Engaging offenders to change

Tim Chapman
European Forum for Restorative Justice
* What is engagement?
* What is resistance?
time to grow
Family
* Poor parental supervision
* Harsh and erratic discipline
* Parental conflict
* Abuse
* Lack of continuous loving relationship
* Parental criminality

History
* Problems at a young age
* Succession of interventions

Personal
* Lack of self control – impulsive or aggressive
* Lack of empathy
* Anti-social values
* Mental health

Social
* School refusal/exclusion/low achievement
* Deprivation/unemployment
* Peer influences
* Drugs and alcohol

*Risk factors*
Fear → Defensive strategy → Habits and routines

* Protection Rackets
Move away from
Out of fear
Be neglectful
Indifferent
Passive
Avoidance

Do to
Out of anger
Be punitive
Stigmatising
Coercive
Punitive

Move away from
Out of fear
Be neglectful
Indifferent
Passive
Avoidance

Do with
Out of respect
Be restorative
Inclusive
Participative
Transformative

Do for
Out of sympathy
Be permissive
Protective
Interventionist
Rescuing

Relationships: where do you stand?

High

Low

Personal Responsibility

Social Support

Adapted form McCold and Wachtel’s Social Discipline Window
The Compass of Shame

WITHDRAWAL

ATTACK OTHER

AVOIDANCE

ATTACK SELF

Nathanson, 1992
## Shadd Maruna - Desistance

<table>
<thead>
<tr>
<th></th>
<th>Persisters – the Condemnation Script</th>
<th>Desisters – the Redemption Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Belief</strong></td>
<td>I am bad</td>
<td>I am basically good</td>
</tr>
<tr>
<td><strong>Cause of offending</strong></td>
<td>Me</td>
<td>‘It’</td>
</tr>
<tr>
<td><strong>Sense of agency</strong></td>
<td>Nothing I can do</td>
<td>I can control my destiny</td>
</tr>
<tr>
<td><strong>Future prospects</strong></td>
<td>No one will let me; so why bother?</td>
<td>I want to contribute to society</td>
</tr>
</tbody>
</table>
“All violence is an attempt to replace shame with self-esteem.”

— James Gilligan
I believe that I can change here.

I believe that I cannot change here.

**I**

**believe**

**that**

**I cannot**

**change**

**here**

<table>
<thead>
<tr>
<th>Purpose and meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety, Justice, Control, Respect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identity</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Beliefs</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Capability</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Behaviour</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Environment and history</th>
</tr>
</thead>
</table>
The person is not the problem; the problem is the problem.
* Your rackets won’t work here. We are strong.
* You are safe with us. You will be treated fairly and with respect. You don’t need to protect yourself. We are caring.
* We want to work with you not your racket. We can help you find better ways of having a good life. We are confident.
The danger of the single story
Truths
- Forensic
- Narrative
* Feelings
* Needs
* Questions and requests
- Dialogical
- Transformative

Narratives
Protective Resources

R – relationships
E – expectations
S – skills
O – opportunities
U – understanding
R – responsibility
C – commitments
E – evaluation
S – success

Social Capital

Human capital
* Approach goals
* Avoidance goals
*Do you respect young people?
Really Expecting to See Potential Even when Concealed or Trapped.
“Don't walk behind me; I may not lead. Don't walk in front of me; I may not follow. Just walk beside me and be my friend.”

Albert Camus
• What happened or is happening?
• How did or will you respond?
• What results did you get and what effort did you make?
• What will you do?

Responsibility

Commitment

Effort an evaluation

Understanding
* Narratives  
* Events  
* Planned opportunities  
* Structured learning  

*Action*
On the surface
• Situation - what were you thinking?

• Consequences (how did others see you - identity)

• Trigger - what were you feeling?

• Action - how did you learn to act that way?

Thoughts (beliefs and values) select meaning

Feelings, assumptions and conclusions

Perception of others' reaction

Capabilities

Below the surface
• Who do you need and who needs you?

• What possibilities are there in your life?

• What life do you want and who could you be?

• What do you need to learn?
<table>
<thead>
<tr>
<th>Goals</th>
<th>Opportunities</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reinforce behaviours capabilities</td>
<td>Challenge behaviours capabilities</td>
</tr>
<tr>
<td>2</td>
<td>Beliefs values characteristics</td>
<td>Beliefs values characteristics</td>
</tr>
</tbody>
</table>
* When Commitments are not kept: What is the problem?

What is the response?