

Literature Review – Skeleton

Data/statistical info on Incarceration/Prison population

Carson, E.A. (2014). *Prisoners in 2013*, U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, BJS Bulletin NCJ 247282, 2011, revised 2014.

Prisoners in 2013 is a report done by the U.S. Department of Justice discussing many statistical figures about the incarcerated population and the justice system

King, R. S., Mauer, M., & Young, M. C. (2005). *Incarceration and crime: A complex relationship*. Sentencing Project.

The number of people in prison has increased drastically from 330,000 in 1972 to 2.1 million in 2004. Though the amount of incarcerated people increased at a constant rate between 1984-98 (65% from 1984-91 and 47% from 1991-98), crime rates did not consistently decrease (increased by 17% from 1984-91 and increased by 22% from 1991-98). Incarceration does not fully control the crime rate because of outside factors such as: a “growing economy,” “changes in drug markets,” “strategic policing,” and “community responses to crime.”

Kearney, M. S., Harris, B. H., Jácome, E., & Parker, L. (2014). Ten economic facts about crime and incarceration in the United States. *Policy Memo of the Hamilton Project* <http://www.brookings.edu/research/reports>, 5.

Facts and figures about crime and incarceration in the US.

Durose, M. R., Cooper, A. D., & Snyder, H. N. (2014). *Recidivism of Prisoners Released in 30 States in 2005: Patterns from 2005 to 2010*. Washington, DC: Bureau of Justice Statistics.

Overall, 67.8% of the 404,638 state prisoners released in 2005 in 30 states were arrested within 3 years of release, and 76.6% were arrested within 5 years of release (figure 1). Among prisoners released in 2005 in 23 states with available data on inmates returned to prison, 49.7% had either a parole or probation violation or an arrest for a new offense within 3 years that led to imprisonment, and 55.1% had a parole or probation violation or an arrest that led to imprisonment within 5 years.

There is a given definition and explanation of recidivism (incarceration, imprisonment, and return to prison). “Returning to prison is probably the most common measure used in the field when studying the recidivism of released inmates.”

In 2008, the Bureau of Justice Statistics (BJS) entered into a data sharing agreement with the FBI’s Criminal Justice Information Services (CJIS) Division and the International Justice and Public Safety Network (NIJ) to provide BJS access to criminal history records (i.e., rap sheets) through the FBI’s Interstate Identification Index (III). A data security agreement was executed

between BJS, the FBI, and Nlets to define the operational and technical practices used to protect the confidentiality and integrity of the criminal history data during exchange, processing, and storage.

States were selected for the study based on their ability to provide prisoner records and the FBI or state identification numbers on persons released from correctional facilities in 2005. The fingerprint-based identification numbers were needed to obtain criminal history records on the released prisoners. The prisoner records—obtained from the state departments of corrections through BJS’s National Corrections Reporting Program (NCRP)—also included each inmate’s date of birth, sex, race, Hispanic origin, confinement offenses, sentence length, type of prison admission and release, and date of release. The 30 states that supplied BJS with the required data included Alaska, Arkansas, California, Colorado, Florida, Georgia, Hawaii, Iowa, Louisiana, Maryland, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, and West Virginia. Among each of these states, the percentage of prisoner records with a state or FBI identification number ranged from 93% to 100%, and averaged 99%

Abstract: About two-thirds (67.8 percent) of the 404,638 State prisoners released in 2005 in 30 States were arrested within 3 years of release, and 76.6 percent were arrested within 5 years of release. Within 5 years of release, 82.1 percent of property offenders were arrested for a new crime, compared to 76.9 percent of drug offenders, 73.6 percent of public order offenders, and 71.3 percent of violent offenders. Of those who were arrested within 5 years of their release, 36.8 percent were arrested within the first 6 months after release, and 56.7 percent were arrested by the end of the first year. Of the total number released in 2005 in the 30 States, 42.3 percent were either not arrested or were arrested once in the 5 years after their release. Of the nearly 1.2 million arrests in the 5-year follow-up, 48.4 percent involved 16.1 percent of the released prisoners. An estimated 10.9 percent of the released prisoners were arrested in a State other than the one in which they were released. Among the inmates who were age 24 or younger at the time of their release, 84.1 percent were arrested, compared to 78.6 percent ages 25 to 39 and 69.2 percent of those ages 40 or older. The percentage of those arrested within 5 years of release was also reported by sex and race/Hispanic origin. In addition, a table presents the population-adjusted percentage of released prisoners arrested for a violent crime within 3 years after their release in 11 States for 1994 and 2005, by demographic characteristics and most serious commitment offense. 34 tables and 8 figures

Meta-analysis of Prison Program Research:

Davis, L. M. (2013). *Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults.* Rand Corporation. (RAND STUDY)

“After examining the higher-quality research studies, we found that, on average, inmates who participated in correctional education programs had 43 percent lower odds of recidivating than inmates who did not. These results were consistent even when we included the lower-quality studies in the analysis. This translates into a reduction in the risk of recidivating of 13 percentage points for those who participate in correctional education programs versus those who do not. This reduction is somewhat greater than what had been previously reported by Wilson, Gallagher, and MacKenzie (2000), which showed an average reduction in recidivism of about 11 percentage points. Using more recent studies and ones of higher quality, our findings complement the results published by Wilson, Gallagher, and MacKenzie (2000), Aos, Miller, and Drake (2006), and MacKenzie (2006) and provides further support to the assertion that correctional education participants have lower rates of recidivism than nonparticipants.”

Chappell, C. A. (2004). *Post-secondary correctional education and recidivism: A meta-analysis of research conducted 1990-1999.* *Journal of Correctional Education*, 148-169.

The relationship of post-secondary correctional education (PSCE) and recidivism has been widely studied with various, idiosyncratic results. A meta-analysis of ten years of existing studies was conducted to synthesize a portion of the past research. This study demonstrates, using relevant studies reported from 1990 - 1999, that there is a positive correlation (+0.31) between PSCE and recidivism reduction. These results are statistically significant. Four subsets, or moderator analyses, were also positively related to recidivism reduction and statistically significant. These included (1) PSCE program completers versus completers and participants; (2) re-incarceration only as the recidivism construct; (3) length of recidivism measure; and (4) studies using control groups to negate possible selection bias. It is hoped that this information will increase interest, justification, and funding of future PSCE programs. (Contains 5 tables.)

Aos, Miller, and Drake (2006)

Also in 2006, Steve Aos, Marna Miller, and Elizabeth Drake of the Washington State Institute for Public Policy conducted a meta-analysis of 571 offender rehabilitation programs for adults and for juveniles, ranging from counseling to boot camps to education. They limited their sample to studies conducted from 1970 onward and, like MacKenzie’s meta-analysis published the same year, they included only studies that received at least a Level 3 rating on the Maryland SMS. In analyzing 17 studies of academic education programs and four studies of vocational education programs administered to adults, they found results that largely agreed with MacKenzie’s: On average, participants have lower rates of recidivism than their nonparticipant peers. Specifically, they found that academic program participation was associated with a 7 percent reduction in

recidivism, and vocational program participation was associated with a 9 percent reduction in recidivism.

Wilson, Gallagher, and MacKenzie (2000)

Their meta-analysis included 33 studies of correctional education programs administered to adults published after 1975—a time period that broadly covered the time since the Lipton study was released.

Wilson and his team used formal meta-analytic techniques, which average findings of multiple studies into a single parameter of program or “treatment group” efficacy.⁵ Additionally, they rated each study using a scale that they and their colleagues at the University of Maryland developed specifically for systematic reviews of correctional programs (Sherman et al., 1997). This scale, referred to as the Maryland Scientific Methods Scale (the Maryland SMS), classifies studies as either experimental or quasi-experimental. Following Shadish, Cook, and Campbell (2002), experimental studies are defined as those that randomly assign participants to treatment and control-group status, whereas quasi-experimental studies are those that employ both a treatment and comparison group, but in which group membership is not randomly assigned.

Among the quasi-experimental studies, the Maryland SMS further classifies them according to the quality of statistical controls they employ. Studies from most to least rigorous are classified as follows: Level 5 indicates a well-executed randomized controlled trial (or RCT); Level 4 indicates a quasi-experimental design with very similar treatment and comparison groups; Level 3 indicates a quasi-experimental design with somewhat dissimilar treatment and comparison groups, but reasonable controls for differences; Level 2 indicates a quasi-experimental design with somewhat dissimilar treatment and comparison groups and with limited and/or no controls for differences; and Level 1 indicates a study with no separate comparison group. Wilson and colleagues included only studies that received at least a Level 2 rating and then used the scale as a control variable to determine whether their findings were dependent on the research designs used by the studies’ authors.

Whereas the Lipton study documented mostly mixed results, the Wilson study found that correctional programs were beneficial, by and large. In their meta-analysis, they demonstrated that participation in academic programs—including ABE, GED, and postsecondary education programs—was associated with an average reduction in recidivism of about 11 percentage points. This finding was robust when controlling for ratings on the Maryland SMS. Academic program participation was also associated with a greater likelihood of employment, although they did not quantify the relationship in terms of a percentage increase/decrease in the same way they did for recidivism. Vocational training program participation did not yield a consistent relationship with recidivism but was associated with increased odds of employment. Wilson and

his team's findings, based on more recent programs and more rigorous methods of analysis, questioned the Martinson study's claim that "nothing works."⁶

MacKenzie (2006)

MacKenzie limited her sample to only those studies published after 1980. Additionally, she limited her sample of studies to only those receiving a Level 3 or higher rating on the Maryland SMS, thereby eliminating studies from the predecessor meta-analysis with Wilson and Gallagher that had the weakest study designs. In her re-analysis, she again found that academic program participation appeared beneficial: The odds of not recidivating were 16 percent higher among academic program participants than nonparticipants. However, with the new sample parameters in place, she now found that vocational program participation was associated with a reduction in recidivism.

Hughes, E. (2009). Thinking inside the box: prisoner education, learning identities and the possibilities for change. In B. Veysey, J. Christian & D. Maritnez (Eds.), How Offenders Transform Their Lives. Cullompton: Willan.

Distance learning as a mode of study in prison allows for more advanced-level study and greater variety of courses than is typically available through a prison education department. Many distance learners refer to wanting to use their new-found skills and knowledge to give back to their community after release and this is often coupled with taking responsibility for their former actions. Prisons therefore need to seek to encourage and/or recognize, rather than discourage, the development of such positive identities. This chapter focuses on the perspectives of distance learners, which offer an opportunity to view the unique issue and experiences that such students encounter and the implications for their sense of identity. It is the student's own perspectives on their identities that form the basis for what is presented in this chapter. The students describe these shifts and changes in their self-perceptions as positive and leading to a greater degree of autonomy in their lives. The research consisted of 76 prison-based distance learners completing short-answer questionnaires about their current and previous educational experiences; 47 of the respondents then participated in individual semistructured interviews. Notes and references

Andrews, D. A., Zinger, I., Hoge, R. D., Bonta, J., Gendreau, P., & Cullen, F. T. (1990). Does correctional treatment work? a clinically relevant and psychologically informed meta-analysis. *Criminology*, 28(3), 369-404.

Careful reading of the literature on the psychology of criminal conduct and of prior reviews of studies of treatment effects suggests that neither criminal sanctioning without provision of rehabilitative service nor servicing without reference to clinical principles of rehabilitation will succeed in reducing recidivism. What works, in our view, is the delivery of appropriate correctional service, and appropriate service reflects three psychological principles: (1) delivery of service to higher risk cases, (2) targeting of criminogenic needs, and (3) use of styles and

modes of treatment (e.g., cognitive and behavioral) that are matched with client need and learning styles. These principles were applied to studies of juvenile and adult correctional treatment, which yielded 154 phi coefficients that summarized the magnitude and direction of the impact of treatment on recidivism. The effect of appropriate correctional service (mean phi = .30) was significantly ($p < .05$) greater than that of unspecified correctional service (.13), and both were more effective than inappropriate service (−.06) and non-service criminal sanctioning (−.07). Service was effective within juvenile and adult corrections, in studies published before and after 1980, in randomized and nonrandomized designs, and in diversionary, community, and residential programs (albeit, attenuated in residential settings). Clinical sensitivity and a psychologically informed perspective on crime may assist in the renewed service, research, and conceptual efforts that are strongly indicated by our review.

Rehabilitation

Bonta, J., & Andrews, D. A. (2007). Risk-need-responsivity model for offender assessment and rehabilitation. *Rehabilitation*, 6, 1-22.

The risk-need-responsivity (RNR) model has been widely regarded as the premier model for guiding offender assessment and treatment. The RNR model underlies some of the most widely used risk-needs offender assessment instruments, and it is the only theoretical model that has been used to interpret the offender treatment literature. Recently, the good lives model (GLM) has been promoted as an alternative and enhancement to RNR. GLM sets itself apart from RNR by its positive, strengths-based, and restorative model of rehabilitation. In addition, GLM hypothesizes that enhancing personal fulfillment will lead naturally to reductions in criminogenic needs, whereas RNR posits the reverse direction. In this article the authors respond to GLM's criticisms of RNR and conclude that little substance is added by GLM that is not already included in RNR, although proponents of RNR may learn from the popular appeal that GLM, with its positive, strength-based focus, has garnered from clinicians over the past decade.

Bloom, D. (2006). Employment focused programs for ex-prisoners: What have we learned, what are we learning, and where should we go from here? New York: National Poverty Center.

Detailing programs that combine pre-release and post-release services, this article provides several options and statistics that illustrate how these programs will help. Taken as a whole, these results are not especially encouraging. It is clearly very difficult to increase employment and earnings for disadvantaged men, and there is mixed evidence about whether increasing employment for ex-prisoners leads to reductions in recidivism. Nevertheless, there is some reason to believe that further attention to design and evaluation of prisoner reentry programs may produce useful results. Although the evidence also does not appear to support the conclusion, commonly found in recent reports by some advocates of reentry programs, that we already know what works. As most of the promising findings are from studies that did not use experimental

designs, it is hard to know how much stock to put in those results. Thus, there is a clear need for more definitive

Harper, G. & Chitty, C. (Eds.) (2005). The impact of corrections on re-offending: A review of 'what works'. London: UK Home Office Research, Development and Statistics Directorate.

This report was commissioned by the Home Office to review and update knowledge of 'what works' in corrections to reduce re-offending. The report builds on a review, which assessed the evidence available in the mid-1990s on ways to reduce offending (Goldblatt & Lewis, 1998). The report identifies the policy context in terms of developments in sentencing and recent legislative changes. Against a background of more severe sentencing, rising prison population, increase in community sentences, reduction in use of fines, and the twin aims of the National Offender Management Service (NOMS) to punish offenders and to reduce re-offending, this report reviews the evidence on the impact of corrections on reoffending. First, the report establishes the methodological background to the evidence through assessing the standards of research design, identifying limitations and benefits of reconviction outcomes, and including proposals for refining reconviction measures and incorporating non-reconviction benefits into an integrated model. Secondly, the report identifies factors associated with offending, including problems with education, employment, accommodation, drugs and alcohol, mental health and social networks. The evidence on case management models identifies core principles for effective offender management to support the delivery and effectiveness of interventions to address these problems. Thirdly, the evidence on the effectiveness of offending behaviour programmes (OBPs) in England and Wales, including offence-specific and offender-specific programmes, is reviewed. Fourthly, the evidence on alternative approaches to integrating offenders into the community is reviewed, setting out the penal and probation practice in England and Wales before discussing the evidence of what works in employment, education, accommodation, drug misuse and mental health to integrate offenders into the community. The review concludes with an assessment of the evidence and the quality of the research to highlight improvements that are required in policy design, implementation and evaluation to determine the success of NOMS.

Evaluation of Programs (during and after incarceration)

Steurer, S., Smith, L., & Tracy, A. (2001). OCE/CEA three state recidivism study. Correctional Education Association, 1-65.

This study compared correctional education participants and nonparticipants in Maryland, Minnesota, and Ohio to assess the impact of correctional education on recidivism and post-release employment of inmates. The study attempted to address criticism of previous studies by using a treatment and comparison group, using statistical controls, addressing possible self-selection bias, using more than one measure of recidivism, and using a longer time period. These

two study groups were chosen: offenders who had participated in correctional education, and those who had not. Sociodemographic characteristics of the groups were examined, including age, marital status, education level, and literacy competency. Data was collected from inmate self-report pre-release surveys, institutional/educational records, parole officer surveys, criminal history data, and employment and wage data. Hypotheses were developed that education will result in the following: reduced re-arrest, re-conviction, and re-incarceration, in recidivists committing less serious offences, in greater post-release compliance with parole conditions and pro-social activities, and in higher employment and wages. Correctional education participants in Minnesota and Ohio had statistically significant lower rates of re-arrest, re-conviction, and re-incarceration than non-participants. (Rates were also lower, but not statistically significant, in Maryland.) Overall, participants and non-participants were in compliance with parole. Participants and non-participants were generally employed, at rates that were not statistically different. Participants earned statistically higher wages than non-participants. Several recommendations were made, including increased funding for education and research and improved data collection measures and management. (Contains 29 references.) (SLR)

Borden, C., Richardson, P., & Meyer, S. J. (2012). Establishing Successful Postsecondary Academic Programs; A Practical Guide. *Journal of Correctional Education*, 63(2), 6.

In the current economic climate it is more crucial than ever to select federal spending projects that are visionary as well as cost-effective. Saving money today may well cost money tomorrow. Such is the case with correctional education postsecondary programming. Selling vocational or trade-training for offenders to the general public is much easier than the liberal arts academic degree track. However, the benefits of such academic programming are well-documented. States continue to seek effective programming. Simultaneously, federal funding for postsecondary education in prisons (Community and Transition Training for Incarcerated Individuals Program) was cut 100% for FY 2012. As states consider postsecondary providers and as correctional education leaders and policy makers begin to re-frame postsecondary funding for prisons, this presents an ideal time for outlining steps to establishing these academic programs. This practical guide emanates from three years of conducting and observing research and implementation of such programming.

A large body of research has documented the relationship between participation in prison educational programs and reduced rates of recidivism, post-release employment and education, and other public cost savings, such as reduced criminal justice costs and reduced reliance on welfare and other public programs. Further, several studies have documented substantial long-term public cost savings associated with correctional education including: higher levels of employment increasing the tax base; wage-earners supporting families resulting in a fewer citizens reliant on social welfare programs; and ending the cycle of intergenerational poverty, illiteracy, and crime. (Batiuk, McKeever, & Wilcox, 2005; Bazos & Hausman, 2004; Coley & Barton, 2006; Erisman & Contardo, 2005; Fine et al., 2001 ; Gaes, 2008; MTC Institute, 2003;

Steurer, Smith, & Tracy, 2001). For example, the Three State Recidivism Study, conducted by the Correctional Education Association, concluded that participation in correctional education programs reduced the probability of subsequent incarceration by 29% (Steurer, Smith, & Tracy, 2001).

Bazos, A., & Hausman, J. (2004). *Correctional education as a crime control program*. UCLA School of Public Policy and Social Research, Department of Policy Studies.

This study compares the cost-effectiveness of these two crime control methods - educating prisoners and expanding prisons. One million dollars spent on correctional education prevents about 600 crimes, while that same money invested in incarceration prevents 350 crimes. Correctional education is almost twice as cost-effective as a crime control policy. And this study indicates that correctional education may actually create long-run net cost savings. Inmates who participate in education programs are less likely to return to prison. For each re-incarceration prevented by education, states save about \$20,000. One million dollars invested in education would prevent 26 re-incarcerations, for net future savings of \$600,000.

Human Impact Partners. (2015). *Turning on the tap: how returning access to tuition assistance for incarcerated people improves the health of New Yorkers*.

This Health Impact Assessment shows an additional benefit to the already existing knowledge of crime recidivism being lower after education has been received by prisoners. It shows that the relatively small investment in tuition assistance for incarcerated people will result in not only reduced crime rates, but health benefits – not just for those who receive a college education while in prison, but for their families, communities and our society as a whole. Drawing conclusions from several different studies and referencing more than one hundred sources, the proposed idea to fund prisoner education, through TAP and the federal Pell grant, is well supported.

Petersilia, J. 2003. *When prisoners come home: Parole and prisoner reentry*. New York, NY: Oxford University Press.

Drawing on dozens of interviews with inmates, former prisoners, and prison officials, Joan Petersilia convincingly shows us how the current system is failing to help the enormous numbers of jailed Americans reenter society. Unwilling merely to sound the alarm, Petersilia explores the harsh realities of prisoner reentry and offers specific solutions to prepare inmates for release, reduce recidivism, and restore them to full citizenship, while never losing sight of the demands of public safety. (has a strong tone against prisons and incarceration **** be careful when using this)

They use the term of “principle of least eligibility” in regard to prisoners being the least eligible to get an education. This is how many people view the incarcerated population.

Costelloe, A. (2014). Learning for Liberation, Teaching for Transformation: Can Education in Prison Prepare Prisoners for Active Citizenship?. *Irish Journal of Applied Social Studies*, 14(1), 4.

The idea that education can imbue the learner with the skills, values and attitudes necessary for active citizenship has come to permeate mainstream educational discourse. This paper examines the relevance of that discourse for prison education and considers what it may have to offer the prison learner? It suggests that it has much to offer because 'citizenship' is itself a learning process that instills developmental and transformative change. Thus, prison educators should not only think of learning as a key dimension of citizenship but citizenship as a key dimension of learning. Accordingly, 'civic competency' should be seen to be just one more 'literacy' prisoners need to master in order to lessen their educational, social and political marginalisation. The paper concludes with the argument that civic competency can be taught best within the paradigm of transformative learning because that ideology and approach is focused less on enabling prisoners to know their place in society and more on enabling them re-conceptualise their place in society.

Behan, C. (2014). Learning to escape: Prison education, rehabilitation and the potential for transformation. *Journal of Prison Education and Reentry*,1(1), 20-31.

This article examines motivations behind participation in education based on interviews with Irish prisoners. It begins by considering the relationship between education and rehabilitation, especially the latter's re-emergence in a more authoritarian form. Drawing on results from the research, this article argues that the educational approach, culture and atmosphere are particularly important in creating a learning environment in prison. It makes the case that educational spaces which allow students to voluntarily engage in different types of learning, at their own pace, at a time of their choosing, can be effective in encouraging prisoners to engage in critical reflection and subsequently, to move away from criminal activity. It locates education in prison within a wider context and concludes that while prison education can work with, it needs to distinguish itself from, state-sponsored rehabilitation programmes and stand on the integrity of its profession, based on principles of pedagogy rather than be lured into the evaluative and correctional milieu of modern penality.

Winterfield, L., Coggeshall, M., Burke-Storer, M., Correa, V., & Tidd, S. (2009). The effects of postsecondary correctional education: Final report. Washington, DC: The Urban Institute, Justice Policy Center

This study assesses the effect of participation in college-level Post-Secondary Education (PSE) on both inmates and institutions. On the inmate level, the effect of participation in college-level education courses on institutional adjustment and recidivism is examined. On the institutional level, the study assesses effect on facility-levels of misconduct. Variance in delivery models such as on-site and distance learning instruction is also examined.

Duwe, G., & Clark, V. (2014). The effects of prison-based educational programming on recidivism and employment. *The Prison Journal*, 94(4), 454-478.

This study evaluated the effectiveness of prison-based educational programming by examining the effects of obtaining secondary and post-secondary degrees on recidivism and post-release employment outcomes among offenders released from Minnesota prisons between 2007 and 2008. Obtaining a secondary degree in prison significantly increased the odds of securing post-release employment but did not have a significant effect on recidivism or other employment measures such as hourly wage, total hours worked, or total wages earned. Earning a post-secondary degree in prison, however, was associated with greater number of hours worked, higher overall wages, and less recidivism.

Transformation of our View of the Incarcerated Person

Lewis, D. A. (1990). From programs to lives: A comment. *American Journal of Community Psychology*, 18(6), 923-926.

The book discusses the need to focus on the person's life, instead of "our usual framework". Program evaluation sometimes overemphasizes statistically verifiable outcomes instead of actual, demonstrated life improvement. That is why he claims that "researchers should study lives, placing programs in the background and putting the person in the foreground." For that reason, this project is about 'prisoner' education, not 'prison' education.

Maruna, S., & LeBel, T. (2010). The desistance paradigm in correctional practice: From programmes to lives. *Offender supervision: New directions in theory, research and practice*, 65-89.

This review article describes an advocacy for evidence-based practice on desistance theory and the need for it to be in rehabilitation work. The review entails ideas which go against current reform norms and towards prosocial labeling and perspective, using many different studies as examples for the article.

Burnett, R., & Maruna, S. (2006). The kindness of prisoners Strengths-based resettlement in theory and in action. *Criminology and Criminal Justice*, 6(1), 83-106.

This article explores the notion of 'strengths-based' offender reintegration for prisoners returning to the community. First, we briefly explore the normative and empirical theory underlying this

approach. Next, we present evidence from a case study the authors have undertaken on a particularly interesting example of strengths-based resettlement in action. It illustrates the tensions that occur when risk-based policies collide with strengths-based opportunities. The lessons learned in this case study are then used to develop further theoretical understandings behind a strengths-based resettlement approach.

Costelloe, A. & Warner, K. (2008). Beyond ‘offending behaviour’: The Wider perspectives of adult education and the European Prison Rules. In R. Wright (Ed.), In the borderlands: Learning to teach in prisons and alternative settings (3rd ed.). San Bernardino: California State University.

The main purpose of this article is to question the view on, and practice in, prisons. The researchers assert the fault does not lie within the current system but the unquestioned acceptance of it. Despite the different way of thinking provided within this article, it stays with current rules (European) and attempts to explain them more thoroughly and with differing points of view derived from related articles and studies.

Ward, T., & Stewart, C. (2003). *Criminogenic needs and human needs: A theoretical model. Psychology, Crime, and Law, 9, 125-143.*

Over the last two decades, empirical evidence has increasingly supported the view that it is possible to reduce reoffending rates by treating or rehabilitating offenders rather than simply punishing them. In fact, this shift from a punishment to a rehabilitation model is arguably one of the most significant events in modern correctional policy. Criminogenic needs, dynamic risk factors, have been the focus of a considerable amount of research and are viewed as primary intervention targets. Drawing from the correctional, psychological, philosophical, and social policy literature, we distinguish between instrumental and categorical needs. The latter are derived from assumptions about human nature and provide the theoretical grounds for the former, as well as for criminogenic needs. We argue that an enriched concept of needs embedded in the notion of human well being, can provide a coherent conceptual basis for rehabilitation and also avoid the problems apparent in the concept of criminogenic needs. From this perspective, criminogenic needs are usefully construed as the internal and external *obstacles* associated with need distortion. Therefore, they are directly linked to basic need distortion and the absence of the internal and external conditions necessary for a person to lead a fulfilling life. Finally, we outline a possible framework utilising categorical needs and discuss the clinical and policy implications of our perspective.

Van Voorhis, P., & Salisbury, E. (2013). *Correctional counseling and rehabilitation. Routledge.*

This text presents foundations of correctional intervention, including overviews of the major systems of therapeutic intervention, diagnosis of mental illness, and correctional assessment and classification. Its detailed descriptions and cross-approach comparisons can help students prepare

for a career in correctional counseling and can help working professionals better determine which techniques might be most useful in their particular setting. Divided into five parts: (1) A Professional Framework for Correctional Counseling; (2) Understanding the Special Challenges Faced by the Correctional Counselor in the Prison Setting; (3) Offender Assessment, Diagnosis, and Classification; (4) Contemporary Approaches to Correctional Counseling and Treatment, (5) Interventions for Special Populations, and (6) Putting it all together.

Maruna, S. (2001). *Making good: How ex-convicts reform and rebuild their lives*. American Psychological Association.

The author's research shows that criminals who desist from crime have constructed powerful narratives that aided them in making sense of their pasts, finding fulfillment in productive behaviors, and feeling in control of their future. Borrowing from the field of narrative psychology, Maruna argues that to truly understand offenders, we must understand the stories that they tell—and that in turn this story-making process has the capacity to transform lives. *Making Good* challenges some of the cherished assumptions of various therapy models for offenders and supports new paradigms for offender rehabilitation.

Roundtree, G. A. (1982). *The Effects of Education on Self-Esteem of Male Prison Inmates*. *Journal of Correctional Education*, 32(4), 12-18.

Describes an investigation into the effects of a mathematical educational model on prison inmate self-esteem. The study found that such a model did increase self-esteem and showed specific potential as a vehicle for raising the self-esteem of Black males. (CT)

Frank, J. B., Omstead, J. A., & Pigg, S. A. (2012). *The missing link: Service-learning as an essential tool for correctional education*. *Journal of Correctional Education*, 63(1), 24.

This article reports the results of a Participatory Action Research (PAR) study conducted by a university faculty member and two incarcerated college graduates in Indiana. The research team designed and piloted a service-learning program specifically aimed at college-level inmates in a maximum security prison. This qualitative study used phenomenology to integrate prisoners' experience and reality toward the creation of a flexible model of service-learning that can be replicated in college programs in prisons throughout the state. The Participatory Action Research process revealed critical insights about postsecondary education in prison and points to service-learning as the missing link between academic knowledge and its application towards civic development, which is vital for a prisoner's success upon release.

Female Offenders/ Gender Differences

Dowden, C., & Andrews, D. A. (1999). What works for female offenders: A meta-analytic review. *Crime & Delinquency*, 45(4), 438-452.

Although the question of what works for general offender populations has received considerable attention within the rehabilitation literature, very little research has examined female offenders. The present investigation examined the principles of effective correctional treatment for female offenders through a meta-analytic review. The results indicated that the clinically relevant and psychologically informed principles of human service, risk, need, and responsivity identified in past meta-analytic reviews were associated with enhanced reductions in reoffending.

Rumgay (2004)

The author explores some theoretical perspectives that, together, might aid development of a heuristic understanding of female desistance from crime: opportunity; identity; scripts; self-efficacy; and resilience. For an opportunity for desistance to be seized, it must not only present itself to the offender, but also be both recognised and valued as such. It is suggested that successful desistance from crime may be rooted in recognition of an opportunity to claim an alternative, desired and socially approved personal identity. Certain common identities that may present themselves as available (for example, mother) may also provide a 'script' by which to enact a conventional, pro-social social role. Accessibility of such a skeleton script enhances confidence in the ability to enact it successfully, thus altering the woman's sense of self-efficacy. Studies of resilience and coping further illuminate the skills and strategies that may be utilised to protect and perpetuate a newly acquired self-identity. The author concludes by drawing some implications for rehabilitation efforts based on such an understanding of female desistance.

Fine, M., Torre, M. E., Boudin, K., Bowen, I., Clark, J., Hylton, D., Martinez, M.; Missy; Roberts, R.; Smart, P.; Upegui, D. (2001). *Changing Minds: The Impact of College in a Maximum-Security Prison. Effects on Women in Prison, the Prison Environment, Reincarceration Rates and Post-Release Outcomes.*

The impact of college on women in a maximum-security prison was examined in a 3-year study of current and former inmates of New York's Bedford Hills Correctional Facility (BHCF). The data sources were as follows: (1) a review of program records; (2) one-on-one interviews of 65 inmates conducted by 15 inmates; (3) focus groups with 43 women in BHCF (including dropouts, women in adult basic education, women in college, and college leaders/mentors); (4) interviews with 20 former inmates of BHCF; (5) interviews with 6 corrections administrators and officers; (6) focus groups with and surveys of 50 educators; (7) qualitative tracking of women who did and did not attend college while at BHCF; and (8) a cost-benefit analysis of BHCF's college-bound program. The recidivism rates for women with and without college in prison were 7.7% and 29.9%, respectively. The interviews with prison officials, inmates, and faculty

confirmed that college programs make the prison environment safer and more manageable. College was credited with heightening the female inmates' sense of personal responsibility and promoting successful transitions out of prison. (The racial/ethnic distribution of the inmate and former inmate samples and a 21-item annotated bibliography are appended. Eighty-four report references and 72 suggestions for further reading are listed.) (MN)

Salisbury, E. J., & Van Voorhis, P. (2009). Gendered Pathways A Quantitative Investigation of Women Probationers' Paths to Incarceration. *Criminal justice and behavior*, 36(6), 541-566.

Although qualitative research in the area of gender-responsive offending pathways has grown extensively, little quantitative work has been conducted. This study utilizes interview and survey data to assess various gender-responsive needs with an intake cohort of 313 women probationers. Using a path analytic approach, the study statistically supported three gendered pathways to women offenders' incarceration: (a) a pathway beginning with childhood victimization that contributed to historical and current forms of mental illness and substance abuse; (b) a relational pathway in which women's dysfunctional intimate relationships facilitated adult victimization, reductions in self-efficacy, and current mental illness and substance abuse; and (c) a social and human capital pathway in which women's challenges in the areas of education, family support, and self-efficacy, as well as relationship dysfunction, contributed to employment/financial difficulties and subsequent imprisonment. Support for such gendered pathways has implications for both criminological explanations of female offending and correctional interventions for women.

Bloom, B., Owen, B., & Covington, S. (2003). Gender-responsive strategies. *Research, practice and guiding principles for women offenders*, 31-48.

With a long list of cited works regarding women offenders from various professions and studies, this work also includes 40 individual and group interviews with policymakers, managers, line staff, and women offenders in all phases of the criminal justice system throughout the country. Study findings indicate that consideration of the differences in male and female pathways into criminality, their differential response to custody and supervision, and other differing realities of the two genders can lead to better outcomes for both men and women offenders in institutional and community settings. Policies, programs, and procedures that reflect these empirical, gender-based differences can accomplish the following: Make the management of women offenders more effective, enable correctional facilities to be more suitably staffed and funded, decrease staff turnover and sexual misconduct, improve program and service delivery, decrease the likelihood of litigation against the criminal justice system, increase the gender-appropriateness of services and programs.

Simpson, S. S., Yahner, J. L., & Dugan, L. (2008). Understanding women's pathways to jail: Analysing the lives of incarcerated women. *Australian & New Zealand Journal of Criminology*, 41(1), 84-108.

Some researchers suggest that crime pathways are gendered and that different paths may be revealed depending on the point of contact with the criminal justice system. Drawing from the feminist and age-of-onset literatures, we examine the life experiences of a sample of 'high-risk' women to assess whether their offending pathways into jail are consistent with those predicted by earlier research. We find substantial overlaps with feminist pathways, but notable differences as well — differences that may lie with which populations are under study (jailed and awaiting trial/disposition versus convicted felons; by racial composition). Sorting the women by onset age (early, adolescent, and adult), we discover a sizeable group of adult onset offenders (54%). Compared with those who begin offending earlier, these late onset women appear to have distinct risk factors.

Block, C. R., Blokland, A. A., van der Werff, C., van Os, R., & Nieuwebeerta, P. (2010). Long-term patterns of offending in women. *Feminist Criminology*, 5(1), 73-107.

The empirical and theoretical knowledge base on criminal careers is heavily influenced by data on boys and men. What pathways do women follow in and out of crime through their adulthood? With data from the Criminal Career and Life-Course Study, this article describes the criminal careers of 432 women and 4,180 men, a representative sample of all those who had a criminal case adjudicated in 1977 with retrospective criminal histories up to age 12 and prospective data to death or 2003. Comparing women and men, this article describes life-span patterns of prevalence, onset, duration, termination, frequency, crime mix, and overall trajectories and discusses implications for practice and for developmental and life-course theory.

Reisig, M. D., Holtfreter, K., & Morash, M. (2006). Assessing recidivism risk across female pathways to crime. *Justice Quarterly*, 23(3), 384-405.

Actuarial tools, such as the Level of Supervision Inventory—Revised (LSI-R), are regularly used to classify offenders as “high,” “medium,” and “low” recidivism risks. Its supporters argue the theory upon which the LSI-R rests (i.e., social learning theory) accounts for criminal behavior among men and women. In short, the LSI-R is gender-neutral. Feminist criminologists question the LSI-R's validity for female offender populations, especially women under community supervision. Guided by Daly's (1992, 1994) pathways to crime framework, we use a sample of women under community supervision in Minnesota and Oregon to evaluate the LSI-R's performance across offender subgroups. The results show that the LSI-R misclassifies a significant portion of socially and economically marginalized women with gendered offending contexts. Predictive accuracy was observed for women who did not follow gendered pathways into criminality, whose offending context was similar to males, and who occupied a relatively advantaged social location.

Drapalski, A. L., Youman, K., Stuewig, J., & Tangney, J. (2009). Gender differences in jail inmates' symptoms of mental illness, treatment history and treatment seeking. *Criminal Behaviour and Mental Health, 19(3), 193-206.*

BACKGROUND:

Rates of mental illness among prisoners are substantial, but little is known about the unique mental health needs of women in jail, those under pre-trial custodial remand or serving short sentences.

AIMS:

To compare male and female jail inmates along a wide range of symptoms of mental illness using identical assessment methods, and to examine gender differences in treatment seeking before and during incarceration.

METHODS:

Soon after incarceration in a county jail, 360 male and 154 female pre-trial and post-trial inmates completed the Personality Assessment Inventory, a wide-ranging measure of psychiatric symptoms. Treatment seeking information was taken from official jail records.

RESULTS:

Women were more likely to report clinically significant symptoms of anxiety, borderline personality features, somatic concerns and trauma-related symptoms; however, trauma-related symptoms and borderline features were also common among male inmates. Although both men and women reported high rates of drug-related problems, alcohol-related problems were twice as prevalent among male inmates. Female inmates were more likely to seek and be enrolled in jail-based treatment; there were no differences in reported help seeking prior to incarceration.

CONCLUSIONS:

Female jail inmates are especially in need of mental health services. Effective interventions for post-traumatic stress disorder and borderline personality disorder are needed in jail settings for both male and female inmates during incarceration and upon release.

Zlotnick, C., Clarke, J. G., Friedmann, P. D., Roberts, M. B., Sacks, S., & Melnick, G. (2008). Gender differences in comorbid disorders among offenders in prison substance abuse treatment programs. *Behavioral sciences & the law, 26(4), 403-412.*

This study examined gender differences in a range of lifetime psychiatric disorders in a sample of 272 offenders newly admitted to a prison substance abuse program. Although these men and women did not differ in severity of substance use in the six months prior to incarceration, women were significantly more likely than men to report a lifetime psychiatric disorder and a lifetime severe disorder. Furthermore, gender differences emerged in the pattern of lifetime psychiatric comorbidity. Women reported greater lifetime major depression, posttraumatic stress disorder, eating disorder, and borderline personality disorder; men were more likely than women to meet criteria for antisocial personality disorder. Additionally, female offenders were found to have a higher degree of internalizing disorders than male offenders, but there were no gender differences in degree of externalizing disorders. The study concluded that women offenders

newly admitted to a prison substance abuse program present with a greater psychiatric vulnerability and a different pattern of psychiatric comorbidity than their male counterparts.

Belknap, J., & Holsinger, K. (2006). The gendered nature of risk factors for delinquency. *Feminist Criminology*, 1, 48-71.

Traditional delinquency theories typically exclude girls and examine economic marginalization as the primary risk factor for boys. More recent mainstream theories expand the childhood strains associated with delinquency but fail to account for the link between childhood abuses and subsequent offending reported in the feminist pathways studies of girls and women. In addition, policies since the 1990s request the development of “gender-specific services” for delinquent girls without examining how the risks are gendered. This study of 444 incarcerated youths’ self-reports indicates the contribution of feminist pathways to better understand the risks associated with and improve the responses to girls’ and boys’ delinquency by examining demographic, abuse, family, school and peer, and self-esteem variables.

Calhoun, S., Messina, N., Cartier, J., & Torres, S. 2010. *Implementing Gender-Responsive Treatment for Women in Prison: Client and Staff Perspectives*. Federal Probation. December 2010 Newsletter.

This study details several reasons for its implementation of The Helping Women Recover program, it is organized into four modules that address the areas that researchers have identified as necessary for women to work on in order to facilitate recovery and to avoid relapse: self, relationships, sexuality, and spirituality. In addition the Beyond Trauma curriculum was implemented, women begin a process of understanding what has occurred in their past (i.e., sexual or physical abuse, or other victimization) that has been traumatizing, and learn ways to develop. The participants in the women-focused program at the time the study was conducted were 53 percent Caucasian, 20 percent African American, 18 percent Hispanic, and 9 percent “other ethnicity.” Of these, 47 percent reported never being married, 36 percent were divorced or separated, 12 percent were married and 5 percent were widowed. The women ranged in age between 18 and 54 years, with a mean age of 36 years (SD=9.3). They had a mean of 11 years of education (SD=1.7). Approximately 58 percent of the women were not in the labor force in the year prior to incarceration and another 18 percent were unemployed. Women working part time accounted for 14 percent and the remaining 10 percent were employed full time. Additionally, women reported a mean average lifetime period of incarceration of 4.8 years at treatment admission. Resulted in positive development of habits according to client focus groups.

Covington, S. S., & Bloom, B. E. (2007). Gender responsive treatment and services in correctional settings. *Women & Therapy*, 29(3-4), 9-33.

As the number of women under correctional supervision continues to increase, there is an emerging awareness that women offenders present different issues than their male counterparts. This paper addresses the importance of gender in terms of program design and delivery and

describes the context for the development of effective gender-responsive programming for women. Using the pathways theory of women's criminality, the elements that should be considered in women's treatment and services are addressed, such as: program environment/culture, staff competencies, theoretical foundation, treatment modalities, reentry issues, and collaboration. The content of gender-responsive programming that integrates substance abuse and trauma services is also discussed.

Van Voorhis, P., Wright, E. M., Salisbury, E., & Bauman, A. (2010). Women's Risk Factors and Their Contributions to Existing Risk/Needs Assessment The Current Status of a Gender-Responsive Supplement. *Criminal Justice and Behavior*, 37(3), 261-288.

A growing body of scholarship faults existing risk/needs assessment models for neglecting the risk factors most relevant to women offenders. In response, a series of gender-responsive assessment models were tested for their contributions to widely used gender-neutral risk needs assessments. In six of eight samples studied, subsets of the gender-responsive scales achieved statistically significant contributions to gender-neutral models. Promising results were found for the following: (a) parental stress, family support, self-efficacy, educational assets, housing safety, anger/hostility, and current mental health factors in probation samples; (b) child abuse, anger/hostility, relationship dysfunction, family support, and current mental health factors among prisoners; and (c) adult victimization, anger/hostility, educational assets, and family support among released inmates. The predictive validity of gender-neutral assessments was strong in seven of eight samples studied. However, findings for both gender-neutral and gender-responsive domains suggested different treatment priorities for women from those currently put forward in correctional theory and policy.

Self-Analysis/ offender interviews

Leibrich, J. (1996) 'The role of shame in going straight: a study of former offenders', in: B. Galaway and J. Hudson (Eds.), *Restorative Justice: International Perspectives*, Monsey, NY.: Criminal Justice Press.

A study of former offenders found that shame was a significant feature in decisions to go straight. It was the most commonly mentioned reason for going straight and the most commonly mentioned cost of offending. Three kinds of shame were evident: public humiliation, personal disgrace, and private remorse. Private remorse was the most influential and was triggered by an individual offending their personal morality- coming to think that their offending was wrong. There needs to be a strategic framework which simultaneously increase the costs of offending and benefits of desisting, and decreases the benefits of offending and costs of desisting. Restorative programs need to encourage offenders to evaluate a cost-benefit analysis of continuing to offend. Reintegrative shaming can be part of the this process and is likely to be the most effective when it results both in personal disgrace and private remorse. Offenders need

support to go straight, and shaming which continues beyond their decision to go straight may impede them.

Parker, E. A. (1990). The social-psychological impact of a college education on the prison inmate. *Journal of Correctional Education*, 140-146.

Interviews with 301 (of 375) inmates determined levels of educational attainment while in prison. Self-esteem as measured by Rosenberg's scale and self-efficacy and social competence as measured by the Adolescent Problems Inventory. Relationships between education and either self-esteem or competence were significant. Length of time served may have confounded the relationship between education and efficacy. (SK)

Patzelt, H., Williams, T. A., & Shepherd, D. A. (2014). Overcoming the walls that constrain us: The role of entrepreneurship education programs in prison. *Academy of Management Learning & Education*, 13(4), 587-620.

Although the number of prisoners has risen globally, educational efforts to help them return to society as productive members have yielded only mixed results. We propose that entrepreneurship education might be particularly valuable for prisoners because self-employment as an occupational career path can help overcome potential employers' discriminatory attitudes toward ex-prisoners, and by developing an entrepreneurial mind-set, individuals whose career paths have been terminated can begin to form an attitudinal foundation from which to rebuild a future. Using a multiple case study method to analyze 12 participants of a European prison entrepreneurship educational program, we find that without a “personal agency mind-set—namely, the set of assumptions, belief systems, and self-regulation capabilities through which individuals intentionally exercise influence (i.e., act) as opposed to residing as a discrete entity (i.e., acted upon)—prisoners were unable to make sense of the past or orient themselves toward the future, both of which are necessary to identify and develop opportunities and ultimately to persist with an entrepreneurship educational program. Rather than being an *outcome* of an entrepreneurship education program, recognizing a potential opportunity was a critical *input* to successful completion. We found that recognizing a potential opportunity is an important vehicle for transforming prisoners' attitudes toward entrepreneurship, imprisonment, and other individuals.

Note. All data were derived from primary interviews and were supplemented with the secondary sources as described in “data” section of the paper. Sections of data were coded (low, medium, high) by two researchers at the first-order code, theoretical category and subcategory, and aggregate dimension levels.

Analysis on mindfulness research/ cognitive research

Shonin, E., Van Gordon, W., & Griffiths, M. D. (2013). Mindfulness-based interventions: towards mindful clinical integration. *Frontiers in psychology, 4*.

In this study on Mindfulness Based Interventions (MBIs) across the world, it depicted the many different applications they have in treating physical and mental illness. Studies included up to 19,000 participants. MBIs proved to not only be versatile, but cost effective as well. Despite the findings there were still limitations when it came to continuity of study parameters, and some with population size. The authors called for more studies on the subject of MBIs due to their increasing usefulness and the lack of clear, empirical knowledge on the subject.

Perelman, A. M., Miller, S. L., Clements, C. B., Rodriguez, A., Allen, K., & Cavanaugh, R. (2012). Meditation in a deep south prison: A longitudinal study of the effects of vipassana. *Journal of Offender Rehabilitation, 51*, 176–198.

In an era marked by pronounced overcrowding, including an increasing number of offenders serving long-term sentences, correctional systems continue to search for innovative and effective treatments. Few jurisdictions have attempted non-Western approaches such as meditative practice to reduce stress, conflict, and rule infractions. The current study examined the psychological and behavioral effects of intensive ten-day Vipassana Meditation (VM) retreats in a maximum security prison. VM goals and practice are consistent with evidence-based methods such as cognitive behavioral treatment and Risk-Need-Responsivity principles, as well as newer conceptions such as the Good Lives Model. Long-term offenders were followed over a one-year period. These included three retreat cohorts (n = 60) as well as an alternative treatment comparison group (n = 67). Pretreatment measures assessed mindfulness, anger, emotional intelligence, and mood states. Baseline rates of prison infractions, segregation time, and health visits were also recorded. VM participants achieved enhanced levels of mindfulness and emotional intelligence and had decreased mood disturbance relative to a comparison group. Both groups' rates of behavioral infractions were reduced at one-year follow-up. Clinically, VM holds promise for addressing self-regulation and impulse control, among other barriers to prisoner adjustment and community reentry. Additional study of VM across diverse offender groups is warranted.

Hawkins, M. A. (2003). Effectiveness of the “Transcendental Meditation” program in criminal rehabilitation and substance abuse recovery: A review of the research. *Journal of Offender Rehabilitation, 36*, 47–65.

This article reviews research on the Transcendental Meditation (TM)¹ program relevant to the treatment and prevention of criminal behavior and substance abuse. Over the past 30 years, 39 studies have been conducted on the rehabilitative effects of the TM program. These studies have involved various populations, including at-risk youths, participants in treatment programs, and incarcerated offenders. A few studies examined the effects of the TM program in the general population on use of alcohol, cigarettes, and non-prescribed drugs. Longitudinal, random-assignment studies with objective measures confirm the results of retrospective studies and other

earlier research. Incarcerated offenders show rapid positive changes in risk factors associated with criminal behavior, including anxiety, aggression, hostility, moral judgment, in-prison rule infractions, and substance abuse. The substance abuse studies, taken together, indicate that the TM program reduces substance use as well as a number of the risk factors that underlie substance dependence, particularly anxiety, depression, neuroticism, and other forms of psychological distress. The TM program also produces a wide range of improvements in psychophysiological well-being, as indicated by better psychological health, enhanced autonomic functioning, and improved neuroendocrine balance. The changes in psychological health appear significant for long-term outcomes, as indicated by the lower recidivism rates for parolee practitioners of the TM technique and lower relapse rates for addicts. As a whole, these studies indicate that practice of the TM technique is an effective approach to rehabilitation for individuals prone to criminal behaviors and addictions.

Simpson, T. I., Kaysen, D., Bowen, S., MacPherson, L. M., Chawla, N., Blume, A., et al. (2007). PTSD symptoms, substance use, and vipassana meditation among incarcerated individuals. *Journal of Traumatic Stress, 20*, 239–249.

The present study evaluated whether Posttraumatic Stress Disorder (PTSD) symptom severity was associated with participation and treatment outcomes comparing a Vipassana meditation course to treatment as usual in an incarcerated sample. This study utilizes secondary data. The original study demonstrated that Vipassana meditation is associated with reductions in substance use. The present study found that PTSD symptom severity did not differ significantly between those who did and did not volunteer to take the course. Participation in the Vipassana course was associated with significantly greater reductions in substance use than treatment as usual, regardless of PTSD symptom severity levels. These results suggest that Vipassana meditation is worthy of further study for those with comorbid PTSD and substance use problems.

Zgierska, A., Rabago, D., Chawla, N., Kushner, K., Koehler, R., & Marlatt, A. (2009). Mindfulness meditation for substance use disorders: A systematic review. *Substance Abuse, 30*(4), 266-294.

Relapse is common in substance use disorders (SUDs), even among treated individuals. The goal of this article was to systematically review the existing evidence on mindfulness meditation-based interventions (MM) for SUDs. The comprehensive search for and review of literature found over 2000 abstracts and resulted in 25 eligible manuscripts (22 published, 3 unpublished: 8 randomized controlled trials, 7 controlled nonrandomized, 6 noncontrolled prospective, and 2 qualitative studies, and 1 case report). When appropriate, methodological quality, absolute risk reduction, number needed to treat, and effect size were assessed. Overall, although preliminary evidence suggests MM efficacy and safety, conclusive data for MM as a treatment of SUDs are lacking. Significant methodological limitations exist in most studies. Further, it is unclear which persons with SUDs might benefit most from MM. Future trials must be of sufficient sample size

to answer a specific clinical question and should target both assessment of effect size and mechanisms of action.

Bowen, S., Witkiewitz, K., Dillworth, T. M., Chawla, N., Simpson, T. L., Ostafin, B. D., ... & Marlatt, G. A. (2006). Mindfulness meditation and substance use in an incarcerated population. *Psychology of addictive behaviors, 20(3), 343.*

Despite the availability of various substance abuse treatments, alcohol and drug misuse and related negative consequences remain prevalent. Vipassana meditation (VM), a Buddhist mindfulness-based practice, provides an alternative for individuals who do not wish to attend or have not succeeded with traditional addiction treatments. In this study, the authors evaluated the effectiveness of a VM course on substance use and psychosocial outcomes in an incarcerated population. Results indicate that after release from jail, participants in the VM course, as compared with those in a treatment-as-usual control condition, showed significant reductions in alcohol, marijuana, and crack cocaine use. VM participants showed decreases in alcohol-related problems and psychiatric symptoms as well as increases in positive psychosocial outcomes. The utility of mindfulness-based treatments for substance use is discussed.

Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of personality and social psychology, 95(5), 1045.*

B. L. Fredrickson's (1998, 2001) broaden-and-build theory of positive emotions asserts that people's daily experiences of positive emotions compound over time to build a variety of consequential personal resources. The authors tested this *build hypothesis* in a field experiment with working adults (n = 139), half of whom were randomly-assigned to begin a practice of loving-kindness meditation. Results showed that this meditation practice produced increases over time in daily experiences of positive emotions, which, in turn, produced increases in a wide range of personal resources (e.g., increased mindfulness, purpose in life, social support, decreased illness symptoms). In turn, these increments in personal resources predicted increased life satisfaction and reduced depressive symptoms. Discussion centers on how positive emotions are the mechanism of change for the type of mind-training practice studied here and how loving-kindness meditation is an intervention strategy that produces positive emotions in a way that outpaces the *hedonic treadmill* effect. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Klimecki, O. M., Leiberg, S., Lamm, C., & Singer, T. (2012). Functional neural plasticity and associated changes in positive affect after compassion training. *Cerebral Cortex, bhs142.*

The development of social emotions such as compassion is crucial for successful social interactions as well as for the maintenance of mental and physical health, especially when

confronted with distressing life events. Yet, the neural mechanisms supporting the training of these emotions are poorly understood. To study affective plasticity in healthy adults, we measured functional neural and subjective responses to witnessing the distress of others in a newly developed task (Socio-affective Video Task). Participants' initial empathic responses to the task were accompanied by negative affect and activations in the anterior insula and anterior medial cingulate cortex—a core neural network underlying empathy for pain. Whereas participants reacted with negative affect before training, compassion training increased positive affective experiences, even in response to witnessing others in distress. On the neural level, we observed that, compared with a memory control group, compassion training elicited activity in a neural network including the medial orbitofrontal cortex, putamen, pallidum, and ventral tegmental area—brain regions previously associated with positive affect and affiliation. Taken together, these findings suggest that the deliberate cultivation of compassion offers a new coping strategy that fosters positive affect even when confronted with the distress of others.

Gilbert, P., & Procter, S. (2006). Compassionate mind training for people with high shame and self-criticism: Overview and pilot study of a group therapy approach. *Clinical Psychology and Psychotherapy*, 13(6), 353.

Compassionate mind training (CMT) was developed for people with high shame and self-criticism, whose problems tend to be chronic, and who find self-warmth and self-acceptance difficult and/or frightening. This paper offers a short overview of the role of shame and self-criticism in psychological difficulties, the importance of considering different types of affect system (activating versus soothing) and the theory and therapy process of CMT. The paper explores patient acceptability, understanding, abilities to utilize and practice compassion focused processes and the effectiveness of CMT from an uncontrolled trial. Six patients attending a cognitive-behavioural-based day centre for chronic difficulties completed 12 two-hour sessions in compassionate mind training. They were advised that this was part of a research programme to look at the process and effectiveness of CMT and to become active collaborators, advising the researchers on what was helpful and what was not. Results showed significant reductions in depression, anxiety, self-criticism, shame, inferiority and submissive behaviour. There was also a significant increase in the participants' ability to be self-soothing and focus on feelings of warmth and reassurance for the self. Compassionate mind training may be a useful addition for some patients with chronic difficulties, especially those from traumatic backgrounds, who may lack a sense of inner warmth or abilities to be self-soothing.

Condon, P., Desbordes, G., Miller, W. B., & DeSteno, D. (2013). Meditation increases compassionate responses to suffering. *Psychological science*, 24(10), 2125-2127.

This 8 week study held meditation seminars each week, along with supplemented meditations for participants (n=39). They were randomly assigned to either the meditation group, or a control wait list. This study shows the steps taken, as well as how effective meditation was in increasing compassion.

Emotion Research

Novaco, R. W. (2007). Anger dysregulation. In T. A. Cavell, & K. T. Malcolm (Eds.), Anger, aggression, and interventions for interpersonal violence (pp. 3–54). Mahwah, NJ: Erlbaum.

Anger has had insufficient priority in the forensic field. From classical scholarship to contemporary neuroscience, anger has been known for its dynamic bearing on violence risk and for its involvement in psychiatric disorders. Anger is intrinsically and reciprocally related to threat perception, and it impels violent behavior in the absence of self-regulatory controls. Focus is given to what has been learned in forensic domains about anger as an impetus for the violent behavior of offenders. Issues bearing on anger assessment in forensic settings are discussed. Topics for further engagement in forensic research on anger are presented, including offender readiness, transdiagnostic processes, and female offender specificity. While anger treatment is not covered, interfacing discussion is provided throughout.

Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. Social and personality psychology compass, 5(1), 1-12.

This article focuses on the construct of self-compassion and how it differs from self-esteem. First, it discusses the fact that while self-esteem is related to psychological well-being, the pursuit of high self-esteem can be problematic. Next it presents another way to feel good about oneself: self-compassion. Self-compassion entails treating oneself with kindness, recognizing one's shared humanity, and being mindful when considering negative aspects of oneself. Finally, this article suggests that self-compassion may offer similar mental health benefits as self-esteem, but with fewer downsides. Research is presented which shows that self-compassion provides greater emotional resilience and stability than self-esteem, but involves less self-evaluation, ego-defensiveness, and self-enhancement than self-esteem. Whereas self-esteem entails evaluating oneself positively and often involves the need to be special and above average, self-compassion does not entail self-evaluation or comparisons with others. Rather, it is a kind, connected, and clear-sighted way of relating to ourselves even in instances of failure, perceived inadequacy, and imperfection.

Hutcherson, C. A., Seppala, E. M., & Gross, J. J. (2008). Loving-kindness meditation increases social connectedness. Emotion, 8(5), 720.

The need for social connection is a fundamental human motive, and it is increasingly clear that feeling socially connected confers mental and physical health benefits. However, in many cultures, societal changes are leading to growing social distrust and alienation. Can feelings of social connection and positivity toward others be increased? Is it possible to self-generate these feelings? In this study, the authors used a brief loving-kindness meditation exercise to examine whether social connection could be created toward strangers in a controlled laboratory context.

Compared with a closely matched control task, even just a few minutes of loving-kindness meditation increased feelings of social connection and positivity toward novel individuals on both explicit and implicit levels. These results suggest that this easily implemented technique may help to increase positive social emotions and decrease social isolation.

Mindfulness in Prisons/Institutions

Samuelson, M., Carmody, J., Kabat-Zinn, J., & Bratt, M. A. (2007). Mindfulness-based stress reduction in Massachusetts correctional facilities. *The Prison Journal*, 87(2), 254-268.

Mindfulness-based stress-reduction courses were offered in drug units in six Massachusetts Department of Corrections prisons. A total of 1,350 inmates completed the 113 courses. Evaluation assessments were held before and after each course, and highly significant pre- to post-course improvements were found on widely accepted self-report measures of hostility, self-esteem, and mood disturbance. Improvements for women were greater than those for men, and improvements were also greater for men in a minimum-security, pre-release facility than for those in four medium-security facilities. The results encourage further study and wider use of mindfulness-based stress reduction in correctional facilities.

Sumter, M. T., Monk-Turner, E., & Turner, C. (2009). The benefits of meditation practice in the correctional setting. *Journal of Correctional Health Care*, 15(1), 47-57.

This research examined the impact of a structured meditation program intervention on female detainees, comparing an experimental group and a control group for medical symptoms, emotions, and behaviors before and after the intervention. A 2 1/2-hour meditation session was held once a week for 7 weeks. Study participants completed a medical symptoms checklist before the program began and after it ended. At the posttest period, the experimental group experienced fewer sleeping difficulties, less desire to throw things or hit people, and less nail or cuticle biting; were more hopeful about their future; and felt less guilt. Meditation was beneficial for this population and may be a cost-effective tool for inmates and administrators. Meditation effects, especially among inmates, merit further research attention.

Lanza, P. V., Garcia, P. F., Lamelas, F. R., & González-Menédez, A. (2014). Acceptance and commitment therapy versus cognitive behavioral therapy in the treatment of substance use disorder with incarcerated women. *Journal of clinical psychology*, 70(7), 644-657.

OBJECTIVES:

This randomized controlled study compared acceptance and commitment therapy (ACT), cognitive-behavioral therapy (CBT), and a control group.

METHOD:

The participants were 50 incarcerated women diagnosed with current substance use disorder. Two psychologists carried out pre- and posttreatment assessment and a 6-month follow-up

assessment using the following instruments: Anxiety Sensitivity Index, Addiction Severity Index-6, Mini International Neuropsychiatric Interview, and Acceptance and Action Questionnaire.

RESULTS:

The study shows that the women who received treatment benefited differentially from the interventions. At posttreatment, CBT was more effective than ACT in reducing anxiety sensitivity; however, at follow-up, ACT was more effective than CBT in reducing drug use (43.8 vs. 26.7%, respectively) and improving mental health (26.4% vs. 19.4%, respectively).

CONCLUSION:

ACT may be an alternative to CBT for treatment of drug abuse and associated mental disorders. In fact, at long-term, ACT may be more appropriate than CBT for incarcerated women who present serious problems.

Prisoner Psychological Study

Walters, C. D. (2003). Changes in criminal thinking and identity in novice and experienced inmates. *Criminal Justice and Behavior*, 30(4), 399-4

Criminal thinking and identity were assessed in 55 federal prison inmates with no prior prison experience (novice inmates) and 93 inmates with at least one prior adult incarceration and 5 or more years in prison (experienced inmates). Changes on the Self-Assertion/Deception scale of the Psychological Inventory of Criminal Thinking Syles (PICTS) and Centrality subscale of the Social Identity as a Criminal(SIC) questionnaire were congruent with the prisonization hypothesis and a priori predictions that measures of criminal thinking and identity would rise in novice inmates between initial assessment and follow-up but would remain stable in experienced inmates. On the other hand, experienced inmates recorded significant gains on the In-Group Affect subscale of the SIC. Incarceration, it would seem, may promote prisonization in both novice and experienced inmates.

Maruna, S., Lebel, T. P., Mitchell, N., & Naples, M. (2004). Pygmalion in the reintegration process: Desistance from crime through the looking glass. *Psychology, Crime & Law*, 10(3), 271-281.

The study of desistance from crime has come of age in recent years, and there are now several, competing theories to account for the ability of long-term offenders to abstain from criminal behavior. Most prominently, recent explanations have borrowed elements from informal social control theory, differential association theory and cognitive psychology. In the following, we argue that labeling theory may be a neglected factor in understanding the desistance process. Drawing on interview data collected as part of a study of an offender reintegration program, we illustrate how the idea of the “looking-glass self-concept” is a useful metaphor in understanding the process of rehabilitation or recovery in treatment programs.