brutalisation, upon which they build as discussed throughout this research.

| Empathy in Equality of Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | De-Escalate Harm in protection inclusivity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- ensure respectful and valuing <b>media</b> representation of diverse lives and respectfully expressed and heard uncensored diverse views with clear delineation between opinion and demonstrable fact</li> <li>- uphold empathetic <b>behaviour and treatment</b> in pursuit of constructive solutions/moralities/drives and desires</li> <li>- ensure compassionate <b>humanisation</b> in morality, ideology, pragmatism, politics, discussion and religion with respectful interaction and self-expression</li> <li>- support <b>quality relationships</b>, domesticities, family lives, parenting and childhoods</li> <li>- provide for cultural and political participation, self-realization and protection, including of dignity and personality, as well as freedom of thought and its expression and of movement and residence and to associate, or not, and from arbitrary interference, alongside upholding duty, including to provide humane treatment, information and respect for others and their rights, including for those marginalised by inequality and hostility to diversity, without needing individuals to have to suffer to fight for these rights in <b>automatic implementation of the UNDHR</b> to ensure the equality of the value of lives</li> </ul> | <ul style="list-style-type: none"> <li>- require active ethical <b>custodianisation</b> in all ownership and profit</li> <li>- provide advancing and safe contexts and locations and <b>homes</b> for all</li> <li>- enable <b>ethical delegation</b> to authority by aligning law against harm and preventing any form of exclusion from any type of protection</li> <li>- provide automated instantly accessible <b>transparent universally applied rules guides</b> easy to operate and understand, online and providing straight forward situational legal escape routes</li> <li>- enable sustainably structured technically monitored and assisted <b>driving</b> to be available for all</li> <li>- ensure policy activity involves everyone, including in defining brutality, and in creating policy, including to de-brutalise brutality, <b>building shared understanding</b>, working in cooperative ways where all voices are respectfully heard in resistance-friendliness</li> <li>- provide policy consistency in accordance with a totality of values including in consistent morality on violence in <b>consistent execution of consistent law</b></li> <li>- arrange society's institutions as <b>resources</b> for people, with institutions to represent the whole of society that provide constructive educational/training/societal/ and official experiences</li> <li>- enable <b>automatic implementation of the WEF challenges</b> in a fourth industrial revolution of non-harming industrial, ownership and business practices through shared world 'solidarity' in protecting the shared world and its beings, without needing individuals to have to suffer to fight for these progressions</li> <li>- only use natural capital [e.g. natural assets like land, air, water, flora and fauna] when physicalised [e.g. as industrial sites (land) industrial dustbins (air and water) industrial materials (flora and fauna)] in a manner to <b>protect and share natural capital</b></li> </ul> |

Tab. 9.10 Empathy/De-Escalation of Harm (1)

In consideration of the UNDHR in this, any empathy and de-escalation of harm might usefully be mindful of the cultures of the other non-UK permanent members of the UN Security Council. Their cultural breadth could also be invaluable to sharing de-brutalisation **through** and **in walking a mile in the moccasins of others**<sup>56</sup>, adopting 同情 (tóngqíng<sup>57</sup>) and **rapprochement**<sup>58</sup> and the transparency of **гласность** (glasnost<sup>59</sup>) in shared international community activity.

<sup>56</sup> The 1895 poem 'Walk a Mile in His Moccasins' (originally titled 'Judge Softly') probably by America's Mary Torrains Lathrap (1838-1895)

<sup>57</sup> Meaning 'Empathy' in Chinese

<sup>58</sup> In French and adopted in English in reference to 'reconciliation' and its probable first use in 1809 in the Scandinavian Wars

### **Literature Review and Theory of Empathy and The De-Escalation of Harm**

Developing community activism (Braithwaite 1999), alongside early behavioural and cognitive interventions, to include setting and achieving goals and creating alternatives to aggressive conduct (Goldstein and Glick 1994), might help nurture empathetic and harm-free activity. Likewise, defining the skills needed, then modelling and practising using role play (Andrews and Bonta 1998), while providing the skills and training that will eventually enable individuals to integrate into society might also have positive benefits (Coulsfield 2004), which should surely seek to address any capability deficits that might otherwise create major obstacles to implementing change (Ward and Maruna 2007). If a person does not have the capacities, either internally or externally, to implement change (Ward and Maruna 2007), or to achieve in empathetic and harm de-escalatory ways, it would appear unlikely that changing to, or achieving in, these ways will occur, no matter how much that change or achievement might be desired.

In considering any such achievement it might be important to remember the unequal contexts in which achievement is sought, often created by historical unempathetic and harmful conduct. For example, if asset achievement occurred long enough ago, it is likely to be treated as legitimate no matter how much harm and lack of empathy gave rise to it, since tracing the right of property back to its source, one infallibly arrives at usurpation (De Sade 1797). Thus, if property is founded on theft and, cyclically, theft, as Stirner said, becomes possible only through property (1844), brutality and such achievement might be inextricably linked and might therefore need to be inextricably resolved if empathy and harm de-escalation are to be authentically pursued.

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<sup>59</sup> In Russian meaning ‘openness’ and used in English in reference to the policy of more open consultative government and wider dissemination of information initiated by leader Mikhail Gorbachev from 1985 in the former Soviet Union

While **empathy\*** and **de-escalating harm\*** do not underpin all action then brutality may continue to be seen as a functioning option available to people within their own contexts.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>*Empathy</b> <i>in</i> the rapprochement<sup>60</sup>, гласность (glasnost<sup>61</sup>), 同情(Tóngqíng<sup>62</sup>) and walking a mile in the moccasins of others<sup>63</sup> upon which properly shared and just societies might need to be based.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>*De-Escalation of Harm</b> <i>through</i> the rapprochement<sup>64</sup>, гласность (glasnost<sup>65</sup>), 同情(Tóngqíng<sup>66</sup>) and walking a mile in the moccasins of others<sup>67</sup> upon which properly shared and just societies might need to be based.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Without empathy ‘shoplifting isn’t even a crime to me’, because ‘they’re insured’ (Shauna 2009<sup>68</sup>). More needs to be done to change views and behaviour through changing thinking<sup>69</sup> (Underdown 1998), such as enhancing empathy. Changing offenders’ views of crime and victims (SEU 2002) and addressing poor cognition (Halliday 2001), such as through cognitive approaches that attempt to change behaviour by changing the way a person thinks (McGuire 2000) are likely to help. Without empathy, no account is taken of feelings, such as the way a young female offender spoke of living a lonely life placed in an approved hostel, saying ‘it’s not nice’ (Abby 2009<sup>70</sup>). People need to be able to say ‘I saw the beauty of society’, because of encountering ‘decent’, ‘kind’, ‘supportive’, ‘nice’ people that make them want to be part of society (Cummins 2012<sup>71</sup>). Such ‘relationships trump</p> | <p>Changing criminality and cognition are ongoing processes with no fixed chronological beginnings or endings (Maruna and Copes 2005), so de-escalation is likely to be more realistic than sudden cessation, especially since, as Maruna (2001) says, reintegration is hard when one has never been integrated in the first place. It is important to create a plan that can turn lives around, ‘crucially moderated by...therapy style, goal features, goal strategies....individuals’ skills’ and by using ‘therapist style’ interventions (McMurran and Ward 295-311:2004).</p> <p>‘Whether goals are maintained over time depends partly upon the context in which the offender lives, but also upon the degree of coherence and overall quality of an offender’s Good Lives Plan’ (McMurran and Ward 295-311:2004).</p> <p>A Redemption Script (Maruna 2001) for a prosocial self is frequently chosen, but it is often found difficult to deliver upon such intentions (Deakin 2012). The ‘motivation’ to do so is more likely to be ‘sustained when the goal is clear and challenging, but nevertheless attainable, and when the performance is clear and the individual knows how he or she is performing according to that standard’ and ‘when the goal is specific, rather than vague’, whilst being ‘difficult’ enough to be</p> |

<sup>60</sup> In French and adopted in English in reference to ‘reconciliation’ and *its probable first use in 1809 in the Scandinavian Wars*

<sup>61</sup> In Russian meaning ‘openness’ and in reference to the policy of more open consultative government and wider dissemination of information initiated by leader Mikhail Gorbachev from 1985 in the former Soviet Union

<sup>62</sup> Meaning ‘Empathy’ in Chinese

<sup>63</sup> The 1895 poem ‘Walk a Mile in His Moccasins’ (originally titled ‘Judge Softly’) *probably* by Mary Torrans Lathrap (1838-1895)

<sup>64</sup> In French and adopted in English in reference to ‘reconciliation’ and *its probable first use in 1809 in the Scandinavian Wars*

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<sup>67</sup> The 1895 poem ‘Walk a Mile in His Moccasins’ (originally titled ‘Judge Softly’) *probably* by Mary Torrans Lathrap (1838-1895)

<sup>68</sup> Speaking in in Hughes, J., The Trouble With Girls, BBC.

<sup>69</sup> The Inner London Camberwell Probation Centre which operated on a similar premise of ‘STOP’ and think

<sup>70</sup> Speaking in Hughes, J., The Trouble With Girls, BBC.

<sup>71</sup> Speaking in ‘The Road from Crime’, Lagan Media Productions Ltd film for the university of Glasgow.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>structures' (Oldman 2013<sup>72</sup>) and everyone needs to be included in that such that no one feels they are a 'second class citizen', such as offenders being viewed as 'a different species' (Lunn 2012<sup>73</sup>).</p> <p>Healthy connections such as to children, family and significant others (Bloom 2012), as well as more widely, are important and individuals need to be able to trust in their society if they are to enact those plans. Trust has the three dimensions of efficacy, justice of decisions and fairness of procedures (Machura 2013). Individuals do not respond to something 'which is done to' them, nor which is 'condemning' of them, but 'want to speak to someone like me' who has 'walked in my shoes', 'an expert, another ex-offender', to help me 'unpick my deluded brain' (Johnson 2012<sup>74</sup>). Such a process is not an easy option, it is a very tough option, 'forcing me to confront my deluded brain' and the way it created the belief that 'my offending life' was 'successful' and that 'I was in control of this life' (Johnson 2012<sup>75</sup>). In this way, intervention 'made me enquire about myself and, as a result, my behaviour changed' (Johnson 2012<sup>76</sup>), as well as to promote such enquiry about others, and thus nurture the rapprochement<sup>77</sup>, гласность (glasnost<sup>78</sup>), 同情(Tóngqíng<sup>79</sup>) and walking a mile in the moccasins of others<sup>80</sup> through which harm might then be de-escalated.</p> | <p>satisfying to achieve (McMurran and Ward 295-311:2004). Within this, utilizing the intergenerational aspect of harm might also help motivate the de-escalate of the transmission of harming through families.</p> <p>In this respect, the children of women who go to prison can also end up in prison themselves later in their lives (Bloom 2012), while most incarcerated mothers do not want their children to make the same mistakes as them and end up in jail like them (Menting 2012) providing a motive to de-escalate such family patterns. 'Prisoners should know' about the statistical probability of their sons following them into crime and prison, which is 'jaw dropping' for prisoners who are fathers, when they hear it (Armstrong 2012<sup>81</sup>). Prison visiting systems need to utilise this to maximise the 'connecting' between fathers and their families to create change, including 'goodbye' visits where a father can say goodbye to a child who is being taken away to be adopted (Armstrong 2012<sup>82</sup>).</p> <p>Antisocial attitudes are strongly related to antisocial behaviour (Andrews and Bonta 1998), positive changes in offender attitudes (Coulsfield 2004) may be a precursor to positive changes in reconviction rates. Thus, the success of sentences should not be measured only by reconviction rates, which are unable to measure changes in frequency and severity of offending (Vennard et al 1997) or progress towards non-criminal lifestyles (Coulsfield 2004). There can be much benefit 'under the radar', with projects providing 'much needed' help (Aspinall 2013<sup>83</sup>), including hard outcomes, such as employment, further education or training, or other positive outcomes, such as improved attendance or confidence (Butler 2013). It is also important to note that immediate evaluation does not measure the long-term learning and outcomes (Crowley 2013) that might be underway. While things may be flowing in ways such as these, it is critical to ensure that the movement of any such flow is actually towards greater de-brutalisation not towards escalating brutalisation. If a 'flow of destructive tendencies....an impulse or action' that might 'harm another organism' (Milgram 166:2010 speaking of aggression) goes unaddressed, such brutal escalation can occur. In this way, sexual abuse escalates if it goes unchecked and it is usual to find a long history of abuse once one case is discovered (Cameron 2012).</p> |
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Tab. 9.11 Empathy/De-Escalation of Harm (2)

<sup>72</sup> Speaking on 'Today', speaking as former national clinical lead of quality and productivity of the Department of Health on 22<sup>nd</sup> April 2013 radio 4, BBC.

<sup>73</sup> Speaking in 'The Road from Crime', Lagan Media Productions Ltd film for the university of Glasgow.

<sup>74</sup> Speaking in 'The Road from Crime', Lagan Media Productions Ltd film for the university of Glasgow.

<sup>75</sup> Speaking in 'The Road from Crime', Lagan Media Productions Ltd film for the university of Glasgow.

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<sup>78</sup> In Russian meaning 'openness' and in reference to the policy of more open consultative government and wider dissemination of information initiated by leader Mikhail Gorbachev from 1985 in the former Soviet Union

<sup>79</sup> Meaning 'Empathy' in Chinese

<sup>80</sup> The 1895 poem 'Walk a Mile in His Moccasins' (originally titled 'Judge Softly') *probably* by Mary Torrans Lathrap (1838-1895)

<sup>81</sup> Presenting 'Family Interventions and Invisible Walls Wales Based in Parc Prison' in Wales in presentation to Children and Families of Offenders seminar on the 4<sup>th</sup> October 2012.

<sup>82</sup> Presenting 'Family Interventions and Invisible Walls Wales Based in Parc Prison' in Wales in presentation to Children and Families of Offenders seminar on the 4<sup>th</sup> October 2012.

<sup>83</sup> Presenting 'Evaluation of the Reach the Heights-Support into Education and Learning Youth Justice Project 2010-2013' at dissemination event 28.2.13 Merthyr Tydfil.

Contextual Functioning Options

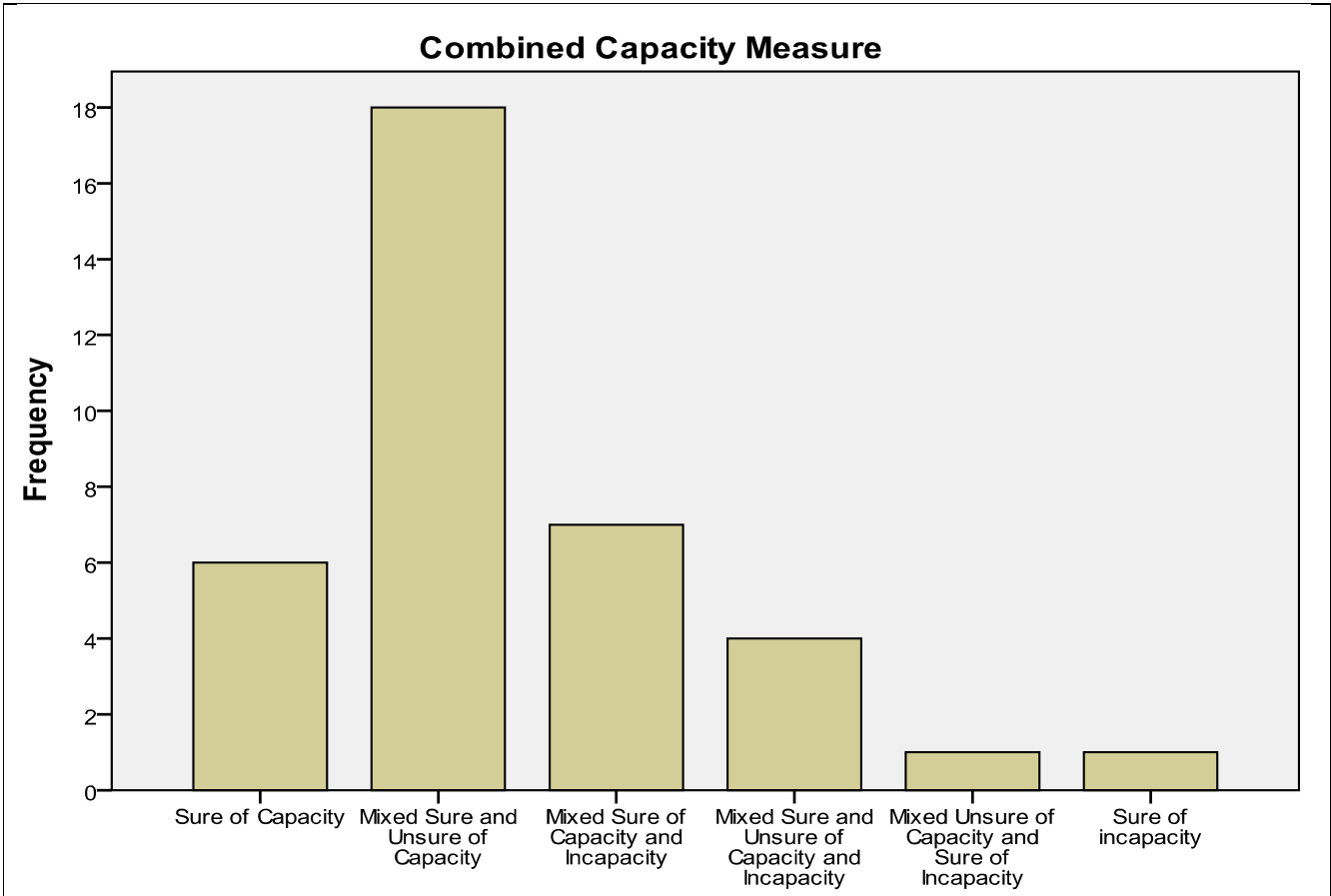
People perhaps need to feel capable of functioning effectively without brutality within their contexts if they are not to see brutality as an option.

| Options                  |               |               |       |        |                 |        |        |      |
|--------------------------|---------------|---------------|-------|--------|-----------------|--------|--------|------|
| What is available to me? |               |               |       |        |                 |        |        |      |
| Capacity                 | Visualisation | Changeability | Habit | Choice | Decision-making | Access | Rights | Time |

Tab. 9.12 Options

1 Capacity

Only 8% of participants were sure of their personal capacity across all 4 measures, rising to still only 16% when that surety included those who were sure of their capacity over at least 3 of the measures.



|                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Do you think you can achieve within society?*</b></p> <p>1=Unequivocal Yes<br/>2=Unsure<br/>3=No</p> <p>* <b>reasoning</b> for this then asked, as shown in the <b>graph</b> below</p> <p><b>Do you feel capable of doing whatever you want with your life?**</b></p> <p>1=Unequivocal Yes<br/>2=Unsure<br/>3=No</p> <p>**<b>reasoning</b> for this then asked, as shown in the <b>table</b> below</p> | <p><b>If I said that research suggests that mental and physical health problems can make it difficult for prisoners to make the best use of opportunities<sup>84</sup>, would you think that would also be true of you?</b></p> <p>1=No<br/>2=Equivocal<br/>3=Yes</p> <p><b>Do you believe that you will succeed in achieving that?</b> (ie 'to be better, to be fulfilled, to be able to use our potential and become something more'<sup>85</sup>)</p> <p>1=Yes<br/>2=Equivocal<br/>3=No</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Fig. 9.2 Combined Capacity Measure

Reasons that were **solely** associated with being **sure** of being able to achieve within society were a) **aspiration**, with twice as many citings as the next highest factor, b) **behaving well**, c) **already achieving** and d) **receiving things from others**.

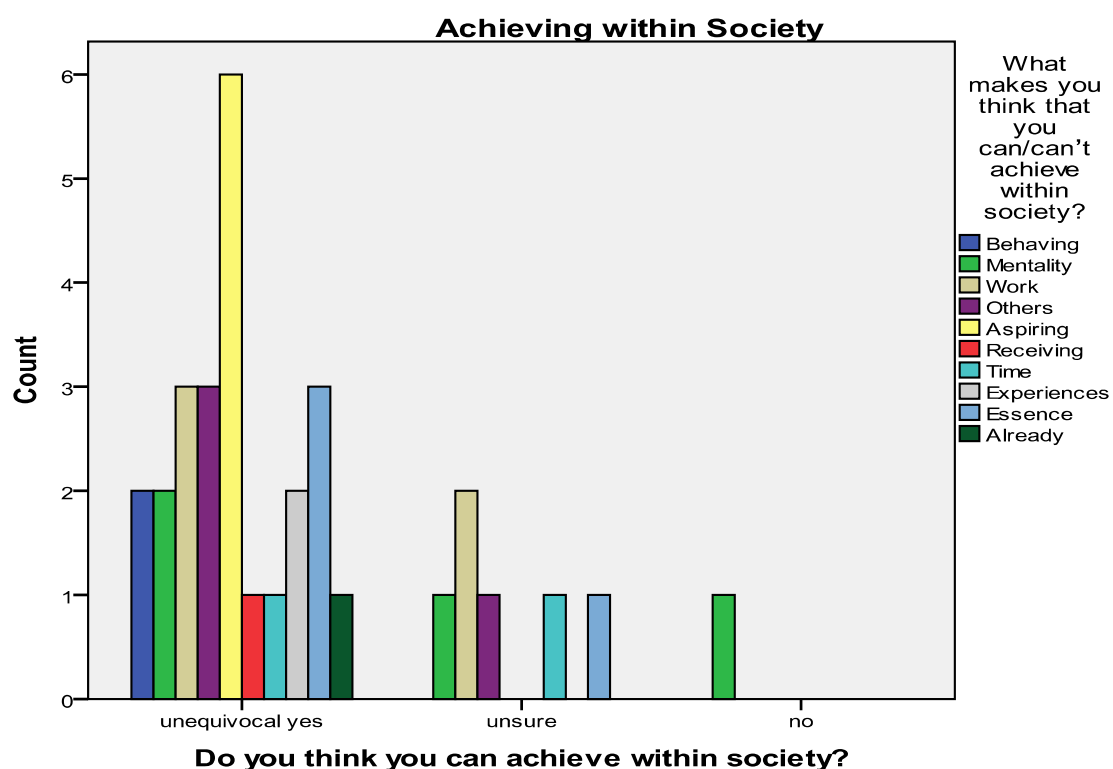


Fig. 9.3 Achieving within Society

<sup>84</sup> Home Office, (2001), Prison Statistics England and Wales 2000, Home Office.

<sup>85</sup> 'All I want is to be better, to be fulfilled, to be able to use my potential and become something more than I am at the moment'(Lieberman 2005)

Additionally, a resilient **mentality**, especially to external pressures, may also be important, as the participant who said he could **not** achieve<sup>86</sup> cited his mentality, whilst all those who said they were **not** capable of doing whatever they wanted with their lives<sup>87</sup> referred to matters that might relate to being very responsive to their environment, as per the table below.

| Do you feel capable of doing whatever you want with your life?                                                                                      |                                                                                                                                                                                         |                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Unequivocal Yes***                                                                                                                                  | Unsure                                                                                                                                                                                  | No                                                                                                             |
| <b>Reasons</b><br>Feelings<br>Feelings<br>Responsivity<br>Protection<br>Feelings<br>Want<br><br>***None of these reasons for this pertain to action | <b>Reasons</b><br>Feelings<br>Support<br>Want<br>Feelings<br>Support<br>Protection<br>Responsivity<br>Responsivity<br>Trying<br>Trying<br>Trying<br>Trying<br>Responsivity<br>Resources | <b>Reasons</b><br>Responsivity<br>Responsivity<br>Responsivity<br>Responsivity<br>Responsivity<br>Responsivity |

Tab. 9.13 Do you feel capable of doing whatever you want with your life?

Only one of those who was **sure** of being capable was very responsive in this way. Therefore, it could be important to nurture a sense of being sure of one's capacity, alongside nurturing the other elements that appeared linked to that sense of capacity.

By contrast, all those who spoke only in terms of **‘trying’** rather than actually ‘doing’, were unsure of being capable, just as all those who felt incapable appeared to be at the mercy of their environment. In this way activity may need to be decisive and independent of circumstance respectively.

<sup>86</sup> Do you think you can achieve within society?

<sup>87</sup> Do you feel capable of doing whatever you want with your life?



However, none of the participants appeared to relate being capable with action, though 8 referred to action in terms of achieving,<sup>88</sup> 75% of whom were sure they would achieve and none thought they could not achieve. This might indicate that taking action could be mutually exclusive to a sense of capacity, but that achievement, and a belief in that achievement, might be associated with action. In this way, action may undermine a sense of capacity, such as by being fruitless, and may, thus, nurture passivity. Therefore, if action can be associated with achievement instead, it could inspire further active participation, by ensuring action bears the fruit of achievement.

People are likely to need to see that they are capable of that achievement in empathetic and harm-free ways if such ways are to be seen as available to them for effective advancement.

## 2 *Visualisation*

Being able to visualise empathetic and harm-free ways to advance might be central to deploying these instead of using harmful and unempathetic activities such as offending. When participants were asked how else they could achieve their objectives, other than by offending, only 38% could unequivocally visualise an appropriate alternative to offending.

If around two thirds of offenders are, thus, unable to visualise a viable alternative to offending, it may be difficult to expect desistance from offending.

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<sup>88</sup> Namely, Behaving, Work, and Already achieving

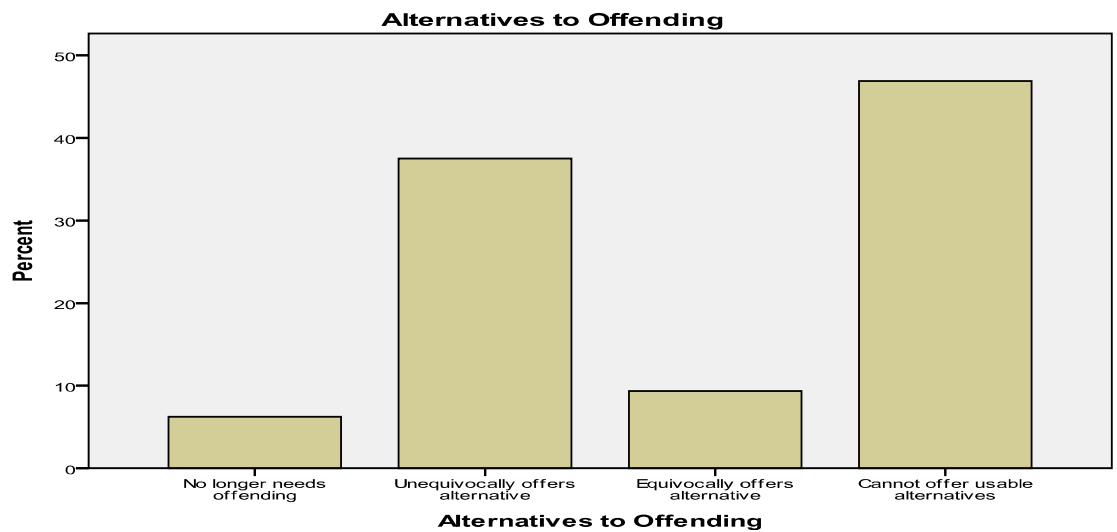


Fig. 9.4 Alternatives to Offending

Having said that, only 10% could not offer any sort of alternative to offending at all or simply said that they had no further need to offend, without addressing the consideration of alternatives, with another 17% speaking of it conditionally or focussing on the reasons not to do it or visualising continuing to offend alongside it, when asked if they could imagine an alternative.

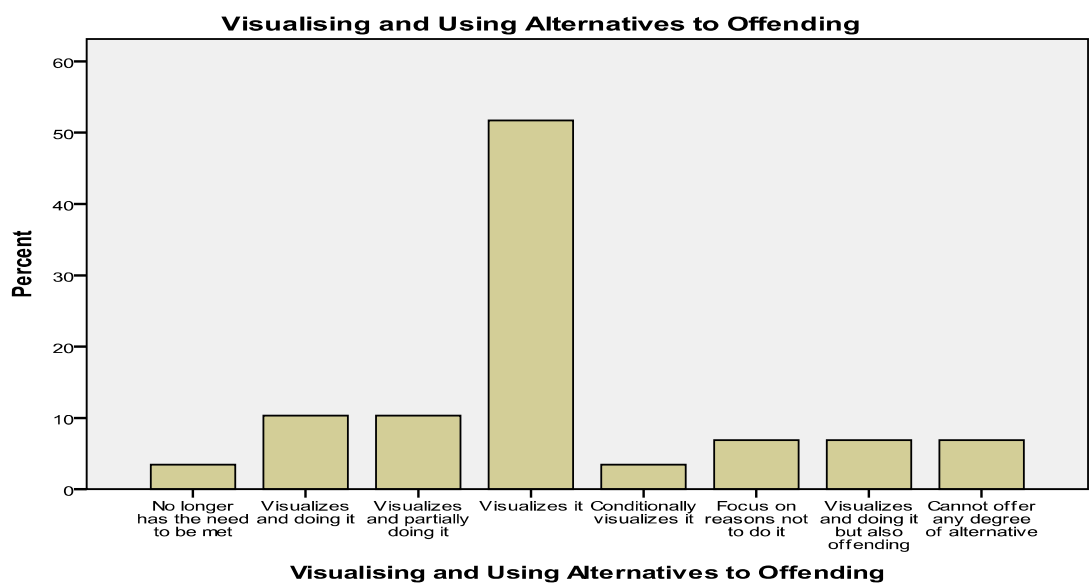


Fig. 9.5 Visualising and Using Alternatives to Offending

In this way, 73% could *imagine*, in a theoretical way, getting what they wanted using alternatives, including 10% saying they could visualize it *and were doing it*, with another 10% saying they could visualize it and were *partially doing it*, even though the viability of these visualisations, when they had been asked exactly ‘how’ their objectives could be achieved, had been largely questionable. It might, therefore, not be so much the ability to visualise, but the viability of what is actually visualised that may be critical. In this regard, facilitating the visualisation of viable ways to successfully advance empathetically and without causing harm could be vital.

All those who said they had tried an *active* alternative to offending had given a definitive answer to ‘what it would be like to live that way’ and all but one of them visualised it as positive. Whereas those who had tried an *abstaining* alternative were less likely to give a definitive answer and proportionately less likely to visualise a positive outcome. It may, therefore, be important to focus on positive activity, rather than passive abstinence.

Furthermore, being active appeared to be related to a positive outlook, while ‘*starting* to act’ appeared to be *wholly* related to a positive outlook. Thus, ensuring positive outcomes from action in order to maintain positive outlooks, and to prevent action undermining a sense of capacity as considered in the previous sub-section, might be as important as ensuring active participation.

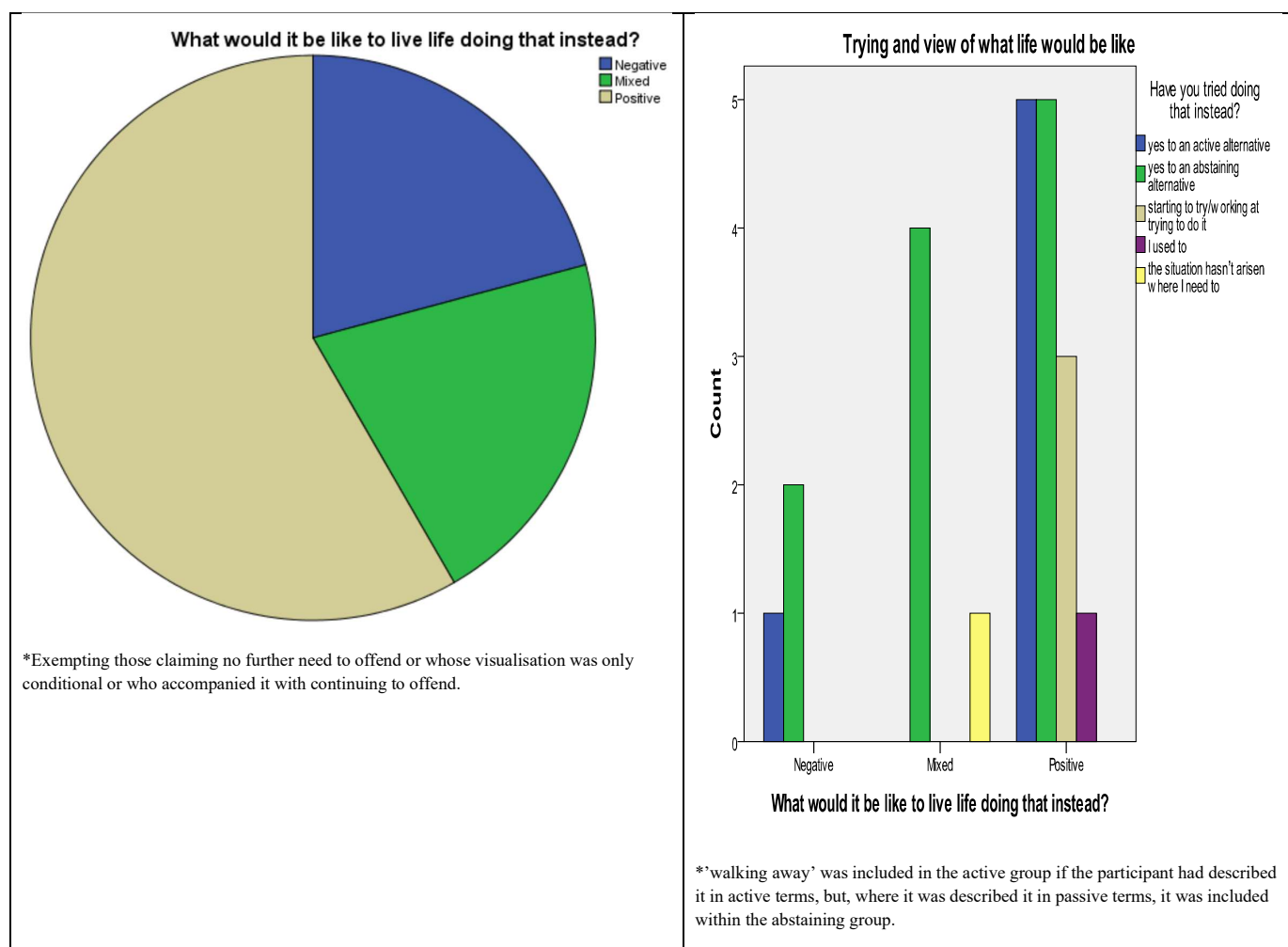


Fig. 9.6 What would it be like to live life doing that instead?

When what was described as having happened in the past was compared with what was visualised for the future, approximately half of participants who had said 'yes' unconditionally to trying to use an alternative, reported an exclusively positive outcome in the past to having used it, virtually regardless of whether an active or abstaining alternative had been involved. This could indicate that, although being active could be associated with more positive visualisations of the future, it may not have much bearing on whether actual positivity of outcome is achieved. This could endorse the importance of ensuring positive outcomes are actually achievable by activity.

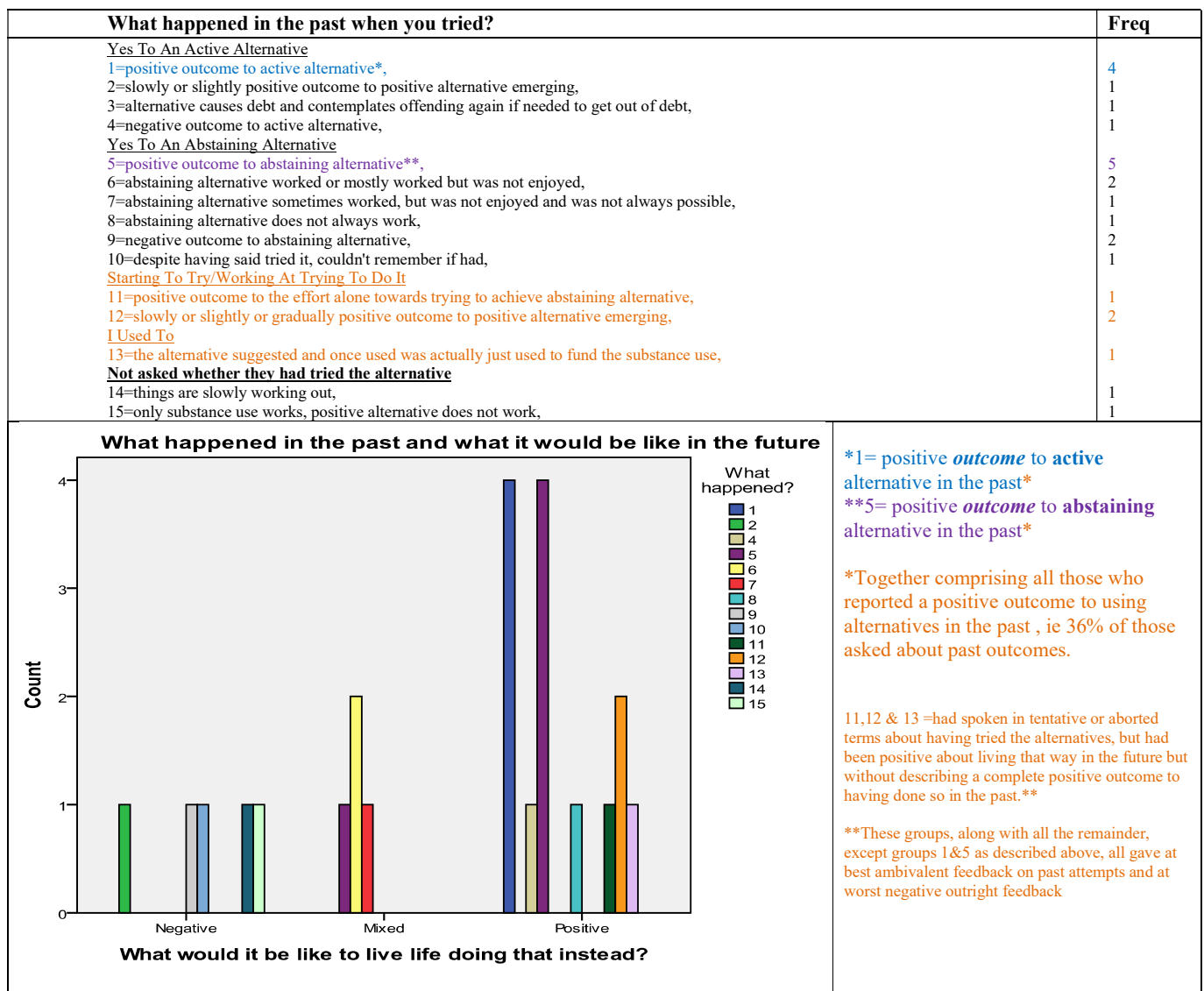


Fig. 9.7 What happened in the past when you tried?

Just as improving outcomes to effort may be important, completing those efforts, i.e. ‘doing’ rather than ‘trying to do’, might also be important. In this respect, none of those who had spoken in tentative or aborted terms about having tried alternatives, described a completed positive outcome to having done so in the past, even though they had been positive about their future visualisations of doing so.

88% of those who had spoken about positive outcomes in the past, appeared to have an unequivocally positive visualisation of their future prospects. When the active nature of what was undertaken was further added, 100% of those with both a positive outcome from the past **and** an active suggestion for moving forward appeared to have a positive visualisation of their future lives.

The importance of being able to achieve positive outcomes to **initial** efforts appeared to be endorsed by the fact that only 21% of participants who had been able to offer any sort of initial alternative, could go on to offer a new definite prosocial alternative as a fallback position if the initial one was not successful, when asked about what they would do if they found their initial alternative did not work.

| What if you found you couldn't get it that way instead?                                                                                                                   | Freq | %    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|
| 1=can offer a definite new prosocial alternative,                                                                                                                         | 5    | 20.8 |
| 2=says s/he will or would or is getting it in the way planned and/or would just try harder or keep trying to do so or won't contemplate not doing so or knows s/he could, | 11   | 45.8 |
| 3=describes what s/he is trying to achieve in the way already planned,                                                                                                    | 1    | 4.2  |
| 4=doesn't know what s/he would do,                                                                                                                                        | 2    | 8.3  |
| 5=if I didn't have child/ren I would return to crime, but as I do I would just have to get another job,                                                                   | 1    | 4.2  |
| 6=offers abstaining alternative that s/he had previously said caused his/her offending,                                                                                   | 1    | 4.2  |
| 7=would return to crime or de facto return to crime,                                                                                                                      | 2    | 8.3  |
| 8=still committing crime alongside the alternative,                                                                                                                       | 1    | 4.2  |

Tab. 9.14 What if you found you couldn't get it that way instead?

Only 14% of participants consistently claimed to be sure of a positive visualisation of the future across 5 measures and only a fifth had a wholly positive visualisation of their lives in 10 years' time as one of those 5 measures.

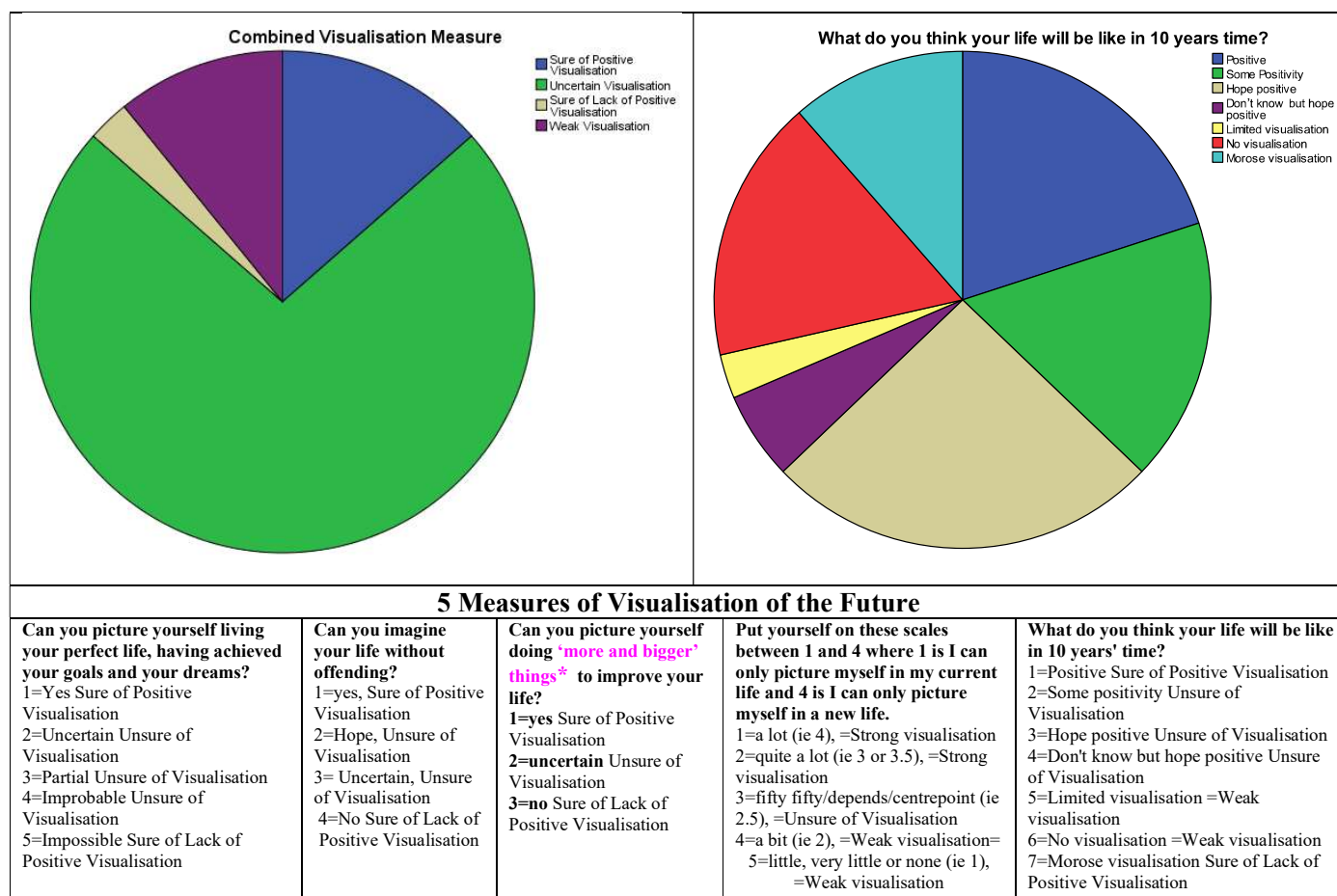


Fig. 9.8 Combined Visualisation Measure

When specifying visualisations of possible **\*‘more or bigger things’** that they could do to improve their lives, 79% included improving work and/or education, 31% of whom also mentioned driving as an issue for resolution. It was only when driving was **not** cited as an issue that any doubt existed about delivering on visualised work or education.<sup>89</sup> It was as if gaining or regaining access to driving was the only incontrovertible certainty. Indeed, driving appeared to be the only specific visualisation that did not raise any question as to delivery.

<sup>89</sup> Are you going to do those things?

It may be that work and education, along with the place to live and resolution of substance use that were also cited, need to become greater certainties in life, in the way that achieving access to driving appeared to be.

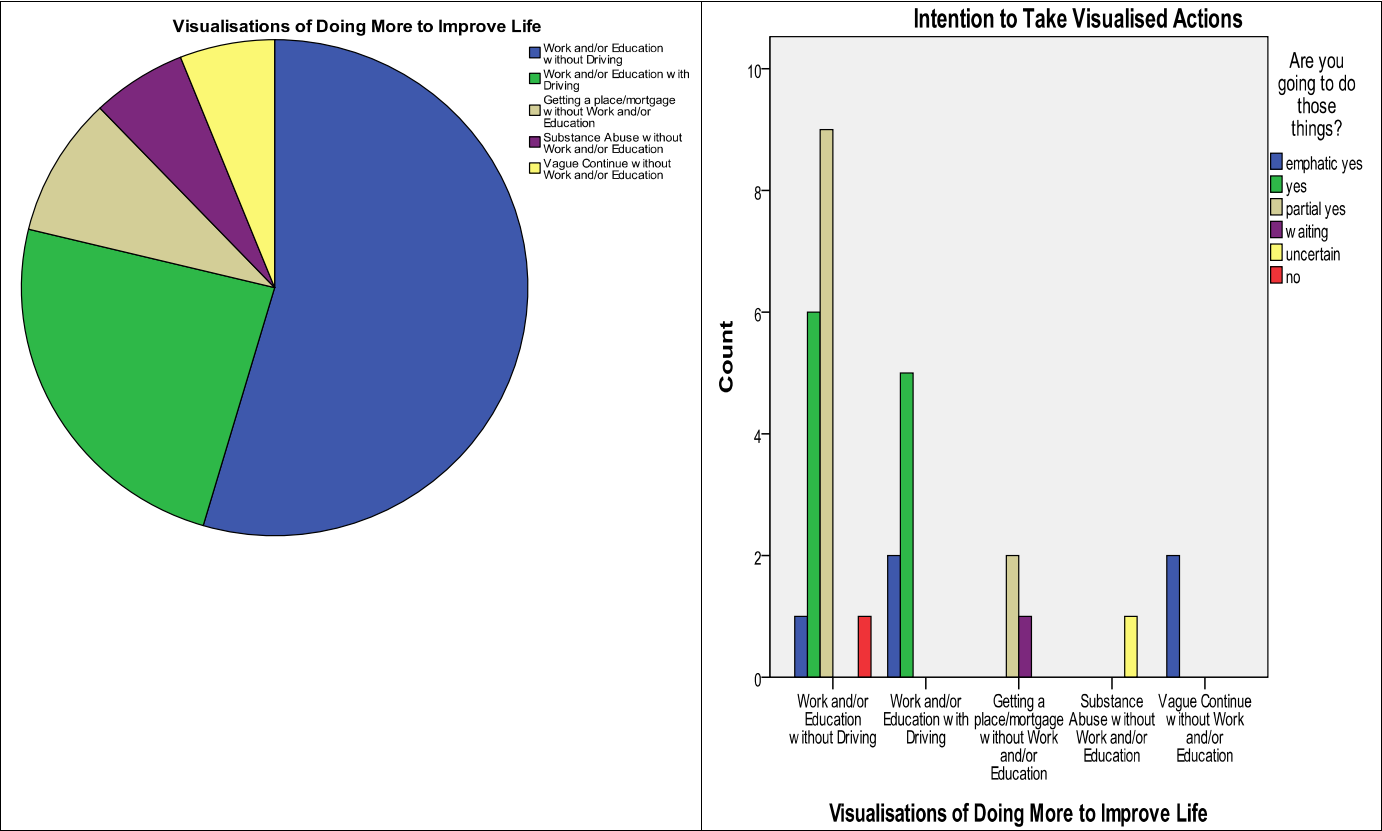


Fig. 9.9 Visualisations of Doing More to Improve Life

‘To be able to get about driving so I don’t have to use a bus or walk’ was very important to people and their prospects, as was a sense of realising their prospects. ‘**I’m on my way\*** up there now’ or ‘to make things better for me’ or ‘for my child/ren’ or ‘I want to be **like others\*\*** who have wads of money’ or ‘to enjoy life **as others do\*\*** and as I **used to\*\*\*** do’ or ‘I want to **get back\*\*\*** the better life and the money for luxuries and



family provision that I had **before\*\*\***<sup>90</sup>, were all mentioned. Thus, the motivation of riches, family, happiness, success and advancement, all appeared to feature, but also the importance of having \*\*\***experienced** these things before, actively **\*undertaking** them now or **\*\*seeing** what others have achieved.

The way in which 4/5s of participants were apparently either equivocal or unable to picture better ways of doing things<sup>91</sup> than those they were currently undertaking, may reaffirm the importance to visualisation of undertaking, experiencing and, potentially, even seeing, alternatives in action.

| Can you picture a better way to achieve what you want in your life?                                                    | Frequency |
|------------------------------------------------------------------------------------------------------------------------|-----------|
| No                                                                                                                     | 20        |
| Equivocal Yes                                                                                                          | 7         |
| Unequivocal yes*                                                                                                       | 7         |
| *Unequivocal Yes - 'What would the Better Way be?'                                                                     |           |
| Moving away,                                                                                                           | 1         |
| I suppose by actually doing stuff, getting out there and physically doing it you know,                                 | 1         |
| Getting a job and settling down with my partner/spouse and my child/ren,                                               | 1         |
| With my partner and child,                                                                                             | 1         |
| Being friendlier, better tempered and less violent,                                                                    | 1         |
| Not arguing with my partner all the time, like my son is very well looked after but arguing with somebody is not good, | 1         |
| Clean body, clean mind,                                                                                                | 1         |

Tab. 9.15 Can you picture a better way to achieve what you want in your life?

Those who could unequivocally visualise a better way, cited **constructive action**, **settled** relationships, **being less brutal to others** and **creating less brutal conditions within themselves**, all of which go to the heart of advancing in empathetic and harm-free ways.

### 3 *Changeability*

For any such visualisations to be converted into actual change, individuals and societies may need to be able to change.

<sup>90</sup> Other 'more or bigger things' cited alongside work and education, a place to live, resolution of substance use and driving

<sup>91</sup> Can you picture a better way to achieve what you want in your life?

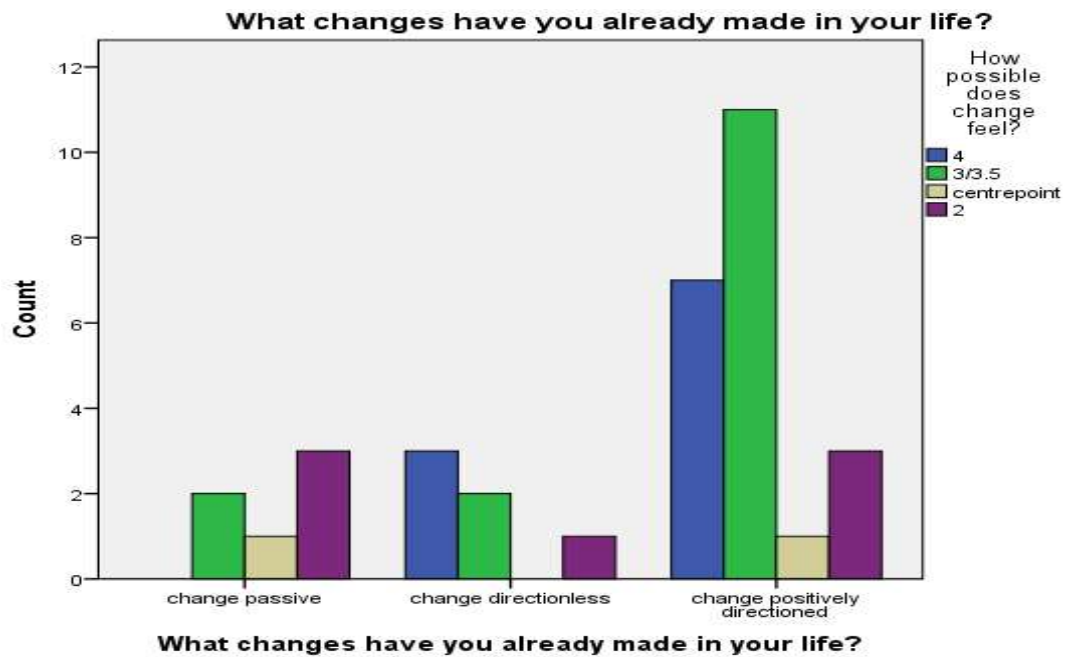


Fig. 9.10 What changes have you already made in your life?

In considering participants' potential to actualise change in the present<sup>92</sup>, it appeared that creating positively-directioned change in the past might be helpful to thinking that change is possible in the future. 72% of those who placed themselves above half way for the possibility of change had created positively-directioned change in the past, while only 43% of those who placed themselves below halfway did so.

Having said that, the overwhelming majority of participants did feel change was possible, in terms of placing it above halfway on the scale provided<sup>93</sup>. Likewise, using the same measurement, the majority could also imagine their attitudes changing and did not think things would inevitably stay the same.

<sup>92</sup> On a scale between 1 and 4 where 1 is completely impossible and 4 is completely possible

<sup>93</sup> How possible does change feel?

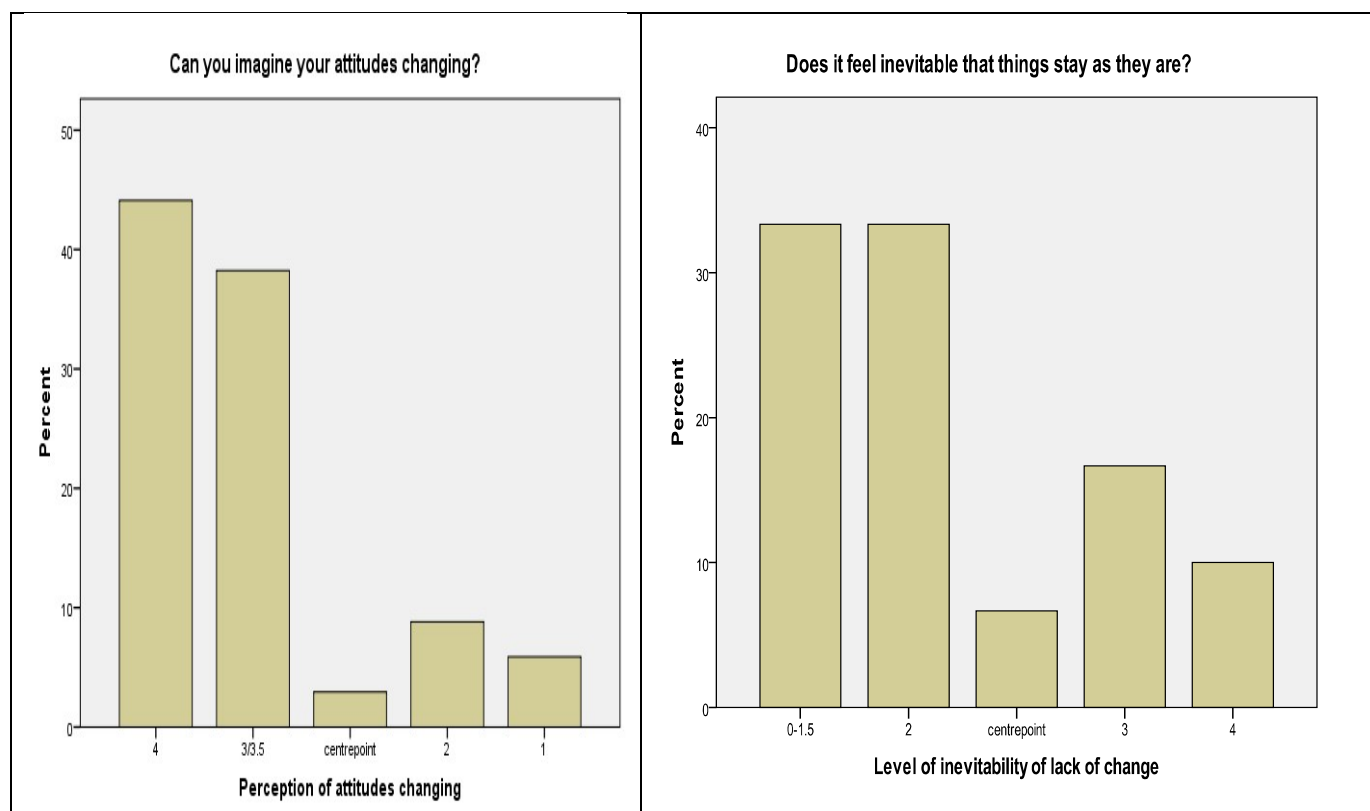


Fig. 9.11 Can you imagine your attitudes changing?

This faith in personal changeability might not be borne out in practise. In this respect, though none of the participants for whom OGRS score was available put their ability to stop offending below 3 out of 4<sup>94</sup>, many nevertheless had a high risk of continuing to offend. Indeed, 75% of those with a high risk gave themselves a full 4 out of 4 for being ‘completely able to stop offending’. All but one of the ‘completely’ able participants appeared to be consistent in this regard, with only one being uncertain over being doomed to a life of crime and none believing that they were so doomed. Individuals may either not want to exercise their ability to change in this regard or may underestimate the difficulties in changing. Either way, this is likely to endorse the need

<sup>94</sup> Put yourself on these scales between 1 and 4 where 1 is I feel completely unable to stop offending and 4 is I feel completely able to stop offending.

for progress-tariffing and technologically monitored questioning to protect the public whilst unwilling or unable changing is being tackled. The issues that surround these potentially controversial suggestions are discussed in Chapter 3<sup>95</sup>.

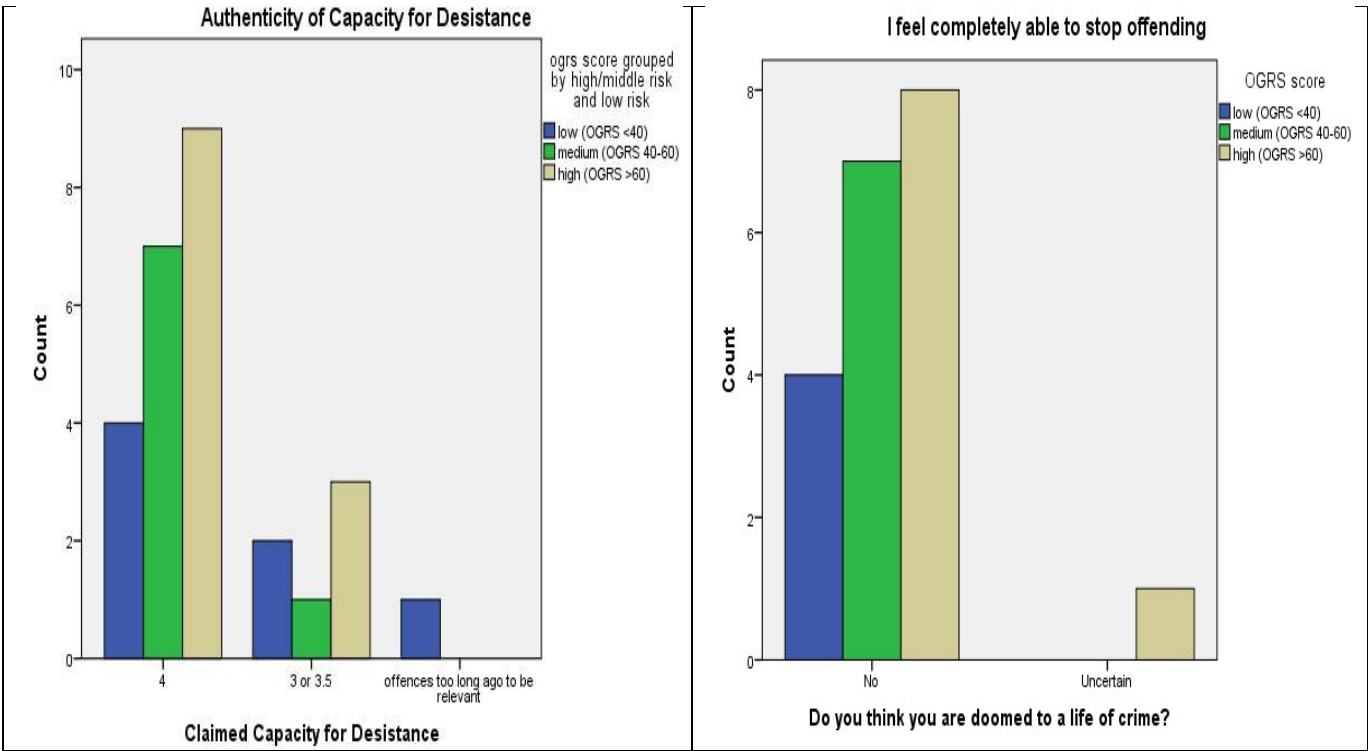


Fig. 9.12 Authenticity of Capacity for Desistance

Nonetheless, only 6% of participants thought they were doomed to a life of crime, as opposed to around a third thinking they were doomed to poverty and/or failure. If the *contextual* brutalities of poverty and failure are more entrapping than the *active* brutality of crime, this could highlight the need to ensure contextual de-brutalisation, such as ameliorating poverty and failure, perhaps through decent wages for work and an appetite and aptitude focus in schools respectively.

<sup>95</sup> See Tables 3.12 and 3.13 in Chapter 3

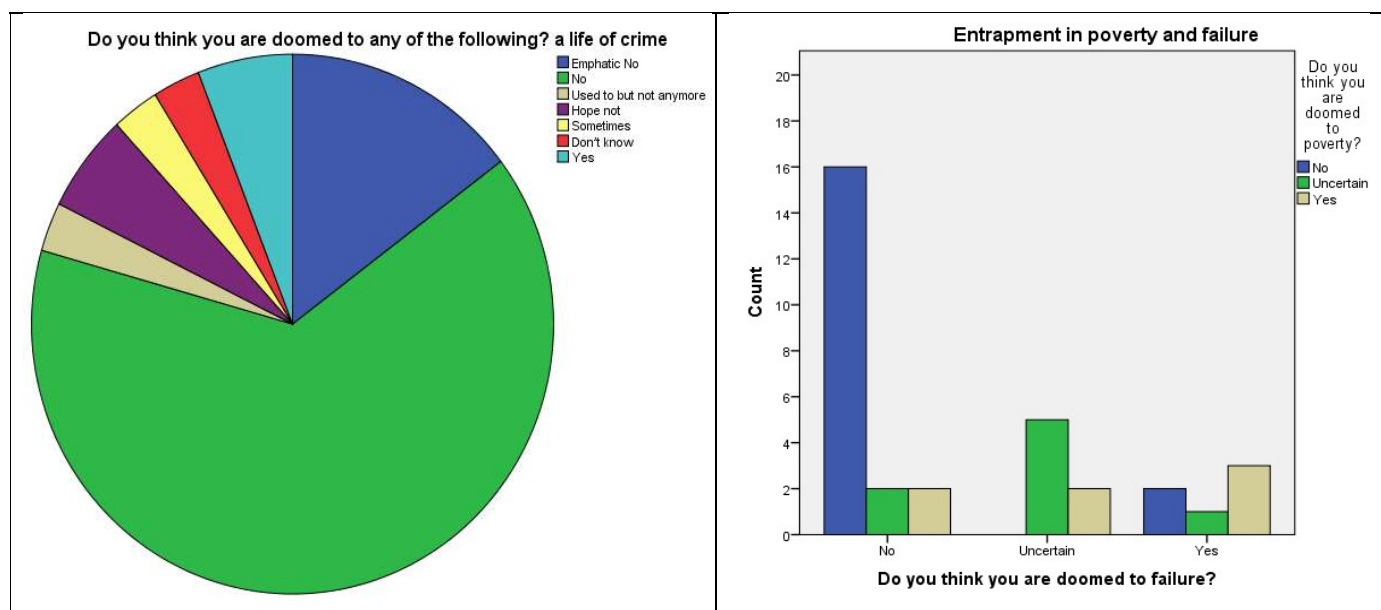


Fig. 9.13 Do you think you are doomed to any of the following?

Those with whom contexts are shared, may also present a risk of entrapment. Only 18% of those who were part of a friendship group, gave themselves the top score for being able to visualise themselves with different friends<sup>96</sup>, as opposed to 58% of those who were not part of any group<sup>97</sup>.

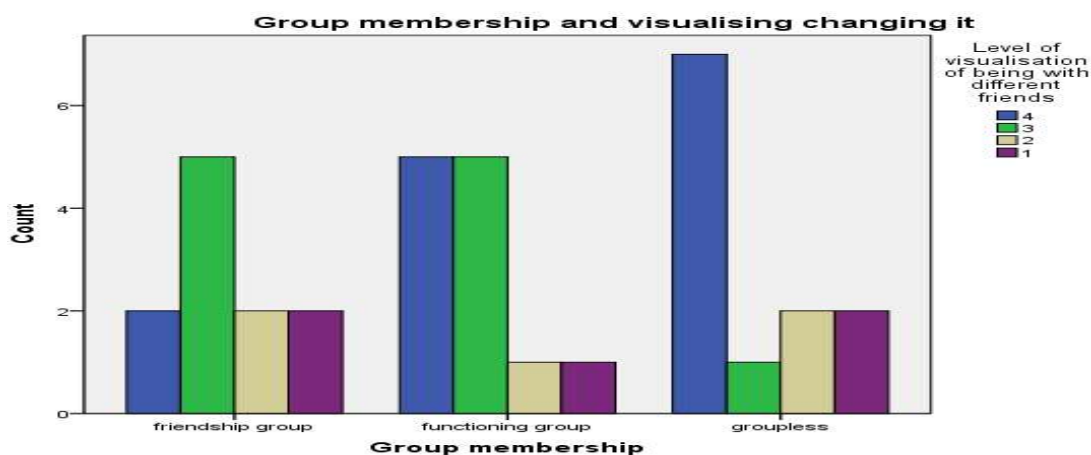


Fig. 9.14 Group membership and visualising changing it

<sup>96</sup> On the 1 and 4 scale

<sup>97</sup> See Social Exclusion Section in Chapter 4

When such change-related variables were combined together, there appeared to be a broad range of levels and types of changeability.

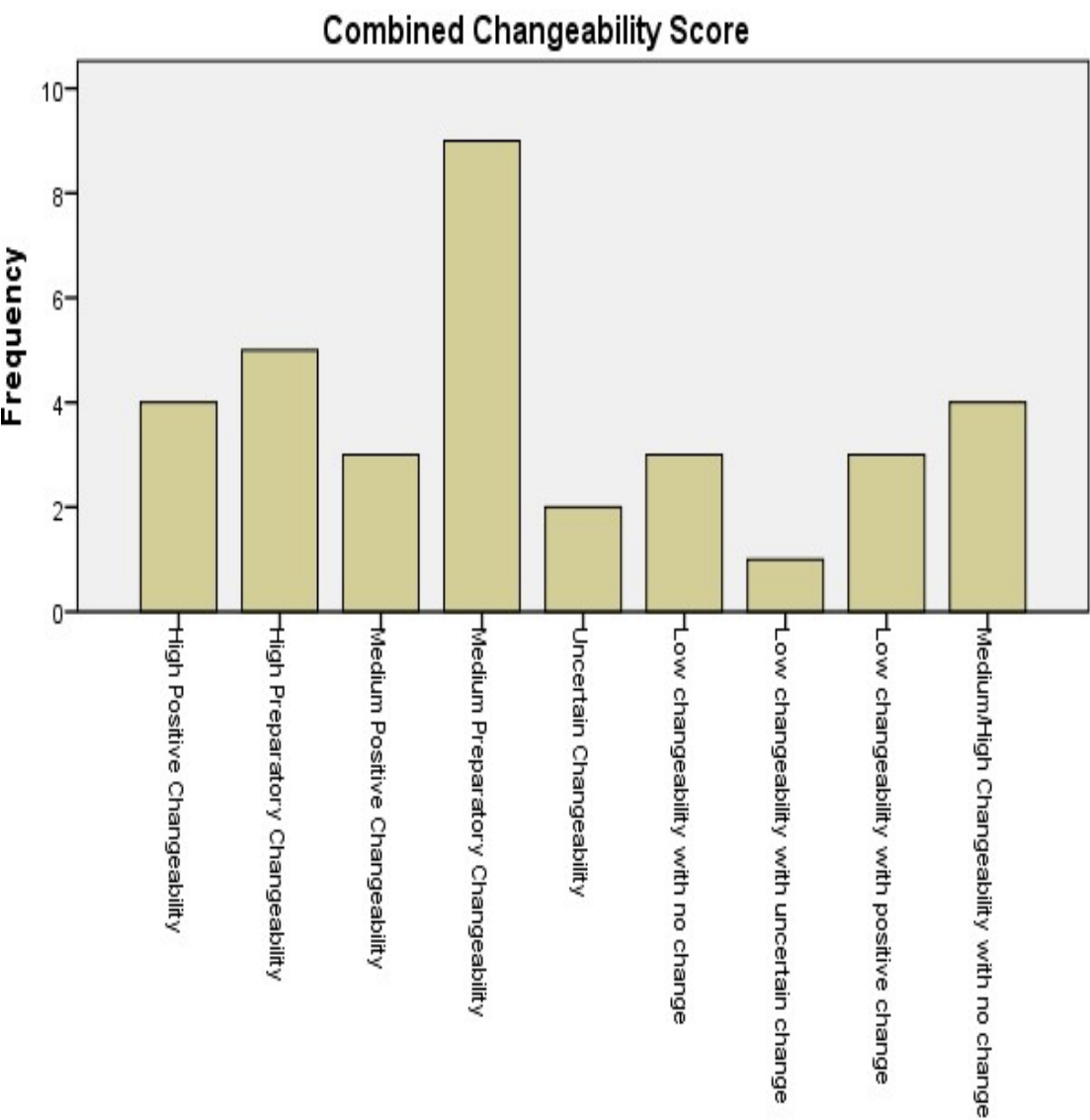


Fig. 9.15 Combined Changeability Score

These could be grouped by high positive, medium preparatory, uncertain, no change or low change.

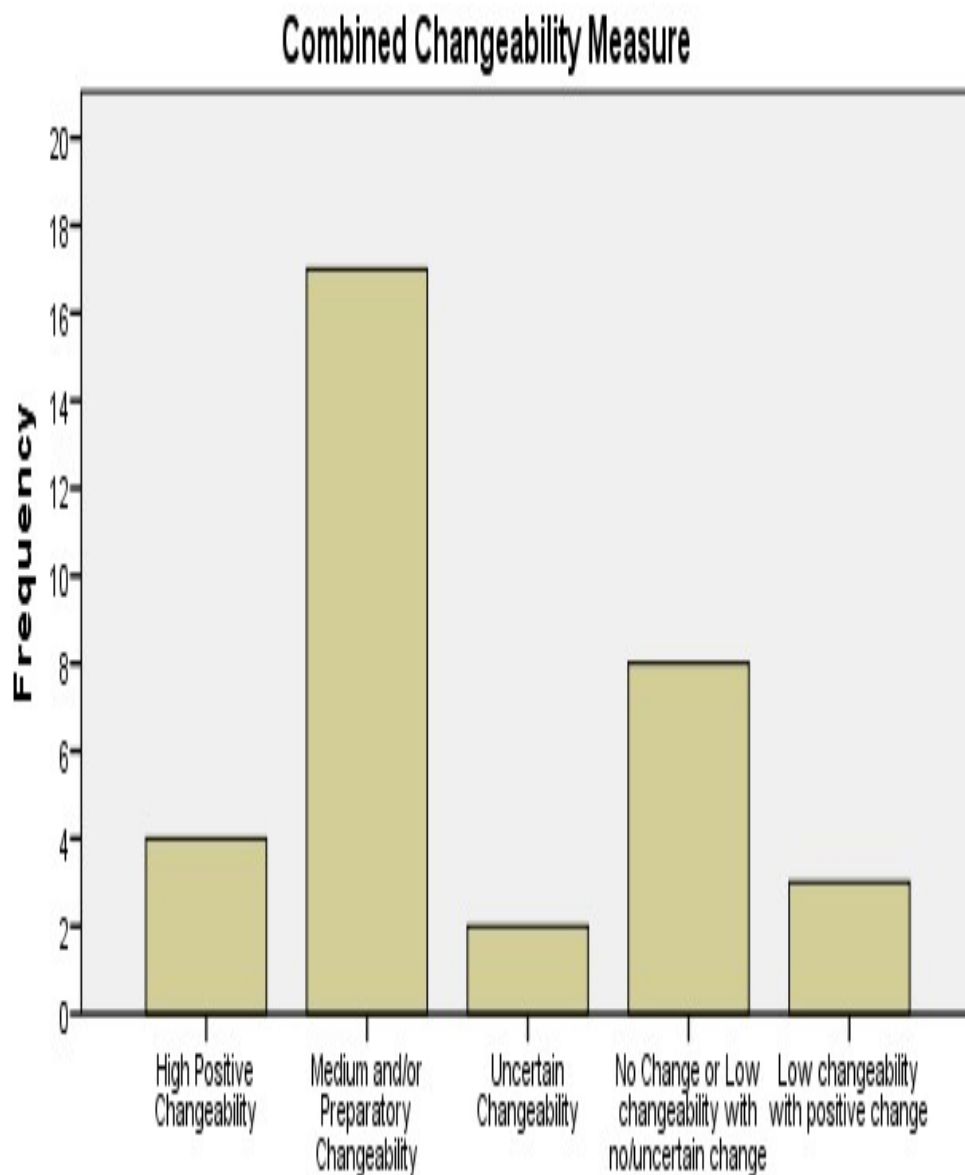


Fig. 9.16 Combined Changeability Measure

Only 12% of participants appeared to have high positive changeability, while nearly half seemed to be in a state of medium preparatory changeability and more than a third were apparently experiencing uncertain, no or low changeability. This might suggest a high degree of vulnerability to habit amongst the bulk of participants.

Habit<sup>98</sup> may affect the options an individual feels are open to him/her.

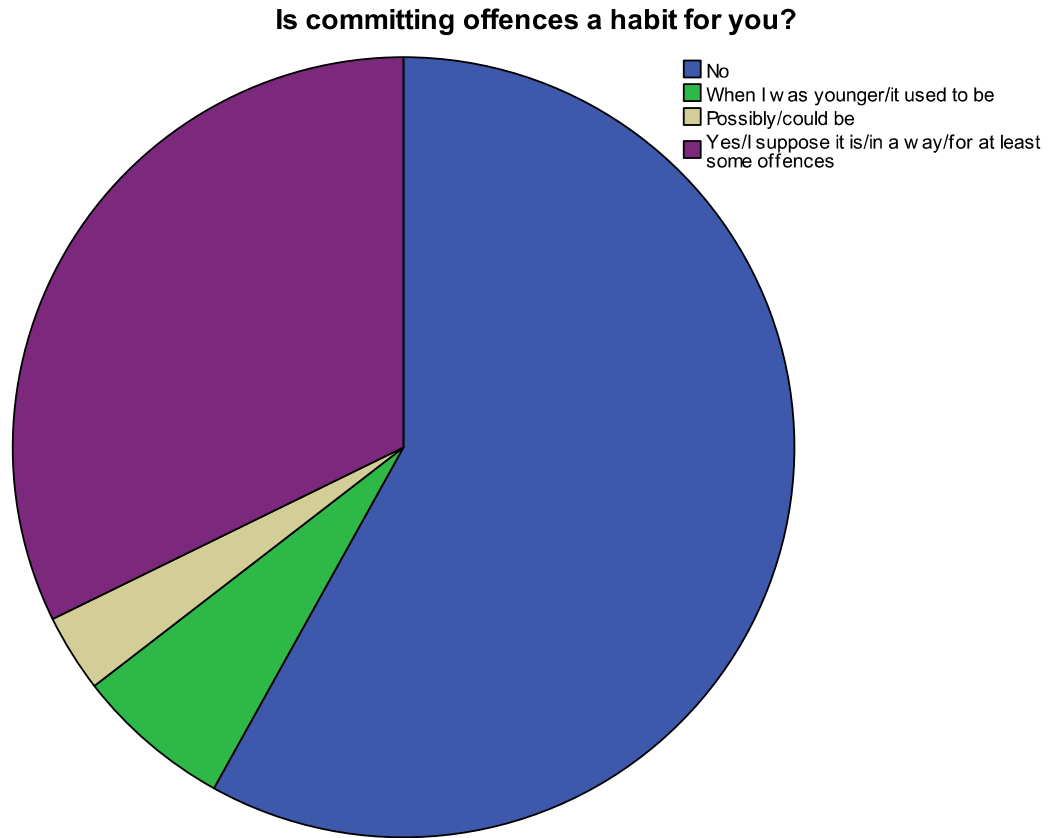


Fig. 9.17 Is committing offences a habit for you?

42% of this cohort of convicted offenders acknowledged at least some possible role, at least at some time in at least some offences, for habit in their offending. None of those that acknowledged this habit, said it was not a breakable habit, though 62% appeared to have no strategy with which to break it.

<sup>98</sup> With 'habit' being treated as a 'settled tendency or practice' as defined by the Concise Oxford English Dictionary, Seventh Edition, not an addiction to any substance specifically



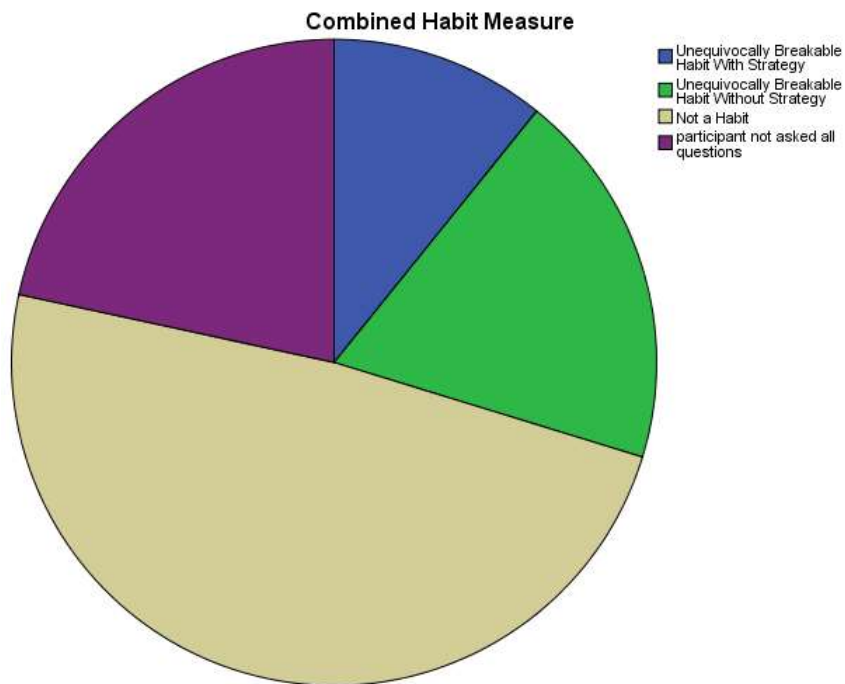


Fig. 9.18 Combined Habit Measure

Of those that were emphatic about the breakability of the habit, one had already done so and the other had put it off till the future.

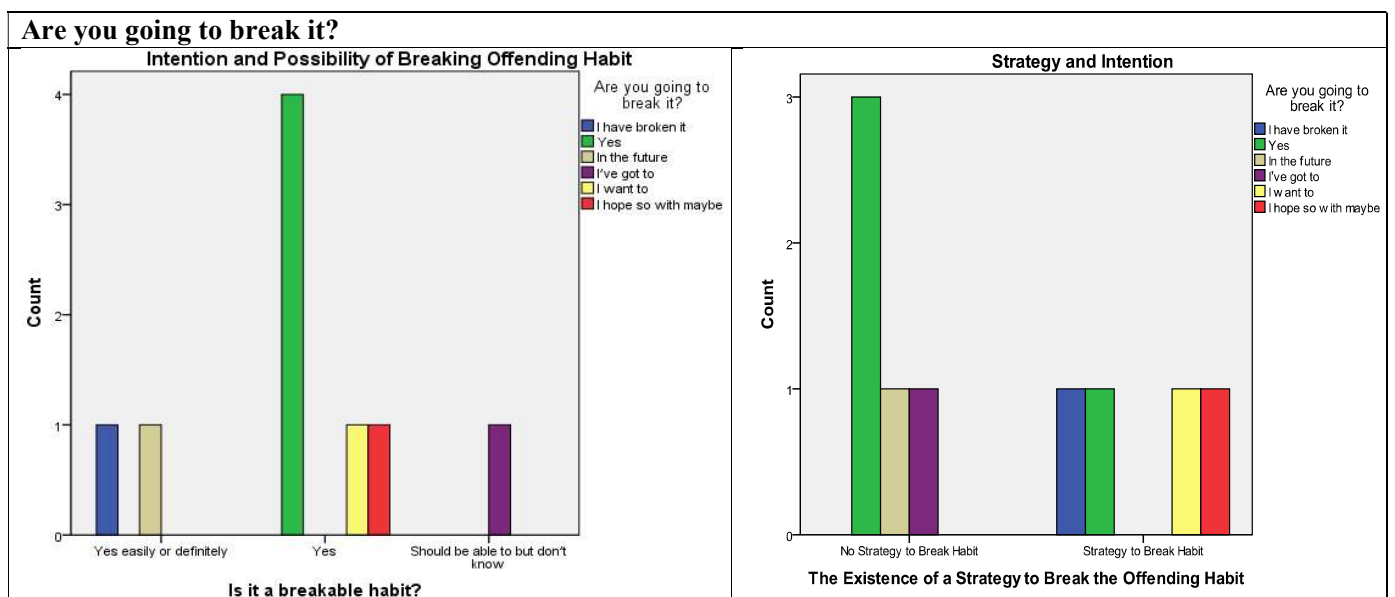


Fig. 9.19 Intention and Possibility of Breaking Offending Habit

In these ways, no one who was currently attempting to break the habit was emphatic about being able to do so. Thus, it may be harder to be as confident about achieving something when one is actually in the process of trying to do it. This could suggest the importance of forming ‘good’<sup>99</sup> habits early, including within helpful friendship groups, such as associating advancement with de-brutalised action both individually and in groups, before ‘bad’<sup>100</sup> habits can form. Equally, early intervention, whenever the latter starts to emerge, would seem to be vital to prevent that emergence becoming habituated, alongside having a strategy to break habits if they are formed.

The individual who **had broken the habit** had had a strategy with which to do so, while the one leaving it till **the future** had no strategy. 75% of those who said they were going to break the habit **without any imaginative elaboration** also had no strategy, neither did the individual who said he ‘should’ be able to break it and that he had ‘**got to**’. By contrast, those who had ‘**wanted**’ or ‘**hoped**’ to break the habit both did have a strategy. Thus, the aspiration of **wanting** and **hoping**, rather than the obligation of having ‘**got to**’, as well as a sense of **having achieved**, rather than **deferring** attempts to achieve or even being **unimaginative** about intentions to achieve, appeared to be associated with the strategising that might help break habits.

Strategising also appeared more linked to conditionality than to being absolute, which might suggest that unconditional beliefs may be unhelpful to strategising. When grouped to reflect a) those who said yes they will break the habit, including in the future, as a grouping of those who ‘**will**’ break the habit, and b) those who have got to

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<sup>99</sup> ‘Good’ and ‘Bad’ are treated as compatible with de-brutalised and de-brutalising or brutalised and brutalising respectively.

<sup>100</sup> ‘Good’ and ‘Bad’ are treated as compatible with de-brutalised and de-brutalising or brutalised and brutalising respectively.

or want to or hope to, as a grouping of those who ‘**may**’ break the habit, strategising over the issue appeared more related to the conditional ‘may’, while not strategising appeared more related to the absolute ‘will’. 66% of those who were conditional claimed strategies, whilst 75% of those who were absolute had no strategy. This might perhaps endorse the importance of fostering the flexible thinking that such conditionality might represent, as opposed to the rigidity of absolutes.

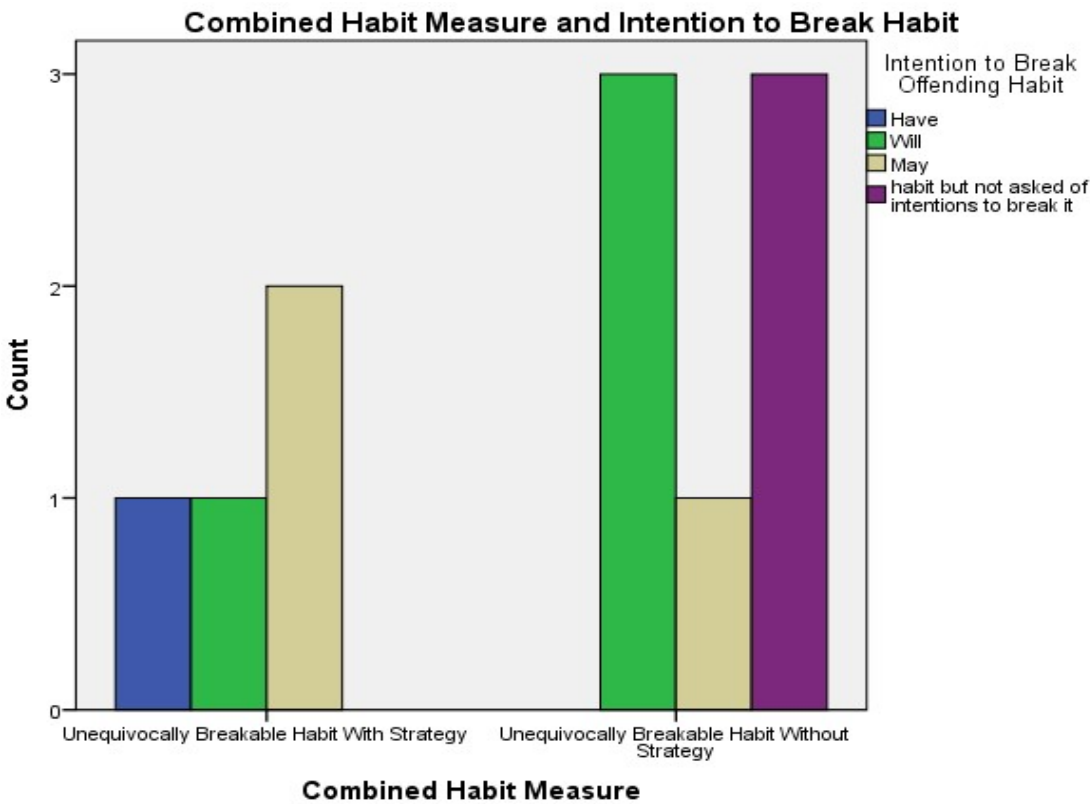


Fig. 9.20 Combined Habit Measure and Intention to Break Habit

5      *Choice*

In addition to the power of habit, only 15% of participants said they had complete choice more generally.

**To what extent do you make choices about your life or do circumstances dictate what you do?**

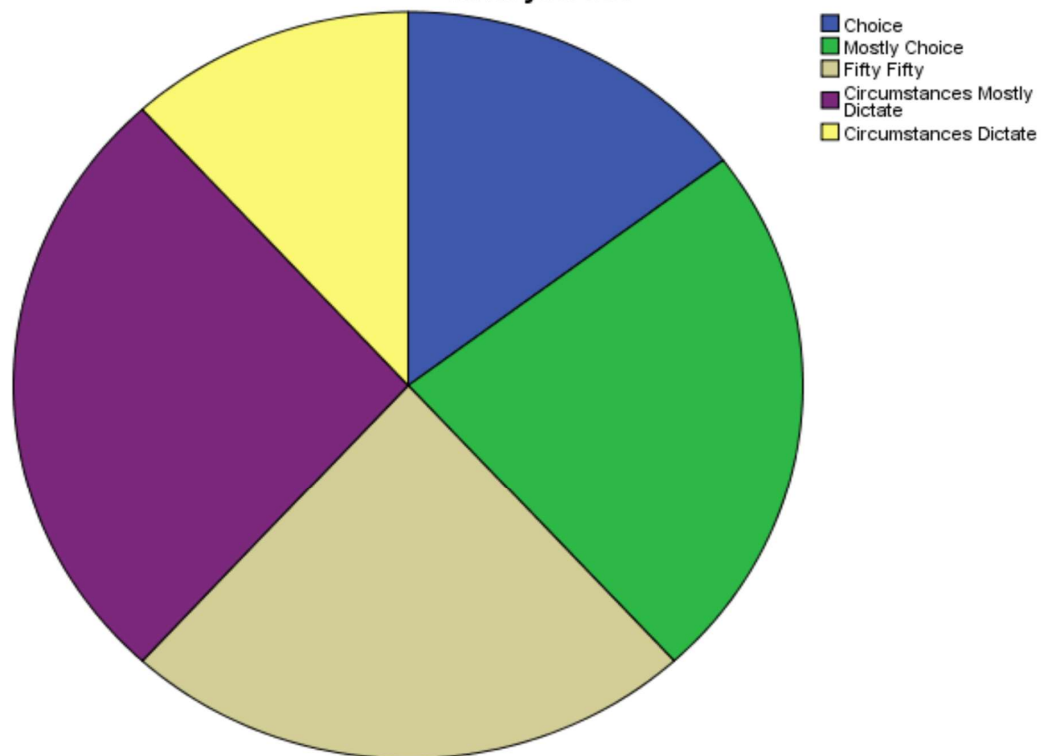


Fig. 9.21 To what extent do you make choices about your life?

However, around half thought they had a choice in terms of offending specifically<sup>101</sup>.

This presence-of-choice group in this latter regard might be those prepared to take immediate responsibility for choosing to offend<sup>102</sup>.

<sup>101</sup> Do you think you only commit offences when you have no choice?

<sup>102</sup> By saying they did not only offend when they had no choice

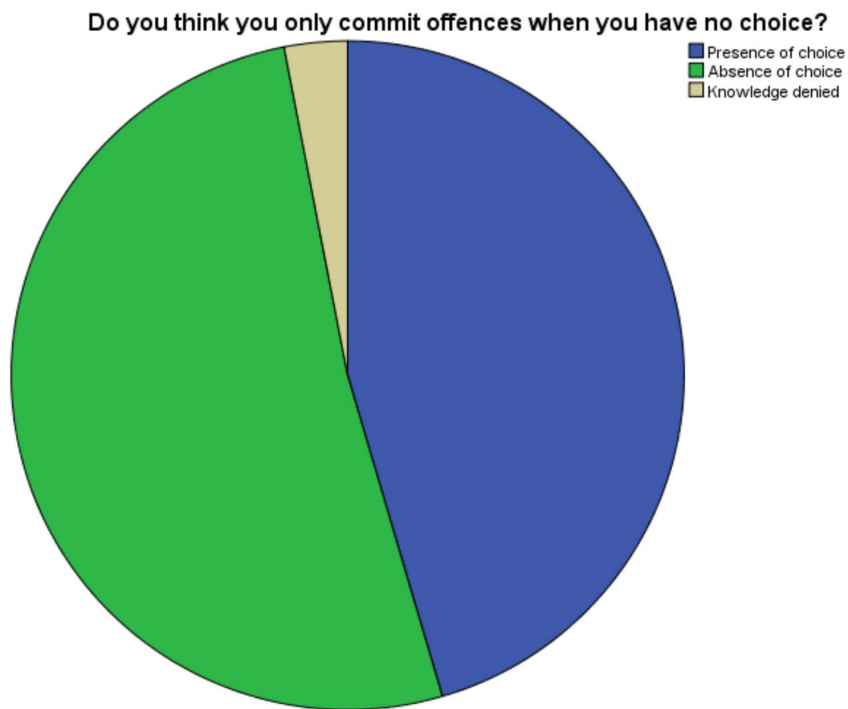


Fig. 9.22 Do you think you only commit offences when you have no choice?

The remainder were challenged over the veracity of their claimed absence of choice.

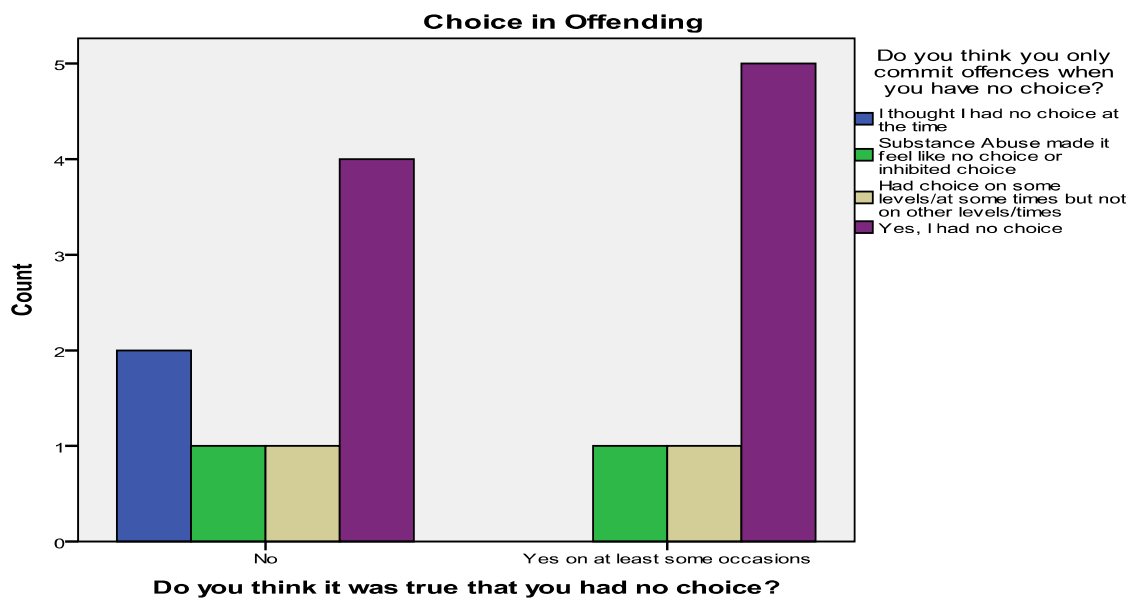


Fig. 9.23 Choice in Offending

Around half of these, when so challenged, accepted that their claim of an absence of choice was not true, while the other approximate half of them stood by the idea that their absence of choice was true to at least some extent.

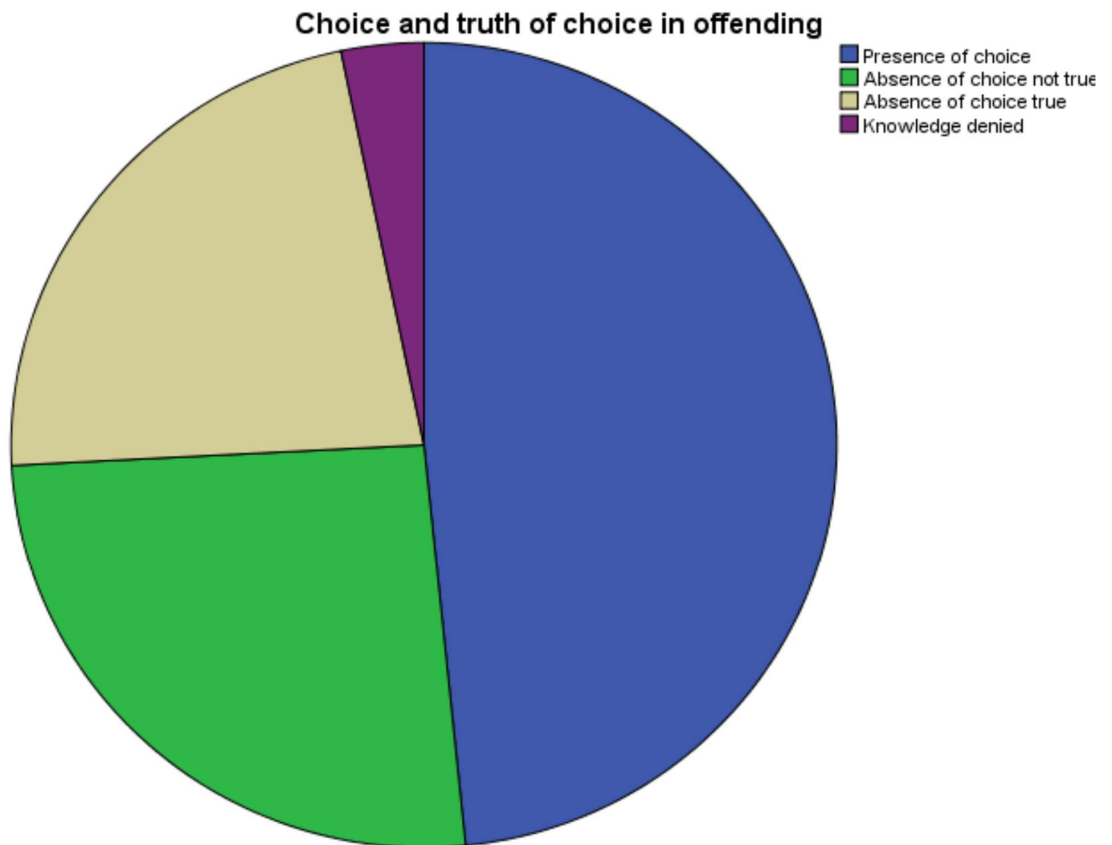


Fig. 9.24 Choice and truth of choice in offending

This left the cohort divided between the approximate half that had acknowledged the presence of choice from the outset and the two approximate overall quarters whose challenge had led one such quarter to recant on choiceless and others to confirm it.

71% of those who had accepted from the outset that offending was a choice, had **not**

claimed offending as a habit. Similarly, 63% of those for whom offending was **not** a habit had accepted from the outset that they had a choice in the matter. This appeared to suggest that habit could play a role in the absence of choice, or at least those who might be susceptible to habit may also be those who do not feel they have much choice.

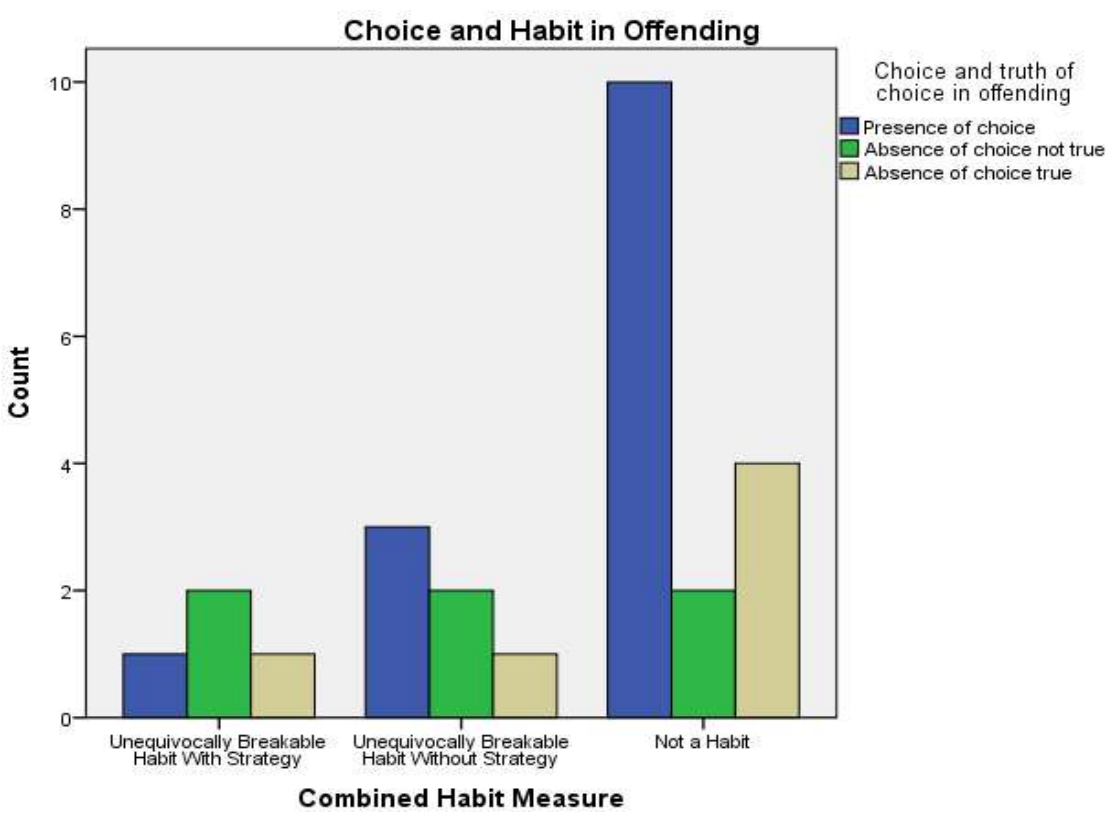


Fig. 9.25 Choice and Habit in Offending

This could endorse the importance of establishing personal responsibility for choice, along with good habits therein, early, including through the personal responsibility of client-led schooling and other interventions, conducted early, with a broad range of free opportunities funded in childhood and constructive flexible thinking at the heart of education and all interventions, as also considered in the previous subsection. Indeed, the frequency and connections of factors that appeared relevant for choosing

offending<sup>103</sup> seemed to suggest that **absence of thought** was by far the greatest single claimed reason for ‘choosing’ to offend.

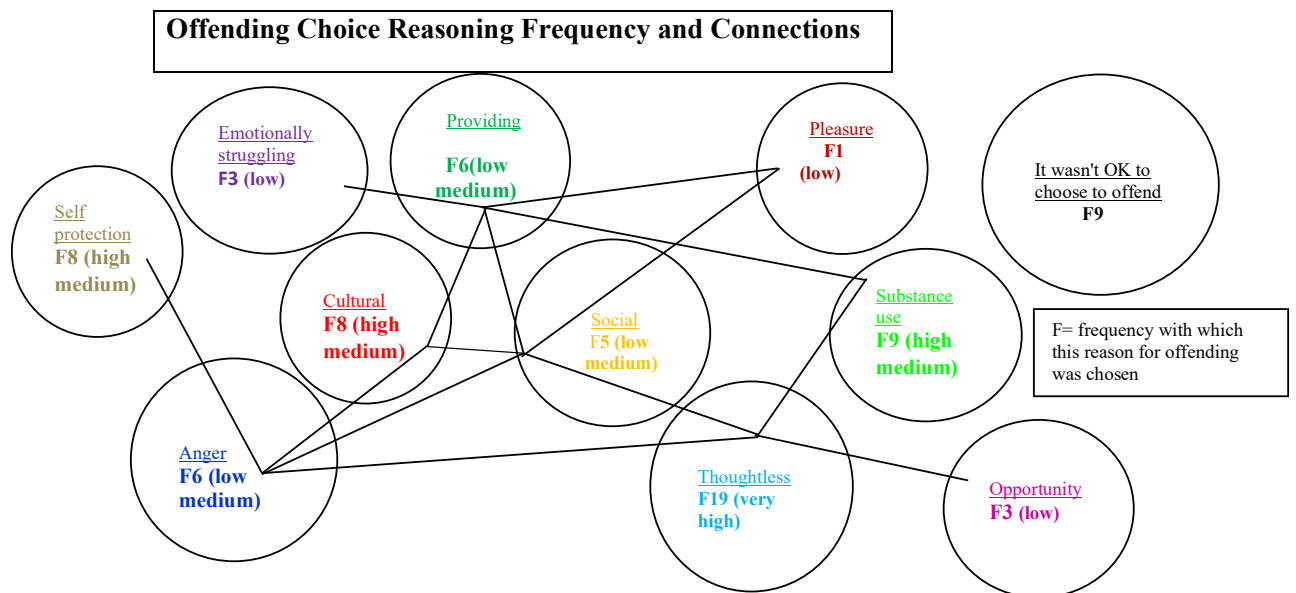


Fig. 9.26 Offending Choice Reasoning Frequency and Connections

Substance use, opportunity, **social issues** and **anger**, all appeared to have some connection with this **absence of thought**. In addition to being connected to **absence of thought**, **anger** also appeared to be connected to self-protection, culture and **social issues**.

In this way, **social issues** and **anger** may be part of a triangle of concerns with **absence of thought**. Social issues also appeared to have connections to **provision**, which was the fourth of these four apparently most connected and, thus, possibly, most widely

<sup>103</sup> Participants reasoning for seeing offending as a choice they could make, created using two questions at different times in the interview, namely ‘What made you think that offending was a choice you could make?’ and ‘What made you think that the offences you committed were choices it was ok to make?’



entangled motivations for choosing offending, namely anger, social issues, absence of thought and provision, though emotional struggling, pleasure, substance use, opportunity, self-protection and cultural issues also featured.

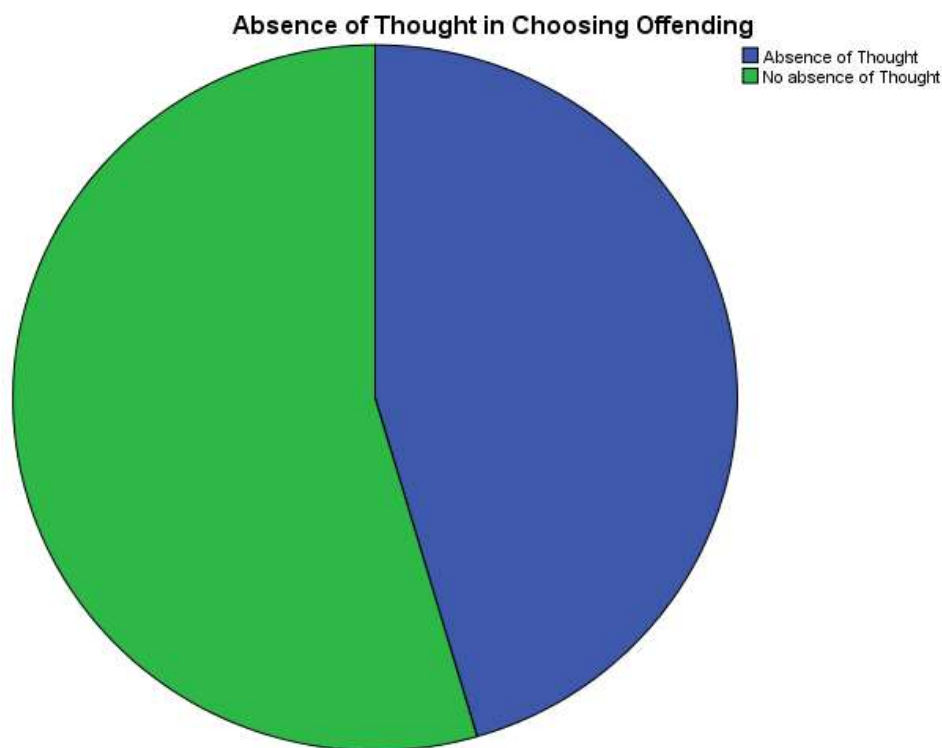


Fig. 9.27 Absence of Thought in Choosing Offending

45% of respondents<sup>104</sup> cited the absence of thought in at least one instance, underlining the value of placing constructive flexible thinking at the heart of education and all interventions. Not that this would obviate the need to tackle absence of thought more directly, along with tackling any forms of anger, social issues, provision, emotional struggling, pleasure, substance use, opportunity, self-protection and cultural issues that negatively affect the brutalisations of harm-causing or lack of empathy.

<sup>104</sup> Of those asked at least one of the two relevant questions that addressed reasons for choosing offending

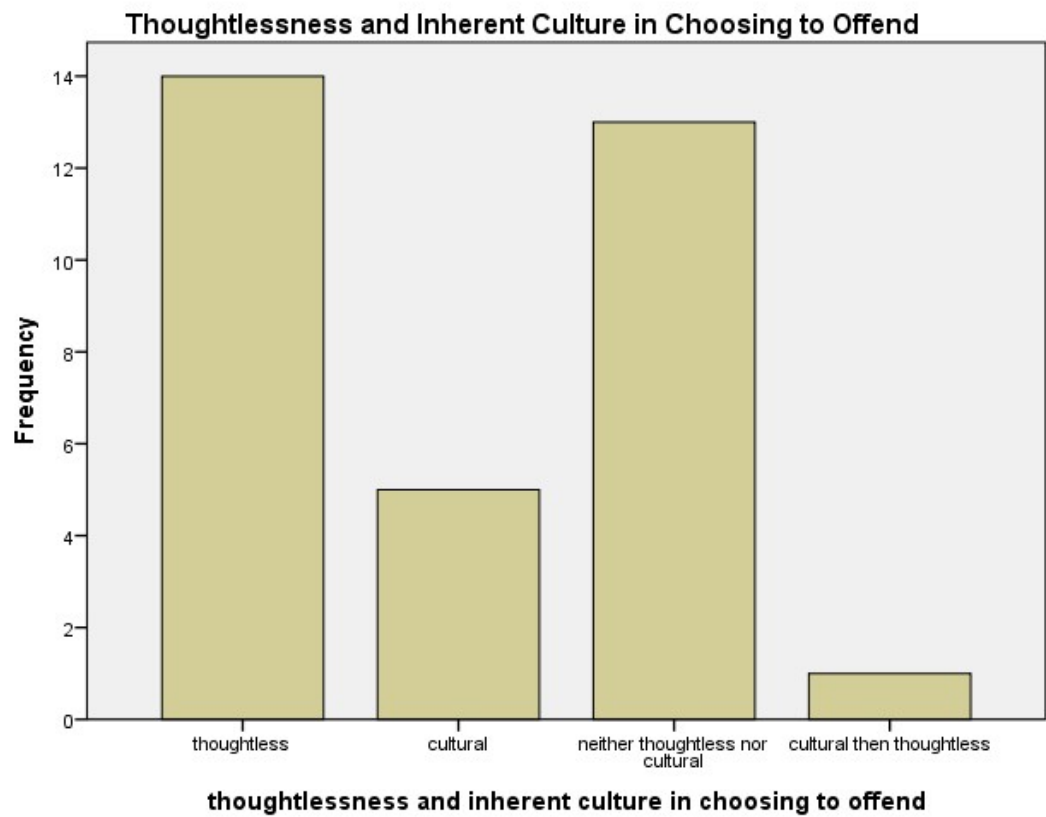


Fig. 9.28 Thoughtlessness and Inherent Culture in Choosing to Offend

Nevertheless 60% of the choice to offend appeared to be related either to direct thoughtlessness or to culture, which might represent an indirect absence of personal thought.

## 6 Decision-Making

34%<sup>105</sup> of participants appeared not to use contemplative thought at all in their decision-making, either or both through personal contemplation or interactive contemplation with others, with a further 13%<sup>106</sup> relying wholly on interactive contemplation rather than any element of their own personal thought. This perhaps suggested that, just as nearly

<sup>105</sup> As shown yellow in Fig. 9.29 below

<sup>106</sup> As shown green in Fig. 9.29 below

half of participants had spoken of an absence of thought in choosing to offend, nearly half also omitted this private thought in decision-making more broadly.

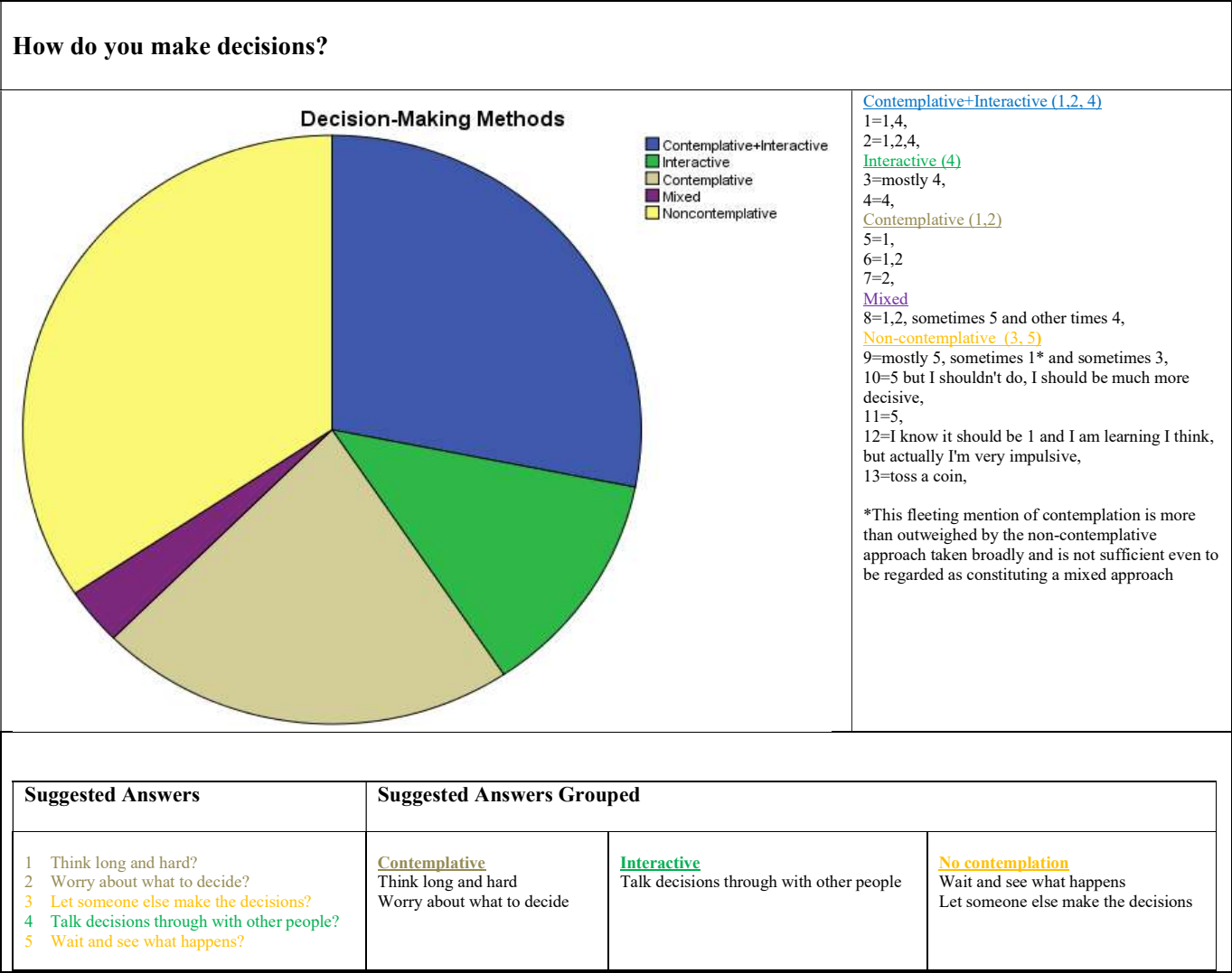


Fig. 9.29 How do you make decisions?

Those who claimed a completely **non-contemplative** approach to their normal decision-making, appeared to be highly responsive to the relationship between habit and thoughtlessness with regard to offending. None of these non-contemplatives who cited some element of habit in offending cited the absence of thought in offending, whilst all

but one of the non-contemplatives who had cited the absence of thought in offending did not cite habit in offending. This might indicate that, for those who do not normally adopt any form of contemplation in making their decisions, acting out of either habit or thoughtlessness may replace contemplation as two potentially mutually exclusive alternative strategies for decisionless action.

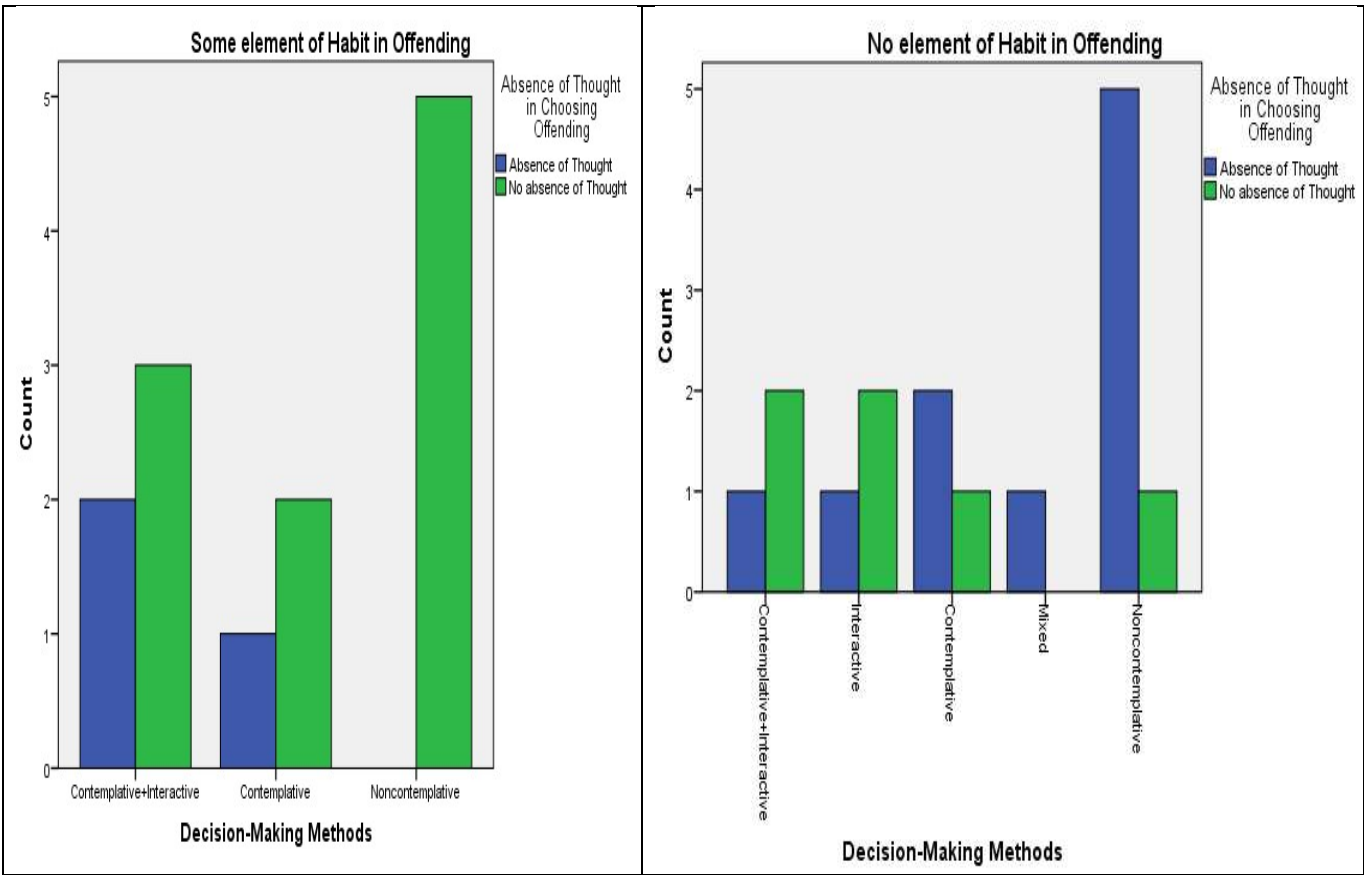


Fig. 9.30 Some element/no element of Habit in Offending

Furthermore, all of those who claimed a solely interactive approach to their normal decision-making, claimed there was no element of habit in their offending, which could indicate that interaction, in terms of talking things through with others, may be another alternative strategy for avoiding taking decisions personally, to replace habit in this role.

How ever decisions were formulated, both the brutalised and de-brutalised solutions/ moralities/drives/desires that give rise to them existed for everyone.

| <b>Present in;<sup>107</sup></b> | <b>For All Participants</b>        |
|----------------------------------|------------------------------------|
| <b>As De-Brutalisations</b>      | solutions/moralities/drives/desire |
| <b>As Brutalisations</b>         | solutions/moralities/drives/desire |

Tab. 9.16 Presence for all participants

#### 7 *Access*

For those who could be trapped by difficulties taking decisions personally or by habit or thoughtlessness, access to help may be central. However, only 12% of participants appeared to be good at accessing help from the authorities when they needed it without feeling negative about doing so. 64% of participants were either uncertain at accessing assistance, including those whose references to accessing assistance were inconsistent across both measures, or poor at doing so, and/or appeared to become negative in situations where assistance may be required.

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<sup>107</sup> See Grid in The Functioning and Brutalisation Section of Chapter 4

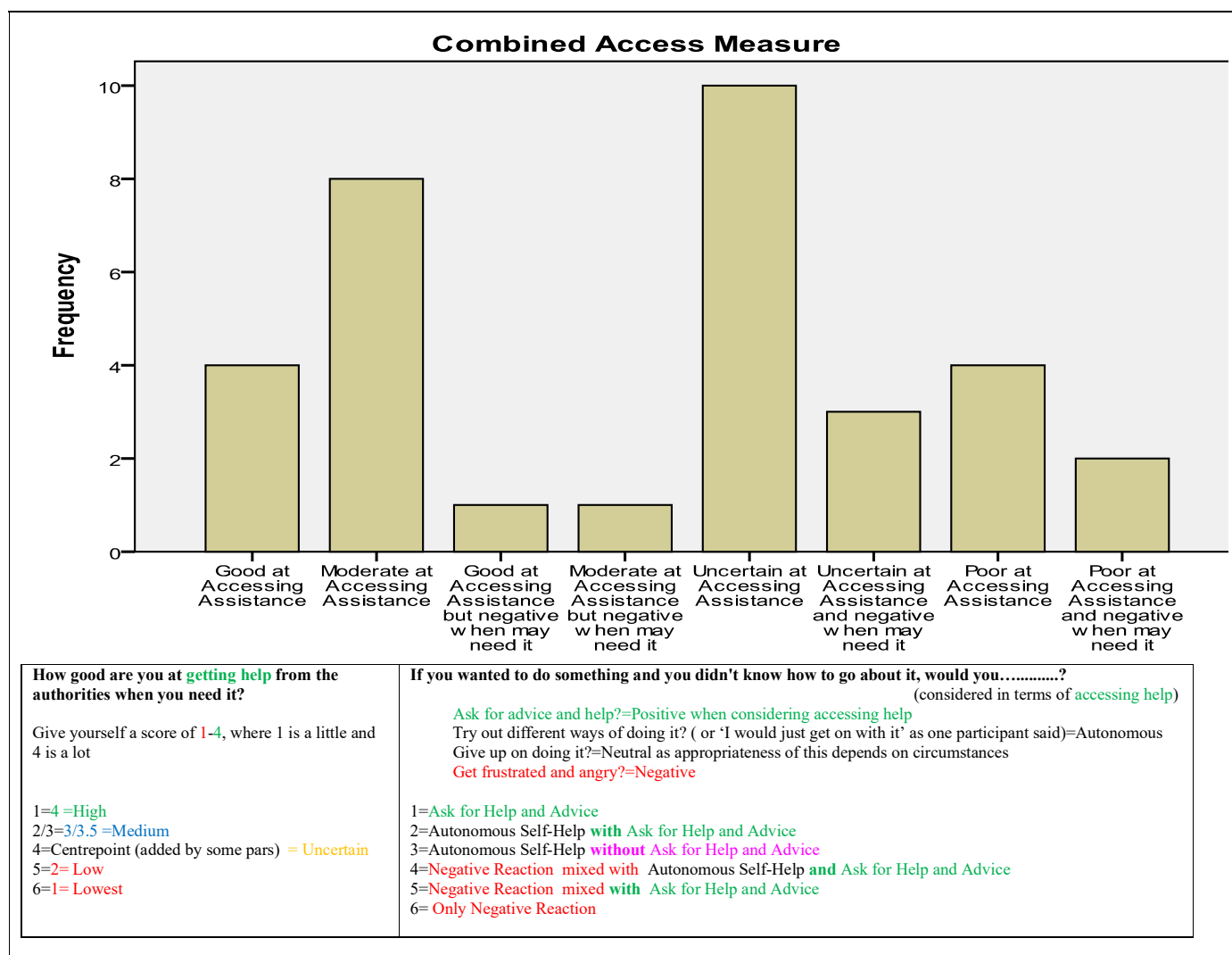


Fig. 9.31 Combined Access Measure

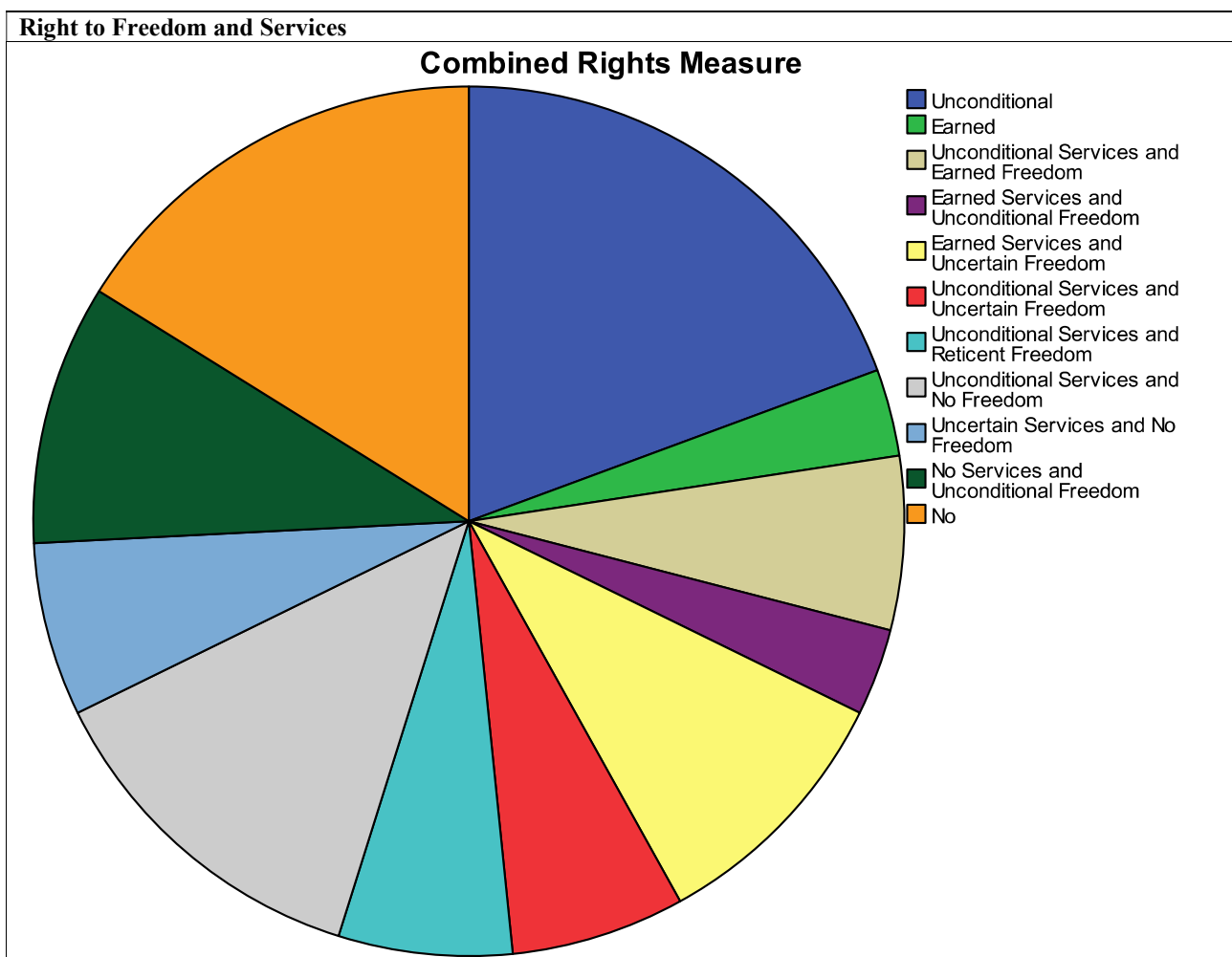
Indeed, all participants had had negative experiences of social/official interactions, characterised as brutalising, emphasising the need for respectful interactions from all authorities, like those described by all but one participant as positive such experiences, characterised as de-brutalising.

|                            |                               |                               |
|----------------------------|-------------------------------|-------------------------------|
| Present in; <sup>108</sup> | For All Participants          | All but One                   |
| As De-Brutalisations       |                               | societal/official experiences |
| As Brutalisations          | societal/official experiences |                               |

Tab. 9.17 Presence for all but one participant

<sup>108</sup> See Grid in The Functioning and Brutalisation Section of Chapter 4

Enhancing a willingness to access help without feeling negative about it, as well as ensuring provision of that help in a timely and respectful manner as of right, would seem to be a legitimate aim. Likewise, it may also be legitimate to associate such rights with an expectation that the rights of others will also be respected, including the right of others to expect everyone to share in the burden of providing and funding such rights with their labour. However, only **one participant\*** spoke in terms of **earning** both services **and** freedom by their contribution, and he also included earning it through the retribution taken upon him.



| Compilation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Do you think you have the right to use the services society pays for, like hospitals, schools for your children, benefit payments, housing, if you undermine society by committing offences?<br><b>**Unconditional yes' and 'Yes for self not for more serious' as both these reflect personal claims to entitlement despite their own offending</b>                                                    | Do you think you have the right to your freedom within society, if you undermine society by committing offences? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>*Unconditional - Unconditional Self-Entitlement</b><br><b>*Earned</b><br><b>Unconditional Services and Earned Freedom</b><br><b>Earned Services and Unconditional Freedom</b><br><b>Earned Services and Uncertain Freedom</b><br><b>Unconditional Services and Uncertain Freedom</b><br><b>Unconditional Services and Reticent Freedom</b><br><b>Unconditional Services and No Freedom</b><br><b>Uncertain Services and No Freedom</b><br><b>No Services and Unconditional Freedom</b><br><b>*No</b> | Unconditional yes/Yes for self not for more serious*<br>Yes because of contribution<br>Unconditional yes/Yes for self not for more serious<br>Yes because of contribution<br>Yes because of contribution<br>Unconditional yes/Yes for self not for more serious<br>Unconditional yes/Yes for self not for more serious<br>Unconditional yes/Yes for self not for more serious<br>Yes and no<br>No<br>No | Yes<br>After paid<br>After paid<br>Yes<br>Partial<br>Partial<br>No answer<br>No<br>No<br>Yes<br>No               |

Fig. 9.32 Right to Freedom and Services

35% of participants seemed to err too fervently on either side. These included the **19%\*** who claimed unconditional personal entitlement to freedom and services, regardless of their own offending, and the **16%\*** who rejected their rights to both services and freedom, because of their offending. The remaining 62% held mixed views across these two areas of rights.<sup>109</sup>

Those with a low OGRS score appeared to be the most *equivocal* about their rights to freedom, with 71% of this group being conditional with regard to their rights to freedom<sup>110</sup>. By contrast, only 9% with a high OGRS score had been. This could suggest that the risk of brutality, such as offending, may be highest where entitlement, or the lack thereof, might be seen with a *certainty* that it is unrelated to one's own conduct. 90% of high-risk offenders, who provided an answer, were certain that they were either entitled or not entitled without any conditions<sup>111</sup>. Therefore, ensuring an association between personal action and personal entitlement, might empower

<sup>109</sup> Namely being unconditional with regard to one element while referring to earning with regard to the other

<sup>110</sup> Namely linking them to paying for their actions or only partially claiming them

<sup>111</sup> Namely saying yes or no definitively



individuals to understand, and to *actually have*, the ability to effect their entitlement by virtue of their conduct, such as through progress-tariffing<sup>112</sup> in terms of earning their freedom, and, in terms of services, by receiving state aid through the conduit of employment, or equivalent.

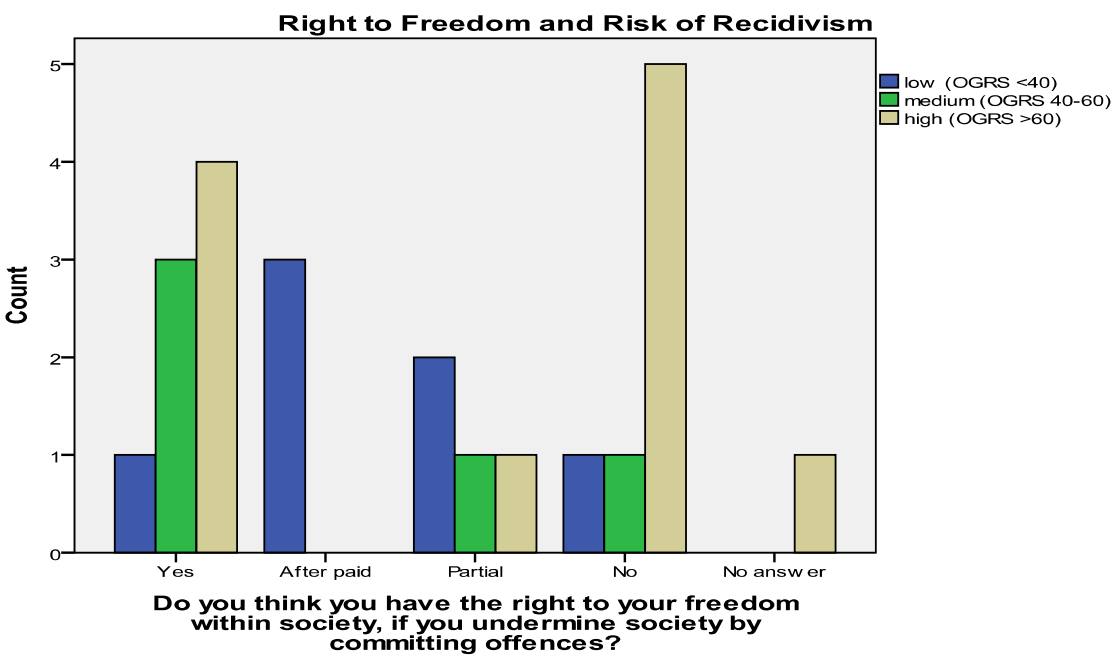


Fig. 9.33 Right to Freedom and Risk of Recidivism

9 Time

Individuals may need to *see* that they have the power to effect change in their circumstances *immediately* that they change their conduct, by ensuring the time between action and effect is minimal. In this way, individuals could be more able to believe time can be productively spent pursuing constructive goals that actually do produce results, rather than being left brutalised by attempts to do so or leaving others at risk of brutality by not doing so at all.

<sup>112</sup> See Table 3.12 in Chapter 3

42% of participants claimed at least some time being currently spent in at least some type of active pursuit of their goals, whilst the remainder, 38% and 21% respectively, were either taking no significant action or doing nothing at all to achieve their goals. With more than half of participants thus doing nothing at all, or nothing of significance, to achieve their own goals, it might be unsurprising that brutal functioning, such as offending, may fill this activity vacuum.

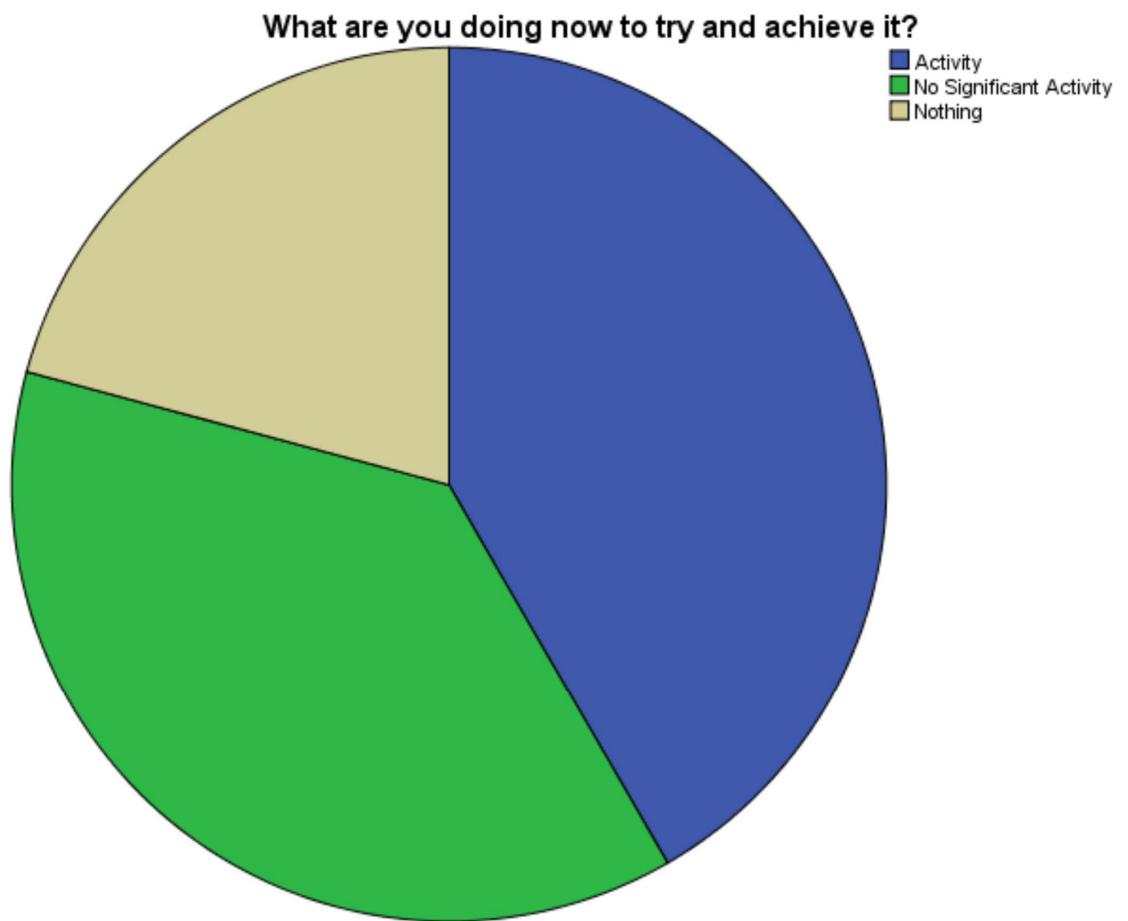


Fig. 9.34 What are you doing now to try and achieve it?

Furthermore, when 2 other measures of constructive use of time were added to this activity measure, only 29% of participants appeared to make good use of their time. The remainder appeared to make poor or uncertain use of time.

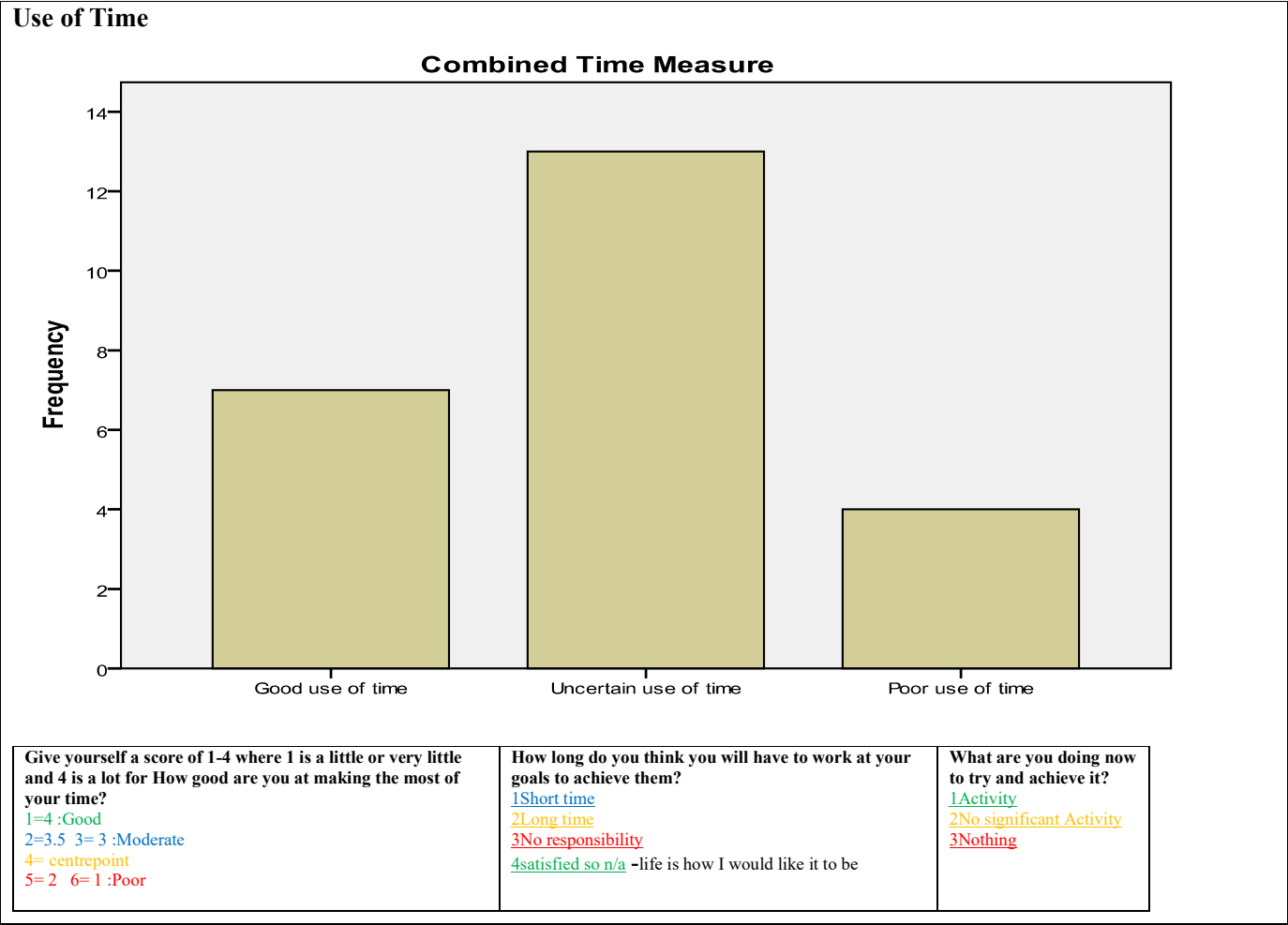


Fig. 9.35 Use of Time/Combined Time Measure

73% of those with a high offending risk and 85% of those who were not working at all appeared to make this poor or uncertain use of time. The ‘devil **did** appear to make work for idle hands’<sup>113</sup>, potentially endorsing the need for constructive activity to be

<sup>113</sup> A notion expressed in early Christian texts

available and expected of all, to ensure time is not used to cause the harm of offending, but is used for the contribution to society of work, in empathy with others currently carrying the load by working.

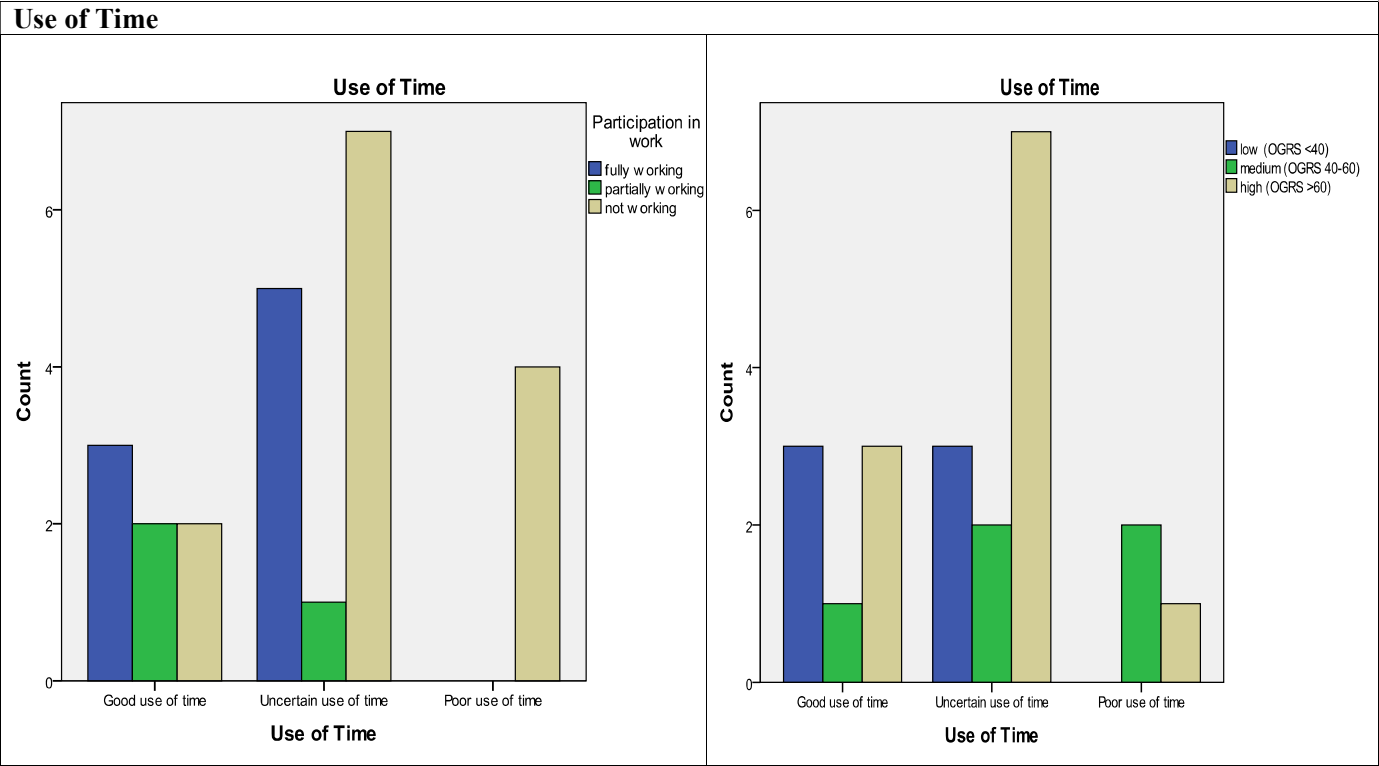


Fig. 9.36 Use of Time

The problem with this, however, appeared to be the length of time that participants thought it would take them to achieve their goals through constructive activity. Only 14% thought it would take a short period of time. Thus, it seems hardly surprising that many individuals do not feel that the options their contexts provide can deliver successful outcomes on their aspirations in a timely manner.

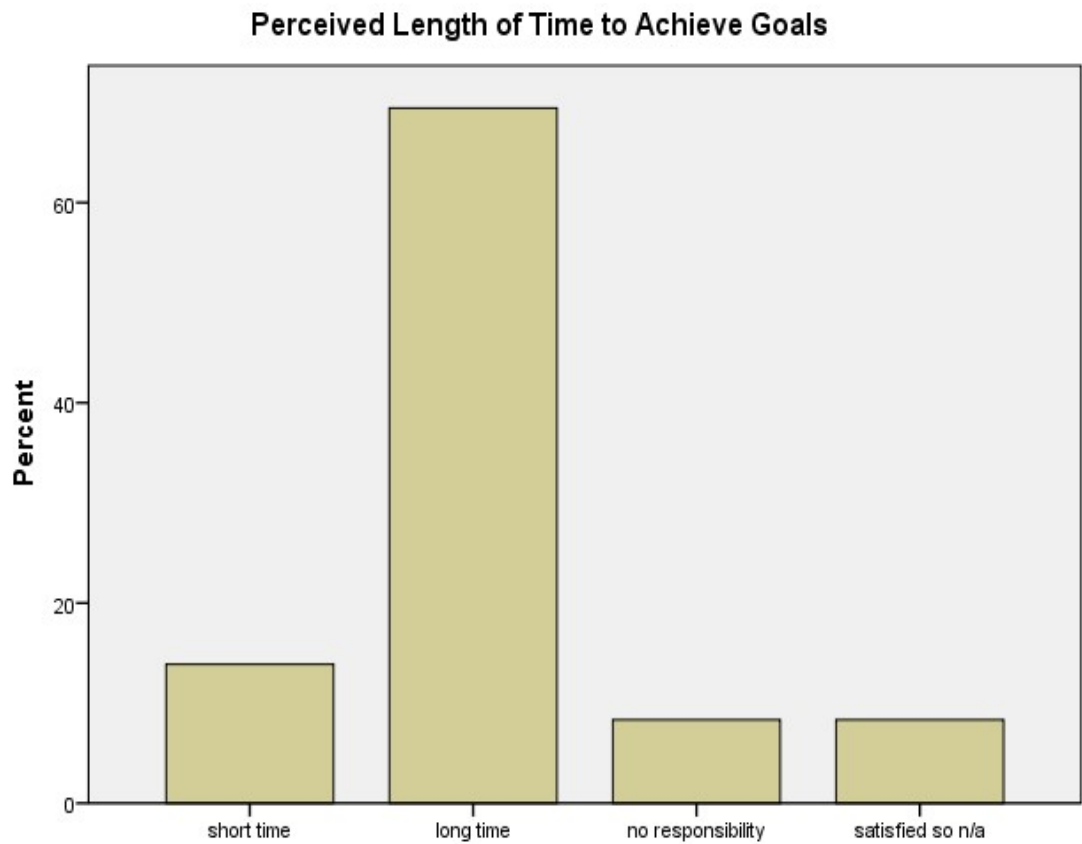


Fig. 9.37 Perceived Length of Time to Achieve Goals

If constructive activity is to be required of everyone, the options for this within individuals' contexts must surely be able to expeditiously deliver successful outcomes on aspirations.

### Autonomous Engagement of Contextual Functioning Options

Making successful outcomes on personal aspirations expeditiously deliverable within individuals' contexts is likely to require the **autonomous engagement** of individuals to be able to both effectively exercise **self-government, their talents and persistence therein\***, whilst also being able to **engage with others\*** in the delivery thereof.

# Autonomous Engagement of Participants' Contextual Functioning Options

| *Autonomy                                                                                                     |                 |             |                  |             |                |              |                   |                     |
|---------------------------------------------------------------------------------------------------------------|-----------------|-------------|------------------|-------------|----------------|--------------|-------------------|---------------------|
| Am I able to exercise self-government** in persistently*** utilising my talents**** to deliver on my options? |                 |             |                  |             |                |              |                   |                     |
| Self-knowledge**                                                                                              | Self-policing** | Self-care** | Self-ownership** | Talents**** | Persistence*** | Management** | Problem-solving** | Problem-awareness** |

| *Engagement                                               |               |                 |                 |             |          |             |              |           |
|-----------------------------------------------------------|---------------|-----------------|-----------------|-------------|----------|-------------|--------------|-----------|
| Am I able to engage with others to deliver on my options? |               |                 |                 |             |          |             |              |           |
| Cooperation                                               | Collectivised | Socialisation** | Relationships** | Treatment** | Helped** | Cherished** | Cherishing** | Helping** |

\*\*explored in the next chapter as part of Active Social Engagement

Tab. 9.18 Autonomous Engagement of Participants' Contextual Functioning Options

## Autonomy

In terms of the attributes that might facilitate any necessary \*autonomy, two thirds of participants appeared confident of their self-knowledge, dropping to around half actually demonstrating this.

## Self-Knowledge

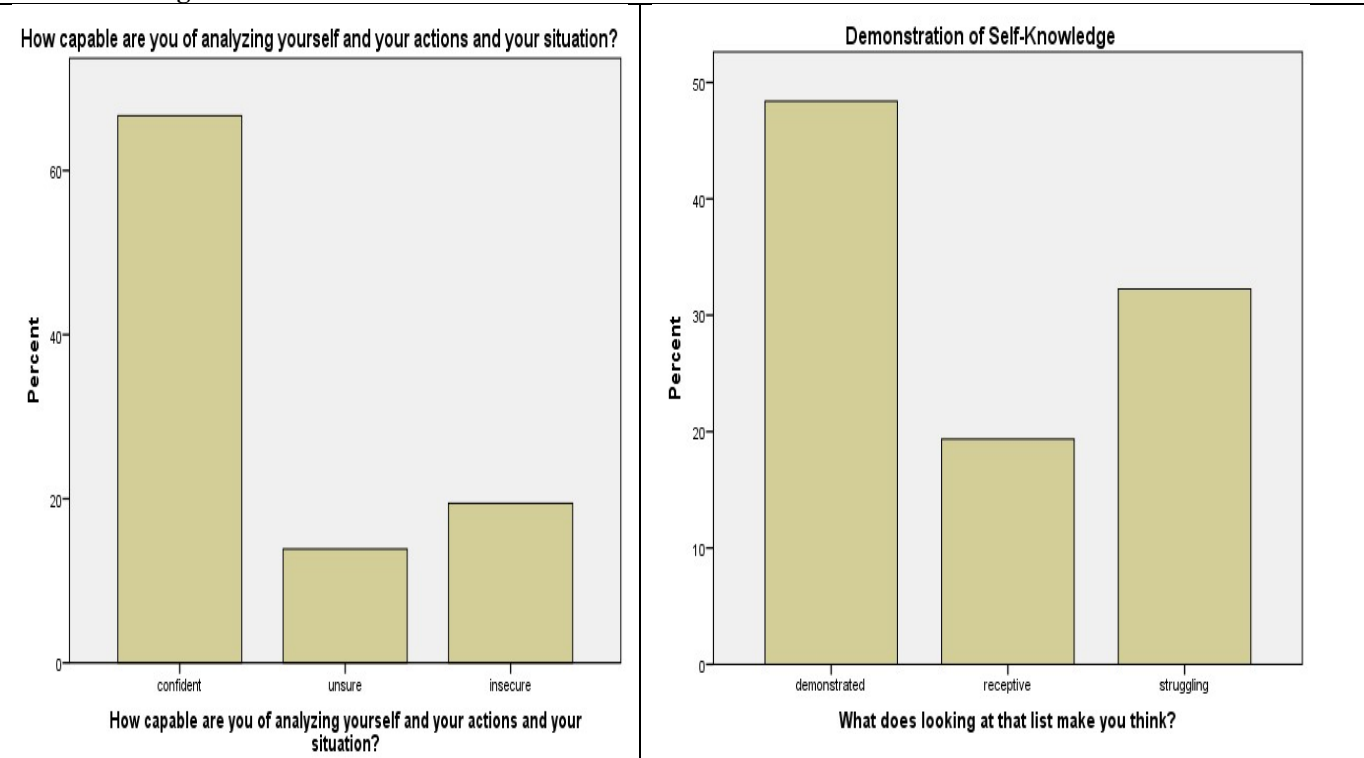


Fig. 9.38 Self-Knowledge

Likewise, with self-policing, two thirds of participants unequivocally claimed that they could be trusted without being monitored, which also dropped to half, this time when participants were asked if they could be trusted ‘even if the same situations’ arose again. Furthermore, 3 of those who had initially been unequivocal about being trustworthy also admitted that they were not actually wholly so, when participants had been asked to explain their initial trustworthy claims.

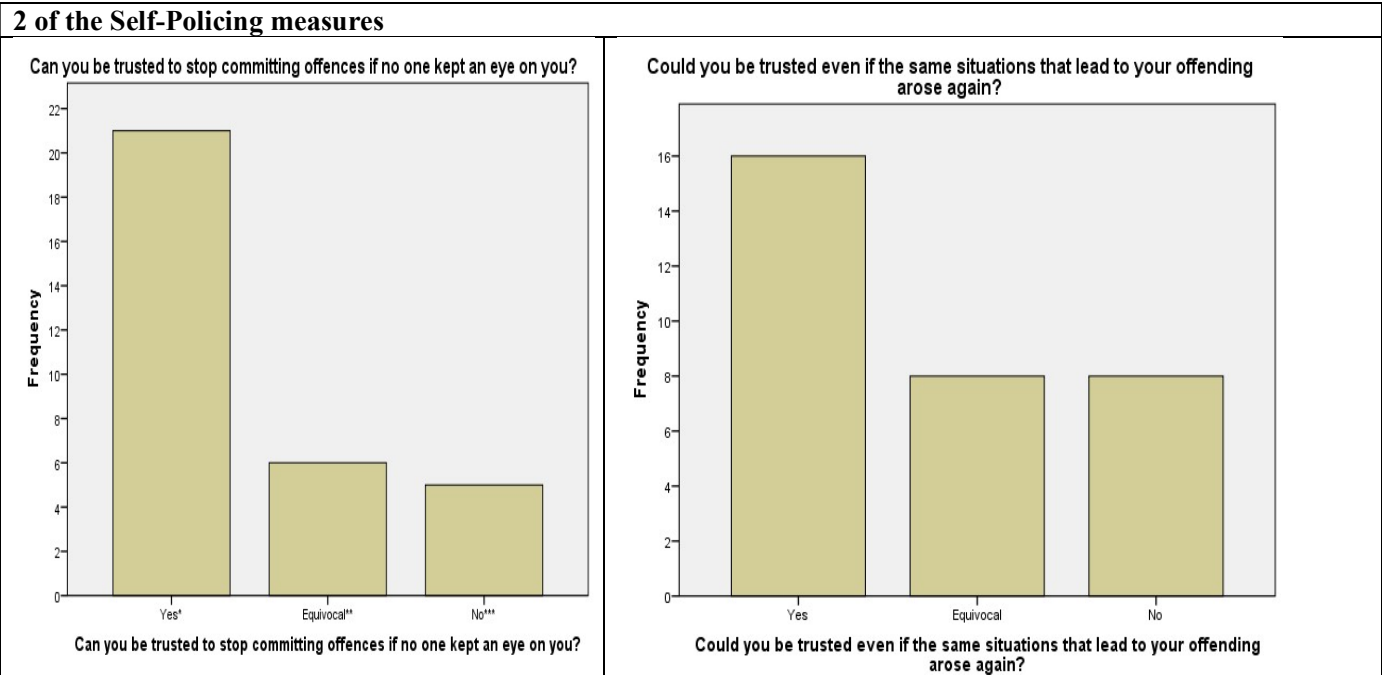


Fig. 9.39 Two of the Self-Policing measures

In the same way, 2 of those who had been unequivocal about their ability to self-rehabilitate<sup>114</sup> also admitted that they were not, when asked to justify claims in this regard<sup>115</sup>, reducing the 44% making this unequivocal claim to 38%.

<sup>114</sup> If you were trusted to take control of your own rehabilitation and be your own probation officer, would you succeed in rehabilitating yourself?

<sup>115</sup> Would you succeed in rehabilitating yourself? Asked separately at another time



Fig. 9.40 If you were trusted to take contract of your own rehabilitation

When desistance-trustworthiness was approached from the opposite side, namely likelihood of recidivism, rather than desistance, this proportion fell further to only 30% selecting absolute nil chance of recidivism, perhaps undermining credibility even more, albeit of views that might be honestly held.

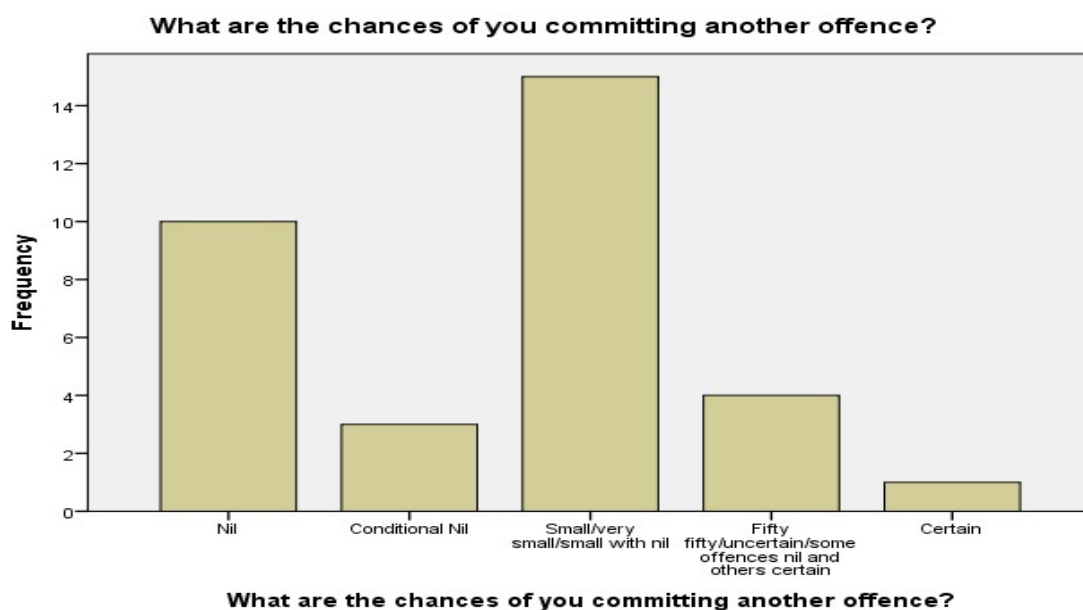


Fig. 9.41 What are the chances of you committing another offence?



Across all 5 self-policing measures, only four participants appeared able to sustain a complete lack of equivocation regarding their ability to autonomously self-police.

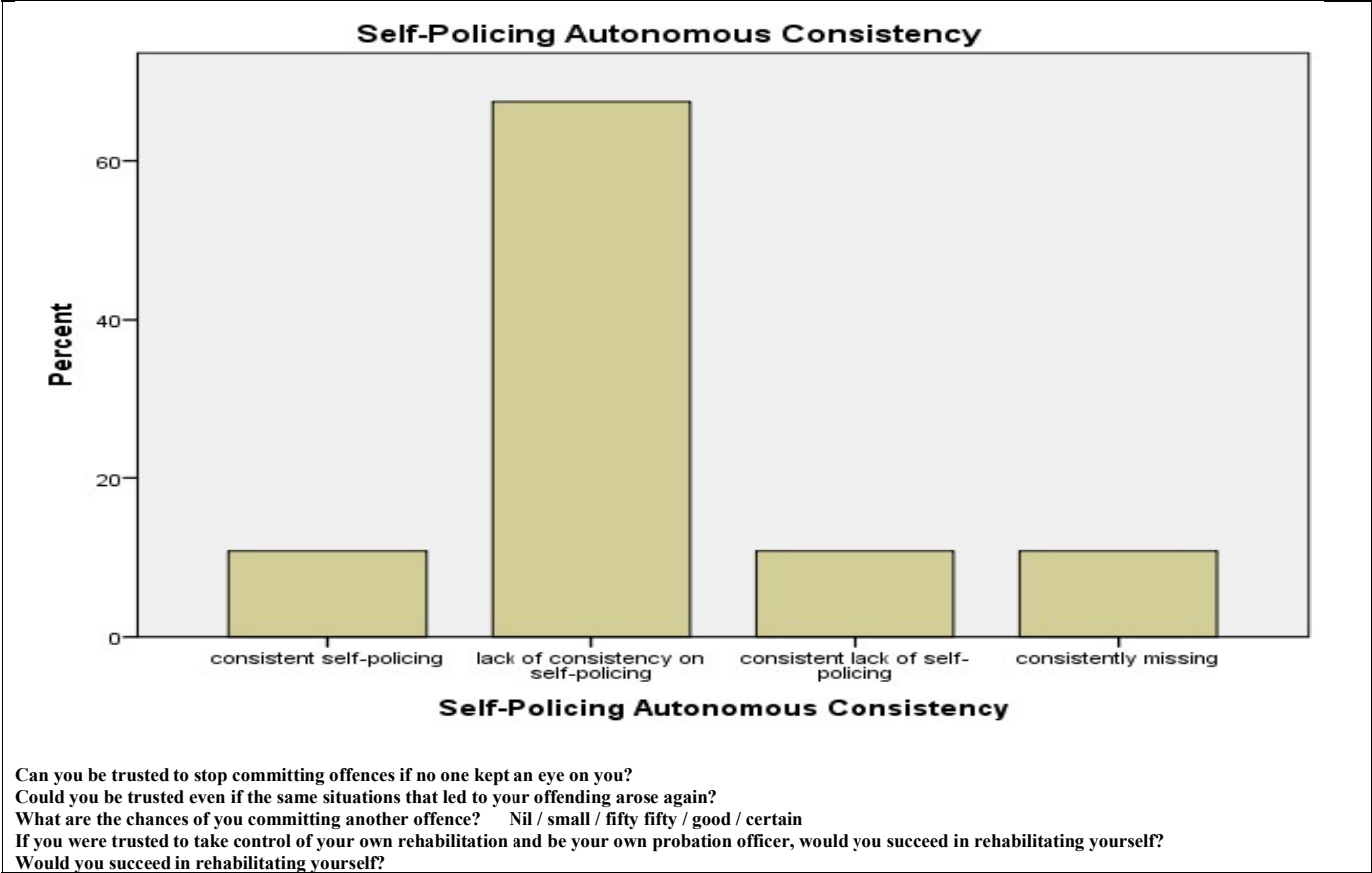


Fig. 9.42 Self-Policing Autonomous Consistency

There not only appeared to be this widespread lack of consistent autonomy, but also a sense that fairness may equate to harshness in terms of executing that autonomy. In this regard, one of those who thought he could be trusted to be fair, said he could because ‘I am actually *harder* on myself than the authorities are’, while one of those who said he could not be so trusted said this was because ‘I would have been *too hard* on myself, I would rather trust the professionals’. If fairness equates to harshness, notions of dealing with brutalities, such as offending, in non-brutal ways, may be seen as unfair. Breaking

this connection between fairness and harshness when dealing with brutalities is likely to be central to proliferating the acceptability of de-escalating harm rather than responding to it in kind.

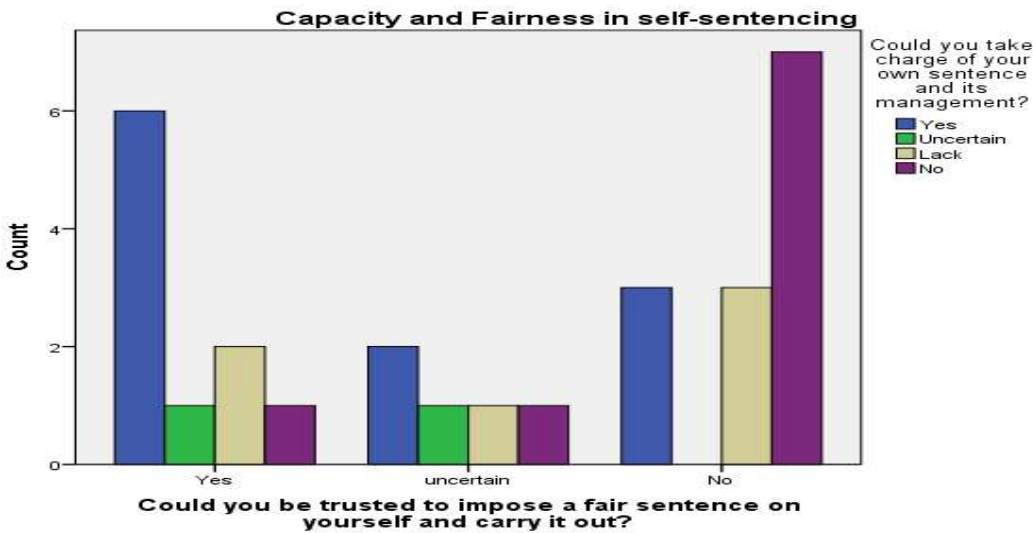


Fig. 9.43 Capacity and Fairness in self-sentencing

This connection-break might be facilitated by empathy, as twice as many of those who said they could take charge of their own sentencing and its management said they could be trusted to be fair as said they could not be so trusted, perhaps indicating a preponderance of the empathy of fairness. Similarly, five times as many of those who said they could not take charge said they could not be trusted to be fair as said they could be so trusted, further indicating a possible empathy for others in being honest about their own need for intervention to deliver fairness.

Nevertheless, any such intervention perhaps needs to be focussed specifically upon becoming obsolete, such that self-care<sup>116</sup> and self-ownership<sup>117</sup> are nurtured for

<sup>116</sup> Do you take good care of yourself with good food and plenty of sleep and exercise?

resumption of full personal responsibility as soon as possible. Indeed, even all those who had said they did not take care of themselves did in fact speak of correcting themselves, when asked about their ownership of change<sup>118</sup>, while none of those who credited others for their change, rather than their own role, however vague, as playing any part at all, unequivocally took care of themselves<sup>119</sup>. In this way, both abdicating taking credit for one's self and focusing on correcting negatives in one's self, however laudable, may be debilitating. Therefore, concentrating interventions of any sort on crediting individuals with their own advancement and focussing on advancing the positives in those individuals might be the most helpful utilisation of interventions.

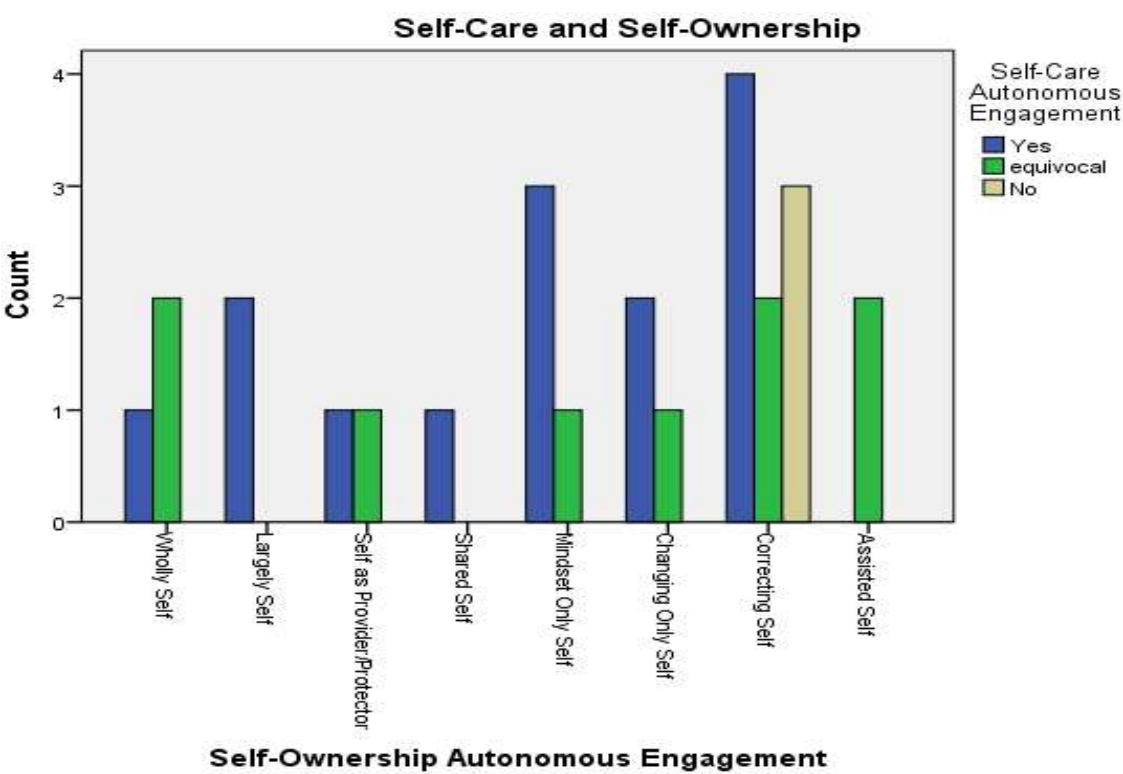


Fig. 9.44 Self-Care and Self-Ownership

<sup>117</sup> What do you think your role was in that change (or the lack of it)?

<sup>118</sup> In fig.9.44, 'No' Self-Care Autonomous Engagement

<sup>119</sup> In fig.9.44, 'Assisted Self', namely self assisted by others

This might be facilitated by focussing on individuals' talents. In this regard, around half of participants consistently claimed the confidence, strengths and skills to achieve their goals<sup>120</sup>.

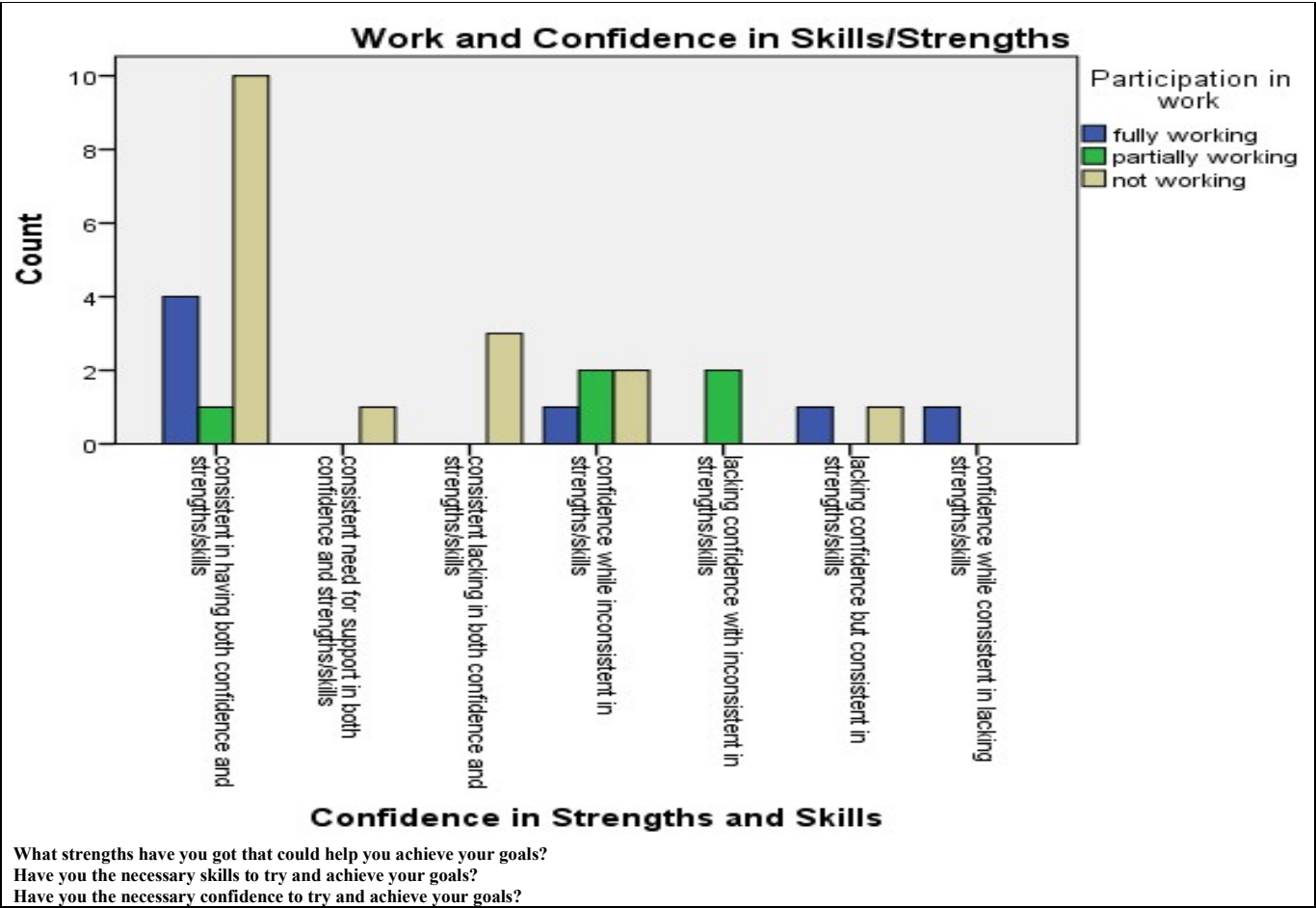


Fig. 9.45 Work and Confidence in Skills/Strengths

However, worryingly, work was not associated with having these talents. Twice as many of those who were not working had this propitious view of their talents than were working. This might indicate that work needs to become more reflective of, and enhancing to, the talents of individuals, their appetites and aptitudes.

<sup>120</sup> Namely those consistent in having both confidence and strengths/skills as in the graph below using the questions listed there

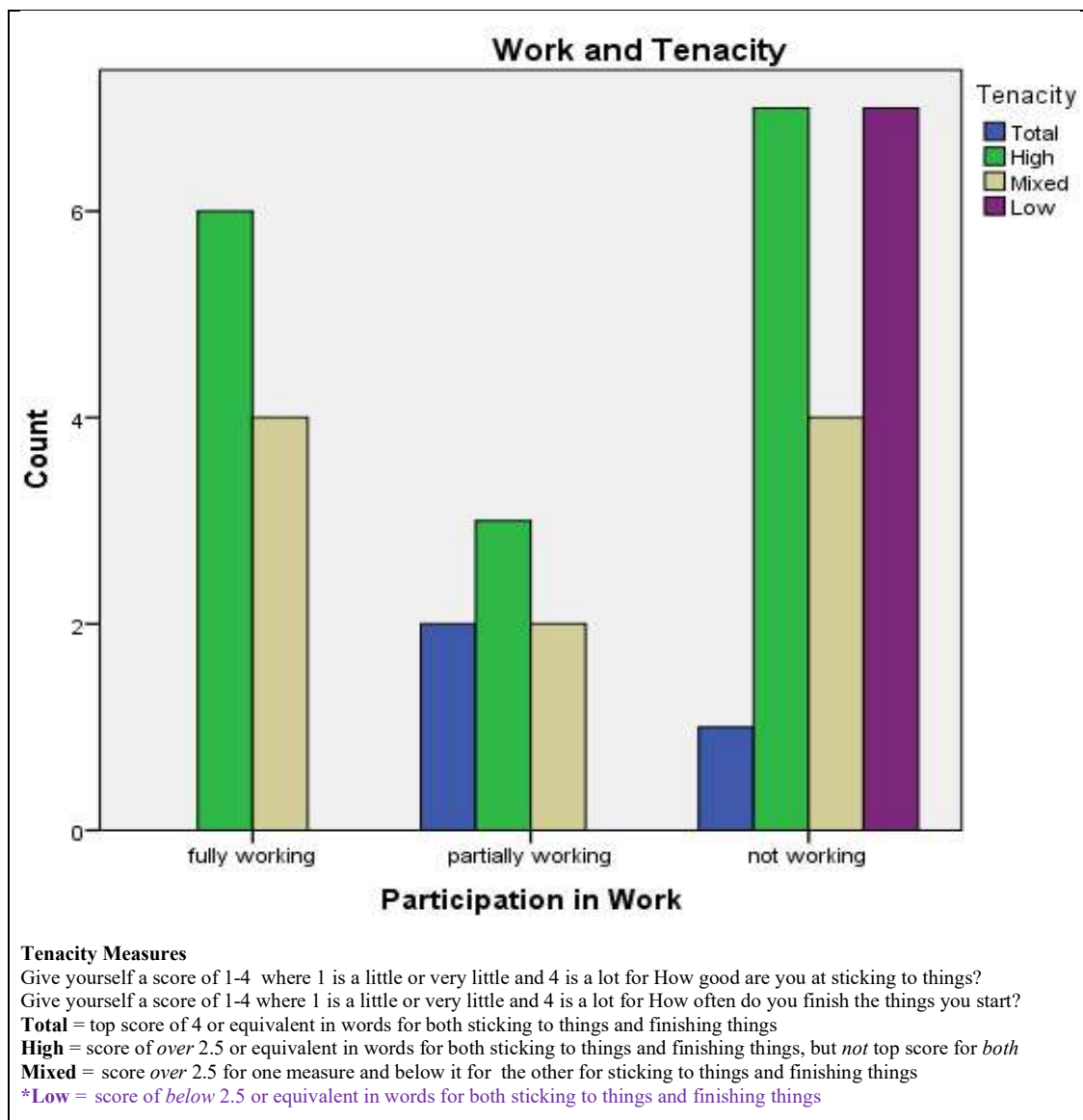


Fig. 9.46 Work and Tenacity

The apparent association between worklessness and perceived lack of talents, appeared to be echoed with lack of tenacity, potentially effecting any activation of talents. All those with low tenacity were not working\*.

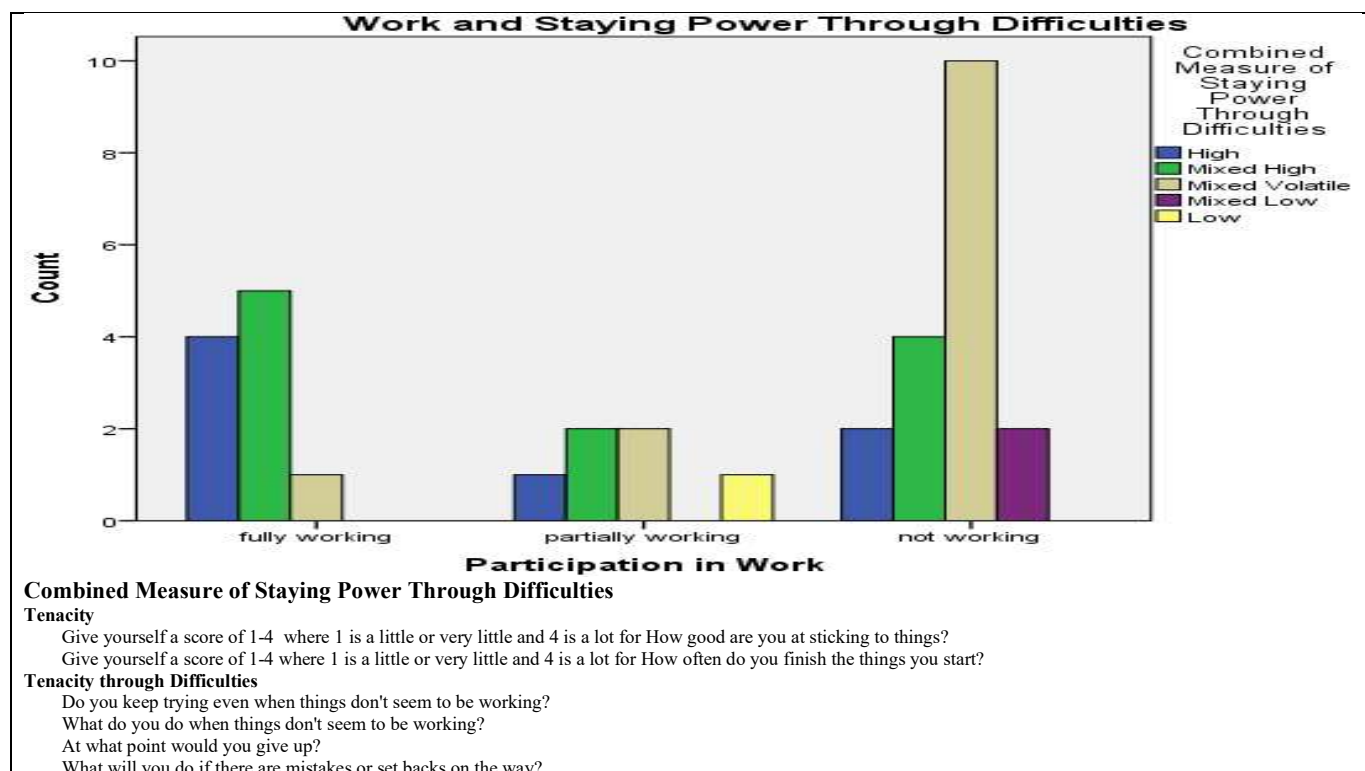


Fig. 9.47 Work and Staying Power through Difficulties

When tenacity *through difficulties* was added, no one who was fully working had any degree of low staying power<sup>121</sup> and 90% had some degree of high staying power<sup>122</sup>. Furthermore, only 8% of those who were volatile<sup>123</sup> in this regard were fully working, while 77% were not working at all. Thus, worklessness appeared to be associated with volatility of persistence, as well as low persistence. Likewise, none of those with low or volatile staying power through difficulties had a low offending risk<sup>124</sup>, nor had any of them been working throughout their adulthood to achieve their goals.<sup>125</sup>

<sup>121</sup> Namely Low or Mixed Low, shown as Yellow and Purple respectively on the Work and Staying Power Through Difficulties Graph

<sup>122</sup> Namely High or Mixed High, shown as Blue and Green respectively on the Work and Staying Power Through Difficulties Graph

<sup>123</sup> Namely Mixed Volatile, shown as Beige on the Work and Staying Power Through Difficulties Graph

<sup>124</sup> Namely Low or Mixed Low, shown as Yellow and Purple respectively on the Offending and Staying Power Through Difficulties Graph

<sup>125</sup> Namely Mixed Volatile or Mixed Low, shown as Beige and Purple respectively on Persevering with Goals and Staying Power Through Difficulties Graph

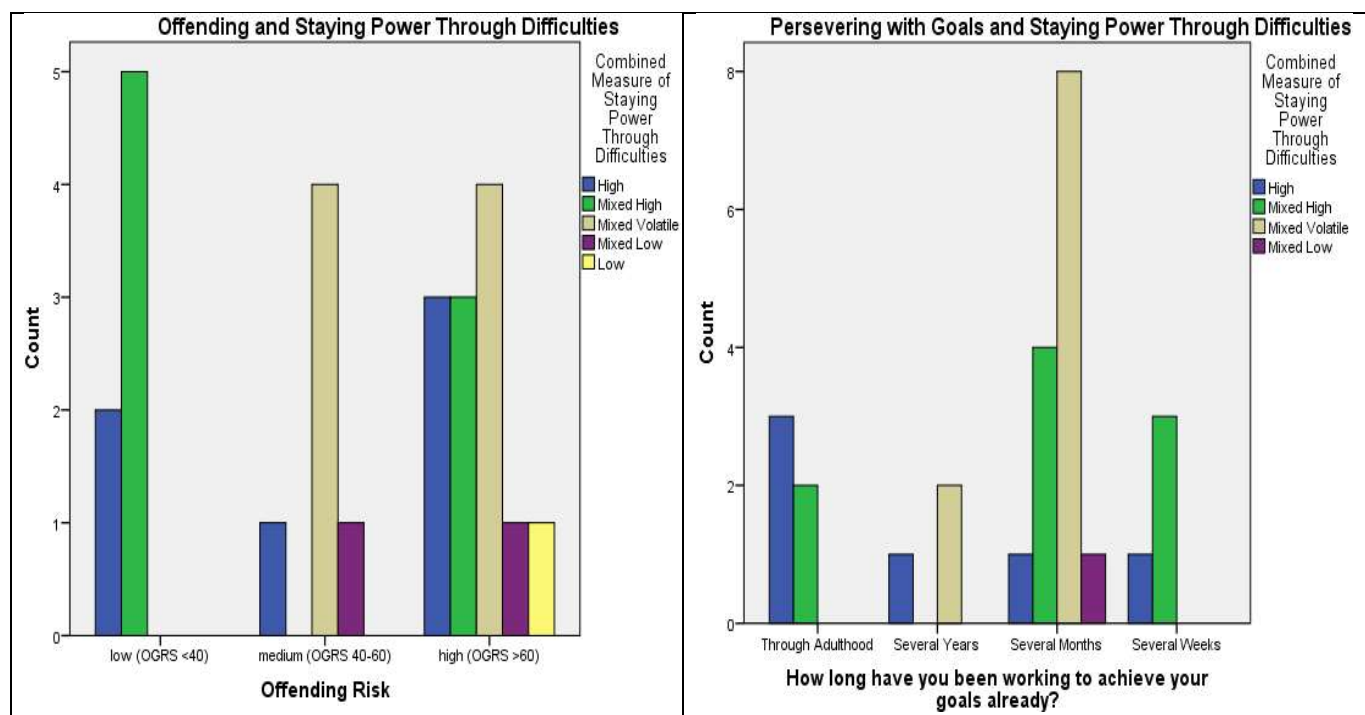


Fig. 9.48 Offending and Staying Power Through Difficulties

Taken together this all perhaps emphasises the crucial role of sustained persistence, especially in the face of difficulties, as being apparently a pre-requisite for both work and desistance.<sup>126</sup> Furthermore, the way in which volatile or low staying power through difficulties only seemed present where working to achieve goals had been undertaken for medium periods of time (namely months or years), not short (namely weeks) nor long (namely whole adulthood), might underscore the way in which persistence might falter if goals are not achieved in a short time scale unless individuals are habituated to persistence. In addition, as discussed earlier, positive outcomes to effort could also be a pre-requisite to even wanting to persist when it comes to trying to do so.<sup>127</sup> All those who had not been sure about even trying<sup>128</sup> also experienced no outcome or a negative or counter-productive outcome to past efforts.

<sup>126</sup> Insufficient alone, since the converse was not true

<sup>127</sup> Insufficient alone, since the converse was not true

<sup>128</sup> Namely *Partial*, *Uncertain* or *No*, shown as *Beige*, *Purple* and *Yellow* respectively on the Commitment to Try and Past Experience of Trying Graph

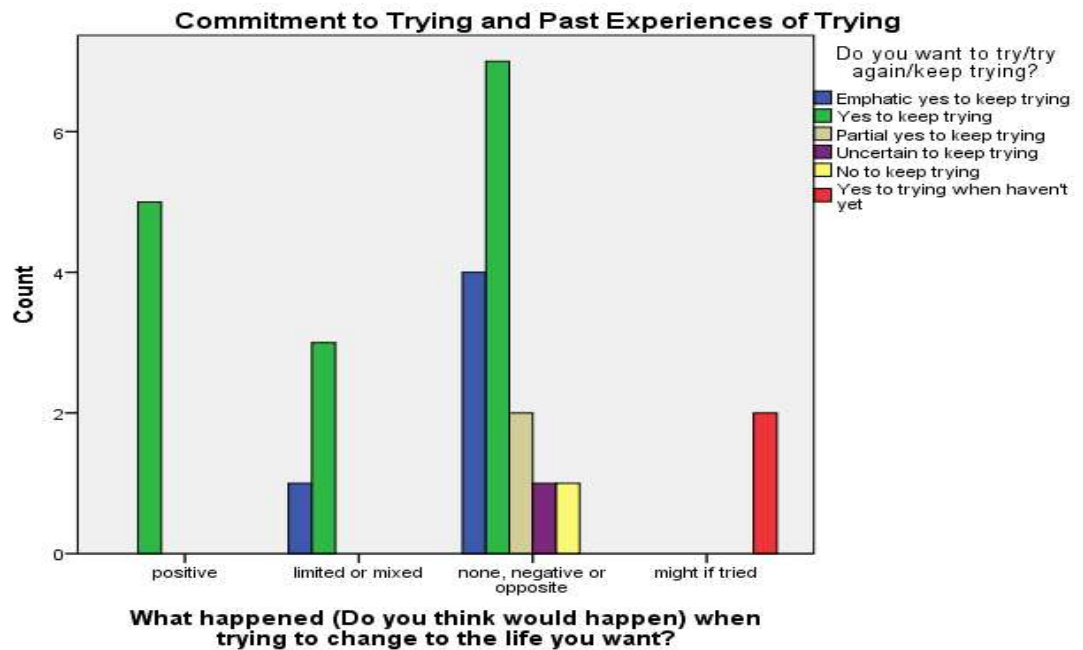


Fig. 9.49 Commitment to Trying and Past Experiences of Trying

For efforts to be successful, sufficient life management skills, and the management of change within that, may be needed.

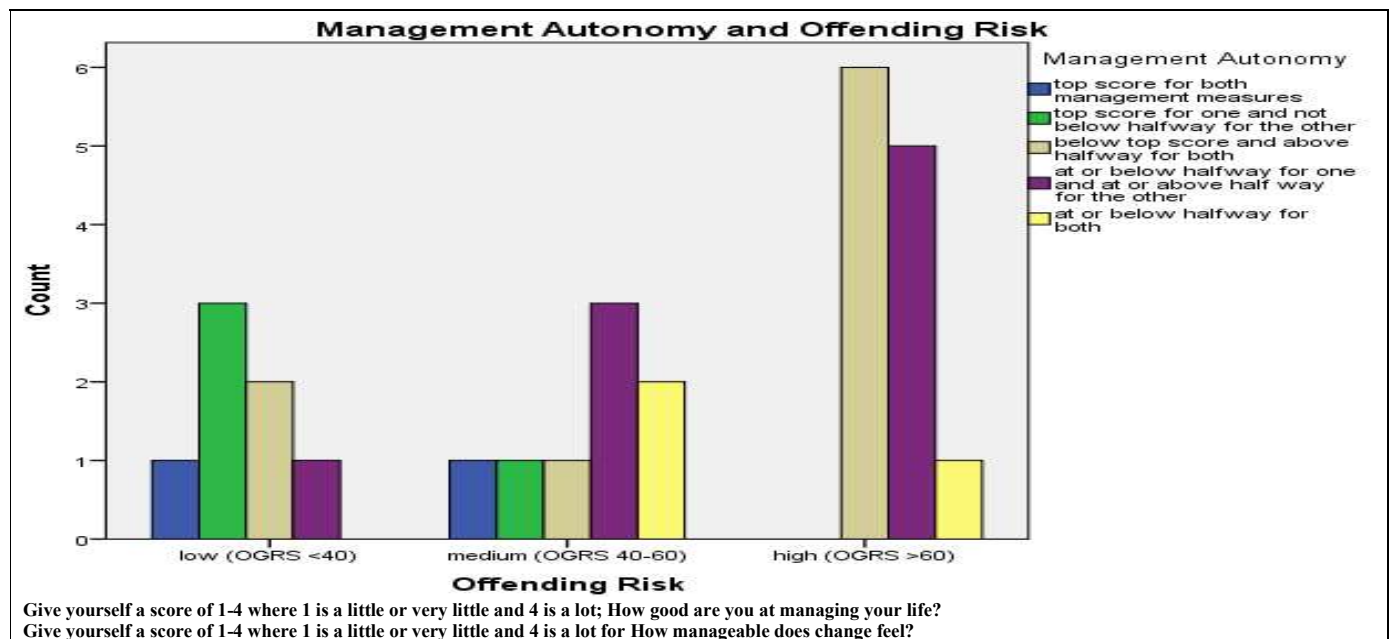


Fig. 9.50 Management Autonomy and Offending Risk



In this respect, none of those who scored in the top two groups for autonomous management had a high OGRS score and 92% of those in the bottom two groups did not have a low one.

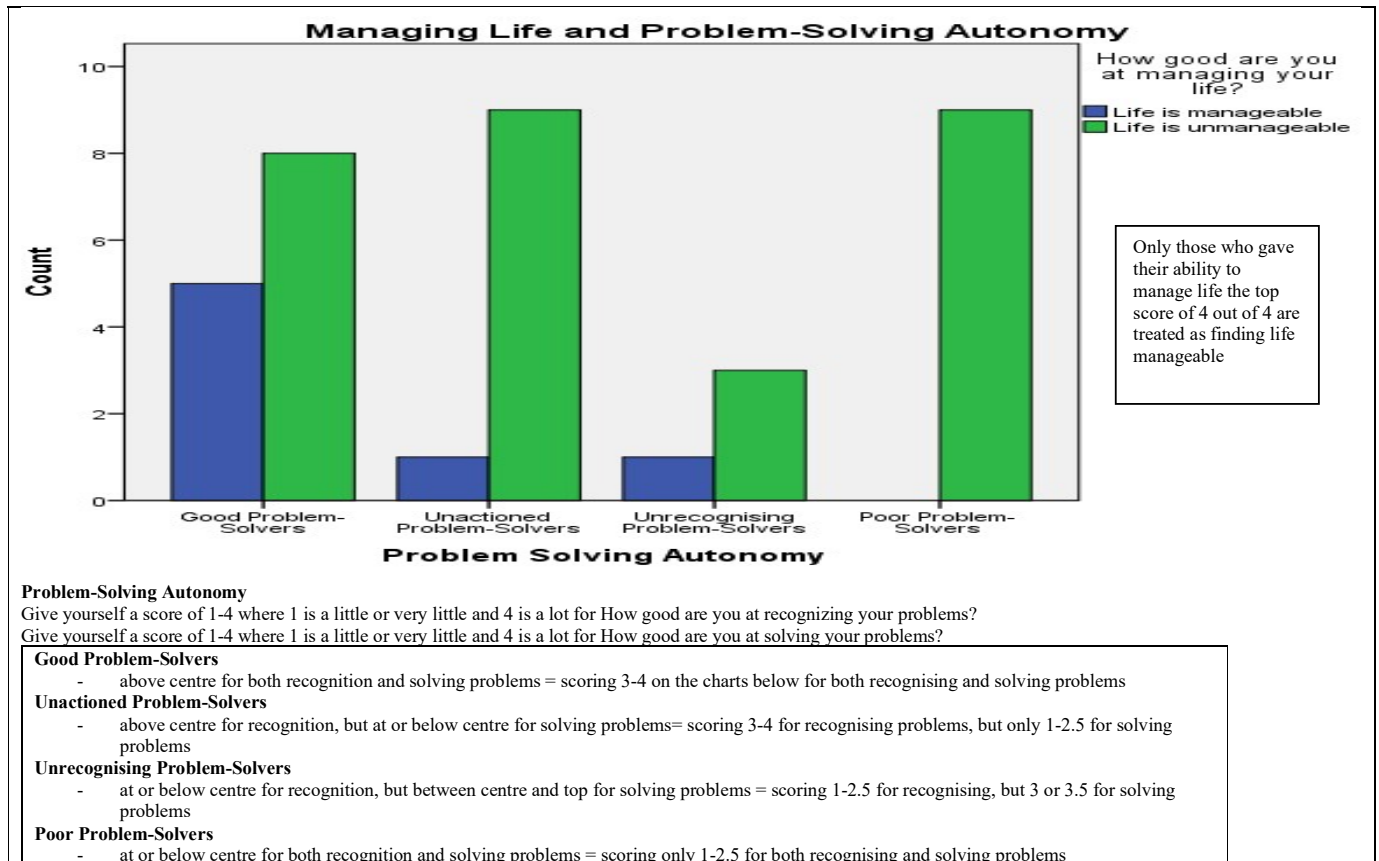


Fig. 9.51 Managing Life and Problem-Solving Autonomy

Additionally, since difficulties are always likely to appear during the course of any life, problem-solving may also be important to autonomy. 71% of those who found life completely manageable identified as good problem-solvers, including recognizing their problems, while none of the poor problem-solvers found life manageable. Both problem-awareness and an effective response to problems could be key to autonomy. All those participants for whom solution efficacy was unreliable appeared to be

engagement sensitive in terms of problem-awareness, while all those who focussed on their personal internal problems appeared to consider their solution efficacy as reliable. Likewise, the fact that no one who spoke in passive terms, either referring to no change or to accepting help, gave the top score to changeability<sup>129</sup>, may suggest some universality of the need for active involvement in change for change to feel possible. No one who was a poor problem-solver appeared to find life manageable.

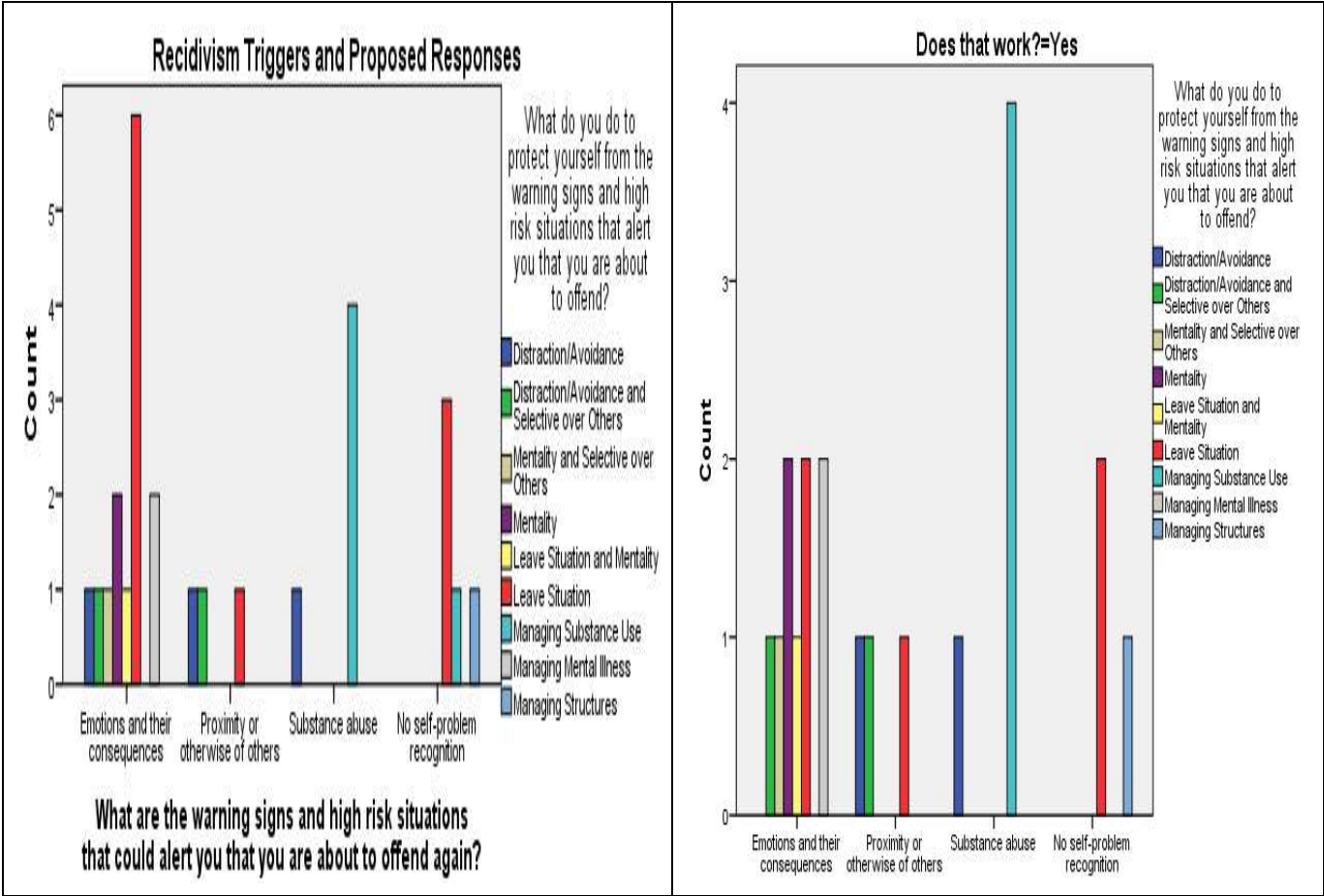


Fig. 9.52 Recidivism Triggers and Proposed Responses

Within problem-solving, half, of those for whom emotions and their consequences

<sup>129</sup> When asked 'What changes have you ever made already in your life?'

appeared to trigger the brutality of offending, proposed **leaving**<sup>130</sup> the situation as at least part of their response to problems, while around another half focused on their **mentality**<sup>131</sup> as at least part of their response. However, only around half of those who had proposed leaving reported their response as efficacious, while all of those who spoke of focusing on their **mentality** reported efficacy. In this way, it might be more effective in reducing brutality, particularly emotionally-inspired brutality, to focus on individuals' mentality, rather than expecting them to walk away when their emotions are aroused and/or they are at risk of being brutal. This focus on mentality might usefully foster both a harm de-escalatory mentality and an empathetic mentality.

In terms of the problems caused by the proximity, or otherwise, of other people, all the responses proposed, namely distraction and avoidance<sup>132</sup> or leaving<sup>133</sup>, appeared to be experienced as effective for those concerned. Likewise with substance use, all proposed responses were also reported as effective, while, for 80% of these, it was managing the substance use itself that was adopted and reported as efficacious. This perhaps endorses the use of substance *management* rather than solely *abstinence*, potentially through adequate medicinal and access arrangements.

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<sup>130</sup> Namely shown as **Red** and **Yellow** on the Recidivism Triggers and Proposed Responses and their Efficacy Graphs

<sup>131</sup> Namely shown as **Beige**, **Purple** and **Yellow** on the Recidivism Triggers and Proposed Responses and their Efficacy Graphs

<sup>132</sup> Namely shown as **Blue** and **Green** on the Recidivism Triggers and Proposed Responses and their Efficacy Graphs

<sup>133</sup> Namely shown as **Red** on the Recidivism Triggers and Proposed Responses and their Efficacy Graphs

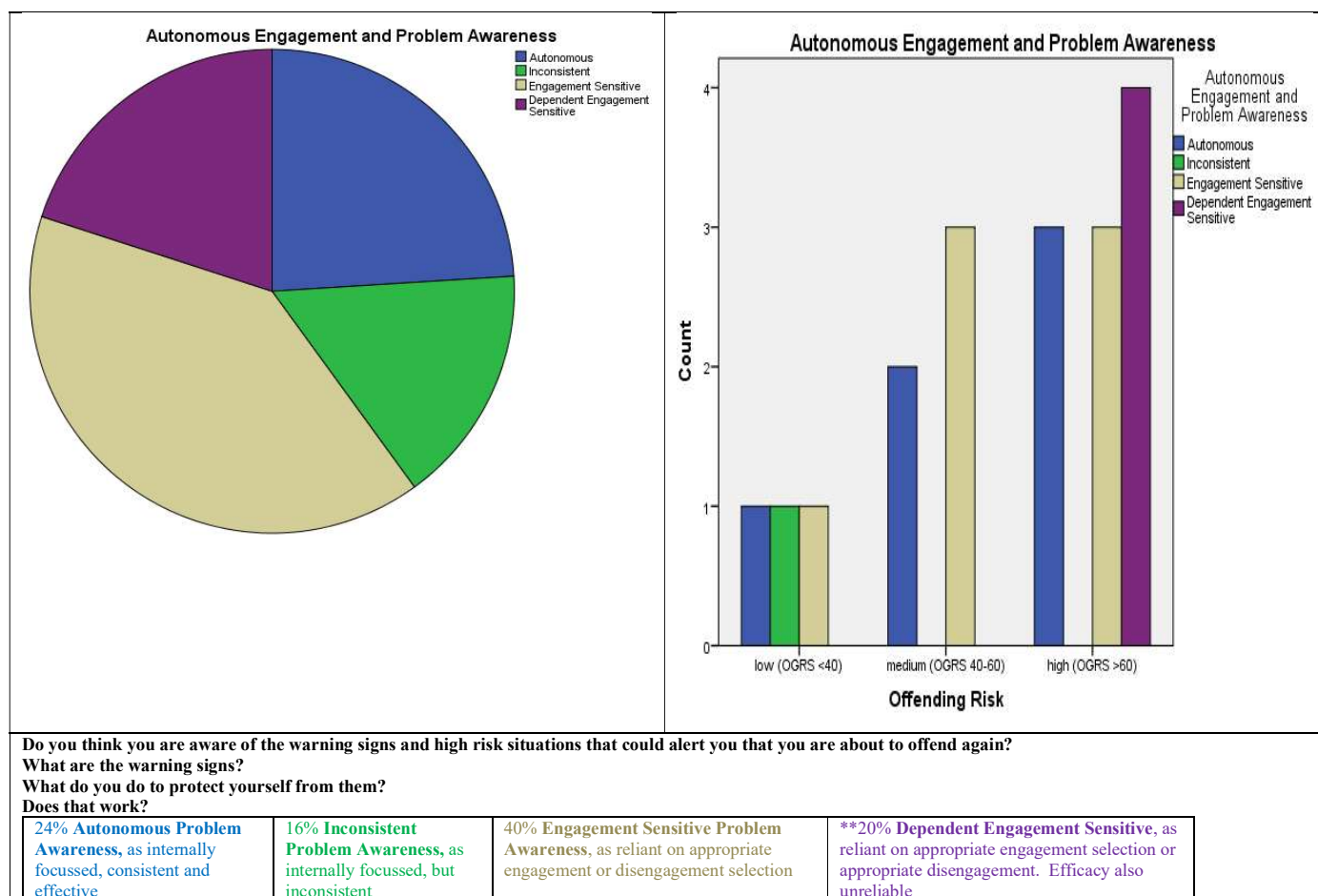


Fig. 9.53 Autonomous Engagement and Problem Awareness

In such ways, individuals' autonomous functioning might be supported through engagement with services. It is just this type of autonomous engagement, where the latter supports the former, whilst the former is mindful of the latter, that this research considers valuable. In this regard, concerns arise when the one comes at the expense of the other, such as, when measures of problem-awareness were combined, 60%<sup>134</sup> of participants appeared to be overly reliant upon their engagement decisions, relying on selecting appropriate engagements or disengagements, including 20% appearing to be

<sup>134</sup> Namely being categorised with Engagement Sensitive Problem Awareness or Dependent Engagement Sensitivity

particularly dependent in this regard\*\*. All these dependent engagement sensitive\*\*<sup>135</sup>

individuals appeared to have a high offending risk.

### Engagement

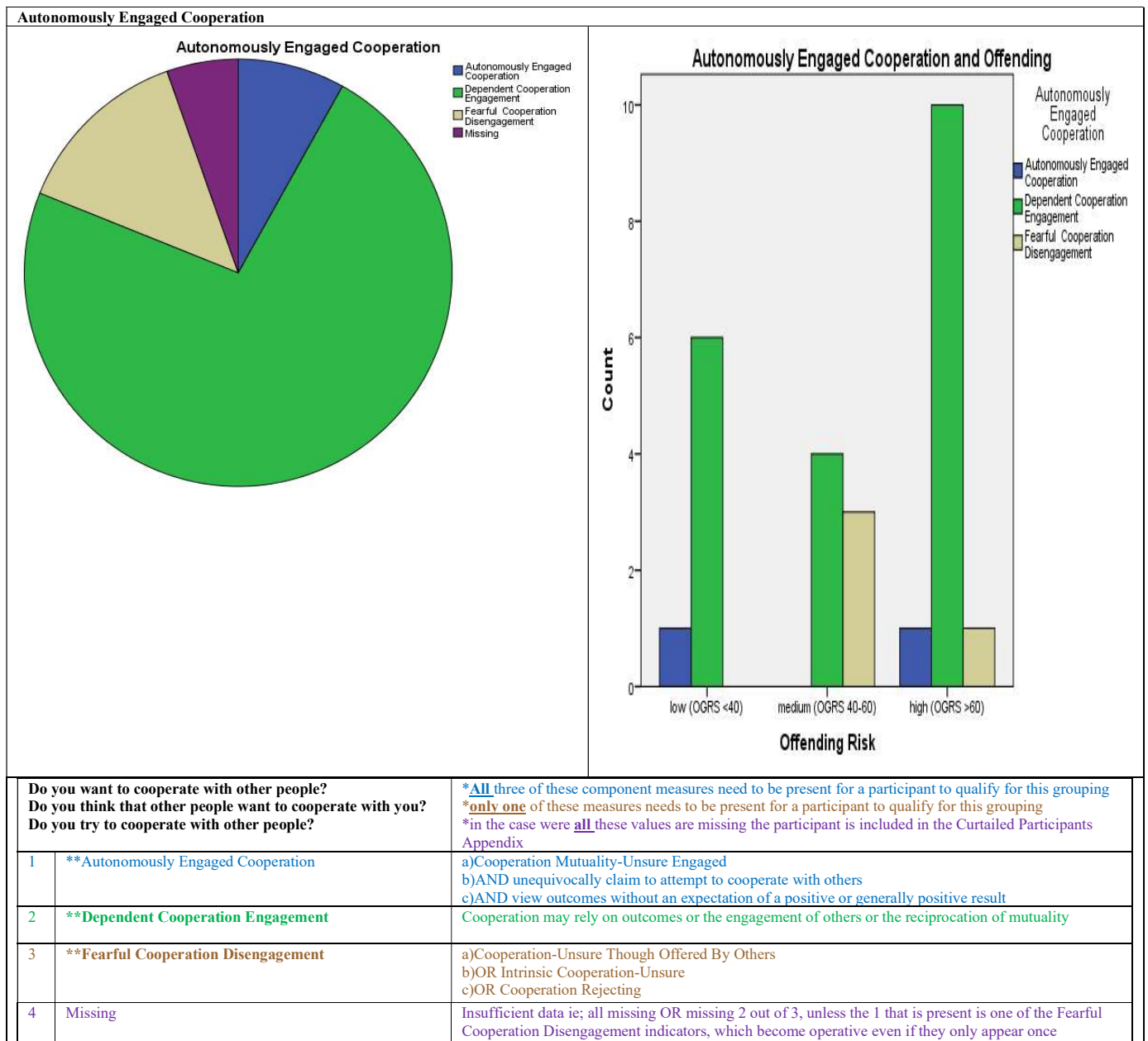
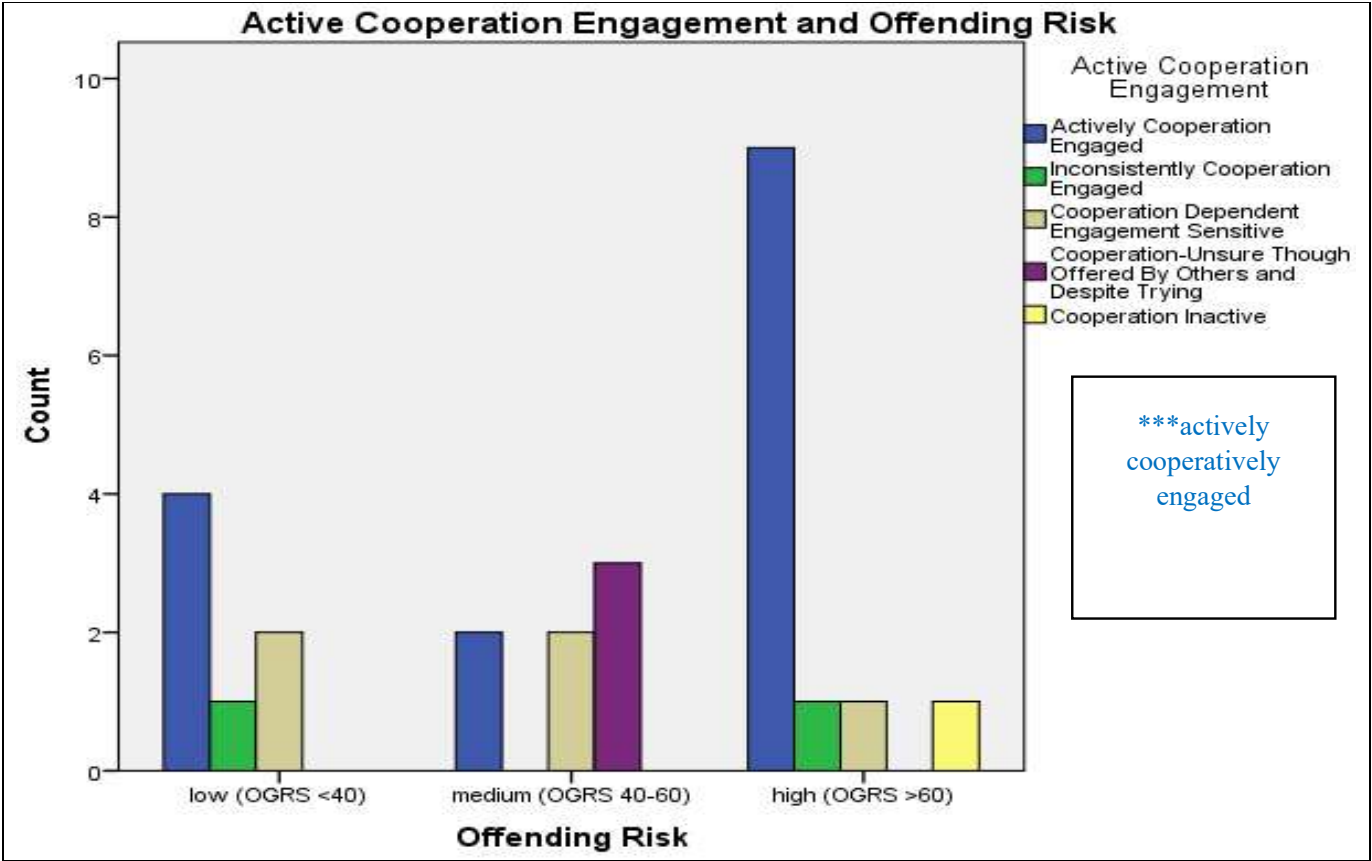


Fig. 9.54 Autonomously Engaged Cooperation

<sup>135</sup> See table above in previous sub-section

Only 30% of those participants whose cooperation engagement was dependent\*\* had a low OGRS score, as opposed to half of the autonomously engaged\*\*, while none of those that were fearfully disengaged in terms of cooperation\*\* had a low offending risk. Thus, disengagement driven by fear, just as engagement driven by dependency<sup>136</sup>, may be associated with a raised risk of brutality.

When reconfigured, the same data also seemed to demonstrate that 75% of those with a raised risk of brutality, namely high-risk offenders, saw themselves as actively cooperatively engaged\*\*\*, a greater proportion than of either of the other two offending risk levels.



<sup>136</sup> As illustrated in the sub-section above where all Dependent Engagement Sensitive\*\* individuals appeared to have a high offending risk.

|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Do you try to cooperate with other people?</b><br>1Yes<br>2Equivocal<br>3No | <b>Mutual Cooperation*</b><br>1Cooperation Mutually Engaged<br>2Cooperation Mutuality-Unsure Engaged<br>3Cooperation Engagement Sensitive To Others' Offerings<br>4Cooperation-Unsure Though Offered By Others<br>5Cooperation Dependent Engagement Sensitive<br><br>*Do you want to cooperate with other people?<br>*Do you think that other people want to cooperate with you?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1Actively Cooperation Engaged                                                  | Of the 71% of participants who said they <i>did try</i> to cooperate with others, 83% had previously claimed to be <i>Cooperation Engaged, whether mutually or not</i> , and this group might be described as <i>Actively Cooperation Engaged</i> =571.1+570.1&2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2Inconsistently Cooperation Engaged                                            | The remaining participants who had claimed to be <i>Cooperation Engaged, whether mutually or not</i> , seemed to <i>equivocate</i> when asked about their active attempts to try and do so. This group might be described as <i>Inconsistently Cooperation Engaged</i> . Of the whole 26% of participants who had equivocated about their active attempts to try and cooperate with others, 44% fell into this <i>Inconsistently Cooperation Engaged group</i> . =571.2+570.1&2                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3Cooperation Dependent Engagement Sensitive                                    | The remaining members of this <i>equivocal</i> group might be considered as <i>Cooperation Dependent Engagement Sensitive</i> , since their equivocation appeared to supplement the <i>engagement sensitivity</i> they expressed in their answers to previous questions in this series of questions AND The one participant who had also expressed this <i>engagement sensitivity</i> in their answers to previous questions in this series of questions, but who, in this instance, had spoken unequivocally of <i>trying</i> to cooperate, was also included in this <i>Cooperation Dependent Engagement Sensitive group</i> , as the act of trying was not sufficient alone to countermand the equivocation of the previous answers.<br>=571.1&2+570.3&5                                                                                                                                                                                 |
| 4Cooperation-Unsure Though Offered By Others and Despite Trying                | All those participants who had been designated as <i>Cooperation-Unsure Though Offered By Others</i> , when considering <i>Mutual Cooperation</i> , were unequivocal in claiming <i>they attempt to cooperate</i> . They were the only group that expressed no equivocation in this in this regard in its entirety. This may be particularly interesting because it may represent a group of those who, despite apparently thinking that they are offered cooperation by others and despite also saying that they do try to cooperate with others, were nonetheless unsure about their desire to cooperate. If it is the case that, for some individuals, the sustained desire for cooperation is not stimulated by either seeing others prepared to also cooperate, or by their own attempts to do so, there may be a specific factor at work, countering the desire to cooperate, yet perhaps not directly associated with it=571.1+570.4 |
| 5Cooperation Inactive                                                          | The one participant who said that he <i>did not try</i> to cooperate with others, representing 3%, might be considered <i>Cooperation Inactive</i> , as the absence of even trying to cooperate entrenched the earlier <i>engagement sensitive</i> dependency into an endorsed inactive state =571.3+570.3&5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

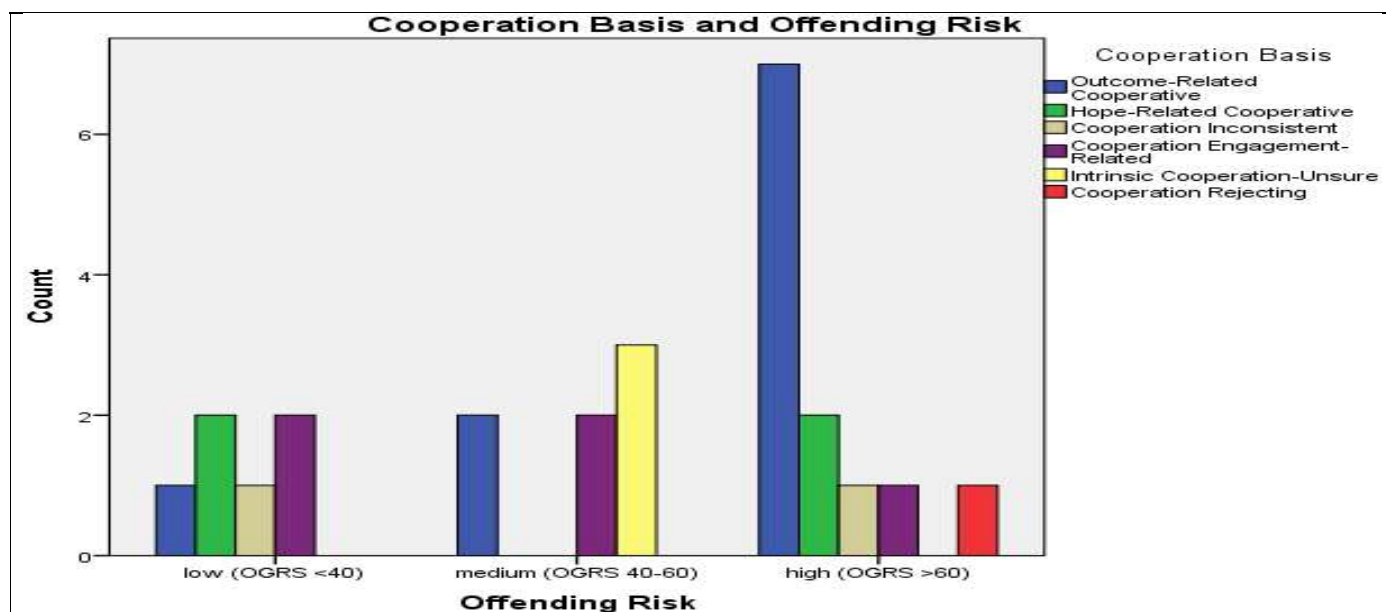
Fig. 9.55 Active Cooperation Engagement and Offending Risk

This apparent propensity for raised brutality to be related to raised attempts to cooperate, may arise because of the particular bases for cooperation involved.

Alternatively, it might be that the increased harm-sensitivity of higher risk offenders discussed earlier in this study could perhaps lead them to act more forcefully to thwarted attempts to cooperate. 70% of those whose cooperation appeared to be related to *outcome\*\*\*\**<sup>137</sup> had a high OGRS score, as opposed to those who relied on *hope\*\*\*\**<sup>138</sup>, who appeared to be equally represented at high and low OGRS risk. It could be, therefore, that brutality arises if outcomes fail to deliver or fail to do so quickly or sufficiently enough to satisfy those who feel they are actively cooperating.

<sup>137</sup> Namely having experienced positive or generally positive outcomes to having tried to cooperate in the past

<sup>138</sup> Namely having not experienced positive or generally positive outcomes



### Cooperation Basis

\*\*\*\*Outcome-Related Cooperative = actively cooperating, whilst also reporting positive/generally positive outcomes to these efforts

\*\*\*\*Hope-Related Cooperative= actively cooperating, whilst being tentative with regard to outcomes to these efforts at cooperation

Cooperation Inconsistent= namely where levels of cooperation appeared to be inconsistent

Cooperation Engagement-Related = where levels of cooperation may be dependent on the levels of the engagement with others, rather than outcome

\*\*\*Intrinsic Cooperation-Unsure=Unsure, despite seeing others as wanting to and despite claiming to try to and despite positive/generally positive outcomes to having tried

\*\*\*Cooperation Rejecting = does not even want to try and cooperate

| What happens when you try to cooperate with others? | Frequency | Valid Percent |
|-----------------------------------------------------|-----------|---------------|
| What happens when you try?                          |           |               |
| positive                                            | 17        | 50.0          |
| generally positive                                  | 8         | 23.5          |
| mixed                                               | 3         | 8.8           |
| mixed leaning towards negative                      | 1         | 2.9           |
| negative or generally negative                      | 1         | 2.9           |
| improving self                                      | 1         | 2.9           |
| being in charge                                     | 1         | 2.9           |
| improving response                                  | 1         | 2.9           |
| What do you think would happen if you tried?        |           |               |
| can't even try                                      | 1         | 2.9           |

Fig. 9.56 Cooperation Basis and Offending Risk

None of those who appeared **intrinsically unsure of cooperating\*\*\***, despite past positive or generally positive outcomes, nor who **did not even want to try cooperating\*\*\*** had a low offending risk. In this way, brutality might also be associated with a deep-rooted lack of faith in cooperation, regardless of any evidence of its efficacy or regardless of whether it had even been tried.



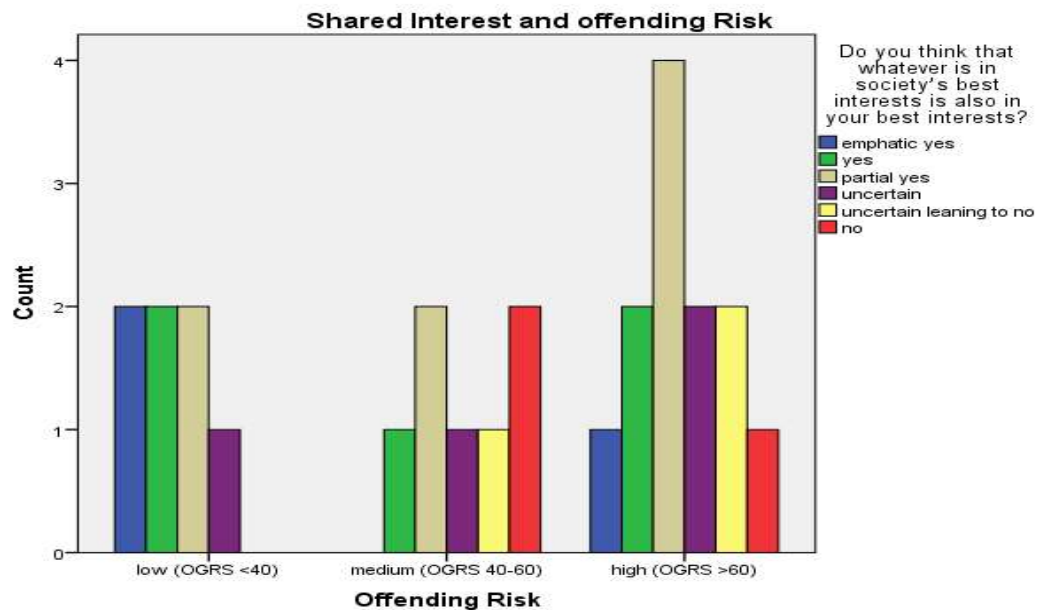


Fig. 9.57 Shared Interest and Offending Risk

Any such lack of faith, and attendant brutality, might arise if individuals do not feel that they have a collectivised interest with society. In this respect, none of those who thought their own interests did **not** wholly coincide with society's, nor those whose **uncertainty led in that direction**, had a low offending risk. Similarly, only 25% of those who were **wholly uncertain**, or who only **partially** agreed that their interests coincided with society's, had a low such risk.<sup>139</sup> By contrast two thirds of those who **emphatically agreed** that their interests coincided with society's had a low offending risk, while a **neutral** agreement to this appeared to be insufficient to weigh in either direction.

There did appear to be an appetite to share collectivised interests with society, with 83% thinking, at least partially, that it was in their interests for society to flourish **and** that it was in society's interests for them to flourish. However, there was a greater degree of

<sup>139</sup> When asked 'Do you think that whatever is in society's best interests is also in your best interests?'

emphasis for it being in society's interest for *them* to flourish, at 44%, as compared to it being in their interests for *society* to flourish, at 31%. Therefore, ensuring everyone has a stake in society *and* can see that stake *and* understands the need to contribute to it might develop a greater understanding of the mutuality of interest between individuals and their society, alongside a potentially greater faith in society for those currently at greater risk of brutality.

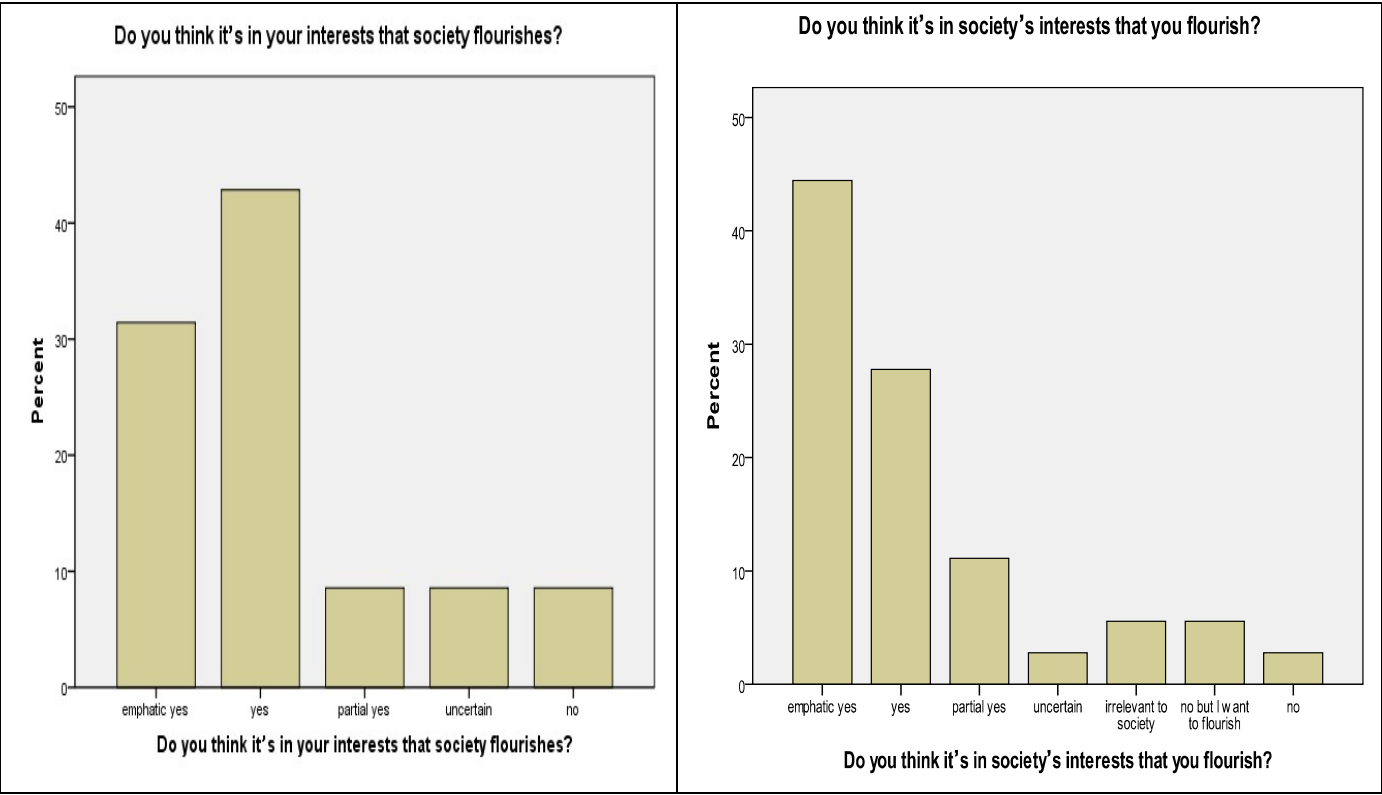


Fig. 9.58 Do you think it's in your interests that society flourishes?

When it came to whether society *behaves* as if it is in its interests for participants to flourish, only 6% of participants emphatically stated that it did, while 41% said, or leant towards saying, 'no'. This compared to only 14% having said or implied 'no' in terms of it being in society's interests for them to flourish.

**Do you think that society behaves as if it's in its best interests for you to flourish?**

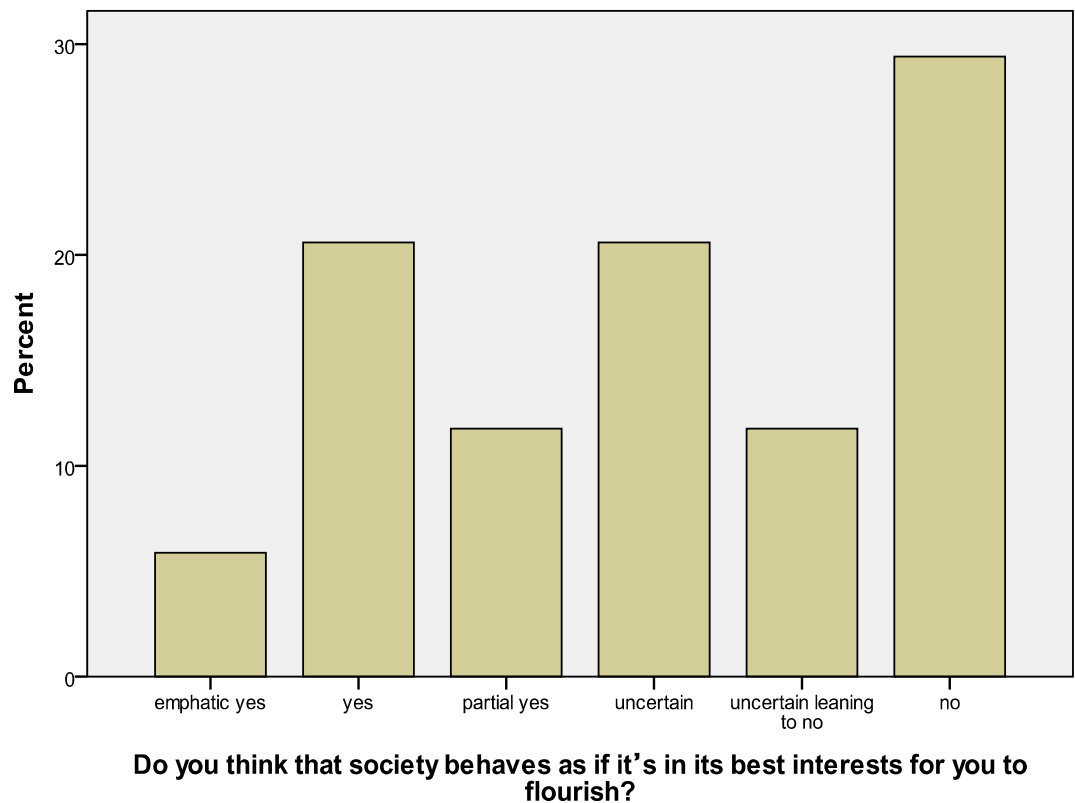


Fig. 9.59 Do you think that society behaves as if it's in its best interests for you to flourish?

In this way, there seemed to be a lack of belief that society behaved as if it is in its interests for individuals to flourish, even though individuals appeared to think it was more emphatically in society's interests than in their own. Improving the conduct of society, so that it better reflects the fact that it is in its interests for individuals to flourish, as well as developing a better understanding of the collectivised interests of all, might aid the creation of a more authentically shared society, in which de-brutalisation can also be shared.

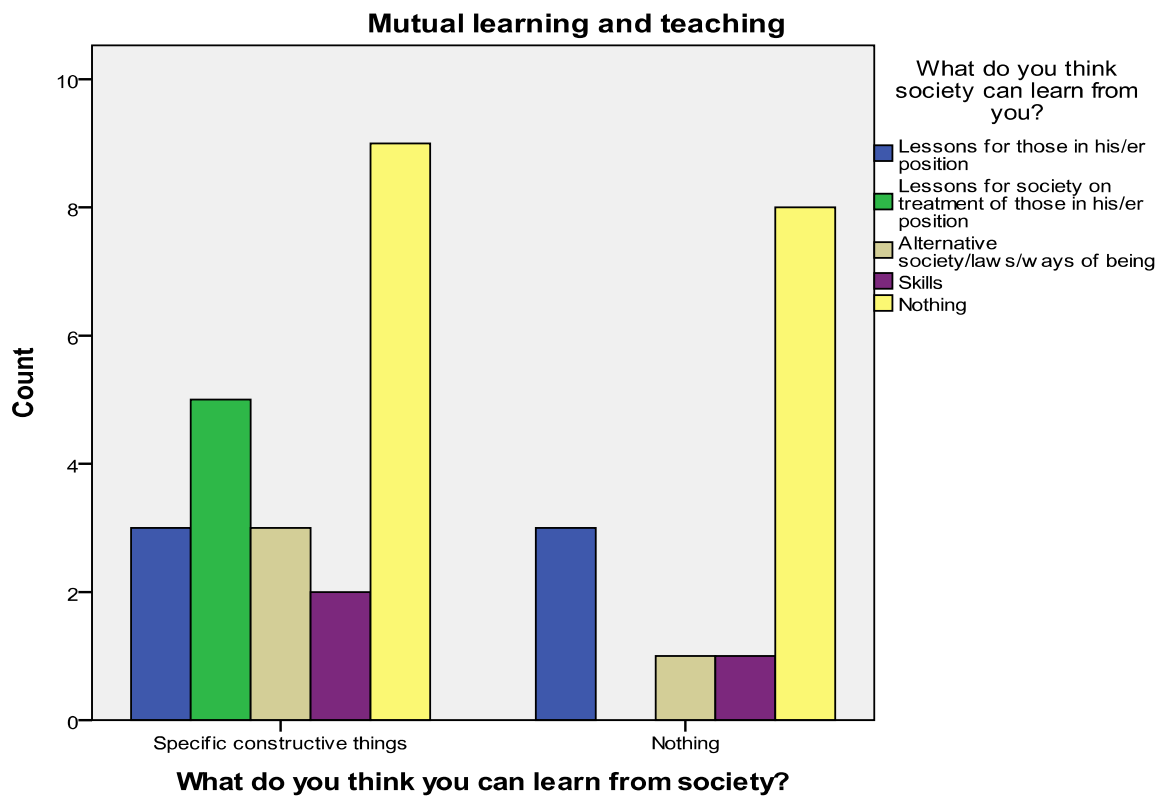


Fig. 9.60 Mutual learning and teaching

All those who thought they could *teach* society **how better to treat people like them** also thought they had something constructive to *learn* from society. Nothing else that participants could teach was wholly represented there like this, which could suggest that learning from people themselves how they would like to be treated, might be an effective way to encourage them to learn to play a constructive part in society.

Furthermore, the way in which only 17% respectively of those with **nothing to teach** or with only **something to teach those in their position** had a low offending risk, suggested that thinking one has nothing to teach *wider* society may be associated with a raised risk of brutality, which might endorse the importance of mutuality in learning and teaching.

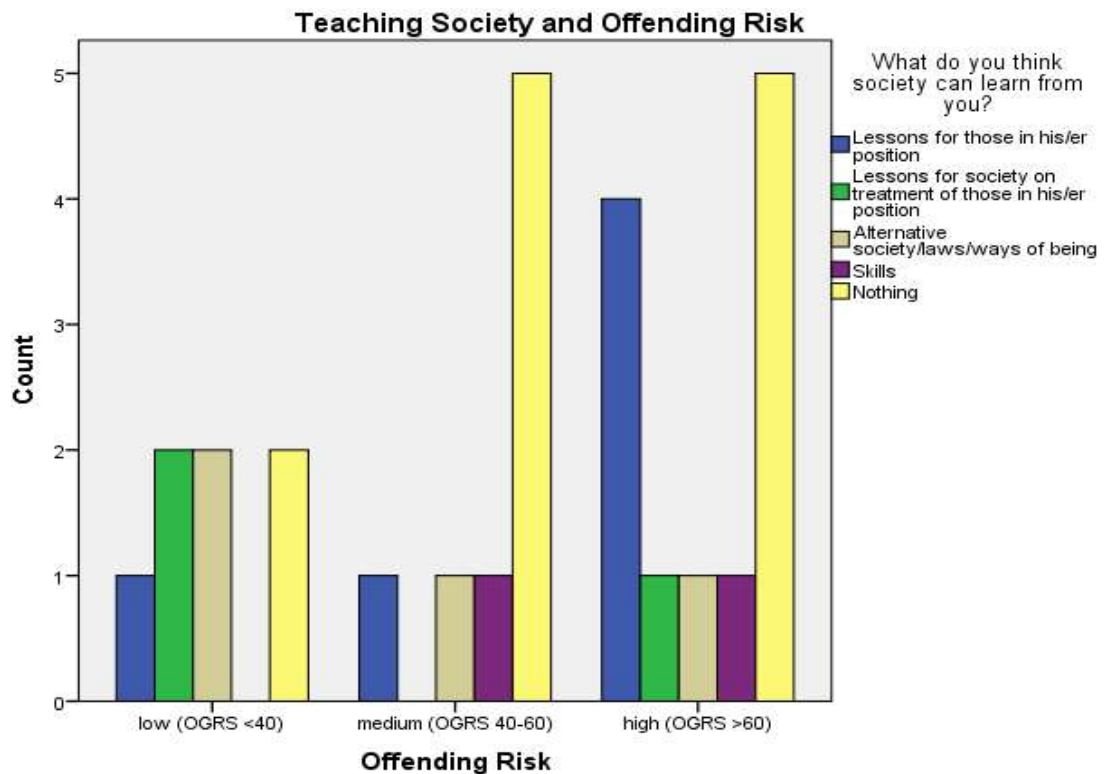


Fig. 9.61 Teaching Society and Offending Risk

None of those with a low offending risk focussed on having **skills** to teach. Thus, it could be that skills exist amongst those with a raised risk that they may feel unwilling, or unable, to share, while individuals with all levels of risk had an **alternative vision** for society, laws or ways of being to offer. Utilising skills and sharing ideas for the benefit of all might benefit both societies and individuals. This could be exemplified by agreeing to participate in this study's interviews.

The only 2 participants who said they would not be willing to be interviewed again cited receiving no intrinsic benefit from having participated this time, namely receiving only payment or nothing at all. Intrinsic benefit may be important to willingness to share participation in anything.

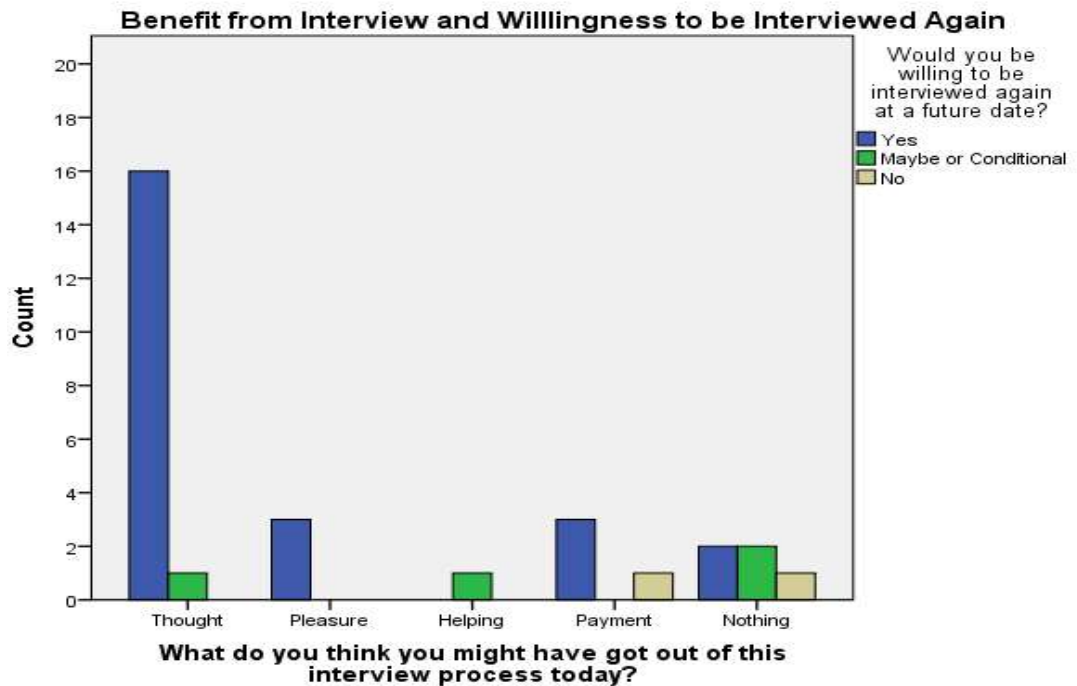


Fig. 9.62 Benefit from Interview and Willingness to be Interviewed Again

More than two thirds of those who thought they could learn how to behave<sup>140</sup> from society, cited promoting thought as what they had gained from participating in the study. In fact, promoting thought was the only study participation category that featured across all types of learning from society.

None of those who cited learning from society based on opportunities<sup>141</sup> thought they had gained nothing at all from participating in the study. This was the only type of learning that appeared in every other study participation category, as having gained at least something, even if only payment. This could suggest that those focussed on opportunities may see *any* situation as an opportunity to gain at least something, while

<sup>140</sup> Namely those who cited learning based on behaviour when asked 'What do you think you can learn from society?'

<sup>141</sup> Namely those who cited learning based on opportunities when asked 'What do you think you can learn from society?'

promoting thought might have traction across *all* levels of appetite for learning and might play a key role in improving behaviour particularly.

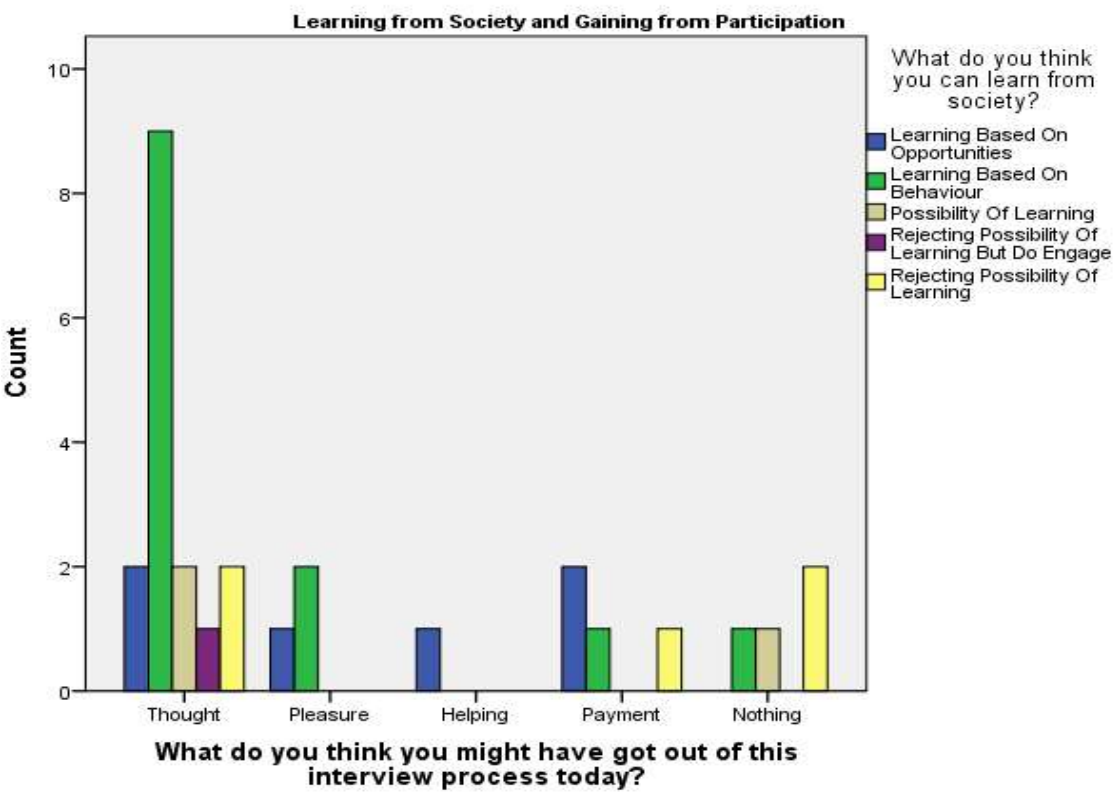


Fig. 9.63 Learning from Society and Gaining from Participation

Any behaviour or learning that can legitimately claim to contribute to society might need to be focussed on **productivity** and **paying** into society, rather than doing nothing. In this respect, neither of those who were doing nothing to play a positive part in society<sup>142</sup> were fully working and both had a high offending risk. By contrast, none of those who were paying into society had a high such risk and all were working to at least some degree. Likewise, 88% and 86% respectively of those who were being

<sup>142</sup> In what ways do you play a positive part in society at the moment?

productive<sup>143</sup> were working to at least some degree and did not have a high offending risk.

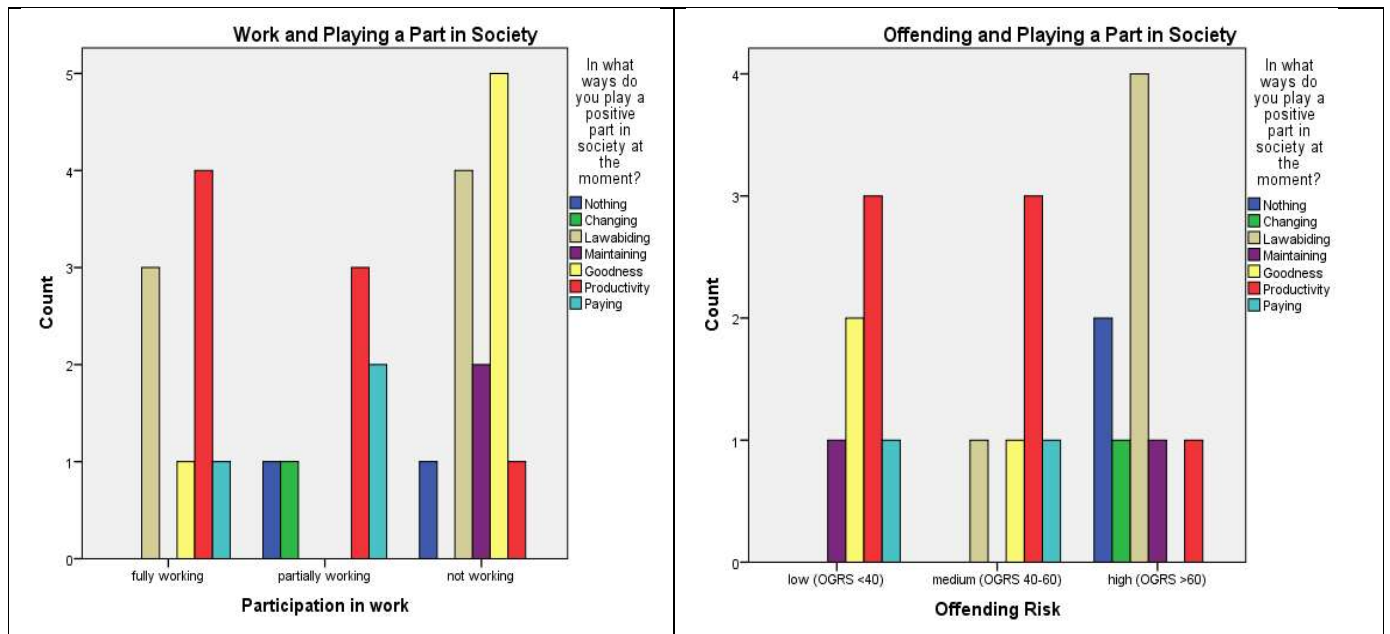


Fig. 9.64 Work/Offending and Playing a Part in Society

Moreover, focussing on the positive actions of doing **good deeds** and better **maintaining the self** when not working seemed to be associated with being less likely to offend than those who focussed on their negative actions by trying to **change** and be **lawabiding** regardless of whether this latter pair were working. However, three quarters of those claiming **good deeds** or better **maintaining** themselves were not working, though 80% did not have a high offending risk either. Conversely, 83% of those claiming **changing** or being **lawabiding** did have a high offending risk and none had a low such risk, while half were working and half not. Thus, *de-escalating the harm* in one's life, such as by better **maintaining** oneself, along with *building empathy* for others, such as through

<sup>143</sup> All who cited productivity included work within that and this productivity through work was the most cited individual explanation that participants gave for their claims of playing a positive part in society



goodness, might legitimately sit alongside *constructive activity*, such as exemplified by productivity and paying for society, as the triumvirate of key elements in sharing the de-brutalisation of society.



Fig. 9.65 Sharing De-Brutalisation

The ‘goodness’, like productivity and paying, may represent active **social** engagement, while maintaining the self, or, indeed, changing the self, may represent active **self-**engagement, both of which types of active engagement could be central to sharing de-brutalisation and advancing lives.

### Chapter Summary

The next chapter looks in more detail at both active social, and active self, engagement, to advance lives, following on from this chapter's introduction of them as parts of autonomous engagement. It also builds on this chapter's discussion of contextual functioning options, by looking at the affect of official intervention on people's options

and capacity to advance their lives. It examines punishment within official intervention, and its potential impact on the empathy and de-escalation of harm that have been emphasised in this chapter.

| Chapter Sections                       | Reasons to Hope                                                                                                                                                                                                                                  | Barriers to Overcome                                                                                                                                                                                                                                                                                  | Possible Suggestions Arising from these Hopes and Barriers*<br><br>*endorsing those in the previous chapters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Empathy and The De-Escalation of Harm* | Work, something-to-do, money-making activities, a driving licence, helpful and stable relationships and improving one's own functioning, as well as sufficient provision, protective expression, skills and social benefit could all be helpful. | But there were also potentially unhelpful desires, such as for monetary advantage, stimulation, status and substances, as well as the need for monitoring by others, while, furthermore, two thirds of the participants who focused upon their lifestyles were yearning for materialistic lifestyles. | <i>Thus any material gain or monetary advantage perhaps needs to be solely achievable in non-harming ways, such as ending income from property or business where that ownership is not based on actively ethical custodianship and development in non-harming ways, alongside undoing any gain from brutality. In this regard, work, something-to-do, money-making activities and decent provision might need to be available for all and required of all in prosocial ways, such as employment, with an end to unemployment, such that work, education, training, charity work, starting a business or disseminating quality parenting as part of parenting or any other alternative project or contribution that suits an individual and fits with their life become the conduit for payments, which should surely be sufficient to fund quality lives and obliged insurance for times of need, such as the need for health and social care and for retirement. Furthermore, any such active participation in, and contribution to, society, needs to provide stimulation and status, such as through rewarding, advancing and pride-giving employment, or alternatives, as well as ensuring functioning can coexist with barriers like substance use, perhaps through sufficient medication and regulated access. Likewise, access to driving, sustainably structured, and with visual, technical and sensory driver monitoring and assistance where needed, also seemed helpful, in addition to monitoring more broadly where need be, with timely support for the stable relationships that were also helpful and for improving one's own functioning, such as through early intervention when quality is lacking and through access to the skills that seemed helpful with lifelong free access to education and to social benefits that include everyone by ensuring an end to society's toleration of downward life spirals. In addition, since protective expression, in terms of asserting the self in situations where feeling unjustly or wrongly treated, also seemed to be a factor, this might endorse the need for easy access to fully funded advocacy as well as to an easy to operate and understand online guide that provides straight forward situational legal escape routes. Indeed, for people to cease to feel the need to protect themselves from being unjustly or wrongly treated, everyone must feel able to delegate ethics to authority, such as through consistent execution of consistent morality and consistent law that</i> |

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|               |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>protects everyone from harm in transparent universally applied rules accessible to everyone.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Money         | Money was seen as about provision, not just greed, and loss of money gained from crime, when caught, was a deterrent.                                                                                                                                                                                                                                             | But a participant spoke of having no opportunities to support himself and no home and being hungry as the reason he went against his own morality to offend. Living without enough food, and without heat, electric and other energy, money, transport or a home is 'a horrible way to live'. Financial problems or lack were all cited as leading to recidivism, while offending was seen as 'an easy way to make money'. Causing harm appeared to be irrelevant to individuals when they were focused on personal gain, while that gain was cited as a specific reason for breaking the rules. For some individuals all that mattered was gaining from crime. Money, and other material things that offending offered, were cited as a way in which offending could help participants achieve their goals. Indeed, one participant cited self-interest and greed as the reason he went against his own morality. Riches, not just sufficiency of money, had a powerful allure. | <i>Thus riches, along with any other self-interest and greed, not just enough money to support oneself decently, perhaps need to be easily acquirable without causing harm, such as by advancing the development of individuals' aptitudes and appetites, including funding and supporting them in starting a business. Such opportunities to earn money need to be available to all, alongside an end to effort without money, such that work provides for decent provision, as well as an end to money without effort, such as gaining from crime, by undoing any gain from brutality, as well as help to pursue business opportunities for riches, alongside ensuring provision for all of the mentioned home and transport, with decent safe places to live and an end to homelessness for everyone in terms of the former and the driving provision suggested above in terms of the latter. At the same time, any reason for breaking the rules or breaching morality must surely be challenged by consistent execution of consistent morality in consistent execution of consistent law and transparent universally applied rules.</i> |
| Capacity      | Aspiration was associated with being sure of being able to achieve within society, with twice as many citings as the next highest factor, alongside behaving well, already achieving and receiving things from others. 8 participants referred to action in terms of achieving, 75% of whom were sure they would achieve and none thought they could not achieve. | But none of the participants appeared to relate being capable with action and only 8% of participants were sure of their personal capacity across all 4 measures, rising to still only 16% when that surety included those who were sure of their capacity over even only 3 of the measures, while all those who spoke only in terms of 'trying' rather than actually 'doing' were unsure of being capable, just as all those who felt incapable appeared to be at the mercy of their environment. All those who said they were not capable of doing whatever they wanted with their lives referred to matters that might relate to being very responsive to their environment. A resilient mentality, especially to external pressures, appeared important to a sense of capacity.                                                                                                                                                                                              | <i>Thus timely action on mental health needs, to foster a resilient mentality, especially to external pressures and to avoid feeling at the mercy of their environment, might be important for those without this resilient mentality. Alongside this, a broader sense of capacity, and of actually 'doing' not just 'trying' to do, might be further enhanced by building on the aptitudes and appetites of an individual, in which capacity is most likely to be found, in the active pursuit of goals in non-harming ways to enable quality performance and well-being. These notions of actually 'doing', along with other opportunities to relate being capable with action, might also be further advanced by funding in kind for the broadest possible range of active opportunities for children. Creating a sense, thereby, of having already achieved and of receiving things from others might better launch young people into an action and achieving adulthood upon which to build aspirations.</i>                                                                                                                             |
| Visualisation | 73% of participants could imagine getting what they wanted using                                                                                                                                                                                                                                                                                                  | But 31% of those who included improving work and/or education also needed driving to be resolved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Thus focusing on activity rather than abstinence might be important, such as the active participation in, and contribution to, society described in section summaries</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|               | <p>alternatives, including 10% saying they could visualize it and were doing it, with another 10% saying they could visualize it and were partially doing it. Only 10% of participants either could not offer any sort of alternative to offending at all or simply said that they had no further need to offend. All but one of those who said they had tried an active alternative to offending visualised it as positive and being active appeared to be related to a positive outlook, with 'starting to act' appearing to be wholly related to a positive outlook. 88% of those who had spoken about positive outcomes in the past, appeared to have an unequivocally positive visualisation of their future prospects. 100% of those with both a positive outcome from the past and an active suggestion for moving forward appeared to have a positive visualisation of their future lives, while, when specifying visualisations of possible 'more or bigger things' that they could do to improve their lives, 79% included improving work and/or education.</p> | <p>It was only when driving was not cited as an issue that any doubt existed about delivering on visualised work or education. Furthermore, only 38% of participants could unequivocally visualise an appropriate alternative to offending, while the viability of visualisations, when participants had been asked exactly 'how' their objectives could be achieved, had been largely questionable. 4/5s of participants were apparently either equivocal or unable to picture better ways of doing things than those they were currently undertaking, while those who had tried an abstaining alternative were less likely to give a definitive answer and proportionately less likely to visualise a positive outcome.</p> | <p><i>across this research, including the work and education mentioned here and also described in section summaries across this research. Since being active in such ways appeared to be related to a positive outlook, the worth of timely action on poor mental health also seemed underlined, just as the importance of positive outcomes in the past may emphasise the value of appropriately timed and timely holistic action to ensure those positive outcomes from the outset of life, such that 'starting to act' can always lead to early positive results, perhaps by focussing on the aptitudes and appetites of an individual to better ensure success. This focus could also help with improving the viability of what is visualised and inspiring the enactment thereof, endorsing earlier references to the value of utilizing appetites and aptitudes. Likewise, the need for driving-enablement, which also appears as a theme across section summaries in this research, also seemed endorsed in this section summary. All of which, taken together, might help support active suggestions for moving forward and the visualisation of active alternatives to offending to replace social isolation or harming social interaction with social inclusion and autonomous engagement.</i></p> |
| Changeability | <p>72% of those who placed themselves above half way for the possibility of change had created positively-directioned change in the past and the overwhelming majority of participants did feel change was possible and the majority could also imagine their attitudes changing and did not think things would inevitably stay the same, while none of the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>But around a third of participants thought they were doomed to poverty and/or failure, while claims over the ability to stop offending lacked credibility since 75% of those with a high offending risk gave themselves a full 4 out of 4 for being 'completely able to stop offending'. In addition, only 18% of those who were part of a friendship group, gave themselves the top score for being able to visualise themselves with different friends.</p>                                                                                                                                                                                                                                                              | <p><i>Thus being part of a friendship group might be entrapping, just as poverty, failure and crime might also be, perhaps suggesting the importance of ensuring, respectively, that broader social inclusion and autonomous engagement replace social isolation or harming social interaction within friendship groups through work and education that give access to prosocial peer groups, decent pay is provided to fund quality lives without poverty, aptitude and appetite based education and work is available to nurture success rather than failure and there is an end to crime as an option. In terms of this last, a requirement for openness, with technologically monitored honesty and actions on narrowly pertinent questions and matters related to any criminality might make such criminality much harder to</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|        | <p>participants, for whom OGRS score was available, put their ability to stop offending below 3 out of 4 and only 6% of participants thought they were doomed to a life of crime.</p>                                                                 |                                                                                                                                                                                                                                                                                                                                                                              | <p><i>hide, whilst progress-tariffed*** sentences could make release from monitoring or containment related to ceasing to offend. Any such enforced accountability must surely be accompanied by providing excellent opportunities to turn feelings of the possibility of change, including in attitudes changing, into reality, such that it becomes easily true that it is not inevitable that things stay the same and that it is genuinely possible to stop offending, if such far reaching intervention is to be morally legitimate. These excellent opportunities for change, improving attitudes and an obviation of the need for crime might be even more helpful if provided before criminality appears, with opportunities to create positively-directioned change at the earliest chance, such as with early intervention when quality family and domestic life, childhoods and parenting are lacking, such as with special provision to protect women and children, prevent disruption to their lives and for training of expertise in parenting and the funding in kind for opportunities for children suggested across section summaries.</i></p>                                                                                                                                                                                                                                                                      |
| Habit  | <p>None of those that acknowledged offending could be a habit, said it was not a breakable habit and flexible thinking might assist with strategizing over breaking habits.</p>                                                                       | <p>But 62% of those who thought offending was a breakable habit had no strategy with which to tackle it and no one who was currently attempting to break the habit of offending was emphatic about being able to do so.</p>                                                                                                                                                  | <p><i>Thus strategies and ways to break unhelpful habits might need to be provided as part of the life preparation course, available for retaking, that has been suggested across section summaries as a possible helpful launch into adulthood, to try and end social toleration for downward life spirals, as well as deploying all the measures suggested in the section summaries above to try and prevent bad habits taking hold in the first place and nurturing the flexible thinking that seemed beneficial in strategizing.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Choice | <p>71% of those who had accepted from the outset that offending was a choice, had not claimed offending as a habit. Similarly, 63% of those for whom offending was not a habit had accepted from the outset that they had a choice in the matter.</p> | <p>But only 15% of participants said they had complete choice in things, while anger, social issues, provision, emotional struggling, pleasure, substance use, opportunity, self-protection and cultural issues all featured as reasons to choose crime, as well as the absence of thought which was by far the greatest single claimed reason for ‘choosing’ to offend.</p> | <p><i>Thus nurturing thought seems to be very important, alongside the capacity to take personal responsibility for choices which seemed to be lacking. This seems to endorse previous chapters' suggested development of personal responsibility and constructive, flexible thinking, fostered from childhood, such as through client-led interventions with required expectations. Along with this, the other factors involved in choosing offending are also likely to be in need of attention, such as, respectively, managing anger and other emotional struggling with timely action on mental health and with respectful interaction from authorities and opportunities for self-expression and personal control with authorities, as well as better enabling self-protection through automated access to all laws that must include everyone in their protection and with easy fully funded access to advocacy, while also building pleasure through opportunities that are in line with aptitudes and appetites, ensuring decent provision is possible through employment or equivalent, and that substance use does not impede decisions by being better managed medically and with appropriate access, alongside social and cultural environments that are conducive to social inclusion and autonomous engagement to replace social isolation or harming social interaction, such as decent safe places to live.</i></p> |



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| Decision Making | All of those who claimed a solely interactive approach to their normal decision-making, claimed there was no element of habit in their offending, while, for everyone, the de-brutalised solutions/moralities/drives/desires, that might give rise to better decisions, existed. | But their brutalised equivalent also existed for everyone and 34% of participants appeared not to use contemplative thought at all in their decision-making, either through personal contemplation or through interactive contemplation with others, with a further 13% relying wholly on interactive contemplation rather than any element of their own personal thought. Those who claimed a completely non-contemplative approach to their normal decision-making, appeared to be highly responsive to the relationship between habit and thoughtlessness with regard to offending. | <i>Thus the benefits of nurturing contemplative thought, such as through respectfully expressed and respectfully heard uncensored diverse views with clear delineation between opinion and demonstrable fact appeared to be endorsed, with both its personal and interactive forms seeming important. Both of these might be enhanced by a greater openness in discussion of issues of public relevance, such as political decisions, as well as by a greater valuing and media-representation of diversity in the experience of life and the expression and discussion thereof. Likewise, in the consideration of solutions/moralities/drives/desires, such an openness and diversity might enhance a broader contemplation of ideas and the decisions that might be shaped by them.</i> |
| Access          | All but one participant had had positive experiences of social/official interactions.                                                                                                                                                                                            | But all participants had had negative such experiences and only 12% of participants appeared to be good at accessing help from the authorities when they needed it without feeling negative about the situation and 64% of participants were either uncertain at accessing assistance, including those whose references to accessing assistance were inconsistent across both measures, or poor at doing so, and/or appeared to become negative in situations where assistance may be required.                                                                                        | <i>Thus accessing help, and experiencing any such help as positive, might usefully be enhanced, perhaps by ensuring all help is respectful, based on an individual's own self-expression, is appropriately timed and timely and treats everyone with an equality of value wholly regardless of the situation, with respectful, quick and effective interventions that are client-led to ameliorate and share the undoing of brutalising experiences and actions non-adversarially in a timely shared search for effective remedy and resolution with fully funded advocacy for all involved and authorities as resources in the control of the service-user.</i>                                                                                                                          |
| Rights          | Only 19% of participants claimed unconditional personal entitlement to freedom and services, regardless of their own offending, and 16% rejected their rights to both services and freedom because of their offending.                                                           | But only one participant spoke in terms of earning both services and freedom respectively by their contribution and, indeed, by virtue of the retribution taken upon them, while 90% of high-risk offenders, who provided an answer, were certain that they were either entitled or not entitled to services and freedom unrelated to their own conduct.                                                                                                                                                                                                                               | <i>Thus freedom and services perhaps need to be seen as within an individual's control and remit for earning, such as through progress-tariffing*** in the case of the former and obliged insurance from decently paid employment in the case of the latter.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Time            | 42% of participants claimed at least some time being currently spent on at least some type of active engagement with achieving their goals.                                                                                                                                      | But 38% and 21% respectively, were either taking no significant action or doing nothing at all to achieve their goals, so more than half of participants were doing nothing at all, or nothing of significance, to achieve their own goals. Furthermore, when 2 other measures of constructive use of time were added it was only 29% of participants who appeared to make good use of their time. Additionally, only 14% of                                                                                                                                                           | <i>Thus it seems important to improve the use of time and to link it to constructive action like work rather than destructive action like offending, perhaps endorsing the suggestion to ensure state payments are in response to constructive actions of some sort rather than paid out for inactivity. Employment, or alternatives thereto, might usefully become the conduit for pay and payments that are sufficient to fund quality lives. At the same time, this constructive action seems to need to be capable of delivering on people's goals in short time scales, at least in part, potentially through well-structured client-led opportunities to pursue personal goals with plentiful free opportunities for children and aptitude and appetite</i>                         |

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|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>participants thought it would take a short period of time to achieve their goals. 73% of those with a high offending risk, and 85% of those who were not working, appeared to have a poor or uncertain use of time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>based freely available education throughout life and with rewarding, advancing, non-harming, pride-giving employment, or alternatives thereto, which actively pursue people's goals in non-harming ways with quality productivity in performance. As well as with timely pursuit of goals, these provisions might also assist with productive use of time, as might client-led interventions to ensure time is being used in the ways individuals want.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Autonomy** | <p>71% of those who found life completely manageable identified as good problem-solvers, including recognizing their problems. In terms of tenacity, including through difficulties, no one who was fully working had any degree of low staying power. Two thirds of participants appeared confident of their self-knowledge and two thirds of participants unequivocally claimed that they could be trusted without being monitored. Within the problem-solving of those for whom emotions and their consequences appeared to trigger the brutality of offending, focusing on their mentality appeared efficacious, while, in terms of the proximity, or otherwise, of other people, distraction and avoidance or leaving also appeared to be effective. With substance use, 80% of participants spoke of managing their substance use as effective. All those who focussed on their personal internal problems appeared to consider their solution efficacy as reliable and all of those who spoke of focusing on their mentality reported efficacy in dealing with criminogenic situations. None of those who scored in the top two groups for autonomous management had a high</p> | <p>But 92% of those in the bottom two groups for autonomous management did not have a low OGRS score. Furthermore, actually demonstrating self-knowledge and trustworthiness dropped to around half of that claimed, while 3 of those who had initially been unequivocal about being trustworthy also admitted that they were not actually wholly so. 2 of those who had been unequivocal about their ability to self-rehabilitate also admitted that they were not, when asked to justify claims in this regard, while only 30% of participants selected absolute nil chance of recidivism and, across all 5 self-policing measures, only four participants appeared able to sustain a complete lack of equivocation regarding their ability to autonomously self-police. Additionally, all those with low tenacity were not working and worklessness appeared to be associated with volatility of persistence, as well as low persistence, with only 8% of those who were volatile in this regard fully working, while 77% were not working at all. None of those with low or volatile staying power through difficulties had a low offending risk, nor had any of them been working to achieve their goals throughout their adulthood. More worryingly, work was not associated with confidence, strengths and skills, as twice as many of those who were not working had this propitious view of their talents than were working. None of those who credited others for their change, rather than their own role, however vague, as playing any part at all, unequivocally took care of themselves and all those who had said they did not take care of</p> | <p><i>Thus perhaps it is important to disassociate fairness from harshness, as well as nurturing active ways to deal with criminogenic situations, rather than simply relying on people being able to leave. This might endorse, respectively, the value of replacing harshness with omnipresent respectfulness and consistency to measure fairness, in the former instance, while providing actively available automated access to protective laws and swift non-adversarial championed resolutions, in the latter instance. Likewise, perhaps, with taking an active and self-crediting approach to change, it may also be important to ensure interventions are client-led, whilst also ensuring everyone is properly prepared for such autonomous self-management, self-knowledge, good problem recognition and solving and autonomous problem-awareness, life management and is able to take care of themselves, perhaps through coursed-preparation to manage life that is certified, and endorsable for re-acquisition, as part of citizenship, building to a consistent age of adulthood with a valuing rite of passage into it, such that no one enters adulthood unprepared for its responsibilities, nor is left unaware as to when those responsibilities start, to replace the currently wide range of ages of responsibility, ranging from 10 to 18 years old. Such autonomy is likely to require the ability to manage functioning alongside substance use where necessary, perhaps using adequate medical and access arrangements, as well as being sufficiently able to manage one's mentality and personal internal problems, which is likely to require timely access to mental health help where necessary. Nevertheless, there did seem to be a need for monitoring and externally policed conduct, as claimed trustworthiness was not always viable, as well as help with rehabilitation, all of which might be approached through progress-tariffed*** responses to harming action and based on a risk-monitoring and autonomous-progress model of objective action-measurements of specific harm-reduced risk-proportionate action-progress in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all involved and required expectations specific to harm caused, always remembering that progress-tariffing must be very specific and related to a very specific harming</i></p> |

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|              | <p>OGRS score and volatile or low staying power through difficulties only seemed present where working to achieve goals had been undertaken for medium periods of time (namely months or years), not short (namely weeks) nor long (namely whole adulthood), potentially underscoring the suggestion that goals may need to be achievable in a short time scale and that individuals might need to be habituated to persistence through difficulties.</p>                                                                                                                                                                                                                                                                                             | <p>themselves spoke in terms of correcting themselves, when asked about their ownership of change. All those participants for whom solution efficacy was unreliable appeared to be engagement sensitive in terms of problem-awareness, while no one who was a poor problem-solver appeared to find life manageable and no one who spoke in passive terms, either referring to no change or to accepting help, gave the top score to changeability. Only around half of those who had proposed leaving criminogenic situations reported this response as efficacious and fairness seemed to be equated to harshness.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><i>action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible, alongside technologically monitored honesty and actions to improve assessments of trustworthiness. The reliability of distraction, avoidance or leaving might also be thereby assessed and used to define progress within this. However, wherever possible, taking a more positively orientated approach, such as nurturing an association between confidence, strengths, skills and work, might be most useful, with work that builds confidence and uses individuals' strengths and skills in rewarding, advancing, non-harming and pride-giving employment, or alternatives, built upon individuals' own aptitudes and appetites to actively pursue people's own goals in non-harming ways. Additionally, it also seems important to foster tenacity and appropriate persistence therein, as part of life preparation, especially through difficulties, with required expectations, such as work as the conduit for any payments, as well as help with difficulties, such as early intervention when quality parenting is lacking, in response to the issues raised in this section, while also ensuring goals are achievable in a short time scale and that individuals are habituated to persistence through difficulties as part of preparation for adulthood.</i></p>                                                                                                                                                                          |
| Engagement** | <p>Two thirds of those who emphatically agreed that they have a collectivised interest with society had a low offending risk and 83% of participants thought, at least partially, that it was in their interests for society to flourish and that it was in society's interests for them to flourish. All those who thought society could learn from them how better to treat people like them also thought they had something constructive to learn from society. More than two thirds of those who thought they could learn how to behave from society, cited promoting thought as what they had gained from participating in the study. In fact, promoting thought was the only study participation category that featured across all types of</p> | <p>But all the dependent engagement sensitive individuals appeared to have a high offending risk and only 30% of those whose cooperation engagement was dependent had a low OGRS score. None of those who appeared intrinsically unsure of cooperating, despite past positive or generally positive outcomes, nor who did not even want to try cooperating had a low offending risk and 70% of those whose cooperation appeared to be related to outcome had a high OGRS score. Indeed, 75% of high-risk offenders, saw themselves as actively cooperatively engaged, a greater proportion than of either of the other two offending risk levels. None of those that were fearfully disengaged in terms of cooperation had a low offending risk. None of those who thought their own interests did not wholly coincide with society's, nor those whose uncertainty led in that direction, had a low offending risk and only 6% of participants emphatically stated that society behaves as if it is in its interests for participants to flourish, while only 17% respectively of</p> | <p><i>Thus it seems important to allow attempts to cooperate to bear fruit quickly, such as through quickly responsive progress tariffing, while avoiding focus specifically on changing or being lawabiding, compared to actually doing good deeds and better maintaining the self, as well as compared to being productive, working and paying into society. Suggestions for facilitating productivity, work and paying into society have been outlined throughout this research, based on rewarding, advancing, non-harming, pride-giving employment, or alternatives thereto, which actively pursue people's goals in non-harming ways with quality productivity in performance and with work as the conduit for pay and payments that are sufficient to fund quality lives, including obliged insurance for times of need, such as the need for health and social care and for retirement. In terms of self-maintenance and good deeds, nurturing personal responsibility for the former and social responsibility for the latter might be of some benefit. Any personal responsibility might be enhanced through the client-led service interactions suggested throughout, while social responsibility might be enhanced by ensuring there genuinely is a collectivised shared interest between society and all its members, such as through authentic equality of the value of all lives to a degree where society would never allow anyone to live in a situation, such as being homeless, in which they would not allow their own children to live. Society thus perhaps needs to behave far more as if it was in its interests for everyone to flourish, such as by freely funding plentiful opportunities for all children and</i></p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>learning from society. Additionally, none of those who cited learning from society based on opportunities believed they had gained nothing at all from participating in the study. Individuals at all levels of risk had an alternative vision for society, laws or ways of being to offer. None of those who were paying into society had a high offending risk, and all were working to at least some degree. Likewise, 88% and 86% respectively of those who were being productive were working to at least some degree and did not have a high offending risk, while focussing on doing good deeds and better maintaining the self when not working seemed to be associated with being less likely to offend than those who focussed on trying to change or be lawabiding, regardless of whether these latter two were working.</p> | <p>those with nothing to teach or with only something to teach those in their position had a low offending risk. None of those with a low offending risk focussed on having skills to teach and neither of those who were doing nothing to play a positive part in society were fully working and both had a high offending risk, however 83% of those claiming they were changing or being lawabiding had a high offending risk and none had a low such risk, while the harm-sensitivity of higher risk offenders could perhaps lead them to act more forcefully to thwarted attempts to cooperate.</p> | <p><i>lifelong free education for everyone. This might also help provide the benefits of learning from society based on opportunities, that was cited in this section. Alongside this, in terms of the promotion of thought also cited here, notions of basing education on constructive, flexible thinking seem to be endorsed, along with the other measures suggested throughout to promote thought, such as media-represented diversity of ideas and technologically monitored political discussion of ideas with encouragement for self-expression to be greeted with respectful interaction. These measures could also help foster discussing the alternative visions for society that seemed to exist amongst participants, as well as building the broadly-based mutuality of learning and teaching that seemed to be of value. This last included specifically learning and teaching how to treat each other and may highlight the worth of including everyone in sharing the defining, for enactment, of sharing de-brutalisation. This shared cooperative approach to discussing ideas is likely to need to be accompanied by a shared cooperative approach to functioning in society as well. In this respect, cooperation, including regardless of outcome, perhaps needs to be embedded in social functioning, such as with work or equivalent being the conduit for all forms of payment, even as active cooperative engagement surely also needs to be able to deliver desired outcomes, perhaps using some of the mechanisms suggested throughout this chapter's sectional summaries to ensure that work or its alternatives does actually deliver on what people want. In terms of the fearful disengagement and dependent engagement that both appeared unhelpful, perhaps no one should be left in fear of engagement or dependent on that engagement, but, instead, should be able to rely on all the protection of the law and its systems and on being able to turn to them for help to move forward, with interventions that are under their control and that respectfully, quickly and effectively act to ameliorate and share the undoing of brutalising experiences and actions non-adversarially in a timely shared search for effective remedy and resolution with fully funded advocacy for all involved and authorities as resources in client-led approaches that help to foster a more autonomous engagement to enable people to safely engage, alongside an expectation to play an active independent role within that engagement, with all the responsibilities outlined throughout this chapter summary. This could include fostering the willingness and confidence to share skills with others as a possible job or charitable function through which payments could be paid, as seemed helpful for some participants.</i></p> |
| <p>*The consistency of morality in terms of violence gives some hope of Policy Consistency in accordance with a totality of values including in consistent morality on violence in Consistent Execution of Consistent Law with reference to the section on The De-Escalation of Harm and with reference to Fig. 9.42 Self-Policing Autonomous Consistency<sup>144</sup></p> <p>**The importance of autonomous engagement illustrates the importance of arranging society's institutions as Resources for people, with institutions to represent the whole of</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

<sup>144</sup> See Policy Consistency in accordance with a totality of values including in consistent morality on violence in Consistent Execution of Consistent Law in Tab. 12.1 Measures-Summary in Chapter 12

society that provide Constructive Educational/Training/Societal/Official Experiences with reference to the section on Autonomous Engagement of Contextual Functioning Options<sup>145</sup> and with reference to Fig. 9.3 Achieving within Society and Tab. 9.18 Autonomous Engagement of Participants' Contextual Functioning Options and Fig. 9.58 Do you think it's in your interests that society flourishes? and Fig. 9.59 Do you think that society behaves as if it's in its best interests for you to flourish? and Fig. 9.60 Mutual learning and teaching and Fig. 9.61 Teaching Society and Offending Risk and Fig. 9.63 Learning from Society and Gaining from Participation and Fig. 9.64 Work/Offending and Playing a Part in Society and Fig. 9.42 Self-Policing Autonomous Consistency and Fig. 9.50 Management Autonomy and Offending Risk and Fig. 9.51 Managing Life and Problem-Solving Autonomy and Fig. 9.52 Recidivism Triggers and Proposed Responses and Fig. 9.53 Autonomous Engagement and Problem Awareness and Fig. 9.54 Autonomously Engaged Cooperation and Fig. 9.55 Active Cooperation Engagement and Offending Risk<sup>146</sup>

\*\*\*progress-tariffing to only be in response to harming action and based on a risk-monitoring and autonomous-progress model of responding to harming actions by providing mechanisms for demonstrated progress which allow for immediate progress to be demonstrated with swiftly responsive progressive assisted release from monitoring and containment and enabling alternatives to harm with objective action-measurements of specific harm-reduced risk-proportionate specific action to assess progress-tariffs in meeting required expectations specific to harm caused in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all and required expectations specific to harm caused in line with Tab. 3.12 Progress-Tariffing: Risks and Responses and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible

Tab. 9.19 Chapter Summary

<sup>145</sup> See Arrange society's institutions as Resources for people, with institutions to represent the whole of society that provide Constructive Educational/Training/Societal/Official Experiences in Tab. 12.1 Measures-Summary in Chapter 12

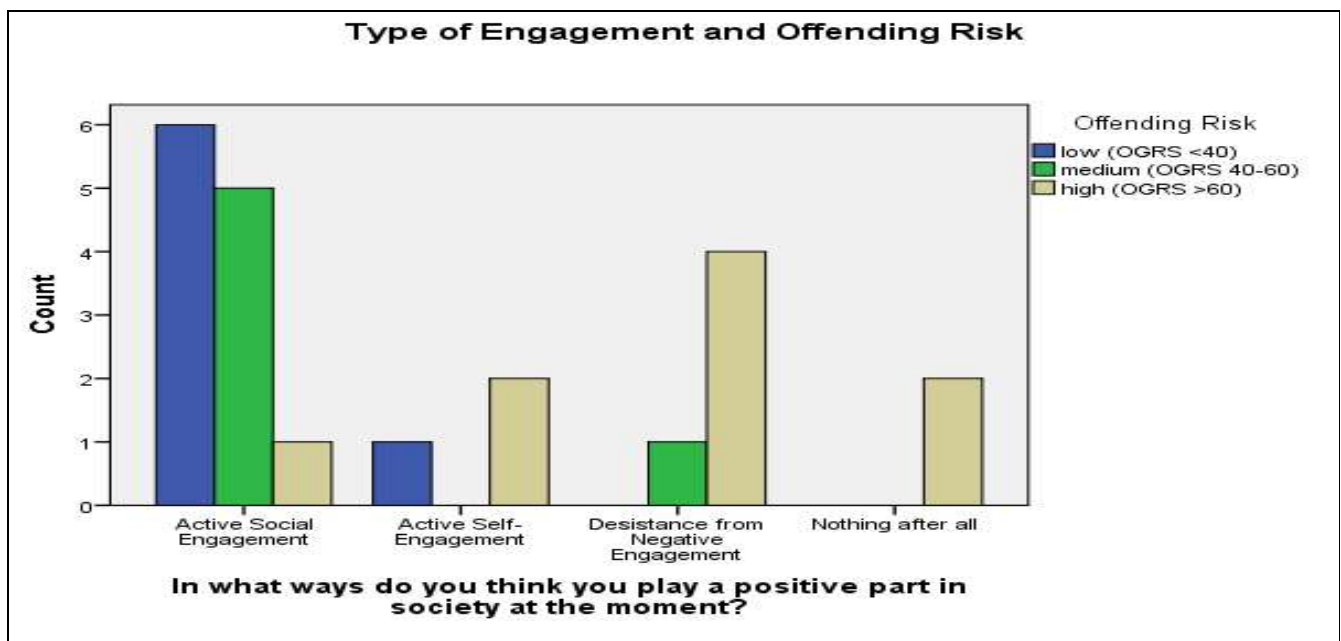
<sup>146</sup> See Arrange society's institutions as Resources for people, with institutions to represent the whole of society that provide Constructive Educational/Training/Societal/Official Experiences in Tab. 12.1 Measures-Summary in Chapter 12

## CHAPTER 10: ACTION TO SHARE DE-BRUTALISATION THROUGH ADVANCING LIVES

This chapter discusses constructive advancement of lives, through both active social, and active self, engagement, to replace punishment. It looks at official interventions in terms of how they might better replace punishment by advancing lives, particularly with regard to personal responsibility and substance use. It seeks to demonstrate that taking action to share de-brutalisation and advance lives requires active engagement both within and between individuals and society.

### Active Social Engagement to Share De-Brutalisation and Advance Lives

It was active social engagement that appeared to be associated with a diminished risk of brutality, with only one participant at high offending risk being actively socially engaged and 92% of those who were actively socially engaged having a reduced offending risk.



|                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Active Social Engagement</b><br>Goodness, Productivity, Paying                                                                                                                                                                                                                                                                                                                             |
| <b>Active Self-Engagement</b><br>Changing, Maintaining                                                                                                                                                                                                                                                                                                                                        |
| <b>Desistance From Negative Engagement</b><br>Law-Abiding                                                                                                                                                                                                                                                                                                                                     |
| <b>Nothing After All*</b><br>Nothing*                                                                                                                                                                                                                                                                                                                                                         |
| <small>*since those who had been asked what they were doing to play a positive part in society had only been asked this follow up question if they had already said that they <b>did</b> play a positive part, those that then went on to admit that they actually did nothing after all in answer to this follow up question, fell into these groups</small><br><small>*See Tab 10.2</small> |

Fig. 10.1 Type of Engagement and Offending Risk

By contrast, focussing on the self or desistance or nothing at all appeared to be associated with a high risk of offending, with 80% of these individuals having a high such risk and only one of them having a low risk. This may endorse the importance of shifting, or creating, a focus for individuals away from themselves and their unhelpful habits onto a social engagement role, such as the active participation in society advocated throughout this research.

All those who thought they currently played a completely positive part in society<sup>1</sup>, could imagine, to at least some degree, playing a fully positive part in society in an implied future<sup>2</sup>, while none of those who could not imagine this at all currently saw themselves playing a completely positive such part. Furthermore, 60% of those who could unequivocally imagine playing a fully positive part in society envisaged a completely law-abiding perfect life<sup>3</sup>, while 71% of those who could not imagine playing a fully positive part in society at all only wanted their perfect life to be partially law-abiding. This may suggest that *having*<sup>4</sup> and *wanting*<sup>5</sup> a completely positive and law-

<sup>1</sup> Do you think you play a positive part in society at the moment?

<sup>2</sup> Can you imagine playing a fully positive part in society at the moment?

<sup>3</sup> In that perfect life, how much do you live within the law?

<sup>4</sup> Do you think you play a positive part in society at the moment?

<sup>5</sup> In that perfect life, how much do you live within the law?

abiding life might lead to imagining playing a fully positive part in society, although the reverse did not seem to be true. Thus, making social participation a tangible reality, and giving it a tangible reason to be desired, may be more important than trying to help individuals imagine it might be theoretically possible.

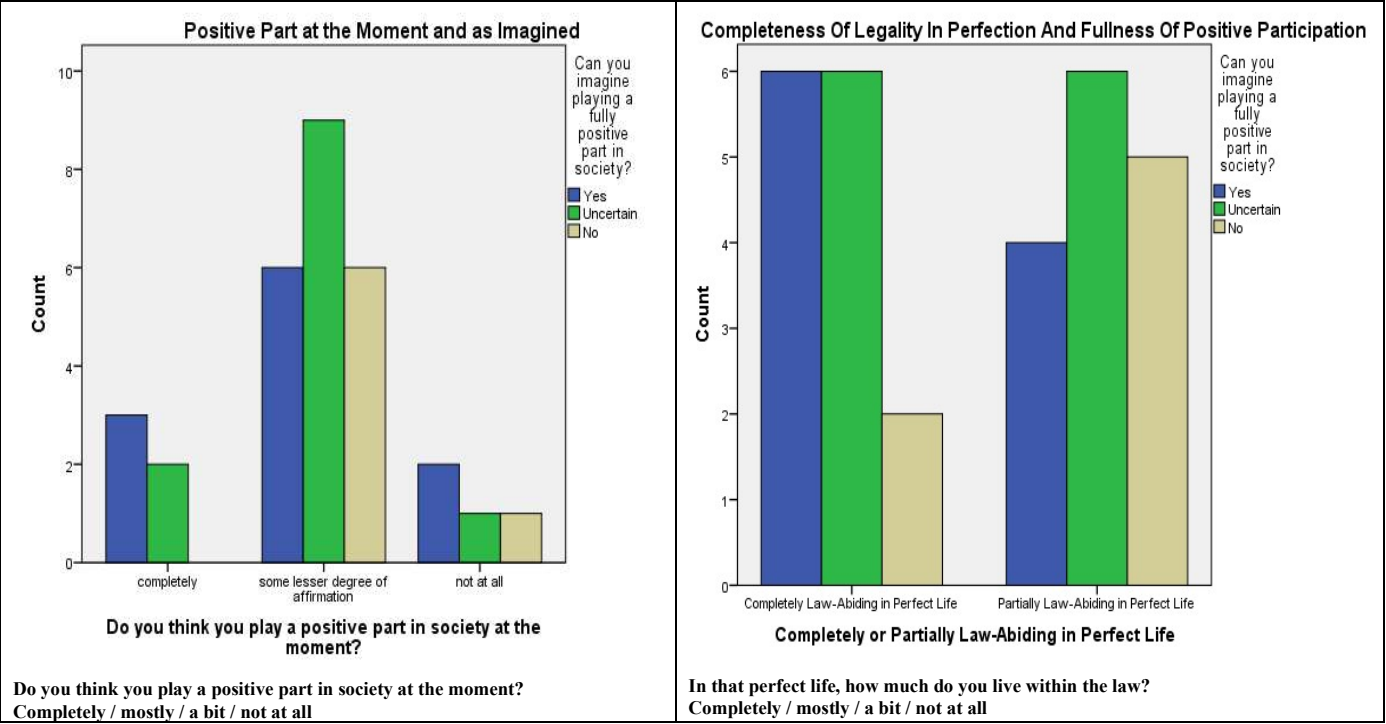


Fig. 10.2 Positive Part at the Moment and as Imagined

Less than half of the participants appeared to be currently motivated to play a fully positive part in society, by expressing a tangible desire, such as wanting normality or to improve things or to be a good person or, at least, to avoid things getting worse.

| What makes (would make) you want to play a fully positive part in society? | Freq |
|----------------------------------------------------------------------------|------|
| <b>Current Motivation</b>                                                  |      |
| Wanting to improve things                                                  | 7    |
| Wanting to be good person                                                  | 3    |
| Wanting normality                                                          | 2    |
| Wanting to avoid things getting worse                                      | 1    |

|                                |   |
|--------------------------------|---|
| <b>No Current Motivation</b>   |   |
| Just wanting                   | 2 |
| Circumstances/outlook changing | 6 |
| Manipulating others            | 1 |
| Ambivalence                    | 3 |
| Nothing**                      | 5 |
| **See Tab 10.2                 |   |

Tab. 10.1 What makes (would make) you want to play a fully positive part in society?

By contrast, the majority were just vaguely wanting or relying on their circumstances or outlook changing or on manipulating others, while some were even ambivalent about wanting it at all and others said outright that **\*\*nothing** would make them want to play a fully positive part in society. When exploring those who said **\*\*nothing**, alongside those who had said **\*‘nothing after all’** when asked to detail what they actually did to play a positive part in society in support of their claim that they did so, there were some key similarities across all 6 of these participants.

All of them, for whom the information was available, had a **high OGRS score**, an **uncertain use of time**, thought **rules did not keep everyone safe**, did **not have the life they wanted**, **but did have** experience of making **positively directioned change** in their lives. In terms of that change, however, when specifically asked about what happened when they tried to make the specific change to achieve the life they wanted, all but one said the **outcome was nothing, negative or opposite** to what was intended, and the one that did not say this had **not even tried** to make that specific change. Yet it was not this last differing participant that predominantly stood out as differing from his peers, but Participant 19 who did so, including being the only participant of the 6 who did not have only a **medium and/or preparatory changeability score**.

Participant 19 had high positive changeability. He also differed from the rest by being the only one of the 6 who was fully working and who was sure of his personal capacity and of his positive visualisation. Furthermore, he was the only one who wanted a completely law-abiding perfect life and who was certain of his chances of making a life for himself without offending. This participant differed from the subset of 5 of those who had said ‘\*\*nothing’, while also not being the one member of this subset who had said both ‘\*nothing at all’ and ‘\*\*nothing’. Of this subset of 5, Participant 19 only differed by way of being the only participant who had been released from prison, whilst the other 4 had all commenced probation without a prior prison term. Since this might simply reflect the fact that only 16% of the cohort were being interviewed having been released from prison, and that, thus, this 16% might be comparable to the 20% difference represented by Participant 19, especially given the size of this subset, imprisonment might be *irrelevant* to differing from the rest or, indeed, to having said ‘nothing’ would make him want to play a fully positive part in society. Likewise with gender, where it was Participant 17 who differed from this subset of 5, being female, with men comprising 81% of the cohort, the way in which 80% of this subset of 5 were male might also suggest that gender could be *irrelevant* to having said ‘nothing’ in this context.

The subset of 5 all corresponded with each other by having had a Torn Social outlook, in comparison to Participant 7, the only participant cited as part of the 6 but not part of the 5. He had a Shared Social outlook and had said he wanted to improve things when asked what would make him want to play a fully positive part in society. Specifically, he said that the more one puts into society and relationships with people, the more one gets back in return, despite having said he actually did ‘\*nothing at all’ to play a

positive part in society. It was Participant 17 who had said both ‘\*nothing at all’ in this context whilst also having said ‘\*\*nothing’ would make him want to play a fully positive part in society. Of these 2, there were key demographic differences between them, Participant 7 being male, Participant 17 female, and Participant 7 being in the 36-44 year age bracket, while Participant 17 was in the 18-26 such bracket. Additionally, Participant 7 had been released from prison in contrast to the way in which Participant 17 had commenced probation without a prior prison term. They were both brutalisation-sided in their Brutalisation and De-Brutalisation Risk Scores, as were all but 1 of the 6, with only Participant 33 being in balance between brutalisation and de-brutalisation and no one being de-brutalisation-sided.

In terms of work, there were differences alongside juxtaposed similarities within the 6, with all but Participant 19 either not working or only partially working, thus meaning 83% were not fully working though in different ways. While, in terms of age, though this had differed between Par 7 and Par 17, Participant 17 joined her peers in the subset of 5 in being part of the 80% of that subset who were in the youngest age group. This time it was Participant 26 of the 5 who differed, being in an older age group. Participant 26 also joined Participant 19 in differing from the wider 6 by being ranked in the top 3<sup>rd</sup> of the cohort out of 33 in terms of having the fewest number of factors selected as playing a part in them becoming offenders, as well as in having not selected periods of unemployment nor long such periods nor long periods of reliance on welfare benefits within this, whilst the rest of the 6 were all in the bottom 3<sup>rd</sup> of the cohort in terms of having the widest selection of such factors, including periods of unemployment, as well as long such periods, and long periods of reliance on welfare benefits.



| The Participants Who Said ‘Nothing’                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                        |                                                                                                                 |                                                                                                                                                         |                                                                                                                 |                                                                                                             |                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p>Where Par 7 in light pink, who <b>only</b> said ‘nothing after all’, differs from the rest<br/> Where Par 17 in dark pink, who said <b>both</b> ‘nothing’ and ‘nothing after all’, differs from the rest<br/> Where Par 19 in violet, who <b>only</b> said ‘nothing’, is alone or in a minority in differing from the rest<br/> Majority matches (or not available) in black</p> |                                                                                                                                        |                                                                                                                 |                                                                                                                                                         |                                                                                                                 |                                                                                                             |                                                                                                             |
| Var                                                                                                                                                                                                                                                                                                                                                                                 | Par 7                                                                                                                                  | Par 17                                                                                                          | Par 35                                                                                                                                                  | Par 33                                                                                                          | Par 26                                                                                                      | Par 19                                                                                                      |
| What makes (would make) you want to play a fully positive part in society?                                                                                                                                                                                                                                                                                                          | Wanting to improve things: Specifically - the more you put into society and relationships with people, the more you get back in return | Nothing                                                                                                         | Nothing                                                                                                                                                 | Nothing                                                                                                         | Nothing                                                                                                     | Nothing                                                                                                     |
| Gender                                                                                                                                                                                                                                                                                                                                                                              | male                                                                                                                                   | female                                                                                                          | male                                                                                                                                                    | male                                                                                                            | male                                                                                                        | male                                                                                                        |
| Age Group                                                                                                                                                                                                                                                                                                                                                                           | 36-44                                                                                                                                  | 18-26                                                                                                           | 18-26                                                                                                                                                   | 18-26                                                                                                           | 27-35                                                                                                       | 18-26                                                                                                       |
| Commenced or Released                                                                                                                                                                                                                                                                                                                                                               | Released from prison                                                                                                                   | Commenced probation without a prior prison term                                                                 | Commenced probation without a prior prison term                                                                                                         | Commenced probation without a prior prison term                                                                 | Commenced probation without a prior prison term                                                             | Released from prison                                                                                        |
| OGRS                                                                                                                                                                                                                                                                                                                                                                                | High                                                                                                                                   | High                                                                                                            | High                                                                                                                                                    | Not Available                                                                                                   | Not Available                                                                                               | Not Available                                                                                               |
| Brutalisation and De-Brutalisation Risk Score                                                                                                                                                                                                                                                                                                                                       | Very High Brutalisation                                                                                                                | High Brutalisation                                                                                              | Very High Brutalisation                                                                                                                                 | Balance between brutalisation and de-brutalisation                                                              | High Brutalisation                                                                                          | Brutalisation sided                                                                                         |
| Research suggests that the following factors may play a part in becoming an offender, which of these do you think applies to you?                                                                                                                                                                                                                                                   | 28 <sup>th</sup> place of 33 ie similarly placed in the bottom 3rd                                                                     | 23 <sup>rd</sup> place of 33 ie similarly placed in the bottom 3rd                                              | 27 <sup>th</sup> place of 33 ie similarly placed in the bottom 3rd                                                                                      | 29 <sup>th</sup> place of 33 ie similarly placed in the bottom 3rd                                              | 10 <sup>th</sup> place of 33 ie in the top 3rd                                                              | 6 <sup>th</sup> place of 33 ie in the top 3rd                                                               |
| Research suggests that the following factors may play a part in becoming an offender, which of these do you think applies to you?                                                                                                                                                                                                                                                   | including periods of unemployment as well as long such periods and long periods of reliance on welfare benefits                        | including periods of unemployment as well as long such periods and long periods of reliance on welfare benefits | including periods of unemployment as well as long such periods but not long periods of reliance on welfare benefits, though these are de facto included | including periods of unemployment as well as long such periods and long periods of reliance on welfare benefits | Not Selected periods of unemployment nor long such periods nor long periods of reliance on welfare benefits | Not Selected periods of unemployment nor long such periods nor long periods of reliance on welfare benefits |
| Work Status                                                                                                                                                                                                                                                                                                                                                                         | Not working ie not fully working                                                                                                       | Partially working ie not fully working                                                                          | Not working ie not fully working                                                                                                                        | Not working ie not fully working                                                                                | Partially working ie not fully working                                                                      | fully working                                                                                               |
| Combined Time Measure                                                                                                                                                                                                                                                                                                                                                               | Uncertain use of time                                                                                                                  | Uncertain use of time                                                                                           | Uncertain use of time                                                                                                                                   | Not Available                                                                                                   | Not Available                                                                                               | Not Available                                                                                               |
| Combined Capacity Measure                                                                                                                                                                                                                                                                                                                                                           | Mixed Sure and Unsure of Capacity                                                                                                      | Mixed Sure and Unsure of Capacity                                                                               | Mixed Sure and Unsure of Capacity                                                                                                                       | Mixed Sure of Capacity and Incapacity                                                                           | Mixed Sure and Unsure of Capacity                                                                           | Sure of Capacity                                                                                            |
| Gifted Social or Giftless Social                                                                                                                                                                                                                                                                                                                                                    | Giftless Social                                                                                                                        | Giftless Social                                                                                                 | Giftless Social                                                                                                                                         | Gifted Social                                                                                                   | Giftless Social                                                                                             | Gifted Social                                                                                               |
| shared social and torn social participants                                                                                                                                                                                                                                                                                                                                          | Shared Social                                                                                                                          | Torn Social                                                                                                     | Torn Social                                                                                                                                             | Torn Social                                                                                                     | Torn Social                                                                                                 | Torn Social                                                                                                 |
| Do you believe there has been a breakdown between yourself and society?                                                                                                                                                                                                                                                                                                             | Some breakdown                                                                                                                         | Some breakdown                                                                                                  | No breakdown                                                                                                                                            | Some breakdown                                                                                                  | Some breakdown                                                                                              | No breakdown                                                                                                |
| Completely or Partially Law-Abiding in Perfect Life                                                                                                                                                                                                                                                                                                                                 | Partially Law-Abiding in Perfect Life                                                                                                  | Partially Law-Abiding in Perfect Life                                                                           | Partially Law-Abiding in Perfect Life                                                                                                                   | Partially Law-Abiding in Perfect Life                                                                           | Partially Law-Abiding in Perfect Life                                                                       | Completely Law-Abiding in Perfect Life                                                                      |
| Does the existence of rules keep everyone safe?                                                                                                                                                                                                                                                                                                                                     | no                                                                                                                                     | no                                                                                                              | no                                                                                                                                                      | no                                                                                                              | no                                                                                                          | Not Available                                                                                               |
| Is your life how you would like it to be?                                                                                                                                                                                                                                                                                                                                           | no                                                                                                                                     | no                                                                                                              | no                                                                                                                                                      | no                                                                                                              | no                                                                                                          | no                                                                                                          |
| Combined Visualisation Measure                                                                                                                                                                                                                                                                                                                                                      | Uncertain Visualisation                                                                                                                | Uncertain Visualisation                                                                                         | Uncertain Visualisation                                                                                                                                 | Uncertain Visualisation                                                                                         | Uncertain Visualisation                                                                                     | Sure of Positive Visualisation                                                                              |
| What changes have you already made in your life?                                                                                                                                                                                                                                                                                                                                    | change positively directioned                                                                                                          | change positively directioned                                                                                   | change positively directioned                                                                                                                           | change positively directioned                                                                                   | change positively directioned                                                                               | change positively directioned                                                                               |
| Combined Changeability Measure                                                                                                                                                                                                                                                                                                                                                      | Medium and/or Preparatory Changeability                                                                                                | Medium and/or Preparatory Changeability                                                                         | Medium and/or Preparatory Changeability                                                                                                                 | Medium and/or Preparatory Changeability                                                                         | Medium and/or Preparatory Changeability                                                                     | High Positive Changeability                                                                                 |
| What happened when you tried to make the change to the life you want?                                                                                                                                                                                                                                                                                                               | none, negative or opposite                                                                                                             | none, negative or opposite                                                                                      | might if tried                                                                                                                                          | Not Available                                                                                                   | none, negative or opposite                                                                                  | none, negative or opposite                                                                                  |
| What do you think are the chances of you making a life for yourself without offending?                                                                                                                                                                                                                                                                                              | Fifty fifty or better but not certain                                                                                                  | Fifty fifty or better but not certain                                                                           | Fifty fifty or better but not certain                                                                                                                   | Fifty fifty or better but not certain                                                                           | Fifty fifty or better but not certain                                                                       | Certain                                                                                                     |

Tab. 10.2 The Participants Who Said ‘Nothing’

There were also instances where Participant 33 or Participant 35 respectively joined Participant 19 in differing from the rest of the 6, such as, with the former, both being Gifted Social, while all the rest were Giftless Social, and, with the latter, both seeing no breakdown between themselves and society, while all the rest saw breakdown. But it was Participant 19 who consistently stood out, while the others all wanted only a partially law-abiding perfect life, thought their chances of making a life for themselves without offending as only fifty fifty or, even if better, not certain and had only a mixture of sureness and unsureness over personal capacity as well as uncertainty in their visualisations.

Thus it seemed to be the case that being sure of personal capacity and of positive visualisation, alongside wanting a completely law-abiding perfect life and being certain of the chances of making a life without offending, in the way only Participant 19 was, that might, with the other factors confined solely to him, namely having high positive changeability and being fully working, be associated with playing a de facto positive part in society, even when saying ‘nothing’ would make him want to do so, perhaps because he is already playing such a part by fully working.

| Toxic Combination Linked to Recommendations         |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Counterpoint to Toxic Elements where applicable | Element with possible Toxicity | Linked Recommendations as outlined at the start of the conclusion in Chapter 12 tab 12.1                                                                                                                                                                                                                                                                                                                                                                                             |
| fully working                                       | not fully working              | <p><b>Access for all to:</b><br/> Employment<br/> or other Participatory Contribution as<br/> Constructive Activity<br/> through<br/> work, education, training, charity work, starting a business or disseminating quality parenting or any other alternative project or contribution that suits an individual and fits with their life in rewarding, advancing, non-harming, pride-giving active pursuit of goals in non-harming ways with quality productivity in performance</p> |

|                                                                        |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                        |                                                                                                                                                         | <p>as a<br/> Conduit for<br/> Sufficient Payments<br/> to Fund Quality Lives, services and obliged insurance for times of need, including for health care and social care and for retirement, to<br/> Make Wealth<br/> To Fund Services<br/> through constructively exercised personal responsibility, aspiration and independence to end unemployment, money without effort and effort without money</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| -                                                                      | being young                                                                                                                                             | <p><b>Improving these prospects with:</b><br/> Education<br/> in a Fully Funded Full Range of<br/> Youth Opportunities<br/> and Fully Funded Lifelong Education<br/> based on advancing development of aptitudes and appetites and well-being and happiness, including a certified life preparation course, culminating in a valuing rite of passage into a consistent age of adulthood to<br/> Make Wealth Creators<br/> To Fund Services<br/> nurturing<br/> - Advancement Focus and Identity - Channelled Endurance in Attraction - Constructive Prominent Belonging - Appropriate Persistence, Change and Selection - Personal Responsible Activity - Resilient Faith in Personal Capacity – in <i>Constructive Activity</i> and constructive, flexible thinking fostered from childhood</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| -                                                                      | Life that is <b>not</b> the way they would like it                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -                                                                      | past <b>unsuccessful</b> effort to change to the life wanted, despite having experienced making positively directioned change more generally            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -                                                                      | Giftless Social                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -                                                                      | lack of certainty in use of time                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| sure of personal capacity                                              | Lack of certainty in personal capacity                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| sure of positive visualisation                                         | lack of certainty in visualisation                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -                                                                      | high OGRS score                                                                                                                                         | <p><b>Constructive responses to offending and other brutalities with a:</b><br/> Re-Boot of<br/> Constructive Activity to<br/> - take timely and sufficient action on mental and physical <b>health</b> problems<br/> - provide sufficient regulated access to <b>substances</b> and/or medication to enable positive functioning<br/> - ensure the <b>loss of gain from harm</b><br/> - in response to harming action, endorse <b>life preparation</b> certificates and facilitate their retaking<br/> - in response to harming action, provide a <b>risk-monitoring and autonomous-progress response</b> of mechanisms for demonstrated progress which allow for immediate progress to be demonstrated with swiftly responsive progressive assisted release from monitoring and containment and enabling alternatives to harm with objective action-measurements of specific harm-reduced risk-proportionate specific action to assess progress-tariffs in meeting required expectations specific to harm caused in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all.<br/> - ensure protection for women and children, preventing disruption to their lives, and training of <b>expertise in parenting</b><br/> - ensure interventions are early when quality of life is lacking to end tolerated downward life spirals, social isolation and harming social interaction with client-led appropriately timed and timely holistic action to ameliorate brutalising experiences and to build social inclusion and autonomous engagement with fully funded <b>advocacy</b> for all involved and authorities as resources for clients<br/> - require and monitor openness and <b>demonstrated honesty</b> on narrowly pertinent questions and actions of public relevance, including political decisions and brutality, utilizing multiple mutually checking technology as it emerges</p> |
| being <b>certain</b> of the chances of making a life without offending | only fifty fifty or, even if better, <b>not</b> certain                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -                                                                      | A wide selection of factors leading to offending including periods of unemployment, long such periods, and long periods of reliance on welfare benefits |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| high positive changeability                                            | medium and/or preparatory changeability score                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -                                                                      | Torn Social                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -                                                                      | breakdown with society                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -                                                                      | A Brutalisation-Sided Brutalisation Score                                                                                                               | <p><b>Nurturing:</b><br/> Empathy in Equality of Diversity to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                      |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      |                                                          | <ul style="list-style-type: none"> <li>- ensure respectful and valuing <b>media</b> representation of diverse lives and respectfully expressed and heard uncensored diverse views with clear delineation between opinion and demonstrable fact</li> <li>- uphold empathetic <b>behaviour and treatment</b> in pursuit of constructive solutions/moralities/drives and desires</li> <li>- ensure compassionate <b>humanisation</b> in morality, ideology, pragmatism, politics, discussion and religion with respectful interaction and self-expression</li> <li>- support <b>quality relationships</b>, domesticities, family lives, parenting and childhoods</li> <li>- provide for cultural and political participation, self-realization and protection, including of dignity and personality, as well as freedom of thought and its expression and of movement and residence and to associate, or not, and from arbitrary interference, alongside upholding duty, including to provide humane treatment, information and respect for others and their rights, including for those marginalised by inequality and hostility to diversity, without individuals having to suffer to fight for these rights in <b>automatic implementation of the UNDHR</b> to ensure the equality of the value of lives</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| wanting a <b>completely</b> law-abiding perfect life | only wanting to have a <b>partially</b> law-abiding life | <p><b>Improving the Credibility of Law to:</b></p> <p><b>De-Escalate Harm in Protection Inclusivity</b></p> <ul style="list-style-type: none"> <li>- require active ethical <b>custodianisation</b> in all ownership and profit</li> <li>- provide advancing and safe contexts and locations and <b>homes</b> for all</li> <li>- enable <b>ethical delegation</b> to authority by aligning law against harm and preventing any form of exclusion from any type of protection</li> <li>- provide automated instantly accessible <b>transparent universally applied rules guides</b> easy to operate and understand, online and providing straight forward situational legal escape routes</li> <li>- enable sustainably structured technically monitored and assisted <b>driving</b> to be available for all</li> <li>- ensure policy activity involves everyone, including in defining brutality, and in creating policy, including to de-brutalise brutality, <b>building shared understanding</b>, working in cooperative ways where all voices are respectfully heard in resistance-friendliness</li> <li>- provide policy consistency in accordance with a totality of values including in consistent morality on violence in <b>consistent execution of consistent law</b></li> <li>- arrange society's institutions as <b>resources</b> for people, with institutions to represent the whole of society that provide constructive educational/training/societal/ and official experiences</li> <li>- enable <b>automatic implementation of the WEF challenges</b> in a fourth industrial revolution of non-harming industrial, ownership and business practices through shared world 'solidarity' in protecting the shared world and its beings, without needing individuals to have to suffer to fight for these progressions</li> <li>- only use natural capital [e.g. natural assets like land, air, water, flora and fauna] when physicalised [e.g. as industrial sites (land) industrial dustbins (air and water) industrial materials (flora and fauna)] in a manner to <b>protect and share natural capital</b></li> </ul> |
| -                                                    | Believing that rules do <b>not</b> keep everyone safe    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

Tab. 10.3 Toxic Combination Linked to Recommendations

Thereby it may be that the elements linked **exclusively** with **Participant 19**, might be thought of as a possible antidote to the potentially **toxic cocktail of elements** otherwise exemplified by the group. In both regards, these elements, whether toxic or antidotal, might back up the suggested recommendations of this research as outlined in Chapter 12 tab 12.1.

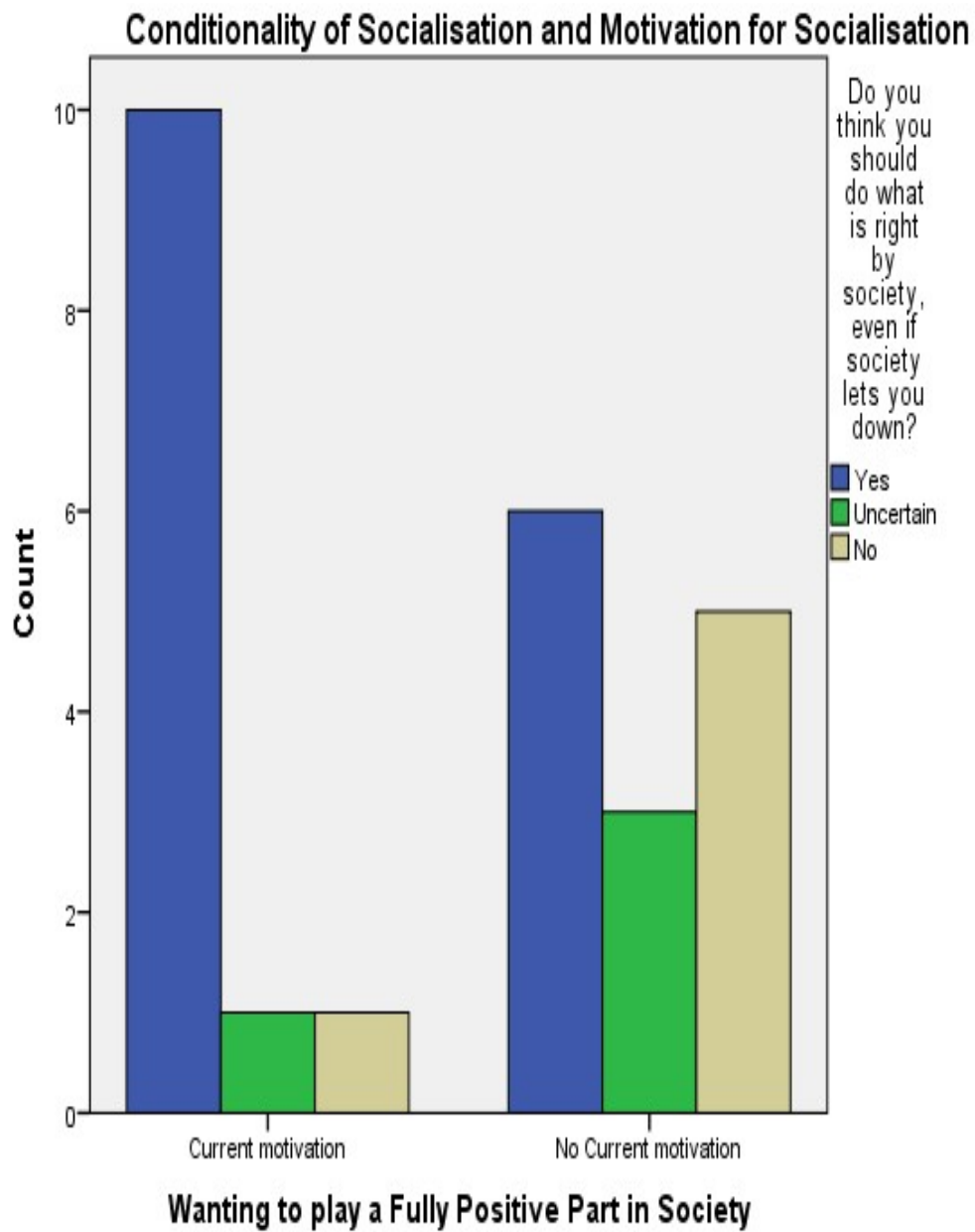


Fig. 10.3 Conditionality of Socialisation and Motivation for Socialisation

83% of those currently motivated to want to play a fully positive part in society unequivocally thought that one should do what is right by society, even if society lets one down, while only 43% of those with no such current motivation took that position.

Conversely, 83% of those who did not think one should do what is right by society, even if society lets one down, had no current motivation to want to play a fully positive part in society. In this way, believing in doing what is right, regardless of reciprocity, appeared to be associated with the motivation to participate in society. This may be particularly important to sharing de-brutalisation, since any such process might need to be initiated by those prepared both to do what is right and to participate in society, without any certainty of reciprocity, in the hope of igniting that reciprocity in those unwilling to take that risk.

#### *Socialisation and Active Social Engagement*

Those participants who had said that they thought one should do what is right by society, even if society lets one down, alongside those who had at least not ruled this out, were asked how this fitted with the offences they had committed. A third of them simply admitted that it did not fit with their offending, 14% took active responsibility\* for that offending and 24% at least did not endorse their offending\*.

However, 29% justified their offending\*, citing problems, need, having to provide for herself and her child, gullibility, believing the law ought to be changed to permit his violence as a deterrent against infidelity and, most interestingly of all, 'I was punished and I paid the price that society says I have to pay so it's fine'. This last may endorse the notion that 'price-tag' justice, where the payment for crime is punishment, may simply serve to legitimise an illegitimate action as long as it is paid for. Furthermore, persisting with punishment as a strategy, may only foster other punishing notions, such as the idea that violence is a legitimate response to wrongs. It might be more useful to replace punishment with progress-based socialisation to confront justifications, like

those cited, alongside protecting the public while that progress is made. Thus, it is not punishment for the *past*, but socialising for the *future*, that quantifies a tariff over which people have autonomous social engagement control, that might be more helpful.

| How does thinking that one should do what is right by society, even if society lets one down, fit with the offences you committed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The two thirds who did <b>not</b> simply admit that offending did <b>not</b> fit with thinking that one <b>should</b> do what is right by society, even if society lets one down, said instead;</p> <p><b>*Active Responsibility for Offending</b><br/> I try to walk away so I don't offend,<br/> I justified it to myself, put myself first, now getting a grip, it's wrong, don't do to others what I don't want done to me,<br/> I knew I done wrong and I co-operated with everyone, I didn't try and deny anything,</p> <p><b>*Did Not Endorse Offending</b><br/> If everyone thinks that way, what we gonna be living in,<br/> I didn't think like that then, I've only realized now and I do now,<br/> I did wrong at the time,<br/> It was spur of the moment,<br/> I made a mistake,</p> <p><b>*Justified Offending</b><br/> I was punished and I paid the price that society says I have to pay so it's fine,<br/> It doesn't, but at that time I had problems with substance use and bereavement,<br/> The people that actually were properly involved and knew about it didn't get done, I did, I was just gullible to what was going on,<br/> If you're allowed to give someone a slap for sleeping with your missus and that was the law then it might be a deterrent,<br/> Because I needed drugs and alcohol,<br/> I've just got to stop doing it, but I've had to do it to keep me and my daughter,</p> |

Tab. 10.4 How does thinking that one should do what is right by society fit with the offences you committed?

In this regard, none of those with much lack of autonomously engaged socialisation, across seven measures of socialisation, had a low offending risk, and 78% had a high such risk, while none of those who demonstrated autonomously engaged socialisation had a high offending risk and 67% had a low such risk.

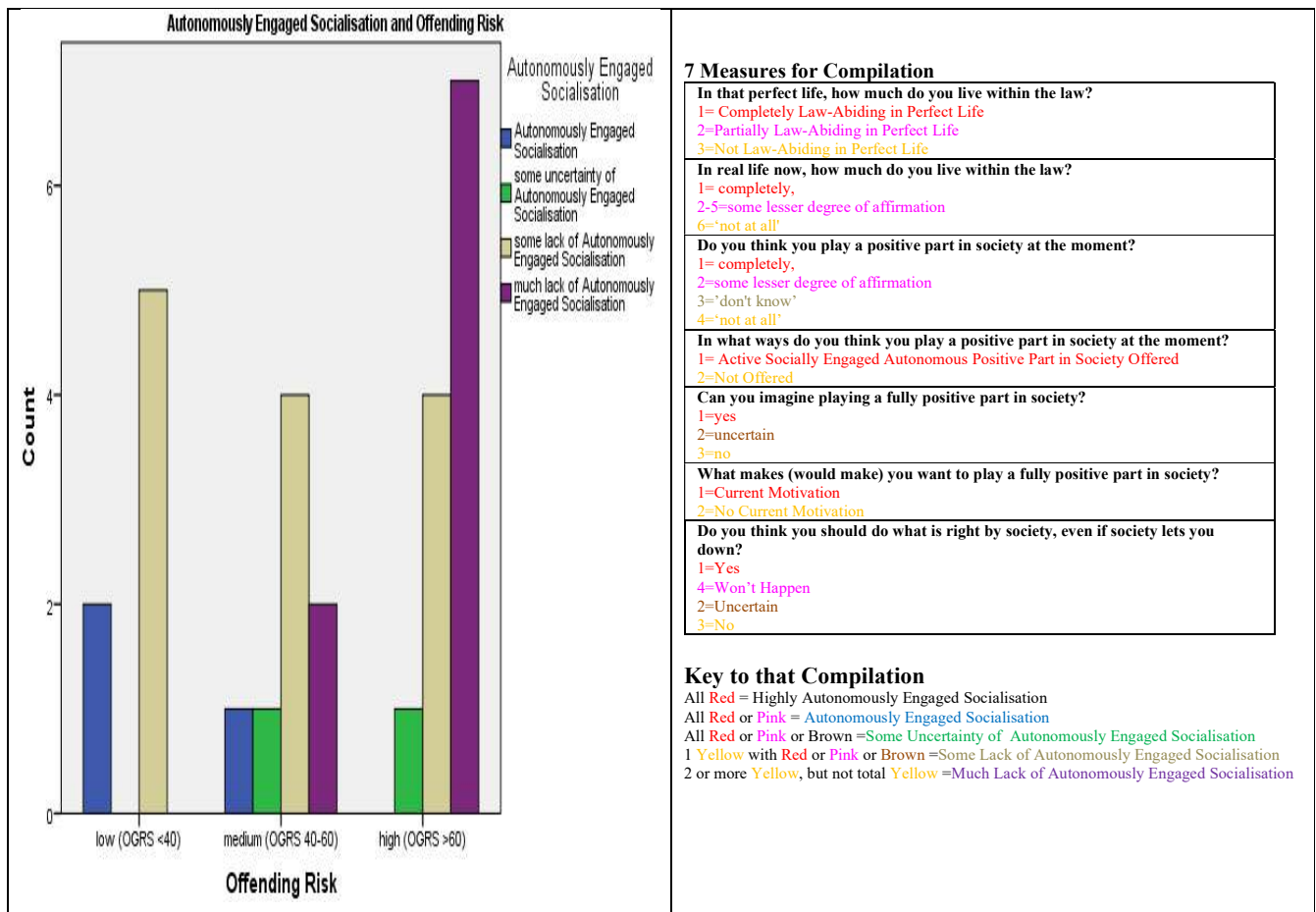


Fig. 10.4 Autonomously Engaged Socialisation and Offending Risk

Individuals' personal views of their desisting socialisation<sup>6</sup> suggested 43% of those at both low and medium official offending risk unequivocally claimed desistance, while only 17% of those at high such risk did so. This could indicate that, whilst high risk may be appropriately aligned, low risk may be being over-assessed and/or medium risk under-assessed. This might raise concerns over equality of assessment, in addition to such concerns raised earlier in terms of gender. Without equality, active social engagement might lose its legitimacy for those treated more harshly by society.

<sup>6</sup> In real life, how much do you live within the law?



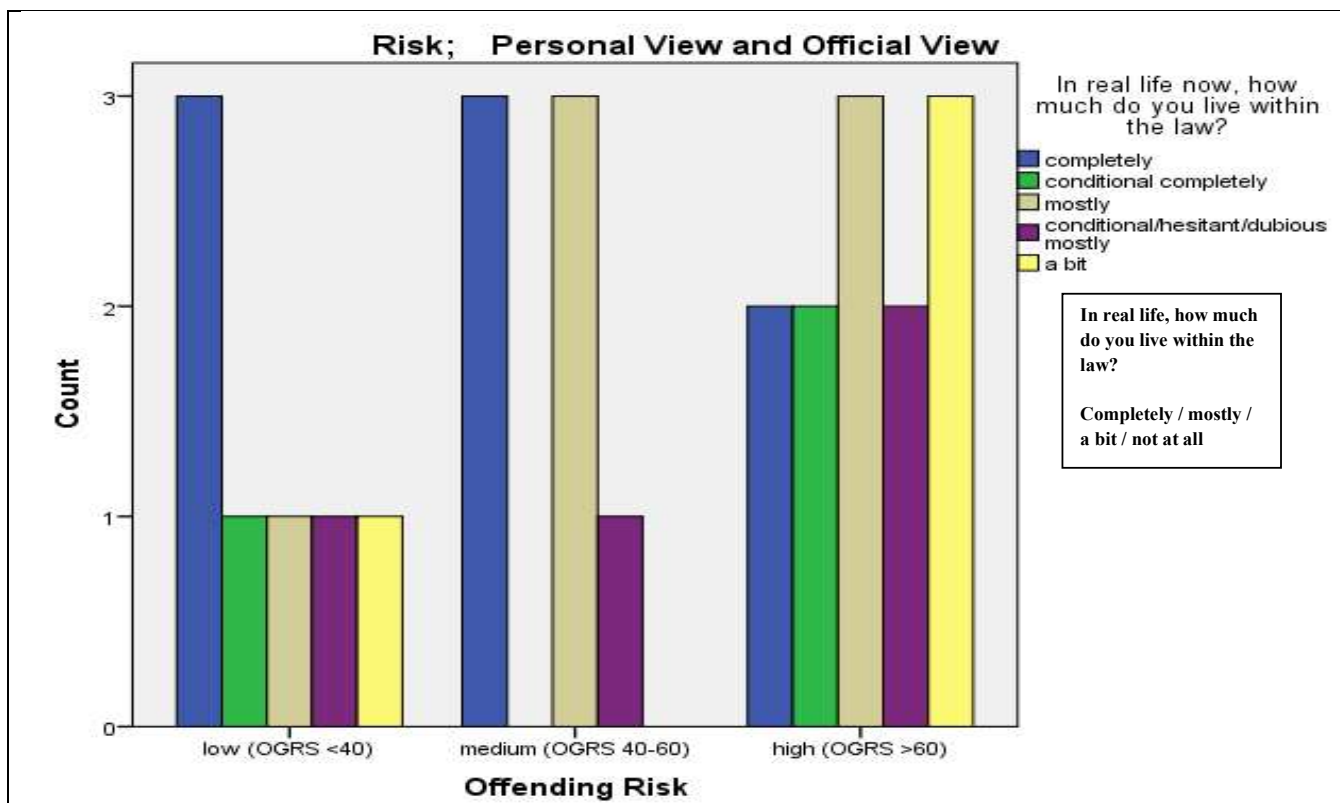


Fig. 10.5 Risk; Personal View and Official View

This might also be the case in terms of treatment within the social context of family relationships.

#### *Relationships and Active Social Engagement*

It was close familial relationships that appeared to be most important to individuals, with 81% of respondents choosing a close familial relation<sup>7</sup>. 86% of participants sought praise from their chosen person, rising to 89% when including those whose desire for praise sat alongside another desire. 94% wanted either praise<sup>8</sup> or honesty, while the only individual who preferred control over praise had **not** selected a close familial

<sup>7</sup> When asked to think of someone in their lives

<sup>8</sup> If you had the choice between that person (or substitute person) saying to you: 'You are doing brilliantly' Or 'I will do whatever you tell me to do' Which would you choose?

relationship. All those who had applied subtleties to their selection<sup>9</sup>, such as saying both or neither or who added ‘honesty’ to the offered choices, had selected a close familial relationship. In this way, close familial relationships may facilitate an appreciation of complexity in relationships and an understanding that control may be problematic. Thus, close family may be an important resource to enhance, while praise might be utilised as a motivator within all relationships.

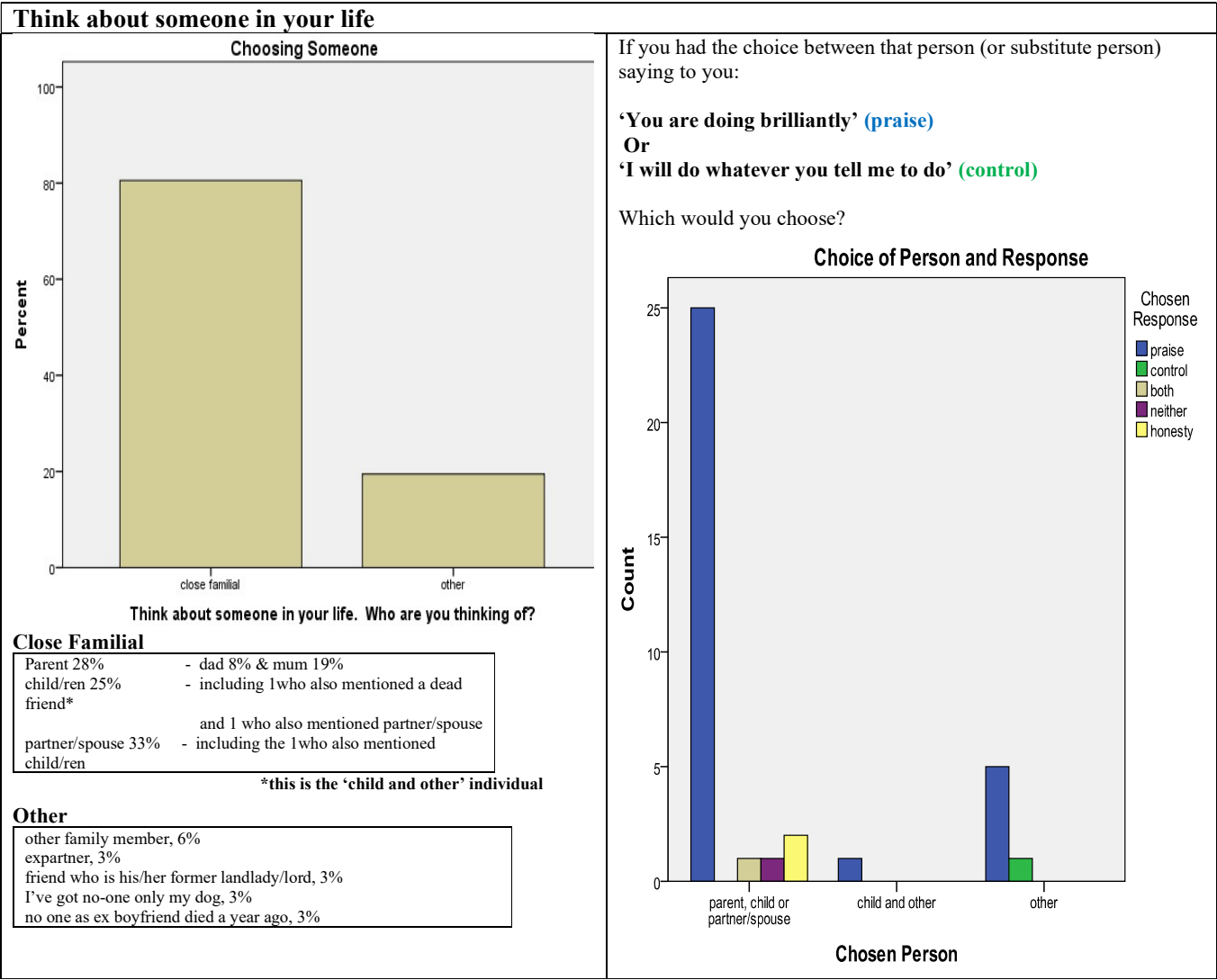


Fig. 10.6 Think about someone in your life

<sup>9</sup> Between praise and control

When thinking about relationships with a **group** of which they were part, twice as many participants included friends as included family, suggesting that individuals may be prone to bond to individual family members but prefer friendships to define their more collectivised contexts.<sup>10</sup> Thus, ensuring people have a close familial individual *and* also a group outside the family, upon whom they can rely for de-brutalised support, may be helpful.

| Think about a group of people that you are part of; <sup>11</sup>                                                                                                                                                                                                                          | F  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| friends,                                                                                                                                                                                                                                                                                   | 11 |
| family,                                                                                                                                                                                                                                                                                    | 4  |
| neighbours,                                                                                                                                                                                                                                                                                | 1  |
| family and close friends,                                                                                                                                                                                                                                                                  | 1  |
| sports TEAM/sports friends s/he IS part of,                                                                                                                                                                                                                                                | 1  |
| workmates,                                                                                                                                                                                                                                                                                 | 5  |
| chooses a group s/he is not really part of specifically 'my daughters',                                                                                                                                                                                                                    | 1  |
| chooses an elite <sup>12</sup> depersonalized group conferring status such as the masons or buffaloes or golf CLUB,                                                                                                                                                                        | 2  |
| not really part of a group but a friend or two,                                                                                                                                                                                                                                            | 2  |
| sports TEAM/sports friends s/he USED to be part of,                                                                                                                                                                                                                                        | 1  |
| people in support groups such as Turning Point, Alcoholics Anon and/or supported accommodation,                                                                                                                                                                                            | 2  |
| needed help thinking of a group or group not specified,                                                                                                                                                                                                                                    | 3  |
| me and my son,                                                                                                                                                                                                                                                                             | 1  |
| <b>Thus;</b><br>40% include friends (inc 31% naming a friendship group)<br>20% include family (inc 11% naming a family group)<br>14% cite workmates (as part of the 34% who cite functional groups, which also include family, neighbours and sports-based groupings)<br>34% are groupless |    |

Tab. 10.5 Think about a group of people that you are part of

The importance of groups being de-brutalising seemed highlighted by the way in which wanting to belong to a group appeared to be more important to those with a high offending risk than those with a low such risk. 83% of those at high risk chose a desire to belong, rising to 92% when the individual who said he did stand out but would **rather** belong was included, while only 57% of those at low risk prioritised belonging.

<sup>10</sup> Comparisons between these groupings and offending risk are made in the Social Exclusion in chapter 4

<sup>11</sup> Comparisons between these groupings and offending risk are made in the Social Exclusion in chapter 4

<sup>12</sup> The word **Elite** is used in this research as meaning anyone or anything that is part of any type of privileged 'select group or class', taken from the part of the Concise Oxford English Dictionary, Seventh Edition, definition of 'elite' that cites it as a 'select group or class'.

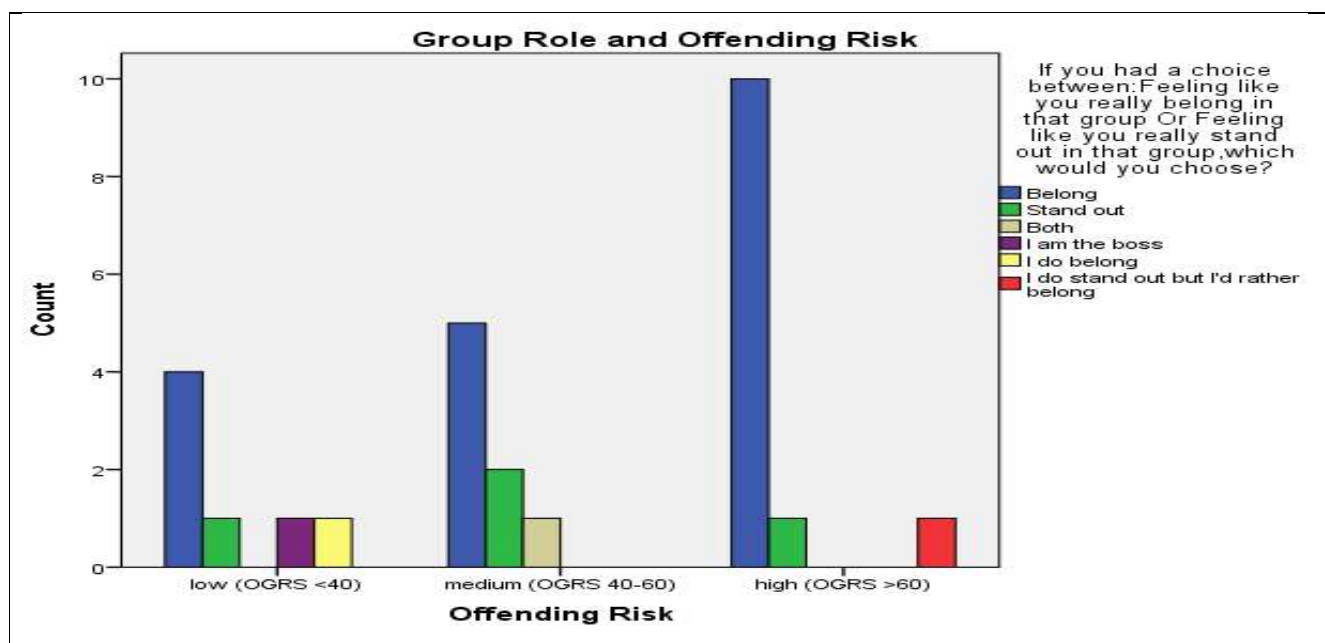


Fig. 10.7 Group Role and Offending Risk

An additional participant said ‘I **do** belong’ and another said ‘I am **the boss**’, both of whom had a low risk. It could be that those who are, in ways such as these, less preoccupied with wanting to belong or who take belonging for granted or who take their status for granted may be least at risk of brutalisation.

#### *Treatment and Active Social Engagement*

Participation in work might help secure both potential status, in having work, and the potential certainty of belonging, with workmates. Indeed, participation in work appeared related to good treatment at work. 80% of those who were currently fully working gave treatment from their workmates the top score and none of them gave this treatment less than three out of four. By contrast, only 22% of those who were not working at all, though having done so in the past, gave workmate treatment the top score.

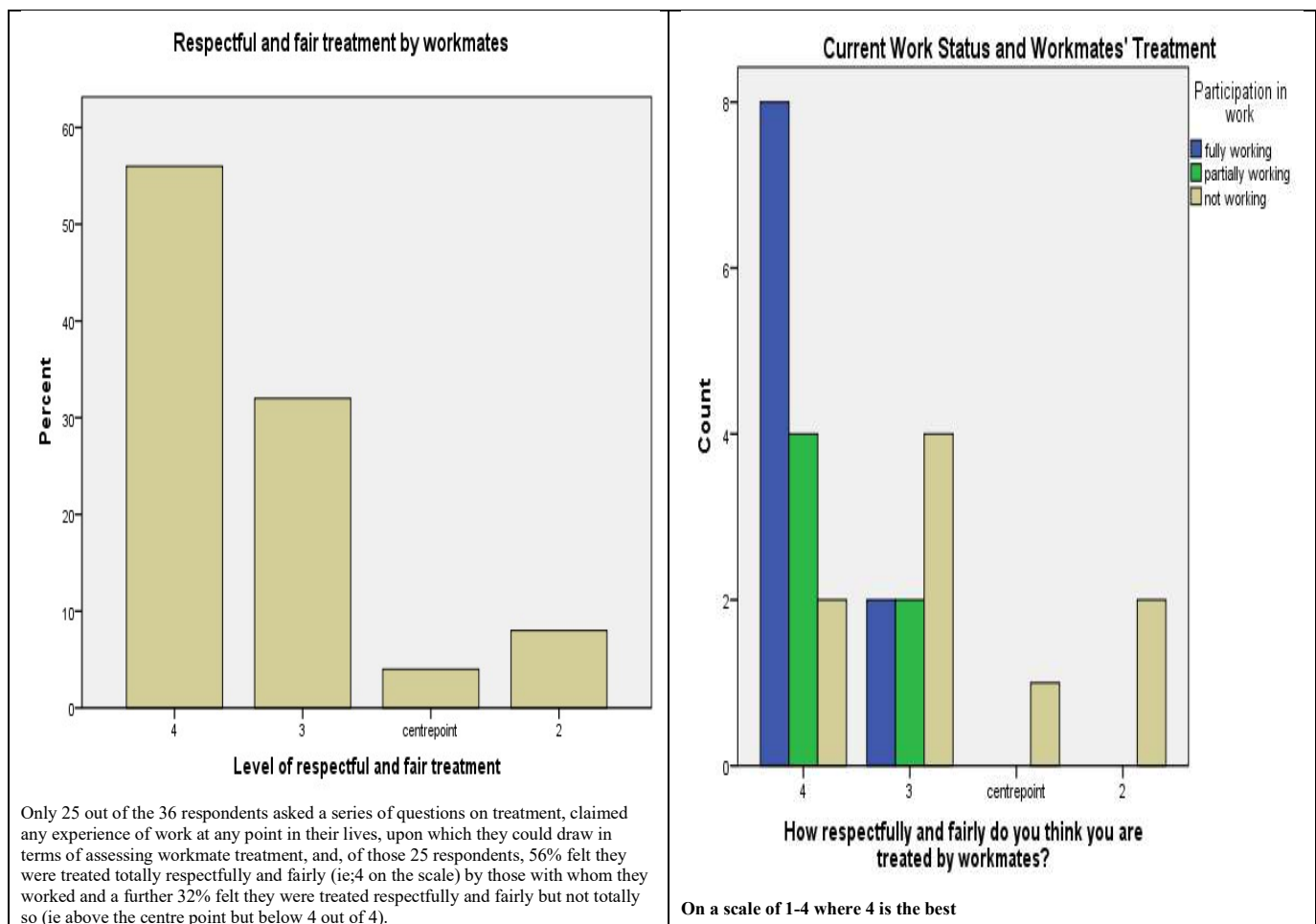


Fig. 10.8 Respectful and fair treatment by workmates

Just as receiving good treatment at work, appeared to be associated with the prosocial conduct of participating in work, good treatment within the family appeared to be associated with prosocial conduct in society more broadly. 71% of those with a low offending risk scored their treatment within the family at top, while only 42% of those with a high offending risk did so. 83% of those who said they were not treated better than fifty fifty by their family had a high offending risk and all those who said their treatment was below fifty fifty had a high offending risk.

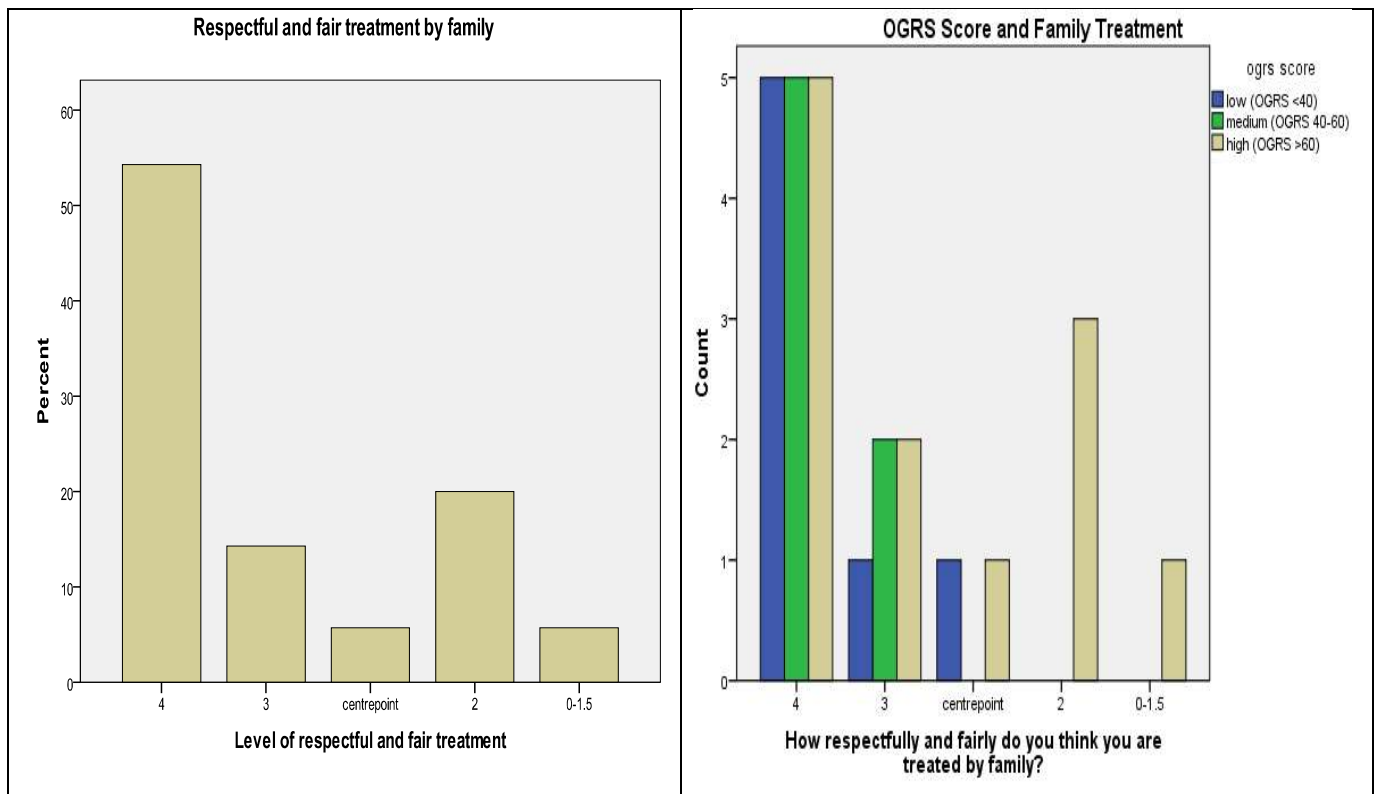


Fig. 10.9 Respectful and fair treatment by family

The quality of treatment reported within the family appeared to be gender-related in terms of participation in work. 88% of males who gave treatment from their family the top score were working to at least some degree, while only 25% of those who were not working at all scored that treatment top. By contrast, all females who scored their family treatment either top or below fifty-fifty were not working at all. This could indicate that men may be more reliant for value within their families on their contribution through work than females are. When this is considered alongside the prevalence of females focussing on children<sup>13</sup>, it may suggest that gender stereotypes, such as women being carers and men being breadwinners within families, may have a traction that cannot be ignored in official interventions.

<sup>13</sup> As discussed in the Role of Gender and Age in chapter 3

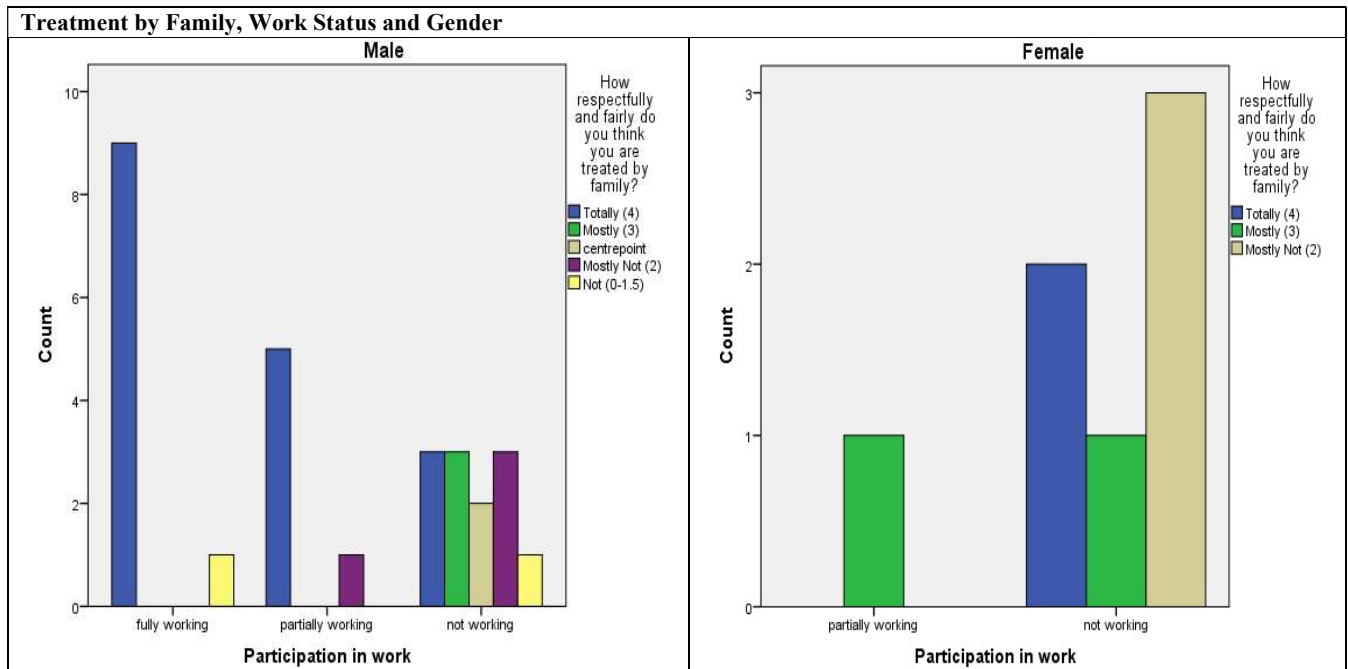


Fig. 10.10 Treatment by Family, Work Status and Gender

When discounting gender, 67% of participants felt respectfully and fairly treated by their family, as opposed to 88% feeling that at work. 26% described treatment from family as worse than fifty-fifty, as opposed to 8% feeling that at work, including two participants describing their treatment from family as totally, or virtually totally, disrespectful and unfair, while no one at all described their working environment with colleagues in these terms. Thus, work appeared to provide for a more respectful and fairer environment than families, endorsing the importance of work for all, though bearing in mind any gender-related issues in this regard.

When it came to treatment from teachers, while participants had been at school, treatment levels, which had already dropped from work colleagues to families, dropped still further with regard to teachers. Only 42% of participants said their teachers had

provided respectful and fair treatment<sup>14</sup>, while 45% said they had not<sup>15</sup>. A total of 59% of participants thought themselves treated without a clear sense of respect and fairness by their teachers<sup>16</sup>, as opposed to 33% thinking the same with regard to treatment from their families and only 12% thinking so with regard to their workmates. With both teachers and police, only 17% of respondents awarded these service-providers the top rating for respectful and fair treatment and, below that top rating, scores for police got even worse than for teachers. Only another 17% of respondents gave police any other rating better than fifty-fifty, with 6% awarding fifty-fifty and a further 61% reporting that police treatment was worse than fifty-fifty. Thus 67% of participants thought themselves treated without a clear sense of respect and fairness by the police.

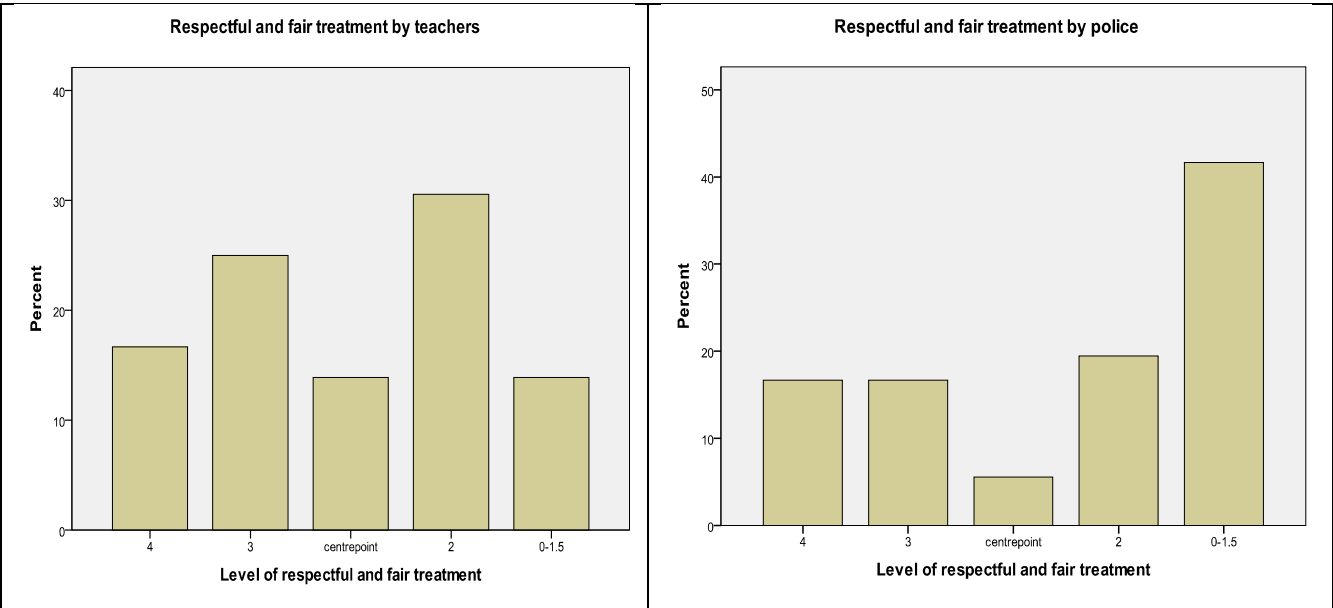


Fig. 10.11 Respectful and fair treatment by teachers/police

Police and teachers, and anyone else on the frontline in representing society or any organisation therein, may need, if society seeks to de-brutalise itself, to provide a de-

<sup>14</sup> Higher than fifty-fifty

<sup>15</sup> Lower than fifty-fifty

<sup>16</sup> Fifty-fifty OR lower



brutalised interface through wholly respectful and fair treatment regardless of the situation.

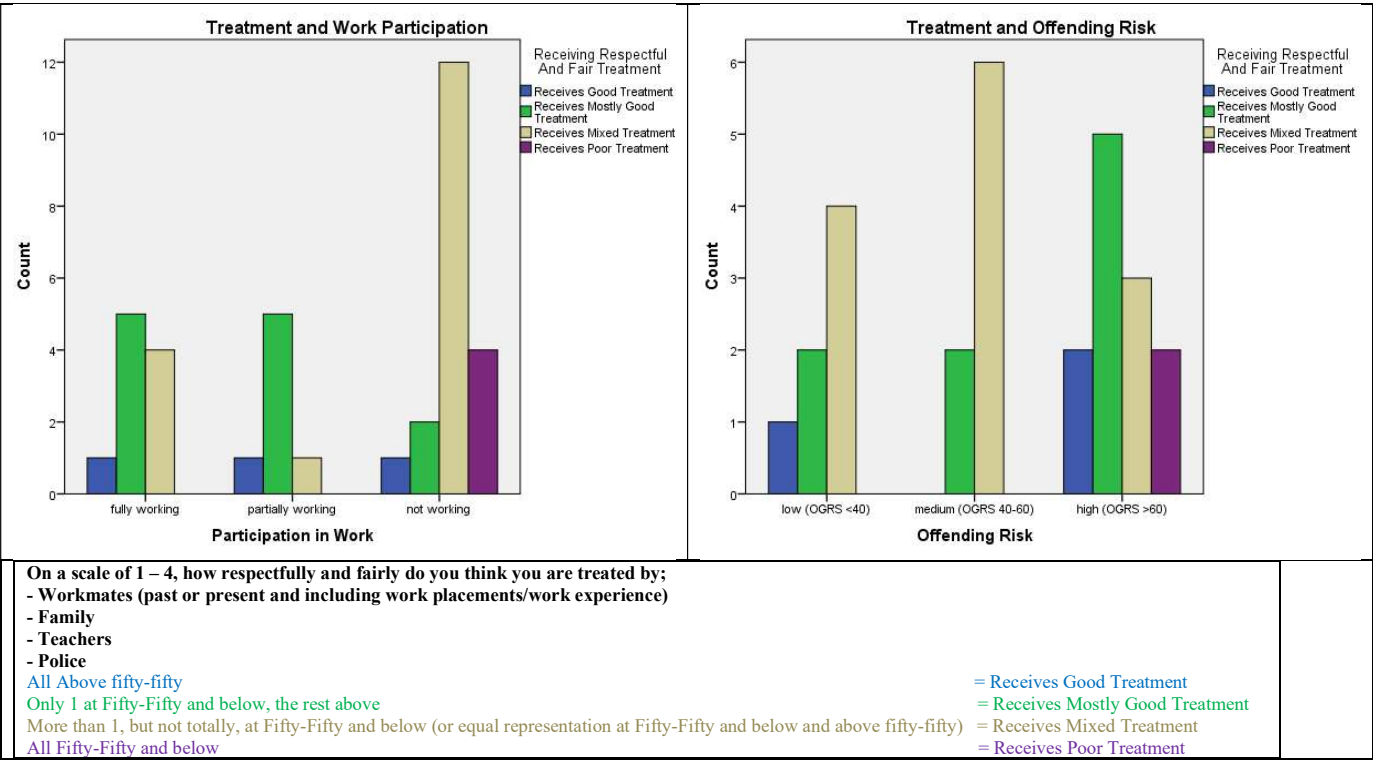


Fig. 10.12 Treatment and Work Participation/Offending Risk

This may be borne out by the way in which all those who had received **poor treatment** across the treatment measures this research used were not working and had a high offending risk. Compared to this, 71% of those who received **mixed treatment** were also not working, *but* only 23% of them had a **high** offending risk, while 80% of those who received **good** or **mostly good** treatment were working to at least some degree, *but* only 25% of them had a **low** offending risk. This may suggest that, though **unconditional good** treatment may be associated with **activity**, this might not necessarily be **constructive** activity such as work, but could equally be unconstructive activity such as offending, while potentially inconsistent **mixed** treatment may be

associated with *in*activity itself, whether in terms of taking less part in work or less part in offending. Therefore, it may be important to ensure good treatment is accompanied by expectations and opportunities for constructive activity, while avoiding inconsistent or poor treatment.

When considered reciprocally, using the same measures reciprocated, all those that received good treatment, also offered good or mostly good treatment, while all those that offered poor treatment received mixed or poor treatment. This may endorse the importance of good treatment, in terms of reciprocation thereof, when activity is not considered, perhaps highlighting the reciprocity of treatment and, thus, the need to mutually share any de-brutalisation of it.

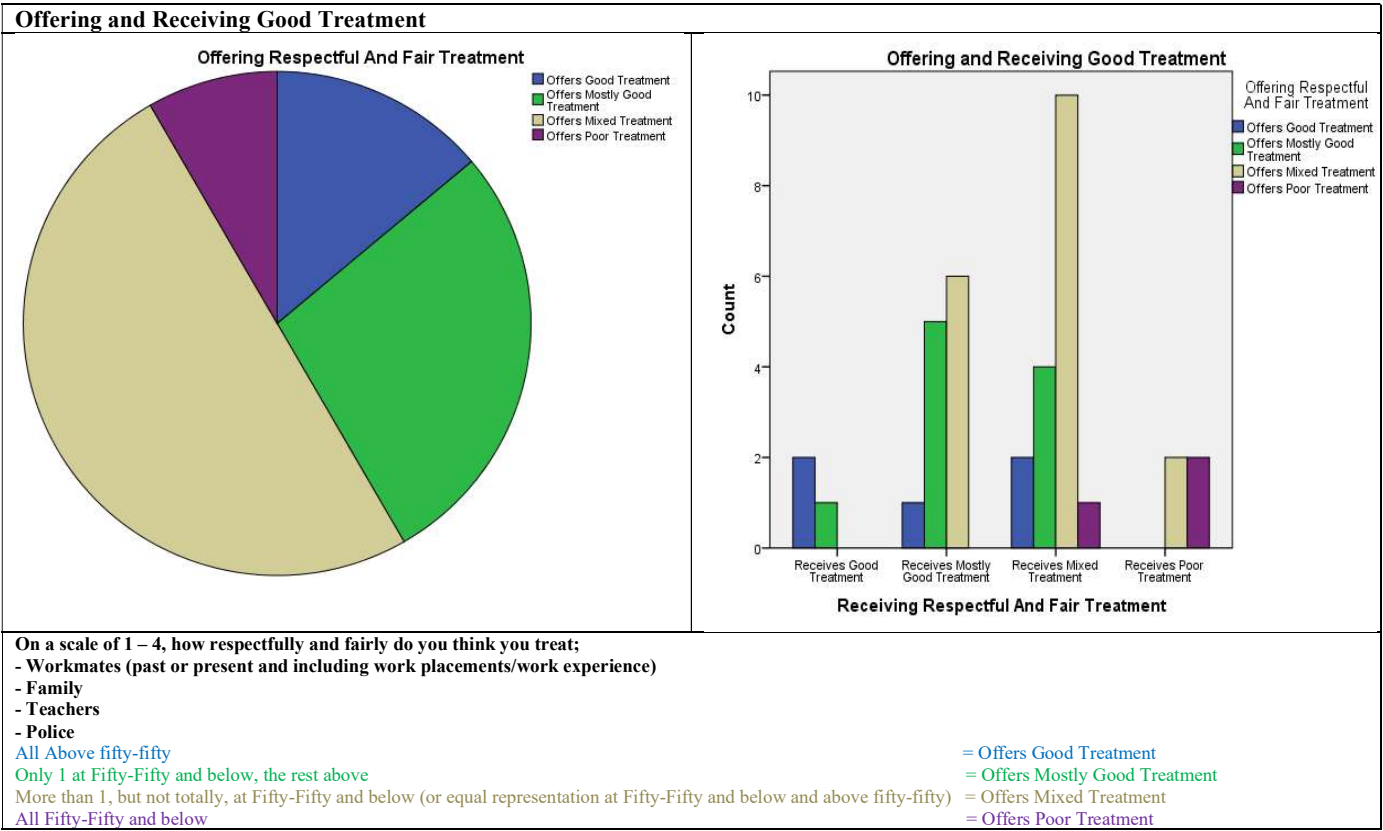
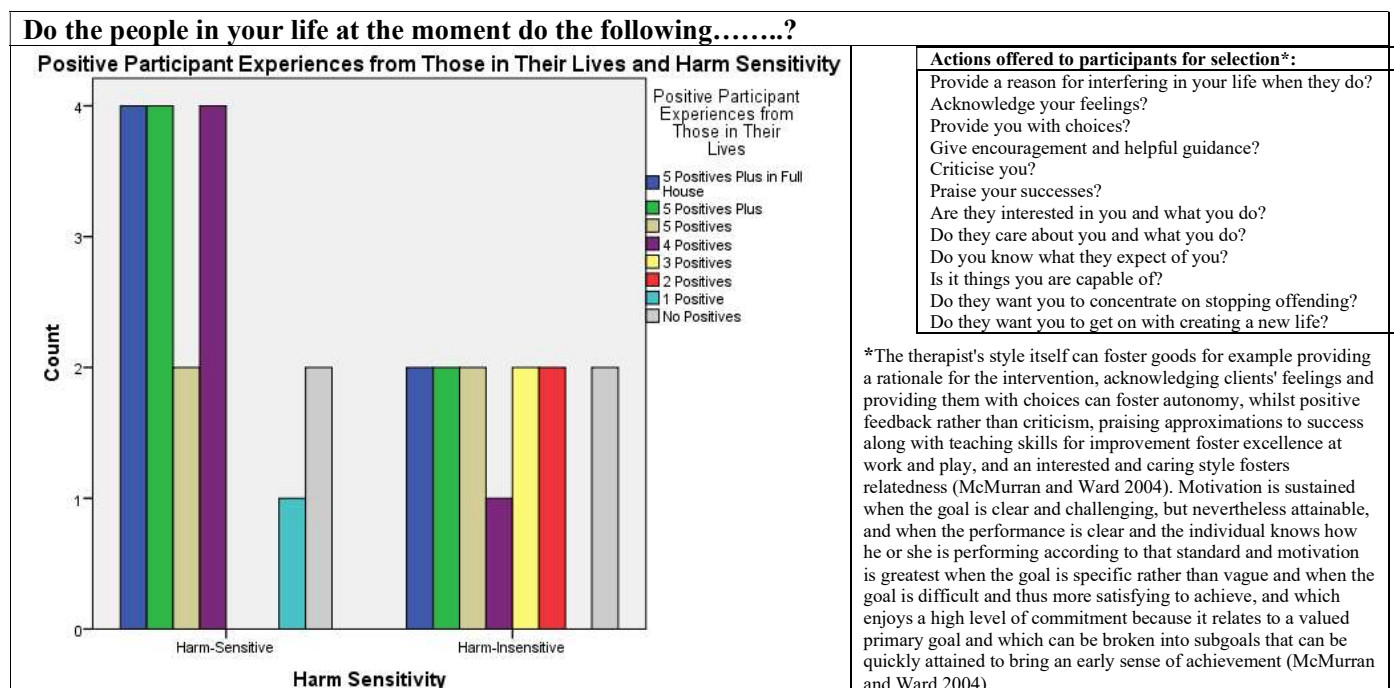


Fig. 10.13 Offering and Receiving Good Treatment

When the levels of quality treatment *offered* by participants were compared with the levels of quality of treatment *received* by them, it appeared to be the case that none of those who claimed to consistently *receive* poor treatment, said that they themselves offered good, or even mostly good, treatment. Similarly, reversing that, none of those who claimed to consistently *offer* poor treatment, said that they themselves received good, or even mostly good, treatment. Likewise, none of those consistently in receipt of good treatment claimed to offer anything less than good, or mostly good, treatment themselves. Therefore, though receiving undiluted good treatment may have disbenefits to functioning, it may have benefits to reciprocal good treatment. Positive experiences at the hands of those close to an individual<sup>17</sup> may be particularly important and seem to be related to individuals' sensitivity to causing harm.<sup>18</sup> Two thirds of those collectively with 4 or more positive types of such experiences were harm-sensitive and two thirds of those collectively with 3 or fewer of them were harm-insensitive.



<sup>17</sup> 'Do the people in your life at the moment do the following.....?' as illustrated in the table below

<sup>18</sup> As discussed in the in the Harm-Sensitive Participants Sub-Section

| 1=receives ALL 5 of encouraging guidance, praise, interest, care and having their feelings acknowledged PLUS receives ALL of reasons, choices, clear desistance and advancement related achievable expectations and only criticism if it is positive or appropriate as a <b>Full House</b><br>2= receives ALL 5 of encouraging guidance, praise, interest, care and having their feelings acknowledged PLUS receives SOME of reasons, choices, clear desistance and advancement related achievable expectations and only criticism if it is positive or appropriate<br>3= receives ALL 5 of encouraging guidance, praise, interest, care and having their feelings acknowledged<br>4= receives 4 out of 5 of encouraging guidance, praise, interest, care and having their feelings acknowledged<br>5= receives 3 out of 5 of encouraging guidance, praise, interest, care and having their feelings acknowledged<br>6= receives 2 out of 5 of encouraging guidance, praise, interest, care and having their feelings acknowledged<br>7= receives 1 out of 5 of encouraging guidance, praise, interest, care and having their feelings acknowledged<br>8= receives 0 out of 5 of encouraging guidance, praise, interest, care and having their feelings acknowledged |                                                  |                                                                                                                                                                 |                                         |                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>P=Positive =P1-5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>M=Mixed=</b><br>positive or negative (+ or -) | <b>E=Expectations=</b><br>E1-3<br>E1S=self reaction to expectations E1<br>(y=yes/d=degree/n=no),                                                                |                                         | <b>C=Control=C1-2</b>                                                                           |
| Acknowledge your feelings? P1<br>Give encouragement and helpful guidance? P2<br>Praise your successes? P3<br>Are they interested in you and what you do? P4<br>Do they care about you and what you do? P5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Criticise you?<br>M (+ or -)                     | Do you know what they expect of you? E1<br>Do they want you to concentrate on stopping offending? E2<br>Do they want you to get on with creating a new life? E3 | Is it things you are capable of?<br>E1S | Provide a reason for interfering in your life when they do? C1*<br>Provide you with choices? C2 |
| <b>Supplementary Information:</b><br>A (followed by lower case relevant letters)=not audible<br>R (followed by lower case relevant letters)=not relevant,<br>D/K (followed by lower case relevant letters)=don't know,<br>S (followed by lower case relevant letters FOR NON E1)=sometimes/some people/varies/kind of/sort of,<br>K (followed by lower case relevant letters FOR E1 ONLY)=kind of/sort of/a bit/mostly/some ie not total,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                  |                                                                                                                                                                 |                                         |                                                                                                 |

Fig. 10.14 Do the people in your life at the moment do the following?

Those who spoke of **\*interference**, by those close to them, did so in ways resonant of the same stresses and strains that might typify any close relationship. Furthermore, these stresses and strains only appeared to be vocalised in specifically hostile language when in tandem with acknowledgement of balancing positives and words of respect for those with whom they were closely engaged. Such stresses and strains in close relationships appeared to be unrelated to offending risk in this study.

The ways in which interference by those close to participants appeared to be perceived, when treatment options were being considered by participants, also suggested the existence of the same stresses and strains that might typify any close relationship regardless of ‘offending status’. However, none of those who spoke of only having one or two close family noticing and commenting<sup>19</sup> on what they do had a low offending

<sup>19</sup> Who notices and comments on what you do in your life? See fig 10.23

risk, suggesting those at greater risk of offending may have fewer intrusively close relationships. This could indicate that this ‘noticing and commenting’ may give some protection against brutality.

However, there was sometimes an apparent struggle for autonomy within close engagement, such as ‘she **tries to help** which sometimes **irritates** me because **I want to do it myself**’ and ‘he’s **good** but he does like to **interfere and try to control** my boys so it **pisses me off** sometimes’.

Both participants who faced this dilemma of trying to be autonomous within close engagement were female. It may be that it is a particular problem that faces women within families. It might be useful to foster the capacity to assert autonomy *within*<sup>20</sup> engagement, while avoiding autonomy being undermined by engagement or feeling overly reliant upon that engagement, alongside still respecting those with whom it is shared and feeling supported by it in the way these women recognized close familial ‘help’ as ‘good’.

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| <b>Interference Issues within Intimacies</b>                                                                                                                                                                                         | <b>Frequency</b> | <b>OGRS</b>      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Comments that may suggest difficulties in asserting autonomy <i>within</i> engagement and feeling autonomy undermined by engagement, whilst feeling reliant upon the engagement, respecting those in it and feeling supported by it. | 2                | Medium<br>U/K    |
| Comments that may suggest difficulties in autonomously disengaging <i>on leaving</i> engagement, whilst continuing to feel reliant upon it.                                                                                          | 2                | Medium<br>Medium |
| Comments that may suggest ease of asserting autonomy <i>within and between</i> engagements, but difficulties in respecting the autonomy of others within engagement and reliant upon exercising leadership within engagement.        | 1                | U/K              |

---

<sup>20</sup> See table below

|                                                                                                                                                                                                                                                                   |   |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------|
| Comments that may suggest difficulties in respecting the autonomy of others <i>within</i> engagement and difficulties in engaging itself and feeling autonomy undermined by engagement, whilst feeling reliant upon the engagement, though unsupported within it. | 1 | High |
| Comments that may suggest engagement that reinforces autonomy and is mutually respectful and supportive.                                                                                                                                                          | 1 | Low  |
| Comments that may suggest difficulties in understanding autonomy <i>on entering</i> engagement, though mutually respectful and supportive.                                                                                                                        | 1 | U/K  |

Tab. 10.6 Interference Issues within Intimacies

For both genders, disengagement from expired engagements appeared to be problematic. One participant spoke of expectations of ‘keeping away from **my ex**’ and another of ‘**my ex-wife**, she can always... just wind me up, it's just stupid but yeah, ...we sort of like clash I suppose.’ Perhaps individuals find it difficult to establish their personal autonomy from expired relationships, as well as within existing ones, including difficulties in autonomously disengaging *on leaving* an engagement, whilst continuing to feel reliant upon it.

Effective autonomous engagement might facilitate managing intimacies, including conflict *within and between* different intimacies, such as where one participant spoke of the fact that ‘there will be a few mates I'd want to hang around with and people say I shouldn't because they seem to think it's my mates that get me in trouble but I explained *it's me making them get in trouble.*’ This last may suggest a lack of respect for the autonomy of others, claiming the ability to ‘*make*’ others do things. This is echoed by **another participant** speaking of others only exhibiting interest in what he does ‘when it suits them’, ignoring the legitimacy of others choosing when to offer interest.

This latter participant goes on to say, in terms of interference, ‘they do and they don’t, it’s weird, when I’m doing well, all these apply but when I’m not they’re only too willing to put their bit in, but when I am doing well, no-one mentions it do they, only, people only remember the bad things’. In this way, it may be just as important to recognise when others have **no** right to comment, as much as recognising their right **not** to comment.

Another participant said ‘my family is very good and ask is anything wrong, can anyone help if they are concerned about me’. The focus in this instance is again on things in a condition of ‘wrongness’, just as for the previous participant, but, in this instance, this ‘wrong’ is treated as a cause for ‘concern’ and ‘help’.

When considering these participants comments together, it may be, therefore, possible to comment when things go wrong without causing upset, if **concern and help** are offered and if comments are also made by way of **praise when things go well**. Indeed, it appeared to be important to so comment. In this regard, **not** being shown or told how to behave<sup>21</sup> appeared to be associated with both offering **poor** treatment **and** being harm-insensitive in the one participant who was neglected in this way.<sup>22</sup>

Being brought up to be brutal<sup>23</sup>, whether that included severity<sup>24</sup> or not, was associated

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<sup>21</sup> Those who selected ‘Never really shown or told how to behave’ or similar in their own words when asked ‘Which of these statements best describes how you were taught how to behave by your parents/carer?’

<sup>22</sup> Shown beige on the charts

<sup>23</sup> Those who selected ‘Encouraged to behave in anti-social ways, such as fighting or shouting or law breaking’ or similar in their own words, thus receiving a Negative Behavioural Upbringing, when asked ‘Which of these statements best describes how you were taught how to behave by your parents/carer?’

<sup>24</sup> Those who selected ‘Punished severely or physically when you did wrong’ or similar in their own words when asked ‘Which of these statements best describes how you were taught how to behave by your parents/carer?’

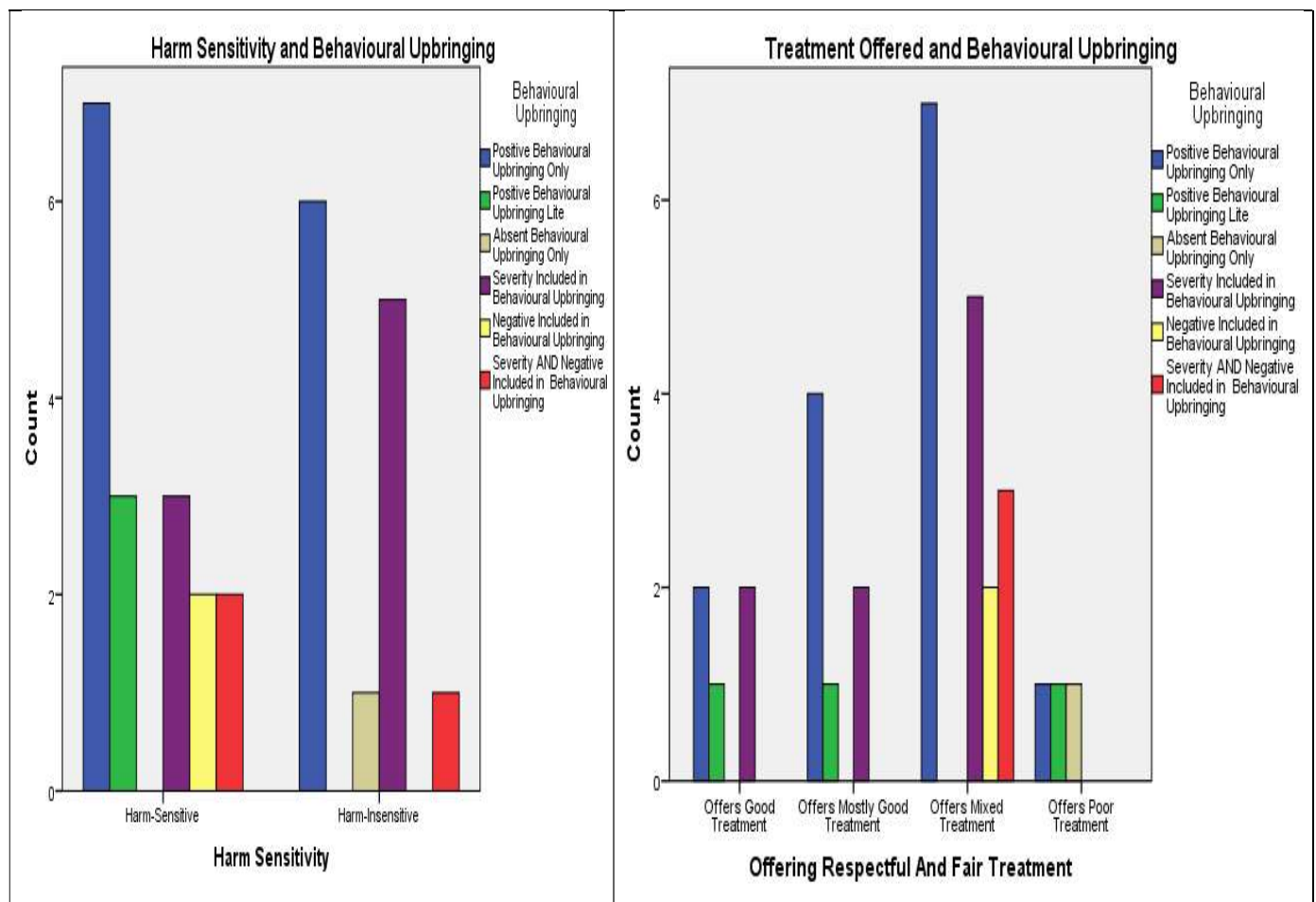
with **mixed** treatment and being harm-**sensitive**, with 80% of those so taught, to at least some degree, being sensitive to harm and all offering mixed treatment. Perhaps these brutalised individuals have experienced an upbringing in powerfully negative visceral ways, that could make them sensitively quick to upset and emotionally erratic in their mixed conduct, while, in contrast, the individual brutalised by default through neglect, may be numb to empathy and detached from others.

Neglecting to provide consequences appeared to be better than providing brutal consequences. In this regard, 63% of those whose behavioural upbringing included severe consequences, but without being negatively-directioned by their parents/carers, were harm-**insensitive**, while only half offered good or mostly good treatment to others.

By contrast, two thirds of those whose rationally positive upbringing lacked the use of consequences, or other such tools, offered good or mostly good treatment to others and all were harm-sensitive. Moreover, one of these participants spoke of how he missed out on learning consequences and that ‘my sister says’ he has ignored or justified or not realized consequences, while another said he was ‘never punished when I didn’t behave, my dad would try and ground me but my mum would let us out’.

Thus, no matter the apparently unhelpful reason why consequences were lacking, that lack appeared potentially more compatible with offering good or mostly good treatment to others than severe consequences did. This may endorse the value of a future-orientated progress-based system, as opposed to a past-orientated system of consequences for past actions.





Treatment Offered means the treatment participants offer to others

| Which of these statements best describes how you were taught how to behave by your parents/carer? |                                 |
|---------------------------------------------------------------------------------------------------|---------------------------------|
| Guided and Shown how to behave through discussion and being set a good example                    | Positive Behavioural Upbringing |
| Never really shown or told how to behave                                                          | Absent Behavioural Upbringing   |
| Punished severely or physically when you did wrong                                                | Severe Behavioural Upbringing   |
| Encouraged to behave in anti-social ways, such as fighting or shouting or law breaking            | Negative Behavioural Upbringing |

| Groupings                                                                                     |                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Positive Behavioural Upbringing Only                                                          | eg; missed out learning consequences, my sister says I've ignored or justified or not realized consequences AND never punished when I didn't behave, my dad would try and ground me but my mum would let us out       |
| Positive Behavioural Upbringing Lite (ie without consequences or including absent upbringing) |                                                                                                                                                                                                                       |
| Absent Behavioural Upbringing Only                                                            | eg; I weren't really told what was wrong and right and I seen my dad shoplifting and thought oh right, I'll do that. and I escalated and when I went to jail I learnt a lot more criminality                          |
| Severity Included in Behavioural Upbringing                                                   |                                                                                                                                                                                                                       |
| Negative Included in Behavioural Upbringing                                                   | eg; I went into approved school and I was in that criminal environment AND taught if someone whacks you, whack them back harder/get a good hiding for getting caught and not being clever enough to get away with it. |
| Severity AND Negative Included in Behavioural Upbringing                                      |                                                                                                                                                                                                                       |

Fig. 10.15 Harm Sensitivity/Treatment Offered and Behavioural Upbringing

Furthermore, 60% of those who described their general upbringing solely in terms

redolent of praise, encouragement and love had a high offending risk, while only 10% had a low such risk. Likewise, 60% were not working and only 20% were fully working. This perhaps suggests that the use of the word ‘spoiled’ to describe any such unmitigated indulgent treatment might be a valid epithet, since such unconditional indulgence might spoil functioning in later lives. This might underline why society must, if all else fails, retain the right to compel, rather than indulge, humanity, whether that be what is traditionally called ‘offenders’ or irresponsible businesses or states et al, expecting them to progress in their capacity and willingness to contribute to a de-brutalised world and cease undermining it, if they want to be free of monitoring.

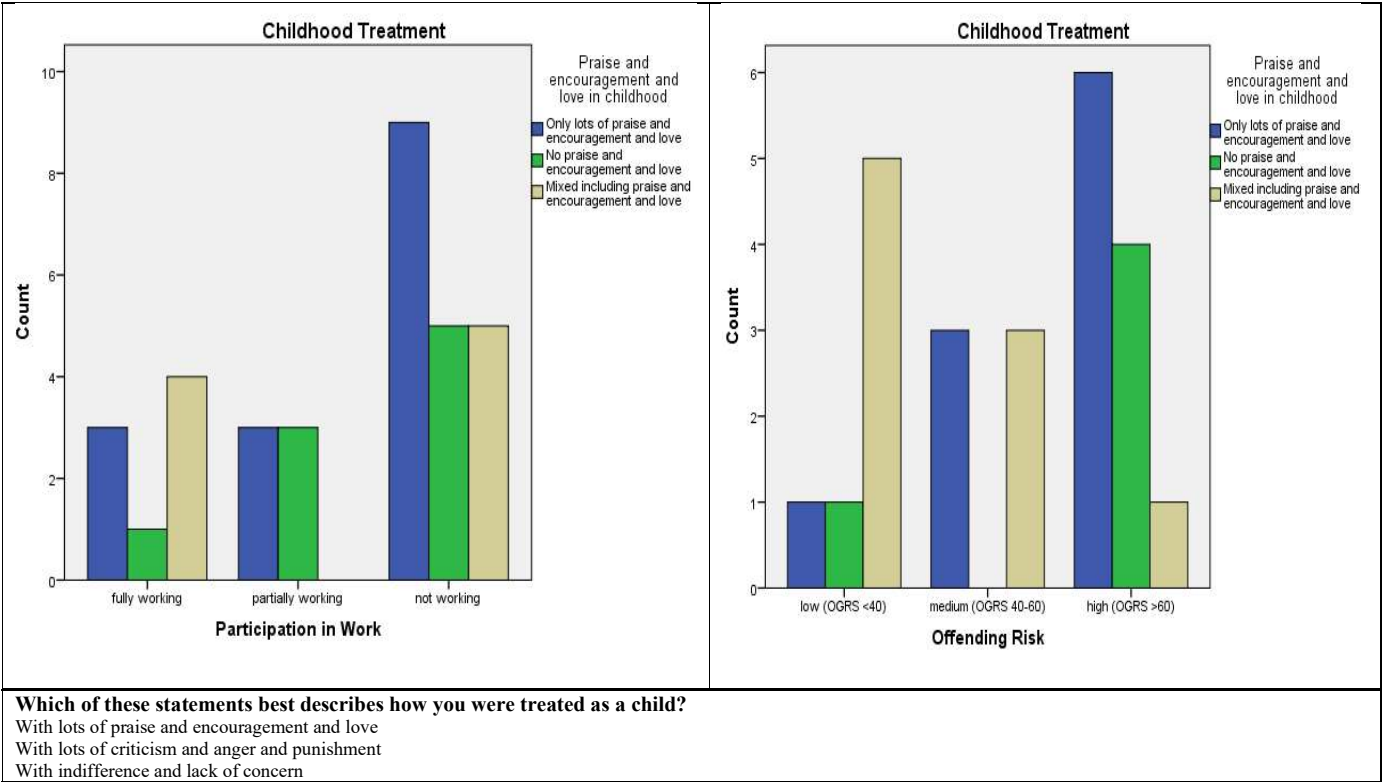
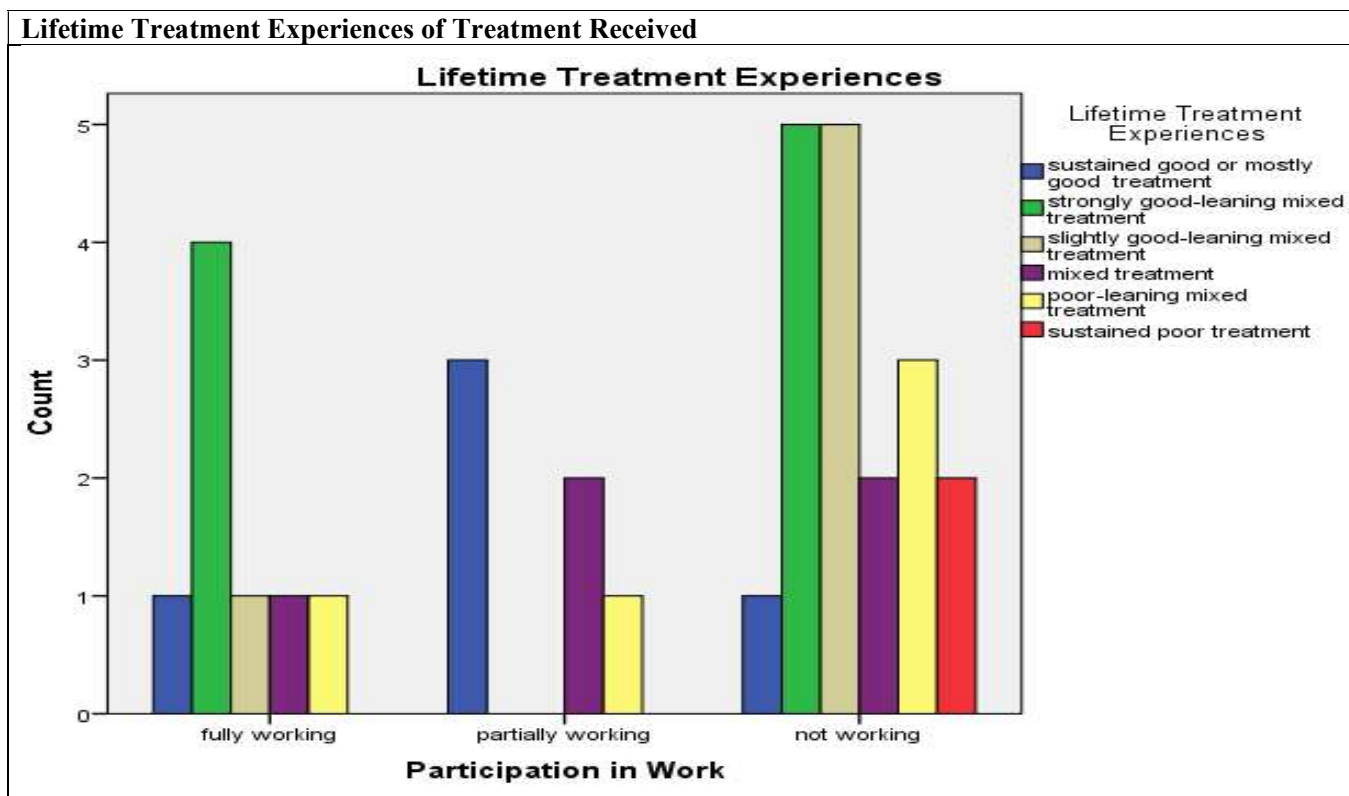


Fig.10.16 Childhood Treatment

However, those without **any** praise, encouragement and love appeared to be even worse

off, with 80% having a high offending risk and only 11% fully working. Praise, encouragement and love, but **not** indulgence, could be what matters. Nevertheless, 75% of those who were fully working received good or good-leaning treatment across their lifetime, while only 13% received poor-leaning treatment and none received sustained poor treatment. However, only one of those who received sustained good, or mostly good treatment, across their lifetime was fully working, no more than were not working at all. Therefore, individuals may need to be required to contribute, such as through work, so that, in being treated well, there is sufficient contingency not to be indulged. This seemed to be endorsed by the way in which no one in receipt of undiluted sustained good or mostly good treatment had a low OGRS score, while the whole of the low OGRS risk group was totally comprised of those in receipt of the mixed treatment that might be reflective of that contingency in treatment.



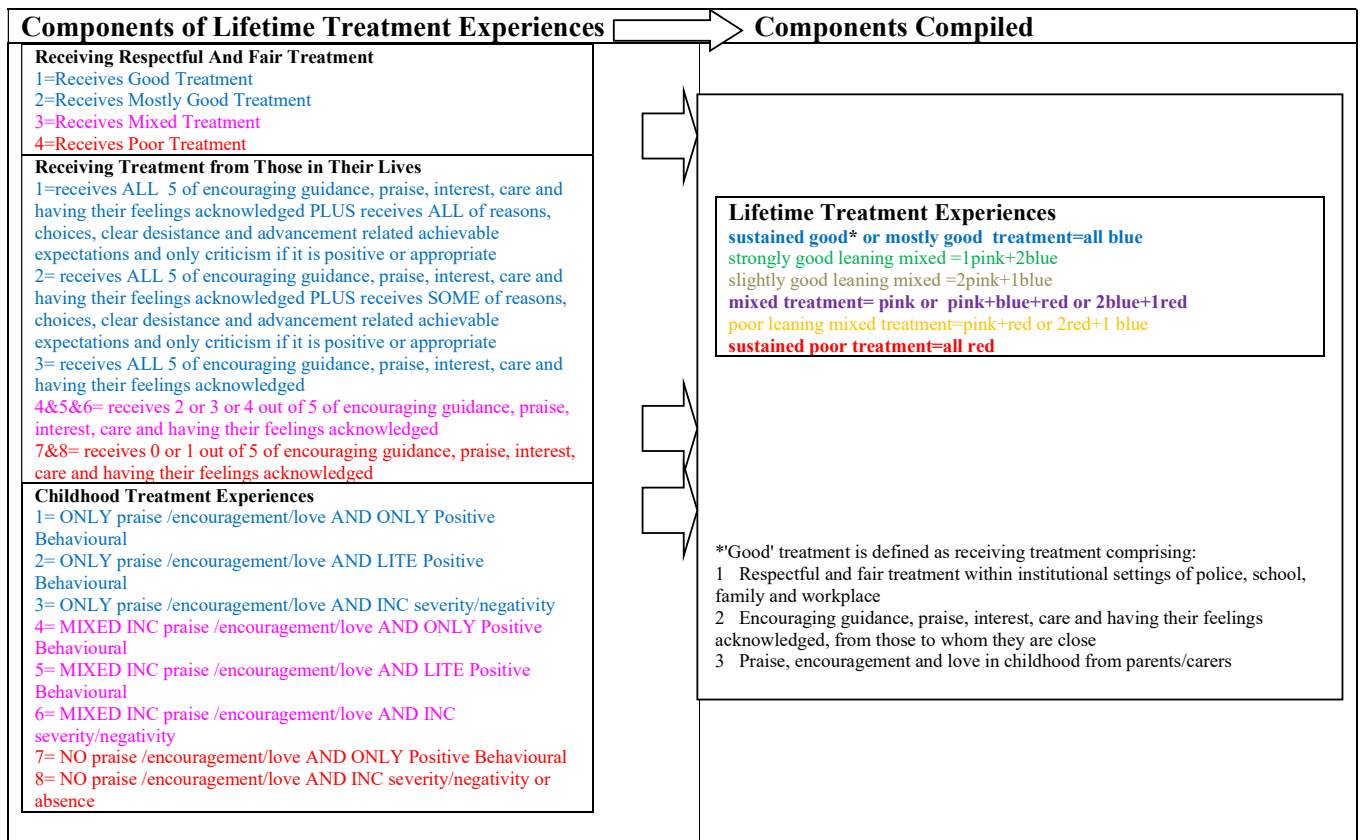


Fig. 10.17 Lifetime Treatment Experiences of Treatment Received

### Active Self-Engagement to Share De-Brutalisation and Advance Lives

Being required to contribute, rather than being indulged, might be important to the active engagement of the self. However, this self-engagement need not be in autonomous isolation. It can take the form of autonomous engagement, such that individuals can be autonomous whilst also being engaged with help from others. More than half of participants cited their sole source of help as their engagement with others, rising to three quarters who also included engagement among other sources of help, such as resources and work.

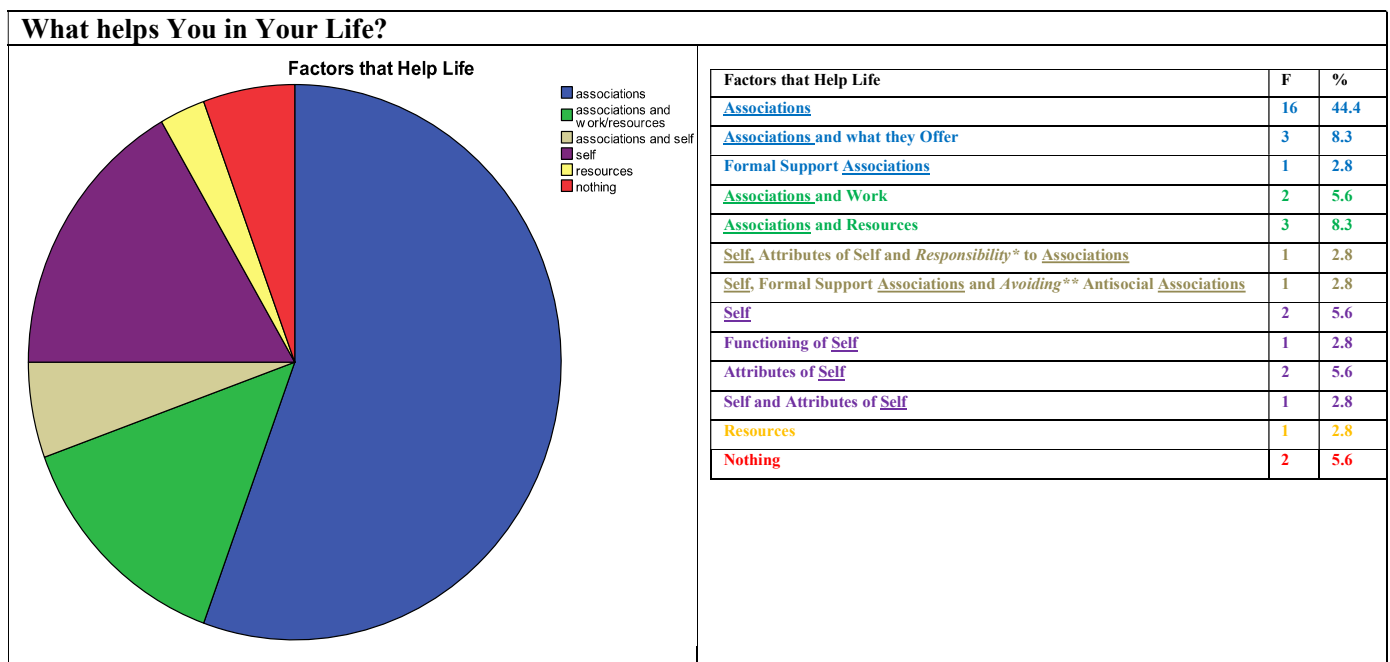


Fig. 10.18 What helps You in Your Life?

Alongside these engaged associations, appeared to be the importance of **\*\*disengaging** from inappropriate associations and **\*responsibility to others** within associations, underlining the value of autonomy coexisting with engagement, so individuals can **\*\*autonomously choose appropriate engagements** and play a **\*responsible autonomous contributory role** within them.

Of those who had thought they had made changes in their lives, around a third credited only their autonomous selves with helping with that change, around another third included their engagement with others, either with or without their autonomous selves, and a final approximate third cited consequences either with or without self/others. Consequences as a source of help, appeared not to affect offending risk, but to damagingly affect participation in work. 70% of those who included consequences

were not working at all, whilst the same number had a low offending risk as had a high such risk.

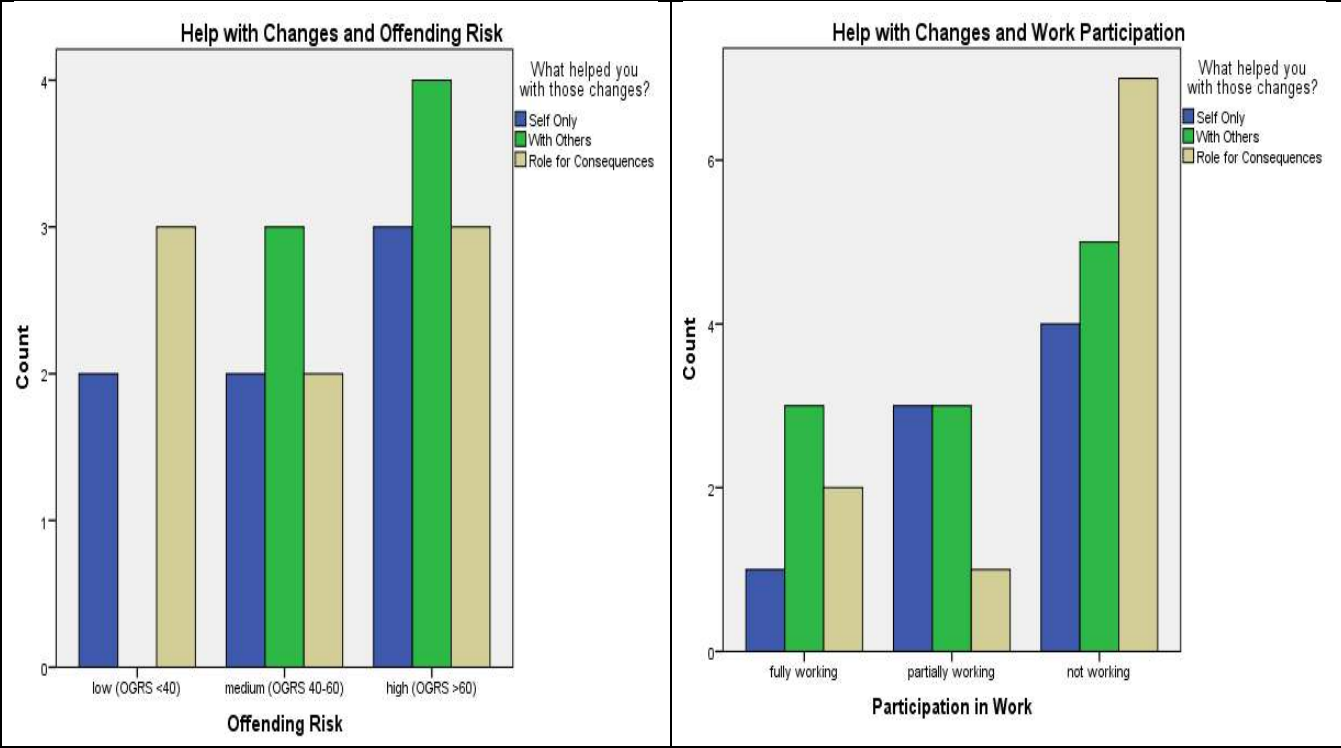


Fig. 10.19 Help with Changes and Offending Risk/Work Participation

It appeared to be receiving **both** engaged **and** autonomous sources of help that seemed to facilitate planning to achieve goals, with 86% of these individuals unequivocally having a plan to achieve their goals. It was going without engagement altogether that seemed to solicit the worst outcome in this regard, with 75% of those relying solely on their own autonomy being without such a plan and the individual without either engagement or autonomy also being without such a plan. Thus, being engaged with others to secure help seemed to be important, but appeared to do best when accompanied by autonomous participation.

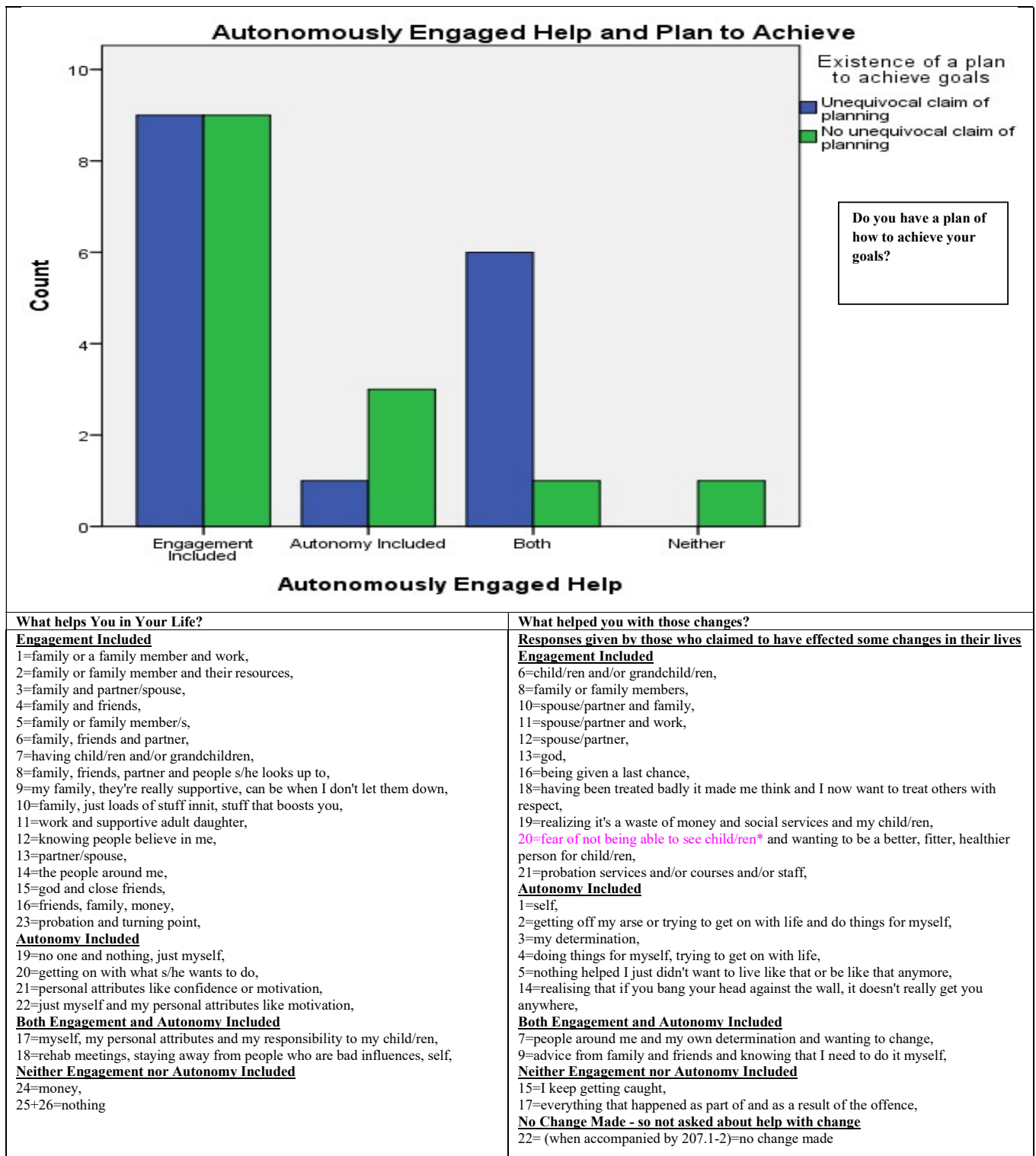


Fig. 10.20 Autonomously Engaged Help and Plan to Achieve

Within this, work and resources featured, both including services and money, alongside spirituality, being given a chance, learning from experiences and interactions, having responsibility and helpful attributes, avoiding unhelpful engagements, aspiration, advice and overcoming personal inertia, while, for only one participant, were **\*fear of consequences** specifically cited as helpful and then only as a partial reason. Any compliance achieved through **fear** might, even if it was efficacious, be incompatible with sharing de-brutalisation.

More compatible helpful items cited within consequences, whether official or not, featured realisation\*, helpful services\*\*, one's children\*\*\* and/or being held accountable\*\*\*\*, including being given a last chance within that\*\*\*\*\*. Respectively, this reflected 30%, 40%, 20% and 30% of those including helpful consequences, as opposed to 10%\* of them citing **fear**. This could suggest that constructive consequences, as opposed to engendering fear, could not only be more compatible with sharing de-brutalisation, but may also be more widely helpful in advancing lives.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>References to consequences drawn from the table above;</b><br/>           (Using the answers to the questions ‘What helps You in Your Life?’ and ‘What helped you with those changes?’)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>14=realising* that if you bang your head against the wall, it doesn't really get you anywhere,<br/>           15=I keep getting caught***,<br/>           16=being given a last chance****,<br/>           17=everything that happened**** as part of and as a result of the offence,<br/>           18=having been treated badly it made me think* and I now want to treat others with respect,<br/>           19=realizing* it's a waste of money and social services** and my child/ren***,<br/>           20=fear of not being able to see child/ren* and wanting to be a better, fitter, healthier person for child/ren***,<br/>           21=probation services** and/or courses and/or staff, (x3)*</p> |

\*This value was cited by three participants whilst each of the other cited values was only cited by one participant each respectively

Tab. 10.7 References to consequences drawn from the table above



Nevertheless, if too much help is provided it might undermine autonomy, foster dependence and create or reinforce notions of indulged entitlement. 62% of those who saw others as wholeheartedly helpful had a high offending risk, whilst only 15% of them had a low such risk. High offending risk was the only risk level where more participants saw others as wholeheartedly helpful than did not.

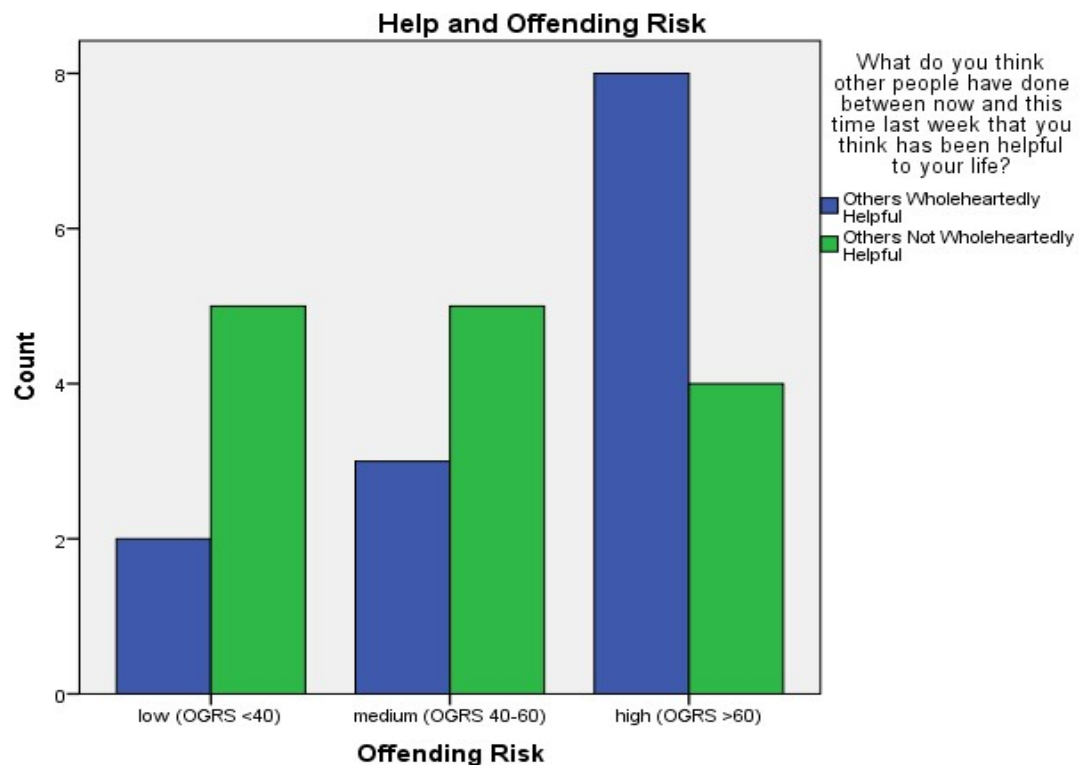


Fig. 10.21 Help and Offending Risk

Although it may be, thereby, possible to be in receipt of too much help, if brutalities such as offending are to be avoided, it might, nevertheless, be impossible to be valued too much. None of those with a low offending risk thought they were not valued within society.

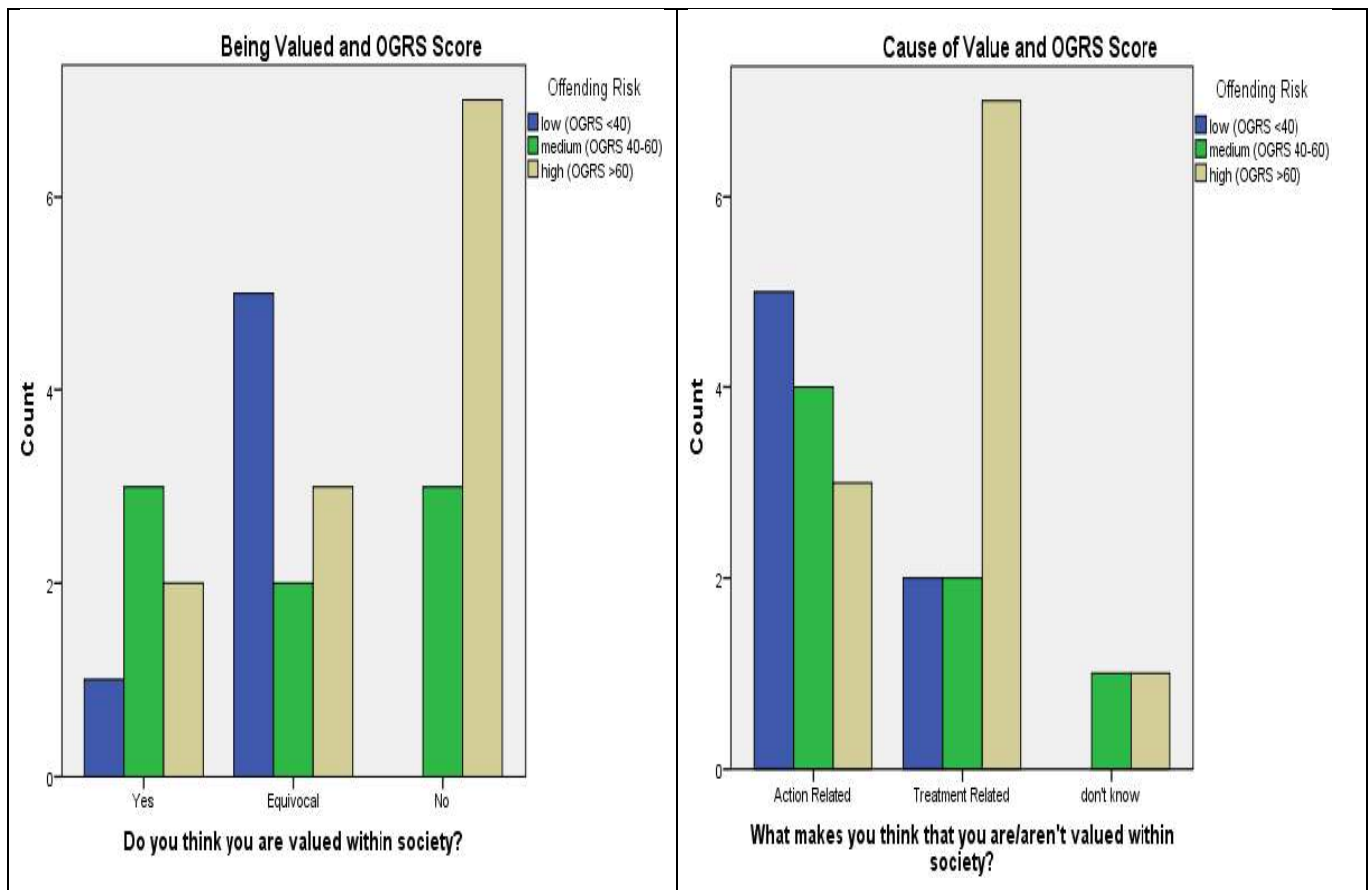


Fig. 10.22 Being Valued/Cause of Value and OGRS Score

Furthermore, 71% of these low risk individuals attributed their value, or their equivocation over it, to their own actions. Therefore, earning value, rather than acquiring it regardless of one's own actions, might be associated with functioning in less brutal ways. By contrast, 70% of high-risk individuals, who were able to cite a cause for their sense of value or lack thereof, cited the treatment they received rather than any contributory actions, such as work, that they themselves undertook.

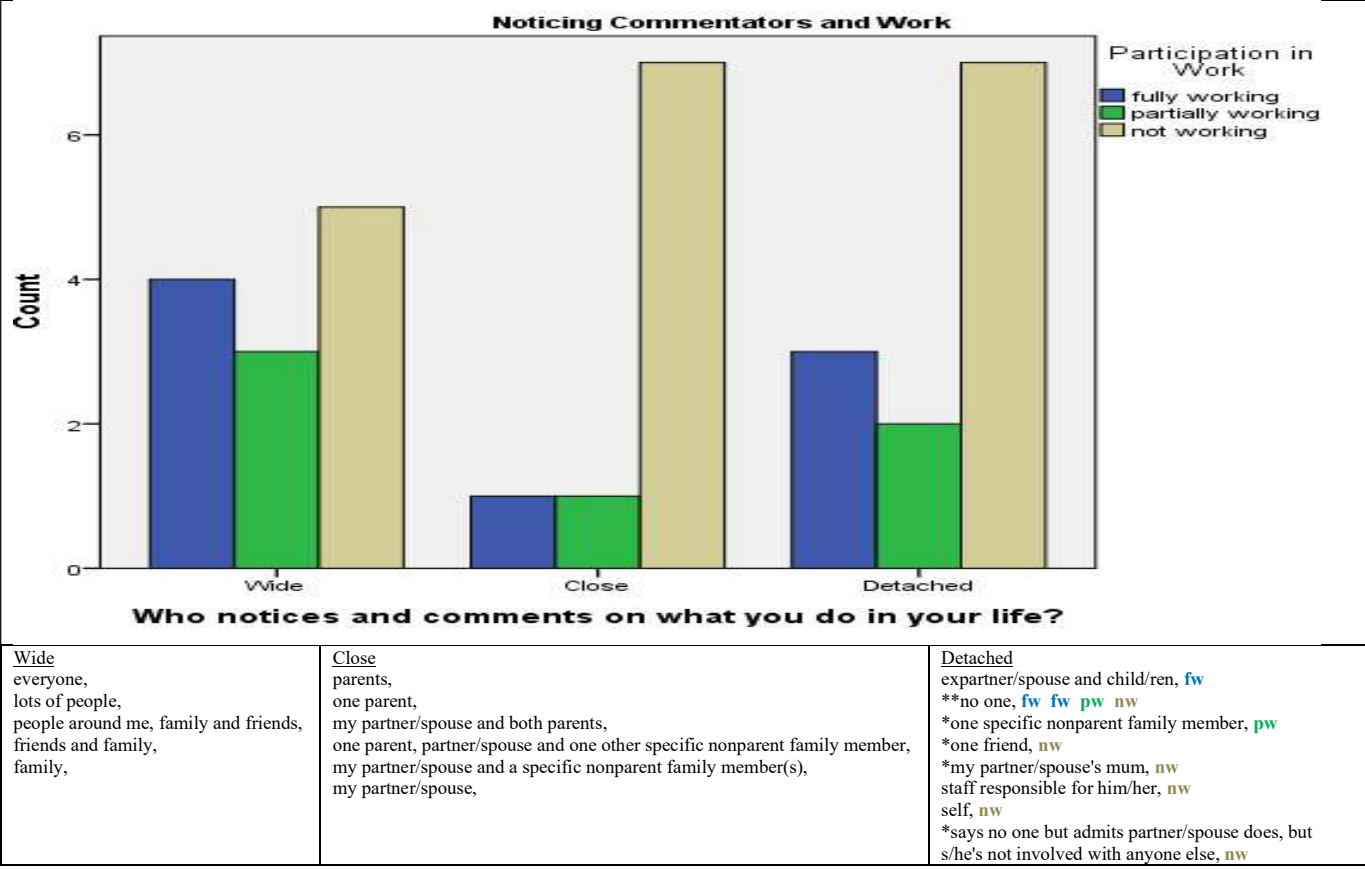


Fig. 10.23 Noticing Commentators and Work

Making a contribution through work appeared to happen least amongst individuals limited to few commenting associations, whether detached\* or close<sup>25</sup>. 78% of those citing limited close commentators and 75% of those citing limited detached commentators were not working at all. By contrast, only 42% of those with a wide number of noticing commentators in their lives were not working at all. When it came to ‘no one’\*\* at all, including themselves, commenting, however, 3/4 of those in the detached grouping<sup>26</sup> who said this, were working to at least some degree. Perhaps, therefore, though having a wide range of noticing commentators in life might encourage

<sup>25</sup> When asked ‘Who notices and comments on what you do in your life?’  
<sup>26</sup> Those who appeared to be more detached, either by citing themselves or citing those with whom they are more loosely linked

contributing to society through work, many in society may be quietly getting on with work without any encouragement. Cherishing these individuals should not be neglected simply because they function without notice.

#### *Cherishment in Active Self-Engagement*

The importance of cherishing could be highlighted by the fact that 83% of those who were fully working received positive comments from their cited noticing commentators, while all those who were partially working were engaged in a mutuality of commentary or had received earned or corrective positive comments.

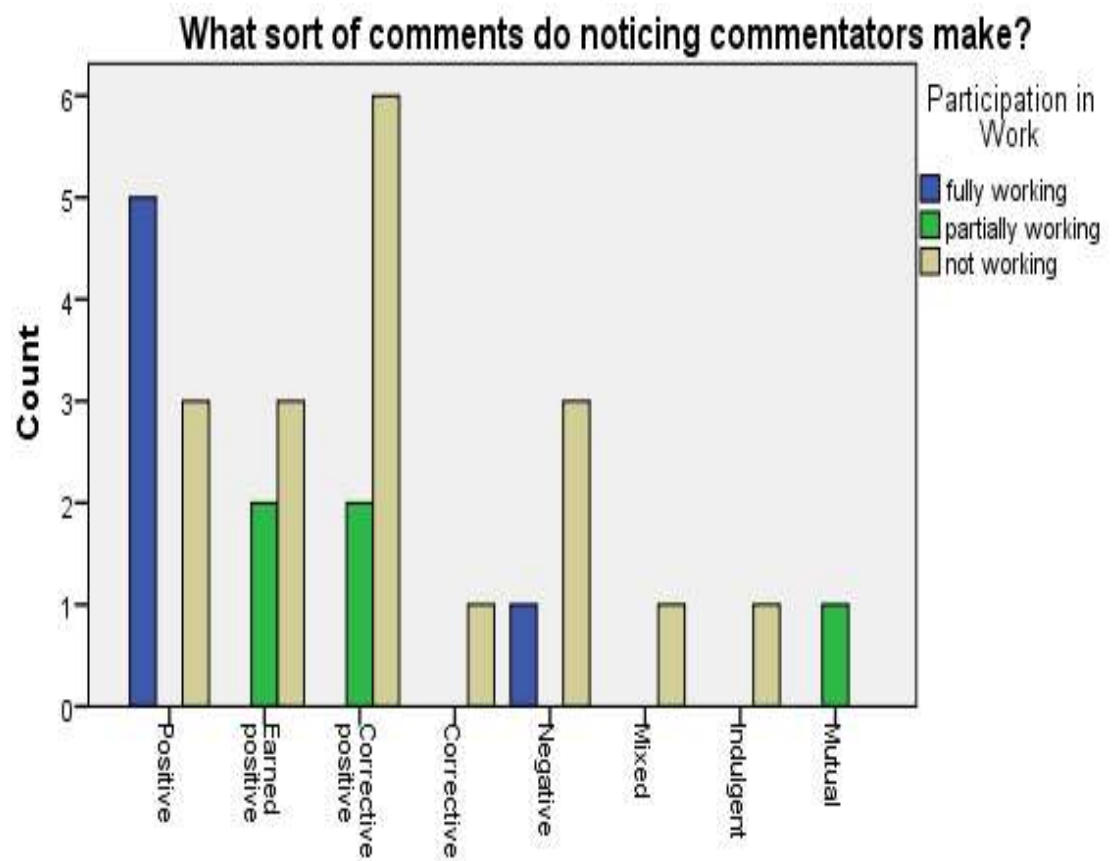
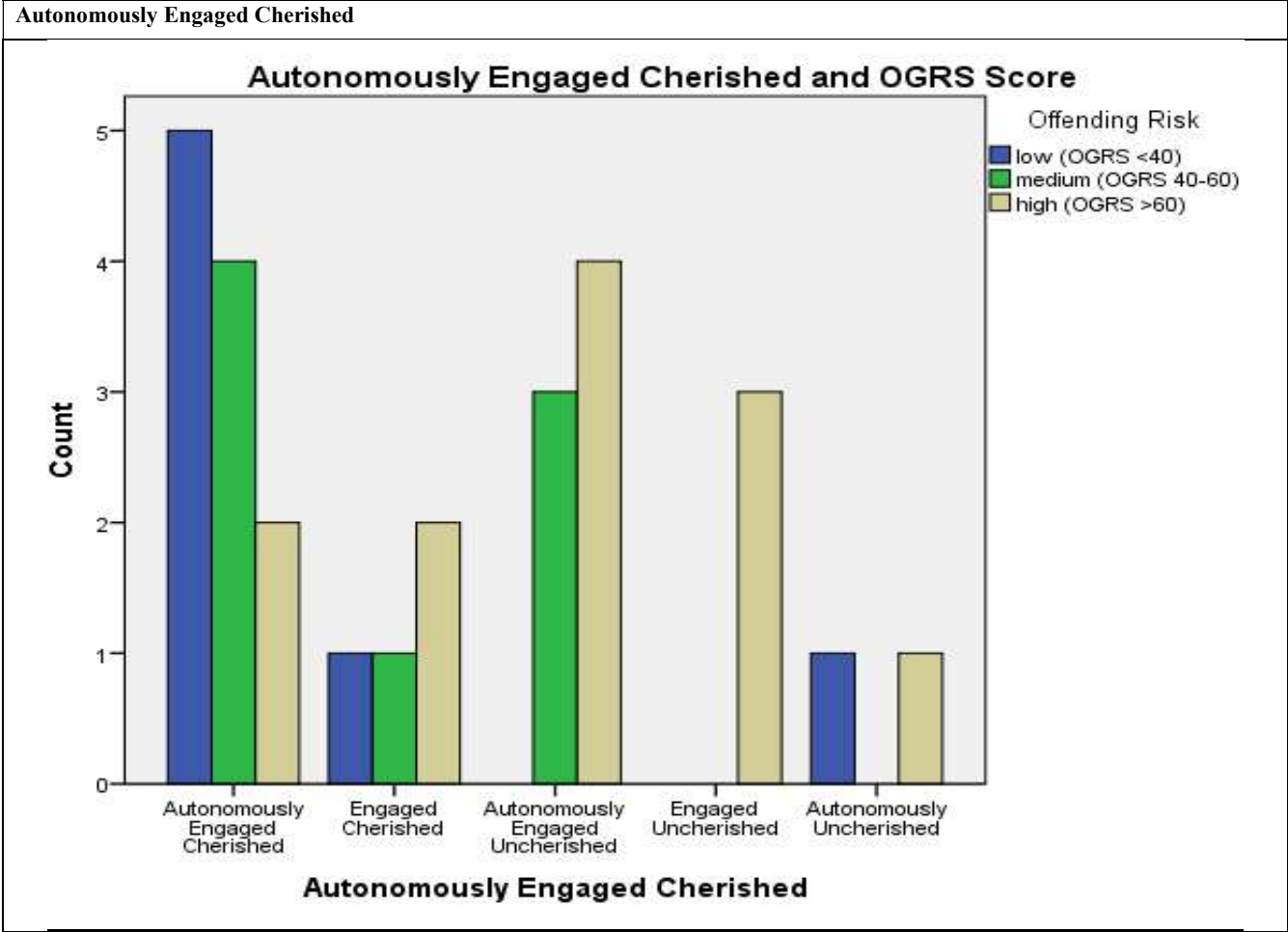


Fig. 10.24 What sort of comments do Noticing Commentators make?

Being corrected, however, whether alongside positivity or not, appeared to be more largely associated with worklessness, with 78% of those in receipt of these corrective comments being workless, while negative, mixed and indulgent comments also appeared to be related to worklessness. Thus, couching comments in positive, mutual and earned terms, rather than negative, mixed, indulgent or corrective ones, might foster contributory engagement such as through work in autonomously engaged cherished lives. 71% of those with a low offending risk appeared to be autonomously engaged in terms of being cherished,<sup>27</sup> as opposed to only 17% of those at high such risk.



<sup>27</sup> See Autonomously Engaged Cherished table

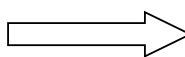
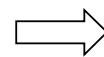
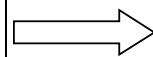
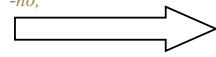
| What sort of comments do Noticing Commentators make?                                                                                                                                                  | Do you think you are valued within society?                                                                                    | What makes you think that are valued/unvalued within society?                                                                              | Do you think anyone cares about what happens to you?                                                                                                                                                                                                                        | Autonomously Engaged Cherished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                            |                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Positive<br>Indulgent<br>Earned positive<br>Corrective positive<br>Mutual<br>Corrective<br>Negative<br>Mixed<br><br> | Yes<br>Equivocal<br>No<br><br>                | Treatment-Related<br>Action-Related<br>don't know<br><br> | -yes,<br>-I think so,<br>-my kids,<br>-I hope so,<br>-I do now,<br>-No, but acknowledges partner does but everyone else doesn't and partner/spouse doesn't come into that,<br>-no,<br><br> | <div>1=G*+B/G+G/P**+B/G=Autonomously Engaged Cherished<br/>2=B**+B/G+B/P**+B/G=Engaged Cherished<br/>3= G*+F***+G/P**+F*** OR G+B+P+F=Autonomously Engaged Uncherished<br/>4= B***+F***+B/P**+ F*** OR all F and B=Engaged Uncherished<br/>5= F + F+ G +G/B OR F+G+G+G=Autonomously Uncherished<br/>6=all F= Uncherished<br/>*One can be blue/absent as long as the other is green<br/>** One can be absent as long as the other is blue<br/>***one or other to be fawn</div> <div></div> <div><table><tr><td>B=blue<br/>G= green<br/>F= fawn<br/>P= purple</td><td>Cherished=absence of fawn<br/>Autonomy=presence of non-italic green<br/>Engagement= minimum of 1st set of non-italics green/blue</td></tr></table></div> |  | B=blue<br>G= green<br>F= fawn<br>P= purple | Cherished=absence of fawn<br>Autonomy=presence of non-italic green<br>Engagement= minimum of 1st set of non-italics green/blue |
| B=blue<br>G= green<br>F= fawn<br>P= purple                                                                                                                                                            | Cherished=absence of fawn<br>Autonomy=presence of non-italic green<br>Engagement= minimum of 1st set of non-italics green/blue |                                                                                                                                            |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                            |                                                                                                                                |

Fig. 10.25 Autonomously Engaged Cherished and OGRS Score

In terms of actively providing cherishing, 81% of participants appeared to hold a sense of intrinsic responsibility to be cherishing to others and to the world, even if they themselves did not feel cherished. Only 16% of participants saw the failure of others to care about them as a legitimate reason not to care for others nor the world. Only 1 participant denied the premise altogether, since, for him, ‘God cares’, so it will never be the case that no one cares for him.

Do you think you have no need to care about anyone nor care about the world, if no one cares about you?

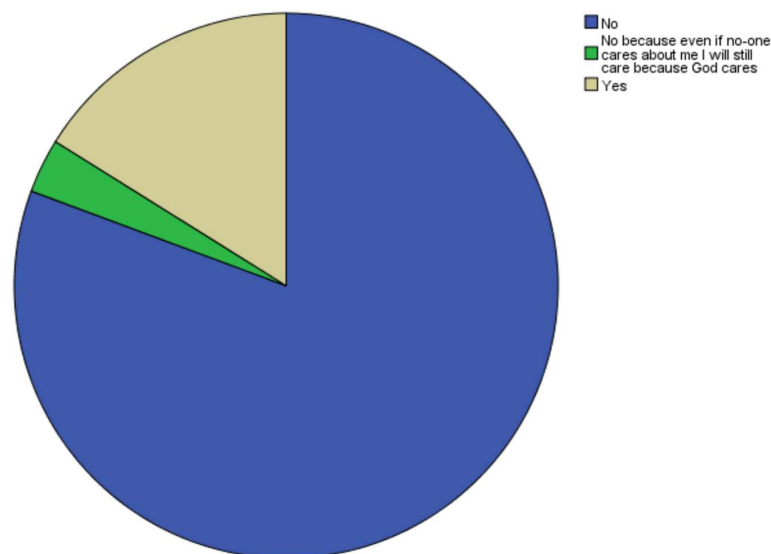


Fig. 10.26 Do you think you have no need to care about anyone?

However, although 4/5 of participants thought they should care, only 9% appeared to have tangibly helping others embedded within their daily lives, and none of these had a low offending risk.

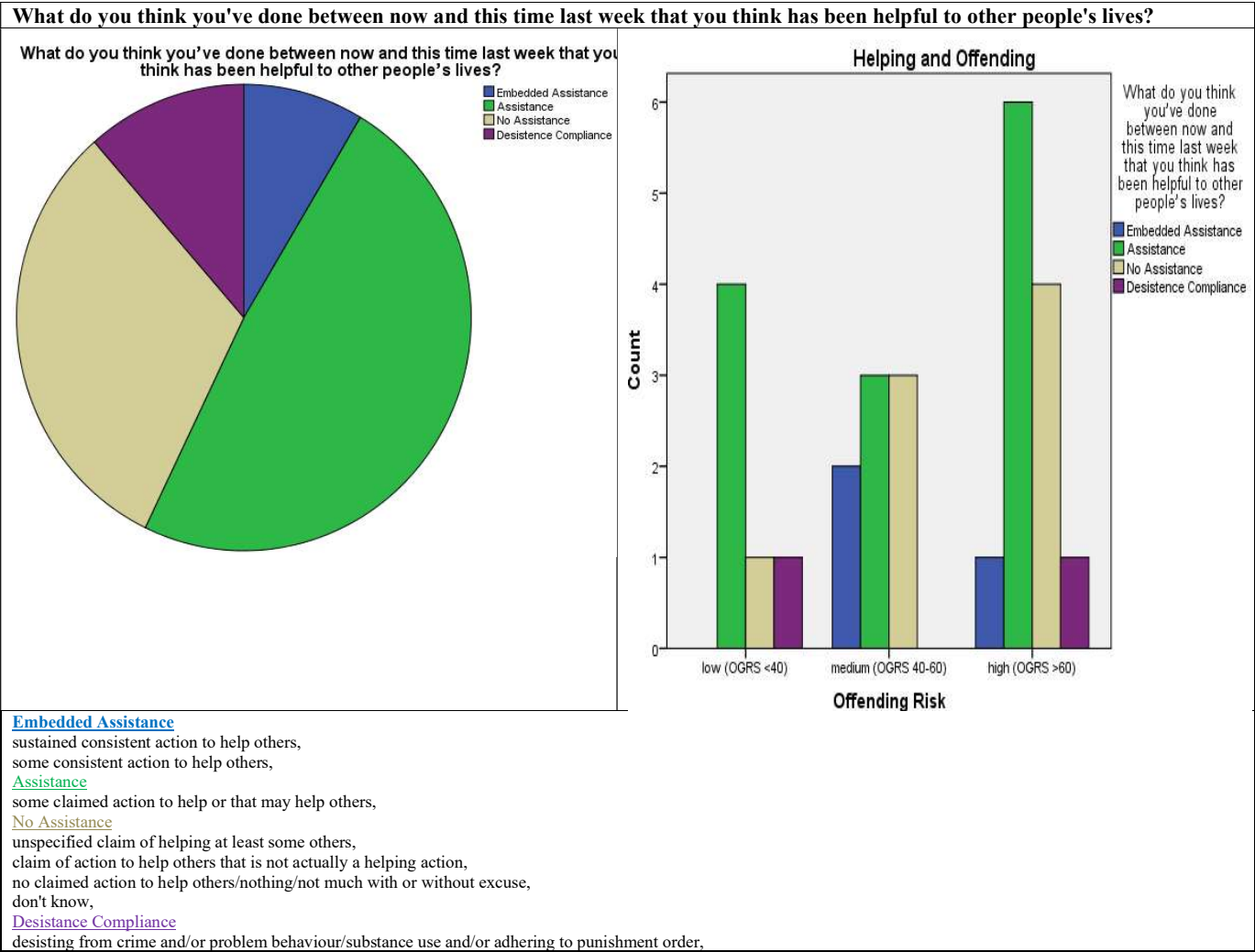


Fig. 10.27 What do you think you’ve done?

This might be because those at raised risk of offending may feel that they **are** being

helpful but that it is not being reciprocated, as one participant eloquently described his feelings of ‘mistrust’ in this regard\*\*<sup>28</sup> in a similar context.

Interviewer: Do you want to co-operate with other people?

\*\*Interviewee: Can... well... sometimes.

Interviewer: You're sort of putting your head on the side in a questioning way there?

Interviewee: Sometimes, sometimes **I just can't be bothered.**

Interviewer: Yeah (pause) yeah. What makes you feel you can't be bothered?

Interviewee: Don't know, don't know really because where I've been... **I've helped people out, [pause] been used [pause] so it makes me mistrust.**

Interviewer: Hmmm. In what way do you feel that you've been used?

Interviewee: Well **I've helped people out this way, that way and when it comes to \_\_ back they won't do it so, I just think of number one now.**

Interviewer: That must be hurtful?

Interviewee: Yeah, oh yeah I mean I've gone... **bent myself backwards over people, helped this person, that person, so....**

Interviewer: And... so do you think that other people want to co-operate with you?

Interviewee: [pause] Might do.

Interviewer: Even as you say that you're shaking your head from side to side...

Interviewee: Yeah, yeah. I just... **I don't really take a chance with no-one no more.**

Interviewer: Right, right.

Interviewee: **You know what the old saying is, once bitten, twice shy.**

Interviewer: Right, yeah. Do you try to co-operate with other people?

Interviewee: [pause] No, not really.

Interviewer: Yeah, you had that questioning look on your face again as you thought about that.

Interviewee: Yeah.

Interviewer: Erm... what do you think would happen if you did try?

Interviewee: Probably clam right up.

Interviewer: Hmmm, hmmm.... hmmm....

Interviewee: **That's the thing, I just don't trust no-one no more.**

Interviewer: Hmmm... why do you think that is?

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<sup>28</sup> Shown in **red**



Interviewee: **Lost all faith.**

Interviewer: Yeah.

Interviewee: **That's what it is, lost all faith and trust in... so... that's what happens really.**

Tab. 10.8 Partial transcript

Indeed, only one participant spoke eloquently<sup>29</sup> about helping other people \*.

*\*It would be 'nice to leave something....a little legacy....if you teach someone something and they're teaching whoever else years down the line and say oh yeah, I remember this old boy teaching me....that's your sort of longevity....I've got old boys that are dead now but I can still recall the first time they showed me something and when I'm showing someone else it, their name always comes up.....and that's my way of letting them know.... they're still making a contribution'.*

Tab. 10.9 Participant quotation

### **Official Intervention to Share De-Brutalisation and Advance Lives**

When it comes to intervening in people's lives, the legitimacy of this must surely rest entirely upon whether it does help people. In this way, any form of official intervention may be better legitimised by enabling individuals' potential to be advanced to effectively facilitate de-brutalised ways to become fulfilled without crime. Equally, it is likely to be important to ensure that any intervention does nothing to create the opposite of what it claims to intend, for example by undermining advancement of potential or by adding to brutality, such as where interventions had been delayed to the point that they were no longer relevant, but only impeded an individual's working life, causing unnecessary inconvenience and keeping people trapped within a criminal identity\*.

#### **\*One participant said;**

'I'm not going to re-offend, my crime was done 6 years ago, I've been working in the same job ever since' and 'I come in here (to probation), I say hello, thank you very much, goodbye, you know, yeah lovely nice sunshine and how was your holiday. I think I'm

<sup>29</sup> When asked 'What do you think you can learn from society?'

probably typical' and 'I was dealt a really shit hand,' and 'I don't use probation services, probation services uses me. I think it uses me by keeping track of me that's all, I come in here and see whoever I had to see I've had several probation officers interview me since I've been here you know. Probation officers have not been any use in any way at all. I don't need them. I didn't need anything at the start but like I say I was under the cosh for 5 years before, I pleaded guilty at the first chance and four years later I got sent down, it should have been done in the first year, shouldn't have waited four years for me to get sentenced when I pleaded guilty. Probation has done absolutely nothing for me apart from take my Thursday mornings up. If I was doing any work, my hourly rate is £480 an hour so taken an hour out of my day, admittedly they've been very good. I mean for me to go and stand somewhere for an hour and put my professional opinion over, it's going to cost somebody a lot of money. Fair play to them here at the end of the day because they've been really good to me and I said well I'd like to do it on a Thursday morning, I'd like to do this, I'd like to do that and they said yes, that's fine, they said would you like an evening meeting I said no because I can't guarantee I can make it, I said I know that Thursday's I go into work at eight o'clock, I come up here at ten o'clock and ten past ten I'm back in the office or on my way out to go and do my job. But it's also taken those other two hours out where I should be off doing stuff trying to rush my way round so.'

Tab. 10.10 Participant quotation

Interventions, and the legalities that surround them seemed to need to be swift to allow individuals to move on, though there are likely to be some cases incapable of swift resolution, where individuals may rightly never be able to return to the work they were previously doing, such as where a participant had been convicted of stealing from the bank for which he worked.<sup>30</sup>

This same participant\*\* had also been convicted of a sexual offence against a child, though he minimised it by saying it only went as far as 'grooming'. In this context he spoke impersonally of the jobs for which this would also make 'certain people' ineligible, but he nevertheless showed an ability to think issues through using empathy\*.

**\*\*One participant said;**

'You do need controls over certain people, what jobs people do' such as 'somebody who's committed sexual grooming' not 'to go and work in a school' and 'I as a parent myself, \*I wouldn't want myself teaching in a school. I think that I, I'm determined to not re-offend and everything but it would be stupid to even put myself in a potential dangerous position having committed a crime, that would be wrong' but 'if you've got a certain crime like a sexual offence, should that affect erm, somebody working in an office as a recruitment consultant where maybe, you know, have any dealing with people under 16'. There should be a 'system' that is 'looking at each individual case and saying, what's this person's crime, what job is the person going for and then that puts the onus upon that person as they're going for each job has to tell probation which is a bit of a bind for them but still, I, I would much rather be able to

<sup>30</sup> See Change and Work table

sort of get in touch with PPU and probation and say you know, I'm going for such and such a job erm, you know what my background is, my criminal record, do you think this job is applicable for me, do you think I'm able to do it, yes or no, if it's a yes say, do you really think that disclosure is necessary for this and maybe in some cases it's yes and other cases it's no' but 'that isn't an easy system to put in place, Perhaps it's easier to put in place just having an overall system saying you have to disclose but I think it would actually, I think it's an obstacle sometimes, an unnecessary obstacle at times for ex-offenders which, let's face it, if you can put an ex-offender can get into a job, get their **self-esteem\*\***, and as well **'boredom\*** would often make people re-offend so if you take them off the street, off, you know off the street, put them into a job, get them, give them the self-esteem, they're quite often going to be less likely to re-offend.'

Tab. 10.11 Participant quotation

He also highlighted the importance of constructive activity, when he spoke of the importance of keeping people **occupied**<sup>31</sup> so they do not offend through **\*boredom**, and of ensuring people have access to work to obtain personal **value earned through work**<sup>32</sup>, in order to prevent the low **\*\*self-esteem** that might exemplify a harm to be de-escalated. In such ways, intervening to advance lives, by supporting desistance very broadly, might involve wider interventions across society.<sup>33</sup> This might include the suggestions raised by participants<sup>34</sup> themselves, including offering such things as provision, appropriate consequences, support and strategies for dealing with high risk situations, work, money, family and non-exposure to high risk situations.

Interventions, including school, as well as the structure of wider society more broadly, perhaps needs to be organised to nurture automatic desistance not recidivism<sup>35</sup>, alongside holistically tackling problematic emotions that might arise out of desires, needs, vulnerability and the struggle to cope<sup>36</sup>. Central to this, might be the offender him/herself<sup>37</sup> and his/her interaction with him/herself and his/her society and official

<sup>31</sup> See **\*Living a life helpful to improving life and work** table above where it references **\*\*\*'busier so I prefer that, it keeps you occupied'**

<sup>32</sup> See **\*Value earned through work** in 'What makes you think you are (un)valued within society?'

<sup>33</sup> See Supporting Desistance column in Personal Responsibility In Interventions table

<sup>34</sup> See Supporting Desistance column in Personal Responsibility In Interventions table

<sup>35</sup> As considered when discussing in Problems in Chapter 5

<sup>36</sup> As considered when discussing in Emotions in Chapter 5

<sup>37</sup> See Supporting Desistance column in Personal Responsibility In Interventions table

interventions. In this it seems likely to be valuable to encourage the expression of ideas from individuals themselves, from an early age, with regard to how they might effectively be personally managed, to encourage personal responsibility for outcomes and responses,<sup>38</sup> that might enhance interaction, whilst developing propensities for expressing ideas for self-management, even if those ideas require input from others to be implemented<sup>39</sup>.

Examining individuals' ideas within the context of their actions might be particularly important given that the participant cited above in Tab. 10.9 had also said 'I took a year off and went round the world, liked Asia so much that I decided, you know, I decided to work out there, applied, got myself a job in Asia and **Thailand**'<sup>40</sup>. This may be of interest, since this participant had been convicted for a sexual offence against a child and Thailand has a reputation as a centre for child sex tourism and child prostitution<sup>41</sup>. Similarly, another participant, who had spoken repeatedly of his drug use and how cannabis should be legal and of his positive relationship with cannabis, said he 'went to **Amsterdam** by myself'<sup>42</sup>, when Amsterdam has a reputation as a centre for cannabis tourism<sup>43</sup>. In these ways, going to *other* locations, where conduct that is considered brutalising to the self or others in *this* location is normalised, may create a sense of acceptability and possibility for brutal conduct. Going online might represent just *another* such location.

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<sup>38</sup> See Supporting Desistance column in Personal Responsibility In Interventions table

<sup>39</sup> See Supporting Desistance column in Personal Responsibility In Interventions table

<sup>40</sup> See Change and Work table

<sup>41</sup> Singh, J.P.; Hart, Shilpa (2007). 'Sex Workers and Cultural Policy: Mapping the Issues and Actors in Thailand'. *Review of Policy Research* 24 (2).

<sup>42</sup> What do you think you've done between now and this time last week that you think has been helpful to improving your life?

<sup>43</sup> 'Each year, some 1.5 million tourists visit Amsterdam to consume cannabis' (BBC News Europe website 1:2012), and Amsterdam 'relies heavily on tourism, and cannabis users make up about a third of its total visitors' (BBC News Europe website 1:2012)

Anecdotally, an anonymous former inmate of UK sexual offenders' unit told the researcher, in a friendship capacity, that it was the normalisation of 'boy love' online that made him believe it was acceptable to have sex with children.

Together these comments could highlight the value of creating a shared universal understanding of acceptable conduct, applicable across all arenas and societies, the basis of which may already exist, if properly enforced, in the UNDHR<sup>44</sup>. This perhaps needs to include work-place societies, such as where that work is joining the **army**<sup>45</sup> or is other violent work, for 'most of my crimes are violence, fighting', mostly work-related violence in **bouncer work**<sup>46</sup>. Where **work\*** such as this, or its **lack\*** or **type\***, or any other conditions, identities and interactions<sup>47</sup> are brutal, like those raised or considered by participants in this study<sup>48</sup>, they might need to be de-brutalised through interventions that advance alternatives to that brutality.

#### **Brutal conditions**

Practical Difficulties of **\*lack of Money/Transport/Decent Location/Housing/\*Rewarding Work**  
 Restricted Options And Opportunities For Advancement  
 Feeling unprotected by Rules/Law/Society, but, instead, targeted/punished/unfairly treated by Rules/Law/Society  
 Endemic crime, punishment, inherent harm and wasted potential  
 Being systemically brutalised and brutalising, actively and by default  
 Dearth of de-brutalising systems

#### **Brutal identities**

Emotional/Psychological/Physical/Substance Use Problems  
 Preferences for Unearned Acquisition/ Dependency On Others/Destructive Manifestations Of Independence/Offending/Brutalising Identities  
 Laziness/Inertia/Deferral Of Action  
 Solutions/Moralities/Drives/Desires which lead only to further problems  
**Negative Attitude to Work/Earning Acquisition/Education\***  
 Difficulties managing Functioning/Autonomy/Problems  
 Dearth of Active Happiness/Aspirations

#### **Brutal interactions**

Difficult Educational/Learning /Societal/Official Experiences and Interventions  
 Insufficient Gentle/Peaceful/Empathetic/Caring/Encouraging Behaviour And Treatment  
 Aggressive/Violent/Unempathetic/Uncaring/Repressive Behaviour And Treatment

<sup>44</sup> The Universal Declaration of Human Rights

<sup>45</sup> See Discussions Of Alternatives To Offending table

<sup>46</sup> See Why Would You Break The Rules And Deprive Others Of That Protection And Work table

<sup>47</sup> As considered and raised by participants throughout this research and summarised in the grid below

<sup>48</sup> As considered and raised by participants throughout this research and summarised in the grid below

|                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dearth of Positive Experiences/Positive Behaviour And Treatment/Positive Domestic Situations<br>Difficult Social Engagement/Family Life<br>Insensitivity to Causing or Allowing Harm/Feeling Harmed<br>Conducting or condoning brutalisation /Feeling brutalised |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tab. 10.12 Brutal conditions/identities/interactions

Such alternatives are likely to need to include obligations upon people to undertake advancing, de-brutalising activity within work or education, and to earn acquisition, regardless of any *\*negative attitude* to this, just as much as there is also likely to be a need for an obligation on society to provide access to advancing non-brutal work. Without this universal working participation it is impossible for society to fund sufficient services to deliver all that is needed. Society requires mutual obligations, including to address brutal conditions, identities and interactions, where societies and individuals combine to de-brutalise lives.

These mutual obligations may need to approach interventions in shared ways that discuss situations mutually respectfully, recognising the personal responsibility of individuals **and** the professionals **and** systems within which individuals are being obliged to operate, to discuss moralities, including the naming thereof,<sup>49</sup> the legitimacy of rules, including the protection thereof,<sup>50</sup> the causing of harm, including the sensitivity thereto,<sup>51</sup> the brutality of functioning and of social and work situations, including functioning assets versus liabilities,<sup>52</sup> action versus deferment<sup>53</sup> and personal responsibility versus dependency<sup>54</sup>.

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<sup>49</sup> As considered when discussing Moralities in Chapter 3

<sup>50</sup> As considered when discussing Moralities in Chapter 3

<sup>51</sup> As considered when discussing Functioning and Brutalisation in Chapter 5

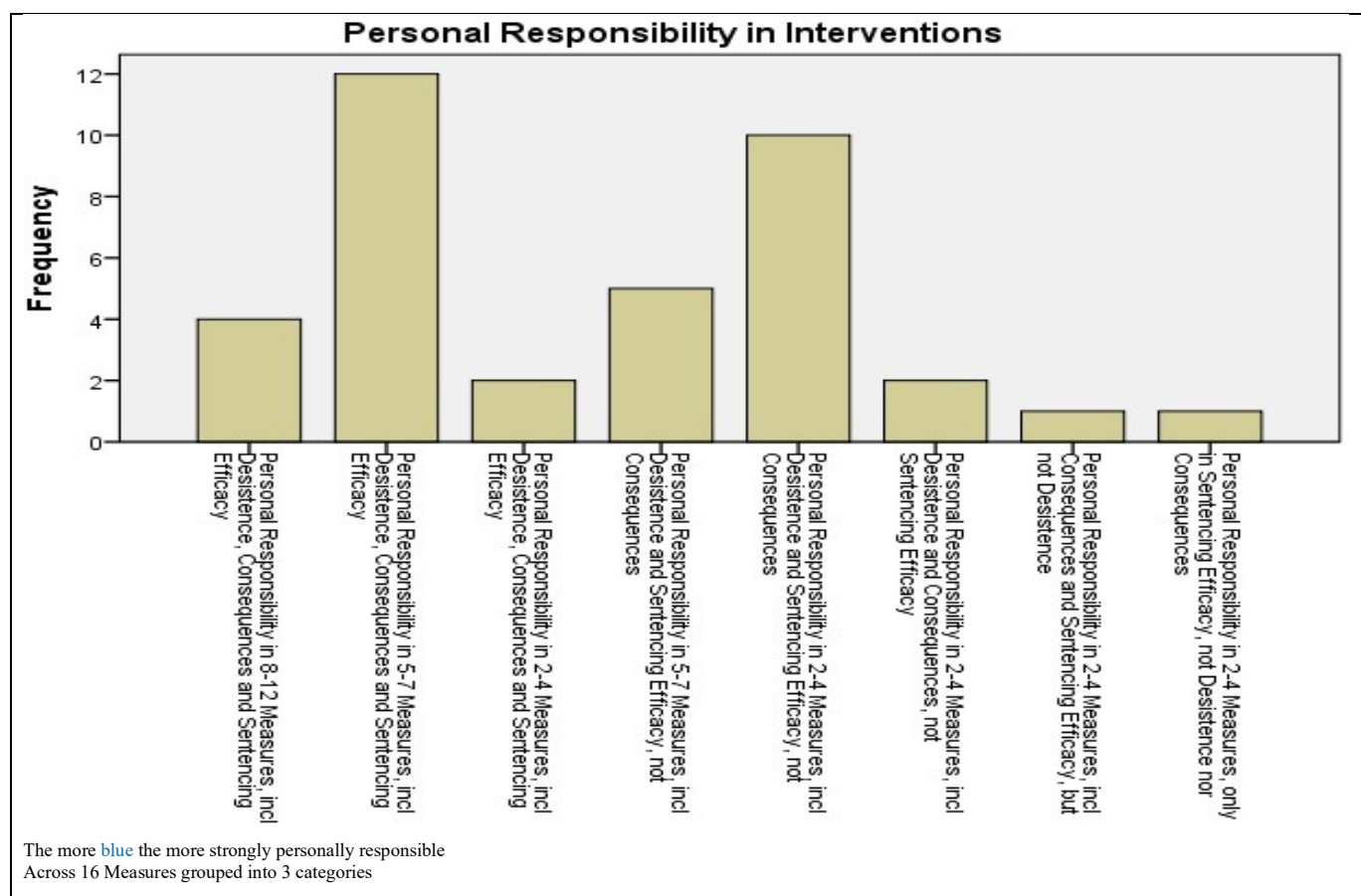
<sup>52</sup> As considered when discussing Functioning and Brutalisation in Chapter 5

<sup>53</sup> As considered in Deferment and Brutalisation in Chapter 5

<sup>54</sup> As considered in Dependency and Brutalisation in Chapter 5

### *Personal Responsibility in Official Intervention*

Personal responsibility is critical, including perhaps providing opportunities to take personal responsibility to self-contain where possible rather than imposing any external containment. Such self-containment could be monitored using technology<sup>55</sup> since personal responsibility for self-intervention, within existing interventions, was frequently lacking. Only 4 participants seemed to demonstrate personal responsibility within interventions across at least half of the measures<sup>56</sup> used in this study. However, this could be as much an indictment of the nature of current interventions, from school to criminal justice, as of personal capacity for responsibility within interventions per se.



<sup>55</sup> See Table 3.13 in Chapter 3

<sup>56</sup> 8 or more out of 16 measures

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| <p><b>Supporting Desistance</b><br/> <b>381 from162</b>What would help you to stop offending?<br/> 5=Self<br/> 6=Work<br/> 1=Official Provision<br/> 2=Prison Consequence<br/> 3=Money<br/> 4=Non-Exposure<br/> 7=Support</p> <p><b>410 from227</b>What reaction to your offences would be most likely to stop you doing it again?<br/> 1=Personal<br/> Consequences or Loss<br/> 2=Personal<br/> Consequences<br/> 3=Positive Intervention<br/> 4=Justice<br/> Consequences/Positive Intervention<br/> 5=Justice Consequences<br/> Justice Consequences /Personal Loss<br/> 6=No ideas</p> <p><b>441 from228</b>What other way could your offences have been dealt with effectively instead of punishing you?<br/> 1=No or nominal or street Punishment<br/> 2=Existing Punishment</p> <p><b>380 from161</b>What would (or did) make you want to stop offending?<br/> 1=Doesn't want to harm<br/> 4=Wants a life<br/> 5=To be better<br/> 6=Circumstances<br/> 7=No reason given<br/> 2=Others<br/> 3=Prison<br/> PLUS<br/> 161.10=not wanting to harm others and thinking he won't get far in life with crime and being scared of going to prison,<br/> 161.11=having done all courses inside want to implement that and get work not offend on release,<br/> 161.21=I have stopped, now if I'm provoked I just laugh at them and walk away, I have grown up like,</p> <p><b>443 from288</b>How do you think people should be dealt with when they commit offences?<br/> 2=Rehabilitation alongside punishment<br/> 3=Punishment<br/> 4=Offence centred<br/> 5=Offender centred</p> | <p><b>Sentencing Efficacy</b><br/> <b>394 from197</b>Would you want to be in charge of imposing a sentence on yourself and being trusted to take responsibility for managing yourself through that sentence?<br/> 1=Yes,<br/> 2=Yes and No<br/> 3=No<br/> 4=Justice Lacking<br/> 5=Don't know</p> <p><b>195</b>Under the current system, with a court imposing a sentence on you and probation services managing you through that sentence, do you think you have control over your rehabilitation?<br/> 1=yes,<br/> 2=once you get out of prison you do,<br/> 3=I suppose so,<br/> 4=hopefully so,<br/> 5=no,</p> <p><b>196</b>How/how not?<br/> 6=because I want to be rehabilitated this time, nothing works if you don't want it to,<br/> 7=because I am changing my lifestyle and avoiding the pub,<br/> 8=because I have choice over what I do and/or whether to stop offending and/or whether to attend probation,<br/> 9=because I can make the most of it to take this chance to think things through,<br/> 10=because I did everything for myself and the system and probation were no help at all,<br/> 12=because I need to put myself into the work that probation is doing to help and support me,<br/> 14=because I've succeeded this time,<br/> 15=because probation instead of jail gives you a last chance to choose to go the right way,<br/> 16=because I use the skills learned at probation when I am away from probation,<br/> 17=because I'm the one that's got to do it because it's me and it will be me sent to prison if I don't,<br/> 18=because I want to be rehabilitated and probation helps me and teaches me, whereas prison would be unpleasant and dangerous,<br/> 19=because probation and courses is just something I do, someone to come and talk to but I've not got much to talk about,<br/> 20=because I don't want to offend anymore, coming to probation to talk helps,<br/> 1=because it's their call what I have to do/ whatever the judge give me I have to do,<br/> 2=because I'm under a court order, if I mess it up I go straight to prison,<br/> 3=because it's nothing to do with me,<br/> 4=don't know,<br/> 5=probation has been a pointless unhelpful formality with no consequences if I fail the regular drug testing on DOR,<br/> 11=because I am being trusted not to commit offences,<br/> 13=because I am not tagged,<br/> 21=because I choose to come here and choose to engage because I'd rather than be sent to jail if I don't,<br/> 22=because you have to tell probation officer if you need help and this time probation hasn't been conducted as well as other times,</p> <p><b>194</b>If you were the judge imposing a sentence on you, what sentence would you impose to rehabilitate you?<br/> 3=I'd impose that I'd do work, but not unpaid because I won't do unpaid work,<br/> 4=a suspended sentence,<br/> 5=prison,<br/> 6=tagging order,<br/> 7=I would prefer prison as it is a lot easier and over more quickly than probation but probation is more effective than prison,<br/> 8=prison was a waste of money and time, community service better as I'd be giving something back,<br/> 9=community services to keep me occupied and probation as long as the probation officers took the time to spend plenty of time with me,<br/> 10=noncustodial probation with courses and refresher courses to see where I had gone wrong,<br/> 12=restrictions on shopping, such as a ban or having to be accompanied,<br/> 13=something to make me wake up to the need for change and to take responsibility, my driving ban helped with that,<br/> 14=get a job or get sent to prison if I didn't,</p> | <p><b>Punishment Consequences</b><br/> <b>229</b>Does punishment make you more or less likely to cooperate with society?<br/> 3=neither/no difference,<br/> 6=it's in between I mean you've got to take it on the chin haven't you if you've done wrong,<br/> 1=more,<br/> 2=less,<br/> 4=making me feel I am worth the trouble of helping made me feel more like cooperating,<br/> 5=it depends on the type of punishment,</p> <p><b>310 from26</b>Does being punished make you resent society?<br/> 1=No with acknowledgment<br/> 2=no,<br/> 3=Partial no with acknowledgment<br/> 4= Partial no<br/> 5=Mixed<br/> 6=Positive</p> <p><b>27</b>Do you feel like you are society's victim when you are punished?<br/> 12=a little bit yeah, not much. The victim probably feels worse,<br/> 1=no, because if you do something wrong you have to expect and accept punishment/I put myself there and it's for me to deal with it,<br/> 2=no/not really/not at all/no I don't think so,<br/> 3=no I don't feel like I'm beaten,<br/> 4=I've let myself down/ I've brought it upon myself, but hinting at blame on substances/others,<br/> 5=initially yes, but then you start realising that you do what you do so you get punished for it,<br/> 6=yes sometimes, but sometimes the punishment is for a reason,<br/> 7=uncertain/sometimes/temporary/partial but with a leaning towards yes,<br/> 8=yes cos alcoholism is an illness. I'm not blaming society totally. I have my responsibilities but there's little compassion,<br/> 9=yes or de facto yes because the police punish me but don't help me when I'm the victim,<br/> 10=yes or de facto yes because the police beat me up,<br/> 11=yes,</p> <p><b>312 from28</b>Does being punished make you feel sorry for your victim or sorry for yourself?<br/> 1=Victim<br/> 2=Both<br/> 3=Neither<br/> 4=Self<br/> 5=Variable</p> <p><b>29</b>Why?<br/> 7=I got myself into it and/or I did it,<br/> 11=I got myself into it/I'm the person that chose to do it and I'm sorry for what I've done and/or the people I did it to,<br/> 15=I got myself into it and/or I did it,<br/> 24=I was stupid,<br/> 1=I got myself into it/chose to do it/deserve punishment and I'm sorry for what I've done and those that suffered cos of it,<br/> 2=in some ways sorry for victim cos in this case they suffered physical injury and pain, that's not acceptable, I wouldn't want it to happen to me,<br/> 3=more or less sorry for the victim but no point feeling sorry for myself because shouldn't have done it in the first place,<br/> 4=I get punished for things but those who do me wrong don't, so you've got to be strong or you'll be vulnerable,<br/> 5=being on the receiving end of punishment makes me feel sorry for myself and if victims are on the receiving end of what I did then I feel sorry for them, but sometimes I don't feel sorry for them if they are equally to blame with me,<br/> 6=it was an unfortunate happening,<br/> 8=I feel sorry for the victim but also for myself because I have to deal with the consequences,<br/> 9=sorry for self cos of punishment but learned of victim suffering hearing victim impact statement and doing courses,<br/> 10=I feel stupid and sorry for myself for letting myself and my family down and for my victim if I have done anything to them,<br/> 12=because something bad happened to the victim and because I don't want to go to jail or probation,<br/> 13=I did wrong and I accept the consequences but it was only shoplifting so I don't feel sorry for my victim,</p> |
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| 7=Justly<br>8=Warning<br>1=Self centred<br>6=Endorses status quo PLUS<br>288.19=same as now, but not tagging which is useless, build more prisons because it stops crime, get them when they're young. | 15=courses to talk things through and a chance to talk to someone who will help me look at myself,<br>16=I wouldn't have given me anger management, the system is just against the likes of me, while others who have done worse get much easier sentences than me and sentencing just depends on what illegal activity the judge has been up to the night before,<br>11=no sentence because I didn't do anything wrong,<br>1=same/similar sentence as s/he's been given or endorses correctness of sentence s/he's been given,<br>2=don't know or can't specify,<br><b>137 When a court imposes a sentence on you do you think it is an opportunity to change your life?</b><br>1=emphatic yes,<br>3=hesitant yes,<br>4=yes, dependent on type of sentence,<br>5=this time,<br>6=can be/maybe,<br>7=I'd have thought so, it's what they want, it's half and half for me, it ain't gonna make me change my life, it's just a warning, a kick up the bum,<br>8=should do but it doesn't,<br>9=no,<br>2=yes,<br><b>370 from 140 What changes does it trigger?</b><br>1=Provokes thought<br>2=Substance abuse/violence<br>3=Access to help<br>4=Fear of consequences<br>5=Attitude<br>6=Negative<br>7=De facto Fear of consequences | 14=I don't believe there was a victim,<br>16=if someone has wound you up you don't feel sorry for them you want revenge,<br>17=my victim deserved what he got because he treated me unfairly and I found out later his company had done bad things and I call him Taliban, but I accept the punishment I got because I did wrong,<br>18=because it was only a hotel and no one was harmed and I'm paying them back, but I did cause partner misery so sorry for that,<br>19=because it was just shops and they can claim on their insurance and have their own money,<br>20=because it was just shops and they can claim on their insurance and are rich and exploit people anyway,<br>21=I got dragged/lured into it and I shouldn't have been punished and the people who should have been punished walked free,<br>22=I got hit and if I hadn't done what I did I wouldn't be punished,<br>23=I don't know why but I cry and feel sorry for myself and not for what I have done nor victim,<br>25=I was victim, hurt self, let self down, never hurt others, just maybe shamed family, let them down, let substances rule, got lazy, went into dream world, a way of having to...my fault, got to get on with it.<br>26=initially both but now s/he realizes its got to be the victim s/he should always feel sorry for and one can't blame ones circumstances,<br>27=initially both but now s/he has read what the victim says and s/he doesn't agree with it so s/he doesn't feel sorry for the victim anymore,<br>28=not sorry for self, sometimes for people I used to do things to but don't do it anymore so don't feel bad anymore, |
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Fig. 10.28 Personal Responsibility in Interventions

Official Interventions might need to do more to nurture self-intervention and personal responsibility, such as in the ways in which it *supports desistance*<sup>57</sup> from the earliest indications of brutality and the earliest attempts to identify it, such as treating early bullying or animal abuse as serious, both in their own right and as symptoms to be addressed holistically, not tolerated nor ignored nor minimised nor simply prohibited untreated. In such ways, rather than tackling the infinite *avenues* for deploying brutality, it may be brutality itself that needs to be targeted, such that, as Mendick and Allen (2017) say, the 'history of violent knife crime' and the 'years of criminality' of Khalid Masood, *before* he even converted to Islam ([www.telegraph.co.uk/news/2017/03/24/khalidmassood](http://www.telegraph.co.uk/news/2017/03/24/khalidmassood)), let alone attacked Westminster, might legitimately be considered of more importance than his use of Islam as an idea through which to express that brutality.

<sup>57</sup> See Supporting Desistance column in Personal Responsibility In Interventions table above

Participants' ideas for self-management over such things might include some of the ideas cited by participants as interventions worthy of consideration. These included communication with individuals, such as counselling, sitting down and talking to understand the individual or asking individuals why they committed the offences, as well as facilitating resolution between people, such as one-to-ones between protagonists to resolve conflicts face-to-face to reach understanding, as well as preventative education, like educating young people about the consequences of getting involved in drugs and crime, preventing 'snowballing', where one crime leads to another, decriminalizing drugs, to prevent the initiation of the snowball effect and timely interventions, to avoid sentences being implemented several years after individuals may have already turned their lives around.<sup>58</sup>

However, participants also cited punishments, such as the 'street' punishment of beating up the offender, and, at the other extreme, persisting with meaningless punishments, such as continuing to add more points on a driving license, rather than invoking a driving ban, or such a long ban, or, indeed, by ignoring offences altogether.<sup>59</sup> Both such approaches run counter to sharing de-brutalisation, as the former adds to brutality and the latter permits brutality.

Ensuring that justice consequences, personal consequences, personal loss and positive intervention<sup>60</sup>, or their lack, do nothing to promote or passively permit brutality is surely vital, even if these things, or their lack, may discourage recidivism per se<sup>61</sup>.

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<sup>58</sup> See Supporting Desistance column in Personal Responsibility In Interventions table above

<sup>59</sup> See Supporting Desistance column in Personal Responsibility In Interventions table above

<sup>60</sup> Positive Intervention included human reaction to action and the absence of intervention respectively, as well as conventional intervention

<sup>61</sup> See Supporting Desistance column in Personal Responsibility In Interventions table above

In this regard, though risk of prison appeared to discourage recidivism, and utilising prison as a location for courses designed to support desistance appeared to be more directly supportive of desistance than other environments<sup>62</sup>, it is, nevertheless, vital that the environment within such places does not, in and of itself, promote or permit brutality. Thus, despite the fact that punishment, such as prison, was suggested by the punished participants in this cohort of offenders on probation as efficacious, it is still important to ensure any such process is not punitive per se.

This seems particularly the case when considering what the cohort suggested alongside any punishment. They spoke of the need for just and fair treatment, rehabilitation, a focus on the demands of the specific offender and specific offence, as well as deploying warnings, backed up, where applicable, with a very short, sharp shock, such as a night in the cells.<sup>63</sup> Within this, the components cited were support, ongoing help, a welcome back into society, love, assistance to change and to address their circumstances, the omission of criminal records, so that they can get work, courses to address their issues, respect for their personal decisions, such as if they did not want to join courses, a focus on moving forward rather than being dragged back to consideration of the past, to have ‘good’ seen in them and to be given a chance, learning more about individuals before judging them, as well as tackling offending early when individuals are young.<sup>64</sup> Thus, the advocacy of ‘punishment’ by participants may need to be seen within this context of the elements it could contain rather than as ‘punishment’ per se, especially since some suggested punishments have already been shown to be ineffective or worse than ineffective. In this regard, ‘doing nothing would

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<sup>62</sup> See Supporting Desistance column in Personal Responsibility In Interventions table above

<sup>63</sup> See Supporting Desistance column in Personal Responsibility In Interventions table above

<sup>64</sup> See Supporting Desistance column in Personal Responsibility In Interventions table above

have been better than exposing juveniles to the program’ that involved such things as spending a night in the cells (Petrosino et al 15:2013), despite being recommended by one participant.

Responses to criminality might also need to be placed within a context of personal responsibility, since, though participants frequently claimed personal responsibility within interventions that might support desistance, when reasons for wanting to stop offending<sup>65</sup> were based on reliance upon **circumstances** or **others**, this appeared to be most related to difficulties in desisting. All those who cited **circumstances** appeared to have a high OGRS score, as did all but one of those who relied on **others**. The only other reason to desist that featured amongst those with a high recidivism risk, was **prison**, which might represent the ultimate removal of personal responsibility and which might thus underline the importance of changing the nature of any obliged containment.

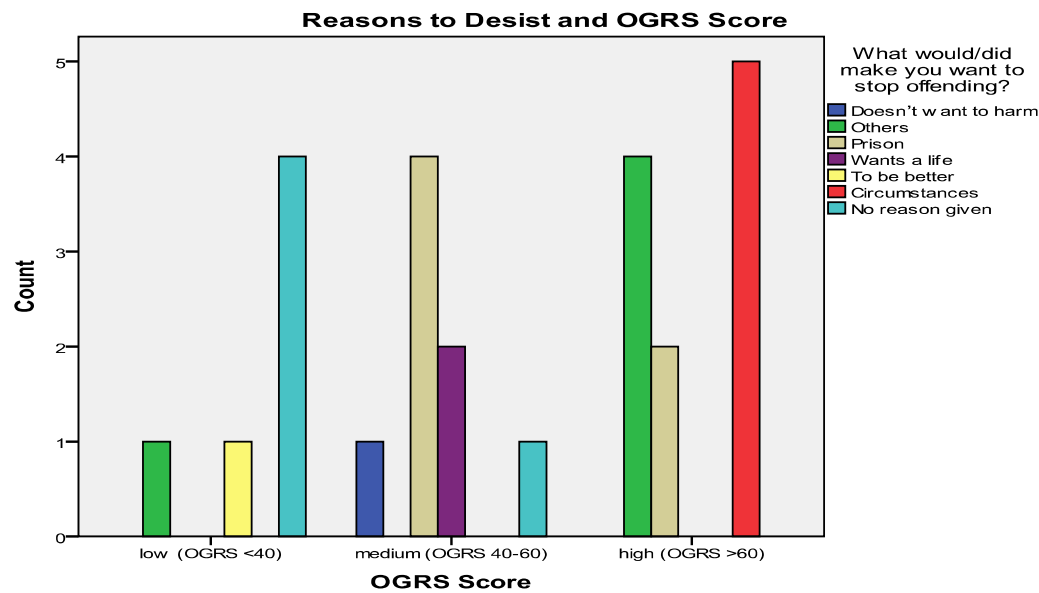


Fig. 10.29 Reasons to Desist and OGRS Score

<sup>65</sup> See ‘What would (or did) make you want to stop offending?’ in the Supporting Desistance column in Personal Responsibility In Interventions table above

If personal responsibility cannot be relied upon, then **containment** may be required, but any such containment might need to be arranged so as to develop that personal responsibility, rather than further undermine it. Likewise, supportive **others** and **circumstances** should surely only supplement, not replace, personal responsibility.

Furthermore, 80% of those who gave **no reason** had a low OGRS Score, suggesting that the whole issue of ‘what would (or did) make you want to stop offending?’ could be irrelevant to those who may be already moving on and thus already presenting a lower risk. Forcing individuals such as these back into an ‘offender’ identity with questions like this might be unhelpful or even counter-productive. As one participant said, he wanted to be allowed to ‘move forward’ not be constantly ‘dragged back’<sup>66</sup>, and, as another said, ‘I pleaded guilty at the first chance and four years later I got sent down, it should have been done in the first year, shouldn’t have waited four years for me to get sentenced when I pleaded guilty’ and ‘I’m still under the cosh for it. It has affected all my finances’<sup>67</sup>.

### *Substance Use in Official Intervention*

Though, as Martin Luther King Jnr said, ‘slow justice is no justice’, there are risks that might not allow for quick resolution, such as the potential for substance use to be an ongoing destructive force. Whether as alcohol or drugs, substance use appeared to be central to the discussion by participants of interventions. Realising the destructive consequences of substance use was cited as a turning point, as was managing to reduce or avoid substance use by just ‘doing it’<sup>68</sup>. Learning ‘life doesn’t revolve around drugs

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<sup>66</sup> How do you think people should be dealt with when they commit offences?

<sup>67</sup> In free comments at the end of the interview

<sup>68</sup> ‘Could this moment be a key turning point in your life and Why?’

and crime', along with the role the justice system appeared to play in such turning points, through substance use rehabilitation or being sentenced to drugs-programmes,<sup>69</sup> appeared to highlight the link between substances and brutalities, such as those currently defined as crime, and the destructive cycle between the two. It may, therefore, be that, when it comes to substance use, interventions need to be long and intrusive if brutality is to be effectively addressed. Sentencing, as an intervention, appeared to trigger some individuals to address their substance use, reducing or 'trying' to reduce substance use, sometimes alongside reducing or 'trying' to reduce violence and 'trying' to be 'nicer' or stopping dealing drugs. These apparent links between substance use and violence<sup>70</sup> may endorse the importance of tackling substance use as part of de-brutalisation. None of those who spoke of substance use with these brutal connections spoke of eradicating its use, only of reducing, or even only trying to reduce, it.

Furthermore, in other contexts, desistance by reducing substance use *further* or making substance avoidance *permanent*<sup>71</sup>, seemed to be still out of reach for several participants, demonstrating the fact that this is an issue that cannot be quickly resolved. Substances also appeared to be part of being evasive and were blamed for criminality, as 'I would never commit a crime sober'<sup>72</sup>, further underlining the link between substances and brutalities such as offending. Any consideration of desistance may, for all these reasons, need to include access to help managing substances. In this regard, one participant cited being sentenced to prison as helping him reduce substance use, so

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<sup>69</sup> 'What do you think have been the key turning points in your life?'

<sup>70</sup> 'What changes does it trigger?' when discussing Sentencing is an Opportunity for Change and Taking that Opportunity

<sup>71</sup> 'What's the next thing you need to do?'

<sup>72</sup> 'If I said that research suggests that 40% of offenders with three convictions seem to stop offending without any further criminal justice interventions (Carter 2003) would you think that would also be true of you?'

that ‘since I’ve been out I’ve just tried to carry it on’, and another saying his sentence gave him access to help to tackle substance use.<sup>73</sup> This apparent need to offend in order to get access to help with managing substance use may further underline the importance of interventions accessible for everyone, that do not rely upon awaiting the advent of more overt brutality, or even the need for containment cited here, before they become available.

One participant said ‘I’ve only just realized I’m an alcoholic and I have only just started to resist the craving for alcohol’ and another said his ability to avoid alcohol varied, both when citing improving actions not typical of themselves. Even a participant who said ‘I *usually try* and cut down on substance use’, saying his improving action was typical, only called it usual rather than always and *trying* rather than *doing*.<sup>74</sup>

Improving life by *trying* to stay off or stay away from substances, or *cutting down on* or *monitoring* them, including going to the pub *less*, were cited by others too as ways they improved their lives this week.<sup>75</sup> All of which language was again less than total in its tackling of substances, while another participant only cited such tackling of substances as incidental, saying ‘*I’ve lost my phone so I’ve lost dealers’ numbers and haven’t gone to get them*’, thus saying she is not getting any drugs only because of her circumstances.<sup>76</sup> This **reliance on circumstances to help protect oneself from substances\*** was also cited by the participant who said that living without work is

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<sup>73</sup> ‘What changes does it trigger?’ when discussing Sentencing is an Opportunity for Change and Taking that Opportunity

<sup>74</sup> ‘How is this improving action typical or not?’

<sup>75</sup> ‘What do you think you’ve done between now and this time last week that you think has been helpful to improving your life?’

<sup>76</sup> ‘What do you think you’ve done between now and this time last week that you think has been helpful to improving your life?’

actually helpful to improving his life because ‘I’m not working’ so ‘I’m not getting the money to, to like, before when I was working I’ spent ‘all my money on drugs but as now I haven’t got it, so it is kind of helping me not buy drugs’.<sup>77</sup> The structure of this explanation again lacked totality, with this participant changing tack mid-sentence so as not to explicitly say ‘*I’m not getting the money to*’ buy drugs, but instead *stammering onto a different tack\** with ‘*I’m not getting the money to, to like, before when I was working I...*’ Likewise, he says not working is ‘*is kind of helping me not buy drugs*’.

This perhaps not only endorses *\*the power of substances* but also *\*the power of the truth* and how difficult it really is to tell lies without discomfort. Such discomfort can be used by multiple technology deployed simultaneously, alongside an obligation to answer pertinent questions. The current weighting in justice on the obligation to *prove* the truth of an accusation, rather than to *tell* the truth when accused, as explained by a *senior military officer\**, might be incompatible with legitimate duties to one’s community under the UNDHR as well as being incompatible with sharing de-brutalisation.

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| <i>*A Senior Military Officer</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Accused of using cannabis in a country where such use is legal, he falsely denied that he had used, because of the consequences to his military career, saying privately to the researcher that ‘if you don’t admit it they can’t get you’ <sup>78</sup> . Legal anomalies, such as in this use of substances, where some are legal in some places and not others and where some, like alcohol, are legal in the same places where others, like cannabis, are illegal <sup>79</sup> , despite both being harmful <sup>80</sup> , undermine legal consistency and alignment of law with harm. |

Tab. 10.13 A Senior Military Officer

<sup>77</sup> See Living A Life Helpful To Improving Life And Work in its Composition in the Participation in Work Appendix and see How lives being lived were helpful, or otherwise, to improving life

<sup>78</sup> A senior military interrogation officer in Her Majesty’s Joint Services Interrogation Organisation alongside whom the researcher served and who told her he had smoked cannabis when on secondment to The Hague, for which he was reported by one of their mutual colleagues, and which he falsely denied, telling her privately he had done it but that ‘if you don’t admit it they can’t touch you’(Campion 1994)

<sup>79</sup> At the time the interviews were taken cannabis was illegal, though the law may be currently continuing on a road to softening this

<sup>80</sup> As considered in The International Journal of Drug Policy



Having said that, the use of substances might not be a legitimate area for such obliged truth as many ordinary working citizens, like this **senior military officer\***, use illegal substances, in ways such as those described by **one participant\*\***, who favoured illegal over legal substances to manage health and mentality.

**\*\*This One Participant:**

*'Cannabis is **relaxing** and the people I used to hang around with, smoking used to be sort of like erm, you'd go out and have a beer together, you'd go and have a joint together or whatever but.... it was social and it helped me in a great way' and who also said 'My convictions are all the same sort of stuff, smoking weed. And it's all to help... you know... I smoked in the past, I've had prob... I've had a lot of problems with my back, I get a lot of problems with my back, I try to not let it be a physical problem, I deal with, I deal with it day in day out but you know, I get a lot of pain, I don't sleep very well, cannabis would ease things, save taking tablets all the time, pain killers and stuff'.*

This participant favoured illegal over legal substances to manage health and mentality, whilst another favoured legal such means, saying *'If I run out of my depression tablets then I can be down and very grumpy but because I'm on depression tablets I'm fine, I'm always happy'*. Yet another participant spoke of the harm of a legal substance and being treated as a criminal for his inability to manage what is a wholly legal substance, saying *'alcoholism is an illness so I was punished for illness like the disabled being punished for being disabled'*<sup>81</sup>. In all these ways, systems, such as the law, appear to exist inconsistently with what people see as brutalising or de-brutalising to their lives.

Tab. 10.14 This One Participant

For some, illegal cannabis might be '**relaxing**' while legal alcohol may be problematic, with legal inconsistency, in terms of their harms, perhaps needing to be resolved to better align law with harm to enhance the credibility of the law. Even with these provisions, however, managing substance use seems likely to be absolutely critical, given its apparent power to override every other consideration, as illustrated earlier in this study. Substance use was connected to uncertainty with life, because, if it was not avoided, then life could not be 'on the way up'<sup>82</sup> and it was cited as a critical life negative to be undone<sup>83</sup>. It needed to be controlled, alongside problems with mentality<sup>84</sup>, and individuals needed to 'be off' substances, alongside having work<sup>85</sup>.

<sup>81</sup> 'Does being punished make you resent society?' in Punishment Consequences Column in Personal Responsibility In Interventions table

<sup>82</sup> 'How would you describe the point you are currently at in your life?'

<sup>83</sup> 'Do you feel your life is changing at the moment?'

<sup>84</sup> 'How would you like your life to be different?'

<sup>85</sup> 'How would you like your life to be different?'

The harm of substance use was cited as impacting the constructive activity of work, with one participant speaking of how he was now improving his life by working and ‘sorting life out after losing everything to substance use’<sup>86</sup>. This way in which substance use appeared to lead to the loss of ‘everything’, including work, served to highlight the inherent brutality and wasted potential in unmanaged and unmanageable substance use.

Participants that this research grouped as ‘non-workers’<sup>87</sup> spoke of being sacked for not turning up for work because of substance use or ‘I walked out’ or ‘stopped working’ because of substance use or being sacked for drinking and driving or for ‘not turning up for work lots of times’ because of substance use. As well as these non-workers, other participants also included substance use amongst their own shortcomings that might lead to them losing their current or next job<sup>88</sup>, speaking of continuing to be at risk of not turning up for work because of substance use, saying ‘I’m already not always turning up and already at risk of losing my job because of it’, or of being at risk of losing work ‘if I relapsed, it’s happened a few times’.

Both substance use in its own right and ‘not turning up’ or not ‘getting up in the morning’, also in their own right, with or without substance use, appeared to inhibit participation in work. In this way, substance use might exemplify wider problems with other things that have the power to override every other consideration, such as being overwhelmed at the thought of getting out of bed or having to be tied to a schedule, or,

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<sup>86</sup> ‘What are you actually doing at the moment to improve your life?’

<sup>87</sup> ‘How did you lose your last job?’ was the question used to make this grouping and the constituent parts of this grouping are shown in the table with this question as its title later in this section, shown there in beige

<sup>88</sup> ‘What might lead you to lose your current/next job?’ was the question used to make this grouping and the constituent parts of this grouping are shown in the table with this question as its title

indeed, the allure of food when trying to lose weight, which latter was included as one of the goals cited by one participant who had several ambitious prosocial desires<sup>89</sup>.

It may be far easier to focus on helping others face such challenges rather than facing one's own challenges in any of these regards. Some participants, such as the two below, who struggled with substance use, spoke of wanting to help others in this regard, even while being unable to control themselves with substances.

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| <p><b>One participant spoke of his desire to bring young people to God and away from substance use and crime<sup>90</sup>, even as he was still unable to defeat his own alcoholism and criminality.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Another participant said she wanted to help others struggling with substance abuse and criminality, saying 'I've already been to a rehab centre to ask if I can do voluntary work' but that 'nobody can help me yet' to raise the money to get qualified even though 'I'm the best person that's gonna be working in that sort of field so... it's madness' as she has the experience to help people, such as by saying 'if you're having a bad day but this is what you can do to stop yourself from doing that, there's always a way out, it's really hard way out but it can be done', whilst she also laughs about her ongoing crime saying 'Just not good is it [laughs]. A drug counsellor that's out shoplifting'.</b></p> |

Tab. 10.15 Participant quotations

Additionally, official provision in sentencing that was described as helpful to desistance included the way probation and its officers and courses/groups addressed offending and/or substance use<sup>91</sup>, while reducing or fighting substance use was cited by participants as progress<sup>92</sup>, just as avoiding or stopping substance use was seen as a specific undoing of negatives in participants' lives<sup>93</sup>. Reducing substance use, resisting alcohol, 'cutting down on' drugs, 'just trying to get off drugs' or saying 'eventually I want to stop doing drugs... but it's hard' , as well as one of the rare instances where substance use was spoken of definitively, with a participant saying he had '*stopped* drinking alcohol', were all cited as things participants were currently *doing* to improve

<sup>89</sup> See What are they? in terms of Goals and Dreams in the Aspiration Level Table

<sup>90</sup> See What are they? in terms of Goals and Dreams in the Aspiration Level Table

<sup>91</sup> What would help you to stop offending?

<sup>92</sup> What progress do you think you are making in your life?

<sup>93</sup> What is the best way you have found to achieve what you want in your life?

their lives, even if they were actually not yet doing them, only partially doing them or had not completed doing them.<sup>94</sup>

Being in the **process** of '*stopping*' substance use, indeed not even having got to that point but simply **wanting** to do so, was seen by participants as evidence of being a life-improver, such as one participant saying he had 'been on drugs for a little while and I've lost my job and I just **want** to sort myself out'<sup>95</sup>. In the same way, 'sorting' or reducing or stopping substance use or 'getting off' or addressing substance use were cited as achievements in lieu of any other achievement, including in terms of the effect of this on families, and even sometimes partially in lieu of achievement itself, such as when one participant spoke of taking no action, saying he had achieved 'not a lot, but made a lot of people happy, not just because of the drugs, I'm a bit of a comedian, always laughing'.

This participant was one of only two who, whilst including substance use, included any other achievement at all, the other speaking of buying a pet as his other achievement.<sup>96</sup> This lack of breadth of achievement when tackling substance use, may indicate a lack of inherent opportunities to advance and achieve when the focus is tackling substance use as an end in itself. This might endorse the benefit of focussing substance use interventions on facilitating functioning *alongside* substances rather than on expending endless energy on attempting to thwart substances themselves, energy that might be better spent in other ways, especially given the ineffectiveness of intentions to thwart substance use outlined above.

---

<sup>94</sup> What are you actually doing at the moment to improve your life?

<sup>95</sup> What makes you think of yourself as a person who wants to improve their life?

<sup>96</sup> What do you think you have achieved in your life?

### *Advancing Lives in Official Intervention*

Support for desistance that focuses on advancing lives, rather than on what *not* to do, such as not to take substances, might be very helpful. This could include having others, particularly family, in one's life and having a reason to desist and an empathetic understanding of the harm one might be causing, and a desire to cease causing it, as well as wanting a life for oneself and wanting to be a better person<sup>97</sup>, just as one participant had spoken of being 'nicer' to other people.<sup>98</sup> Notions of being a better or nicer person and of ceasing to cause harm may underpin sharing de-brutalisation, but might benefit from opportunities and expectations to advance both society and the self through activities like work and improved functioning more broadly. If the purpose of official interventions is to integrate or reintegrate individuals within society in ways which might be redolent of these ideals, such interventions may need to ensure that they advance working, functioning, kinder lives in line with these ideals.

Some individuals spoke about the way in which probation got in the way of life<sup>99</sup>, even whilst others said that probation was flexible about working around offenders' work and broader life functioning or that they themselves were able to work and function around probation. One individual spoke of the fact that 'if you put nothing in' then there would be no point in probation helping, 'it's just a matter of a different routine, I want to do it to get it fixed'.<sup>100</sup> Another individual spoke of the manner in which probation could assist with employers by 'explaining a bit more about you to employers and where it's coming from a person that's not a criminal, it helps you out'.

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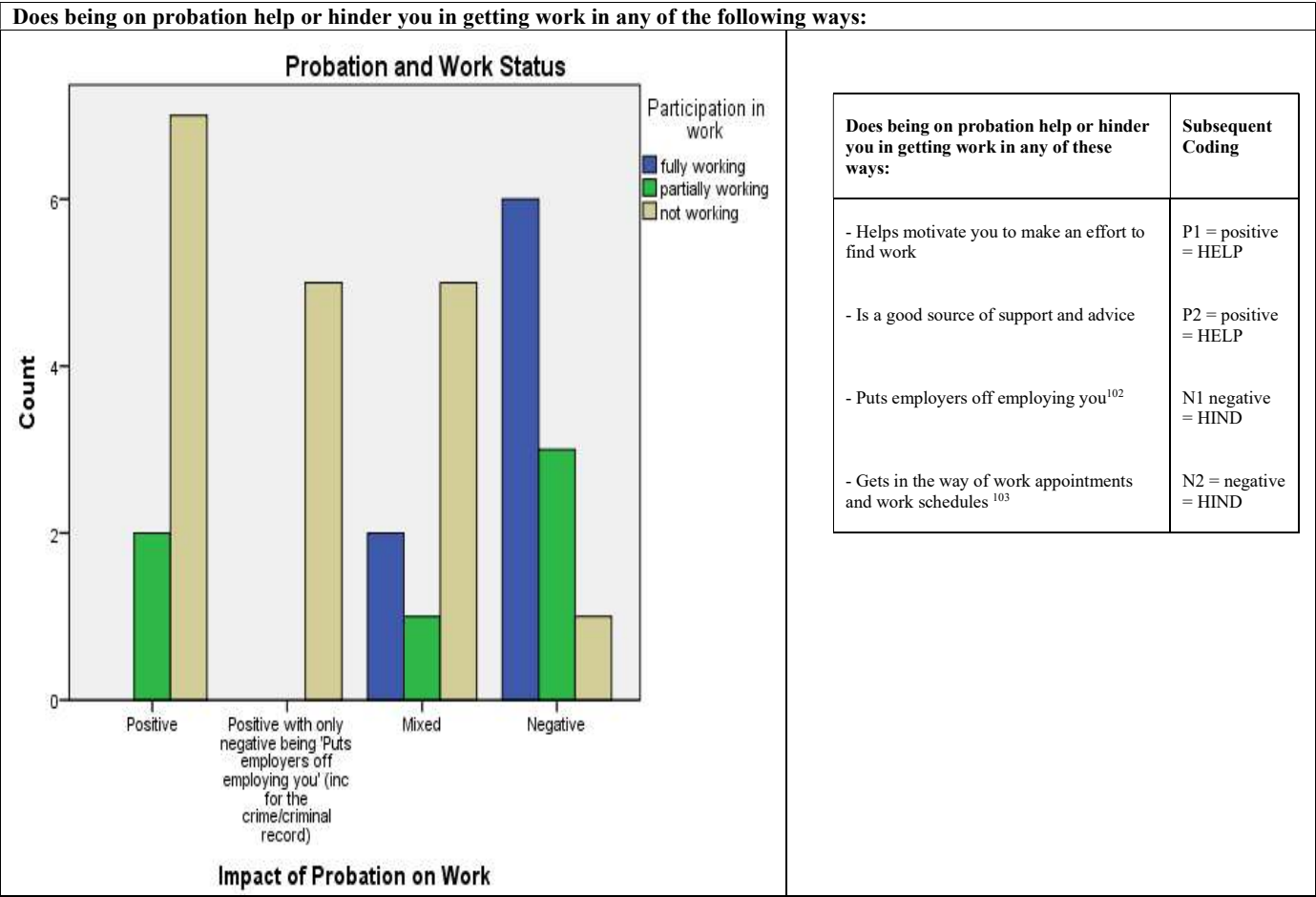
<sup>97</sup> See Supporting Desistance column in Personal Responsibility In Interventions table

<sup>98</sup> What are you actually doing at the moment to improve your life?

<sup>99</sup> See 'Does being on probation help or hinder you in getting work in any of the following ways:' table

<sup>100</sup> See 'Does being on probation help or hinder you in getting work in any of the following ways:' table

As well as such advancement benefits of probation, there were other ways in which its advancement role was valued by participants, such as by being a source of motivation, help and advice with regard to work. Nevertheless, probation also appeared to present problems, such as getting in the way of work schedules or appointments or putting employers off. Some individuals reported trying to manage the problems inherent within having a criminal past, criminal record and being on probation by avoiding declaring it wherever possible.<sup>101</sup>



<sup>101</sup> See 'Does being on probation help or hinder you in getting work in any of the following ways:' table

<sup>102</sup> Inc their knowledge of criminality/criminal record

<sup>103</sup> Inc when s/he works around it to any degree even if it works around him/her too but not when it only works around him/her

|                                                                                                                                                                                    |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Positive</b>                                                                                                                                                                    | <b>F</b> |
| 1=P1,                                                                                                                                                                              | 2        |
| 2=P2,                                                                                                                                                                              | 3        |
| 3=P1+2,                                                                                                                                                                            | 3        |
| 4=P2, if you had a job they would fit in around you,                                                                                                                               | 1        |
| <b>Positive with only negative being 'puts employers off employing you'</b>                                                                                                        |          |
| 5=P1&2, N1 in the future, not N2 at the moment because they are flexible around my life commitments,                                                                               | 1        |
| 6=P2, and sometimes N1,                                                                                                                                                            | 1        |
| 7=P1+2, N1,                                                                                                                                                                        | 2        |
| 8=P1+2, and tries to avoid N1 as I never declare it unless I have to, and not N2 because they're quite flexible,                                                                   | 1        |
| <b>Mixed</b>                                                                                                                                                                       |          |
| 9=P2, N1+N2,                                                                                                                                                                       | 1        |
| 10=N2 but they do their best to fit round me and if you put nothing in then no point in them helping, it's just a matter of a different routine, I want to do it to get it fixed,  | 1        |
| 11=N2 but also helps you by explaining a bit more about you to employers and where it's coming from a person that's not a criminal, it helps you out,                              | 1        |
| 12=P1+2, N1+2,                                                                                                                                                                     | 1        |
| 13=P1+2, sometimes N1 and it gets in the way of my other commitments but not N2 because I'm not working,                                                                           | 1        |
| 14=P1+N2 and maybe/could be P2+N1,                                                                                                                                                 | 1        |
| 15=P1+2, N2 and sometimes/maybe/not sure about N1,                                                                                                                                 | 1        |
| 16=P1, N1+N2,                                                                                                                                                                      | 1        |
| <b>Negative</b>                                                                                                                                                                    |          |
| 17=I've got a job so N1 doesn't apply but it would if I didn't have, I didn't tell of criminal record to get job for fear it'd stop me getting it, probation is hindering my time, | 1        |
| 18=N1+2,                                                                                                                                                                           | 1        |
| 19=N2 a bit but I can work around it,                                                                                                                                              | 1        |
| 20=N2,                                                                                                                                                                             | 6        |
| 21=none of them really, I can work round N2, but if I didn't have a job then probably N1,                                                                                          | 1        |

Fig. 10.30 Does being on probation help or hinder you?

In terms of any negative effect on employers of individuals being on probation, it appeared to be the negative impact of the specific crime or the criminal record that presented the problems, as much as probation itself, in terms of putting employers off employing individuals on probation. It seemed to be the case that those who were not working at all were most positive about probation and its impact on work, with 83% of those who were positive in this way also being workless, though this still included those concerned about the negative effect on employers of their probationary status.

None of those who were positive about probation itself in terms of work were working full-time and 90% of those who were negative about probation in this regard were working to at least some degree. This might suggest that the composition of sentences might usefully reflect the working status of participants, with probation perhaps being a more appropriate intervention for those who are workless, targeted upon securing that work for, and with, them in order to advance lives through constructively advancing alternatives to punishment.

### Constructively Advancing Alternatives to Punishment

There are already many constructively advancing non-punitive elements in current responses to crime, such as training. When perceived levels of punishment were compared with the overall **number** of such **specific** training selections that participants made<sup>104</sup> in this regard, it appeared to be the case that when **all**<sup>105</sup> or **nearly all**<sup>106</sup> suggested training programmes were selected, or **all or all but one**<sup>107</sup> rejected, the number of participants allocating above or below centre levels of punishment varied by a maximum of only one participant. This may suggest that level of punishment might not impact on a **blanket** view of training<sup>108</sup>, either a positively accepting or a negatively rejecting such view.

It was individuals who took a more **discerning** position on the specific training from which they might benefit, for whom punishment level seemed more apposite. Below centre punishment level appeared to be related to **fewer training needs (71% thereof)**<sup>109</sup>, while above centre punishment level appeared to be related to **more training needs (67% thereof)**<sup>110</sup>.

In these ways, discerning and providing relevant training might be an effective alternative to punishment, as current punishment level appeared to be related to discerning training needs, with a low perception of the former appearing related to a lower requirement for the latter and vice versa.

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<sup>104</sup> ‘Which of these elements, which have been considered in other research, do you think you would benefit from being included in your sentence package?’ with a list of 27 from which to select.

<sup>105</sup> Coloured blue on the chart below

<sup>106</sup> Coloured green on the chart below

<sup>107</sup> Coloured yellow on the chart below

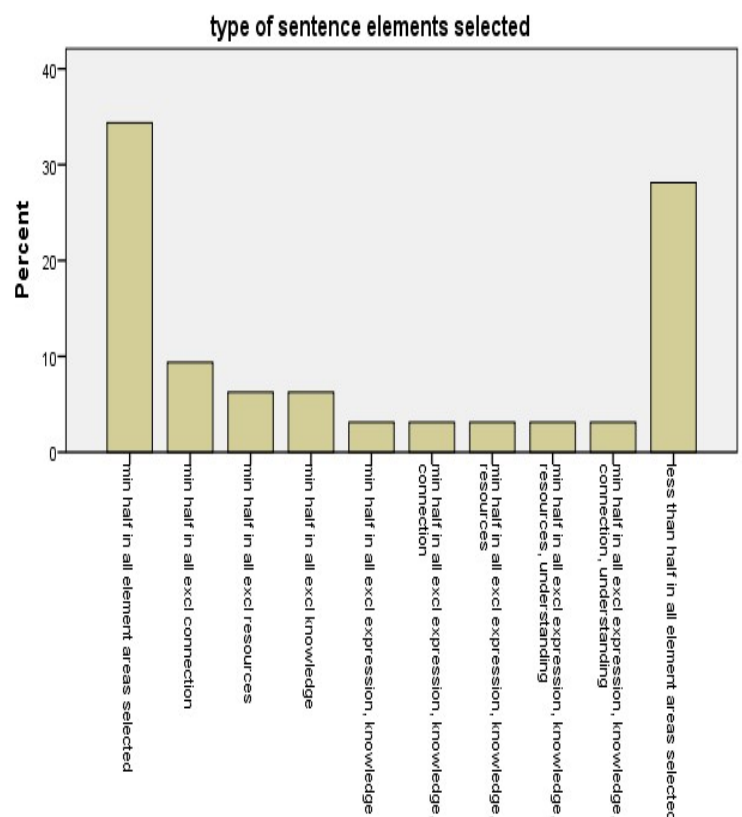
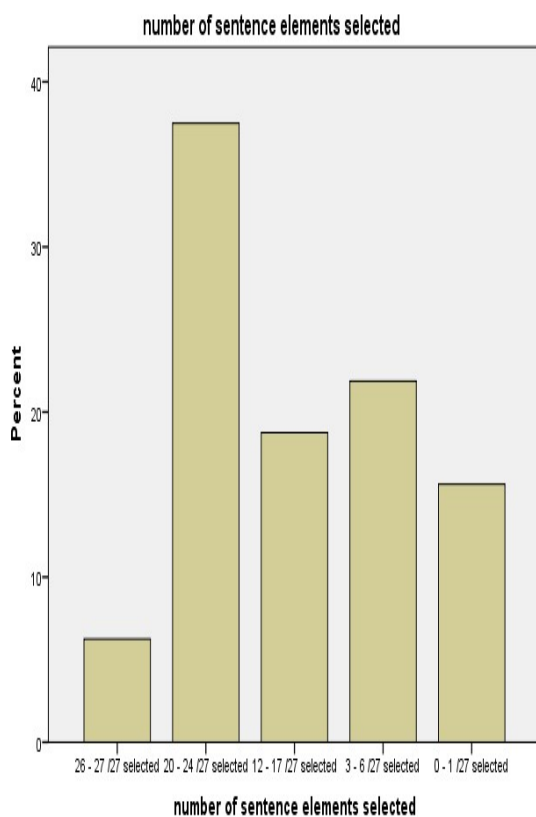
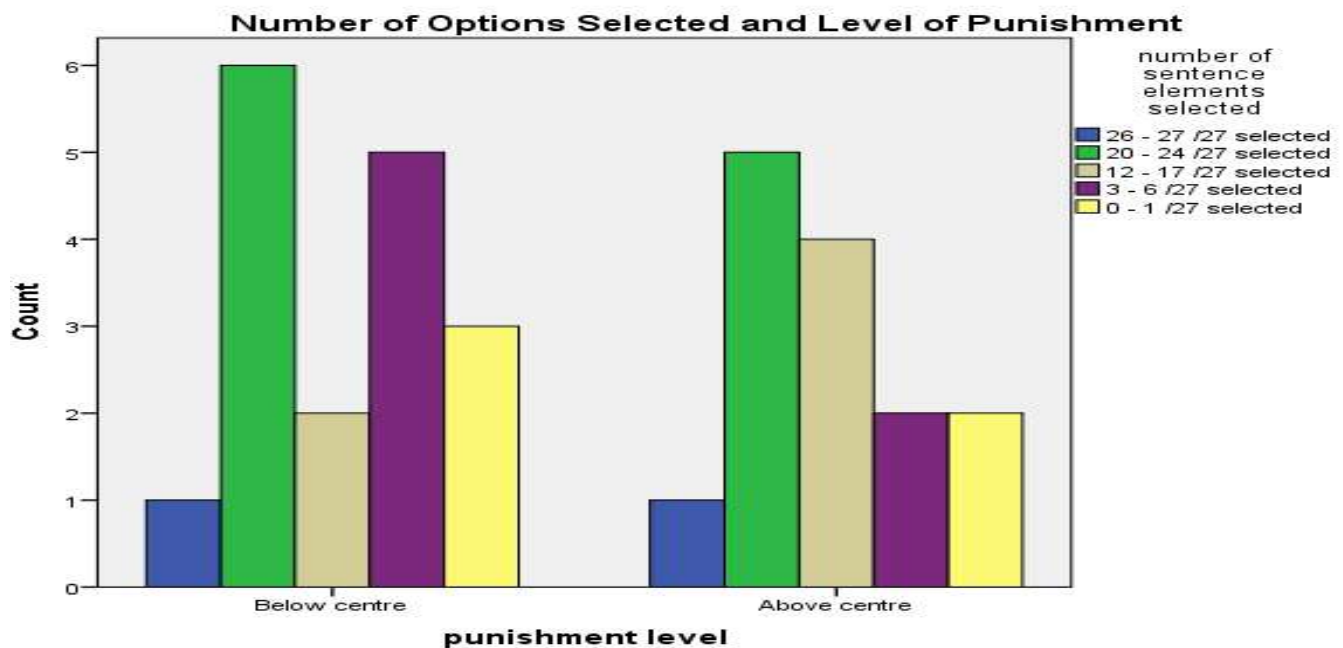
<sup>108</sup> Or vice versa or correlate in other ways with each other

<sup>109</sup> Coloured purple on the chart below

<sup>110</sup> Coloured beige on the chart below



Which of these elements, which have been considered in other research, do you think you would benefit from being included in your sentence package?<sup>111</sup>



<sup>111</sup> Services offered by NOMS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| <p><b>Understanding</b><br/> 1 Training on improving your attitudes and values - understanding<br/> 2 Training in problem solving - understanding<br/> 3 Training in reasoning and thinking things through - understanding<br/> 4 Training in putting things into perspective - understanding<br/> 9 Training in understanding and developing yourself - understanding<br/> 10 Training in self-esteem - understanding<br/> *MALES - 12 Training in different ways to be masculine - understanding</p> <p><b>Resources</b><br/> 21 Help resolving accommodation problems - resources<br/> 22 Help resolving money management problems - resources<br/> 23 Help gaining employment - resources<br/> 24 Help gaining access to education or training - resources<br/> 25 Help resolving health problems - resources<br/> 26 Help gaining access to leisure pursuits - resources</p> <p><b>Expression</b><br/> 5 Training in assertiveness - expression<br/> 6 Training in communicating with others - expression<br/> 7 Training to improve your behaviour - expression<br/> 8 Training to improve your self-control - expression<br/> 11 Training in empowerment - expression</p> <p><b>Connection</b><br/> 13 Education in awareness of how victims may feel - connection<br/> 16 Education on the relationship with your partner - connection<br/> 17 Education on parenting your child/ren - connection<br/> 20 Help resolving family problems - connection</p> <p><b>Knowledge</b><br/> *14 Education on drug and alcohol abuse - knowledge<br/> 15 Education on responsible road use - knowledge<br/> 18 Education on your rights and responsibilities as a citizen - knowledge<br/> 19 Education on how to protect your own health and safety - knowledge<br/> 27 Access to advice whenever you need it - knowledge</p> <p>Type of Element included if at least half of section is selected;<br/> 3/6 from understanding (exc12u) (u) - thus excludes if does not pick 3 others<br/> 3/6 from resources (r) - thus excludes if does not pick 3<br/> 3/5 from expression (e) and knowledge (k) - thus excludes if does not pick 3<br/> 2/4 from connection (c) - thus excludes if does not pick 2</p> <p>*Regarding 12u;<br/> includes 12u = 279.1-2+5-7<br/> excludes 12u = 279.3-4+10+13-14+16-28+30-32<br/> excluded as female=279.8-9+11-12+15+29</p> <p>Number of elements selected<sup>112</sup><br/> 1=26-27/27=279.1-2<br/> 2=20-24/27=279.3-14<br/> 3=12-17/27=279.15-20<br/> 4=3-6/27=279.21-27<br/> 5=0-1/27=279.28-32</p> | <p><b>Selections made by Participants</b><br/> 1=all of them (27/27)<br/> 2=all except 1u (26/27)<br/> **3=all except 15k and also 12u to which s/he says I don't have a problem with that, a lot of people think I'm gay and I'm not, I'm straight, society stereotypes and is judgemental and nb s/he has no children so excludes 17c (24/27)<br/> 4=all except 12u 15k 25r (24/27)<br/> 5=all except 16c17c20c (24/27)<br/> 6=all except 1u2u4u 6e (23/27)<br/> 7=all except 16c20c 21r23r and partially 14r to which s/he says I don't need that as much but other people might (22)<br/> 8=all except 16c because we've got a good relationship and 17c because I've got like my boyfriend's mum and 25r because I ain't got no health problems nb she is female so not asked 12u nb s/he says s/he doesn't drive so excludes 15k (22/27)<br/> 9=all except 1u2u 18k 17c nb she is female so not asked 12u (22/27)<br/> 10=all except 12u 13c 21r22r nb doesn't drive so not 15k (22/27)<br/> 11=all except 1u2u 15k 5c nb she is female so not asked 12u (22/27)<br/> 12=all except 14k15k 13c16c17c and partially 7e to which s/he says some parts of it and nb she is female so not asked 12u (20/27)<br/> 13=all except 11e 12u 15k18k19k 16c17c (20/27)<br/> 14=all except 12u, 16c17c20c 24r25r26r (20/27)<br/> 15=all except 5e11e 14k18k 21r22r26r nb she is female so not asked 12u nb s/he has no partner and excludes 16c and s/he has no children so excludes 17c (17/27)<br/> 16=all except 6e 11e 12u 22r24r26r 14k27k 16c17c nb s/he says she doesn't drive so excludes 15k (16/27)<br/> 17=all except 2u12u 7e11e 15k 21r22r23r24r26r 17c all need 10u (16/27)<br/> 18=all except 6e 9u10u12u 18k19k 14r21r22r23r25r 16c17c (14/27)<br/> 19=all except 6e7e8e 13c 12u 14k18k19k27k 23r24r26r nb s/he says s/he doesn't drive so excludes 15k nb s/he has no partner and excludes 16c and s/he has no children so excludes 17c (12/27)<br/> 20=only chose 2u3u4u10u 13c16c 22r23r24r26r 27k 21r when coming out of prison (12/27)<br/> 21=only chose 1u3u4u 13c16c 22r (6/27)<br/> 22=only chose 8e 14r 20c21r22r (5/27)<br/> 23=only chose 2u4u 15k 13c16c plus I'm alright now for 7e and 9u (5/27)<br/> 24=only chose 7e 13c 14k15k (4/27)<br/> 25=only chose 13c 24r26r 27k (4/27)<br/> 26=only chose 21r22r23r24r (4/27)<br/> 27=only chose 4u 15k18k (3/27)<br/> 28=only chose 27k but gave general endorsement to all and believed his/her sentence package had one way or another covered all (1/27)<br/> 29=gave general endorsement to all and believed his/her sentence package had one way or another covered all and specifically say 14k should be given to everyone but specifically excludes 20c saying that although there are problems that hurt her just leave it nb she is female so not asked 12u nb doesn't need 21r as she has a 3 bed house (0/27)<br/> 30=says none of them but advocates 9u for everyone and all for people if they are down but says s/he is fine, while saying no to 2u+27k he rejects because he has them already through probation officer, excludes 25r because in good health (0/27)<br/> 31=none of them (0/27)<br/> 32=none of them, not even 15k even though s/he says would benefit everyone (0/27)</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------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Fig. 10.31 Which of these elements do you think you would benefit from?

In terms of specific training categories, only between 34% and 49% of participants, **rejected** the need to tackle issues of understanding, resources, expression, connection and knowledge respectively, which suggested that at least half of all participants accepted the idea of needing assistance in each of these areas.

<sup>112</sup> With a gap of at least 1 between groupings there is a margin of error to include taking account of question 12u being targeted at males.

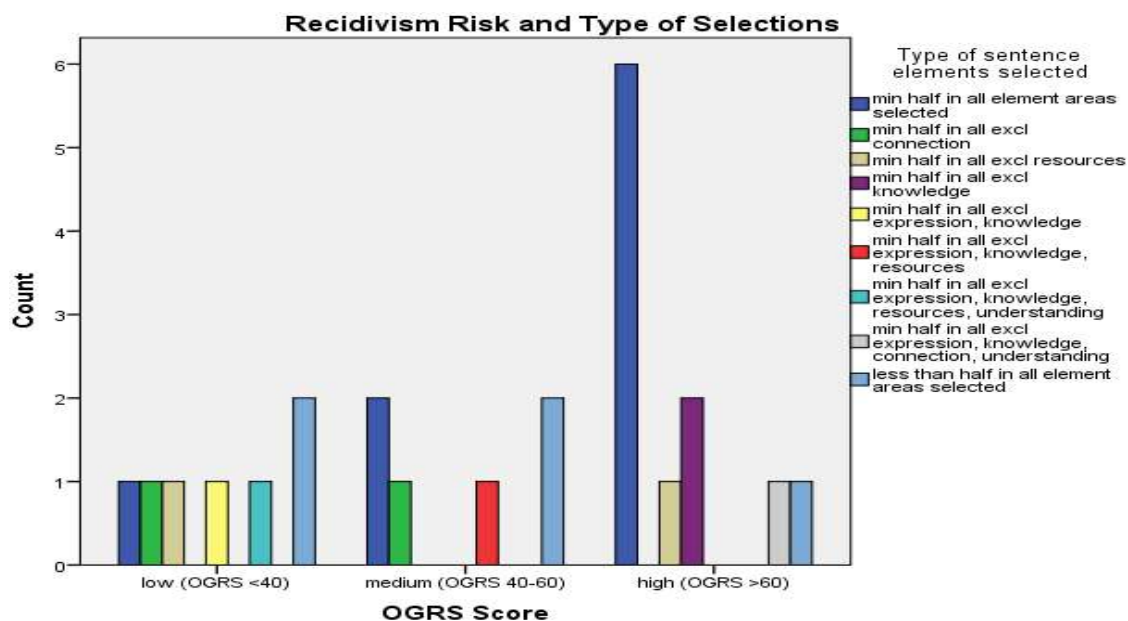


Fig. 10.32 Recidivism Risk and Type of Selections

Furthermore, two thirds of those who included a minimum of half of the elements in **all** these 5 categories<sup>113</sup> had a high risk of offending, whilst only 11% had a low such risk. Therefore, these 5 areas may be particularly important to enhance for individuals where the risk is highest. Indeed, some participants drew attention to the fact that the listed training in general would benefit everybody, regardless of offending status, which might endorse notions of ensuring opportunities and interventions are available to everybody on the basis of need, rather than awaiting offending to provide them. The risk to sharing de-brutalisation of awaiting offending is that it involves waiting for an escalation of harm before launching its de-escalation.

This might be of particular concern when it comes to substance use, since, of those participants who included a need for **education on drugs and alcohol**<sup>114</sup>, nearly 64%

<sup>113</sup> Coloured dark blue in fig. 10.32

<sup>114</sup> See yellow asterisk in fig. 10.31

had a high offending risk while only 27% had a low such risk. Thus, substances appeared to be a risk to the de-escalation of harm, just as they had to empathy as discussed earlier in this research, as well as being a potential harm in themselves. This could indicate that, though focussing on functioning while using might be helpful once substance use has become embedded, it might be better still to attempt to avoid using early where possible.

| Which of these elements, which have been considered in other research, do you think you would benefit from being included in your sentence package?<br>- response number |                 | 1 | 2 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 20 | 21 | 23 | 25 | 26 | 28 | 30 | 31 | 32 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Offending Risk                                                                                                                                                           | low (OGRS <40)  | 0 | 0 | 1 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 1  |
|                                                                                                                                                                          | medium          | 0 | 0 | 0 | 0 | 1 | 0 | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 0  |
|                                                                                                                                                                          | high (OGRS >60) | 1 | 1 | 0 | 1 | 0 | 1 | 1  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  |
| Total                                                                                                                                                                    |                 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |

\*amber highlights those included training with regard to Education on drug and alcohol, for whom OGRS Score was available,

Tab. 10.16 Which of these elements?

Education on substances might form one part of constructively active alternatives to punishment, alongside other pertinent education and training. In this latter regard, the men were asked if they would benefit from ‘training in different ways to be masculine’<sup>\*115</sup>. One said that ‘a lot of people think I'm gay and I'm not, I'm straight,’<sup>\*\*116</sup> but society has ‘stereotypes’ and is ‘judgemental’.

The stereotyping of men could be related to violence, such as in the words of one male participant elsewhere in the interview saying ‘I think 90% of men would respond with violence on the spur of the moment’ and violence ‘is not a social up bringing... actually

<sup>115</sup> See pink asterisks in fig. 10.31

<sup>116</sup> See pink asterisks in fig. 10.31

it probably is'. Males might feel trapped in expectations and perceptions of masculinity, such as the 'self-respect and respect for' women, ostensibly at least, that deploying violence might require.

Male Interviewee; 'If you were standing next to me and someone felt you up and I was out with you, then I'd have to... I would feel that part of my duty to go and say sorry mate, can you stop doing that and then if he throws a punch and I throw one back, then if I knock him out or he hits his head on the table and falls down and kills himself, so purely for my self-respect and respect for you, I've ended up killing somebody and you could end up doing prison for it. It's not a social up bringing... actually it probably is'

Tab. 10.17 Male Interviewee quotation

However, there appeared to be a reluctance amongst the male participants to tackle issues of masculinity, with only 1 in 5 open to training on this topic. However, those that did think they needed this training<sup>117</sup> appeared to be 3 times as likely to have a high offending risk than a low such risk.

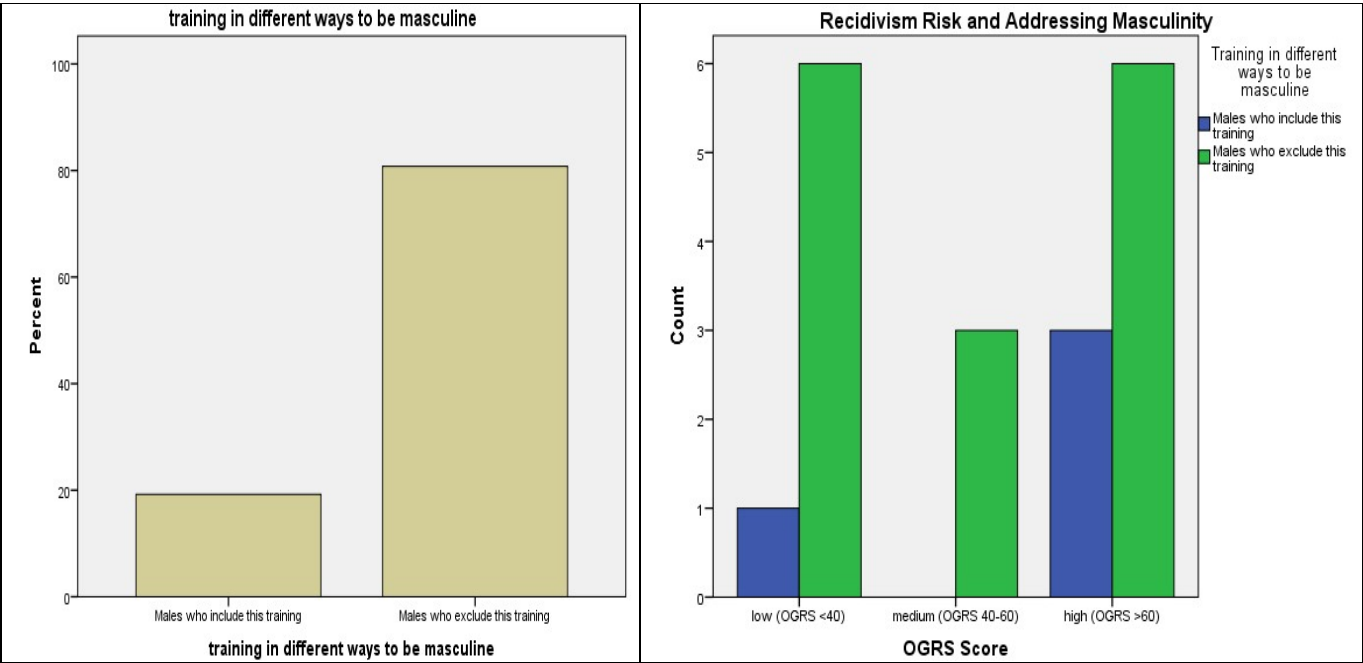


Fig. 10.33 Training in different ways to be masculine

<sup>117</sup> Coloured blue on the chart below

Having said that, females are also capable of violence and can also be brought up to be violent\*.

\*Female Interviewee; *Ever since I've been little you know, that's what I had drummed into me, if someone hits you, you hit them back.*

Tab. 10.18 Female Interviewee quotation

Addressing **brutalities**, such as violence or other crime, homelessness, poverty and any lack of loving secure family environments or failure to value life, whilst also addressing **substance use**, including any mental or other health problems that might spawn it or issue from it, appeared to be integral to achieving both the stability and improvement of a 'normal life clean of **crime** and **drugs**'<sup>118</sup>. These were part of an array of other stabilising and improving needs for life, all of which appeared reasonable, worthy and legitimate expectations to have of oneself and one's society.

| Stabilising Needs <sup>119</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Improving Life Needs <sup>120</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Resolution of punishment requirements</li> <li>Settling self and mental state</li> <li>Becoming financially self sufficient</li> <li>Sorting life out</li> <li>Managing substance use</li> <li>Staying away from trouble and crime and antisocial others</li> <li>Establishing an active, interesting, loving, participatory, healthy, secure home life</li> <li>Getting a place to live</li> <li>Establishing and participating in good and prosocial relationships</li> <li>Living a healthy lifestyle</li> <li>Travelling</li> <li>Meeting new people</li> <li>Driving</li> <li>Starting afresh, including relocating if necessary</li> <li>Opportunities, such as to start own business</li> <li>Undertaking DIY and home improvements</li> <li>Earning money</li> <li>Leisure, including holidays and reading</li> <li>Education and Training</li> <li>Undertaking life correctly</li> <li>Improving treatment of others</li> </ul> | <ul style="list-style-type: none"> <li>Broad base of experiences including travelling</li> <li>Meeting a broad range of different people and avoiding antisocial associations</li> <li>Family Life, including with a prosocial family</li> <li>Valuing life itself and what one has</li> <li>Avoiding substance use</li> <li>Healthy lifestyle, including being physically active with sports and eating well</li> <li>Living in a nice area away from antisocial locations and people</li> <li>A job, especially a good job that is enjoyed or which is in pursuit of dreams</li> <li>Sufficient money and prosocial use of that money</li> <li>Avoiding antisocial and substance use based activities and locations</li> <li>Nice own home, including with garden and pets</li> <li>Independence and responsibility and plenty to do and routines,</li> <li>Support from others/services that do not remove individuals' personal responsibility to act</li> <li>Official interventions that educate and don't inhibit taking personal responsibility for acting</li> <li>Mental good health</li> <li>Personal creativity and expression, such as writing</li> <li>Well-ordered life</li> </ul> |

<sup>118</sup> 'What gives you happiness and meaningfulness in your life?'

<sup>119</sup> Compiled from Activities cited when participants were asked 'What are you actually doing at the moment to improve your life?'

<sup>120</sup> Compiled from Matters cited when participants were asked 'How lives being lived were helpful, or otherwise, to improving life?'

|                                                                                                                                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------|--|
| Engaging with and utilising services<br>Freedom<br>Creativity, including writing and cooking<br>Self respect and the respect of others |  |
|----------------------------------------------------------------------------------------------------------------------------------------|--|

Tab. 10.19 Stabilising/Improving Life Needs

Any alternative to punishment is likely to need to address anything so mentioned by individuals, howsoever that mention is couched, as part of a cocktail of factors involving both the individual and society together in constructively acting to advance each individual into the future rather than punishing them over the past.

### Constructive Advancement Themes in Sharing De-Brutalisation

For constructive action to involve individuals, the factors that might facilitate their **advancement**\*<sup>121</sup> may need to be present, alongside the contextual functioning options<sup>122</sup> that could enable them to execute that advancement.

|                                      |              |           |              |                 |             |               |                 |                |
|--------------------------------------|--------------|-----------|--------------|-----------------|-------------|---------------|-----------------|----------------|
| <b>*Advancement</b> <sup>123</sup>   |              |           |              |                 |             |               |                 |                |
| <b>Am I going to advance myself?</b> |              |           |              |                 |             |               |                 |                |
| Aspiration*                          | Motivation** | Action*** | Planning**** | Strategies***** | Stages***** | Movement***** | Expression***** | Happiness***** |

Tab. 10.20 Advancement

In this regard, society may need to ensure it is structured to enhance these factors and to nurture the **6 key themes**\* around which both they, and **advancement**, appeared to revolve.

<sup>121</sup> As considered in the Advancement through Constructive Activity Section in Chapter 7

<sup>122</sup> As considered in the Contextual Functioning Options Section in Chapter 9

<sup>123</sup> As considered in the Advancement through Constructive Activity Section in Chapter 7

| <b>*Constructive Advancement Themes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                             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| Constructive Prominent Belonging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Advancement Focus And Identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Personally Responsible Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Resilient Faith In Personal Capacity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Channelled Endurance in Attraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>*****Expression:</b></p> <p>It may be important to foster individuality, within how individuals are themselves within society, to ensure belonging, through integration, does not come at the expense of a distinct personal identity, and prominence, to facilitate ensuring a healthy balance within <b>Constructive Prominent Belonging</b>, to avoid the over-absorption of individuality and, potentially, frustration at its loss. Just as it may be important to protect the individuality of a person, it may be equally important to ensure that this does not come at the expense of integration, to facilitate balance in <b>Constructive Prominent Belonging</b>. Achieving a constructive prominence of personal identity may be problematised by a lack of a specificity within personal identify, which may make <b>Constructive Prominent Belonging</b> <i>difficult to achieve in the absence of a clear sense of what it might comprise.</i></p> | <p><b>*****Stage:</b></p> <p>Individuals may be uncomfortable with the notion of rejecting some capacity to change and this may facilitate creating <b>Advancement Focus And Identity</b>. For those individuals at a wholly positive stage in their lives, there may be less need for support in creating an <b>Advancement Focus And Identity</b>, but, for others, who describe their lives as only Satisfactory, Uncertain or Negative, more assistance may be required to forge this positive identity. Creating an <b>Advancement Focus And Identity</b> may involve moving from Still Offending, through being Non-Committal and the process of Stopping, until an individual may legitimately say they have Stopped offending. Changing towards an <b>Advancement Focus And Identity</b> may be Establishing, Initiating, Unfolding or individuals may be unready for this change. Likewise, it may be that an <b>Advancement Focus And Identity</b> may be Established or being Experimented with or Considered, or individuals may be Unready for it, with that unreadiness potentially taking one of three possible forms, namely. Unready but Needing a New Identity, Unready and Unsure How To Tackle Difficulties in a New Identity and Unready and Not Needing a New Identity.</p> | <p><b>*****Movement:</b></p> <p>There may be an unwillingness to commit to either having made progress, or not having done so, which may be redolent of a lack of ease in claiming <b>Personally Responsible Activity</b> or the lack thereof. Family, Friends, Work, Home, Quality Of Life, Addressing Substance Use and Learning may represent areas where <b>Personally Responsible Activity</b> may be stimulated. The fact that only 8% of respondents cited learning of any sort as an achievement may be a cause for concern, when considering how important education and training may be to enabling individuals to take advantage of opportunities with <b>Personally Responsible Activity</b>, such importance suggested by the fact that all those who spoke about learning, as their achievement, claimed progress for themselves, the only achievement grouping so to do. Of even greater concern may be the fact that a third of participants had spoken, in terms of achievement, of things that did not involve any action and 14% had spoken of achievement as being something that is past, both of which responses may be suggestive of a lack of <b>Personally Responsible Activity</b>. It may be that, for the active pursuit of achievement to be undertaken, and substances to be avoided, failure may need to be managed and minimised and concrete progress facilitated to encourage <b>Personally Responsible Activity</b>. Improving the likelihood, and perceived likelihood, that effort may result in success, may facilitate <b>Personally Responsible Activity</b>.</p> | <p><b>****Planning:</b></p> <p>planning how to achieve goals and dreams may facilitate <b>Appropriate Persistence, Change and Selection</b> <i>and help prevent those goals and dreams being frustrated, but it appears to be the case that some individuals may need assistance in understanding what an effective plan might involve and in formulating and enacting such plans.</i> There appeared to be a potentially mutually beneficial relationship between a substantial degree of planning and work, which may suggest that work and planning might potentially be able to effectively combine to facilitate <b>Appropriate Persistence, Change and Selection</b>. The common factors that may link work and planning may relate to organisational ability and facilitating organisational attributes, in order to potentially develop greater planning and working capacity, may not simply require developing the technical aspect of organisational skills, but may also need to tackle any lack of appetite to organise, which may arise since both work and planning may run counter to freedom.</p> | <p><b>****Strategy:</b></p> <p>The extent to which participants may be relying upon their personal capacity within the type of turning points that they cite may be an indication of <b>Resilient Faith In Personal Capacity</b>. The positive and negative experience of turning points, along with differing turning point factors combining in differing ways, may be indicative of the complexity contained within turning points, while every type of turning point may indicate an intervention opportunity and also a threat to continuity, any of which might endorse or compromise <b>Resilient Faith In Personal Capacity</b>. 4 out of 5 participants had some experience of positivity within turnings, thus, even when those turnings may be tinged by the negative, turning points may be a positive opportunity, but the fact that they are also often tinged by the negative, may mean that <b>Resilient Faith In Personal Capacity</b> may need to play a role. The more total the degree of change, the more effective any situation may be in rethinking behaviours and this may suggest that <b>Resilient Faith In Personal Capacity</b> may sometimes need to be recalibrated and reassessed to ensure it does not represent inflexibility and the inclusion of negative, alongside positive, within Turning points may facilitate this and help shape prosocial behaviour. Turning Point Factors that relate to internal functioning, individuals' situations, their interface with officialdom and any personal negativity may relate to any <b>Resilient Faith In Personal Capacity</b>.</p> | <p><b>*****Happiness:</b></p> <p>Loved Ones, Mind State, Health, Stability, Active Achievement and Negative Directionlessness appeared to emerge as the areas that gave happiness and meaningfulness to participants and which might therefore represent useful areas for <b>Channelled Endurance in Attraction</b>. Those participants who only spoke in negative directionless terms may require particular assistance in securing an attraction which might feed <b>Channelled Endurance in Attraction</b>, while the fact that only 12% spoke of active achievement may be potentially problematic for advancement.</p> |
| <p><b>*Aspiration:</b></p> <p><i>Establishing a good life or a functioning life,</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>*Aspiration:</b></p> <p>Taking action to improve life may potentially be</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>*Aspiration:</b></p> <p>Work, home, possessions,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>*Aspiration:</b></p> <p>It may be that in finding justifications for deferring</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>*Aspiration:</b></p> <p>Attractive intentions and motivations, that may not</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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| <p><i>Improving a functioning life</i>, Starting to establish a functioning life or starting a new life, <i>Maintaining life</i> or <i>Addressing a problem life may all be linked to</i> having a <b>Constructive Prominent Belonging</b>.</p>                                                                                                                             | <p>related to having an <b>Advancement Identity And Focus</b>, as also may be experiencing a requirement, capacity or desire to act, even if action has not yet occurred, whilst having a reason to act may also have, to a lesser degree, such relationship. Participants goals and dreams, that included notions with regard to Housing and Family, Work and Training/Education, Happiness and Health, Providing and Acquiring, Helping Others and gaining the Respect/Trust Of Others, Money and Success, Sport, Friends, Holidays, Relocation, Freedom and Pets, may represent opportunities upon which to build an <b>Advancement Identity And Focus</b>.</p> | <p>relationships, advancement at work, substance use, education and training, health and wellbeing, communication, order at home, general activity, home improvement, spouse/partner and a new location may all be linked with taking <b>Personally Responsible Activity</b>.</p>                                                                                                                                                                                | <p>further to fall, before issues of <b>Appropriate Persistence, Change and Selection</b> can perhaps be addressed. Catalysts for change might be utilised for <b>Appropriate Persistence, Change and Selection</b> development might be <i>growing up, being released, reaching a point, losing my job, having a child/grandchild, or one on the way, being bored of a criminal life, not wanting existing life</i>, being forced to get a job, being forced to take some action, good things happening, knowing I can do better, knowing one can always do better, making a big mistake, getting a new spouse/partner, getting rid of old spouse/partner, getting into trouble and the time being right.</p> | <p>action, such as awaiting end of probation prior to taking action or awaiting end of driving ban, or blaming <i>having problems caused by a partner, or substance use</i>, lacking education, lacking help, <i>going on downers when things go badly</i>, lacking opportunity, domestic problems, lacking driving and a car, that <b>Resilient Faith In Personal Capacity</b> is revealed as lacking and may need addressing. A prosocial foundation for ambition may make that ambition seem more viable and having prosocial goals, beyond one's domestic environment, particularly when those goals are ambitious, may be linked with a perception of advancement being realistic, both of which may assist <b>Resilient Faith In Personal Capacity</b></p> | <p>yet be actioned, but which might be channelled into such <b>Channelled Endurance in Attraction</b> may include intentions to start a business, enter a programme, <i>pull self out of downers</i>, get a job, move forward, do better and a <i>need to do good</i>, to work hard and to think one has <i>to do something and motivations like</i> wanting a nice house, a nice wife, nice cars, <i>to have material possessions</i>, money, to own property, <i>to move forward/improve life/better self</i>, to stop crime and punishment cycle, to sort out self or life, to <i>get back</i> my former life, to be the best one can be in everything one does and wanting a home and relationships. Aspiration itself, when it is favoured over the needs of an individual's current life, may be associated with offending risk and this may highlight the importance of ensuring that aspiration is appropriately channelled and given viable opportunities to ensure <b>Channelled Endurance in Attraction</b>. Arenas in which participants wanted their lives to be different, and which could thus be <b>Channelled Endurance in Attraction</b> areas included work, money, family, mentality, substance use, relocation, freedom, resolution, housing, driving and weight loss.</p> |
| <p><b>**Motivation:</b><br/>spirituality in life might help provide a sense of <b>Constructive Prominent Belonging</b>.</p>                                                                                                                                                                                                                                                 | <p><b>**Motivation:</b><br/>spirituality in life might assist in creating an <b>Advancement Identity And Focus</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>**Motivation:</b><br/><i>Intrinsic motivation</i> might facilitate <b>Personally Responsible Activity</b>.</p>                                                                                                                                                                                                                                                                                                                                             | <p><b>**Motivation:</b><br/><i>Recognising value</i> in appropriate things might facilitate <b>Appropriate Persistence, Change and Selection</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>**Motivation:</b><br/><i>Intrinsic motivation</i> might help develop a sense of <b>Resilient Faith In Personal Capacity</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>**Motivation:</b><br/>Need is a motivation that might be a <b>Channelled Endurance in Attraction</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>***Action:</b><br/>Stabilising unstable lives may facilitate <b>Constructive Prominent Belonging</b>.</p> <div> <p>Stabilising needs to facilitate an effective <b>Constructive Prominent Belonging</b>: resolution of punishment requirements, settling self and mental state, becoming financially self sufficient, sorting life out, managing substance</p> </div> | <p><b>***Action:</b><br/>It may be useful to help focus individuals, and their sense of identity, more broadly, beyond their own narrow concerns, into a broader sense of advancing participation in the wider society to facilitate an <b>Advancement Identity And Focus</b>.</p> <div> <p>Improving Life Needs to be addressed in order to facilitate an effective <b>Advancement Identity And Focus</b></p> </div>                                                                                                                                                                                                                                              | <p><b>***Action:</b><br/>Passivity may be a significant problem in achieving <b>Personally Responsible Activity</b>. Assistance and encouragement in turning claimed intentions into concrete action and in ensuring that claiming <i>intentions</i> cannot be a viable justification for deferring concrete action to ensure <b>Personally Responsible Activity</b>. Developing <b>Personally Responsible Activity</b> may facilitate the implementation of</p> | <p><b>***Action:</b><br/>Fostering swift action in response to motivation may be central to enabling individuals to identify early whether their intentions are appropriate and are able to deliver the required outcomes, thus potentially enhancing informed decisions and persistence of both motivation and action where <b>Appropriate Persistence, Change and Selection</b> is viable. The <i>efficacy</i> of any advancement identity may be important if that identity is to be sustained, and, in this regard,</p>                                                                                                                                                                                    | <p><b>***Action:</b><br/>It may be important to value individuals' claims of action, and thereby the individuals' own entitlement to make such claims, however much such claims may appear to be unjustified, alongside encouraging and facilitating what might be more universally recognised as constructive action, in order to foster <b>Resilient Faith In Personal Capacity</b>. When improving actions are set within a defeatist context, such as that which</p>                                                                                                                                                                                                                                                                                         | <p><b>***Action:</b><br/>Improving domestic life, may be a usefully attractive arena for action, that might be <b>Channelled Endurance in Attraction</b>. An appetite for Substance Use, and its effects may need to be found a positive outlet to be <b>Channelled Endurance in Attraction</b>.</p> <div> <p>Action Intentions to be <b>Channelled Endurance in Attraction</b>:<br/>To start a business<br/><i>Need to do good</i><br/><i>Need to work hard</i></p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>use, staying away from trouble and crime and antisocial others, establishing an active, interesting, loving, participatory, healthy and secure home life, getting a place to live, establishing and participating in good and prosocial relationships, living a healthy lifestyle, travelling, meeting new people, driving, starting afresh, including relocating if necessary, opportunities, such as to start own business, undertaking DIY and home improvements, earning money, leisure, including holidays and reading, education and training, undertaking life correctly, improving treatment of others, engaging with and utilising services, freedom, creativity, including writing and cooking, self respect and the respect of others.</p> | <p>and to provide an environment conducive to commencing concrete action to advance ones life: broad base of experiences including travelling, meeting a broad range of different people and avoiding antisocial associations, family life, including with a prosocial family, valuing life itself and what one has, avoiding substance use, healthy lifestyle, including being physically active with sports and eating well, living in a nice area away from antisocial locations and people, a job, especially a good job that is enjoyed or which is in pursuit of dreams, sufficient money, and prosocial use of that money, avoiding antisocial and substance use based activities and locations, nice own home, including with garden and pets, independence and responsibility and plenty to do and routines, support from others, including services, that does not remove an individuals' personal responsibility to act, official interventions that educate and don't inhibit taking personal responsibility for acting, mental good health, personal creativity and expression, such as writing and a well-ordered life</p> | <p>advancing identities. <b>Personally Responsible Activity</b> may need to be enhanced in order to address the apparent paucity of action to implement improvements. There seems to be a disparity between <i>desire</i> and <i>reason</i> to act on the one hand and taking concrete action in response to that on the other. Addressing this disparity and facilitating action in pursuit of improvements, and in response to desire and reason to act, may be important in order to deliver <b>Personally Responsible Activity</b> and through it active advancement.</p> | <p><b>Appropriate Persistence, Change and Selection</b> of any action at all, may be important.</p> <div> <p>Deferral Justifications to be challenged in order to foster <b>Appropriate Persistence, Change and Selection</b> of action:</p> <p>Awaiting end of probation<br/>Awaiting end of driving ban<br/><i>Having problems caused by partner</i><br/><i>Substance use</i><br/>Lacking education<br/>Lacking help<br/><i>Going on a downer when things go badly</i><br/>Lacking opportunity<br/>Domestic problems<br/>Lacking driving and car</p> </div> | <p>Blaming, Struggling or focusing on <i>Trying</i>, rather than <i>achieving</i>, may represent, those improvements may be associated with doubt and it may therefore be important to foster a <b>Resilient Faith In Personal Capacity</b>.</p> <div> <p><i>Arenas where advancement action has been taken and where Resilient Faith In Personal Capacity</i> may therefore exist:</p> <ol style="list-style-type: none"> <li>1 <i>Established a good life</i></li> <li>2 <i>Improving a functioning life</i></li> <li>3 <i>Established a functioning life</i></li> <li>4 <i>Starting to establish a functioning life</i></li> <li>5 <i>Maintaining life</i></li> <li>6 <i>Starting a new life</i></li> <li>7 <i>Addressing problem life</i></li> </ol> </div> | <div> <p><i>Have to do something</i><br/>To enter a programme<br/><i>To pull self out of downers</i><br/>To get a job<br/>To move forward<br/>To do better</p> </div> <div> <p>Action Catalysts to be <b>Channelled Endurance in Attraction:</b><br/><i>Growing up</i><br/><i>Being released</i><br/><i>Reaching a point</i><br/>Losing my job<br/>Having a child/grandchild, or one on the way<br/><i>Being bored of a criminal life</i><br/><i>Not wanting existing life</i><br/>Being forced to get a job<br/>Being forced to take some action<br/>Good things happening<br/>Knowing I can do better<br/>Knowing one can always do better<br/>Making a big mistake<br/>Getting a new spouse/partner<br/>Getting rid of old spouse/partner<br/>Getting into trouble<br/>Time being right</p> </div> <div> <p>Action Motivations to be <b>Channelled Endurance in Attraction:</b><br/>Wanting a nice house,<br/>Wanting a nice wife<br/>Wanting nice cars<br/><i>Wanting to have material possessions</i><br/>Wanting money<br/><i>Wanting to buy my own property</i><br/><i>Wanting to move forward/improve life/better self</i><br/>Wanting to stop crime and punishment cycle<br/>Wanting to sort out self or life<br/>Wanting to <i>get back</i> my former life<br/>Wanting to be the best I can be in everything I do<br/>Wanting a home<br/>Wanting relationships</p> </div> |
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| <p><b>Contextual Functioning Options:</b> <sup>124</sup><br/> <b>belonging</b><br/> <b>personal prominence</b><br/> beyond pecuniary gain<br/> active social engagement<br/> productivity<br/> paying one's way<br/> maintaining one's life<br/> changing one's life<br/> desistance from negative<br/> attribute tax to all<br/> being cared for<br/> chances to contribute<br/> chances to acquire<br/> chances to aspire<br/> behaving acceptably<br/> supplement belonging<br/> broad based belonging<br/> freedom in friendship<br/> autonomy in friendship<br/> opportunity to cooperate<br/> mutuality in cooperation<br/> freedom to be expansive<br/> developing trust<br/> undominating prominent<br/> assertive avoidance</p> <p>OGRS score and <b>Constructive Prominent Belonging:</b> OGRS scores appeared to be predominantly high amongst all groups that were not apparently actively socially engaged. The importance of playing an actively positive part in society may be further endorsed by the fact that all but one of the participants who had been able to cite some Active Social Engagement had either a medium or a low OGRS risk, equating to 92% of Active Social Engagement individuals, as opposed to 20% of those who could <b>not</b> cite an Active Social Engagement. This may substantiate the contention that positive engagement with society through playing an <b>actively</b> positive part in society. This may be</p> | <p><b>Contextual Functioning Options:</b> <sup>125</sup><br/> <b>advancing identity</b><br/> <b>focus</b> on knowledge<br/> support in advancing<br/> fulfilling potential<br/> advancement focus<br/> picture improved future<br/> specific career aim<br/> specific goal aim<br/> desire to improve things<br/> desire to be a good<br/> wanting normality<br/> advance own ideas<br/> shape society and laws<br/> advance ways of being<br/> use practical skills<br/> base identity on merit<br/> lessen materialism<br/> letting old identity go<br/> acquiring new ways<br/> create positive identity<br/> advance positive focus<br/> positive solutions<br/> positive moralities<br/> positive drives<br/> positive desires<br/> help identity transition<br/> focus on advancing goals<br/> build active identity<br/> visualise advancement<br/> facilitate active self-care</p> <p>Basis for an <b>Advancement Focus And Identity:</b> advancement identity may need to be firmly located within committed long-term <i>action</i>, rather than in any claimed <i>attempts</i> to act. It may also need to be based upon an expectation that action, even in the face of impediments, will be taken in support of any advancement identity.</p> | <p><b>Contextual Functioning Options:</b> <sup>126</sup><br/> <b>personal responsibility</b><br/> for success<br/> responsible for timescale<br/> productive use of time<br/> action towards success<br/> need for action<br/> active sense of capacity<br/> active sense of aspiration<br/> circumstance unrelent<br/> act to create self-value<br/> thinking before acting<br/> responsible for actions<br/> action to validate claims<br/> selective cooperation<br/> no autonomy abdication<br/> improve relationships<br/> value children's lives<br/> work at relationships<br/> participate with family<br/> earn good feedback<br/> earn value by action<br/> insecurity in own value<br/> merit given fairly</p> <p>Action expected to facilitate <b>Personally Responsible Activity</b> by tackling these issues associated with thoughtlessness: Substance Use, Opportunity, Social Issues and Anger</p> <p>Links to create in <b>Personally Responsible Activity:</b> work + options<br/> activity + options<br/> work + opportunity<br/> activity+opportunity<br/> independent action<br/> + opportunity<br/> independent action<br/> + options<br/> visualisation<br/> + activity</p> <p>Being active in <b>Personally Responsible Activity:</b> The consideration by participants of <i>active</i>, rather than <i>abstaining</i>, alternatives to offending might be related to an increased chance of</p> | <p><b>Contextual Functioning Options:</b> <sup>127</sup><br/> <b>when to persevere</b><br/> <b>when to change course</b><br/> high/not total faith in tenacity<br/> persistence when appropriate<br/> change when appropriate<br/> healthy automatic reactions<br/> how to stop things worsening<br/> find reasons to be prosocial<br/> independent advancement<br/> chances to change society<br/> profitable use of energy<br/> when to be adaptable<br/> when to compromise<br/> when to change direction<br/> make good choices easy<br/> efficacy of persistence<br/> visualise clear options<br/> confidence in best options<br/> support in best options<br/> reassurance in best options<br/> achieving normality<br/> achieving acquisition<br/> resolving impediments<br/> accept outcomes take time<br/> enjoy <i>process</i> of achieving<br/> build up activity levels<br/> staged rewards for action<br/> action towards achievement<br/> act on possibility to change<br/> sustain optimism over change<br/> take control of circumstances<br/> faith in ability to change<br/> capacity to actualise change</p> <p>Combination effect in <b>Appropriate Persistence, Change and Selection:</b> <i>Consistency</i> and <i>decisiveness</i> may be related to each other and this might be utilised in support of advancement action as a possibly helpful combination.</p> <p>Combination effect in <b>Appropriate Persistence, Change and Selection:</b> <i>Inconsistency</i> and <i>equivocation</i> may be related to each other and this might undermine effective action.</p> <p>Links to create in <b>Appropriate Persistence, Change and Selection:</b> action + circumstances</p> | <p><b>Contextual Functioning Options:</b> <sup>128</sup><br/> <b>faith in personal capacity</b><br/> circumstance resilience<br/> own deficiency resilience<br/> focus on doing not trying<br/> use trying to grow capacity<br/> use desire to grow capacity<br/> build capacity for action<br/> develop sense of power<br/> consistency of thought<br/> improve mental health<br/> improve physical health<br/> tackle impediments<br/> address weaknesses<br/> effort leads to achievement<br/> work leads to achievement</p> <p>Capacity factors to facilitate <b>Resilient Faith In Personal Capacity:</b> Support, Feelings, Responsivity, Protection, Resources, Trying, Want Behaving, Mentality, Work, Aspiring, Others, Essence, Receiving, Time, Experiences and having Already achieved</p> <p>Emotional factors to tackle to ensure <b>Resilient Faith in Personal Capacity:</b> Sensitivity to circumstances and deficiencies, needing back up, difficulties communicating with others, feeling unimportant and disconnected, having to have or do what you want, being daunted, foreseeing endless problems, mental health issues, substance use problems, circumstance reliance, lack of concentration, lack of faith in educational ability, relationships, mood, feeling unhappy, being dragged back into the past when being asked to confront and discuss the past, violence and the impact of use</p> | <p><b>Contextual Functioning Options:</b> <sup>129</sup><br/> <b>channel</b> substance use<br/> channel anger<br/> constructive opportunism<br/> addressing social issues<br/> use acquisitional drive<br/> use drive to do what want<br/> use drive to advance<br/> sustain effort to achieve<br/> manage immediacy need<br/> appetite to learn<br/> use desire to contribute<br/> identify offerings of merit<br/> use personal experiences<br/> help others like them<br/> teach how to treat them<br/> people do their best<br/> channel desire for solution<br/> channel desire for morality<br/> channel drives<br/> channel desires<br/> use drive to provide<br/> reduce stress of poverty<br/> make work attractive<br/> channel parenting desire<br/> channel family feeling</p> <p>Offending attractions to be re-channelled to facilitate <b>Channelled Endurance in Attraction:</b> Absence Of Thought, Anger, Social Issues, Provision, Emotional Struggling, Pleasure, Substance Use, Opportunity, Self-Protection and Cultural Issues</p> <p>Threats to enabling <b>Channelled Endurance in Attraction</b> to be used positively: The attraction of Unearned Acquisition, the attraction of Desired Inactivity, the disincentive of any negative view of work, the disincentive of any sense of being hampered by impediments and one's own personal weaknesses.</p> <p>Combination effect in <b>Channelled Endurance in Attraction</b> to be used positively: <i>problematic</i></p> |
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<sup>124</sup> As considered in the Contextual Functioning Options Section in Chapter 9

<sup>125</sup> As considered in the Contextual Functioning Options Section in Chapter 9

<sup>126</sup> As considered in the Contextual Functioning Options Section in Chapter 9

<sup>127</sup> As considered in the Contextual Functioning Options Section in Chapter 9

<sup>128</sup> As considered in the Contextual Functioning Options Section in Chapter 9

<sup>129</sup> As considered in the Contextual Functioning Options Section in Chapter 9

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| <p>endorsed by the fact that the Active Social Engagement group appeared to comprise subgroups requiring autonomous action as integral to playing a positive engaged part in society, namely through their Goodness, their Productivity or their Paying into society. It may further suggest that those who are unable to think of any actively positive way in which they play a part in society, whether they supplement this by characterising their desistance efforts as playing a positive part or not, may be most particularly disengaged from society. This may be strongly indicative of the importance of focusing on playing an <b>actively</b> positive part in society, rather than focusing primarily on either undoing negatives or on self-engagement alone. Thus, just as focusing primarily on an individual's offending identity may be unhelpful, so this latter <b>ostensible</b> autonomy of focusing on <b>self</b>-engagement, may not be necessarily helpful in maximising personal potential. It may be that an <b>engaged</b> autonomy is more important. This may be endorsed by the fact that the Active Social Engagement group appeared to comprise subgroups requiring autonomous action as integral to playing a positive engaged part in society, namely through their own personal independent actions of Goodness, Productivity or Paying into society.</p> |  | <p>creating a positive visualisation of outcome and thus there may be some link between being <b>active</b> and being <b>positive</b> about the future. But, although being active may be associated with more <b>positive visualisations</b> of the future, it may not have much bearing on the actual <b>positivity of outcomes</b>. What happened in the past, in terms of positivity of outcome, appeared to have more bearing on a positive visualisation of the future than the relative level of activity of what was undertaken. 88% of those who had spoken about positive outcomes in the past, appeared to have an unequivocally positive visualisation of their future prospects. When the <b>active</b> nature of what was undertaken was further added, 100% of those with both a positive outcome from the past and an active suggestion for moving forward appeared to have a positive visualisation of their future lives</p> |  | <p>Links to create in <b>Resilient Faith In Personal Capacity</b>: work + opportunity capacity + opportunity being actively capable + opportunity</p> <p><b>Belief and Resilient Faith In Personal Capacity</b>: It may be that <i>passivity</i> may be associated with lack of belief, whilst taking <i>responsibility</i> may be associated with some level of belief, but optimal belief may be associated with <i>experimentation</i>. Indeed, current apparent peaks may not in actuality be optimal, as there may be potential to peak even higher at these interim experimental points if experimentation were to be cultivated. Responsibility, unadulterated by allowance for experiment, may create a counter-productive pressure that may undermine any activating belief, just as passivity may obliterate it altogether. The curvature in terms of changeability belief was far more pronounced than the one that related to capacity belief and this may suggest that a sense of changeability may be far more related to freedom to experiment than a sense of capacity is.</p> | <p><i>driving and decisiveness</i> may be related to each other and this might be utilised in facilitating usefully determined behaviour rather than problematic behaviour .</p> |
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Tab. 10.21 Constructive Advancement Themes<sup>130</sup>

<sup>130</sup> See Tab. 12.1 Measures-Summary in Chapter 12

If these **\*six key themes** for advancing constructive activity are not embedded in any action ostensibly designed to advance constructive lives, whether by state or individual, then that action seems likely to inherently risk the very thing it is trying to achieve.

## Chapter Summary

Throughout this chapter the importance of nurturing advancing constructive activity and active engagement with society and the self has been highlighted. The chapter has shown how, rather than punishing brutal activity, it might be more helpful to focus on re-booting constructive activity to replace that brutal activity. However, it has also shown that indulgence is not necessarily the right way to achieve this, such that, though everything possible must surely be done to ensure official interventions follow a consensual and credible path towards a service-user determined exit-point, society must retain the right to protect its citizens from each other, including protecting them from being left to carry the full load of working to fund society while others either do not contribute to that or, indeed, actively undermine those efforts. The risks of failures in constructive activity, as well as those inherent in punishment, while tolerating crime, brutal cycles, dishonesty, harm and allowing lacks in empathy, personal responsibility, personal life control and sensitivity to caring, alongside non-adherence to rules governing these themes are considered in the following chapter.

| Chapter Sections         | Reasons to Hope                                                           | Barriers to Overcome                                                                                                                                                         | Possible Suggestions Arising from these Hopes and Barriers*<br><br>*endorsing those in the previous chapters                                                                                                                                                                                     |
|--------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active Social Engagement | 83% of those currently motivated to want to play a fully positive part in | But none of those who could not imagine playing a fully positive part in society saw themselves playing a completely positive such part now and only one participant at high | <i>Thus all the research recommendations shown in the conclusion tab 12.1 seem relevant and society might have to do more to ensure it does not let people down by continuing to tolerate downward life spirals, but, instead, builds on, and builds up, people's motivation to participate.</i> |

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|  | <p>society unequivocally thought that one should do what is right by society, even if society lets one down, and all those who thought they currently played a completely positive part in society could imagine, to at least some degree, playing a fully positive part in society, while 92% of those who were actively socially engaged had a reduced offending risk and Tab. 10.3 showed some possible elements that might be antidotal to not wanting to play a fully positive part in society, seemingly backing up the suggested recommendations of this research as outlined in Chapter 12 tab 12.1.</p> | <p>offending risk was actively socially engaged, while focussing on the self or desistance or nothing at all appeared to be associated with a high risk of offending, with 80% of these individuals having a high such risk and only one of them having a low such risk. Indeed, 71% of those who could not imagine playing a fully positive part in society at all wanted their perfect life to be only partially law-abiding. Less than half of the participants appeared to be currently motivated to play a fully positive part in society. The majority were just vaguely wanting or relying on their circumstances or outlook changing or on manipulating others, while some were even ambivalent about wanting to at all and others said outright that nothing would make them want to play a fully positive part in society. 83% of those who did not think one should do what is right by society when society lets one down, had no current motivation to want to play a fully positive part in society. Indeed, Tab. 10.3 showed a possible toxic combination of potential barriers to playing a positive part in society, all of which linked in to at least one of the elements in the research's recommendations in the conclusion summary in Tab 12.1.</p> | <p><i>their desire to do what is right by society and their sense of playing a positive part in society, to enhance their social engagement and to create, where it does not exist, this social engagement, alongside nurturing a desire to participate, while making a law-abiding life more appealing. In all these regards, basing provision for participatory law-abiding lives on advancing an individual's own appetites and aptitudes might be helpful, such that participation does not run counter to people's own desires. This suggestion has been at the heart of the employment, education and client-led intervention measures proposed in previous chapter summaries, all of which appears to be further endorsed by the findings in this chapter and this sectional summary. In terms of the specific barriers cited in this sectional summary, namely being vague about what is wanted or relying on circumstances or outlooks changing or on manipulating others or overly focussing on the self or desistance or having nothing at all upon which to focus, this again appears to suggest the benefits of nurturing a more active participatory positively directioned personally responsible mode of being that offers opportunities to explore what might be wanted and circumstances in which it can be achieved. Such a mode of being cannot be expected if societal structures are not in place to foster it, but, instead, continue to tolerate downward life spirals. Ensuring everyone has an education appropriate to enabling and preparing them personally for an active participatory positively directioned responsible adulthood might involve a fully funded full range of youth opportunities and fully funded lifelong education beyond that, all based on advancing development of aptitudes and appetites and well-being and happiness, including a certified life preparation course, endorsable for retaking if required, culminating in a valuing rite of passage into a consistent age of adulthood into which to step effectively. If a young person is clearly failing to thrive on his/her route to adulthood, and the beginning of that adulthood continues to be a contradictory mass of disparate ages, such a failure to thrive and lack of clarity must be addressed. There must be intervention to prevent what is unfolding from actually happening, with respectfully, quickly and effectively initiated early intervention when quality of life is lacking to end tolerated downward life spirals with client-led holistic action to ameliorate and share the undoing of brutalising experiences and actions non-adversarially in a timely shared search for effective remedy and resolution with fully funded advocacy for all involved and authorities as resources accessible to those in need to turn lives around and to end unemployment and any routes thereto. Participation through rewarding, advancing, non-harming, pride-giving employment, or alternatives to it, which actively pursue people's goals in non-harming ways, with quality productivity in performance and with work as the conduit for pay and payments that are sufficient to fund quality lives, including obliged insurance for times of need, such as the need for health and social care and for retirement, need to be available for everyone. No one should surely be left to get to a state where nothing would make them want to play a fully positive part in society,</i></p> |
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|               |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>whilst everyone should perhaps be enabled to realistically imagine playing a fully positive part in society in a way that aligns with their own appetites and aptitudes.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Socialisation | None of those who demonstrated autonomously engaged socialisation had a high offending risk and 67% had a low such risk.                                                                                                                                                                                                                                                                                                              | While across seven measures of socialisation, none of those with much lack of autonomously engaged socialisation had a low offending risk and 78% had a high such risk.                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Thus autonomously engaged socialisation seems important, endorsing suggestions in previous chapter summaries advocating the autonomy of personal responsibility through client-led interventions when engaging with society, such as utilising the authorities as resources in holistic action, rather than allowing people to abdicate responsibility to those authorities or, indeed, allowing the authorities to subsume individuals to their will. This would need to be underpinned by measures to support people's capacity in this regard. An optimal education might be critical to this****, as well as effective timely action on anything that might impede it, such as mental and physical health, as well as mechanisms to manage substance use in a way that enables functioning.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Relationships | Close familial relationships appeared to be the most important relationships for individuals, with 81% of respondents choosing a close familial relation when asked to make a selection. 86% of people sought praise from their selected relationship, rising to 89% when including those whose desire for praise sat alongside another desire. 94% of participants wanted either praise or honesty from their selected relationship. | The only individual who preferred control over praise had not selected a close familial relationship and, when selecting a group of which they were part, twice as many participants included friends as included family, suggesting that individuals may be prone to bond to individual family members but prefer friendships to define their more collectivised contexts. 83% of those at high risk of offending chose a desire to belong in their selected group, rising to 92% when the individual who said he did stand out but would rather belong was included, while only 57% of those at low risk prioritised belonging. | <i>Thus it might be important to ensure that a prosocial sense of belonging embraces everyone, perhaps endorsing the suggestions throughout this research to actively demonstrate the equal value of all lives through respectful interaction with, and empowered self-expression of, everyone, encouraging and respectfully reflecting uncensored diverse views, as well as by ensuring no one is left marginalised by society through such things as unemployment, homelessness, substance use, mental or physical health problems, inadequate youth development opportunities or any of the other issues that arose throughout this research regarding which a consistency of suggestions seemed relevant throughout all the chapter summaries. Within this, the importance of both friendship groups and individual family members are exposed in this particular sectional summary, in which it seemed important to ensure these relationships are equipped to offer prosocial belonging, as well as being equipped with the ability to offer valuing praise and honesty. This might endorse the benefits of early intervention when such qualities are lacking in lives as outlined in the sectional summaries above and in the sectional summaries across this research. This might also benefit from training of expertise in parenting to provide such things, with special provision to protect women and children, preventing the disruption to their lives which could undermine a sense of belonging in children as they grow up. Belonging, praise and honesty might also rely on ensuring that providing them for some does not come at the expense of others, such that they would need to be executed in respectful non-harming ways with a clear delineation between opinion and demonstrable fact.</i> |
| Treatment*    | Two thirds of those with rationally positive upbringings that lacked the use of consequences or other such tools, offered good or                                                                                                                                                                                                                                                                                                     | But that activity could be unconstructive in the shape of offending as well as constructive in the shape of work, while only 22% of those who were not working at all, though having done so in the past, gave workmate treatment the top score and only 25% of men who were                                                                                                                                                                                                                                                                                                                                                      | <i>Thus, the notion of treating with sensitivity those who behave brutally might be endorsed, alongside addressing any mixed treatment so that it might be mixed specifically in response to being active or inactive. In terms of that activity, the constructive might need to be expected, such as through active participation in, and contribution to, society, perhaps through rewarding, advancing, non-harming, pride-giving employment, or alternatives thereto,</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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|  | <p>mostly good treatment to others and all were harm-sensitive. 75% of those who were fully working received good or good-leaning treatment, while only 13% received poor or poor-leaning treatment. None of those consistently in receipt of good treatment claimed to offer anything less than good, or mostly good, treatment themselves and two thirds of those with 4 or more positive types of experiences were harm-sensitive. It appeared to be important to comment when things go wrong without causing upset, if concern and help are offered and if comments are also made by way of praise when things go well. 71% of those with a low offending risk scored their treatment within the family at top, while only 42% of those with a high offending risk did so. 80% of those who were currently fully working gave treatment from their workmates the top score and none of them gave this treatment less than three out of four, while 88%</p> | <p>not working at all scored their treatment from their family as top. None of those who claimed to consistently receive poor treatment, said that they themselves offered good, or even mostly good, treatment. Similarly, none of those who claimed to consistently offer poor treatment, said that they themselves received good, or even mostly good, treatment and two thirds of those with 3 or fewer positive types of experience were harm-insensitive. Only 42% of participants said their teachers had provided respectful and fair treatment and only 17% of police received the top rating for respectful and fair treatment. All those who had received poor treatment across the treatment measures were not working and had a high offending risk. However, 60% of those who described their general upbringing only in terms redolent of praise, encouragement and love had a high offending risk, while only 10% had a low such risk and, likewise, 60% were not working and only 20% were fully working. Those without any praise, encouragement and love appeared to be even worse off, with 80% having a high offending risk and only 11% fully working. No one in receipt of undiluted sustained good or mostly good treatment had a low OGRS score and the whole of the low OGRS risk group was totally comprised of those in receipt of mixed treatment, with mixed treatment associated with inactivity. None of those who spoke of only having one or two close family noticing or commenting on what they do had a low offending risk and there was sometimes an apparent struggle for autonomy within close engagement, perhaps especially for women, and also an apparent struggle for disengagement from expired engagements for both genders. Not being shown or told how to behave appeared to be associated with both offering poor treatment and being harm-insensitive, while 63% of those whose behavioural upbringing included severe consequences, without being negatively directioned by their parents/carers, were also harm-insensitive, while only half offered good or mostly good treatment to others. 80% of those</p> | <p><i>available for all and required of all, while the unconstructive is thwarted, such as with an end to money without effort and effort without money, by undoing any gain from brutality, including ending income or profit from property, ownership or business where that ownership is not based on active and ethical custodianship and development in non-harming ways, alongside decent wages for work or its alternatives instead. This expected participation might also be linked to the importance of good but not indulgent treatment, such that everyone is treated well but is also expected to contribute. This could perhaps especially benefit men, whose treatment appeared related to being fully working, and surely needs to include respectful treatment being expected within the family, at work and with all official interactions including police and school. All interactions perhaps need to be the positive experiences that seemed to be valuable, with easy routes forward if they are not, such as through automated access to all laws that must include everyone in their protection, with an easy to operate and understand online guide that provides straight forward situational legal escape routes that are instantly accessible, as well as free access to being championed by a funded advocate. Such routes and advocacy might also help the individuals struggling for autonomy within close engagement, perhaps especially women, or those of either gender struggling for disengagement from expired engagements. Managing such human relationship difficulties might be included in the coursed-preparation to manage life that appeared relevant for suggestion throughout this research. Likewise, any training in parenting, that also appeared relevant for suggestion throughout this research, might also improve human relationship difficulties. Such training might incorporate some of the issues cited as important by participants in this sectional summary, such as by better equipping parents to be more effective 'noticing commentators' for young people's lives as they grow up, as well as enhancing the apparently helpful 'being shown and told how to behave'. It could also perhaps include nurturing the praise and encouragement and love mentioned, while suggesting the value of remembering that any comment made when things go wrong should not perhaps be aimed at causing upset, but might more usefully be accompanied by offers of concern and help, alongside ensuring comments are also made by way of praise when things go well, in line with participant suggestions. Since bringing up young people to treat others well seemed best served by a rationally positive upbringing that lacked the use of consequences, this might also form the basis for any parenting training. Indeed, severe consequences particularly seemed to need to be avoided if society wants people to be sensitive to harm, perhaps by ensuring swift and non-adversarial resolutions to problematic behaviour, repair-based, non-punitive, de-brutalised and de-brutalising, in line with those suggested throughout the research chapter summaries.</i></p> |
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|                        | of men who gave treatment from their family the top score were working to at least some degree and unmitigated good treatment was associated with activity.                                                                                                                                                                                                                                                                                              | brought up to be brutal, whether that included severity or not, were sensitive to harm and all offered mixed treatment. Brutal upbringings might therefore be linked to sensitivity to harm, as well as to offering mixed treatment, while 83% of those who said they were not treated better than fifty fifty by their family had a high offending risk.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Active Self-Engagement | It appeared to be receiving both engaged and autonomous sources of help that seemed to facilitate planning to achieve goals, with 86% of these individuals unequivocally having a plan to achieve their goals. 71% of low risk individuals attributed their value, or their equivocation over it, to their own actions and, when no one at all, including themselves, commented on their lives, 3/4 of individuals were working to at least some degree. | But 78% of those citing limited close commentators and 75% of those citing limited detached commentators, were not working at all, while more than half of participants cited their sole source of help as their engagement with others, rising to three quarters who also included engagement among other sources of help, such as resources and work, while 75% of those relying solely on their own autonomy were without a plan to achieve goals and the individual without either engagement or autonomy was also without such a plan, while 62% of those who saw others as wholeheartedly helpful had a high offending risk, whilst only 15% of them had a low such risk, suggesting both autonomy and engagement are needed together and that it is not useful to think of others as existing for us. 70% of high-risk individuals, who were able to cite a cause for their sense of value or lack thereof, cited the treatment they received rather than any contributory actions, such as work, that they themselves undertook, while consequences as a source of help appeared not to affect offending risk, but to damagingly affect participation in work. 70% of those who included consequences in this were not working at all, whilst the same number had a low offending risk as had a high such risk. | <i>Thus, consequences might be best replaced with fostering both engagement and autonomy together, including within help, endorsing suggestions for the client-led approaches that deploy authorities as resources, where autonomy within engagement becomes paramount, that have been cited in earlier sectional summaries above and in the sectional summaries of previous chapters. It seems important to ensure people are never seen as existing solely in order to help others wholeheartedly, possibly implying that parents, carers and even professionals might need to be seen as people in their own right entitled to a quality of life. This might endorse suggestions for ensuring the equality of the value of all lives, such as protecting the quality of domestic life with holistic action in support of this and ensuring that whatever work is undertaken is rewarding in the broadest sense, that have been cited in earlier sectional summaries above and in the sectional summaries of previous chapters. This section also seemed to illustrate the importance of seeing value in oneself through taking contributory actions, such as work, rather than ceding that value to the actions of others in terms of the treatment they provide. This could endorse the suggestion throughout this research of ensuring that it is through participatory action of some sort that any state or other funding is paid, such that it is work, or the alternatives to it, which are the conduit for pay and payments, which should be sufficient to fund quality lives, services and obliged insurance for times of need, including for health and social care and for retirement. Additionally, since it seemed important to either have no one commenting on one's life or plenty of people doing so, if any interventions at all are to be justified, they may need to be undertaken holistically across multiple agencies to ensure the broadly-based pursuit of resolutions suggested throughout this research's chapter summaries.</i> |
| Cherishment*           | 81% of participants appeared to hold a sense of intrinsic responsibility to be cherishing to others and to the world, even if they themselves did not feel cherished, and                                                                                                                                                                                                                                                                                | But 78% of those in receipt of corrective comments were workless, while negative, mixed and indulgent comments also appeared to be related to worklessness and only 9% of participants appeared to have tangibly helping others embedded within their daily lives, with none of these having a low offending risk, such that this help for others appeared associated with high offending risk.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Thus helping some 'others' must, perhaps, not be allowed to be seen as a counterweight to injuring other 'others', such that it cannot be seen potentially falsely as actioning progress within progress-tariffing***, as this progress-tariffing must be specifically linked to very specific harming actions and very specific progress therein to prevent it becoming all pervasive, as much as preventing it allowing some 'good' to justify some harm. In addition, any such harm responsive tariffing needs to be managed in cherishing and caring ways, instead of deploying the corrective, negative or mixed comments which seemed</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                           | <p>only 16% of participants saw the failure of others to care about them as a legitimate reason not to care for others nor the world, while 71% of those with a low offending risk appeared to be autonomously engaged in terms of being cherished, as opposed to only 17% of those at high such risk. 83% of those who were fully working received positive comments from their cited noticing commentators, while all those who were partially working were engaged in a mutuality of commentary or had received earned or corrective positive comments.</p> |                                                                                                                                                                                                                                                                                                                                     | <p><i>unhelpful, but without being indulgent, which also seemed unhelpful. Expecting working participation, suggested throughout this research, might be an antidote to indulgence and might also help provide cherishing, since those who were fully working seemed to receive positive comments and those who were partially working seemed to engage in mutuality in commentary and to receive earned positive or positively corrective comments. Indeed, there seemed to be an intrinsic propensity for cherishing upon which to build, while, since low offending risk seemed associated with that propensity being autonomously engaged, this might best be developed through providing autonomously engaged means of enacting it, such as the autonomous engagement of client-led approaches that deploy authorities as resources, that have been cited in earlier sectional summaries above and in the sectional summaries of previous chapters.</i></p>                                                                                                                                                                                               |
| <p>Personal Responsibility in Official Intervention**</p> | <p>Prison was a reason to desist that featured amongst those with a high recidivism risk, while participants frequently claimed personal responsibility within interventions that might support desistance.</p>                                                                                                                                                                                                                                                                                                                                                | <p>But only 4 participants seemed to demonstrate personal responsibility within interventions across at least half of the measures used in this context and all those who cited circumstances as the reason for wanting to stop offending appeared to have a high OGRS score, as did all but one of those who relied on others.</p> | <p><i>Thus the value of enhancing personal responsibility, such as with the autonomous engagement of client-led approaches that deploy authorities as resources, that have been cited in earlier sectional summaries above and in the sectional summaries of previous chapters, seem further endorsed, as well as appearing to underline the value of improving people's circumstances, as much as improving their personal responsibility for those circumstances. Circumstances like decent safe places to live and access to driving, albeit ensuring this latter is sustainably structured, might be important, as these things arose throughout interviews. Nevertheless the right to impose the containment of prison, albeit with all the caveats this research discusses of ensuring this is structured appropriately for progress and that there is no viable alternative to it, does seem to retain credibility as a means of deterrence, albeit that this researcher sees it solely being deployed for the purpose of the protection of others, which might be in keeping with the link between high offending risk and the fear of prison.</i></p> |

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| Substance Use in Official Intervention                | Some participants who struggled with substance use spoke of wanting to help others in this regard.          | But they were unable to control themselves with substances. Indeed, there was a lack of breadth of achievement when tackling substance use and substance use was connected to uncertainty with life, while, if it was not avoided, then life could not be 'on the way up' and it was cited as a critical life negative to be undone. It needed to be controlled, alongside problems with mentality, and individuals needed to 'be off' substances, alongside needing work. Substance use appeared to lead to the loss of 'everything', including work, such as being sacked for not turning up for work because of substance use or 'I walked out' or 'stopped working' because of substance use or being sacked for drinking and driving or for 'not turning up for work lots of times' because of substance use or not getting up to go to work. | <i>This seems to endorse both the importance of addressing substance use, but also trying to improve functioning while using substances, such that it might not lead to losing things like work, perhaps ensuring sufficient medication and regulated access and opportunities for the mutuality of help to which users aspired, alongside dealing with any associated mental or physical health needs in a timely manner.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Advancing Lives in Official Intervention**            | 90% of those who were negative about probation in terms of employment were working to at least some degree. | While none of those who were positive about probation itself in terms of work were working full-time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>This might endorse the importance of structuring interventions to facilitate work and ensuring that they do nothing to compromise work. The importance of work, or a broad array of appropriate alternatives to it, was borne out throughout this research, which suggests seeking to end unemployment through providing rewarding, advancing, non-harming, pride-giving roles for everyone, which actively pursue people's goals in non-harming ways with quality productivity in performance and with those roles as the conduit for pay and payments that are sufficient to fund quality lives, including obliged insurance for times of need, such as the need for health and social care and for retirement.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Constructively Advancing Alternatives to Punishment** | Low punishment levels appeared to be related to fewer training needs.                                       | While high punishment levels appeared to be related to more training needs. Two thirds of those who included needing assistance in all 5 training categories of understanding, resources, expression, connection and knowledge had a high risk of offending, whilst only 11% had a low such risk, and there appeared to be a reluctance amongst the male participants to tackle issues of masculinity, with only 1 in 5 open to training on this topic, while those that did think they needed this training appeared to be 3 times as likely to have a high offending risk than a low such risk. One male participant said 'I think 90% of men would respond with violence on the spur of the moment' and a participant said violence 'is not a social up bringing... actually it probably is' and                                                | <i>Thus meeting training needs, such as on substances and gender expression, as well as violence more broadly, might be an appropriate alternative to punishment. This endorses the importance of tackling substances, as cited in earlier sectional summaries above and in the sectional summaries of previous chapters, as well as the importance of ensuring consistent execution of consistent morality on violence and consistent laws against harm, to counter any counter-culture in this regard, with transparent universally applied rules accessible through an easy to operate and understand online guide that provides straight forward situational legal escape routes, as alternatives to violence, alongside nurturing constructive, flexible thinking on ways to express masculinity without violence. The understanding and expression, for which training assistance needs were also cited, might also benefit from enhancing this constructive, flexible thinking and also by encouraging respectfully expressed and respectfully heard uncensored diverse views in the media. These might also help with improving the connections between people, which was another training assistance need cited, by facilitating greater empathy between people. This all seems to endorse</i> |

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Additionally, of those participants who included a need for education on drugs and alcohol, nearly 64% had a high offending risk while only 27% had a low such risk. | <i>the importance of self-expression and of understanding both diverse lives and the self to forge connections for social inclusion. That social inclusion might also rely on delivering the other training assistance needs cited, namely the need for resources and knowledge. These needs highlight the importance of education as a resource and a source of knowledge, that this research has suggested throughout should be fully funded and available lifelong, as one of the resources upon which people perhaps should be able to draw throughout their lives to develop knowledge and open up opportunity, as well as the other training needs cited****. This life-long education might be one of the alternatives to work for which payment is made to individuals, such that money is paid for learning rather than for the inactivity of unemployment, while learning becomes a legitimate employment in itself. This might become even more pertinent as the nature of work changes with emergent technological alternatives to labour.</i> |
| Constructive Advancement Themes in Sharing De-Brutalisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ****This could usefully include cultivating advancement characteristics as shown in the section on Constructive Advancement Themes in Sharing De-Brutalisation, with special reference to Tab. 10.19 Constructive Advancement Themes, which discusses the importance of advancement focus and identity; channelled endurance in attraction; constructive prominent belonging; appropriate persistence, change and selection; personal responsible activity; and resilient faith in personal capacity, all of which might need to be embraced within education to optimise that education as a preparation for a quality life. |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>*The importance of non-brutal interactions illustrates the importance of empathetic behaviour and treatment in pursuit of constructive solutions/moralities/drives/desires with reference to Fig. 10.17 Lifetime Treatment Experiences of Treatment Received Fig. 10.8 Respectful and fair treatment by workmates and Fig. 10.9 Respectful and fair treatment by family and Fig. 10.10 Treatment by Family, Work Status and Gender and Fig. 10.11 Respectful and fair treatment by teachers/police and Fig. 10.12 Treatment and Work Participation/Offending Risk and Fig. 10.13 Offering and Receiving Good Treatment and Fig. 10.15 Harm Sensitivity/Treatment Offered and Behavioural Upbringing and Fig. 10.16 Childhood Treatment and Fig. 10.17 Lifetime Treatment Experiences of Treatment Received and with reference to the section entitled Treatment and Active Social Engagement<sup>131</sup></p> <p>**The importance of autonomous engagement illustrates the importance of arranging society's institutions as resources for people, with institutions to represent the whole of society that provide constructive educational/training/societal/official experiences with reference to the sections on Official Intervention to Share De-Brutalisation and Advance Lives and on Constructively Advancing Alternatives to Punishment<sup>132</sup> and with reference to Tab. 10.1 What makes (would make) you want to play a fully positive part in society? and Tab. 10.2 How does thinking that one should do what is right by society fit with the offences you committed? and Fig. 10.4 Autonomously Engaged Socialisation and Offending Risk and Fig. 10.5 Risk; Personal View and Official View and Fig. 10.20 Autonomously Engaged Help and Plan to Achieve and Fig. 10.25 Autonomously Engaged Cherished and OGRS Score<sup>133</sup></p> <p>***progress-tariffing to only be in response to harming action and based on a risk-monitoring and autonomous-progress model of responding to harming actions by providing mechanisms for demonstrated progress which allow for immediate progress to be demonstrated with swiftly responsive progressive assisted release from monitoring and containment and enabling alternatives to harm with objective action-measurements of specific harm-reduced risk-proportionate specific action to assess progress-tariffs in meeting required expectations specific to harm caused in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all and required expectations specific to harm caused in line with Tab. 3.12 Progress-Tariffing: Risks and Responses and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Tab. 10.20 Chapter Summary

<sup>131</sup> See Empathetic Behaviour and Treatment in pursuit of Constructive Solutions/Moralities/Drives/Desires in Tab. 12.1 Measures-Summary in Chapter 12

<sup>132</sup> See Arrange society's institutions as Resources for people, with institutions to represent the whole of society that provide Constructive Educational/Training/Societal/Official Experiences in Tab. 12.1 Measures-Summary in Chapter 12

<sup>133</sup> See Arrange society's institutions as Resources for people, with institutions to represent the whole of society that provide Constructive Educational/Training/Societal/Official Experiences in Tab. 12.1 Measures-Summary in Chapter 12