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An Observational Process Study of a Short Programme for lower-risk Domestic Abuse Offenders under Conditional Caution in the Hampshire CARA Experiment

(Redacted Thesis for reasons of intellectual property rights)

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Abstract

The 2013/2014 crime survey of England and Wales found that 28% of women and nearly 15% of men had experienced any domestic abuse (DA) since the age of 16. How to prevent more victims of domestic abuse and so reduce harm is the current focus of all Chief Constables, especially as the evidence base to date suggests that progression through the formal criminal justice system post-arrest for domestic abuse does not effectively reduce DA re-offending.

Project CARA is a randomised control trial which started in 2012 continuing through December 2015, and which tests the effectiveness of a conditional caution for eligible lower-risk domestic abuse offenders. Half the participants in the trial are required post-arrest to attend a particular domestic abuse prevention workshop programme designed and delivered by a charity, The Hampton Trust (who gave conditional permission for the author to observe the workshop). Subsequent reoffending by these participants was compared with offending by those not randomly assigned to the workshop programme. The experiment is not yet complete although indicative results (November 2015) are very encouraging.

Even though this workshop programme appears to be effective, however, little is known about the core elements that lead to this change in behaviour for most of those who attend. The workshop has so far been a 'black box' and the principal aim of this research is to open this box, identify these core elements and to gain an understanding of the interactions between facilitators and perpetrators that promotes behavioural change. This thesis reports on this observational study.

Through analysis of 1400 participant observer hours, the principles and processes of Motivational Interviewing (MI) were found to be the core elements of the workshop with the more perpetrators in the workshop group, so the higher collective effervescence observed. The study also describes the detail of the workshop parts as they were found to be key elements supporting perpetrator behaviour change.

Replication of the workshop so that it may reach more perpetrators and so prevent more harm to victims of DA is made more possible as a result of this research should permission for wider dissemination of the findings be provided by the Hampton Trust. The findings of the research underpin the need for police to partner with and commission third sector providers of domestic abuse interventions which are proven to work, rather than attempt to reduce domestic violence through their traditional single agency response and the formal criminal justice system.

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Glossary

Active/Empathetic Listening

Active listening goes beyond just listening. Active listening means being attentive to what someone else is saying. The goal of active listening is to understand the feelings and views of the person. Within a therapeutic setting, it is essential for the therapist to understand the client's concerns, feelings, thoughts and perceptions accurately. It is also essential to convey respect and acceptance and to withhold judgment. When listening to another person actively, good eye contact is necessary to convey engagement. If one is truly listening, with the intent of understanding and conveying empathy, then good eye contact should take place naturally and without effort. (Herbule, 2015)

Circular Reasoning/Questioning

A logical fallacy in which the reasoner begins with what they are trying to end with. The components of a circular argument are often logically valid because if the premises are true, the conclusion must be true. (Dowden, 2003)

Collective Effervescence (CE)

Once people are together, there may take place a process of intensification of shared experience. (Durkheim, 1912 IN Collins, 2004, p.35)

Cognitive Behavioural Therapy (CBT)

A type of psychotherapy in which negative patterns of thought about the self and the world are challenged in order to alter unwanted behaviour patterns. It works to solve current problems and change unhelpful thinking and behaviour.(Beck, 2011)

Didactic Questioning

Intended to teach, particularly in having moral instruction as an ulterior motive. Used to describe someone that tries to teach something (such as proper or moral behaviour in a way that is annoying or unwanted. The style of questioning usually starts with "what, when, why and how" as prompts to gauging comprehension.

(Merriam-Webster, 2015)

Duluth Wheels (Pence & Paymar, 1993 - Appendix B)

The Power and Control wheel is a way to describe battering by men who batter women. The tactics chosen in the wheel were those that were most universally experienced by battered women during focus groups convened in 1984 in Duluth, Minnesota. The Equality Wheel was developed to describe the changes needed for men who batter to move from being abusive to non-violent partnership. The wheels can be used together as a way to identify and explore abuse, then encourage non-violent change. (Domestic Abuse Intervention Programmes (DAIP), 2011).

Motivational Interviewing (MI) (Miller & Rollnick, 2013, p.29)

A collaborative conversation style for strengthening a person's own motivation and commitment to change. (layperson's definition).

A person-centered counseling style for addressing the common problem of ambivalence about change. (practitioner's definition).

A collaborative, goal-orientated style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion. (technical definition).

Psycho-Education

Psycho education is a professionally delivered treatment that integrates psychotherapeutic and educational interventions. It is based on strengths and focused on the present. The patient/client and/or family are considered partners with the provider in treatment, on the premise that the more knowledgeable the care recipients and informal caregivers are, the more positive health-related outcomes will be for all. To prepare participants for this partnership, psycho-educational techniques are used to help remove barriers to comprehending and digesting complex and emotionally loaded information and to develop strategies to use the information in a proactive fashion. It can include CBT used together with other therapies. (Lukens & Mcfarlane, 2004)

Psychotherapy

The treatment of disorders of the mind or personality by psychological methods. (Oxford English Dictionary). Some definitions of counselling overlap with psychotherapy (particularly non-directive client-centred approaches), or counselling may refer to guidance for everyday problems in specific areas, typically for shorter durations with a less medical focus. (Mulhauser, 2014)

Self-Efficacy

A term within MI. At the level of specific behaviour, confidence has been termed self-efficacy and is a good predictor of successful enactment. A clients hope can be strengthened through a therapeutic relationship. A CBT strategy is to help clients learn new skills or strengthen old ones for coping with situations which have stymied them. MI is used to strengthen hope when low confidence is an obstacle and thus if more hope and confidence so there is self-efficacy. (Miller & Rollnick, 2013, p.214).

Socratic Questioning

Disciplined questioning that can be used to pursue thought in many directions and for many purposes, including: to explore complex ideas, to get to the truth of things, to open up issues and problems, to uncover assumptions, to analyze concepts, to distinguish what we know from what we don't know, to follow out logical implications of thought or to control the discussion. The key to distinguishing Socratic questioning from questioning *per se* is that Socratic questioning is systematic, disciplined, deep and usually focuses on fundamental concepts, principles, theories, issues or problems. (Brunschwig & Lloyd, 2003. p.233).

Introduction

Domestic abuse is suffered by women, men and children and its effects can be long lasting. It happens across the United Kingdom, as it does globally, though with different cultural nuances (Dobash et al, 2007). Her Majesty's Inspectorate of Constabulary (HMIC) quoted social costs of £15.7 billion per year (Walby, 2009), with 77 women killed by their partners in 2012/2013 in the UK (Office for National Statistics (ONS), 2013). HMIC also reported that over one million UK police calls were related to domestic abuse in 2012/2013, accounting for 8% of all crime in that year with a third of recorded 'assault with an injury' also being domestic abuse. On average, the police receive an emergency call relating to domestic abuse every 30 seconds. (HMIC, 2014).

How the criminal justice system can best respond to handle what is a sensitive and complex crime while reducing re-offending and so preventing harm to victims, requires investment in research in order to better understand 'what works?' with regard to policing domestic violence.

A review of the literature reveals a number of studies which have tested different domestic violence perpetrator programmes (sometimes known in the US as 'batterer intervention programmes') with mixed results. Most of these programmes target the most serious and persistent offenders, even though there is evidence to show that the great majority of incidents of domestic abuse are at the less serious and persistent end of the spectrum (Bland 2014). Hampshire Constabulary was interested in testing the effectiveness of a programme run in Southampton by a domestic abuse charity, the Hampton Trust, which targets these less serious and persistent offenders. It is from this development that Project CARA materialised.

Project CARA is a randomised control trial (RCT) testing whether, through a conditional cautioning process, lower risk domestic violence perpetrators of a particular eligibility criteria (see appendix A), who attend a Hampton Trust workshop (treatment group), are less likely to re-offend as compared to those in a control group who receive a simple caution without having to attend such a workshop. It is a condition of the legal outcome for both the control group and treatment group that they must not re-offend within four months. The workshop was designed and is delivered by the Hampton Trust (HT), which specialise in domestic abuse perpetrator work.

The RCT is still in place at the time of writing (December 2015) and has been ongoing for over three years, becoming one of the longest running RCTs implemented within policing through a partnership between Hampshire Constabulary, University of Cambridge and the Hampton Trust. The results of the RCT at 2nd November 2015 are set out in Table 1 at Appendix H. Statistical significance tests have been run on the data in Table 1. Based on the prevalence data in the table for repeat domestic abuse charges post random assignment, the difference between the workshop group and the control group was significant at $p<0.05$ in favour of the workshop group. Other indicators (arrest/charge frequency) show a reduction in the workshop group compared with the control group but so far the difference is not statistically significant.

There are an additional 71 individuals who have been assigned to the experiment between the 3rd Nov 2014 and the 1st Dec 2015 who are not included in the statistical analysis as they have not yet reached 12-months post-caution (the time at which re-offending is measured). (R.Braddock, personal communication 29/12/15).

Early indications from review of the results so far, suggest that the HT workshop may be having a positive effect on first-time lower-risk perpetrators. As the literature review shows, it is rare to find a programme with such encouraging results in reducing domestic abuse.

Previous MSt theses on Project CARA explored firstly the feasibility of whether such an experiment would be possible (Jarman, 2011), followed by a description of how the RCT was implemented (Chilton, 2012). An analysis of perceptions of domestic abuse victims in project CARA then followed, (Cornelius, 2013), together with Rowland (2013) completing an analysis of all Hampshire domestic abuse offender re-offending post-arrest in a twelve-month period. The results from this body of work indicates that a strict prosecutorial approach for these offences through the criminal justice system does not work well either for the satisfaction of the victim or for offender in terms of preventing domestic abuse re-offending.

Even though the evidence to date indicates that the HT workshop is making a positive difference to both victims and offenders, no-one outside of the Hampton Trust had observed what happens in the workshop or described what happens. Although there is much interest in replicating the programme elsewhere, the workshop so far has been seen as a 'blackbox' where little is known of the dynamics of the programme content.

Aims and Objectives

'What is happening in the 'blackbox' of the HT workshop?' This is a question being posed more often the more widely the early results of the Project CARA experiment become known. It is the principle aim of this piece of research to open up that

‘blackbox’ and describe what happens in the HT workshop. This became possible when, after a period of negotiation between Hampshire Constabulary and HT, I was given permission to access the workshops in order to observe the interactions between the facilitators who deliver the workshops and the participants who are attending as part of the conditional cautioning process.

The aim of this research is to meet the following objectives:

- To describe the core elements of The Hampton Trust workshop.
- To describe the dynamics of offender behaviour in the workshop in relation to facilitator behaviour.

This study will consist of the following chapters:

- Chapter 1 will review the existing research and literature regarding domestic abuse perpetrator programmess and discuss the commentary around the different approaches used within those programmes. Relevant theories of behavioural change will also be discussed and previous MSt theses on Project CARA will be more fully summarised. The chapter provides the basis for researching the Hampton Trust workshop.

- Chapter 2 (Redacted) will describe each of the parts of the Hampton Trust workshop.

- Chapter 3 details the methodology applied in how the data for this research was gathered coupled with an explanation about how challenges were overcome in implementing this piece of observational research. The weaknesses of the research design are also discussed.

- Chapter 4 presents the findings and integrates study results with discussion of the findings, highlighting core elements of the workshop as the analysis unfolds. Narrative from facilitators and participants are included. The findings and discussions are summarised together in a diagram towards the end of the chapter and reflects conclusions about what is happening in the workshop based on this research.
- Chapter 5 draws conclusions from the findings and discussion and determines policy implications, ending with suggestions for future research.

Chapter One

Literature Review

Literature Review

Setting the context for domestic abuse

Domestic abuse happens towards women, men and children and its effects are long lasting. It happens across the United Kingdom, in the USA and as it does globally with different cultural nuances (Dobash et al, 2007). It is under reported, is the largest block of violent crime as a percentage of all violent crime in the UK and attracts a high level of repeat victimisation. Its impact in terms of finance to the UK economy is significant.

The subject of domestic abuse and how police can work to reduce the harm it causes to victims is worthy of further investigation. This review will begin with definitions of domestic abuse and will then present a summary of the nature and prevalence of domestic abuse through England and Wales, followed by how policing has engaged with domestic abuse historically. A focus on the evidence base of perpetrator based programmes then follows leading to the history to date of Project CARA thereby exposing the need for this piece of research to fill a current gap in the literature.

Defining domestic abuse

The Home Office updated its guidance on domestic violence and abuse in 2015 and within that guidance it retained the 2013 definition of domestic violence and abuse:

'Any incident of pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- *psychological*
- *physical*
- *sexual*
- *financial*
- *emotional'*

This definition grew from the previous Home Office definition of 2011;

'Any incident or threatening behavior, violence or abuse between adults who are or have been intimate partners or family members, regardless of gender or sexuality'.

The differences between both definitions recognise the wider scope of domestic abuse and now includes the terms 'coercive' and 'controlling'. Coercive behavior is 'a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour'. (Home Office, 2015). Controlling behavior is 'an act or a pattern of acts of assault, threats humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim'. (Home Office, 2015). These definitions reflect how the term domestic violence has developed to the term

domestic abuse recognising that harm is not caused through domestic violence alone hence the phrase 'domestic abuse'.

The nature and prevalence of domestic abuse in England & Wales

The 2013/2014 crime survey of England and Wales (Office of National Statistics (ONS), 2015), found that overall, 28% of women and nearly 15% of men had experienced any domestic abuse since the age of 16. These percentages reflect close to 5 million female victims of domestic abuse and 2.4 million male victims. There were 8.5% of women (1.4 million) and 4.5% of men (700,000) estimated to have experienced any type of domestic abuse within the 12 months pre-survey (ONS, 2015). Domestic violence accounts for 16% of all reported violent crime although it is the violent crime that is least likely to be reported to the Police and has more repeat victims than any other crime (ONS, 2015). Buzawa and Buzawa (2002) provide weight to this finding by describing it as 'chronically' under reported. A Canadian study (Jaffe & Burris, 1984) found that on average women have been assaulted 35 times before the Police are contacted, however this assertion has been challenged by Strang et al (2014), due to methodological issues and low response rates.

The impact on victims and children as a result of experiencing or witnessing domestic abuse is substantial in terms of the psychological impact and lasting effect. Holt et al's 2008 review of the literature found that children and adolescents living with domestic abuse are at increased risk of experiencing emotional, physical and sexual abuse. This is most concerning when considering that one in seven children and young people under the age of 18 will have experienced living with domestic violence (Radford et al, 2011). Further, In England and Wales in 2013/2014, 85

females were victims of homicide perpetrated by a current or ex-partner (ONS, 2015).

The cost to public services of domestic abuse is significant, with a report by Walby (2004) providing a figure of £22.8 billion. This figure was later revised by Walby (2009) quoting it as closer to £15.7 billion. She attributed this to the reduction in domestic abuse over that 5 year period, greater reporting and better public services resulting in a reduction in the cost of lost economic output.

Whilst the impact on children and women is most severe in terms of emotional distress (Harwin, 2006), domestic abuse has a significant financial impact, on a number of public services including housing services, police, NHS and Social Services. It would appear that a partnership and collaborative approach would serve to give better outcomes for all while also reducing demand on public services, especially at a time of austerity. A multi-faceted approach would appear to be the most effective, a view expressed by Mann (2000), who concluded that social action to better manage domestic abuse should have a more co-operative response. It is with respect to that conclusion that this thesis will continue by centering on policing's contribution alone.

Policing and domestic abuse

The historical policing response to domestic abuse reflects the low priority it was given in terms of the apathy that traditionally existed within policing for police to become involved. In 1960's America, violence in the family, if recognised, was rarely considered criminal unless a death occurred (Fagan and Browne, 1994), and the option for arrest within the UK was as a last resort (Bard and Zacker, 1971). Sir

Kenneth Newman when Commissioner for The Metropolitan Police in 1983 was reported to have suggested that domestic disputes should be dealt with by social services (Hague and Malos, 2005), although he did later commission a working party within The Met to review the Force's responses to domestic violence. This working party reported in 1986 recommending improvements in training and the need for specialist domestic violence units although no extra resources were to be invested to realise the recommendations which became a barrier to implementation. In 1987 however a Force order resulted in the improved recording of domestic violence which then led to specialised units being set up in some London boroughs. (Jones et al, 1994).

The feminist movement of the 1970's (Coote and Campbell, 1987) combined with some watershed pieces of academic research (Sherman, 1992), started to influence policy change within the United States and UK which recognised the need for a better policing response to domestic violence. The Minneapolis Domestic Violence experiment (Sherman, 1992) was a randomized control trial which found that by Police making an arrest, following an incident of domestic violence, the rate of re-offending within a 6 month period against the same victim was reduced by 50% as compared to the other options measured of mediation or warning. This led to changes in domestic abuse policy throughout the US and the UK to make an arrest at a domestic violence incident mandatory, despite the same result not being replicated in other US experiments (Fagan, 1995).

The Women's National Commission report of 1986 influenced the Home Office to investigate and review policing's response to domestic violence which led to Home Office circulars 69/1986 and 60/1990 giving guidance to police forces in how they should respond to victims of both sexual offences and domestic violence. By this

time the Home Office were already reviewing how police were responding to victims of domestic and sexual abuse following media documentaries reporting on the issue, and public observation and press reports that the response was unacceptable. (Jones et al 1994). The guidance which developed from the circulars was influenced by the academic research of the time which encouraged a greater use of arrest in domestic violence cases (e.g. Sherman, 1992). Interestingly the guidance also encouraged police improve partnerships with women's refuges and other agencies with an interest in the problem. (Jones et al, 1994)

As a probationary constable of the era between 1995 and 1997, the author remembers the operational level policing culture then being one of frustration and irritation towards managing domestic violence incidents. It was not until mandatory training was delivered, evoking a pro-arrest and positive action policy at domestic incidents, that the policies contained within previous Home Office circulars became operationalised outside of the Metropolitan Police. Culturally the police service in England and Wales has changed during the last two decades in its response in terms of arrest with performance management regimes across the service tracking domestic violence arrest rates as a proxy measure of positive police action in response to domestic violence.

Once arrest however, what then? Does the criminal Justice system work to deter further offending and recidivism in domestic violence offenders? In a longitudinal analysis by Rowland (2013) of 2,200 domestic violence cases post arrest, the data reveals that despite well intentioned efforts to increase prosecutions for abuse, there is no evidence to suspect that prosecution is either a majority outcome or that when achieved it reduces re-offending. A study which investigated the perception of victims of domestic abuse found that the most important predictor of satisfaction with

the police response was the quality of the interaction between the police and the victim with higher degrees of satisfaction being found when victims were kept updated of the progression of the case. A further finding of that same study found that the views of those same victims showed that only a minority of these victims wanted the offender arrested (28.7%) and supported a prosecution (23.1%). (Cornelius, 2013).

Combining the conclusions from Rowland and Cornelius, the current policy of arrest appears to be at odds with both the victim's wishes and in enabling effective pathways through the criminal justice system which result in a reduction in offending. A review of the literature in relation to other options for offender intervention as an alternative to prosecution through the criminal justice system is thus appropriate given these most recent findings.

Perpetrator based programmes

Since the 1970s, it was the feminist movement who led the campaign to bring the issue of domestic violence to the social agenda. As a result, in order to address this, domestic violence perpetrator programmes (DVPPs) emerged. (Phillips, et al, 2013).

Offender based programmes vary both in their content and their length with practical and theoretical differences separating one programme from another. Early programmes sought to engage abusive men through unstructured groups by conscious raising and peer self-help delivered in the context of feminist theory (Feder & Wilson, 2005). Feminist theory starts with the premise that men have a biological and social need to control women. (Feder and Wilson, 2005), and that domestic violence is the result of a patriarchal ideology in which men are

encouraged and expected to control their partners. (Bennett & Hess, 2006). The rationale for targeting the male perpetrator through an intervention came from the view of women experienced in working within shelters for battered women. Shelter staff noticed over time that a high percentage of abused women returned to their abused partners and that even when separated, men would continue their abusive behaviour with other partners. As a result of this, the shelter workers concluded that the best way to reduce domestic abuse was to change the behavior of the abuser. (Feder and Wilson 2005).

Later batterer programs sought to include Cognitive Behavioral Therapy (CBT) techniques, the use of The Duluth model, motivational interviewing techniques, anger management, alcohol management, couples work, and/or group work to address perpetrator behavior with differing results (Mullender & Burton, 2001). For a definition and brief explanation of motivational interviewing, CBT and other behavioural therapies please see the glossary. The Duluth model is predicated on feminist theory that men use violence within relationships to exercise power and control, and as a result the model seeks to reduce domestic violence by re-educating male perpetrators to change this view (Gondolf, 2007). This is achieved by changing attitudes so that perpetrators would 'learn' to become non-violent in any relationship after being re-educated. (Paymar & Barnes, 2007). The Duluth wheels (DAIP, 2011) are a tool used during the Duluth model and are described more in the glossary and shown in Appendix B.

Given the variety and variation of perpetrator programs which have been implemented, it is important to understand the criteria for being regarded as 'a programme'. In the United Kingdom, treatment programmes for domestic abuse perpetrators are accredited by 'Respect', a UK domestic abuse membership

organisation, who suggest a minimum of 60 hours contact for behavioral change to take place for group-based programmes (Blacklock, 2014). This assertion however is contested by some due to a lack of evidence that the duration of a programme is a factor in enabling behavioural change to take place. Those making the assertion call for an evaluation of non-accredited programs which do not conform to the criteria of a Respect programme. (Dixon et al 2011).

British research by The Project Mirabal team (Phillips, et al, 2013) note that during a telephone survey of educational and therapeutic programmes conducted in the 1990's, the majority were found to be 'cognitive-behavioural in their orientation'. The Duluth men's programme (Pence and Paymar, 1993) was quoted by those interviewed as a key influence on British work although other types of therapeutic work were also mentioned as having an influence. A review of 54 European programmes (Hamilton et al, 2012) supports this assessment, finding that most programmes used either CBT, pro-feminist (Duluth) or psychodynamic treatment with close to half using a combination of multi-treatments.

Working with perpetrators is contentious with some believing that perpetrator programmes do not treat men harshly enough, with others believing that men are treated too harshly through shaming and humiliation. (Phillips et al, 2013). This becomes a key element to be considered when evaluating any perpetrator programme in terms of the extent of shaming and re-integration theory (SRT) is apparent (Braithwaite, 1989). Braithwaite defines SRT as disapproval that is respectful of the person, is terminated by forgiveness, does not label the person as evil, nor allows condemnation to result in a master status trait. The theory predicts that this type of 'reintegrative shaming' results in lower levels of re-offending as compared to 'stigmitising shaming' which is not respectful of the person, labels the

person as evil and is not terminated by forgiveness. This theory is more generally used within the domain of restorative justice, so may or may not be relevant to domestic abuse perpetrator programmes. (Harris, 2006).

There is further academic debate as to whether perpetrator programmes 'work' in reducing offending for those who have been referred. As Corvo et al (2008) comment there was a 'poor showing' in the effectiveness and outcomes of DVPPs. In addition to this, a systematic review for the Campbell Collaboration and meta analysis by Feder and Wilson of US court mandated batterer intervention programs (2005) reviewed 10 studies which were evaluated as either psycho-educational or used Cognitive Behavioural Therapy (CBT) techniques. The psycho-educational treatments varied from one which was 10 sessions in 10 weeks to another which was 26 sessions in 26 weeks with others somewhere in between. The CBT treatments varied from one being 8 sessions (over no proscribed period) to another being 32 sessions in 52 weeks with the others somewhere in between. The meta-analysis discussed concerns regarding the methodology of the studies included and expressed caution as to their generalisability. The analysis concluded that there was no overall effect that was statistically significant through the use of court mandated batterer intervention programs in reducing re-offending, regardless of whether the intervention was labeled as CBT or psycho-educational.

The original meta analysis by Feder and Wilson has recently been added to by Anderson et al (2014) and a new meta analysis which includes those from the original also includes the next generation of studies, to measure the overall effect of court mandated batterer intervention programmes (BIPs). It included published and un-published studies of RCTs between 2002 and 2012 and was a meta-analysis of pooled effects. The review concluded that there was a lack of support for the overall

effectiveness of court mandated BIPs when both official re-offending data and victim report data were analysed. The authors commented that new models of intervention should be sought and queried the continued use of court mandated BIPs. They also observed that modified BIPs were becoming commonplace due to a lack of effectiveness of court mandated BIPs. These programmes use cultural counseling, motivational interviewing and substance abuse treatment as the interventions with perpetrators. (Anderson et al, 2015).

In a United States randomised control trial of a community based domestic violence programme (Saunders, 1996), 218 men with a history of abuse were randomly assigned to either process-psychodynamic groups or to feminist-cognitive behavioural therapy treatments. The partners of 79% of the 136 treatment completers gave reports of the men's behavior 2 years post-treatment and these results were triangulated with self reports and arrest records. Rates of violence did not differ significantly between the 2 treatment groups although each treatment was more successful than the other depending on the profile of offender. The psycho-dynamic treatment proving more successful for men with dependent personalities and those with anti-social traits proving more successful having had the CBT treatment. This RCT shows the importance of understanding exactly what the specific treatment is that is being delivered around domestic violence offender based programmes, but caution must be exercised when reviewing studies that only focus on individuals that successfully complete the intervention, as opposed to all participants, regardless of whether the intervention is completed or not.

In addition to the meta-analysis conducted by Feder & Wilson in 2005, analysis carried out by Babcock et al (2004) showed programmes to have a small but positive effect on abusive behavior. This finding however was not felt valid given the

methodological problems with those studies selected as part of the analysis. Feder and Wilson express concern that judges and probation services in America continue to mandate attendance at batterer intervention programs which are based on the Duluth model, even though the effectiveness of a Duluth approach is doubted by some commentators, such as Dutton & Corvo, (2006). This criticism is disputed by the founders of Duluth (Paymar & Barnes, 2007). Instead, Feder and Wilson suggest that the criminal justice system look at other types of intervention to address domestic violence other than court mandated BIPs.

Dutton and Corvo stated that there is no place for a Duluth approach within perpetrator programmes on the basis of a selective interpretation of the results of prior studies and feminist basis of the model (Dutton & Corvo, 2006). Gondolf refutes these suggestions, asserting that the Duluth model is rooted in feminist principles due to the overwhelming majority of domestic abuse being perpetrated by males. (Gondolf, 2007). Given these different perspectives, it is important to be aware to what degree the use of Duluth and CBT, or indeed any behavioural type intervention is/are displayed in perpetrator programmes which are being evaluated and this is a common conclusion within the literature. The literature also observes that there are methodological shortcomings in some of the research but even when those are taken into account, without clarity as to the what type of intervention is being tested, it leaves agencies confused as to what works best for different types of domestic abuse perpetrator. (Gondolf, 2007). Other techniques which have been historically used with perpetrators to support behavioural change should not be excluded from consideration, for example motivational interviewing, (Miller & Rollnick, 2013) or solution focused therapy in groups. (Lee et al, 2003). Effectively, in

order to understand the success of a particular intervention, it is important for the intervention itself to be clearly defined.

Project Mirabal is concerned with research into UK perpetrator programs, and started in 2009, reporting its findings in 2015. (Kelly & Westmarland, 2015). The investigation covered twelve perpetrator programmes, with comparison data being provided by areas without any provision for these programmes. The research found that those men who attended a domestic violence perpetrator programme (DVPP) 'showed large decreases in violence with smaller but still significant decreases in abuse'. The Mirabal research found that the ability for men to 'self talk' or take a 'time-out' were tools used most frequently which men had learnt during the course of the DVPP. The researchers observed that while tools appear simple, men did not use them until they had also changed their self-perception and recognised the impacts that their behavior had on other people (self awareness). How this was done however, during a DVPP, was not commented on in the Mirabal research leaving Kelly and Westmarland to call for an improvement in the 'integrity of evaluation' of perpetrator programs. One element they did observe which was contributory to success was the element of group work in helping enable men to change as they found that it enabled men to see themselves through other men and to be challenged by peers through the use of skilled facilitators. What makes a skilled facilitator though and what material sets up the ability for men to peer challenge was not described within the Mirabal findings, and is a gap in the current research.

Gondolf (2007) discusses the different interventions which have been researched and reviews the methodological challenges in some of the research. He recognises the use of Duluth, motivational interviewing, CBT, anger management, and psycho-educational programs may all have their place in intervention programs. When they

have each been tested it is challenging to conclude ‘what works?’ in terms of policy implications for any of these types of intervention (Gondolf 2012). This conclusion is further supported by Bennet and Hess (2006) who commented, "As with arrest research findings, results of studies that have examined the effectiveness of BIPs are mixed." (p.281)

A randomized controlled trial (RCT) which tests BIPs or DVPPs would assist with understanding what works with Gondolf’s critique of previous research methodology in mind. Blacklock (2001) commented that overcoming the challenges of successfully implementing such a RCT is important, but it must be recognised that understanding properly what is being tested through an RCT is equally as important.

Project CARA

In 2011, Hampshire Constabulary, with support from the University of Cambridge, explored the feasibility of a RCT to test whether conditional cautions could be used as a suitable intervention for certain cases of domestic violence with a ‘workshop intervention’ as the condition of the caution. (Jarman, 2011). The aim was to explore an alternative to the traditional criminal justice route post-arrest which developing evidence base indicates does not work for the victim or to prevent re-offending. (Rowland, 2013; Cornelius, 2013). Through negotiations with The Home Office, Crown Prosecution Service (CPS) and Director of Public Prosecutions (DPP) permission was granted to implement such an experiment. The project to implement the experiment was called ‘Project Cara’. Chilton (2012) took responsibility for implementation and overcame a number of methodological and logistical difficulties to enable Hampshire Constabulary (with the support from the University of Cambridge) to implement the randomized controlled trial which used conditional

cautioning as a response to domestic abuse for a certain profile of offender. (Chilton, 2012).

Project CARA utilizes the conditional caution as a vehicle to implement the workshops, with eligible individuals (as per the eligibility criteria detailed in appendix A) being randomly assigned to a conditional caution which contains a condition not to reoffend for a period of four months (control group) or a conditional caution which contains the non-reoffend condition, but in addition to this, a requirement to attend two sessions four weeks apart (a workshop) designed to address offending behaviour.

A charity – The Hampton Trust, designed and delivered the workshop which has been attended by those randomly assigned to receive a conditional caution through the RCT process. 3 years post implementation, a preliminary review of the results to date show a positive effect in reducing re-offending for those who receive a caution with the condition that they attend the workshop compared with those who received a caution without the requirement that they attend the workshop, (see Table 1 - Appendix H). Given this early indication, with the caveat that the RCT is not yet finished and so the full results not yet known, it invites the question; what is happening in the workshop that encourages participants not to re-offend?

Summary - the need for this research

The literature reviewed highlights the importance of understanding what type of behavioural change intervention is occurring within any perpetrator intervention which could be understood by recording and then analysing the narrative between a facilitator and perpetrator during workshop conditions. It is therefore important to

gain an understanding of all of the elements of the Hampton Trust CARA workshop in terms of group dynamics, facilitator behavior/skill, facilitator reaction to the workshop participant and workshop environment. The workshop is perceived as a black box as what exactly happens in the workshop is generally unknown. This research opens up the black box, by describing the interactions within the workshops and by discovering what the core elements are. This assists with replication of the workshops beyond the current limited use, therefore extending its reach to help more domestic abuse perpetrators and in so doing reduce the impact on and harm to victims of domestic abuse.

Chapter Two

The Hampton Trust Workshop

(Chapter redacted due to Intellectual property rights)

The Hampton Trust Workshop

Introduction

This chapter will describe the topics and material used within each part of the workshop. Timings and scheduling of the workshop parts are shown in Figure 1 which also serves to give an overview of the workshop. To attend the Hampton Trust workshop is to attend both sessions, A and B, which are split by a four week gap.

Figure 1: Overview of workshop by session and part

The Workshop

Session A

Part 1

Part 2

Part 3

Part 4

.

Part 5

Break

Part 6

Part 7

Lunch

Part 8

Part 9

Part 10, Part 11, Part 12

Part 11

Part 12

Session B (after 4 week gap from previous session)

Part 1

Part 2

Part 3

Part 4

Part 5, Part 6

Part 7, Part 8, Part 9

Chapter Three

Methodology

Methodology

Introduction

The primary objective of this research is to describe what is going on in the 'black box' of The Hampton Trust workshop. For the purposes of the research, those low-risk domestic abuse perpetrators who were randomly assigned to the workshop through the project CARA process will be referred to as 'participants'. The people (four) who took turns in facilitating the workshops will be referred to as 'facilitators'.

The research questions;

- What are the core elements of The Hampton Trust's Project Cara workshop?
- What are the dynamics of participant behaviour in the workshop in relation to facilitator behaviour?

The essence of Project CARA as a randomised controlled trial suggests a quantitative research methodology, but in order to answer the research questions, a qualitative methodological approach is required. This could be achieved by watching the participants and facilitators over the course of the workshop, recording this, and then describing, analysing and interpreting what has been observed. To ask participants and facilitators through a survey and interview process about their views, feelings or attitudes as to what is happening in the workshop, is not as direct or as valid when compared to being able to see what they did, or listen to what they said (Robson, 2011). It is for this reason that an observational study has been preferred as the primary methodological approach, while also using data obtained from unstructured interviews with facilitators to complement the data obtained from direct observation.

This investment in an ethnographic approach helps to address the discrepancy that may exist between what people say they do (in an interview or survey), against what they actually do. (Kawulich, 2005. Robson, 2011.). Participant observation is respected as a sound research method of cultural anthropology, and its use has not only enhanced data collection quality but also the interpretation, as well as potentially inspiring future research hypotheses grounded in scene observations. (Dewalt & Dewalt, 2010) .

To complement the data obtained from the observation, consideration was given to also interviewing the participants after the workshop sessions to gain an insight into which elements of the workshops made a difference to them. There may have been value in this approach in gaining an understanding into what the participant thinks, especially when complementing and contrasting it with data gathered from direct observation, but engagement with the participants in this way may have changed the nature of the experimental treatment condition of the RCT for these participants. The author has taken great care not to compromise the integrity of the RCT through 'observer effects' (see later).

By not engaging the participants through interviews or surveys, there is, however, a weakness to the research: knowing what the participants thought about the workshop, and what elements they felt were important to them, would have added to the data to help answer the research questions. Nevertheless, comments from participants in these respects were looked for during the observation and the views of participants recorded when heard by the observer.

Observational study - accessing the workshop

The observer/researcher for this research was a Police Officer (male) and is the author of this thesis. This leads to a number of considerations when deciding how to observe the workshop.

A classic 'participant observation' study would require the researcher to become a member of the observed group. In the context of this research, this would mean acting as a participant of the workshop (a low-risk domestic abuse perpetrator) and, by the nature of the workshop, interacting with the other participants and facilitators. This might have influenced the behaviour of the other participants and facilitators while also inhibiting the ability of the author to record what was being observed. Changing the behavior of the participants as a result of the observer being present within the workshop is known as 'observer effects' (Robson, 2011), and the risk and likelihood of this happening was assessed as high. The 'participant observer', as the researcher, is required to explain the meaning and experiences of the observed through the experiences of the observer. To do this with a degree of validity, the observer would have to fit the profile of the other participants and in the context of the CARA RCT, the observer did not fit the eligibility criteria (Appendix A) to become a participant. To observe as a true 'participant observer' was therefore discounted for these reasons.

A structured observation allows for the observer to be detached from those participants being observed and enables a more systematic recording of what is being observed and is a way of quantifying behaviour (Robson, 2011). This type of approach to observation allows for a coding scheme to record what is observed by pre-determined categories and helps with the reliability and validity of the research.

To determine the most appropriate categories for observation required an understanding gained of the treatments used in previous perpetrator/batterer intervention programmes and this was helped by the process of the literature review.

A structured observation was therefore preferable to 'participant-observation', but this then led to some practical difficulties regarding how to observe the workshop as a Police Officer but not as a 'participant observer'. The most desirable method of observation was to 'observe as a participant'. This is different from the participant observer, as the observer as participant takes no part in the activity being observed and neither do they interact with others being observed, even though the status of the observer as the researcher is known by all the participants given they are openly present in the workshop. This method of observing allows for notes to be taken and a systematic tool to be used to assist in data collection which in turn enables future analysis.

Before turning to the ethical issues involved with a Police Officer embarking on such an observation, I discuss some of the concerns raised by the Hampton Trust about the feasibility of this means of workshop observation, together with some of the methodological disadvantages of an 'observe by participant' style of research.

Procedure

The Hampton Trust had never allowed observers to take notes during a workshop. This was due to concerns about observer effects on the participants and there was also some concern that because the observer was male, participants would gravitate towards me rather than value the facilitator contribution (all facilitators were female).

Further, the process of note taking became a sensitive issue when negotiating to be allowed in to the workshop to observe, so much so that the author was encouraged to not record anything and instead to write up afterwards or determine a remote way of observing without needing to be in the room. The following passage taken from an email between the author and Chief Executive of The Hampton Trust reflects the narrative of the time,

> *"In all our sessions, across all our programmes, we don't allow observers to write notes. This is based on the anxiety it provokes and assumptions by participants that notes are being taken about them with no certainty of how the data is to be used. In particular around CARA, it would pose a problem around clients thinking the notes are being reported back to the police. I do think it would greatly impact on the process as it would hinder true engagement."*

Figure 2: Email 27/09/14 Chief Executive Hampton Trust

A range of options were discussed as an alternative to having the observer be in the room. Audio recording was an option but the subtle interactions between facilitator and perpetrator would be missed. Video recording the workshop was another alternative, although the number of cameras required to capture the behavior exchanges between the participants and facilitators within the workshop would not be practical - as well as the need to then watch a number of videos of the workshop from a number of different viewpoints. The introduction of cameras would also change the experimental condition and likely cause a different behaviour in participants as compared to the behaviour in workshops which had not been observed.

There was also a cost consideration in the set up and maintenance of any equipment. One advantage however of recording the workshops would have been to enable a permanent record of the workshops to allow for future observation by

observers with a variety of different profiles, expertise and backgrounds in order to assess the data in context of a variety of different theoretical standpoints.

Through negotiation, the Hampton Trust agreed to give the author an opportunity to observe a workshop but on the condition that notes were not taken. It was agreed that a 'dry run observation' would take place, but not obviously so, with minimal introduction of the observer to the group of participants by the facilitators. The successful completion of the dry run observation served to overcome a number of concerns of the Hampton Trust. It also helped the author recognise different stages of the workshop to then plan and use the experience to design a system of systematically recording the behaviour with a data recording instrument.

The author reflected deeply on appropriate observer behaviour while in the dry-run workshop, to create a balance between being anonymous enough to allow behavior to be 'normal' for the workshop while friendly enough, at appropriate times, for the presence to not be a barrier. Robson comments on the need for this balance to be found when he refers to minimal interaction and habituation (Robson, 2011) as strategies to minimise observer effects. A smile at an appropriate time through more lighthearted moments balanced with looking at the carpet and not engaging during more intense discussions, seemed to create the right level of habituation and minimal interaction required for the author's presence, as an observer, to not be a barrier.

The dry run enabled the author to trial the process of achieving the right balance of interaction and habituation and the feedback from the facilitators was that the presence did not affect the behavior of the perpetrators, nor themselves as facilitators, as benchmarked against previous workshops when an observer was not

present. Despite being advised not to take notes, the author did take notes, with facilitators' agreement, while being aware of the risks to inhibiting true participant engagement. The recognised incomparable benefit from the use of chronological field notes as a respected tool for participant observation contributed to this decision. Indeed DeWalt (2002), felt publicly taking notes was important to improve the ethical credibility of a study to reinforce knowledge that the researcher is present and collecting data. There was agreement between facilitators that the note taking did not impact on the behavior of the group during the dry run and note taking was agreed by The Chief Executive of The Hampton Trust for future observations. The author though remained conscious that the validity of his presence was equally reliant on observing as well as listening, and on detailed documentation of the conversations.

The investment given by the author in relationship building and stakeholder management with the Hampton Trust over a six month period prior to observing any of the workshops should not be underestimated: it has been key in building trust which ultimately enabled the implementation of this piece of research. Through listening, taking time, respecting partnership, using emotional intelligence to value different perspectives and by taking some informed and calculated risks, the opportunity to observe the workshop as a participant was secured. The permission given by the Hampton Trust to conduct the research was conditional on the detailed description of workshop parts not being disclosed or disseminated wider respecting that the workshop is the intellectual property of the Hampton Trust. This was agreed in a letter between The University of Cambridge and the Hampton Trust and is found at Appendix G.

Once permissions had been granted to observe, a further consideration was whether a Police Officer with no experience of psychotherapy, CBT techniques, motivational interviewing, Duluth or facilitator experience of other BIPS or DVPPs, would be the best profile of observer to conduct this research. But this 'naivety' allowed me to capture the process objectively as part of a systematic observation. Having no stake in the outcome of the study, nor in any of the variety of techniques used in DVPPs or BIPs, helped guard against observer expectancy effects.

Inter-observer agreement, observer drift and expectancy effects

'Inter-observer agreement' refers to the extent to which two or more observers obtain the same results when assessing the same behaviour independently of each other, and would have been useful by adding to the validity and reliability of the observation data. (Robson 2011). It was not possible to have a second observer, however, nor was there any check or quality assurance of the observations. Both of these factors represent weaknesses in the research methodology.

'Observer drift' was also a concern. This refers to the extent to which the observer becomes more familiar with the material being observed and so is able to more easily code behavior, thus possibly changing the measuring instrument of the observation. A second observer would have helped with this problem as well. Resource and time constraints prevented this kind of quality assurance from becoming feasible. Furthermore, a second observer in the workshop might have led to a sense of overbearing observation, especially as the size of the room was quite small. (see Figure 8, p.58).

The author needed to be aware of and manage the potential for observer drift and expectancy effects which, if not done effectively, increased threats to the validity of the research. Expectancy effects were mitigated as the observer had no stake in the outcome. Pre-observation, there was an expectation that more positive behaviours of both participant and facilitator would be observed as the indicative results of the RCT at the time, may have lead someone to expect this. In being aware of this however, the design of the data collection instrument, and the behaviours recorded, encouraged the observer to have an open mind that negative behaviours would also be observed. This is a reason for the equal split between positive and negative participant and facilitator behaviours being looked for.

Workshop data collection instrument

Having a system which would allow information to be collected unambiguously and as faithfully and as fully as possible required the need for a bespoke data collection instrument. Having observed the dry run workshop, the complexity of the inter-relationships between the facilitators, the participant and the workshop part was apparent but also helped in deciding what behaviours and elements to observe. This process also supported the development of the research questions. (Robson, 2011).

The author facilitated a focus group with those who had some experience in research, and who also had an awareness of the CARA workshop, to help with the development of the data collection instrument. Specifically the focus group consisted of three Hampton Trust facilitators and the researcher involved in the Project CARA experiment implementation. This process helped challenge some of the ideas held by the author as to how and what to observe in the workshops. Facilitators with different skills and who also had different views from each other

about the behaviours they used in the workshops were therefore consulted. The studies highlighted within the literature review also helped to inform what range of behaviours to look for as part of the observation. From this process came the design (figure 3) which was used to collect the data. Advice during the focus group was to not try and record too much as to do so would result in too much data and make the behaviour observed too challenging and complex to record.

		Participant					
		A		B		C	
	Participant Behaviour Descriptor	**Participant Behaviour Observed Yes (Y) No (N)**	**Which Facilitator Behaviour(s) observed ? (see key)**	**Participant Behaviour Observed Yes (Y) No (N)**	**Which Facilitator Behaviour observed ? (see key)**	**Participant Behaviour Observed Yes (Y) No (N)**	**Which Facilitator Behaviour observed ? (see key)**
Part 3 - Recap on Session A	*Willingness to change*	Y	d l h	Y	e i	Y	a b
	Taking responsibility	Y	d l h	Y	e i	Y	a b
	Identifying risk factors	Y	c h d	Y	e l d	Y	a b d
	Respect to partner	N	a c	Y	h	Y	d b
	Minimising, denial & blame	Y	a b d e i	Y	e	Y	l e
	Resistance	Y	a b d	N		Y	d b a
	Showing male privilege	Y	r b d	N		N	
	Anger/frustration	Y	a b	Y	e	N	
	Rapport Likert Score	5		5		4	
	Self-Efficacy Likert score	4		5		4	
	Victim Empathy Likert Score	2		5		4	
	Self Awareness Likert Score	4		5		5	

Figure 3: Data collection instrument

In order to guard against expectancy effects, the participant behaviours were split equally between those behaviours which were considered as positive behaviours and those considered as negative.

The positive participant behaviours were those which showed; 'willingness to change', 'taking responsibility', 'identifying risk factors', and 'respect to partner'. Negative participant behaviours included those which showed; 'Minimising, denial and blame', 'resistance', 'male privilege' and 'anger/frustration'. After each workshop part, a record was made of whether, on balance, the behaviour had been observed for each participant and then if it had been observed, a further record made on how

the facilitator had responded. The observer would record facilitator behaviour by using the following key:

A Rolling with resistance	**F** Lack of empathy
B Challenging	**G** Collusion
C Affirming	**H** Positive reinforcement
D Socratic/circular/didactic questioning	**I** Active listening skills
E Empathy	**J** Dismissive

The author intended to observe behaviour at each workshop part and the record made within the data collection instrument is a summative assessment of the behaviour observed for that part. The following figure gives an overview of each part of the workshop. The detail of what happens in each part is described in the following chapter.

After each workshop part, an assessment by the observer was also made for each of the participants as to their level of 'rapport' with the facilitator, level of 'self-efficacy', level of 'victim empathy' displayed and level of 'self-awareness'. These were assessed by using a Likert scale of 1 to 5,

1 Very negative

2 Fairly negative

3 Neutral/not observed

4 Fairly positive

5 Very positive

A weakness of this methodology is how any variable containing the word 'self' in it can be reliably measured by observation alone without an input from the person

being observed. This was only ever assessed however by what was said by the participant themselves during the observation and thus scored respective to those comments. It was not always possible to record the narrative which underpinned why the behaviour scored as it did due to the volume of information being observed which had to be coded. The Likert scores were made through the subjective assessment of the observer as was all the coding of behaviour and were not quality assured through any inter-observer agreement process as previously discussed.

The observer recorded the information into a spreadsheet live-time through the use of a laptop in the workshop. The Hampton Trust were initially nervous about the use of the lap top in how it may impact on both the facilitators and participants but trusted the observer having witnessed the techniques of habituation employed by the observer during the dry run. Throughout the observed workshops, the facilitators fed back that the use of the lap top had not changed their behaviour nor that of the participants as benchmarked against previous experiences when no observer with a lap top had been present. This is also key in helping towards a conclusion that it is most unlikely that the observation, and thus this research, changed the experimental condition of the RCT.

Written notes

The author would have liked to have written down on paper more frequently and in greater detail what was being observed during the observation so to capture the raw narrative of what was said between the participant and facilitator over and above the coding into the data collection instrument. As more workshops were observed, I became more confident and proficient in observing and recording into the instrument, therefore increasing the time available to record further narrative information. In the

24 hours post workshop, I reviewed the data recorded in the spreadsheet of the data collection instrument and ensured that what had been observed reflected the data collected in the spreadsheet.

I now consider that this time may have been better spent writing down reflections on the observation as a narrative: such a narrative would have allowed these notes to be referred to when interpreting and analysing the results later. A further reflection is that it may have been preferable to simply write down everything and then code into the instrument retrospectively. Instead, the data was recorded into the instrument live-time and then reviewed within 24 hours, which felt more efficient and captured my impressions as the behaviour happened.

Ethics

The fact that the participants knew they were being observed mitigates some of the ethical concerns that would have been present if the participants had not known. The person doing the observing however was a Police Officer. This fact was kept from the participants so as to not make them feel ill at ease and thus not frustrate the dynamic of the workshop. There was a very real fear in the mind of facilitators and The Hampton Trust about this fact becoming known to participants, as shown in the following;

".....your gender gains you points and may not matter in terms of inhibiting disclosure, but what you gain in your gender you lose tenfold in terms of your professional role so that would need to be firmly under wraps. It's not even so much they would through rotten eggs at you in as much as they would continually drag you into discussions around police response hence detracting from the work we need to do...you just need to bear in mind how we present your role will influence, whether you like it or not, the way they interact with you."

Figure 4: Email 01/12/14, from Chief Executive Hampton Trust

I was introduced simply as a researcher from University of Cambridge. I was not there in the capacity of Police Officer but as a researcher and so I believe the ethics were reconciled, as did the Hampton Trust.

What if however, a disclosure had been made by a participant of a historical offence or of a future offence likely to be committed, or if information was forthcoming which indicated a future threat to a victim? This was discussed with the Chief Executive of The Hampton Trust as it would not be possible for a Police Officer to ignore the duties and responsibilities of the office of constable which would require him to act if such information or disclosures became known. This circumstance was covered by the 'group working agreement' part of the workshop, which made clear how confidentiality needed to be dealt with by the facilitators and the duty on them to disclose in certain circumstances, circumstances which also aligned to the duties of the Office of Constable.

Workshops and hours observed

The Hampton Trust workshop is split into two sessions and the sessions are four weeks apart. To observe a workshop means to observe both session A and session B. Each session is always on a Saturday and is five hours long (a workshop therefore totals 10 hours in duration) and is always facilitated by two people.

The dry run observation of a workshop was completed in January 2015 when four participants were present with two facilitators. It was after this workshop that time was taken to reflect and then design the instrument to collect the data from future observations. The following figure shows the timeline and schedule of the workshops that were observed, together with the number of participants. From this, the number of observation hours can be calculated, on which the findings of this research are based.

3rd Jan 2015	10th Jan 2015	17th Jan 2015	24th Jan 2015	31st Jan 2015
Dry run observation Session A (4 participants)				Dry run observation Session B (4 participants)
14th March 2015	21st March 2015	28th March 2015	4th April 2015	11th April 2015
Workshop 1, Session A 2 participants				Workshop 1, Session B
18th April 2015	25th April 2015	2nd May 2015	9th May 2015	16th May 2015
Workshop 2A Cancelled (no case flow)				Workshop 2B
23rd May 2015	30th May 2015	6th June 2015	13th June 2015	20th June 2015
Workshop 3A 7 participants				Workshop 3B
27th June 2015	4th July 2015	11th July 2015	18th July 2015	25th July 2015
Workshop 4A 3 participants				Workshop 4B
8st August	15th August	22nd August	29th August	5th Sept
Workshop 5A 2 participants				Workshop 5B

Figure 5: Observed workshop schedule and participant attendance

As the only observer for this research, the author had to commit the time to observe all of these sessions so as to provide continuity throughout the course of the research. The author was able to attend to observe all six of the available workshops (12 sessions) over this period. Including the dry run observation, there were 1400 'participant hours' of observation completed over the course of this research. This is calculated as 50 hours (five workshops) multiplied by 28 (18 participants and 10 facilitators).

The data captured in the data collection instrument was based on the observation of three of the workshops - workshop one (two participants), workshop three (seven participants) and workshop four (three participants). Workshop two had to be cancelled due to case-flow problems (see next section): only one participant attended and so he was reassigned to the next workshop. Observing a workshop with a higher number of participants (seven) versus a workshop with a lower number (two and three) helped inform a later discussion about what size of workshops worked best and how workshop dynamics differed depending on workshop size. A lack of case-flow therefore helped enable this discussion in this respect alone. Workshop five was observed with a concentration more on recording the narrative of what facilitators and participants were saying and also involved the author stepping back to 'overview' the workshop based on all that had been observed prior. This was instead of observing and recording into the data collection instrument as had been done for previous workshops one, three and four.

The tables and graphs included in the findings and discussion section of this thesis are therefore based on 540 participant hours worth of observation. This is calculated as 30 hours (three workshops) multiplied by 18 (12 participants and 6 facilitators). When workshop five is included in the calculation, the hours observed equate to 880 participant hours worth of observation. (40 hours (four workshops) multiplied by 22 (14 participants and eight facilitators)).

When considering the workshop schedule (Figure 5), and observation time involved, more workshops could not be observed given the need to spend time analysing the data collected in order to meet the deadline for thesis completion. One of the weaknesses of the methodology on which the quantitative findings are based

is that the data comes from a small number of observed workshops and participants (12 participants over three workshops) thus impacting on the reliability of the results.

Case-flow

When starting this research, the aspiration was that more participants would be observed, however low case-flow and time restrictions because of the workshop schedule have prevented this. Low case-flow was a factor in causing one of the scheduled observed workshops to be cancelled and is also the reason for the RCT to still be running almost three years after it began assigning cases with workshops not as full as they could be. This is because a certain number of cases are required before researchers can be sure that any difference in reoffending between the treatment group and control group are not due to chance.

Interviews with facilitators

As highlighted towards the beginning of this section, the four facilitators were interviewed by the author using an unstructured interview approach. The reasons for choosing unstructured interviews are to do with the need to appreciate the thoughts and philosophy of each facilitator in respect of each workshop, and that this was best generated informally through a conversation. The value of the interviews relied upon social interaction between the author and the facilitator rather than a pre-determined structure (Minechello et al, 2008). Each facilitator was interviewed independently from each other and at different times.

The process of conversation was made easier and felt more authentic due to the steady familiarity between the author and the facilitators. This familiarity, having

been developed through the course of workshop observation and preparation, seemed to enable the facilitators to talk freely with the author as interviewer, (as well as workshop observer) during the unstructured interview. Enabling an interviewee to talk freely as part of an unstructured interview is one of the main goals of the methodology, hence this approach (Robson, 2011).

The author carried out these interviews in order to obtain information from the facilitators about their experiences and views of the workshop. Someone else less familiar to the facilitators and so more independent, may not have been able to manage a conversation about the workshop and thus obtain such information. The topic of the interview concerned what the facilitators felt was happening and what factors of the workshop were present which they believed contributed to impact on the participants. Questions were also used to determine the facilitators' training and experience. It was from these topics and questions that the conversation would then develop.

The information gathered from the interviews were analysed in the context of the data gathered through the observations of the workshops and when taken together, inform the findings and answers to the research questions.

Chapter Four

Findings and Discussion

Findings and Discussion

Introduction

This chapter aims to highlight findings by a review of the data collected and narrative of the interactions between the facilitators and participants that were noted during the observational period, thereby answering the research questions;

- What are the core elements of The Hampton Trust's Project Cara workshop?

An element is defined as ‘an essential or characteristic part of something abstract’ and originates from the Greek word ‘stoikleion’ which means ‘a step or a component part’ and the Latin word ‘elementum’ meaning principle. (Modern Language Association, 2015). It is with this definition in mind and through analysis of the data, the essential parts of the workshop will be identified. From this, any 'core' elements can then be understood. Core is defined as the most important or central part of something (Collins English Dictionary, 2000).

Firstly, I describe how the behaviour of participants change as they progress through the parts of the workshop. This is in order to give a context from which to understand the relevance of any particular parts of the workshop or facilitator behaviour which may be stimulating feedback from the participant.

Secondly, I describe and analyse how facilitator behavior changes through the parts of the workshop, which creates further understanding of what is happening in the workshop from which elements start to emerge.

Thirdly, I describe and analyse how facilitators behave when reacting to different participant behaviours, thus introducing a further building block from which further

elements start to emerge while also determining findings against the second research question,

- What are the dynamics of participant behaviour in the workshop in relation to facilitator behavior?

Key themes from the participant and facilitator interaction are noted. The raw data was transferred from the data collection instrument to a spreadsheet for analysis. When this behavioural data is aggregated, different elements emerge when comparing the development in participant behaviour with other variables such as workshop part, facilitator behaviour, and facilitator/participant interaction. These elements could explain why the observed participant behaviour appears to change and develop as it does through the course of the workshop. Similarities and differences with the behavioural interventions as discussed in the literature review start to emerge.

Participant behavioural change

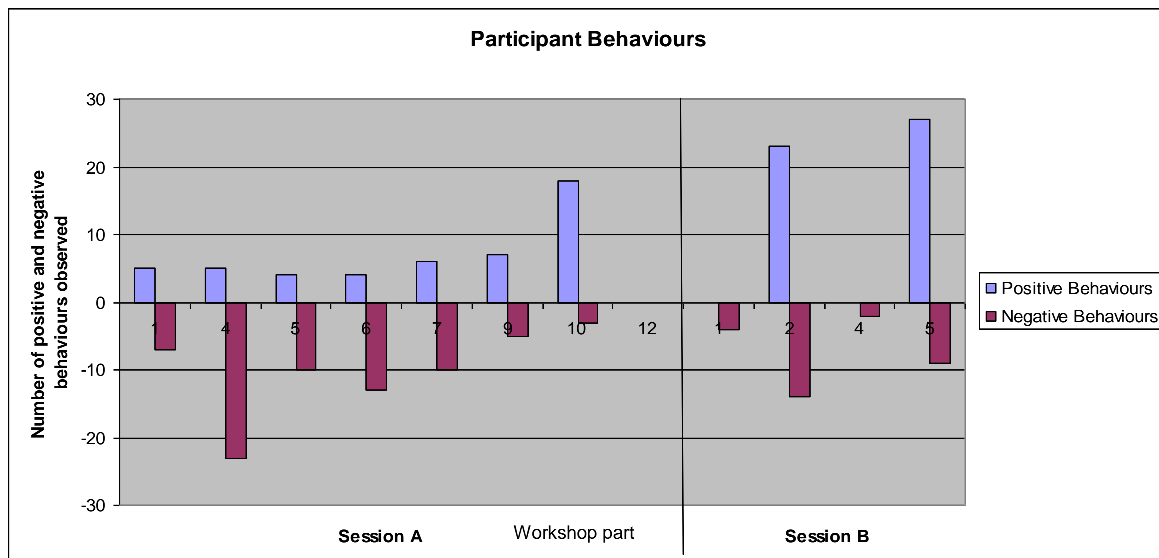


Figure 6:Total participant positive and negative behaviours by workshop part (all observed workshops taken together).

The above figure shows by workshop part and session (x-axis) the frequency of both positive and negative behaviours for all participants (y-axis) taken together across all of the workshops observed where the data collection instrument was used to support the observation. The analysis finds that there are fewer positive behaviours seen at the beginning of the workshop, yet many more observed towards the end of the workshop. There are more positive behaviours seen at the point that session A ends, (prior to the participants leaving for a four week period as represented by the vertical line in the above figure and future figures), and prior to returning to start session B.

With regard to session B, there are more positive behaviours observed at the start of this session compared to negative ones and more again by the end of the workshop. In session A, negative behaviours become gradually less evident while

positive behaviours become more so as the session progresses and by the end of session B, participants in the aggregate are the most positive in their behaviour as compared to any other time within the workshop.

The following table shows a more detailed breakdown of Figure 6 by showing the positive and negative behaviours in order that any behaviour by exception can be highlighted. The number of positive and negative behaviours observed show on the y-axis by the workshop part and session on the x-axis.

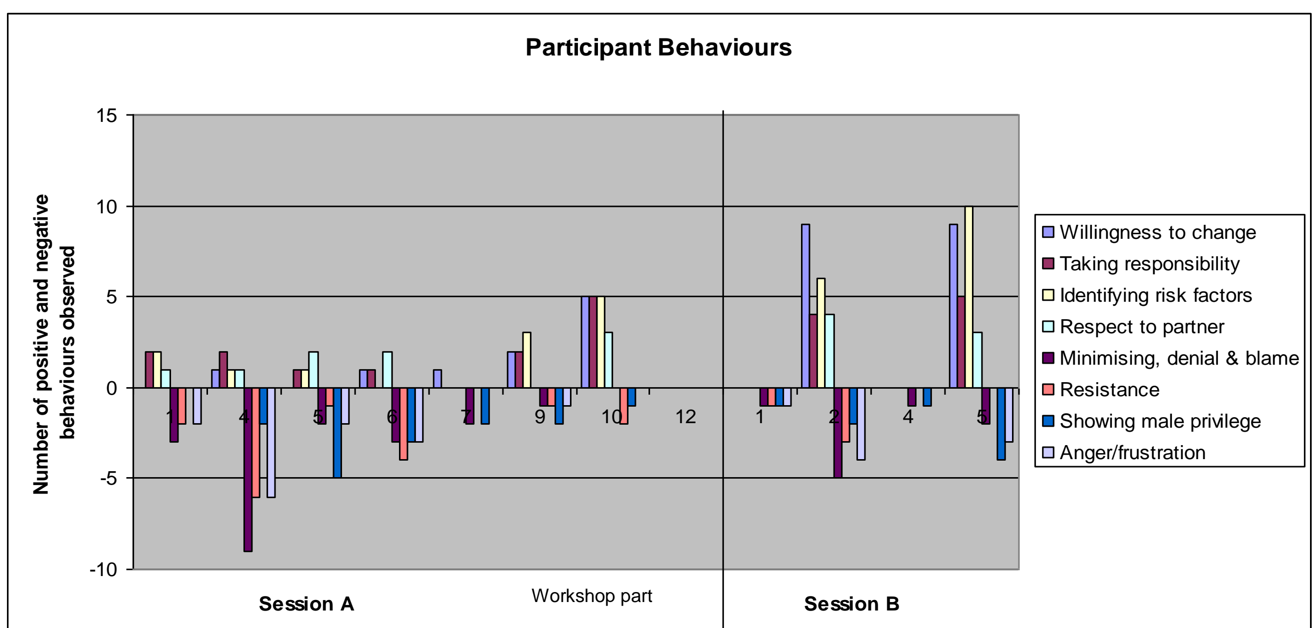


Figure 7: Breakdown of positive and negative participant behaviours by workshop part (total participants from all workshops taken together)

At part four of session A [redacted] there is more negative participant behaviour than at any other time of the workshop with 'minimisation, denial and blame' (MDB) being the most prevalent behaviour at that time. Participants in general tend to show male privilege in the beginning part of the workshop but it is apparent throughout both sessions and in most of the parts and is a consistent finding in all of the workshops observed. Appendix C shows a similar

breakdown of both positive and negative behaviours for each of the separate workshops observed.

When Figure 6 and 7 are compared, negative participant behaviours can be found within each of the sessions including in the final parts of session B. This negative behaviour seems to be displayed in parallel with participants better able to identify risk factors and an apparent willingness to want to change by the conclusion of the workshop as compared to the beginning when negative behaviour was observed to be higher. The showing of male privilege is present throughout the stages when the data is aggregated as shown in Figure 7 although is not observed in every participant.

The tone and culture of the workshop is one which appears to allow negative participant behaviours to be expressed at any stage and is not treated as prohibited by facilitators when first exhibited as the following comment from a facilitator shows;

P - A lot of sense in what you say but the other party can twist it, my wife says that I am making her look after the kids and do cleaning. She knows she is bullshitting as she has been with her Mum enjoying coffee, but having a go at me for going to Goodwood with my mates. It's very complex, outside person looking in should never judge. (anger/frustration, showing male privilege)

F - I agree, people are not happy with certain bits on these wheels ,it is very difficult for people outside to make judgements. (active listening/empathy)

Comment 1: Participant/facilitator exchange -

This suggests a more collaborative working relationship between facilitator and participant which is a feature of motivational interviewing (MI) as it is with other behavioural therapies such as CBT. Whether and how this is enabled and managed

by the facilitator requires a further analysis of the facilitator behaviour by workshop part, which is presented later.

The [redacted] and [redacted] elements of the workshop (parts nine and ten) are introduced to specifically target individuals' risk factors and so it is perhaps unremarkable that their identifying with their risk factors features so highly at these parts. If these parts were introduced earlier in the workshop however, whether they would then have as much of an effect on the participant, and therefore correlate well with a willingness to change, is difficult to determine through analysis of Figure 7 alone. A further insight into other aspects of participant behaviour through analysis of the Likert scores for rapport, self awareness, self-efficacy and victim empathy however helps towards answering this question which comes later in this chapter. Prior to this analysis it is helpful to explain the location environment of the workshop.

Workshop location and environment as elements

The workshop takes place on a Saturday in a conference room in a hotel. Coffee, biscuits, and at times pastries are available for attending participants and they are able to mix together in a room separate to where the workshop takes place and during breaks. The intention is to respect the participant rather than reinforce perception in participants that they will be demonised by their hosts (Comment 2) and thus create a good initial contact and first impression where the participants can start to feel more at ease.

Positive initial contact and a period of engagement by Facilitator as an element

It is this environment that the facilitators take an opportunity to pro-actively engage participants in a positive way and are keen to start with a good initial contact and

sharing in a hot drink. The narrative is generally about the travel experience to the location, the weather, current affairs, or sport - 'small talk', but small talk with a purpose: the purpose being to create a good initial contact to start to establish good rapport. The group dynamic and rapport starts to be managed at this time with those participants who are not readily engaging with the facilitators nevertheless observing that positive non-threatening engagements are taking place between the facilitator and participant. Participants move to the workshop room, once a period of engagement finishes where participants and facilitators are arranged as follows:

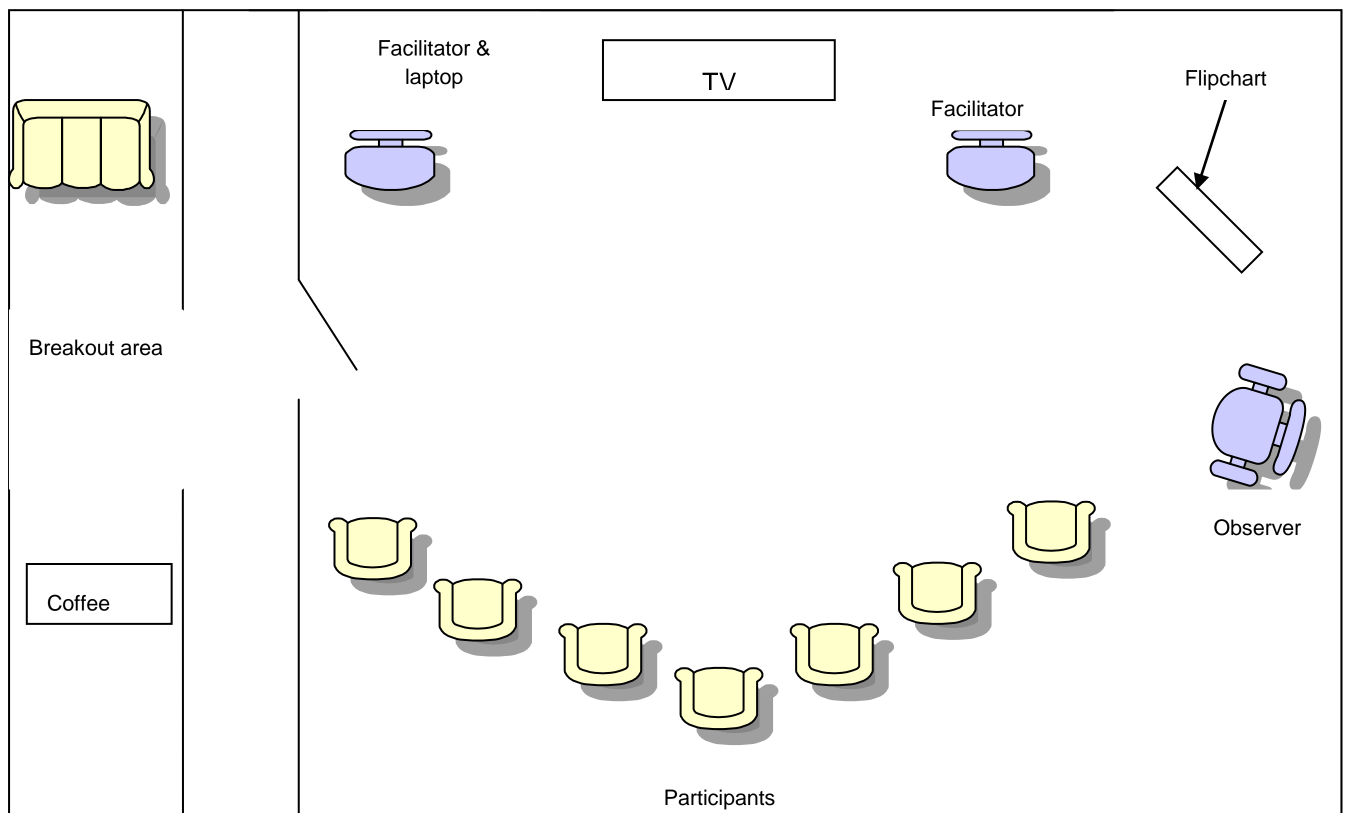


Figure 8: CARA workshop room layout (not to scale)

The following comment from a participant was common to a majority of participants and was pitched at the conclusion of the workshops, similar comments made by other participants feature during this chapter.

"I enjoyed it, am pleased it was with you two as we all get on. I was imagining an industrial sized conference room with loads of people, forty, fifty or a hundred people, and we would be told off or lectured by the police. You wouldn't be able to do this with a group of fifty as it would lose its power. That was why I felt negative to start with, before coming, as I felt I would be treated like a rapist or murderer but that never happened."

Comment 2: Participant comment at end of Session B

This comment, taken together with others, suggest that group size is a core element although a group of too big a size may not work as well. The impact of group size as a core element is something that therefore requires assessment and is addressed later once more of the data has been explained.

Participant behaviour change - Likert score findings

Those areas which were assessed using Likert scales were rapport, self awareness, self-efficacy and victim empathy. How these traits change in participants generally through the workshop is now analysed. The graphs in the figures for the Likert scores which follow show the mean Likert scores for all observed participants (y-axis) by each part of the workshop (x-axis), and illustrate the changes in behaviour exhibited. Mean values have been calculated for clarity, although graphs showing individual participant changes can be found in Appendix D. The trend lines for all behaviours show a positive direction of change, with greater levels of rapport, self-efficacy, victim empathy and self-awareness being exhibited towards the end of the workshop in comparison with the beginning.

Rapport

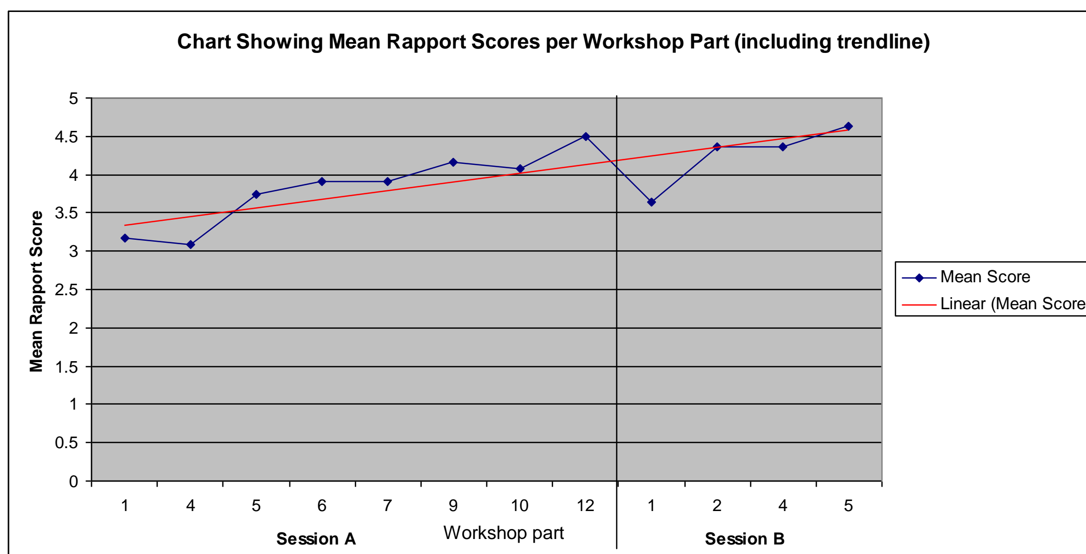


Figure 9: Rapport development during workshop of participant with facilitator (all observed participants together)

The rapport between participant and facilitator improves during the course of the workshop compared to when participant and facilitator first meet. The rapport level for nearly half of all participants is greater than neutral at part 1 of session A, and those participants who did not have a good rapport with the facilitators very early on in Session A have improved rapport relatively quickly by at least halfway through session A. This period could reflect a 'period of engagement' and is a process of motivational interviewing as it is with other behaviour therapies. I suggest two reasons for this - workshop location and environment coupled with positive, respectful, pro-active 'pre-workshop' facilitator engagement with the participants.

Victim Empathy

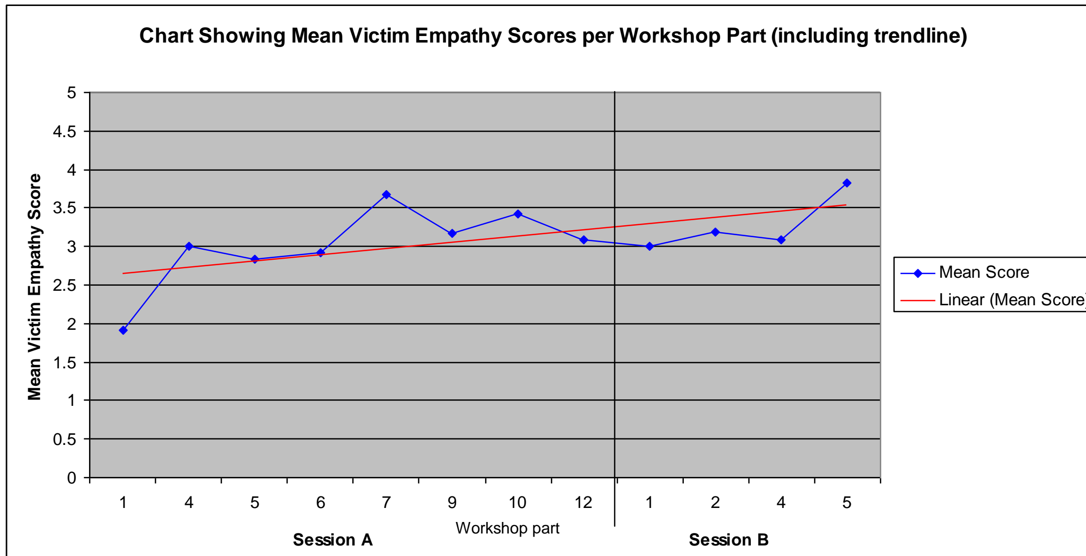


Figure 10: Participant victim empathy development during workshop (all observed participants together)

Levels of victim empathy are erratic and change constantly during the workshop although the majority of participants have much more empathy for their victim by the end of the workshop as compared to when they first started.

Self-Efficacy

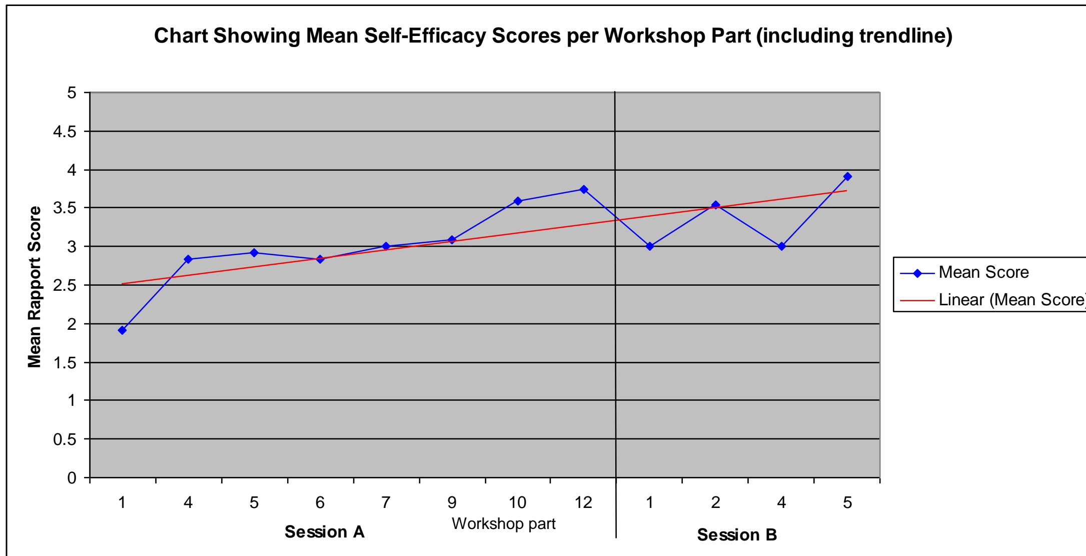


Figure 11: Participant self-efficacy development during workshop (all observed participants together)

Self-Efficacy (see glossary) tends to peak for the majority at the end of session A, prior to the four week gap and again at the end of session B when they are leaving the workshop. Participants were observed to verbalise themselves during the [redacted] step or when [redacted] giving a clear sense that they themselves wanted to change rather than being told to change. (This is a feature reflected within the definition of motivational interviewing).

The following Comment is an example of how self-efficacy was scored as above three on the Likert scale for the participant concerned. Similar such conversations happened with all participants but in a way that was bespoke to each. The Comment also evidences why some positive behaviours were recognised as they were (identifying risk factors) for the participant or affirming and positive reinforcement for the facilitator during the observation. The figure also shows the value of having peer support in the group as found in the Mirabel research (Kelly & Westmarland, 2015), and so enabling peer support is found as an element of the workshop.

P1 - We had an argument about me not doing the baby, but I had just come home from work and was messy, and needed a break, and to get clean so I could help the baby.

F - What happened on the day you were arrested?

P1 - I was steaming drunk but she wound me up.

F - What were the risks?

P1 - Drink is a global situation and not personal to me. I can make anyone aggressive, I like to argue, I like fighting, it is stress relief for me. I love arguing with people - full on ones.

F - She loves arguing?

P1 - She loves arguing so I deliberately won't.

F - When you argue, what do you look like?

P1 - A prick.

F - Why do you look like a prick?

P1 - She is too quick, too good at arguing.

F - There is a good link to power and control, things seems to escalate if you are not winning the argument. What if your daughter saw you and she heard shouting?

P1 - I don't want to argue with her as it escalates and I can use fists. Arguing with a bloke, I can end it by using my fists. I enjoy fighting.

P2 to P1 - Sounds risky, I think you need 'time-out' or some more help mate.

P1 to F - What can I do? I don't wanna read anything, just tell me.

F - Arguing is not wrong, it is important though to manage the adrenalin and let it wash away and use your 'time-out'. I think you have been very brave to admit that and not a lot of people would, I think it is good that you are wanting to take responsibility, maybe we can have more of a chat after about 'fair arguing'?

(agreement and support from other participants in the room)

P1 - Yeah, I see that I need to use 'time-out' and it is important I try - I'll catch you after about this fair arguing thing.

Comment 3: Participant with Facilitator conversation Session B Part 5

Self-awareness

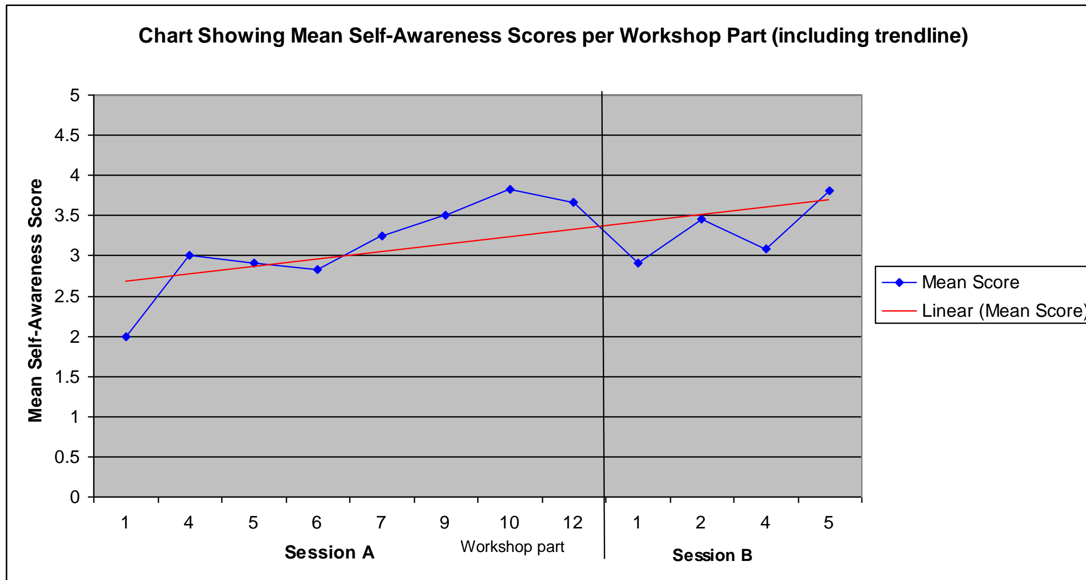


Figure 12: Participant self-awareness development during workshop (all observed participants together)

Levels of self awareness are much greater by the end of the workshop than at the beginning and also when leaving session A. I only score positively if the participant said something that gave an indication that they were showing signs of being self-aware. Comment 4 shows comments made by a participant at the start of session B during the [redacted] part and who received a higher than neutral Likert scale score at that time. This higher level of self awareness was maintained throughout session B. The participant quoted here was particularly negative and not showing self-awareness during session A and scored lowest on the Likert scale against other participants. This also shows the value of the four-week gap between sessions and the importance of not directly challenging negative behaviour seen in participants during session A in the interests of maintaining good rapport. The issue of 'challenging' will be commented on later in this chapter.

"If I'm honest, she shouts a lot less now as I don't get drunk. You know I kept commenting I shouldn't be here, but realise I need to take positives away. When you are made to do something you reflect. I'm the one who needs to change with the drink and walk away when getting annoyed and calm down with a 'time-out'. My wife read that time-out sheet and said she felt it had made a difference. She said we were both stressed before I came to the first session and when I came back from it, I apologised to her so must have made a difference."

Comment 4: Participant comment, session B, part 2 [redacted]

Participant Group Size as a core element

The data in the following figures show that the more participants who are together in a group, the more they appear to progress to a similar degree in relation to self-efficacy and self awareness, to a more positive level when compared to participants who are in a smaller group. This relationship is the same for victim empathy and rapport.

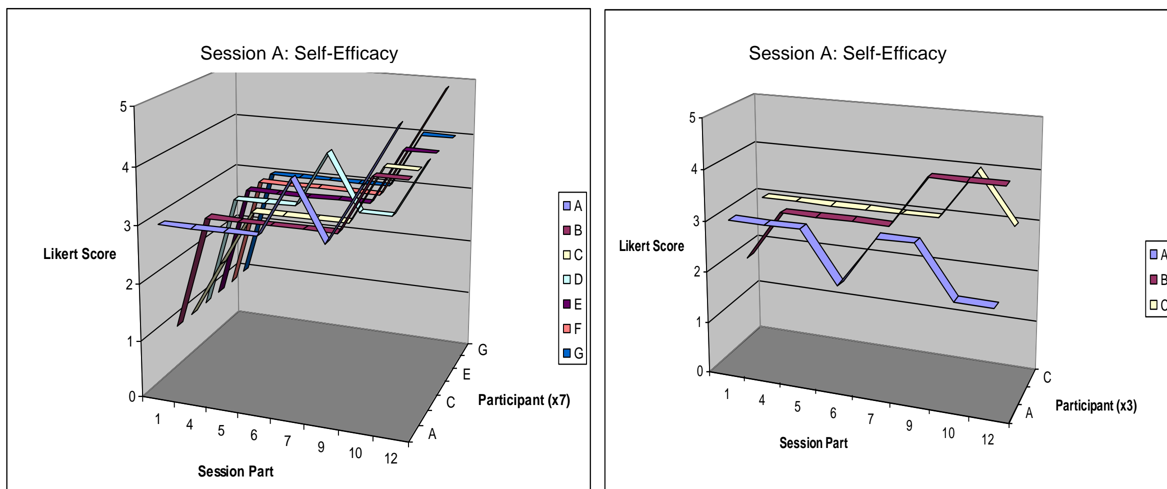


Figure 13: Workshops compared - group of 7 vs group of 3 (Self-Efficacy)

All participants in the larger group (seven participants) finished with a Likert scale score of 4 or above for self-efficacy by the end of session A whereas in the smaller groups (three participants), the level was lower. This is illustrated in the following Figure. The same observation for the workshop with three participants is made for the workshop with two participants, with this continuing in session B.

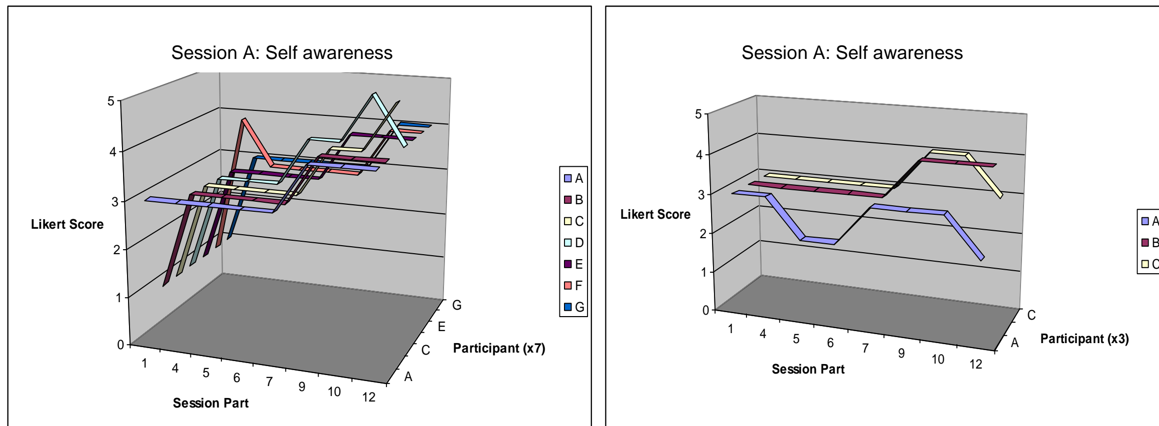


Figure 14: Workshops compared - group of 7 vs group of 3 (Self-Awareness)

The same pattern is seen for self awareness as it is for self efficacy and Comments 5 and 6 (p.67) together with Comments 2 (p.58) and 15 (p.83), further support the assertion that group size is a core element for the workshop in that the more participants in the group, the more the relationship exhibits 'collective effervescence', a term first coined by Emile Durkheim in his 1912 volume *The Elementary Forms of Religious Life.*

Collective effervescence (CE) refers to the way in which a community or group may at times come together and simultaneously communicate the same thought and participate in the same action. As a result, the energy produced by the gathering of people changes their behaviour in the aftermath of the gathering and is a feature of interaction ritual chains theory. (Collins, 2004).

With group size as an identified core element given the CE which apparently occurs supported by the experience of participants, the optimum number of participants requires consideration to enable the most effective interaction with the facilitators and peers and to enable CE to take place. The following Figure shows the number of participants present in the first 29 workshops in the CARA experiment since it started in August 2012. Only those who attended session A are illustrated (a very small

number did not attend session B). Workshop numbers 22, 23, 24, 25 and 26 were the workshops observed for this thesis. Workshop 29 was completed in November 2015.

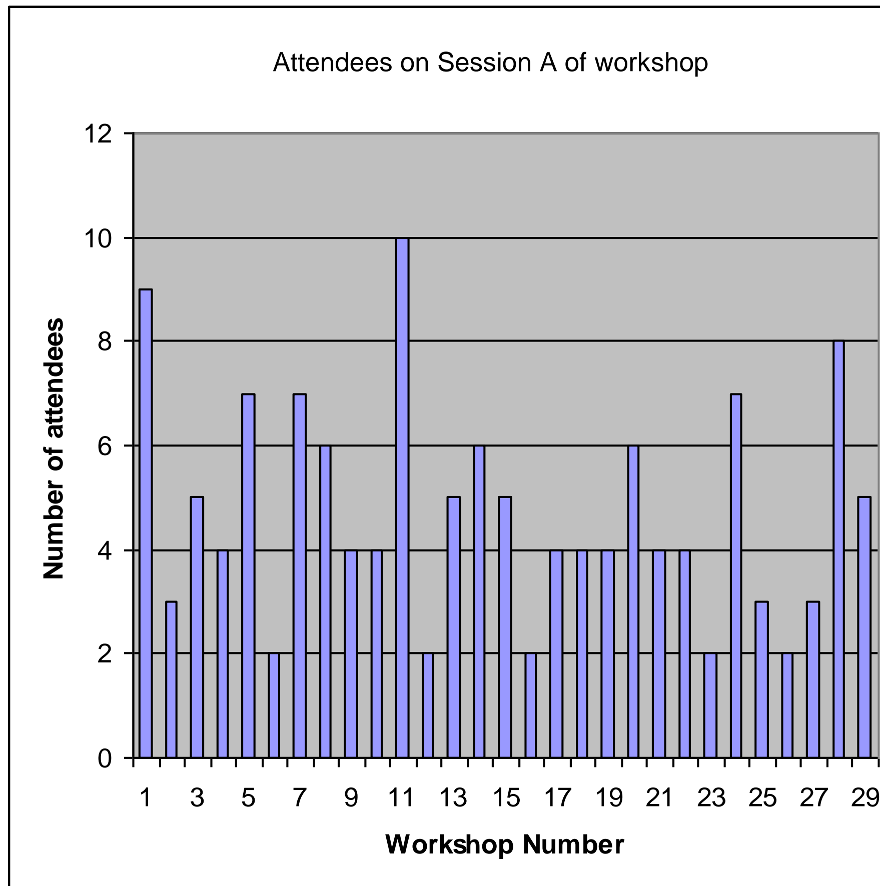


Figure 15: Number of attendees for session A of workshop for 29 workshops

For 72% (21) of sessions there were at least four or more participants. For 45% (13) of sessions there were five or more participants and for 28% of sessions (eight) there were less than four participants. The mean number of participants was 4.72 with the mode being four. I judge that at least four participants in a group is the most effective minimum. I would judge an optimum number would be at least seven based on my observations and feedback from facilitators. The Hampton Trust felt that an optimum number could be 12 (Chilton, 2012), although this has not been tested.

Facilitators when interviewed reported that the larger the group, the more peer support seemed apparent with participants more positive about change and this is reflected in the data when considering the difference between a group of seven vs a group of three or two as well as in the following comments;

> *"It is good that we can relate to what each other is going through and I've had my eyes opened by talking about things. Thinking about the impact...someone says something and before you know it, you've got multiple answers. By relaxing what this is, and getting us talking, you get different views and get multiple answers on things."*

Comment 5: Participant comment - benefit of peer support

> *"It's good that you can hear the other guys' stories and use it to make a better decision next time. It has really helped me. You have really helped us. It leaves something nice inside us."*

Comment 6: Participant comment - peer support

Facilitator behaviour

How facilitator behaviour progresses and changes throughout the workshop is illustrated at figure 16 with the frequency of observed behaviour shown on the y-axis by workshop part and session on the x-axis. Combinations of facilitator behaviours are interchangeable between workshop parts and some facilitator behaviour is displayed that appears to relate to the material being covered within the workshop part and not only in reaction to the participant within the work shop part as the following figures illustrate. 'Challenging' is one facilitator behaviour which is more frequent in session B together with a high degree of affirming and questioning with positive reinforcement starting to feature more towards the end of session A and during session B.

There are two facilitators in the room over the course of the workshop. Different combinations and frequency of facilitator behaviours are apparent at different times during the workshop and so invites consideration of whether there are different processes reflecting groupings of different types of facilitator interaction with the participant. This is why the participant/facilitator interaction has been analysed but this also needs to be considered against the detail of what is happening in the workshop parts and how this interaction changes.

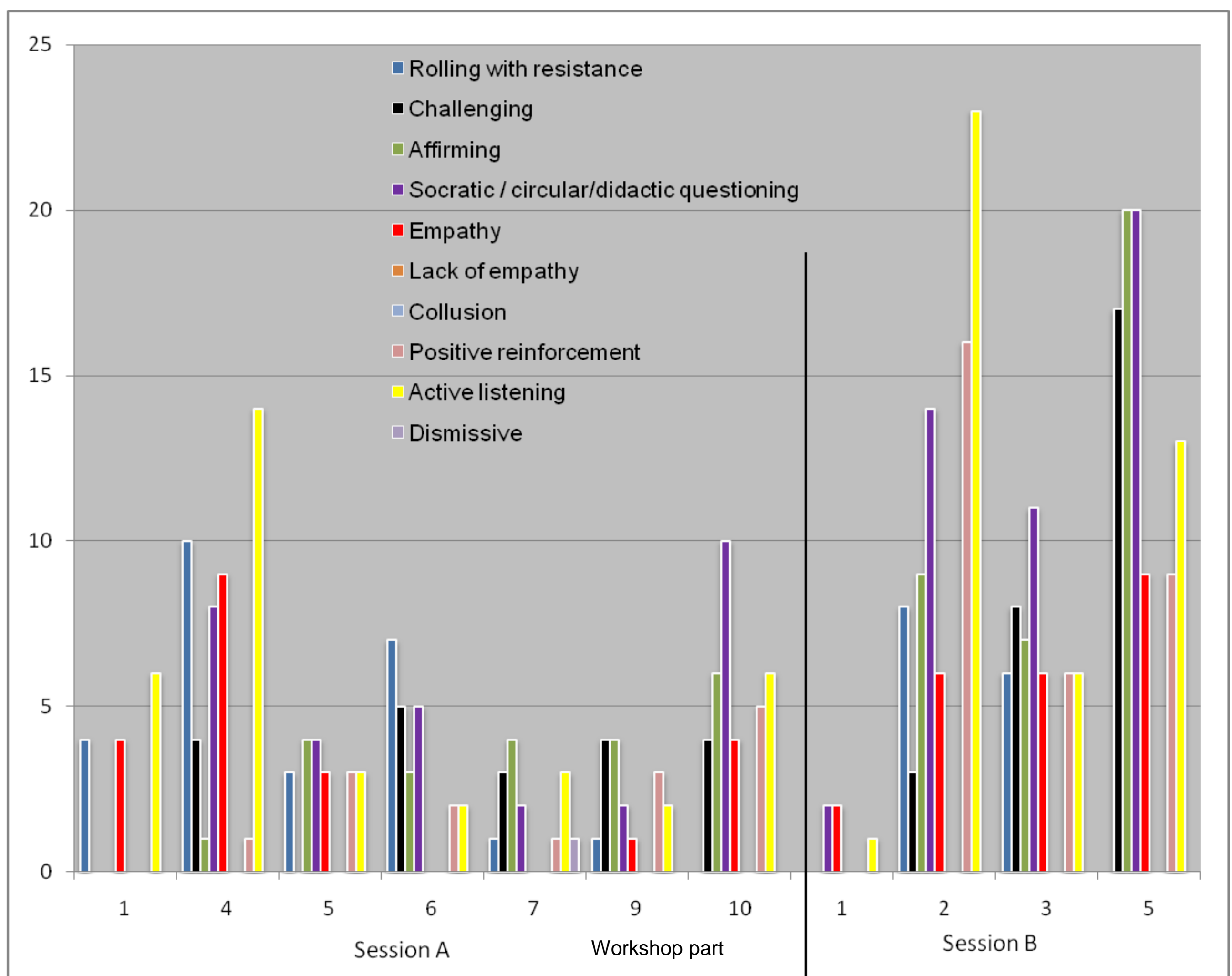


Figure 16: Total observed facilitator behaviours by session and part

The following Figure compares how facilitators react differently when presented with positive behaviour when compared to negative participant behaviour. Affirming

facilitator behaviour is more prevalent with positive participant behaviour, and with rolling with resistance most prevalent against negative behaviour. This starts to move towards a consideration that there are motivational interviewing (MI) processes and practices apparent within the workshops, as these behaviours are more apparent within MI. Empathy is also consistently apparent to both positive and negative behaviours but most often with a participant who shows MDB, with 'anger/frustration' and 'taking responsibility' attracting empathetic facilitator behaviour in equal measure. Empathy can overlap with affirming within MI (Miller & Rollnick, 2013) and when observed in combination with affirming against positive participant behaviours as this analysis shows, underpins an assertion that some principles of MI are apparent with empathy and MI emerging as elements of the workshop.

For facilitators to show empathy with domestic perpetrators as part of an offender-based programme, which also invests in building such a collaborative relationship and rapport through a period of positive engagement as previously described, is a controversial finding. It is controversial when considering any rhetoric from victim support and feminist lobbies who feel the focus should be on bringing domestic abuse perpetrators to justice, rather than use of a more empathetic process.

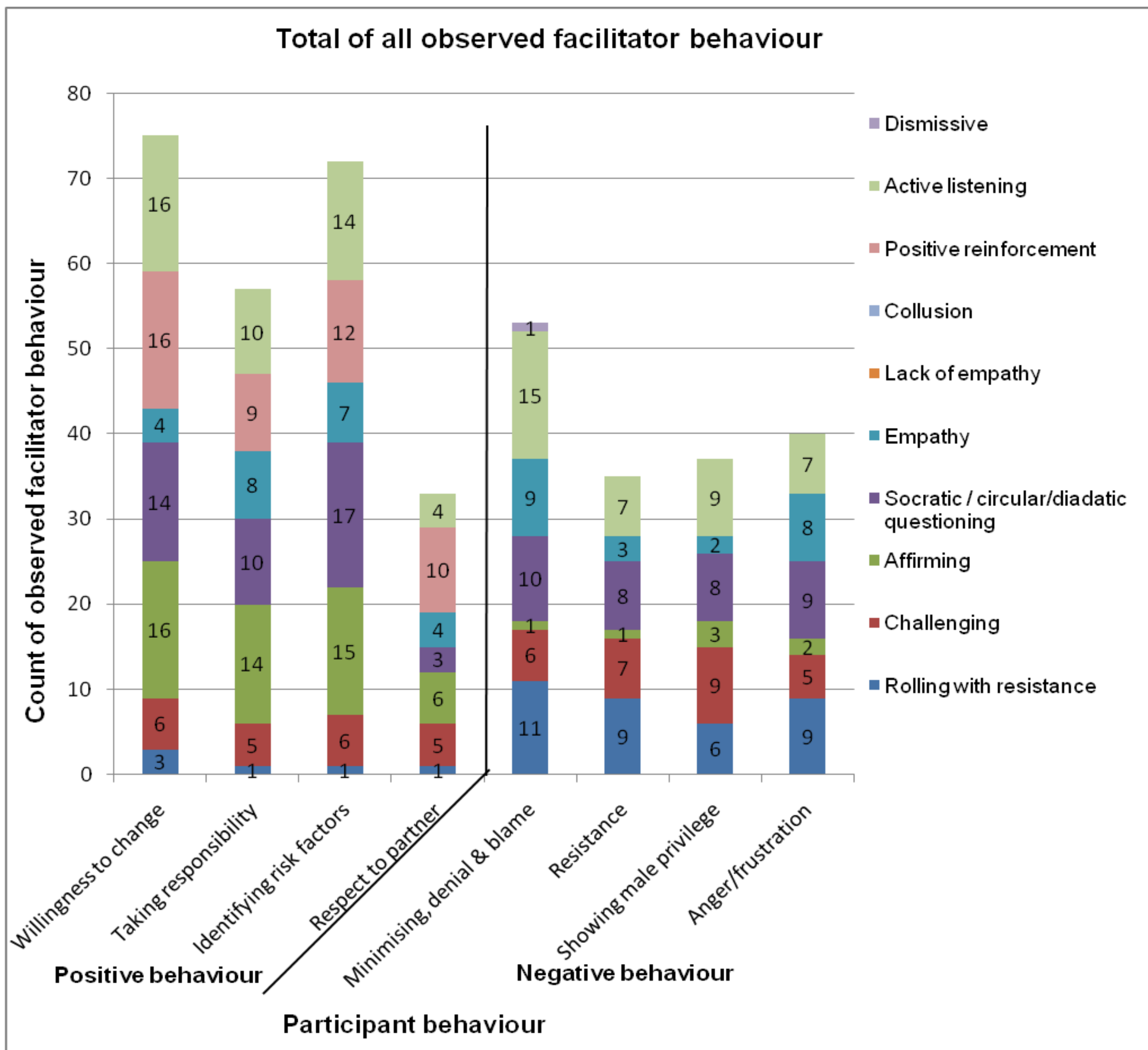


Figure 17: Facilitator behaviour breakdown as reaction to participant behaviour (all workshops and parts together)

As I became more familiar with the culture of the workshops, it became clearer that some of the socratic/didactic/circular questioning was also a form of indirect and subtle challenge. This was targeted towards participants when they showed an openness to change while coupled with positive reinforcement and affirming. These facilitator behaviours in reaction to a participant showing a motivation to want to change, is classic MI through a process of 'evoking' and starts to distinguish what is happening in the workshop from other possible behavioural interventions. Other

behavioural interventions such as reintegrative shaming or CBT would not necessarily adopt this as a process. (Miller & Rollnick, 2013). At the time of the workshop when the participants may themselves be becoming more positive about change, Figure 17 shows affirming and active listening to be at their highest with socratic/circular/didactic questioning nearly at its most frequent compared to other facilitator behaviours. This process was emphasised by the facilitators in the facilitator interviews as an intended tactic used to keep engagement and a good relationship so to prevent the participant from becoming defensive and withdrawing while also harnessing an identified motivation to want to change.

When interviewed, some facilitators did not necessarily identify that what they were doing was a process within MI although they were able to explain what their behaviours were and why they were doing it in reaction to certain participant behaviours. This accounts for why there is a lot more of this type of questioning observed towards the end of session A, during session B and by the end of session B when the process of evoking (within MI) seems most apparent.

Correlations between a number of variables - the material of the workshop part, timing of the workshop part, participant behaviour and facilitator behaviours - are now discussed drawing on some of the data illustrated in previous figures within this chapter and discussed so far.

Workshop parts as elements

A full description of the workshop content can be found in chapter 2 (within the un redacted version of this thesis), but a further investigation into the specific behaviour of participants and interactions with facilitators is also required. Whilst a range of different interactions were noted during the workshops, the following information will concentrate on specific examples relating to particular parts of the workshops rather than all workshop parts. Graphical illustration of the change in participant and facilitator behaviours can be found earlier in this chapter.

Session A

Part 3 -

It is during this part that the intention of facilitators is to not challenge any victim blaming or denial, but to ensure instead that each participant has a while progressing through the workshop, and also at a later date. The act is not shamed during this part or at any future part of the workshop in the way reintegrative shaming theory may intend (Braithwaite, 1989).

Part 4 –

During this element, negative participant behaviours are at their highest when compared with other parts in the workshop with MDB the most frequent behaviour recorded. Also, positive behaviours are near their lowest in this part when compared with other parts. Empathy is the most frequent behaviour for facilitators at this point in addition to active listening and rolling with resistance also being dominant behaviours. This indicates an intentional strategy on behalf of the facilitator and

appears to relate to the 'the process of engagement' within MI. (see Comment 1,p. 55).

Part 5 - [redacted]

When the concept of Duluth Wheels was explained, negative behaviours were more evident than positive, although some participants found the wheels useful by the end of both sessions of the workshop. All negative behaviours are present within this stage.

> *"The wheels have an impact, the guys start by thinking they shouldn't be there, once they learn about DA and the wheels, they get it as it personalizes it to them. Some will de-personalize, although we make it clear not about them when talking about impacts."*

Comment 7: Facilitator comment Duluth wheels

Part 6 – [redacted]

Whilst all participants were encouraged to participate in this session [redacted], some participants would contribute more than others but every participant observed did contribute. It is during this part that there is a high degree of negative behaviours present as compared to positive behaviours. It was observed that a number of negative participant behaviours were exhibited during this element, with facilitator behaviour being geared around a more teaching style [redacted]. The participants are however still being positively engaged [redacted] while not threatening good rapport with the facilitator.

Part 7 - [redacted]

It was observed that within this element of the workshop an improving trend in participant behaviours begins, with positive behaviours including 'identifying risk factors' and 'willingness to change' emerge. In addition to this, victim empathy, self awareness and rapport tend to start to improve, with facilitators exhibiting affirming, active listening and challenging responses. These facilitator skills are exhibited to the same extent when compared to other parts, as this element of the workshop is targeted to develop a deeper understanding of the impacts in the participants and so start to 'focus' (a key process of MI).

Parts 9, 10, 11 and 12 - overview

The participant data shows that positive behaviours are at their highest when compared with any other time in session one and negative participant behaviours are at their lowest. A combination of the topic of the workshop part, facilitator engagement and the experience taken from the previous parts of the session could be the reason for this. Data was collected at part 9 and the data collected for part 10 reflects the observation across parts 10,11 and 12 taken together. The reason for this was parts 11 and 12 were very short in terms of the time taken to complete for each participant.

The facilitator data for these sections shows a high degree of socratic/circular/didactic questioning, affirming and positive reinforcement together with some challenging. The MI process of Evoking seems most relevant to part 9 where participants [redacted], and the facilitators [redacted]. The [redacted] part (part 10) seems to reflect the last process of MI -

'planning' where facilitators frame an opportunity for participants to talk about when and how to change and less about whether and why, coupled with participants' [redacted].

Part 9 - [redacted]

The introduction of the [redacted] to self-awareness promoted honesty from participants, using humour with the participants [redacted] [redacted]. This assisted with rapport which spiked at this point as the facilitators would take part in some of the humour being expressed and would encourage it as they developed the conversation not just to [redacted] but how they would be feeling [redacted] [redacted] The discussion [redacted] would continue for between 10 and 15 minutes on average before linking the concept to domestic abuse.

F - So how long does all this take [redacted]*?*

P - Split seconds, it happens automatically, it becomes habitual, repetitive.

F - How aware or familiar, or conscious are we of how we are behaving?

P - We are not aware. It's a spur of the moment thing, we aren't thinking.

F - How often do we repeat behaviours?

P - We are into a routine unless you go out of your way to change the routine.

Comment 8: Participant/Facilitator conversation - [redacted]

Some participants would understand the link with domestic violence more quickly than others, but [redacted] debate enabled the participants to become engaged and the data for this part indicates high levels of rapport and self awareness. In each of the workshops observed, the movement from part 9 into part 10 appeared

seamless as participants were [redacted]

[redacted]. At the end of the part, participants are asked [redacted]

[redacted]

[redacted] (part 3). Rather than focus on the action of the offence itself, they are encouraged [redacted] prior to the act of the offence in terms of their feelings and thoughts in the same way they have just done [redacted].

P - Now I'm lost, I'm trying to see what this has got to do with this course.

F - What about familiarity with [redacted]

P - [redacted]

F - What about [redacted]?

P - [redacted]

F - So how long does it take for any of these decisions?

P - Split seconds.

F - How aware are we with what is going on?

P - It's in our sub-conscious.

F - When we are a [redacted] everything is more chunky?

P - Yes.

F - If then in our everyday lives?

P - We follow an everyday pattern (pause)....I can now see the similarity between relationships and [redacted].

P - [redacted]

Comment 9: Alternative Participant/Facilitator conversation [redacted]

Part 10 - █████, Part 11 - ████████ Part 12 - ██████████████

> *"It can become habitual. The fact that you are here today is that behaviour got classified as domestic violence. Is there a choice you can make thinking about that incident? Is there a different one you can make? If ██████████████████████████ ██?"*

Comment 10: Facilitator comment, Session A, Part 10 ██████

As Comment 10 shows, the concepts of self-awareness and █████████ are discussed in this part of the workshop. Active listening, socratic/didactic/circular questioning together with affirming feature highly in this part with participants showing a willingness to change, to take responsibility and identify risk factors more so than at any other part in this first session of the workshop. The data supports this finding with facilitators using these behaviours to a greater degree in response to the participant behaviours mentioned in this part than against any other participant behaviours and shows the need for facilitators to be adaptable to participant behaviour.

I observed a number of participants who had been more vocal in previous sections, unusually quiet in this section. This was not due to their being less engaged and was judged by the researcher through observation of the participant's non-verbal communication style as being in reflection. Self-efficacy scores increased in this part and once 'time-out' was explained in brief, participants become more confident in having a goal for the next 4 weeks prior to returning to the next session and using 'time-out' was a consistent feature when participants described their goals.

Part 11 - ████████

I found that this part of the workshop was touched on lightly and in brief towards the end of the session but integrated with conversations about ████. After being given

a card with details of what 'time-out' is to take away with them (figure 18), the participants were encouraged [redacted] Some participants described it back to the facilitators as [redacted] (See Appendix E for a comprehensive description of 'Time-out').

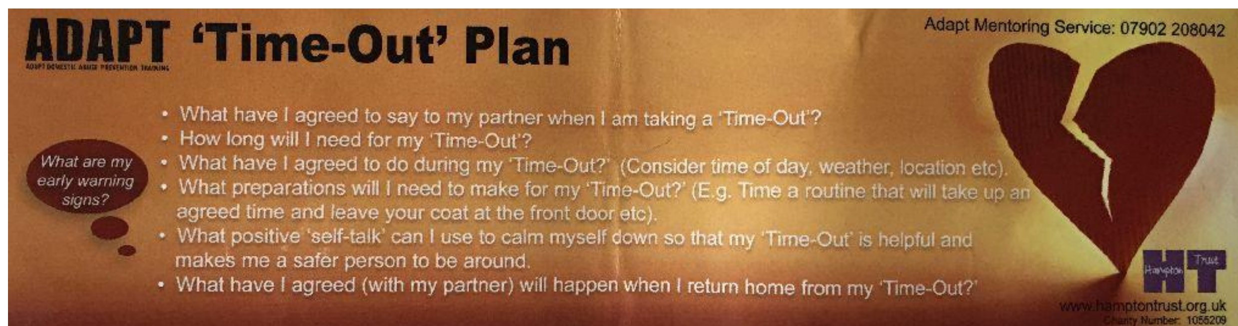


Figure 18: Time-Out card (front)

Part 12 - [redacted]

Levels of self efficacy were at their highest for the session, mainly because of this twelfth part and were scored higher for those included within a larger group. Comments 5, 6, 11, 13, 14 and 16 were heard by some of the participants in the larger observed group (7) and show why self-efficacy was scored positively and were assessed through the observation as greater than neutral on the Likert scale. The comments also show why some participants scored higher than neutral for victim empathy, self awareness and rapport in the larger group and again further supports that group size is a core element in terms of effective workshop dynamics.

Summary of Session A of The Workshop

The data indicate that participants are generally showing a greater number positive behaviours than negative behaviours by the end of the session without the facilitators overtly challenging negative behaviour when present. It would appear

that participants have become more positive by the end of the session as a result of their own internal reflection and interaction with the facilitator.

Session B

Part 1 -

Upon attendance after a 4-week break, it was observed that rapport was good and participants appeared relaxed, positive and familiar with each other and the facilitators, more so than they were at the beginning of session A. Rapport usually remained positive throughout the whole of the session for all participants. The fact that both facilitators were the same people as in session A could be seen to be a core requirement of the programme, or is at least desirable. It is felt essential for at least one of the facilitators to remain the same for both sessions A and B to enable continuity of knowledge in relation to individual participants and also to maintain rapport. In the last workshop I observed, only one of the facilitators from session A was the same for session B. This element did not compromise the workshop mainly because rapport was still present through the same facilitator and there was continuity of knowledge and experience between the participants and the facilitator.

Part 2 -

Each participant takes part and this is a factor in deciding on the optimum group size. Facilitator empathy is to be relied upon to a greater extent here when compared to other workshop parts, in conjunction with a high degree of active listening and positive reinforcement. Positive reinforcement features heavily in this part with challenging used in a limited way as the following conversation in Comment 11 shows. Negative behaviours are displayed with levels of minimising denial and

blame apparent, with anger and frustration and the other negative behaviours shown to a lesser degree. There is a strong 'willingness to change' often apparent with participants better able to identify risk factors as compared to any point in the workshop so far. I observed that every participant engaged well during this session with positive scores for both self-awareness and self-efficacy for the majority of participants.

P - She said she wanted us to change.

F - What's changed then?

P - We are both rigid, stuck in our ways and both wanting to be right. Sometimes we agree to disagree now and we are talking more. Time-out is good.

F - -How easy is it to disagree?

P - Not easy, but if we carry on we end up 'storming up'.

F - What are your expectations this session?

P - The cherry on top of the cake, to listen and try and put it into our relationship.

F - What were your goals last time?

P - To cut down on drinking and use time out more when we start to blow up. I've got a three month plan now with my drinking.

F - What specifically did you take from the last workshop?

P - We discussed the domestic abuse definition and she went to extreme. It helped her knowledge of it and it helped both our views. We both laughed about recognising some of it in each other, in those wheels, and moved on.

F - A bit of humour, great.

Comment 11: Facilitator/Participant conversation [redacted]

Part 4 - [redacted]

The [redacted] was observed to be more dynamic in the larger group and more participants had confidence to get involved. There was humour in this section as the participants were [redacted]

. Rapport levels were high between most participants and facilitators given the which prompted praise from the facilitators. The researcher observed that

Part 5 - ***Part 6 -***

Participant identification of risk factors is highest in this section coupled with a willingness to change, with questioning and affirming facilitator behaviour seen at their highest level when compared to any other time throughout the workshop. More direct challenging behaviour from the facilitator was in evidence in this part of the workshop than had been previously observed, but this did not impact on rapport as it was apparent that over the course of the sessions a relationship had usually been established whereby the facilitator had 'earned the right' to challenge more forcibly than before without 'losing the participant' and keeping them engaged.

> *"I am aware of not challenging too early, it is best to leave it rather than challenge too hard."*

Comment 12: Facilitator comment during interview - 'challenging'

Challenges were stronger particularly if the facilitators would focus more on drawing these out in participants as the conversation in Comment 14 illustrates. There was often peer support at this stage from other participants as Comment 3 (p.62) shows.

P - She has an illness so can't work, it's frustrating for her as she wants to work and I have the frustration of work. I'm working all hours to give her stuff I thought she wanted. She doesn't want gold, it's ok for silver. I have suggested that she drop me off for golf and bring the dog when picking me up and we can walk together or a meal together at the golf course which we never did before. I'm trying to integrate her some more.

F - You were Sam? Do you need to show her more empathy? (challenge)

P - Yeah, we're more focused on each other and I am making more time for us.

Comment 13: Direct challenging

P - I have a very short temper, I bottle it up in the home. Work is my escape. I can vent and am quite angry at work with staff.

F - When you are quiet at home, it is very controlling in how you are causing people to adapt their behaviour (challenge).

P - That is why I go to work as is my 'time-out'.

F - Is there a better 'time-out' (challenge). How do you feel when you are quiet at home?

P - I get angry and need to get away from it.

F - What do other people see?

P - I go quiet.

F - When you think about the emotions?

P - Angry, it makes me angry.

F - Even if someone doing something wrong, what does it boil down to which starts the emotion?...the answer is feelings. How quick do you go from zero to a hundred on an anger scale?

P - Quickly.

F - You need to settle the adrenalin. Are you communicating feelings?

P - I'm communicating more now as a goal since the last session, and my partner says she can see a difference. She sees me talking more now and is less controlling and says it's positive.

F - Well done , that's very open and honest of you. (affirming/positive reinforcement)

Comment 14: Softer challenging/Questions/affirming

Part 7 - [redacted], Part 8 - [redacted] and Part 9 - [redacted]

These sections were not scored as were completed quickly and the researcher recorded the comments made during final thoughts in note form. The final thoughts of participants reflected the positive journey that they had gone on since coming to the first session of the workshop and some are referenced within this chapter. The majority left the workshop with high levels of rapport, self-efficacy and self-awareness.

"Completely different than I thought, without making it look small. I thought I was in a room with people who seriously violenced people. I didn't know if it would be me on my own but being here in a group is good and makes you feel you want to be a better person. It is a good way of teaching you, better than just a caution. The impact on children is in my head so thank you."

Comment 15: Participant comment, end Session B

Summary of Session B of the workshop

Less investment is required in session B for engagement techniques due to the relationship developed in session A. Focussing in MI is defined as "an ongoing process of seeking and maintaining direction" (Miller & Rollnick, 2013, p94) and is used to an extent to debrief the experiences of the last four weeks and reconnect the participant with the offence, with resistance in some participants having to be managed by the facilitators. There is an element of more challenging in session B than in session A but if done too soon, or without rapport there is a risk that the participant will become defensive. Facilitators are here careful not to provoke but rather to invest in rapport building without being judgemental and so earn the right to challenge harder if necessary later. It became clear that the wondering questioning by some facilitators was a form of softer challenge as would stimulate reflection in

the participant without being directly challenging. (see Comments 13 and 14). The [redacted] stage appears to start the evoking process of participants and to prepare them to consider [redacted]. Evoking in MI is described as having the person voice the arguments for change themselves (Miller & Rollnick, 2003) and is a process I observed more in session B than in session A and is reflected in some of the Comment boxes within this thesis.

These processes of evoking and planning are within MI and appear to have been enabled through the principles of collaborative working between the facilitator and participants established though positive rapport, skilled questioning, active and empathetic listening and affirming skills with well timed and appropriate challenge bespoke to participant experience and level of self awareness, self-efficacy and rapport.

The learning of participants and motivation to change seemed to come from within themselves without facilitators preaching, or 'shaming' the participant and is something recognised as an output from motivational interviewing rather than some of the other more therapeutic interventions highlighted in the literature review (e.g. shame and reintegration theory). The findings in relation to time out and group peer support found during this research are similar to those found in the Mirabel research (Kelly & Westmarland, 2015) in that they appear to have a positive effect on participants and so are seen as elements of the workshop.

> *"I think it has been good, educational, not what I thought. I thought a finger would be pointed at us and that police would be here. I'm relaxed, not proud of what I've done but more than happy to be here. I will use the time-out. It will never happen again. I feel very motivated. I feel relaxed."*

Comment 16: Participant comment - not shaming/time-out/motivated to change

Interviews with facilitators

The four facilitators (all female) who were observed as part of this research each have different professional backgrounds and training. All of them were experienced facilitators having either been involved in group work with a range of domestic abuse perpetrators or with DA victims or with youths affected by DA. All commented, when interviewed, on the importance of showing empathy with the participants through the course of the workshop and in building a good rapport from the beginning of the workshop. When asked if they were familiar with the principles and processes of motivational interviewing three of the four facilitators did not know what MI was, nor were they aware whether it was that type of intervention that they were exercising during the workshop.

Summary answer to research questions

The behaviour dynamic between the facilitator and domestic abuse perpetrator seems best described as MI, the processes and principles of which were observed to be a central core element of the Hampton Trust workshop and is the main finding of this study. Having an optimum number of perpetrators (7 to 12) participating in the workshop is also felt a core element given the CE and peer support which is better enabled as a result and felt valuable to both facilitators and participants. Other elements are shown in Figure 19 based on the findings from this study and discussion in this chapter. Figure 19 is also a summary of how all the elements combine together and are enabled by those elements which are found to be core.

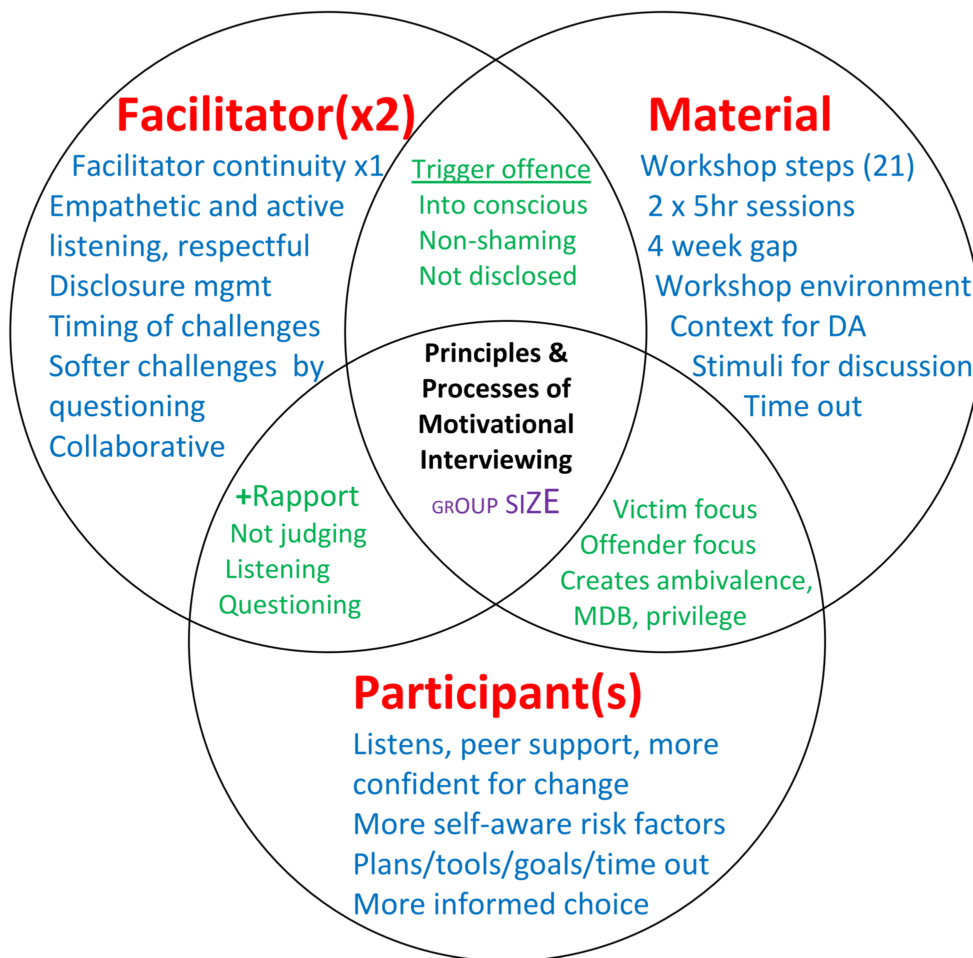


Figure 19: Project CARA, Hampton Trust workshop elements

Re-offending rates of those participants observed

The result from a Police National Computer (PNC) check conducted on 29th December 2015 shows that none of the participants who were observed as part of this research have re-offended since completing the workshop. (R. Braddock, personal communication 29/12/15). Four months have elapsed since the last observed workshop and nearly 12 months since the first. An interim analysis of re-offending rates for all those assigned to Project CARA since its start is found at Appendix H.

Chapter Five

Conclusion

Conclusion

The review of the literature identified a need to better evaluate domestic abuse perpetrator programmes by adopting a methodology which could reliably measure effectiveness and thus identify interventions most likely to reduce domestic abuse re-offending and thus reduce harm to victims. Project CARA, through its implementation as a randomised control trial, has overcome many of the evaluation challenges of other offender-focused programmes because of its robust research design. It has attracted particular interest as the indicative results of the experiment show that the Hampton Trust workshop, applied as part of a conditional cautioning process, appears to be working in reducing reoffending. The literature review also explored the range of behavioural therapies and interventions which are being practiced in support of offender-focused programmes, but the literature was inconclusive regarding how they worked and whether any of them was effective.

The Hampton Trust workshop was perceived as a 'black box' so no one outside of the Hampton Trust knew what was happening within the workshop. The main aim of this research was to open up the black box with objectives to determine what the core elements of the workshop were and to analyse and evaluate interactions between facilitators and perpetrators (participants) within the workshop. This was with a view to understand how behavioural change both within the workshop takes place, and how this appears to sustain up to 12 months post attendance.

Following conditional permission being given by the Hampton Trust, the most appropriate method to conduct this research was through an observational technique with the author observing the workshop as a participant within the workshop. Participants knew of the author's identity as a researcher but not as a police officer

with 18 perpetrators and four different facilitators being observed over the course of five workshops. (1400 hours worth of participant observation hours).

The findings from the research show that the principles and processes of motivational interviewing (MI) are central to the core elements of the workshop and are delivered by experienced facilitators who have good empathy with offenders, and understand both the nature of domestic abuse offending and domestic abuse victims. The findings give an indication that collective effervescence is higher for larger rather than smaller workshop groups.

The workshop was never designed and labelled as a behavioural change programme. This was for political reasons, as the workshops did not meet the criteria of a perpetrator behavioural change programme under Respect's guidelines in terms of hours spent with perpetrators. The findings of this research conclude that behavioural change of participants does occur over the course of the workshop. The evaluation of the experiment to date so far, indicates that this sustains beyond workshop completion, for at least 12 months.

One conclusion therefore is that the criteria of specified time (hours) should not necessarily be a determining factor in a perpetrator programme being accredited to deliver behavioural change. Behaviour change has been indicatively found to take place through motivational interviewing over two, five hour sessions of 10 hours total duration, four weeks apart. A conclusion from this research suggests that a better criteria to determine whether something could be accredited a perpetrator programme which is most likely to enable behaviour change, should be whether motivational interviewing is being practiced as a core element of the programme

rather than the duration of the programme. "MI is not a treatment protocol which requires a specific amount of time". (Miller & Rollnick, 2013, p315).

How the workshop is scaled up for delivery to perpetrators beyond the experimental conditions of Project CARA requires consideration in conclusion. There is an appetite for the workshop to be replicated and scaled up further throughout the UK beyond experimental conditions together with a developing global appetite through interest from the United States of America and Australia. How wider implementation is operationalised within the UK requires agencies to firstly overcome a number of implementation problems and engage with institutional sovereigns. Before a workshop can be delivered, under the current system, an agency requires special dispensation to allow conditional cautions to be given as an option to a domestic abuse offender. Hampshire Constabulary had to get permission for this from the Director of Public Prosecutions and The Home Office as well as garner agreement from the Crown Prosecution Service. This was managed through the Local Crime and Justice Board. (Jarman, 2011). To not deliver the workshop as a condition of a conditional caution is not to replicate Project CARA methodology and so the same results could not be guaranteed if this is not achieved.

The Hampton Trust has recently been awarded a grant to assist in replication of Project CARA in other areas. The trust are in the process of writing national standards for the CARA workshops designed to ensure that in the event that replication and upscale becomes possible once approval is given (as per previous), programme integrity will be maintained. This will ensure that relevant training and supervision is available for facilitators and that the multi agency protocols required through implementation are adhered to (see Chilton, 2012) and that victim safety

informs all CARA related work. Should an agency outside of the UK be interested in Project CARA, the Hampton Trust are establishing a process where a great deal of preparatory work can be achieved via virtual support with an offer from The Trust to help with recruitment, training and implementation in situe if required.

Given the specialist skill of the facilitators in how they engage the perpetrators through the processes and principles of MI, leads to a conclusion that policing does not have the skills, capacity or capability required to prevent re-offending of domestic abuse outside of the criminal justice system. This leads to a policy implication and consideration for Chief Constables and Police and Crime Commissioners. Police should partner and collaborate with experienced third sector organisations whose interventions have been reliably tested and evaluated to work for domestic abuse perpetrators rather than rely on a more formal criminal justice system to reduce offending. In commissioning such evidenced based service intervention for low and medium risk first time perpetrators, a further conclusion is that demand on services is likely to reduce and most importantly provide a better outcome for victims and reduce potential for further harm.

Recommendations for further research

- A longitudinal study which measures repeat offending of Project CARA perpetrators and impact on victims which occurred beyond the 12 month measure, would add to the evidence base as a further evaluation of Project CARA, particularly if compared with those from the control group. This would assesses the workshop intervention's lasting effect beyond 12 months post conditional caution.

- Analysing repeat offending in the period post workshop attendance as compared to repeat offending post conditional caution but pre-workshop attendance for those in the treatment group of Project CARA would further measure the effect of the workshop. The current CARA measure is of repeat offending 12 months post conditional caution rather than post completion of the workshop, in order to have an equivalence with the control group.

Appendix A

Project CARA eligibility criteria

Project CARA eligibility criteria (Chilton, 2012)

Adult

Offender is 18 years or over

No previous convictions or cautions for violence in the previous two years

Relationship between parties

The relationship between the offender and victim is restricted to present or past intimate partners, regardless of gender, and does not include inter-familial relationships

Eligible Offences

Offences will include minor assaults categorised by law as common assault and battery, criminal damage, harassment, threatening behavior, domestic theft related offences

Admission and/or CPS agree overwhelming evidence is present

Offender admits to committing the offence or the CPS make the decision to apply the conditional caution following submission of, for example, a victim statement, other witness statements, the emergency call transcript, photographic evidence or a police body worn video extract, it is accepted that overwhelming evidence is present.

Past minor convictions permitted unless offender is currently serving a community based sentence or order

The offender must not be on police or court bail for any other unrelated matters or currently serving an existing sentence or order.

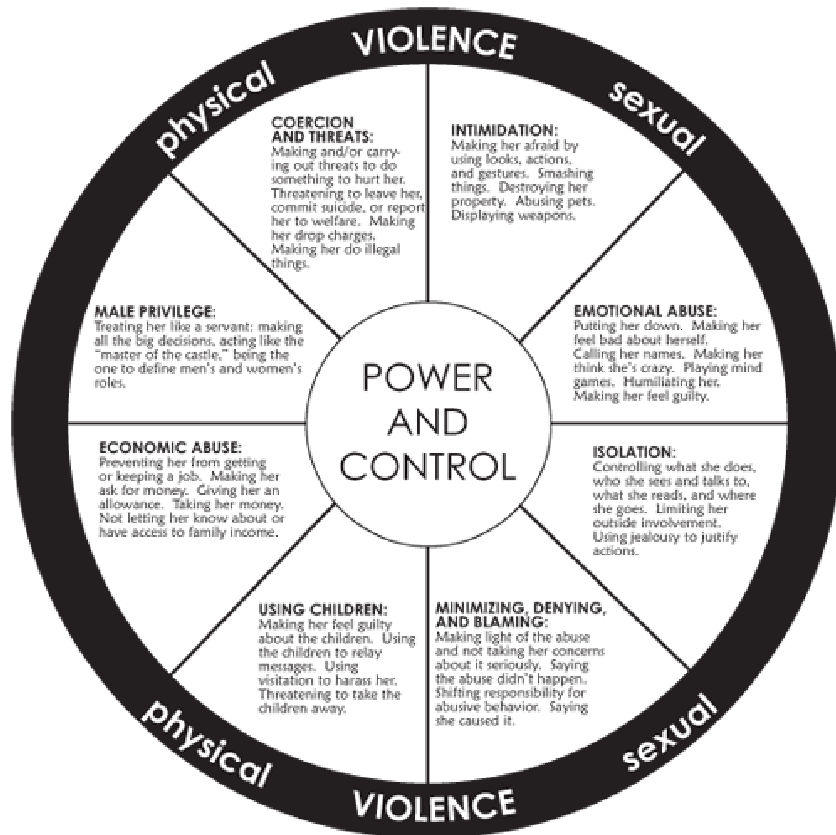
DASH risk assessment assesses risk to victim as standard or medium

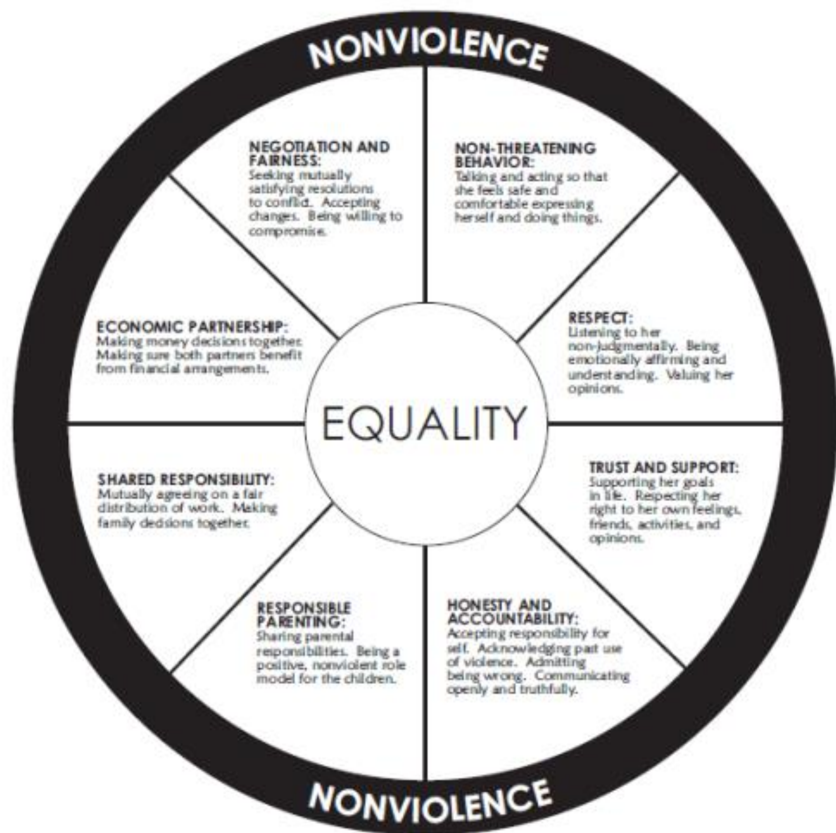
Victim contacted and identifies no specific risk for the conditional caution to be issued

Appendix B

Duluth Wheels

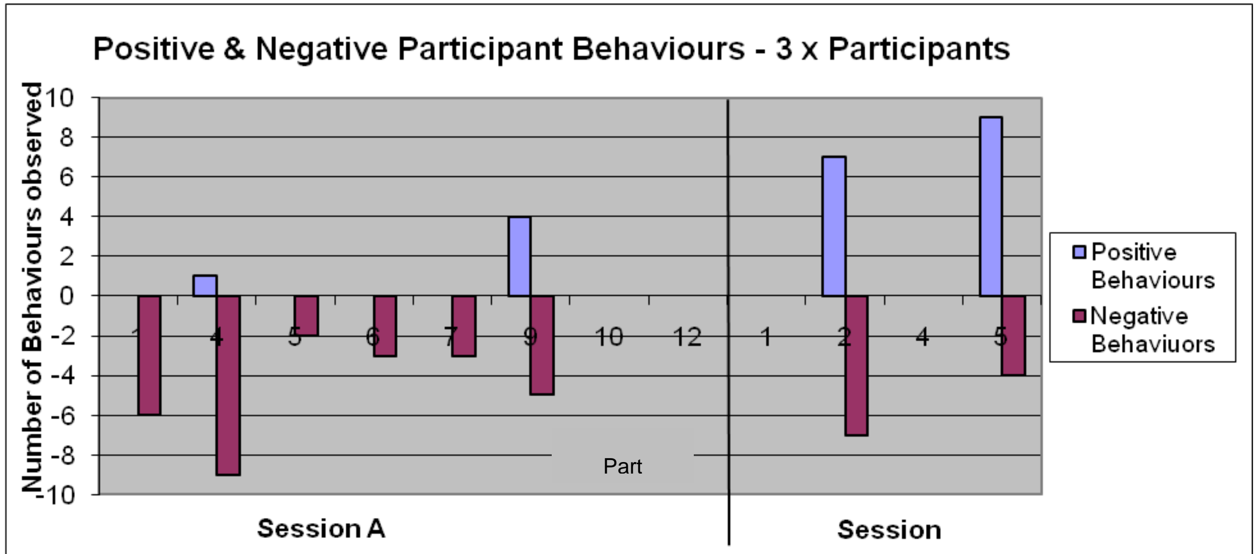
Duluth Wheels (Pence & Paymar, 1993)

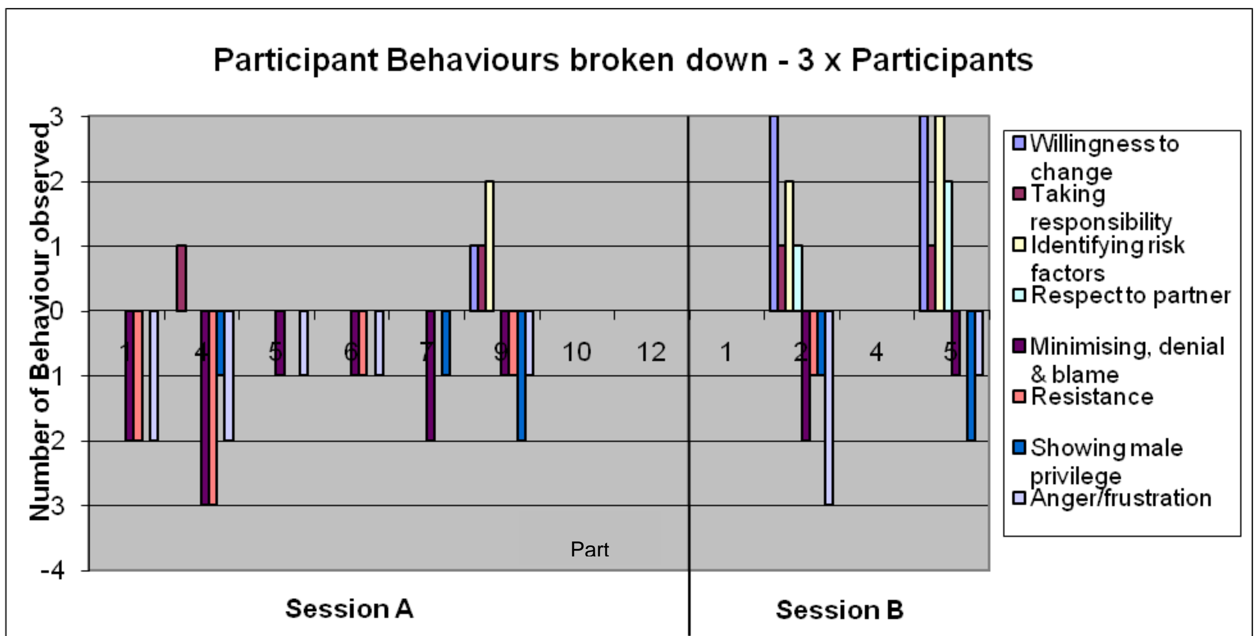


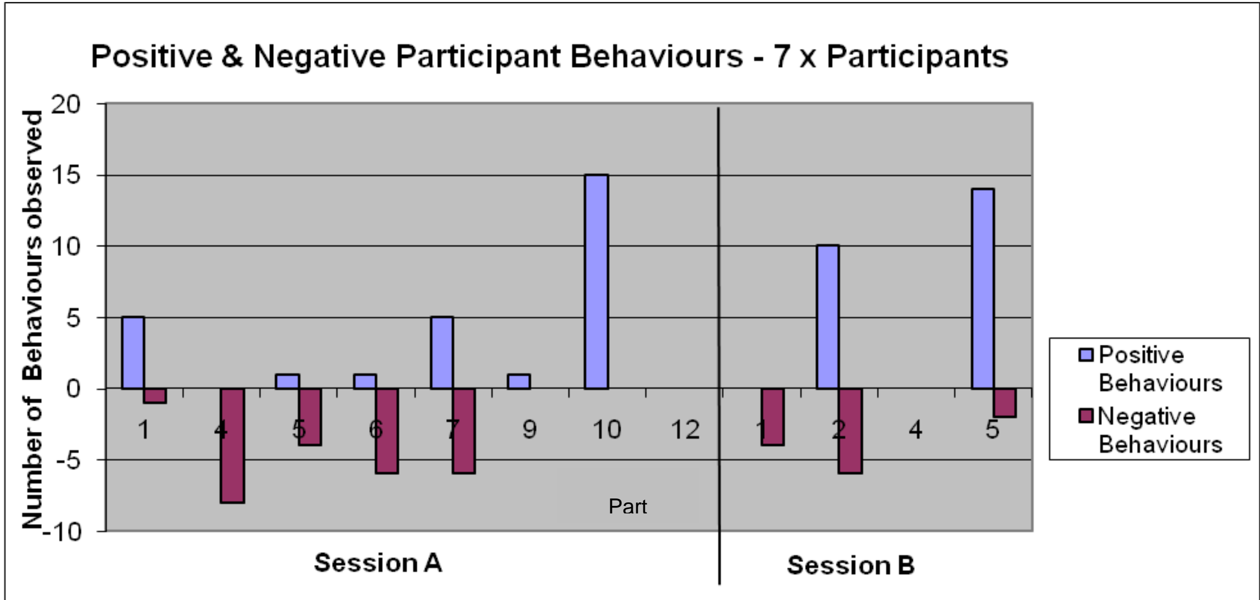


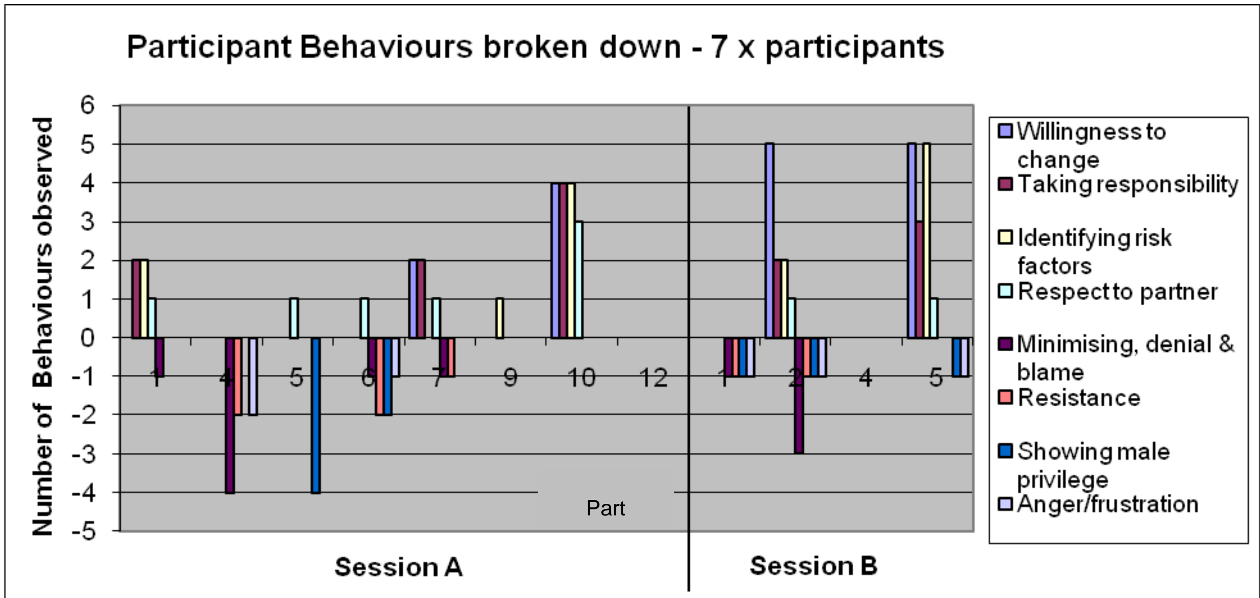
Appendix C
Participant behaviour by group

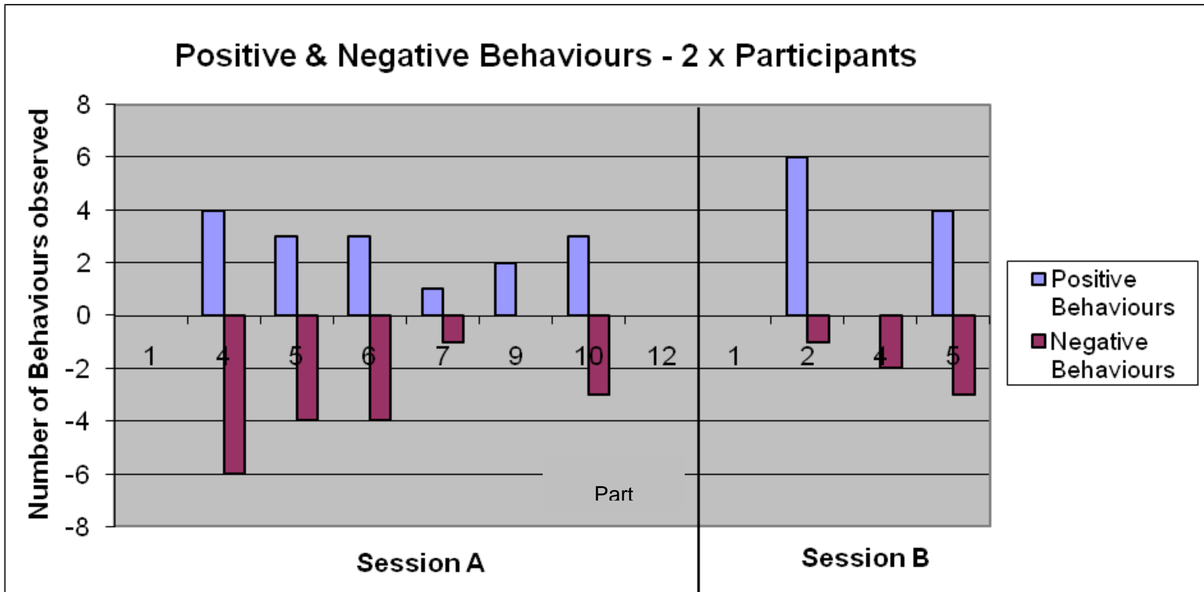
Participant behaviour by Group - x3, x7 and x2

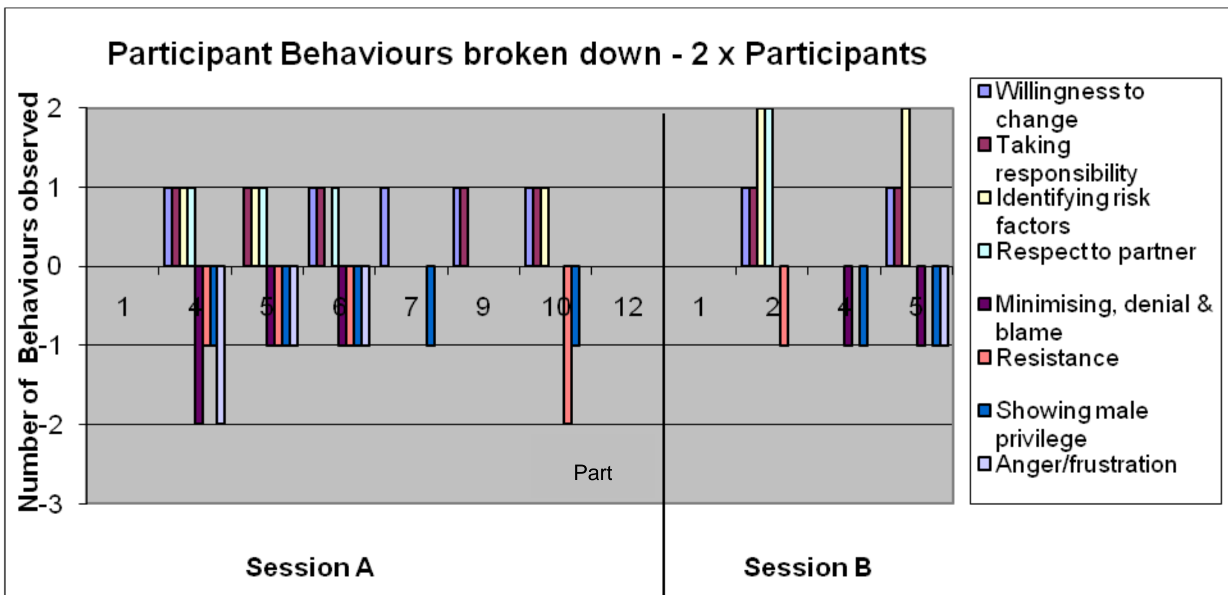





Positive & Negative Participant Behaviours - 7 x Participants
Number of Behaviours observed
20
15
10
5
0
-5
-10
1
4
5
6
7
9
10
12
1
2
4
5
Part
Session A
Session B
Positive Behaviours
Negative Behaviours

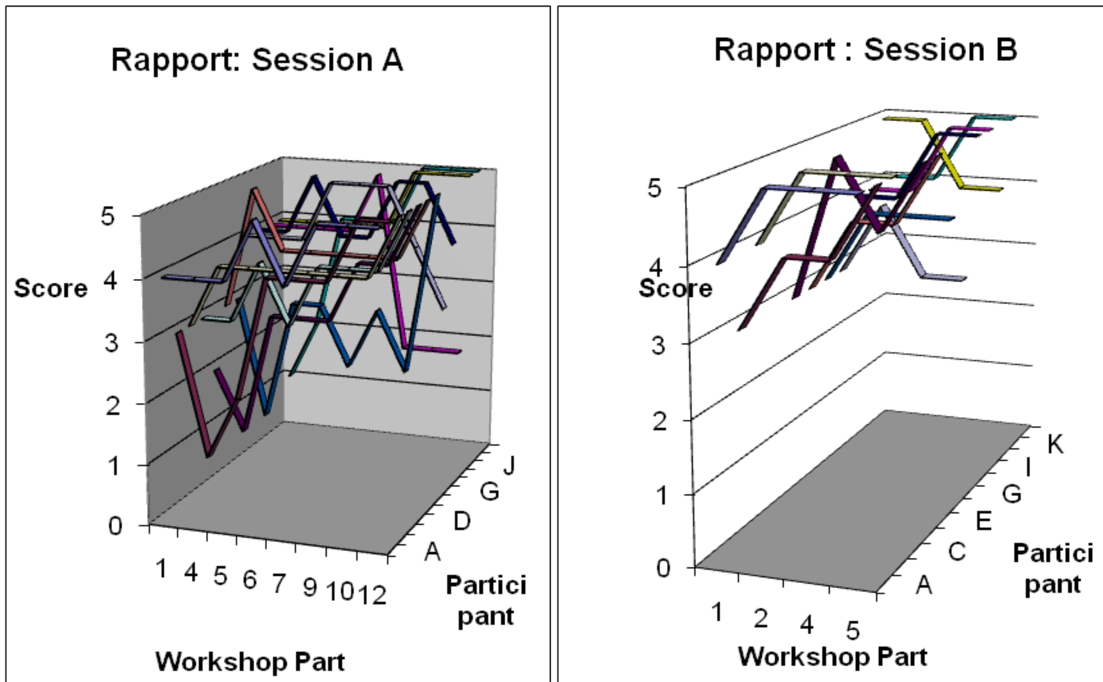

Participant Behaviours broken down - 7 x participants
Number of Behaviours observed
6
5
4
3
2
1
0
-1
-2
-3
-4
-5
1
4
5
6
7
9
10
12
1
2
4
5
Part
Session A
Session B
Willingness to change
Taking responsibility
Identifying risk factors
Respect to partner
Minimising, denial & blame
Resistance
Showing male privilege
Anger/frustration


Positive & Negative Behaviours - 2 x Participants
Number of Behaviours observed
8
6
4
2
0
-2
-4
-6
-8
1
4
5
6
7
9
10
12
1
2
4
5
Part
Session A
Session B
Positive Behaviours
Negative Behaviours

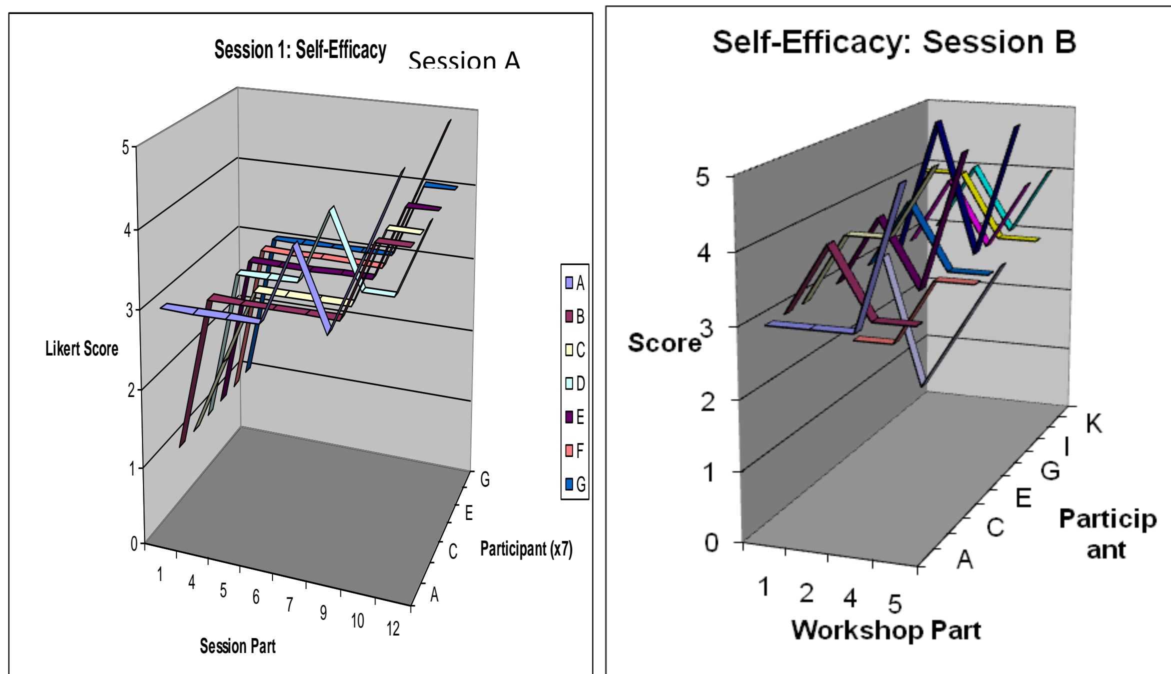

Participant Behaviours broken down - 2 x Participants
Number of Behaviours observed
2
1
0
-1
-2
-3
1
4
5
6
7
9
10
12
1
2
4
5
Part
Session A
Session B
Willingness to change
Taking responsibility
Identifying risk factors
Respect to partner
Minimising, denial & blame
Resistance
Showing male privilege
Anger/frustration

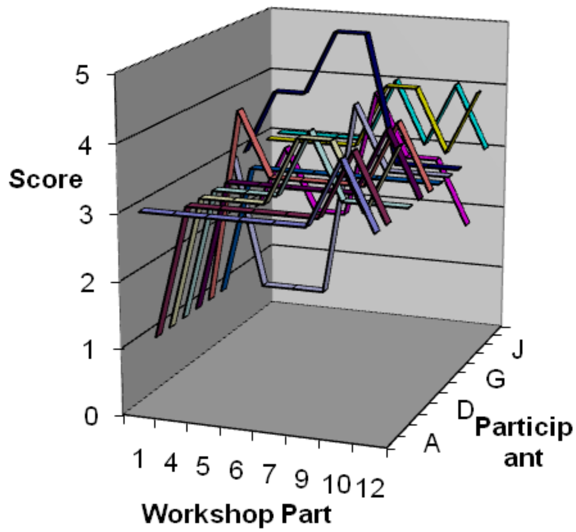
Appendix D
Participant Likert scores by group

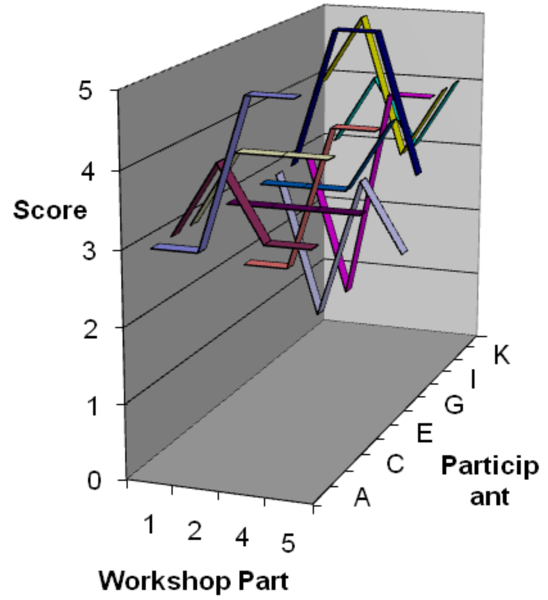
Participant Likert Scores for Rapport, Self-Efficacy, Victim awareness, Self Awareness by Group - x7, x3 and x2



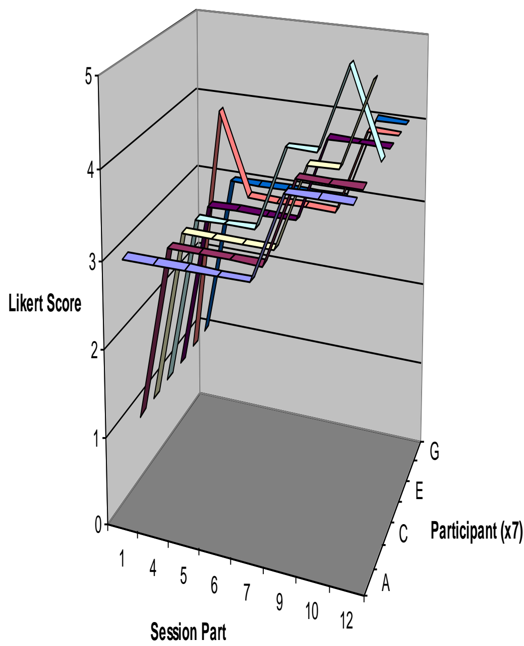
Group of 7

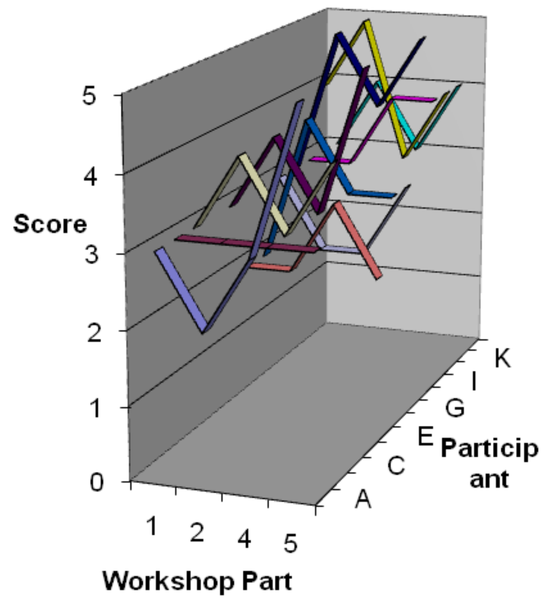


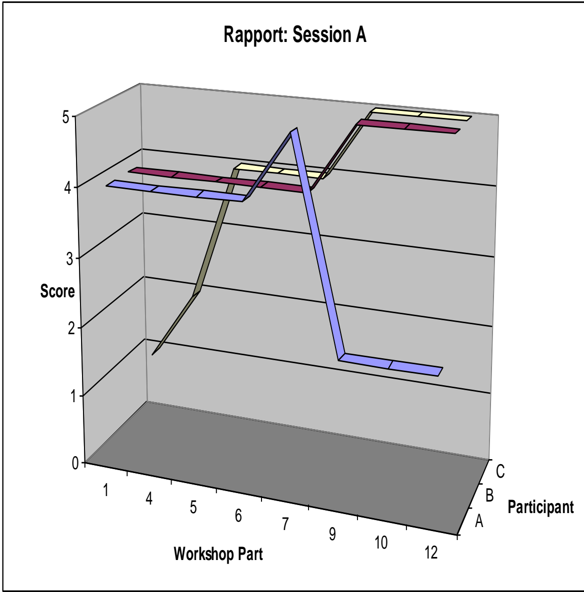


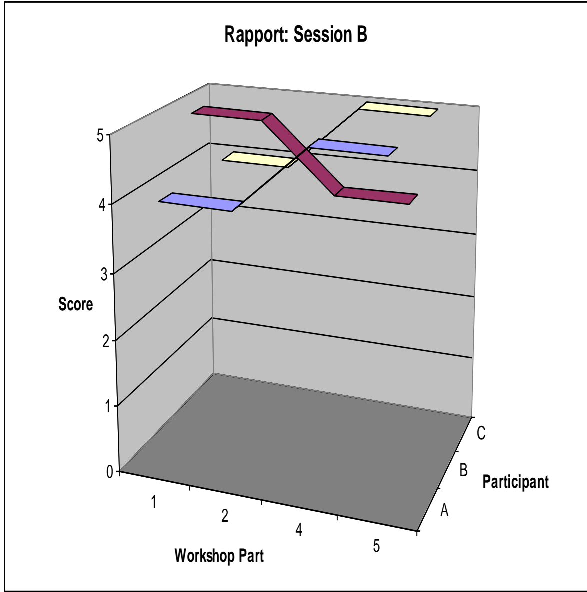


Group of 7

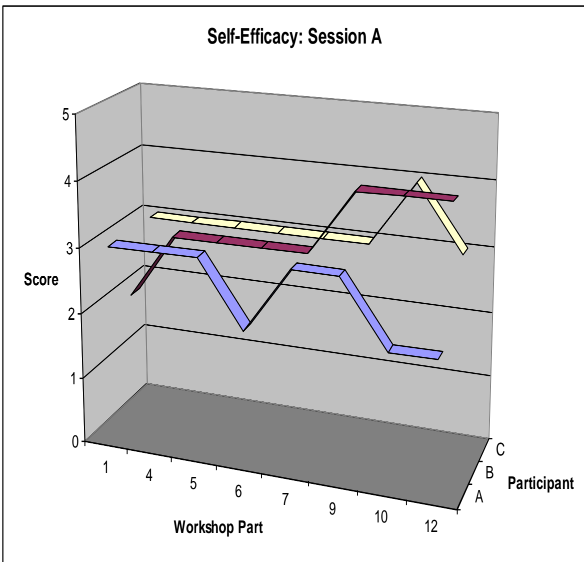


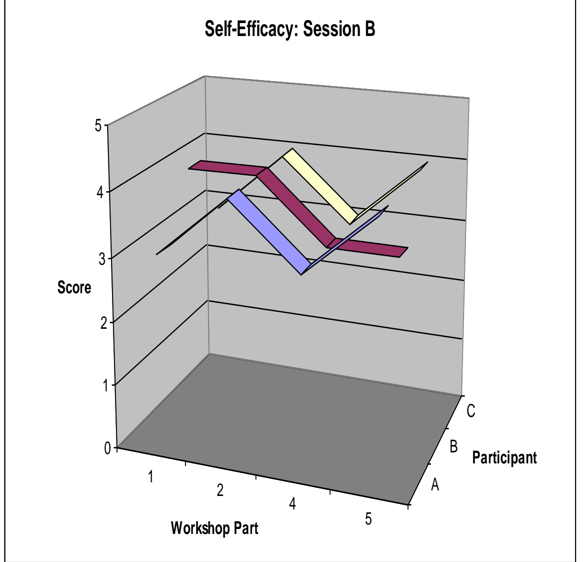


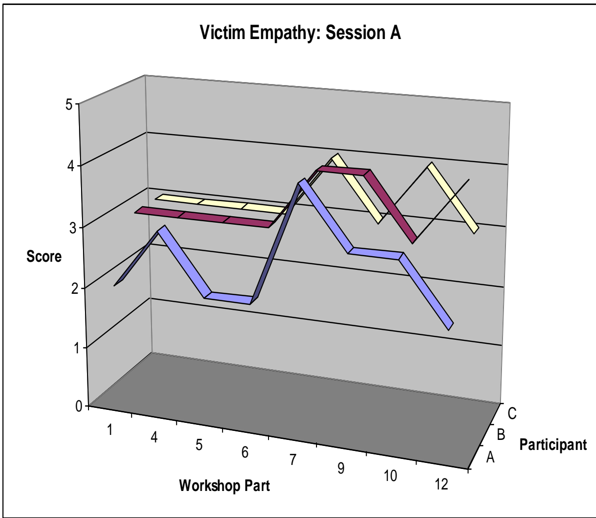


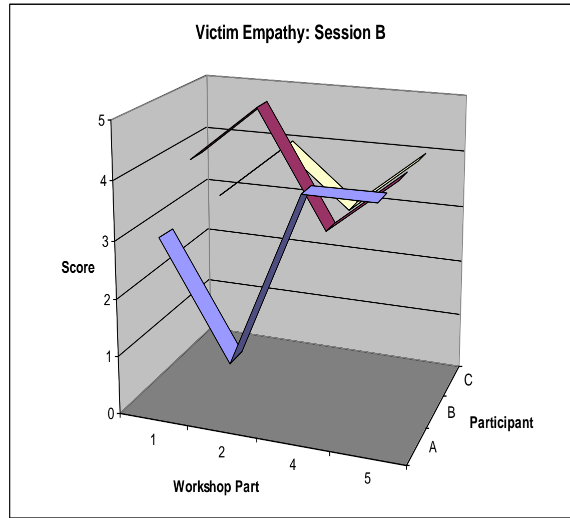


Group of 3









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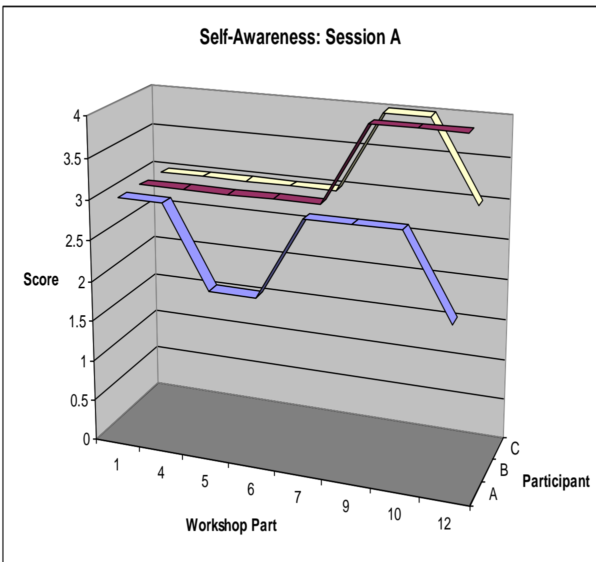

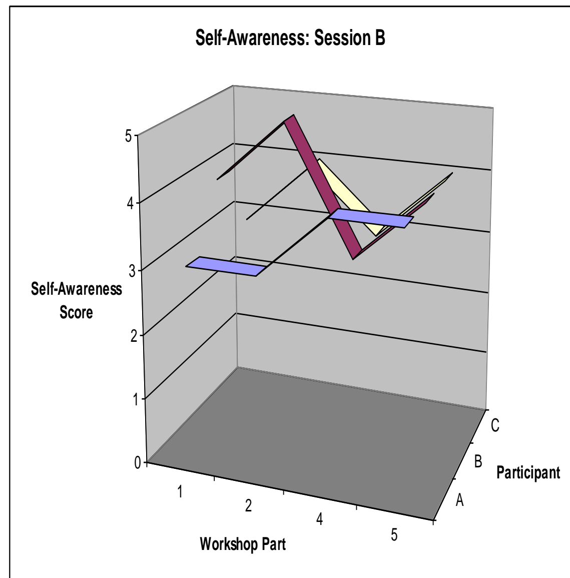

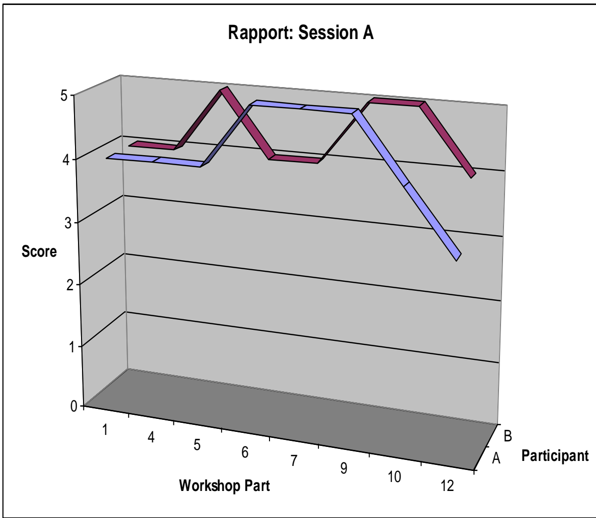

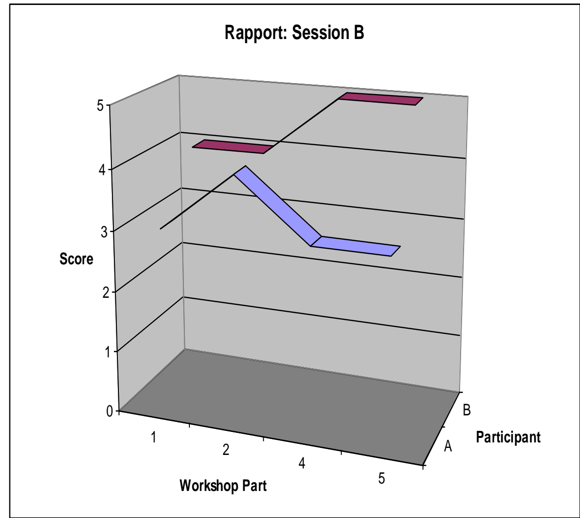

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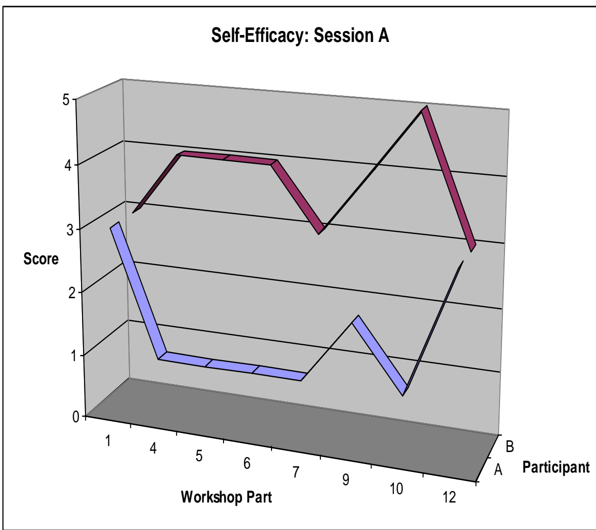

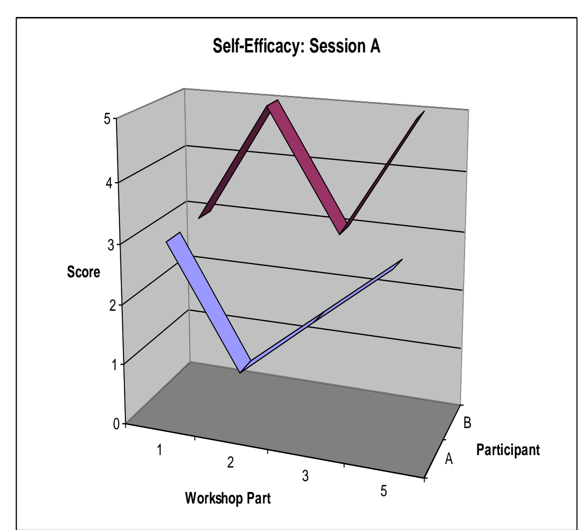

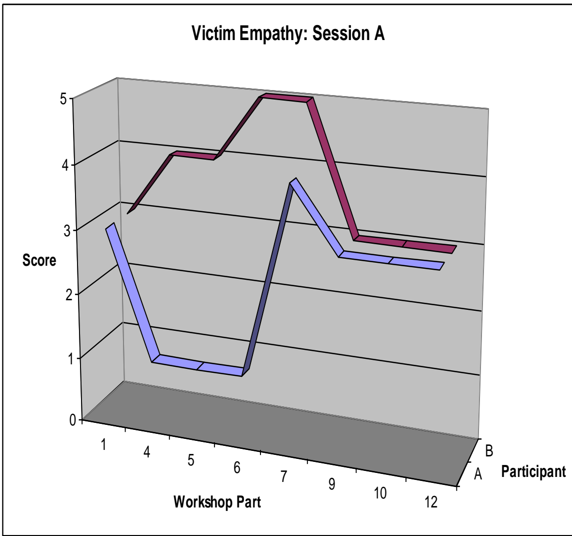

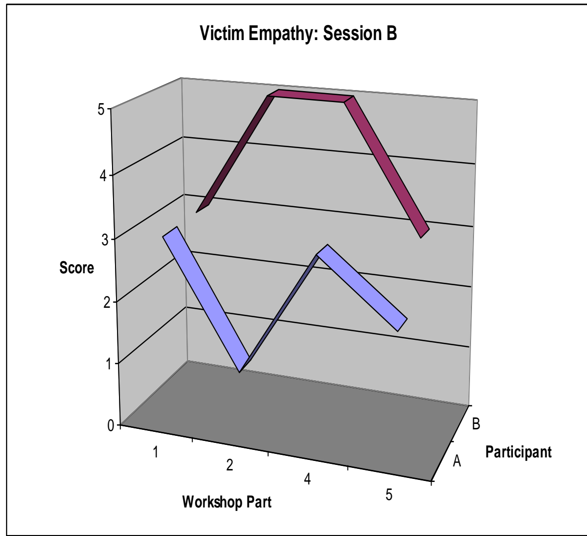

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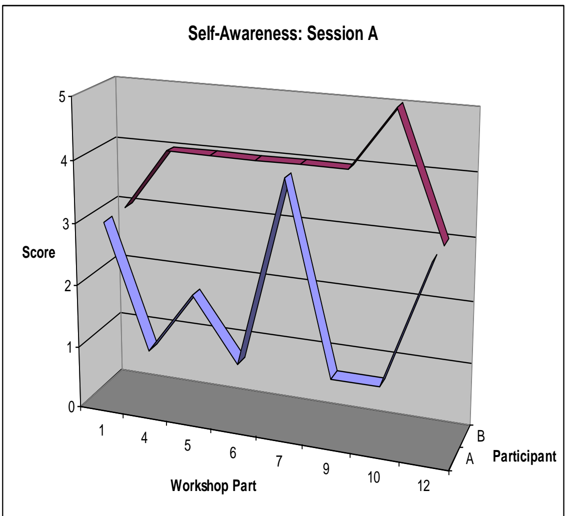
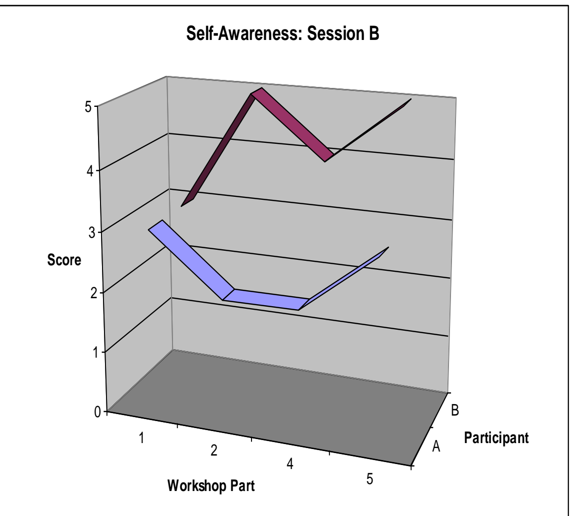
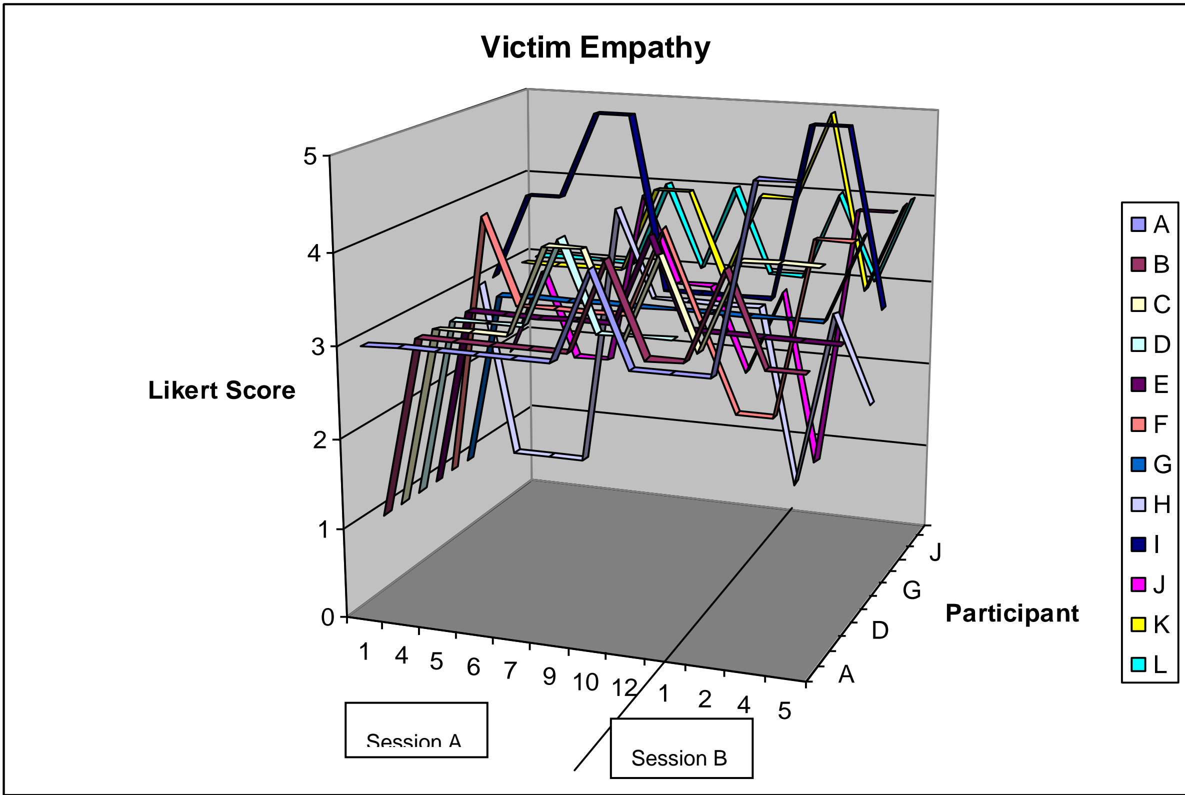
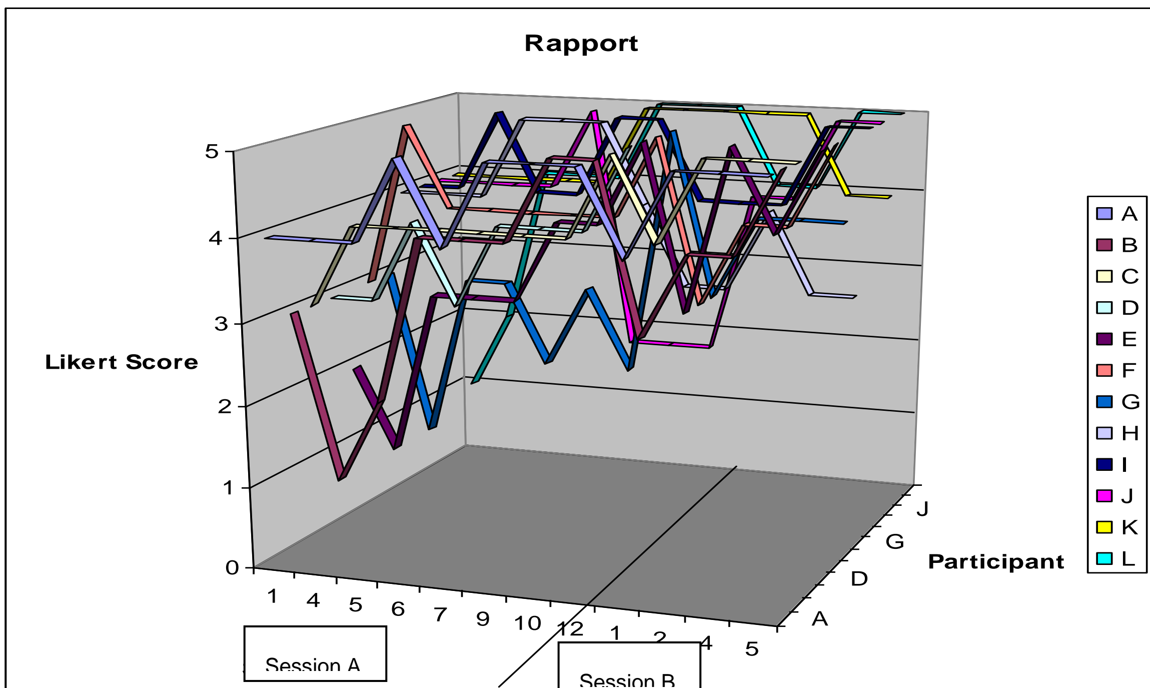


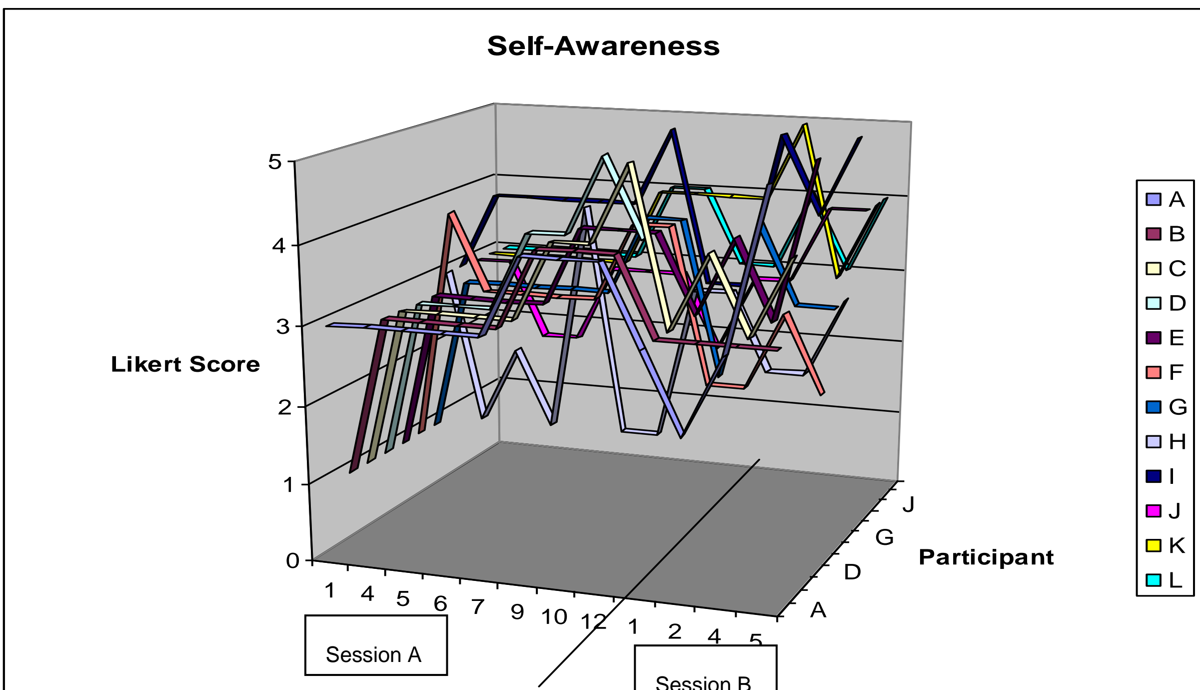




All Groups Together (x-axis workshop part)



All Groups together (x-axis workshop part)



Appendix E

'Time-Out'

'Time-Out'

Edited by Author and Summarised from,

http://www.hamptontrust.org.uk/files/9713/8487/0815/ADAPT_time-out.pdf

(Hampton Trust, 2015)

1. WHAT IS TIME OUT?

- A time-out is the most basic alternative to being violent and abusive
- It is a way of stopping yourself doing or saying violent and abusive things
- It is the beginning of taking responsibility for your violent and abusive behaviour and recognising your violent feelings
- It is not a long-term solution. Time-out is a short-term plan to control your violent behaviour towards your partner – to be used whilst you begin to understand and change your behaviour in other ways

2. WHEN TO USE 'TIME-OUT'

Time out is based on a simple fact – when you are not with your partner, you cannot hurt her. It is part of your contract to end all threatening behaviour towards your partner and using time-out is part of that. Use time-out every time you;

- Want to have an argument with your partner
  Typical examples are; conflicts over parenting, money, relatives, friends, housekeeping, sex, which one of you is right
- Recognise your physical signals
  Typical examples are finger pointing, clenched fists, tension in the stomach/ shoulders/neck, sweating or feeling hot, raising your voice, shouting, pacing the room
- Recognise your emotional danger signals
  Typical examples are feeling trapped, angry, frustrated or confused
- Recognise your mental signals
  Typical examples are NEGATIVE THINKING about your partner – telling yourself you are right in acting the way you are because she deserves it; using degrading names like bitch, slag, whore, or distorting or twisting what she is saying

AS SOON AS YOU RECOGNISE THESE SIGNALS – OR OTHERS WHICH ARE NOT MENTIONED BUT WHICH ARE FAMILIAR TO YOU – DO NOT WAIT UNTIL THEY GET WORSE – TAKE TIME-OUT

3. PREPARING FOR 'TIME-OUT'

• If you want to go for a walk or a jog during time out, measure the route beforehand

• You might find it helpful to read this workbook, so make sure it is easily available • It might be cold, so leave a coat by the front door

• AND MOST IMPORTANT – Agree in advance with your partner what you will say when you take a time-out so she knows what you are doing and why. It could simply be "I need to take a time-out"

4. INFORMING YOUR PARTNER

• Talk about the time-out plan with your partner and at a time when you are not feeling abusive

• Do not use a time-out to avoid a genuine discussion or fair argument

• Discuss this document with your partner when you are calm and when she has agreed to discuss it. If she does not want to do so, do not coerce her or threaten her – remember your abusiveness is your responsibility, not hers

• Do not ask your partner to tell you when you need to take a time-out

5. THINK

• About your behaviour, not your partner's behaviour

• About your beliefs about your partner and your expectations of her

• How you could discuss the issue(s) that led to your 'time-out' with your partner without using coercion or threats

6. RETURNING HOME

• Phone, if possible, and let your partner know that you have calmed down and that you will be back at the end of the hour (if she is OK with this time)

• When you return, let her know that you are back. If she wants to discuss the situation with you do so in a non-abusive and non-blaming way

• If you begin to feel abusive, say so, and take another 'time-out'

• If your partner doesn't want to talk, then ask if there is a time when you can both be available to do so, then leave her alone until that time

DO:

Leave home for an agreed time - we suggest for approx ONE HOUR

• Cool down • Control your own behaviour

• Go for a walk or a jog to help to reduce the physical build up or tension

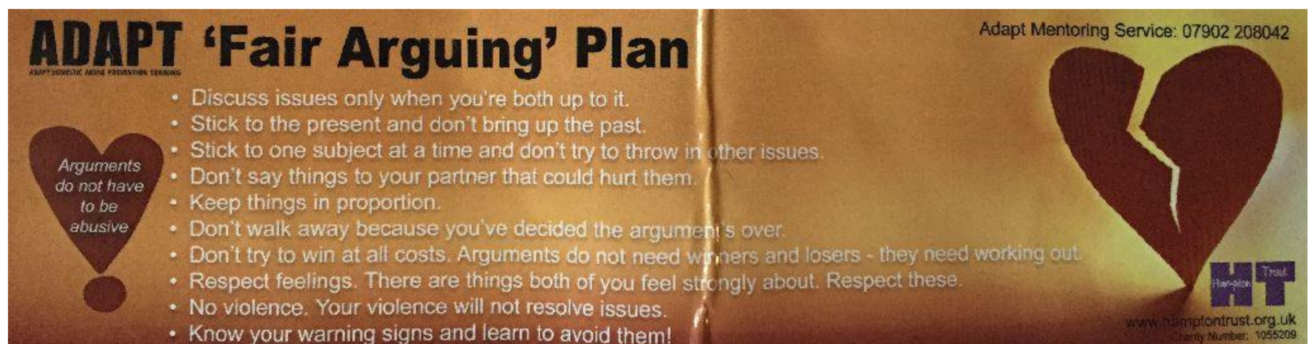
• Calm yourself down

DON'T:

• Go to the gym • Think about better ways of controlling your partner

• Meet up with friends • Drink • Take drugs • Drive

When participants are given the Time-Out card, they also receive information about fair-arguing as this information is on the rear of the Time-Out card.



Rear of 'Time-out' card - 'Fair Arguing'

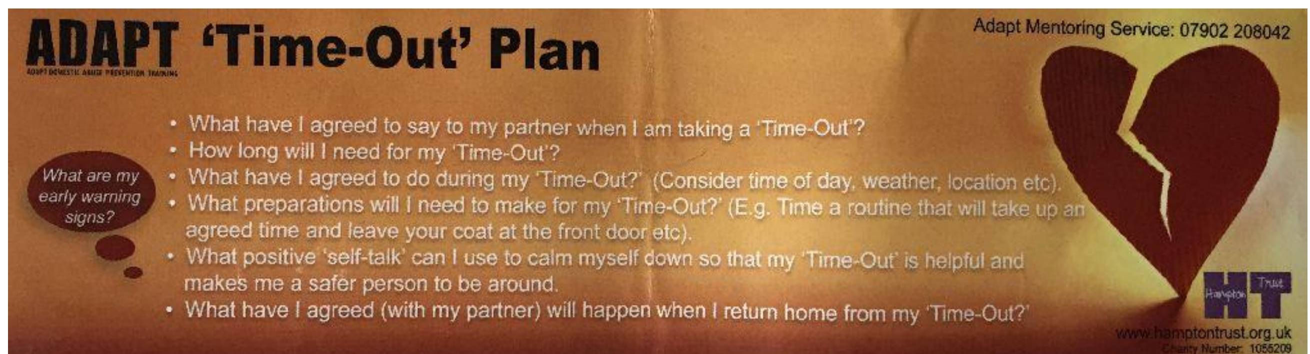


Figure 18 - Front of 'Time-out' card

Appendix F
Facilitator behaviour raw data

Facilitator behaviour raw data from data collection spreadsheet

Participant Behaviours	Facilitator Behaviours									
Session A **Part 1**	Rolling with resistance	Challenging	Affirming	Socratic / circular/diadatic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change										
Taking responsibility					*2*				*2*	
Identifying risk factors									*2*	
Respect to partner					*1*				*1*	
Minimising, denial & blame	*2*								*1*	
Resistance										
Showing male privilege										
Anger/frustration	*2*				*1*					

Participant Behaviours	Facilitator Behaviours									
Session A **Part 4**	Rolling with resistance	Challenging	Affirming	Socratic / circular/diadatic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change								*1*		
Taking responsibility			*1*	*1*						
Identifying risk factors				*1*						
Respect to partner				*1*	*1*				*1*	
Minimising, denial & blame	*2*	*1*		*2*	**3**				**6**	
Resistance	**4**	*2*			*2*				*2*	
Showing male privilege	*1*								*2*	
Anger/frustration	**3**	*1*		*3*	**3**				**3**	

Participant Behaviours	Facilitator Behaviours									
Session A **Part 5**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change										
Taking responsibility			*1*					*1*		
Identifying risk factors			*1*					*1*		
Respect to partner			*1*					*1*		
Minimising, denial & blame	*1*			*1*	*1*					
Resistance										
Showing male privilege	*2*		*1*	*1*	*2*				**3**	
Anger/frustration				*2*						

Participant Behaviours	Facilitator Behaviours									
Session A **Part 6**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change			*1*							
Taking responsibility								*1*		
Identifying risk factors										
Respect to partner			*1*					*1*		
Minimising, denial & blame	*2*	*1*		*1*						
Resistance	*2*			*2*					*1*	
Showing male privilege	*1*	**3**		*1*						
Anger/frustration	*2*	*1*	*1*	*1*					*1*	

Participant Behaviours	Facilitator Behaviours									
Session A **Part 7**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change	*1*		*1*					*1*	*2*	
Taking responsibility			**3**							
Identifying risk factors										
Respect to partner										
Minimising, denial & blame		*1*		*1*						*1*
Resistance		*1*		*1*					*1*	
Showing male privilege		*1*								
Anger/frustration										

Participant Behaviours	Facilitator Behaviours									
Session A **Part 9**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change			*1*	*1*				*1*	*1*	
Taking responsibility			*2*							
Identifying risk factors			*1*		*1*			*2*		
Respect to partner										
Minimising, denial & blame		*1*								
Resistance		*1*		*1*					*1*	
Showing male privilege	*1*	*1*								
Anger/frustration		*1*								

Participant Behaviours	**Facilitator Behaviours**									
Session A **Part 10**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change		*1*	**3**	**3**	*1*			*1*	*2*	
Taking responsibility		*1*	*1*	**2**	*2*			*1*	*1*	
Identifying risk factors		*1*	*2*	**3**	*1*				*2*	
Respect to partner								**3**		
Minimising, denial & blame										
Resistance		*1*		*1*					*1*	
Showing male privilege				*1*						
Anger/frustration										

Participant Behaviours	**Facilitaor Behaviours**									
Session B **Part 1**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change										
Taking responsibility										
Identifying risk factors										
Respect to partner										
Minimising, denial & blame				*1*					*1*	
Resistance					*1*					
Showing male privilege				*1*						
Anger/frustration					*1*					

Participant Behaviours	**Facilitator Behaviours**									
Session B **Part 2**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change	*1*		**4**	**5**	*1*			**8**	**5**	
Taking responsibility			*1*		*2*			*2*	**4**	
Identifying risk factors			**3**	*2*				**4**	**5**	
Respect to partner	*1*	*1*	*1*	*1*				*2*	*1*	
Minimising, Denial & blame	**3**	*1*		*2*	*1*				**4**	
Resistance	*1*			*1*					*1*	
Showing male privilege	*1*			*1*					*2*	
Anger/frustration	*1*	*1*		*2*	*2*				*1*	

Participant Behaviours	**Facilitator Behaviours**									
Session B **Part 3**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change	*1*	*1*		*1*	*1*			*1*	**3**	
Taking responsibility	*1*	*1*	*1*	*2*	*1*			*1*	*2*	
Identifying risk factors	*1*	*1*	**3**	**4**	*2*			*2*	*2*	
Respect to partner		*1*	*1*	*1*				**3**		
Minimising, denial & blame	*1*	*1*		*1*	**3**				*2*	
Resistance	*2*	*2*	*1*	*2*						
Showing male privilege		*1*	*1*	*1*						
Anger/frustration	*1*	*1*								

Participant Behaviours	**Facilitator Behaviours**									
Session B **Part 5**	Rolling with resistance	Challenging	Affirming	Socratic / circular/didactic questioning	Empathy	Lack of empathy	Collusion	Positive reinforce ment	Active listening	Dismissive
Willingness to change		**4**	**6**	**4**	*1*			**3**	**3**	
Taking responsibility		**3**	**4**	**5**	*1*			**3**	*1*	
Identifying risk factors		**4**	**5**	**7**	**3**			**3**	**3**	
Respect to partner		**3**	*2*		*2*				*1*	
Minimising, denial & blame			*1*	*1*	*1*				*1*	
Resistance										
Showing male privilege		**3**	*1*	*2*					*2*	
Anger/frustration			*1*	*1*	*1*				*2*	

Appendix G

Letter from University of Cambridge
to
Chief Executive of Hampton Trust

Dr. Heather Strang

Director

Institute of Criminology

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2 December 2014

Dear Ms Hughes

As you know, Tony Rowlinson is a Master's candidate at the Cambridge University Institute of Criminology. I am writing to you concerning his request to be allowed to observe workshops for domestic abuse perpetrators being conducted by the Hampton Trust, for his Master's thesis

First of all I would like to assure you that Tony's thesis will be treated in a completely secure and confidential manner at the Institute. We have considerable experience with Master's theses containing confidential material, usually relating to matters of national security including counter-terrorism, but the same conditions will apply here. There will be no public access to the thesis at any time and Tony can apply a password to the document he submits, as well as drafts of it, to ensure that only those with the password can see it at all. I will be Tony's academic supervisor for this study and I will be the only person with access during the period that he is undertaking his research.

Tony mentioned to me that you and he had discussed the question of his observing more than one facilitator. I have assured him that doing so will strengthen the thesis as it will allow him to develop a deeper understanding of the workshop programme, rather than relying on one person's style or interpretation.

Tony also told me that you had talked about the possibility of the workshops being influenced in some way by the presence of an observer. I would like to reassure you on that point because of the experience I and my research colleagues had over an eight year programme of research into restorative justice face-to-face victim-offender conferencing. During this period members of my research team attended and took extensive notes on every 'conference', numbering several hundred in total. At the beginning of each meeting the facilitator would tell attendees the first name of the person sitting at the back of the room and explain that s/he was there to help make the programme better.

We never had anyone object to the presence of these observers, or take any notice of them at all, and we were satisfied that they made no difference to the meetings.

Finally, I believe that Tony's work will be very useful to the Hampton Trust. The workshop programme appears to offer great benefits to domestic abuse victims and perpetrators alike, and a thesis that succeeds in increasing an understanding of the dynamics at play in the Workshops I hope will assist you in refining the programme and the work of your staff for the benefit of everyone.

Yours sincerely

Heather Strang

Appendix H

Project CARA interim analysis of repeat offending

Project CARA interim analysis of repeat offending

	Control (115 individuals)	**Workshop (106 individuals)**	**Difference**
Frequency of subsequent DA arrest	27 arrests (0.235 arrests per person)	20 arrests (0.189 arrests per person)	19.57 % reduction in workshop group
Prevalence of subsequent DA arrest	23 individuals arrested (20.0% of total group)	13 individuals arrested (12.26% of total group)	38.7% reduction in workshop group
Frequency of subsequent DA charge	32 offences charged (0.278 per person)	17 offences charged (0.160 per person)	42.45% reduction in workshop group
Prevalence of subsequent DA charge	19 individuals charged (16.52% of total)	8 individuals charged (7.55% of total)	54.30% reduction in workshop group

Table 1: Repeat offending rates for all individuals assigned to Project CARA experiment between 13th August 2012 and 2nd November 2014

The results of the Project CARA randomised control trial at 2nd November 2015 are set out in Table 1. Statistical significance tests have been run on the data in Table 1. Based on the prevalence data in the table for repeat domestic abuse charges post random assignment, the difference between the workshop group and the control group was significant at $p<0.05$ in favour of the workshop group. Other indicators (arrest/charge frequency) show a reduction in the workshop group compared with the control group but so far the difference is not statistically significant.

There are an additional 71 individuals who have been assigned to the experiment between the 3rd Nov 2014 and the 1st Dec 2015 who are not included in the statistical analysis as they have not yet reached 12-months post-caution (the time at which re-offending is measured). (R.Braddock, personal communication 29/12/15).

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