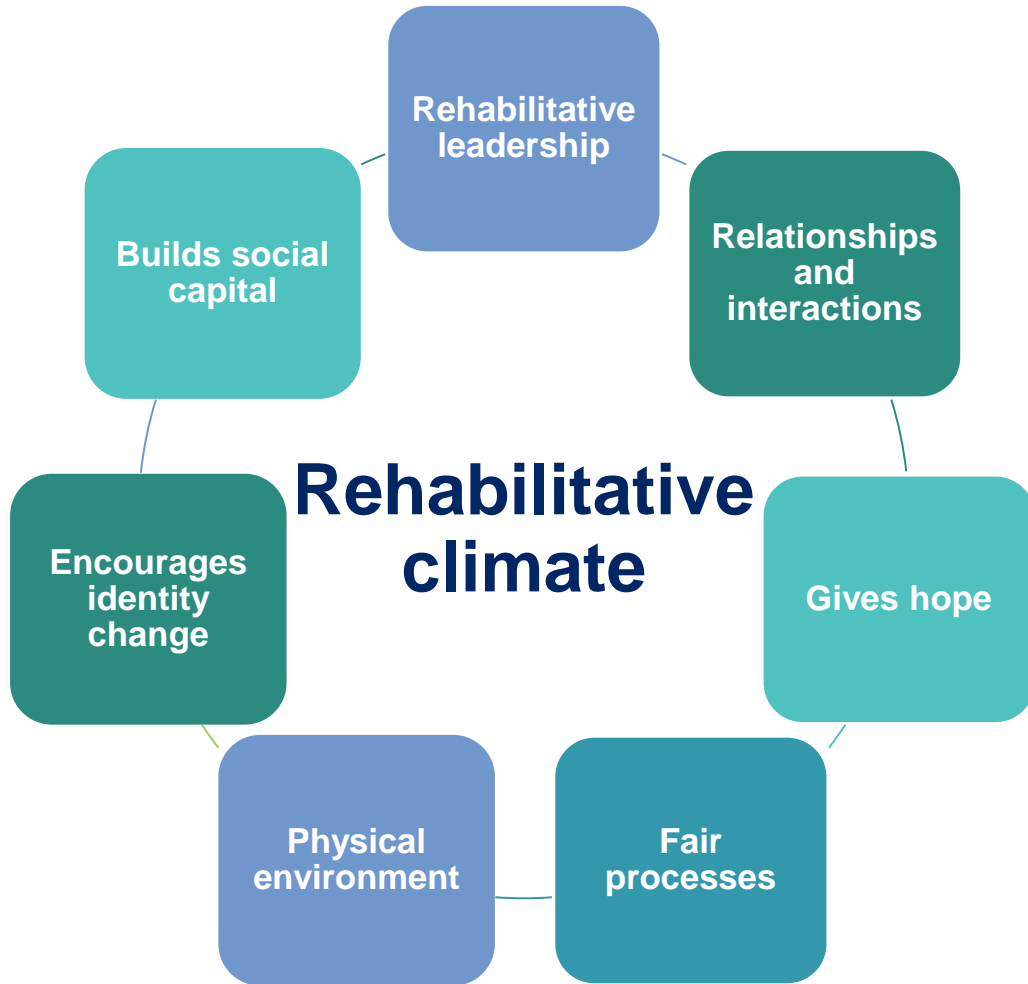


Building a rehabilitative prison environment: Implementation and impacts of 'Five Minute Intervention' (FMI) training in NSW correctional centres

Julie Barkworth

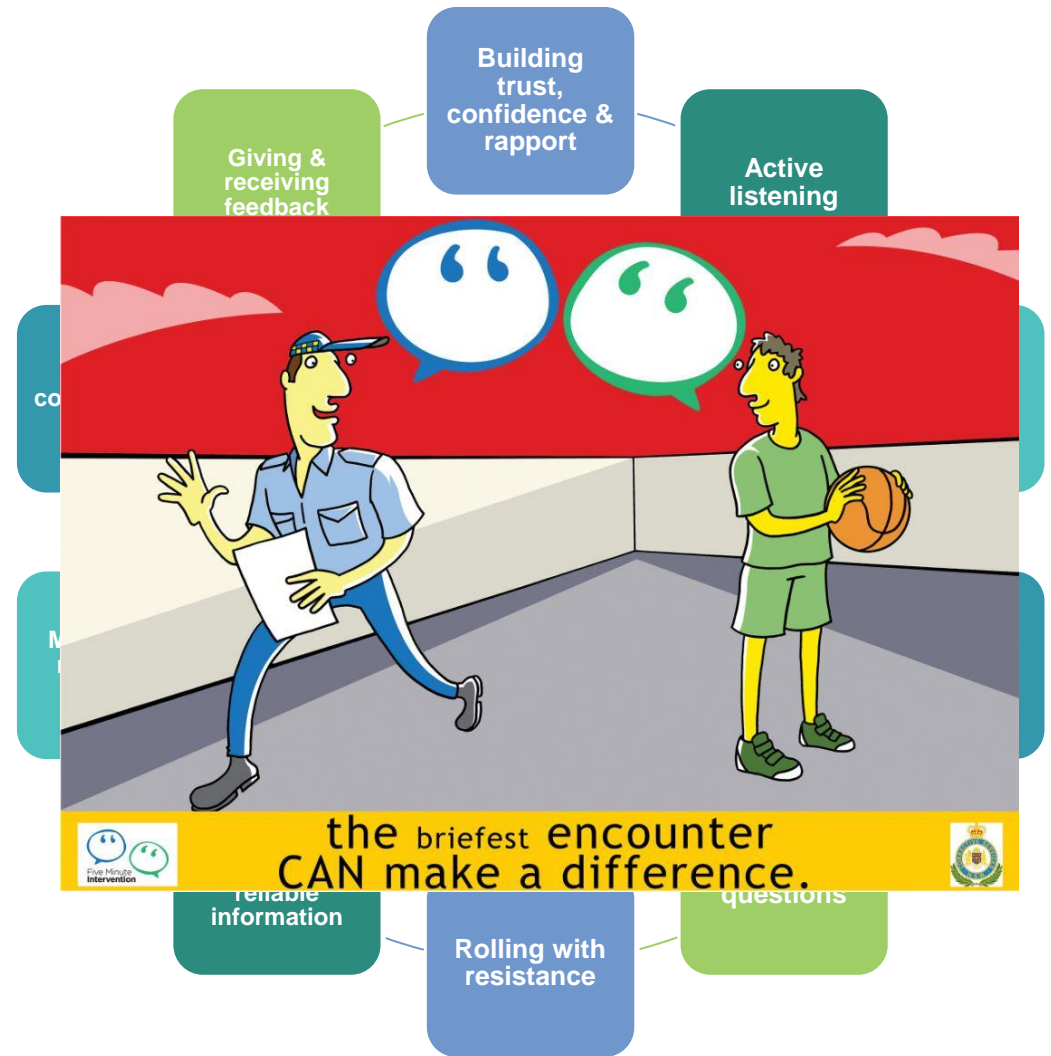
Rehabilitative correctional climate



- ▼ Built on safety, decency and procedural fairness
- ▼ Encourages mutual courteous interactions
- ▼ Presents opportunities for people to assist and support each other
- ▼ Promotes readiness for treatment, beliefs offenders can change, positive attitudes, desistance from crime

What is FMI?

- ▼ A relational approach that draws on a set of rehabilitative skills and techniques
- ▼ Used in everyday interactions
- ▼ Developed in the UK; adapted to NSW
- ▼ 10 skills address 6 targets
- ▼ All CSNSW staff trained across 32 correctional centres



Evaluations of FMI in NSW

Study 1: Short-term effects of FMI on staff attitudes and experiences

Study 2: Long-term effects of FMI on staff attitudes and experiences

Study 3: Staff views and experiences of implementing FMI

Study 4: Impact of FMI on behavioural indicators of safety and order

Short-term effects of FMI

13 training sites
5 comparison sites

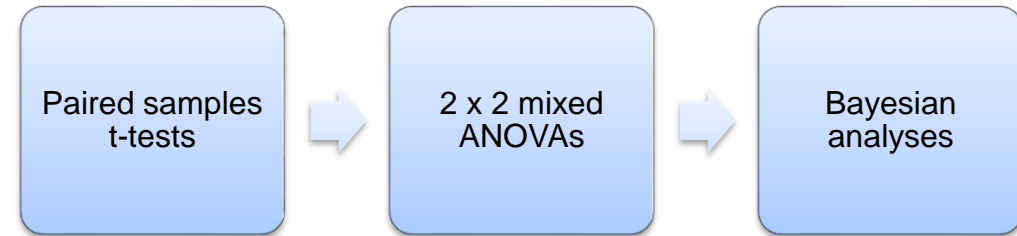
Baseline
N = 1360 (training)
N = 89 (comparison)

6 weeks post
N = 442 (training)
N = 26 (comparison)

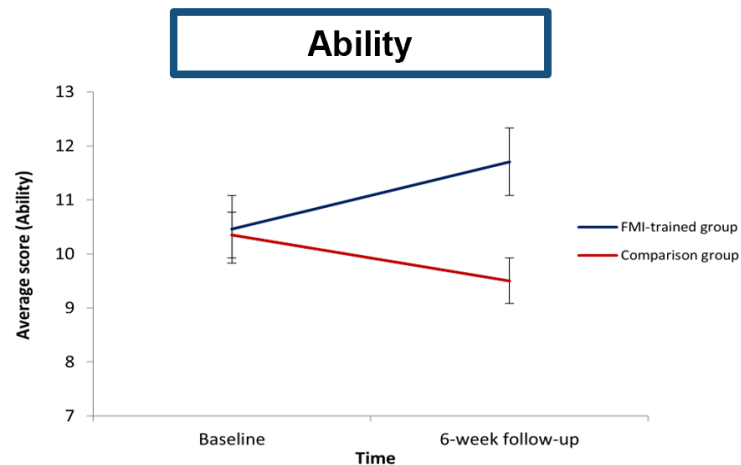
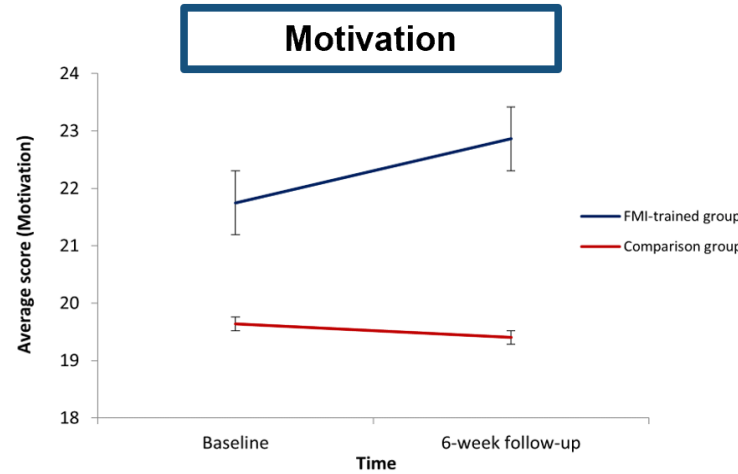
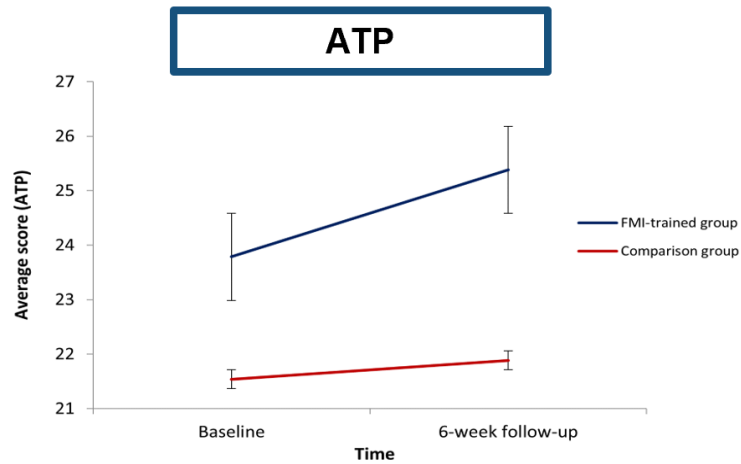
Measures

- Attitudes towards prisoners
- Motivation and Ability to support offender's rehabilitation
- Organisational and Operational job demands
- Job stress
- Job satisfaction

Analyses



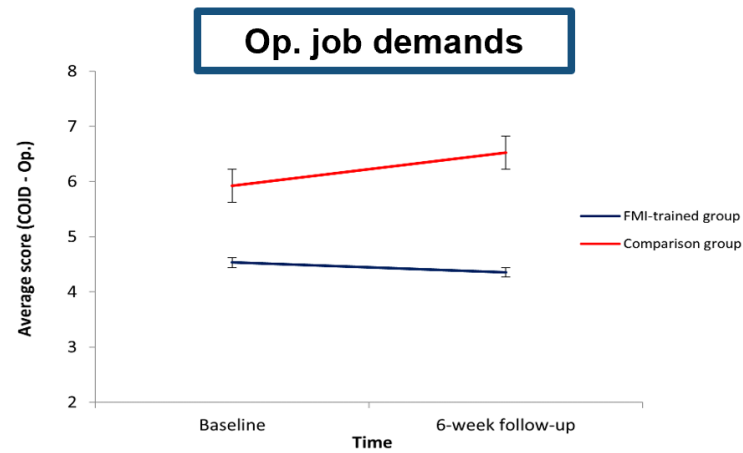
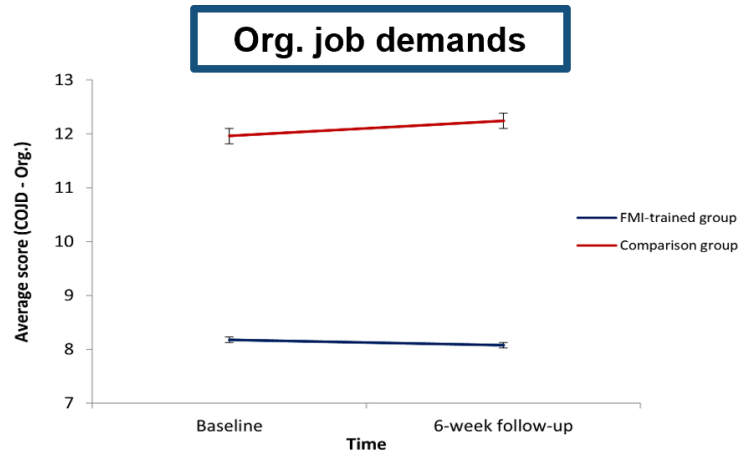
Short-term effects of FMI



▶ Paired t-tests showed significant change across three variables

▶ Mixed ANOVAs revealed a significant interaction for 'ability' only

Short-term effects of FMI

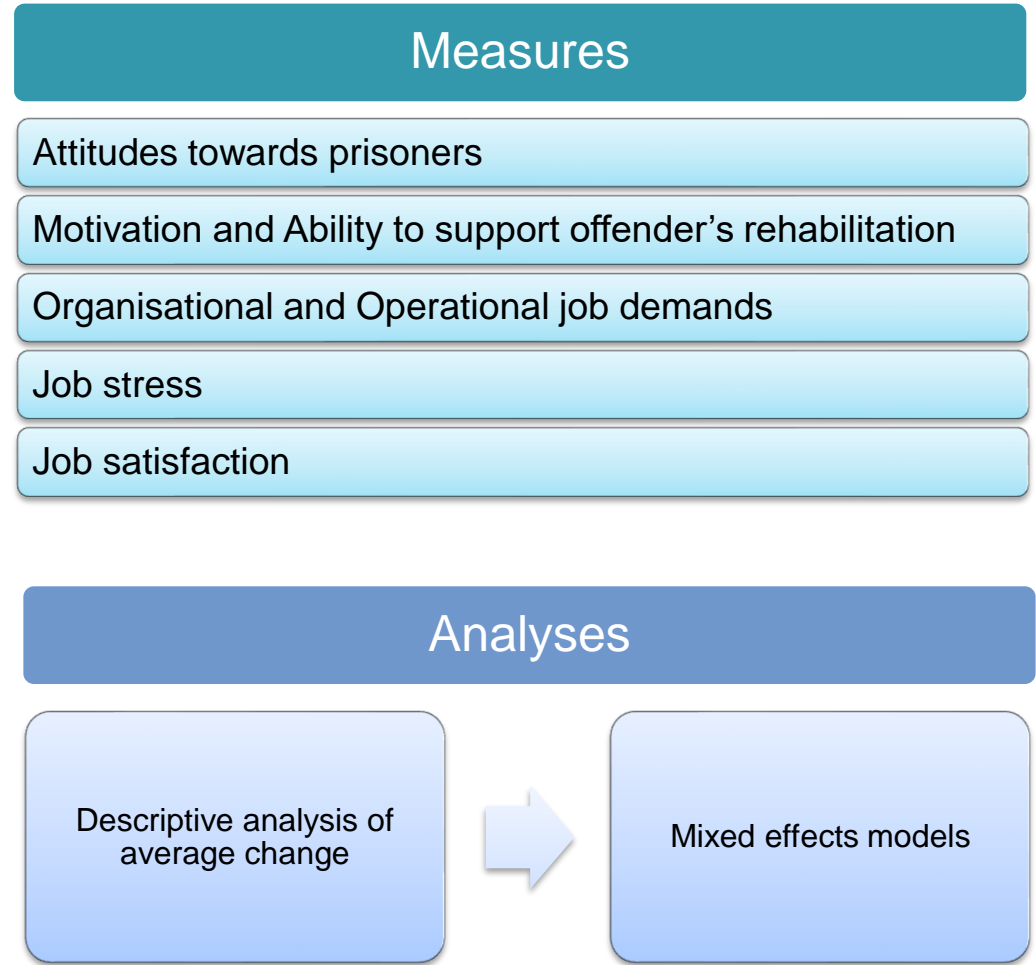
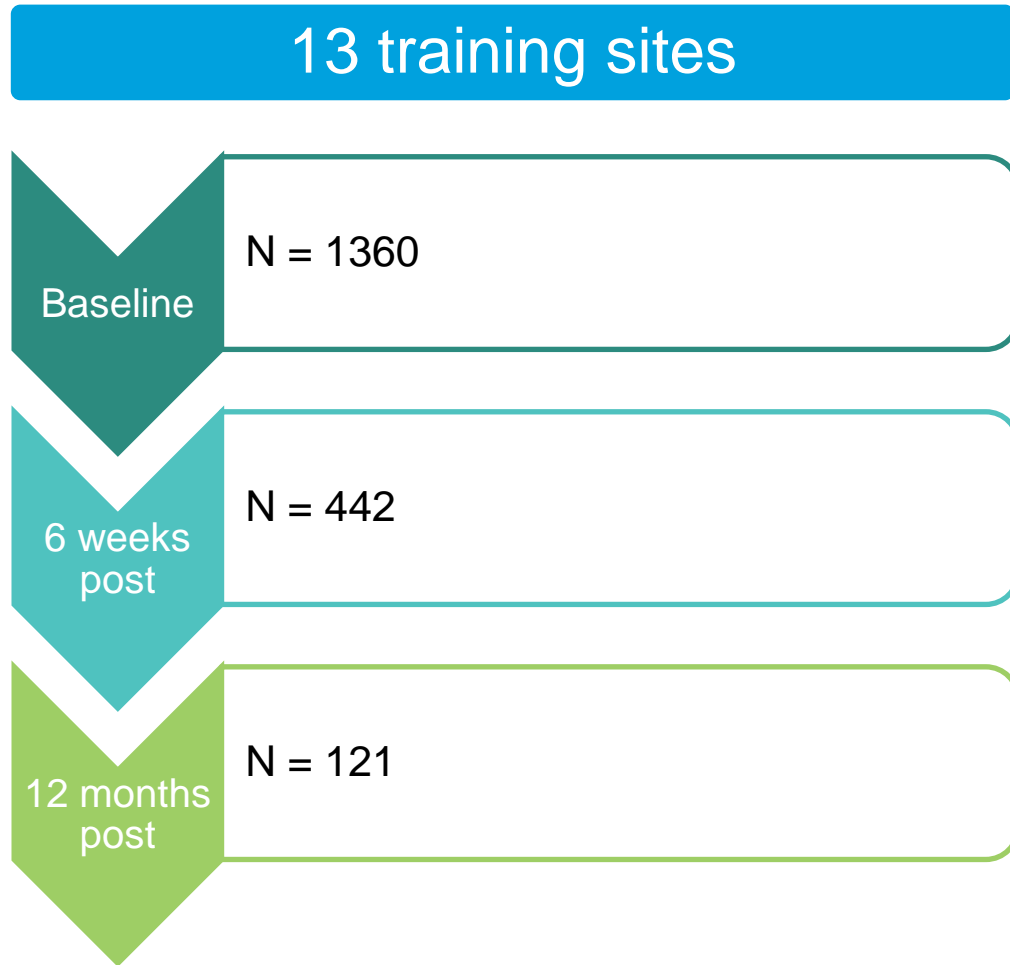


Notable differences between training and comparison sites pre-training

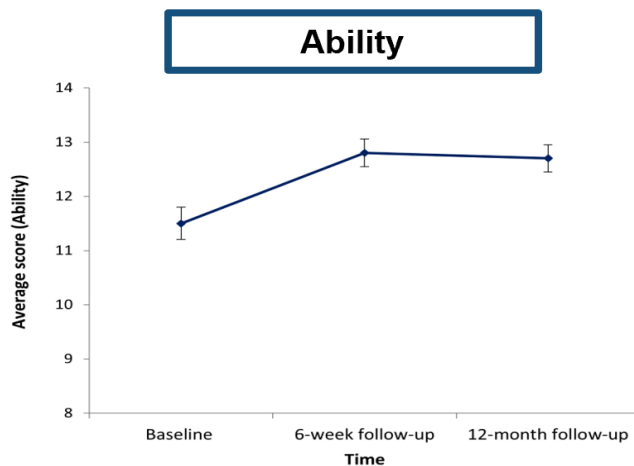
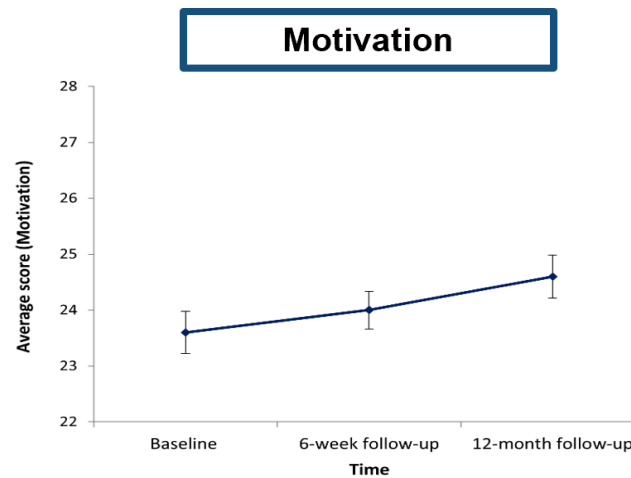
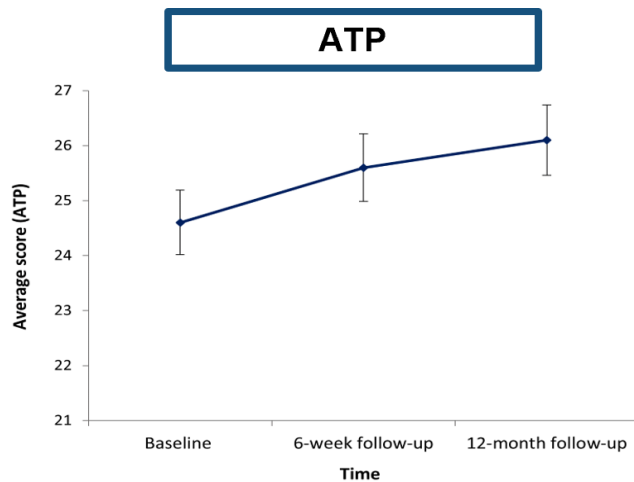


Trends pre- to post-training were relatively consistent across sites

Long-term effects of FMI



Long-term effects of FMI



Attitudes Towards Prisoners

- Significant change between baseline and 12mths
- Some improvement between 6wks and 12mths

Motivation

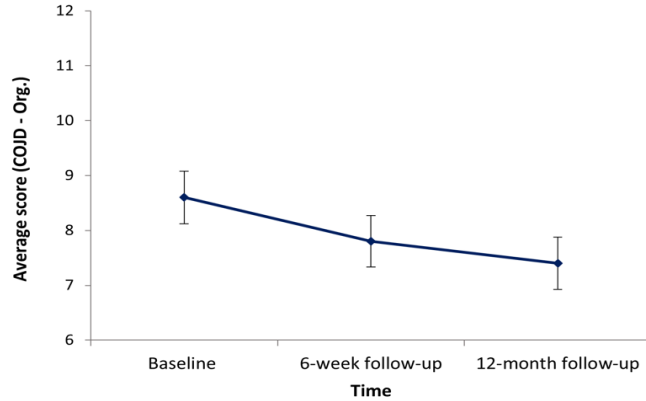
- Significant change between baseline and 12mths and between 6wks and 12mths

Ability

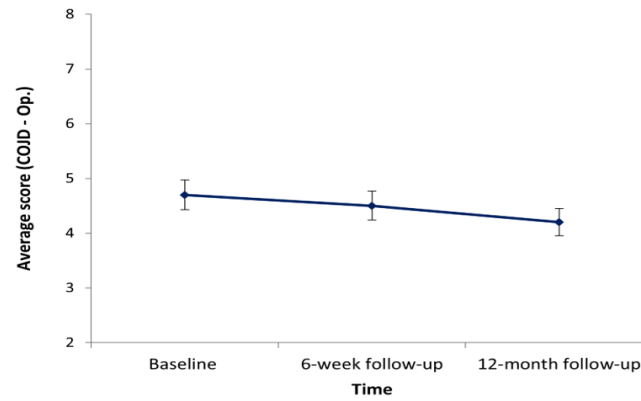
- Significant change between baseline and 12mths
- Effect plateaus between 6wks and 12mths

Long-term effects of FMI

Org. job demands

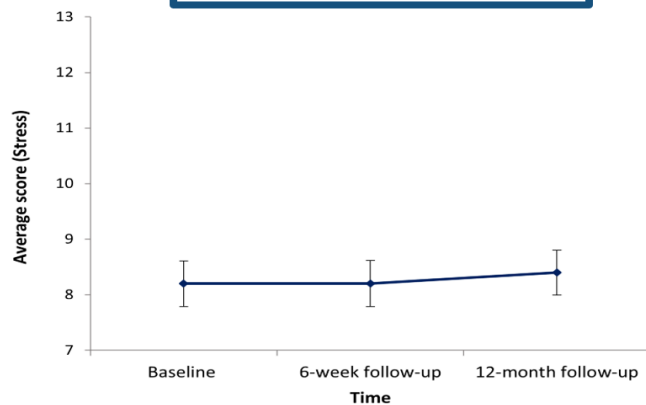


Op. job demands

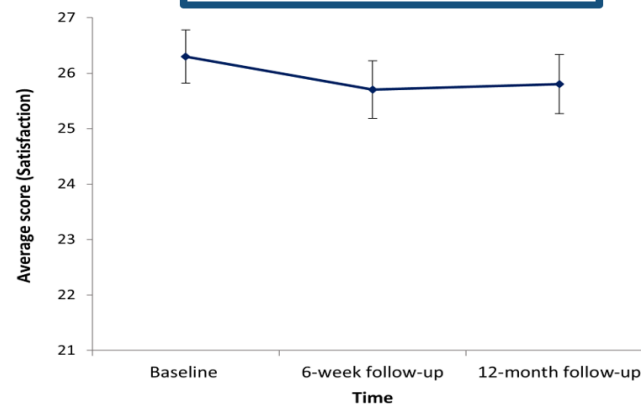


- Job demands
 - Slight reduction over time but not significant

Job stress



Job satisfaction



- Stress and Satisfaction
 - No significant change

Staff views and experiences

Design

4 FMI centres

Face-to-face interviews

Semi-structured

~30 - 45 mins

Participants



16 Correctional Officers



7 Corrective Services Industry Overseers



13 Offender Services & Programs Staff



N = 36

Themes

Staff perceptions of FMI

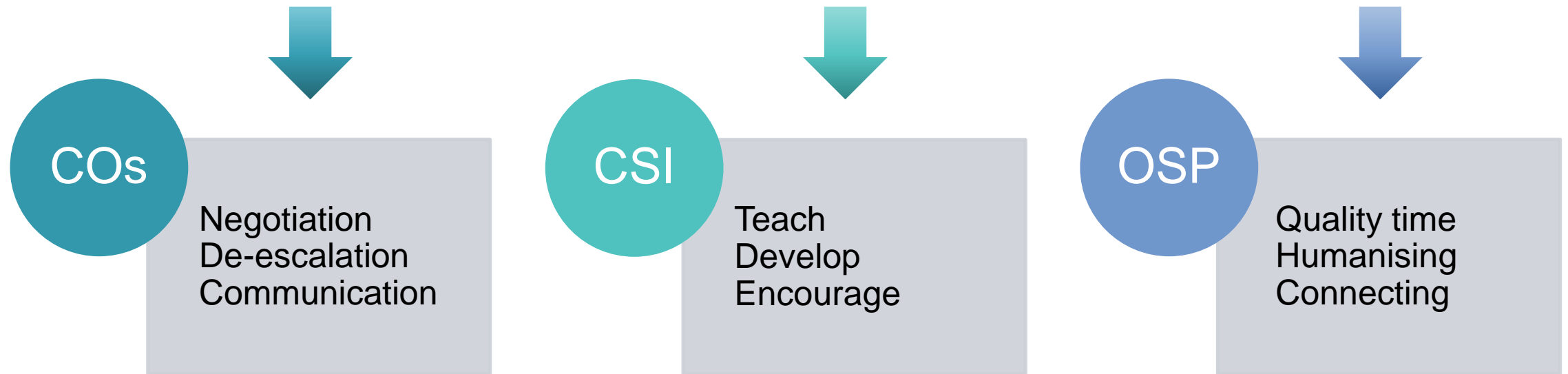
Implementation of FMI

Facilitators & Barriers

Further training & support

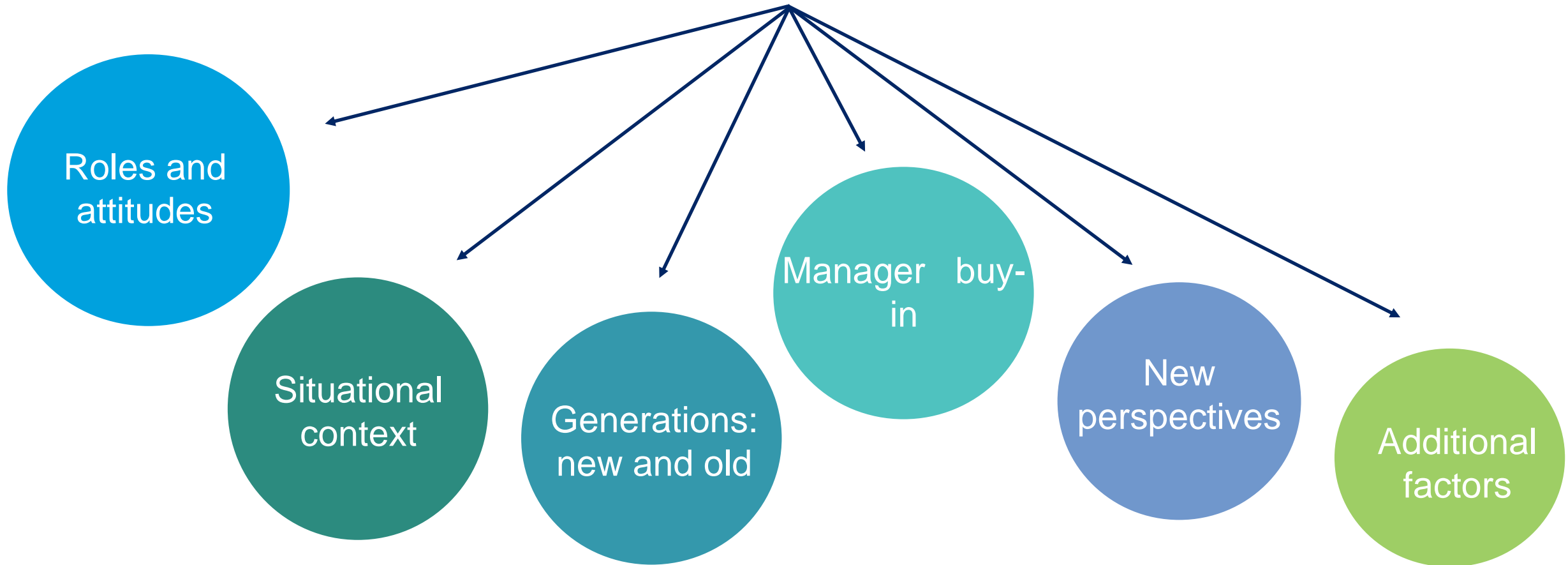
Staff views and experiences

Implementing FMI



Staff views and experiences

Facilitators and barriers



Staff views and experiences

Roles and attitudes



Staff views and experiences

Situational context



Distractions

"I haven't got to deal with 40 other guys so I can get a bit of a better knowledge, and once you break down these barriers, like that trust and confidence... you tend to find out more a little bit about why they're here, and their triggers."



Safety

"I think sometimes in the custodial setting rolling with resistance can't happen because the risk is too high... like, if an inmate's kicking off... well, you can't use, like 'calm down', but if you have to use reasonable force, you use reasonable force...If they feel unsafe, then they need to do what they need to do."



Inmates' frame of mind

"Maybe with mental health inmates... If they have behavioural issues or obvious issues within that area, none of this, I don't think, is going to do any good... I don't think you're going to say the right thing or behave in the right way."

Impact of FMI on safety and order

Indicators

Offences in Custody: AOD

- Alcohol or drug related offences
- Possess or consume alcohol or drugs
- Fail or refuse test

Offences in Custody: Order

- Disobey directions
- Fail to comply with centre routine
- Obstruct CO from performing their duties

Offences in Custody: Violence

- Convictions for committing a violent offence
- Assaults, fights, physical combat (does not include alleged or suspected)

Assaults

- Counts of violent incidents where someone was harmed
- Includes alleged, threatened and suspected

Use of Force

- Incidents resulting in Use of Force response from staff
- UoF to prevent or stop escape, self-harm, assault

17 training sites

FMI implementation ranges from June 2020 to November 2021



Impact of Covid and staggered timeframe rollout of training

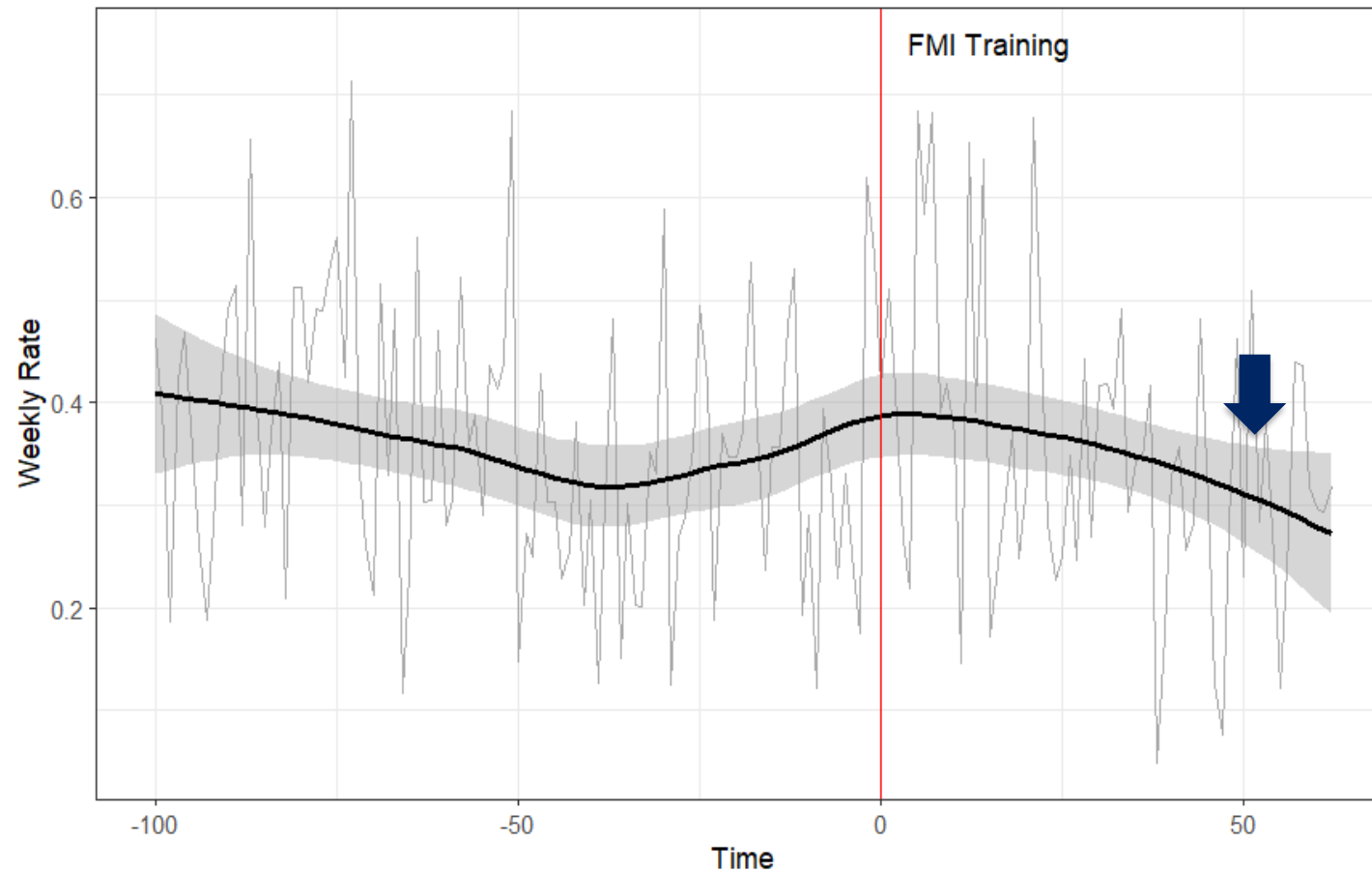
Analyses

Time Series Modelling



Site aggregation and time normalisation

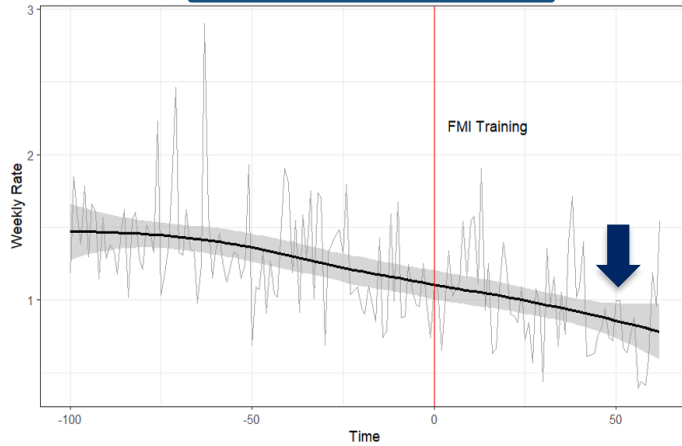
Impact of FMI on safety and order



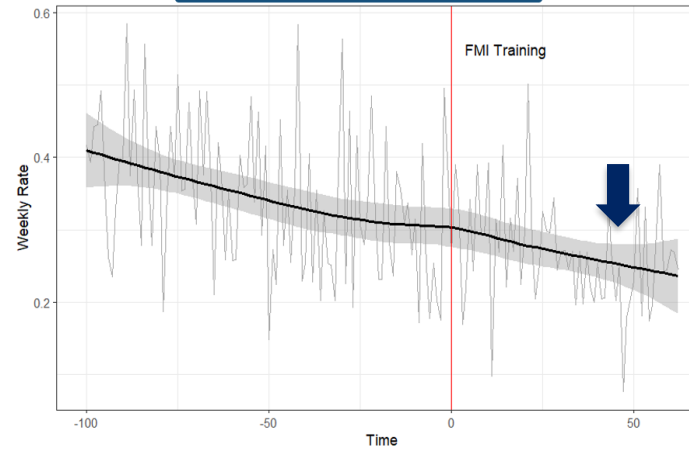
- ▼ Violence
 - Significant downward trend
 - FMI leads to gradual decline in proven violent offences in custody

Impact of FMI on safety and order

Order

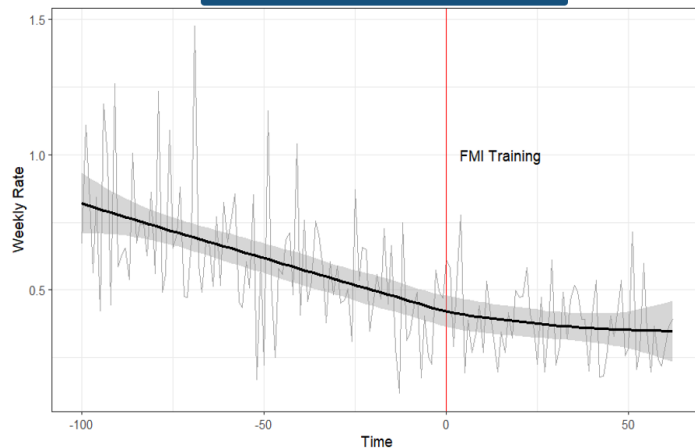


Assaults

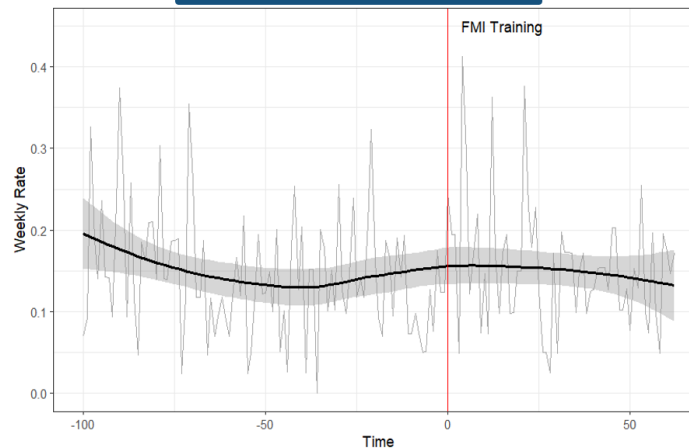


- Order and Assaults
 - Approaching significance
 - Existing downward trend may obscure impact of FMI

AOD



Use of Force



- AOD and UoF
 - No significant trends following implementation of FMI

Conclusions

Short- and long-term effects of FMI



Staff views and experiences of FMI



Impact of FMI on safety and order



- Provides staff with enhanced skills to support rehabilitative efforts
- Contributes to the foundation upon which a more rehabilitative environment can be built
- Leads to overall improvements in safety and order within centres

Using Behavioural Science to make FMI Habitual

Clare Power

Applied Research in Crime and Criminal Justice Conference

August 2023



NSW Behavioural Insights Unit

Department of Customer Service

The Behavioural Insights Unit partnered with Corrective Services to help staff build habits to perform FMI

We support all NSW government agencies to improve services and outcomes for customers



Focus on impact: measurable results and evidence building, using qualitative and quantitative techniques



Central government function: based in NSW Department of Customer Service



Unique expertise: behavioural science, behavioural economics and customer experience

Behavioural insights provide a more realistic understanding of human behaviour, drawing on research about mental processes that impact behaviour and decision making

What are the behavioural barriers and enablers to using FMI?

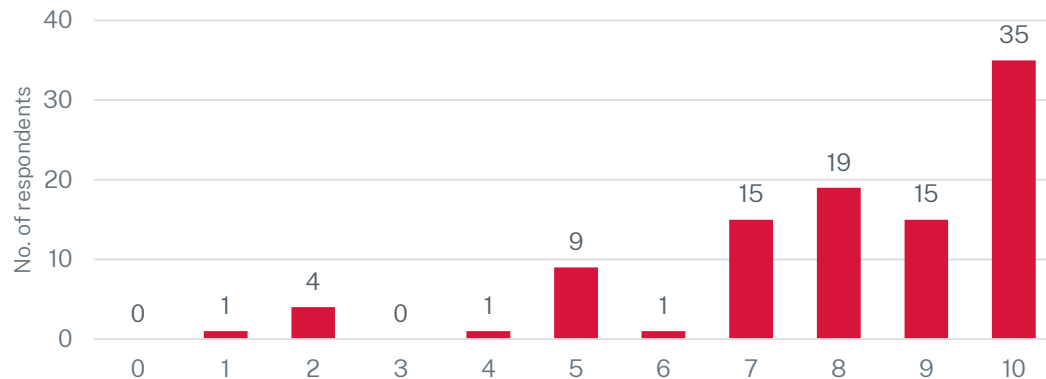
How can we use behaviour science to address these barriers?

What we learnt about barriers and enablers to performing FMI behaviours

Staff were broadly supportive of FMI and felt confident in their ability to apply it.

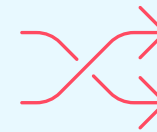
- 73% felt that FMI will help inmates to rehabilitate
- 91% felt **confident** applying FMI at work

Most staff said that they would recommend FMI to other centres.



N=95 Likelihood of recommending FMI to other correctional centres on a scale of 0-10

Some behavioural barriers to habit building were evident



Against the grain: Staff thought FMI didn't align with the way they worked

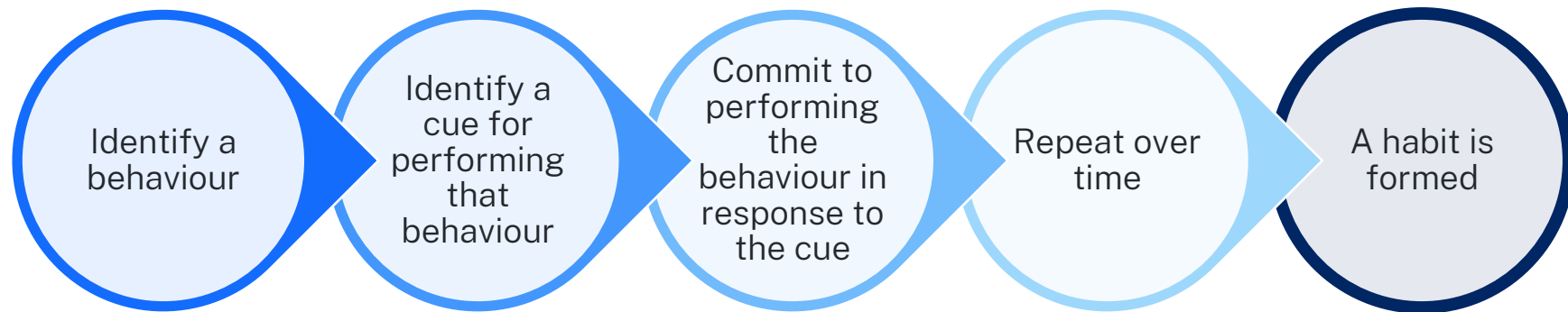


Lack of know-how: Staff didn't know when and how to use FMI



Misperception of norms: Staff thought that their colleagues didn't support FMI

How to build a habit?



Confidence, motivation and belief are enabling factors of habit formation

Lally and Gardner, 'Promoting Habit Formation' (2019)

We introduced four habit-building interventions to the original FMI training



Values affirmation meant staff were ready to learn new information



Corrective Services NSW core values

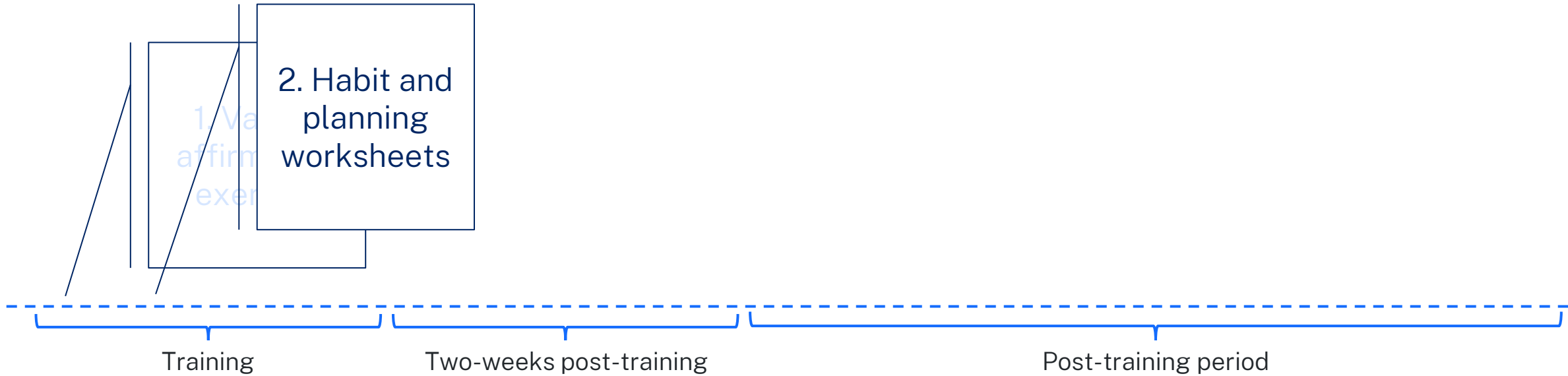

Service
Trust
Accountability
Integrity
Respect

Reflection prompt

Think about a time that you used this value at work. Why does it make you a good officer?

(Miayake et al, 2010; Crocker et al, 2008)

We introduced four habit-building interventions to the original FMI training

Build trust, confidence and rapport		
Cues	Response	Action or Script
Intends approaches you for something or to make a request - including identification, employment opportunity, court order, program opportunity	Be clear about the process	"Look I understand you may be worried about ____ At the moment, what I can tell you about the process is that ____ Example: "For those types of decisions they will consider your ideas, charges, plea deal, ____"
Intends becomes overwhelmed or requests a request cannot be resolved quickly	Be clear about what next	"What is likely to happen from here is ____ that I can confirm for you ____ and get back to you ____ Example: "I will follow up on what is going on. Did please contact me."
Following up on an inmate request or question	Follow through	"Yes ____ I was able to get ____ done for you. However, ____ Example: "Following up includes letting the inmate know once the request has been submitted - this helps avoid 'officer' responses"
Intends is relaxed and approachable. You can initiate the conversation. Location needs work or an accommodation arrangement	Depersonalised banter	"Hey ____ how is it going?" Note: when using other banter (e.g. 'how's work') make sure you know it's appropriate"

Personalised tools and worksheets showed staff when and how they could use FMI

Staff described a recent interaction they had with an inmate

Trainers taught an FMI skill using existing materials

Staff identified how they would apply the skill to their scenario, using flash cards for guidance

At the end of training, staff made a plan to use FMI at work in the week after training

"Sweeper asked about when the vacuum would be fixed. He was told that I would chase it up. He became agitated that I didn't know"

Building trust, confidence and rapport

How can you respond in this scenario?				What could you say/do?
Be clear about process	Be clear re next steps	Follow through	Banter	I understand that you need a working vacuum to do your job. I don't know at this time, but I'll find out.

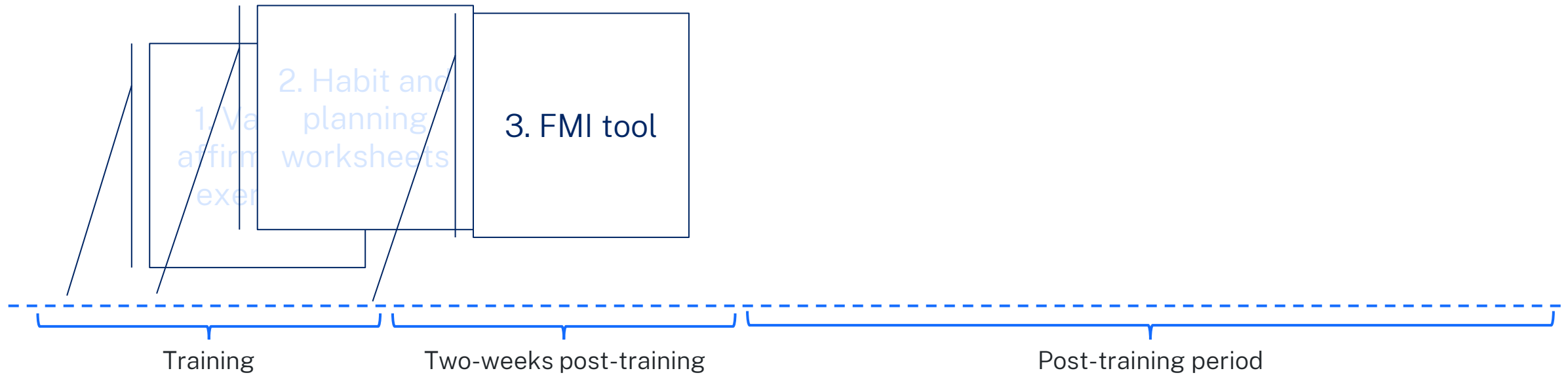

Identify the scenario cues	What outcome do you want?
An inmate is agitated because a request hasn't been actioned	For the inmate to keep calm

What actions will you take using FMI?

- 1 Notice that the inmate is agitated
- 2 Tell them I understand they're worried
- 3 If I can, give them an update
- 4 If I don't know, tell them I'll follow up their request

Build trust, confidence and rapport		
Cues	Response	Action or Script
Inmate approaches you for something or to make a request – including reclassification, employment opportunity, court dates, program opportunity	Be clear about the process	"Look I understand you may be worried about ____. At the moment, what I can tell you about the process/decision/request is ____." Example: "For these types of decisions they will consider your class, charges, case plan, ____, ____."
Inmate becomes annoyed/agitated a request cannot be resolved quickly	Be clear about what next	"What is likely to happen from here is _____. But I can confirm that with _____ and get back to you." DO NOT make any promises: "I will follow up on what is going on. But please remind me."
Following up on an inmate request or question	Follow through	"Hey _____, I was able to get _____ done for you. However, what you need to next is _____ and _____ may be able to help you." Following up includes letting the inmate know once the request has been submitted - this helps avoid 'officer shopping'.
Inmate is relaxed and approachable. You can initiate the conversation. Locations include work or in an accommodation area/pod/wing.	Depersonalised banter	"Hey _____, How is it going?" Note: when using other banter (e.g. footy/news) make sure you know it's appropriate.

We introduced four habit-building interventions to the original FMI training

Build trust, confidence and rapport		
Cues	Response	Action or Script
Intake approaches you for something or to make a request including individualisation, employment opportunity, court date, program opportunity	Be clear about the process	"Look I understand you may be worried about ____ At the moment, what I can tell you about the process is that we will be ____ Example: "For those types of decisions they will consider your situation, charges, case date" ____
Intake becomes overwhelmed or request is not clear or cannot be resolved quickly	Be clear about what we can do	"What is likely to happen from here is ____ that I can confirm for you ____ and get back to you" ____ Example: "Our FCI makes any promises. I will follow up on what is going on. Did please contact me."
Following up on an intake request or question	Follow through	"Yes ____ I was able to get ____ done for you, however, ____ and you need to meet ____ and ____ who will be able to help you." Following up includes letting the intake know once the request has been submitted - this helps avoid "office" responses
Intake is relaxed and approachable. You can initiate the conversation. Location intake asks for or an accommodation arranged	Depersonalised banter	"Hey ____ how is it going?" Note: when using other banter Location intake make sure you know it's appropriate



Staff were given a pocket sized planning tool to refer to after training

An action plan

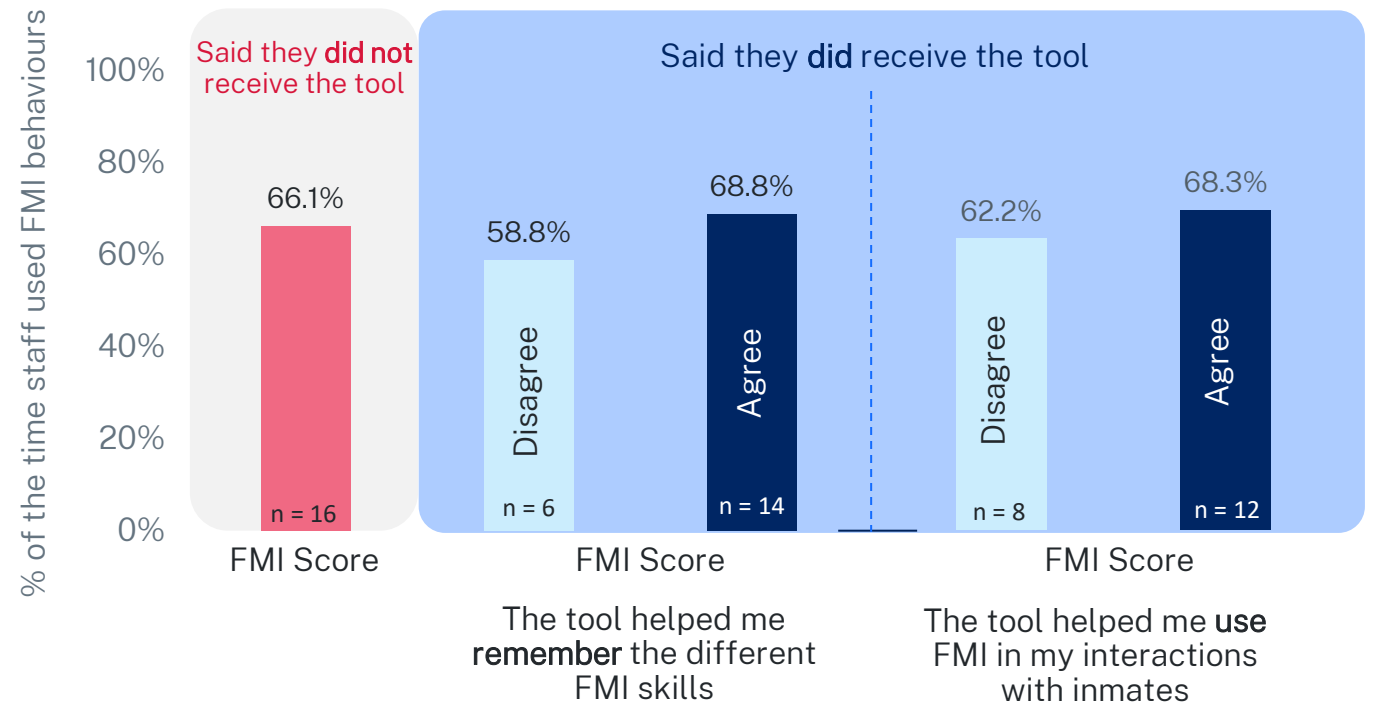
FMI skill 'cheat sheets' that responds to an inmate's behaviour

FMI framework showing how skills work together

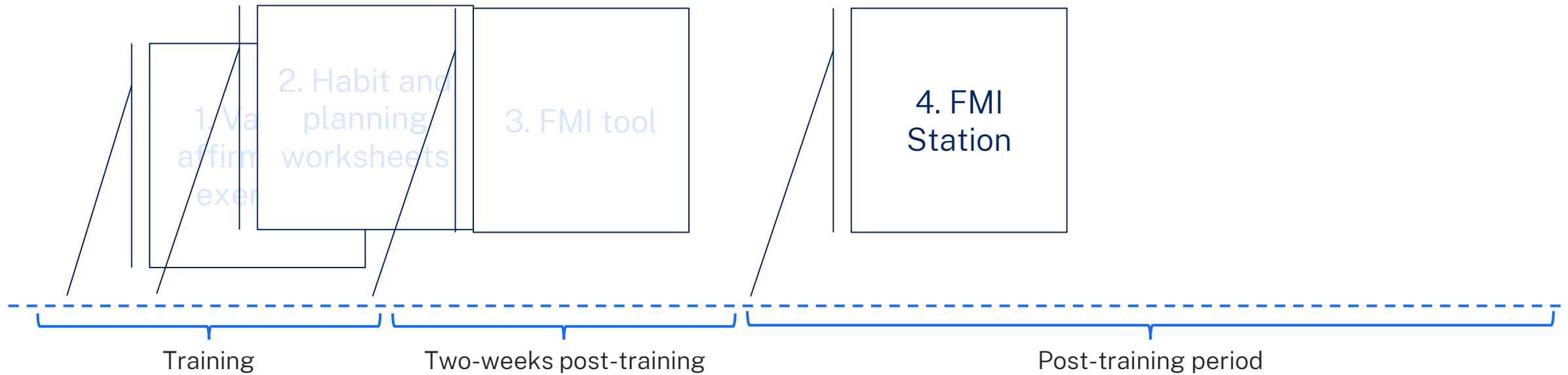
Relaxed interaction in accommodation or transporting between areas		
Cues	FMI Skill	What to say or do
Location: In accommodation or transferring inmate areas (e.g. work or programs) Inmate mood: Relaxed, calm, open	Build TCR - Depersonalised banter	"Hey ___. How is it going?" Note: when using other banter (e.g. footy/news) make sure you know it's appropriate.
	Giving hope - Name use	Use the inmate's name - a small act from you goes a long way to the inmate's rehabilitation.
Outcomes Inmate skills: Trust; reflect on past behaviour FMI Target Behaviour: Taking responsibility for the future	Building commitment to change - Reflection	"Why do you want a change? What have you been doing to get you there? Have you thought about ___ to help?"
	Giving hope - Understand and reflect	"I understand that you are hopeful of changing ___ in here. You've done ___ to help, what else can you do?"

Staff told us the planning tool helped them use FMI

Staff who said the tool was helpful used FMI more often than staff who didn't find the tool useful, or who didn't recall receiving it.



We introduced four habit-building interventions to the original FMI training



Build trust, confidence and rapport		
Cues	Response	Action or Script
Intake approaches you for something or to make a request including identification, employment opportunity, court date, program opportunity	Be clear about the process	"Look I understand you may be worried about ____ At the moment, what I can tell you about the process is that we will be ____ Example: "For those types of decisions they will consider your ideas, options, ideas etc."
Intake becomes overwhelmed or request is not clear or cannot be resolved quickly	Be clear about what we can do	"What is likely to happen from here is ____ that I can confirm for you ____ and get back to you ____ Example: "If you need to meet ____ then we will be able to help you ____" Following up includes letting the intake know once the request has been submitted - this helps avoid 'office' responses
Following up on an intake request or question	Follow through	"Hey ____ I was able to get ____ done for you, however, ____ Example: "I was able to get ____ done for you, however, ____" Following up includes letting the intake know once the request has been submitted - this helps avoid 'office' responses
Intake is relaxed and approachable. You can initiate the conversation. Location intake asks for an accommodation arranged wing	Depersonalised banter	"Hey ____ how is it going?" Note: when using other banter Location intake make sure you know it's appropriate



A FMI station reminded staff to use FMI and showed it was important to the Centre's culture

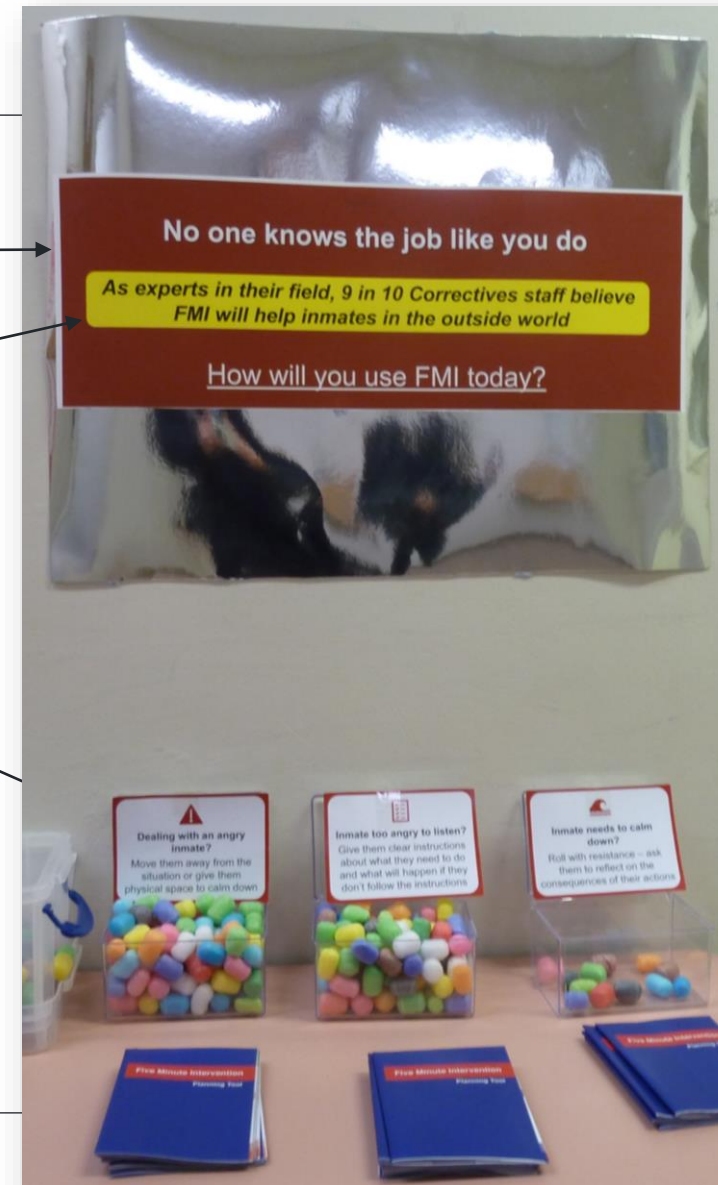
A **identity prompt** primes staff group identity when they arrive at work

A **descriptive norm** ties the group identity to using rehabilitative behaviours

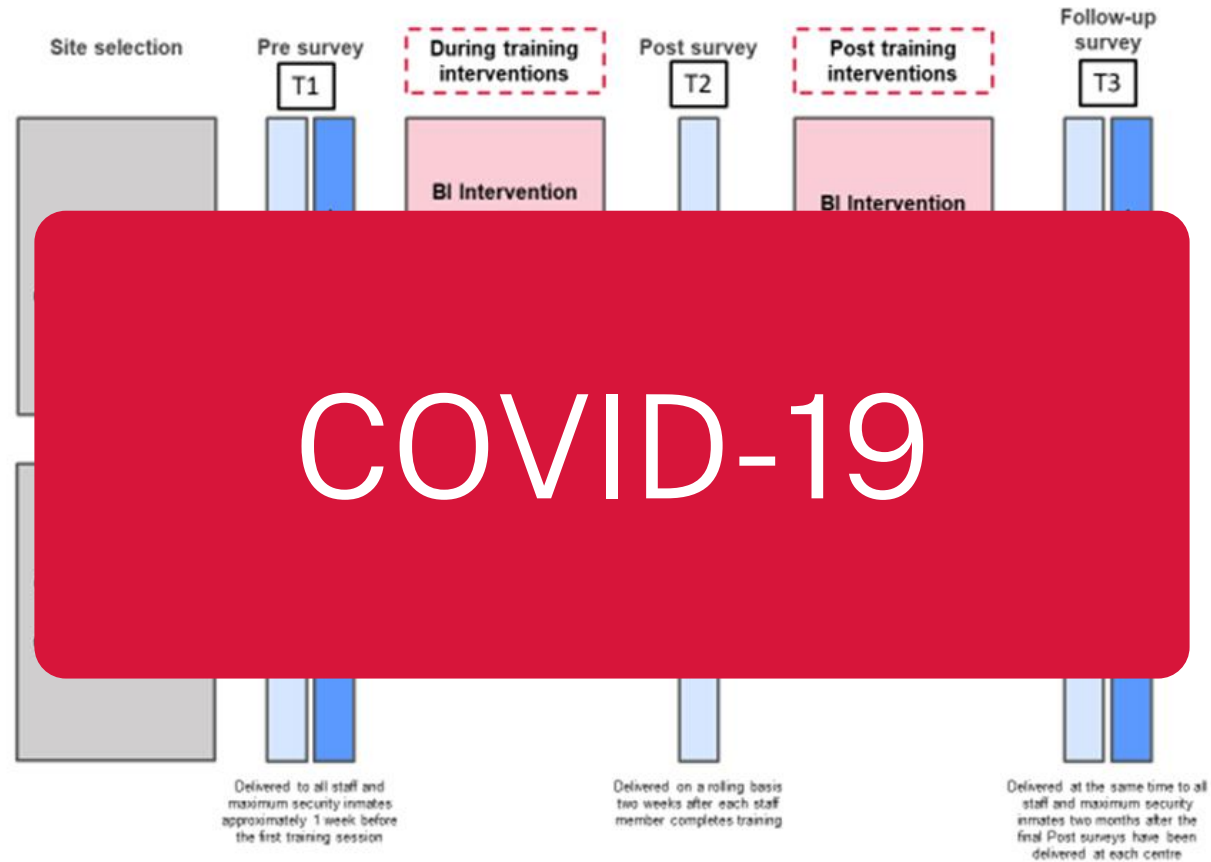
Staff are asked how they will use FMI that day and then **commit** to this behaviour by 'voting' for a way they will use FMI.



FMI planning tools available at the station for staff to take.



How did we evaluate?



How did we evaluate?



The FMI performance scale

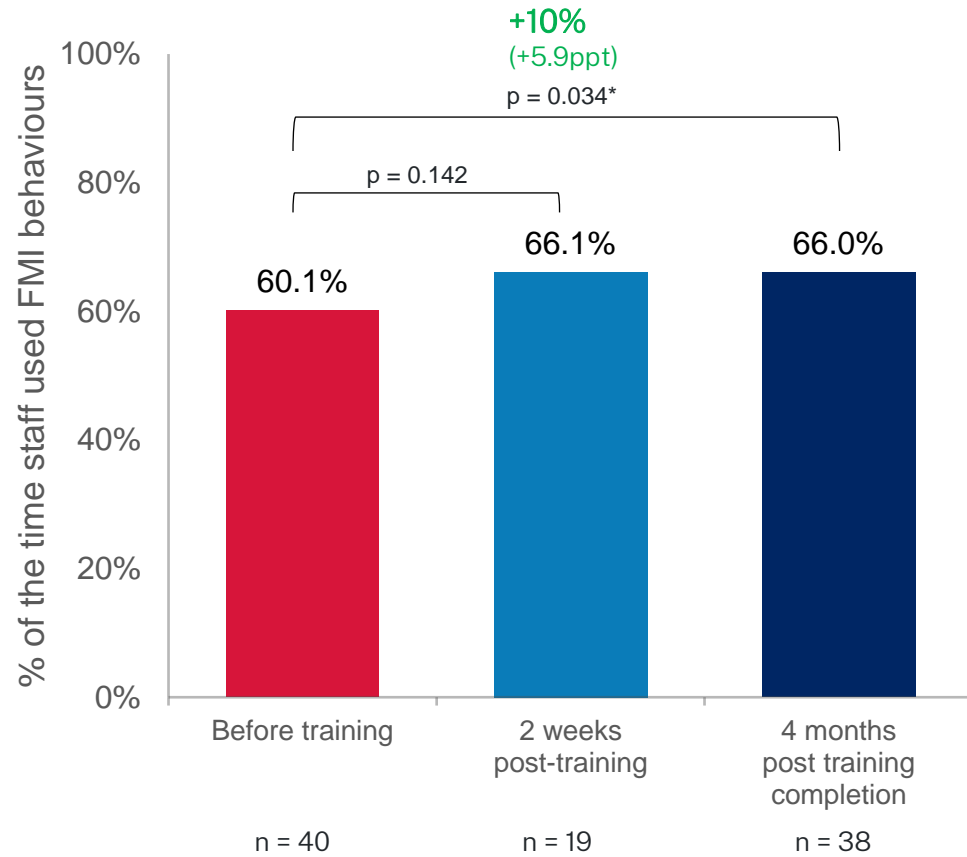
“An inmate asks you about a request he has made that hasn’t been actioned. The request could be anything from an application for a change in classification, to a request to do a program, or even to use the phone. The inmate is anxious to receive a response and tells you what his request is about.”

Thinking about the time/s that you experienced a scenario like this in the last two weeks, how often did you respond in the ways listed below?

Tick the box that applies to you.

	None of the times	A few of the times	Most of the times	Every time
Gave the inmate information				✓
Escalated the request to your manager	✓			
Asked the inmate if there was anything he could do to get the information he was after himself	✓			
Asked the inmate questions about the problem they were facing		✓		
Explained that the issue isn’t your responsibility	✓			
Told the inmate that you would follow up with a relevant staff member			✓	

There was a 10% increase in FMI behaviours after training

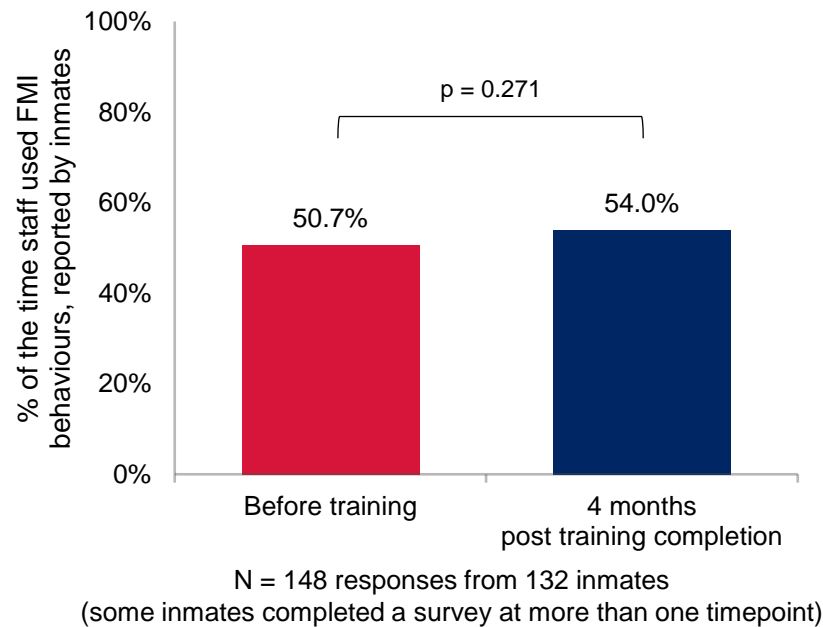


n = 97 responses from 69 staff
(some staff completed a survey at more than one timepoint)

Four months after training, **there was a significant, 10% increase in the time staff use FMI behaviours.**

Panel data analysis: Linear random effects regression allowing for unbalanced panel

Inmates saw no change in staff use of FMI behaviours but said staff increased their use of a difficult FMI behaviour



FMI Behaviour

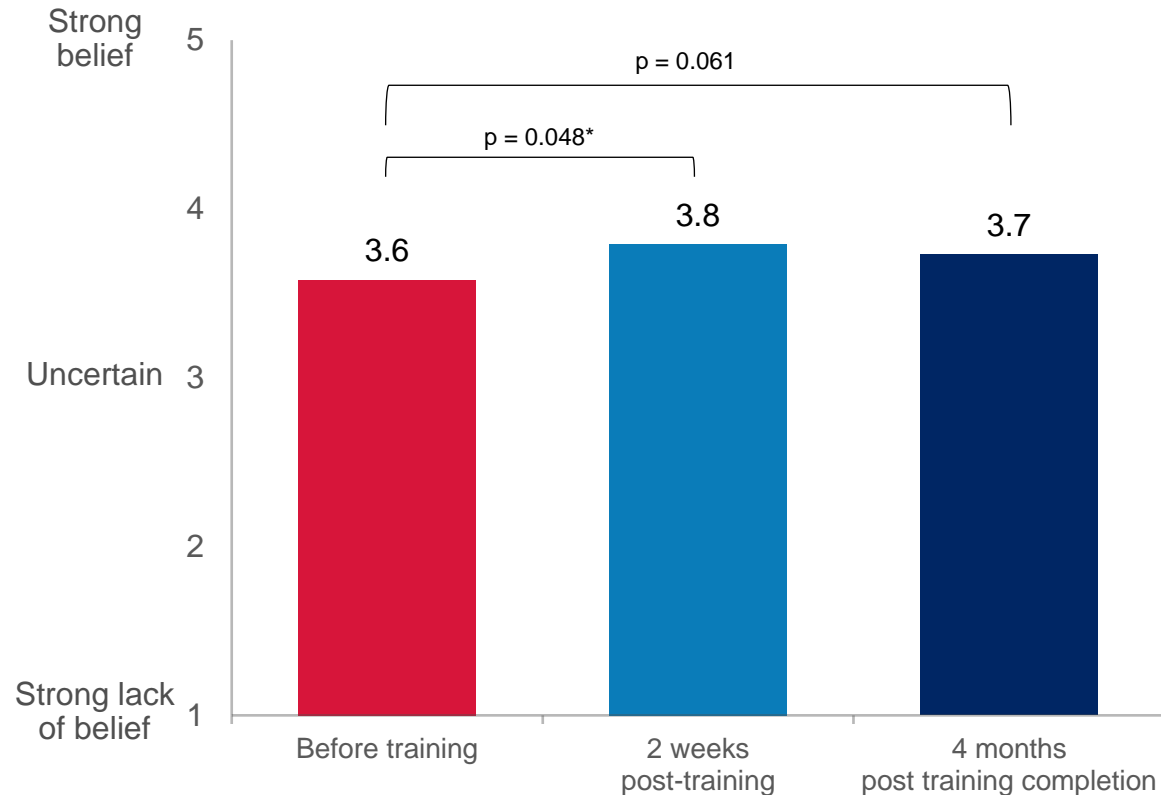
When an inmate asks for help, the staff member asks the inmate if he could do anything to get the info he needs himself

FMI trainers told us that this is a nuanced, difficult FMI behaviour

Nearly half the staff reported doing this behaviour in the fortnight prior to training, compared with three quarters of staff 4 months post-training

Inmates agreed that staff increased their use of this behaviour when they asked for help

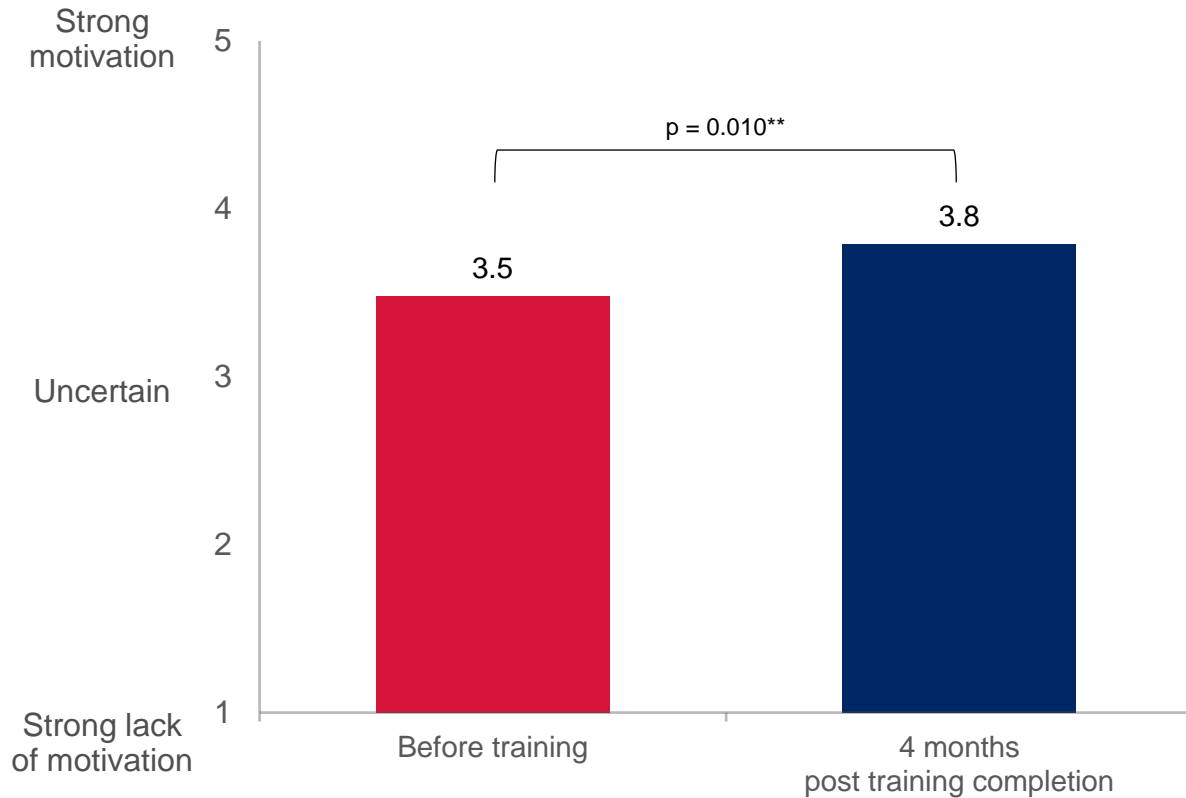
Key enablers of intention and habit formation changed in different ways



N = 129 responses from 92 staff
Some staff completed a survey at more than one timepoint

Staff **belief in rehabilitation** increased by 6%
And plateaued in the post-training period

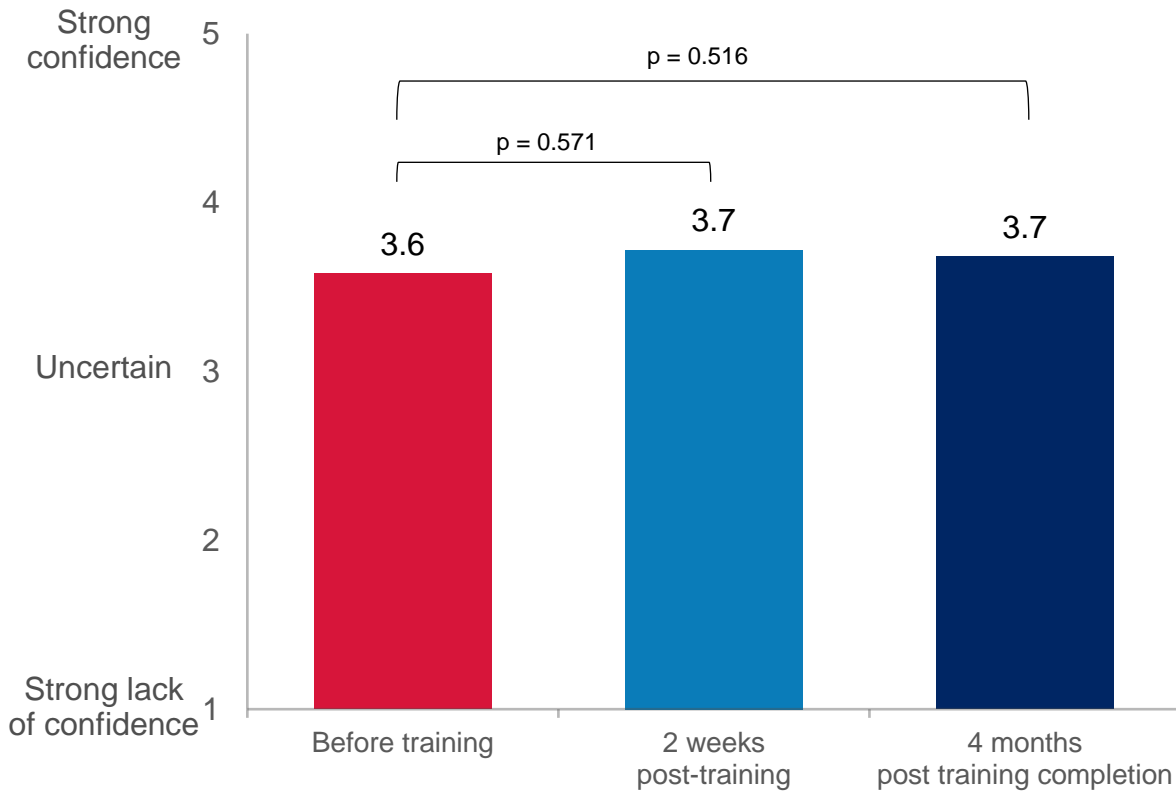
Key enablers of intention and habit formation changed in different ways



Custodial officer **motivation to rehabilitate** increase by 9% over the study period.

n = 117 responses from 93 staff
Some staff completed a survey at more than one timepoint

Key enablers of intention and habit formation changed in different ways



Staff confidence to rehabilitate inmates did not increase.

N = 135 responses from 96 staff
Some staff completed a survey at more than one timepoint

What does this mean?



Behaviourally informed FMI training works

Staff used rehabilitative behaviours more often in their interactions with inmates after training.



Behaviourally informed FMI training inspires and motivates staff

Increases in belief in rehabilitation and motivation immediately after training demonstrate the trainers' positive influence on staff.



Training, with habit and planning tools, has impact

Training that explicitly shows staff how and when to use new skills translates into behaviour change at work.



Future research

Preliminary further research suggests some impact on infractions and the stronger influence of FMI training in the immediate post-training period.



Increasing confidence may not need to be a priority to effect change

Staff confidence to rehabilitate inmates was relatively high before training and did not change after training. However their behaviour changed.



FMI Refreshers will help to maintain the positive impact of training

Increases in belief in rehabilitation wane after the effect of training wears off. Refreshers should continue to focus on the 'why' as well as the 'how' of FMI.