Creating an Enabling Environments Pathway for Offenders with a Personality Disorder within Wales

Symposium overview

- 4 papers
  - Enabling environments overview and pathway
  - Four settings – prison, inpatient, approved premises and housing

- Processes, learning and impact evaluation

- Presentations represent work of a number of people

Developing an Enabling Environments Pathway

Meinir Edwards, Project Manager, Wales OPD Pathway, NOMS
Daryl Harris, Clinical Lead, Wales OPD Pathway

Welsh Context

3.2 million population

8,023 sq miles

2   Official languages

7   Health Boards

22 Local Authorities

4   Police Forces

4   Prisons (another due to open 2017 in Wrexham)

5   Probation LDUs

4   Probation APs

23 Probation Offices

Strategic context set by Wales OPD Pathway

Strategic Objectives

Reduced Risk

Enhanced Wellbeing

Competent workforce

An active pathway of intervention

Strategic Principles

Shared responsibility

Joint operations

Largely based in CJS

Whole systems approach

What are enabling environments

- "The Enabling Environments Award is a quality mark given to those who can demonstrate they are achieving an outstanding level of best practice in creating and sustaining a positive and effective social environment" [RCPsych]

- 10 core standards

- Process of self evaluation, service development & independent assessment

Creating an enabling pathway

- Service settings to become EE accredited in their own right (next 2 papers)

- Approach to linking together service settings

- Goal to influence and positively affect non-EE accredited settings

- Provide a core set of values and experiences for those moving between settings

Enabling Environment Network

Legend:
- Prison
- Approved Premises
- Forensic Mental Health
- Housing

Criteria:
- Belonging
- Boundaries
- Communication
- Development
- Involvement
- Safety
- Structure
- Empowerment
- Leadership
- Openness

Stations:
- Ty Newydd AP
- Plas Y Wern AP
- HMP Wrexham
- HMP Usk & Prescoed
- HMP Swansea
- HMP Parc (?)
- HMP Cardiff
- Quay House AP
- Mandeville House AP
- Pillmawr
- Ty Skirid
- Gwalia Housing Association

Strategic Board

- Coordinate development of Enabling Environment & an Enabling Environment Pathway across Wales
- Enhance the standard of psycho-social environment of relevant services in Wales
- Share good practice & promote continuous improvement of relevant services
- Work collaboratively in developing areas of need & responding to poor practice
- Support infrastructure development / engagement, creating national awareness of best practice in EE
- Influence national policy in relevant areas

Strategic Board

➢ Provide a strategic role in effective sharing and learning & best practice

➢ Develop and coordinate EE training across Wales

➢ Use established forums and conferences to launch & promote EE within services

➢ To inform and ensure evaluation is timely and meaningful

➢ To receive feedback on impact evaluation as it arises

Operational Group

➢ Oversee the establishment & maintenance of individual EE pilot sites & their connectivity across Pathway

➢ Ensure agreed project action plan is in place for each service, including timings for completion & lead responsibility

➢ Support services to enhance the standard of their psycho-social environments & embrace the EE principles

➢ Support staff and service users in creating enabling environments in their services and help overcome any obstacles that may impact upon services achieving and maintaining the Enabling Environment Award.

➢ Share good practice and promote continuous improvement and learning both within and across services

Operational Group

➢ Report to and utilise the steering group to work collaboratively in developing areas of need and poor practice across Wales

➢ Support infrastructure development/engagement, creating a national awareness of best practice in EE.

➢ Support the development and delivery of EE training across Wales

➢ Inform evaluation of this aspect of the Pathway

➢ Receive feedback on impact evaluation as it arises

Conclusions

- EE pathway a new concept – approach being developed

- Focus on joining together EE settings and creating wider approach to influencing other non-EE services

- May assist progress for individuals through services and minimise 'gaps'
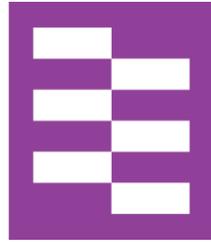
Developing Enabling Environments within Inpatient and Custodial Settings

Jason Davies, Professor in Psychology, University of Swansea & Evaluation Lead All Wales OPDP
Sarah Gear, Senior Psychologist, NOMS-Cymru
Gemma O'Brien, Highly Specialist Clinical Psychologist, All Wales OPDP & Aneurin Bevan Health Board

Service contexts

- Prison
  - HMP Usk
    - Cat C prison – treatment site; 250 male sexual offenders
    - Whole establishment EE
  - HMP Swansea
    - Cat B prison; 400 prisoners
    - Single unit EE; Tawe Unit: new drug recovery unit, 49 prisoners
- Health
  - Two inpatient units
    - forensic low-secure locked rehabilitation ward
    - forensic open rehabilitation ward

Enabling Environments in HMP Usk

- One of only five prisons piloting whole prison EE
- EE awareness training delivered to staff and prisoners
- Self-assessment process complete - currently action planning and evidence gathering.
- Existing establishment with some initial hurdles, e.g. new concept of staff and prisoners training together.
- Early benefits:
  - Staff and prisoners brought together
  - Enhanced communication and relationships
  - Offenders and staff feel an active role in making decisions relating to them and their environment – created a sense of optimism and autonomy

Enabling Environments at HMP Swansea

- The new unit has been designed from the start with the Enabling Environments standards underpinning it.

- EE awareness training has been delivered to staff and prisoners.

- Currently in the early stages of self-assessment.

- Early indications are that staff and prisoners very motivated to work towards developing an Enabling Environment.

Approaches to meeting the standards

1) BELONGING

- The nature and quality of relationships are of primary importance

Mark people arriving/leaving, opportunities for staff [S] & prisoners [P] to get to know each other

2) BOUNDARIES

- There are expectations of behaviour and processes to maintain and review them

Clear rules and expectations, consistent approach to implementing expectations; open process to review expectations which includes [S] & [P}

3) COMMUNICATION

- It is recognised that people communicate in different ways

Opportunities to discuss feelings underlying behaviour (interventions, personal officer meetings), support for those with communication issues, effective communication is supported and encouraged.

Approaches to meeting the standards

4) DEVELOPMENT

- There are opportunities to be spontaneous and try new things

Mechanisms for [S] & [P} to learn more about risk and risky behaviours, staff and prisoners able to try new things, a degree of spontaneity is encouraged and supported.

5) INVOLVEMENT

- Everyone shares responsibility for the environment

[S] & [P} all have a range of roles and responsibilities, [P] are involved in their own development, [S] & [P] involved in making decisions relating to the environment, everyone helps the development of others.

6) SAFETY

- Support is available for everyone

Emotional support is available for [S] & [P}, [S] & [P} feel listened to, reflective supervision is available for staff and peer-support is recognized and valued.

Approaches to meeting the standards

7) STRUCTURE

- Engagement and purposeful activity is actively encouraged

There is a consistent structure and this is clearly outlined, regular meetings take place including [S] & [P}, there are spontaneous activities involving [S] & [P}.

8) EMPOWERMENT

- Power and authority are open to discussion

Prisoners are encouraged to give their viewpoint and ask questions, suggestions are listened to. Regular forums take place [S] & [P} and ideas following these are implemented where possible.

9) LEADERSHIP

- Leadership takes responsibility for the environment being enabling

Those in leadership roles are active participants in the life of the community, EE representative across all areas of the establishment.

10) OPENNESS

- External relationships are sought and valued

Visitors welcome, [S] & [P} opportunities to participate in activities outside the environment, open days.

Health implementation

- A core team established to undertake the self-assessment process for each ward

- Representatives from qualified and unqualified staff and the client group are invited

- Each ward (staff and client group) participates in a weekly Forum used to discuss the implementation of the EE initiative, identify actions and gather evidence for the self-assessment

- New ideas are taken forward and implemented, offering evidence for our self-assessment. An example of this is appointing a ward representative from the client group, complete with role description, to work with the staff team in developing the service

- Staff meetings are used to reinforce the EE messages

Health – initial experiences

- Ethos of EE welcomed by clients and staff
- Benefit of support throughout the service, including from service leads and service recipients
- First obstacle: completing the self-assessment and the portfolio have appeared overwhelming
- Self awareness and self assessment training have provided forums to air concerns and learn from experiences in other settings
- Capturing existing good practice important

Common learning

- Culture change component
  - New 'custom and practice' e.g., joint staff and prisoner / patient training
- Organisational commitment
- Local leaders / champions
- Support of wider group for support / troubleshooting

Possible EE development North Wales Prison

- New prison will open in 2017 - largest prison in England and Wales.
- 2,106 male category C spaces with small remand function.
- Vision to embed rehabilitative principles from the start, making sure that all staff embrace and understand how they will form part of the rehabilitative culture.
- Enabling Environments is a possibility that fits in with the vision, alongside other values.
- There is currently a rehabilitative culture work stream to identify possible options. Discussions currently remain ongoing.

Conclusions

- EE implementation both challenging and liberating

- Requires careful thought to 'personalise' EE standards to ensure relevance and utility for setting

- Some common challenges across settings

- Opportunities for shared learning between 'inpatient / custodial' settings

Establishing Enabling Environments within community settings: Approved Premises and Housing Providers

Meinir Edwards, All Wales OPDP Project Manager, National Probation Service
Jo Marston: Approved Premises Manager, National Probation Service
Andrew Vye, Director of Housing and Support, Grwp Gwalia

EE in Approved Premises

- Four approved premises within Wales
  - 2 south; 2 north; all male; circa 25 places each
  - Typically 2 daytime staff
  - Provide 'step' between prison and community
  - High risk sexual and violent offenders
  - Different stages of EE from registered to portfolio submitted

Sources of evidence

- Information from wide range of sources
    - copies of emails
    - photos of activities
    - staff member reflections
    - resident letters and statements
    - staff supervision notes and appraisals
    - pieces of art/poetry/prose by residents
    - statements by visitors
    - policy documents & minutes of meetings

Process of portfolio development

- Training for staff and residents
- Momentum from start by acting on ideas from training session
- Staff chose then took responsibility for one of the ten standards (based on personal interest)
- Staff discussed their standard and ideas with the residents during keywork sessions
- Evidence was gathered over some months
- One staff member compiled final portfolio

Initial (anecdotal) impacts

- Residents reported feeling empowered by the changes
- Changes in the attitudes and interaction between residents and staff - relationships characterised by informality and mutual respect
- Observation / reports of less passivity, improved self esteem and confidence - everyone taking responsibility for the environment
- The pro-social impact of the inclusion of residents in team meetings etc on both residents and staff.

Challenges to implementation

- Some changes – potential challenges to the autonomy of staff

- Concerns by some staff that a more inclusive, enabling approach would lead to less respect towards staff [opposite reported]

- Difficult to maintain focus on the process / portfolio over time – managed through supervision / meetings

- Difficult to maintaining some changes and practices with a constantly changing resident group

- Hard to ensure evidence focussed on staff and residents [easier to evidence enabling residents]

EE and housing

- Gwalia Housing Association forms part of a pathway from custody to resettlement in the community

- Gwalia is a leading Housing Association in Wales with approximately 5000 social housing tenancies

- Gwalia also provide over 4000 people with Supported Housing services across South Wales

- Gwalia are piloting EE in 2 Supported Housing (SH) settings

- If successful Gwalia is committed to rolling out EE across all SH settings

- In time and depending on the success of the pilot there will be opportunities to showcase work with LAs, Welsh Government and support providers to consider how learning can be shared

Housing –the pilot project

- EE pilots in 2 Supported Housing settings
- Ty Trosiad - 8 bed SH for people leaving prison in Newport
- Janner House - 16 bed SH for people leaving prison in Cardiff
- Support Workers at both projects are funded by Local Authority Supporting People Teams to provide accommodation and support for people for up to 2 years
- Support includes assistance with improving health, employment and skills, managing money and independent living skills
- Support is delivered to an 'advantaged thinking' model with support workers working with the aspirations and talents of service users rather than their deficits

Housing – progress to date

- Early stages - staff training initiated in awareness & self-assessment

- Self Assessment scheduled to begin in April 2016.

- A final portfolio will be submitted by March 2017.

- Service User involvement is a cornerstone of Gwalia's support model. Gwalia is currently considering how it can lead on ensuring service user involvement and engagement can help inform the EE pilot in Housing.

- Although it is early days for the EE project in Housing there is real optimism that a consistent application of EE principles could significantly improve outcomes

Conclusions

- Common learning
  - Engaging participation in the process
  - Key successes
  - Common challenges
  - Unique challenges
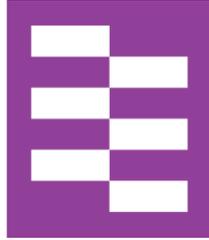
Studying the impact of Enabling Environments

Jason Davies, Professor in Psychology, University of Swansea & Evaluation Lead All Wales OPDP
Aisling O'Meara, Research and Evaluation Officer All Wales OPDP , National Probation Service

Where to evaluate

- **Settings**
  - 4 Approved Premises
  - 1 'whole prison'
  - 1 prison wing
  - 1 housing setting
  - 1 inpatient health setting
- The **pathway** between / around / through settings

What to evaluate

- What is the impact of an EE on those who work, live and have contact with the settings and services
- NOT – is it a good idea
- NOT – are the services meeting the standards

Impact in a setting

- What is an impact
  - What counts as impact
  - Impact on whom
  - What level of impact – noticeable difference
- How do we measure / assess them
  - Self report
  - Observer report
  - Behaviour / formal data
  - Interviews
- How to we use the findings – action research

Approach to evaluation

- Time series of setting not individual
  - Quarterly measurement from whoever available
  - Attempt to obtain a [stable] baseline before award
- Multi-method using questionnaires, interviews and behaviours / objective data
- Use of resources – staffing, MSc's
- Individual and aggregation of sites (APs)

Evaluation so far

- Ethics and governance obtained for studies in AP and prisons
- Prison data collection has begun at Usk
- AP data collection for 1 year+
- AP baseline data
  - 101 residents over 4 premises and 5 time points
  - 35 staff
  - 27 detailed resident interviews

Sample questionnaire findings (baseline)

- Residents
  - *social climate* <u>better than</u> comparison (forensic inpatient)
  - *social problem solving* <u>similar to</u> comparison (forensic MH)
  - *interpersonal problems* <u>broadly similar</u> to general population
  - *levels of anger* <u>lower than</u> other forensic samples
- Staff
  - *social climate* <u>better in two areas</u> (safety and therapeutic relationship) but <u>worse in one</u> (cohesion and support) in relation to comparison (forensic inpatient) group
  - *attitudes towards offenders with a personality disorder* <u>better than</u> the comparison mixed group of professionals
  - *occupational health and job satisfaction* <u>similar to</u> a mixed professional comparison group
- For both groups
  - *life satisfaction* and *happiness* <u>lower than</u> the only available (general population / student) samples
- No significant differences between sites

Interview findings

- Three main themes (from first 10 interviews)

Premises with purpose

what they expected / wanted the AP to provide (practical, therapeutic and interpersonal)

Self-improvement

ideas relating to self-reliance, self improvement and addressing problems

Connecting with others

the role of support (from staff and wider networks) and the contrasting element of isolation

Impact of a pathway

- Can enabling services be joined in a way that facilitates an enabling pathway?
- How do you evaluate a process?
  - Therapy models e.g., assimilation
  - Management models e.g., culture change
  - Personal experience / outcomes
    - Staff
    - Service recipient
    - Wider community
  - Economics

Conclusions

- Key questions for evaluation
  - What service impact are we looking for?
  - How do we measure impact?
  - How do you assess the impact of a pathway?
- Challenges of action research & gathering data
  - Keeping it relevant
  - Maintaining continuity

Contacts

Meinir Edwards

Meinir.Edwards@probation.gsi.gov.uk

Jason Davies

Jason.davies@swansea.ac.uk