

2019 *Just Time* Evaluation

Connect42's *Just Time* Program
Evaluation Report
2019



UNIVERSITY of
TASMANIA

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Acknowledgements

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List of Acronyms

CO	Correctional Officer
COS-P	Circle of Security Parenting Program
IOM	Integrated Offender Management
MHWP	Mary Hutchinson's Women's Prison
NGO	Non-Government Organisation
PA	Public Address System
RBMSP	Ron Barwick Minimum Security Prison
RPC	Risdon Prison Complex
SES	Socio-economic status
VRC	Visitor Reception Centre

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Executive Summary

The aim of the *Just Time* evaluation was to carry out an independent research-based evaluation of the *Just Time* parent-child attachment program being delivered at Tasmania's Risdon Prison. The key objectives of the evaluation were to gain an understanding of the perceived benefits for program participants, the effectiveness of facilitator program delivery, and to provide feedback and recommendations for enhanced future delivery.

Just Time sets out to make contribution to breaking the cycle of crime, incarceration and recidivism through teaching prisoners the skills and processes to create secure attachment with their children and to understand attachment as a feature of all relationships. It seeks to contribute to the body of knowledge about rehabilitation within prison contexts and processes which support desistance from crime.

The evaluation was undertaken between May and November of 2019. Documents were examined in regards prison programs, the Circle of Security Parenting model and the prison context. Semi-structured interviews were conducted with program participants, facilitators, volunteers and key Tasmania Prison Service staff to evaluate the efficacy of program delivery. Additionally, observational data was collected from the most recent program cycle in one prison area. Thematic analysis was undertaken on research data to determine the common responses from each group.

The evaluation of the *Just Time* program is both important and highly instructive since it provides information about the capacity for a parenting program generally run within the community to be delivered in a prison setting. Fundamentally, it provides better understanding of the aspirations and challenges of program participants (the prison population) to be better parents. These participants are not ordinary community members; they are people who have been sentenced to a term of imprisonment and many have consequently lost contact with and custody of their children. Their willingness or desire to engage in the *Just Time* program needs to be seen through the context of their lives, amidst the restraints that incarceration imposes, but also, in terms of how improved parenting and relationships with their children might enhance the likelihood of their successful reintegration following release from custody. There is a strong

reflective aspect of the program that has evidently been achieved by participants from their accounts of their own parenting to date, as well as how they were parented themselves. This plays into their ability to relate to the content of the program, but also how they may use their own life experiences, in conjunction with lessons learned from the program, to enhance their parenting skills post release.

The evaluation found that the *Just Time* program was very well run, with significant benefits not only for the participating prisoners, but for correctional staff, facilitators and volunteers. In coming to these conclusions, the evaluation team considered various data (documents, interview material, observations) and assessed the strengths and limitations of the program.

Strengths

Flexibility

Connect42, the non-profit charity that delivers the program within Risdon Prison, exhibited both flexibility and effective collaboration with TPS throughout program delivery. Program stakeholders from both agencies liaised regularly to ensure that the program sessions went ahead amidst absences from regular staff. Staff from either agency temporarily filled the role of another staff member when and where this was required.

Professional relationship between facilitators and TPS staff

It was clear that all stakeholders from both Connect42 and TPS were working together, with a commitment to deliver the program in the most effective way, support the continuance of the program and to achieve successful long-term parenting outcomes for prisoners. Facilitators expressed the integral nature of TPS IOM staff in the support of the delivery of the program and the positive change in the culture of TPS correctional officers, who exhibited support of the program.

Understanding the program content

The program was expressed by participants to be easy to understand and to feature a helpful interactive DVD aspect that was not experienced in other parenting programs. The program

featured analogies and concepts that resonated with participants, which helped them to be able to better identify with ideas. For example, ‘the circle’ and ‘shark music.’

Reflection

The most salient strength of the program was its ability to provide participants with reflection skills that were used to identify inadequate parenting and to modify their future parenting.

Participants were able to reflect on both their childhood and how they were parented and how they are a parent to their children. The program was able to capture participants and to impact them in a positive way, even if they did not initially intend to participate for the reason of self-growth, and rather for Child Safety Services requirements.

Program impacts

The impacts of the program for participants were evident and wide-reaching. They included participants’ newfound ability to identify and understand the needs of their children, including a child’s need for exploration, comfort, support, encouragement and emotional regulation. The program reportedly modified how participants thought about parenting and was a catalyst in their behavioural change and enhanced communication between both themselves and their children, and themselves and other adults. Participants identified most with the concept of ‘shark music’ and reported that this idea both helped explain many aspects of their parenting in the past and that the knowledge of the idea would benefit their parenting in future.

Facilitators

Facilitators delivering the *Just Time* program within Risdon Prison were described to work comfortably within the prison environment and exhibited passion in their roles. They held the attention of the room and participant group well. They were described to explain the content of the program well, encourage participation, affirm all participant comments, opinions and reflections and share their own parenting experiences related to the concepts of the program.

Softening the edges of a harsh environment

Connect42 *Just Time* facilitators made efforts to improve the experience for program participants, in order to foster a safe and comfortable space of reflection and sharing. This was

observed in facilitators' mindfulness of both the room type, configuration and environment, with some facilitators bringing flowers and a tablecloth into program sessions, and all providing morning tea.

Group dynamic

The program was seen to be successful, with some caveats, in creating a safe space involving trust, non-judgement, peer-to-peer support and sharing. Participants noted the ability of the group to bypass prison norms of information repression to allow them to speak up about their parenting situations and to share their stories. The group was expressed by participants to be a driving factor in their bond between one another, that transcended program sessions.

Graduation guests

Graduation guests were well-received by participants, adding to the notability of their attendance throughout the program and graduation upon completion, with the presence of graduation guests being for some a highlight of the program.

Repeat participation

The beneficial impact of the program and its enjoyment by participants was evident in the regular repeat participation of many prisoners. Participants exhibited an intrinsic motivation to complete the program in full and to strengthen their knowledge with repeat participation.

Limitations

Prison design

Conventional prison architecture is strongly governed by security considerations. Secondary considerations, such as having adequately appointed venues to conduct therapeutic programs, provide health and education interventions, remain exactly that - secondary. Despite the Risdon Prison Complex being a very modern prison facility by Australian standards, the *Just Time* program delivery suffered through inadequate availability of a suitable venue (especially in the women's prison), and delays in commencing the program due to process in the medium security section.

Prison equipment

The unreliability of the prison's audio-visual equipment meant that program facilitators and their volunteers had to physically take a flat screen TV into the sessions. This was inconvenient and added to the time taken to conduct sessions. This needs to be examined within the broader context of the cost of incarceration and the state's commitment to rehabilitation.

Entry and egress

Delivering prison-based programs demands far more time for persons involved, compared to a community setting; and *Just Time* was no exception. Considering prison security protocols, this is to be expected and time needs to be allocated to ensure that extra resources are factored in; so as not to compromise the certainty and quality of the program delivery.

Lockdowns

In terms of prisons, the security and good management of the institution remains paramount. Therefore, lockdowns, whether they are brought about by staff shortages or other security contingencies, can potentially curtail the delivery of therapeutic and rehabilitation programs in prisons. This was shown to be the case during the delivery of *Just Time* and contributed to the incompletion and / or attrition rate.

Prison conditions and amenities

The rising prison population and the prison's high utilisation rate have resulted in overcrowding at the prison. This, among other adverse findings from the recent Custodial Inspector's Report - referred to in the evaluation - highlighted prison conditions and amenities not being conducive to the satisfactory delivery of programs at the prison. This report brings into focus the realities and dynamic nature of carceral life as it relates to a dedicated group of practitioners committed to delivering a parenting program inside a prison.

Prison dynamic

For various reasons, participants were not able to complete the program. This was due to a number of factors discussed in the report. These included; being released from custody, being ill,

being reclassified to another area of the prison or other simply engaging in other programs on offer. This brings into question the cost effectiveness of the program, however overall, given the challenges, the program achieved good participation outcomes.

Program version

Limitations to the acceptance of the program itself were few, however participants generally agreed that a less dated and ‘Australianised’ version of the program may be far better received. The strong focus of parental engagement with infants drew questions of relevance, given many participants’ concern that without explicit examples in the program with older children and strategies in ways to parent teenagers, the program is less identifiable.

Placing the participants in a vulnerable situation

The confronting and challenging nature of the program, due to its strong reflective component was highlighted during the evaluation. Many participants spoke of their own past trauma, especially as it related to their respective childhoods. It needs to be acknowledged that the nature and orientation of the program is about healing trauma. While there is potential in the program to induce challenging memories and thoughts, this is not automatically a bad thing, especially in the safe context of the program. Indeed, such evocations can themselves evoke new and clear intention to address past traumas constructively and therapeutically. While this is essentially an observation, it highlights the need to ensure that appropriate interventions are in place to ensure adequate support is available. Concern was shared by participants, facilitators and evaluators about trauma and to what capacity and to what extent support is provided to participants throughout their reflective journey with *Just Time*.

Application of program skills

Incarceration excludes people from the community. How beneficial this is, when it comes to separating parents and children, is debatable. However, gaining parenting skills through participating in *Just Time* did correspond with participants’ desire to apply them. Being incarcerated significantly limits the prospects, except perhaps during prison visits. Added to this, is the fact that in post release scenarios, access to children is not always guaranteed due to state-imposed conditions around access and custody. While examples of parents utilising skills during

visits, more emphasis needs to be placed on its post release application bearing in mind the challenges therein.

Recommendations about how to strengthen the delivery and functioning the *Just Time* program within Risdon Prison include the following.

Recommendations

1. Greater consideration should be given to **participant release dates**, particularly in relation to the number of sessions they will be able to complete within Risdon Prison and the feasibility of **connecting the participant with an external COS-P provider**. Pending release dates may be an opportunity for Connect42 to work more closely with TPS IOM staff, and to slot a released participant into an external COS-P program immediately upon release. This would benefit the released participant as the reflection they have experienced, and skills and information that they have obtained will not be lost and the *Just Time/COS-P* program will be delivered in the steady way that it was intended. In an effort to assist participants following release, a TPS IOM Case Worker had recently made contact with COS-P providers in the community and did what she could to link these individuals into programs post release. It was agreed at the time of interview that such instances should be followed up to ensure, as best as possible, that these referrals produced good outcomes. Such a task would be suitable for organisations such as Connect42. More generally, it is recommended that community-based facilitators be skilled and prison-aware, that is, have experience with a prison cohort.
2. Greater focus on how Connect42 can further aid in the **emotional challenges and trauma** that may stem from the reflective process for participants may be beneficial. This could occur within the program facilitators' delivery space, perhaps by extending sessions and having one-on-one 'check-ups' with program participants. Additionally, it could occur by connecting participants with appropriate, available and accessible support resources within the prison (although this, in turn, depends upon the availability of dedicated staff and resources within the prison system).

3. There were many program participants within the evaluation who were only able to contact their children telephonically or via video-link but who for various reasons were not allowed contact visits. Greater thought needs to be given to the strategies that can be employed to allow these **participants to practice their *Just Time* parenting skills**.
Prisoners may be disheartened upon trying to use their skills with children once released, not because they did not adequately acquire these skills, but because there has been no opportunity for practice. The *Just Time* program features reassuring statements such as, 'After 1 million times [practice], it will be perfect,' and 'Get it right 30 percent of the time'. However, this may not be sufficient to maintain parents' drive and attempts to adhere to their newfound skills particularly when faced with the ultimately daunting and more difficult situation of parenting full-time on the outside. This issue also has implications for participant throughcare planning, which may include within it COS-P program attendance in the community.
4. As the benefits and impacts of the *Just Time* program are positively felt by many participants, it is important that Connect42 and TPS IOM staff liaise to bring **delivery to all parts of the prison**. Although delivery to maximum security prison facilities and areas such as the Apsley Alcohol and Drug Treatment Unit may be inaccessible for Connect42 staff, some TPS IOM staff spoke about delivering the program themselves within these areas. This is a consideration for agencies to collaborate and grow, to ensure wide-scale impacts within the context of a challenging institution.
5. Although it is identified that Connect42 are taking steps as an organisation towards the continuance and furtherance of the *Just Time* program beyond the confines of Risdon Prison, this remains a key recommendation. Further **throughcare initiatives** that include not only the delivery of *Just Time*/COS-P within the community, but support for program participants upon release that is akin to case work, building upon what has been established in their program participation, may be essential to participants' further success as parents.
6. It is acknowledged that Connect42 are making steps towards side-projects that will aid in

the delivery and functioning of *Just Time*. For example, a whiteboard to draw some of the more complex concepts, drawn by lower-literacy participants, has been used in MHWP, however, the equipment in the prison has hindered some of the strategies that would typically be used to support comprehension. More thought and work is required in areas such as **pre-program literacy assessments and checks**, to ensure participants can effectively participate and do well within the program. Additionally, modification of worksheets for ease of comprehension according to participant needs, and strategies to encourage participants to express when they don't understand something may be helpful. This may be as simple as a form of anonymous question and answer, where participants put questions into a box that facilitators answer at the beginning of new sessions, based on the last weeks' content.

7. The continual refining of *Just Time* CO **awareness training**, taking into account COs comments, may be beneficial and help to spread the breadth of the training to encompass all COs working within Risdon Prison. This will support the prisoners' program participation and maintain and uphold the principles of the *Just Time* program, as well as provide an opportunity to encourage more COs to take on a more case management, therapeutic capacity in their role.
8. The opportunity for **participants to provide regular feedback** as to the delivery of the program and their experiences, including the support that they felt throughout participation, may be beneficial for the continual improvement of the *Just Time* program. This could take the form of anonymous feedback that expresses their concerns and the constructive changes that they think should be made to the program. This would also further participants' sense of being heard and feeling appreciated.
9. It is important that Connect42 liaise with the TPS to secure **basic, reliable audio-visual equipment** in order to deliver the *Just Time* program. This would alleviate the awkward and cumbersome task of facilitators having to carry the TV both through security and physically haul it into the prison. Alternatively, perhaps Connect42 could invest in securing multiple TVs, so that facilitators after program delivery on one day do not have

to worry amid other commitments about providing the TV immediately to facilitators for program delivery the proceeding day.

10. A **continuous evaluation model** could be adopted for the *Just Time* program. This refers to efforts by evaluators to generate feedback and improvement in and as part of the evaluation process itself. Feedback can take the form of identifying issues of the moment (e.g., record-keeping practices, prisoner selection and referral processes), monitoring the agency responses over time (e.g., noting what has been done to respond to issues or problems identified), identifying new implementation issues as the program evolves, and providing constructive feedback throughout the process of issue identification and problem solving. The form of evaluation could also include triangulation methods such as that identified in the present evaluation among others.

This is an excellent program that provides hope, skills and capacity to a particularly vulnerable population. The program is well supported within the prison system by all the key stakeholders and, while there is always room for improvement, it has a demonstrated positive effect on participants. It is an intervention that is making a difference, within an environment that is generally difficult when it comes to the successful delivery of potentially life changing programs.

INTRODUCTION

Just Time sets out to make contribution to breaking the cycle of crime, incarceration and recidivism through teaching prisoners the skills and processes to create secure attachment with their children and to understand attachment as a feature of all relationships. It seeks to contribute to the body of knowledge about rehabilitation within prison contexts and processes which support desistance from crime.

This report provides the findings of the evaluation of *Just Time*. The evaluation is of a parent-child attachment program, based on the Circle of Security Parenting model, run from 2014 to the present within Minimum and Medium men's and women's prison facilities at Tasmania Prison Service Risdon Prison. The evaluation was conducted over a 7-month period between May and November 2019.

Evaluation Terms of Reference

The key aim of the *Just Time* evaluation is:

1. To carry out an independent research-based evaluation of the *Just Time* parent-child attachment program being delivered at Tasmania's Risdon Prison.

To achieve this aim, the evaluation team will:

2. Cooperate with the program delivery team, prison staff and program participants to create secure, valid, non-intrusive evaluative engagement with program participants and personnel.
3. Provide periodic feedback to the delivery team, as required and as appropriate, to foster incremental program adjustments that will contribute to the overall quality of the program.
4. Provide a report of findings to Connect42 (formerly Chatter Matters Tasmania) and the Tasmania Prison Service within one month of the completion of the formal evaluation process.

This evaluation took place from 1st January 2019 and concluded on 1st December 2019.

The key objectives of the evaluation are to gain an understanding of the perceived benefits for program participants, the effectiveness of facilitator program delivery, and to provide feedback and recommendations for enhanced future delivery.

Evaluation Methodology

Similar questions were asked of all the people involved in the program, including key Tasmanian Prison Service (TPS) and Connect42 staff, both program managers and facilitators, as well as the volunteers who participated alongside them, and program participants. The analysis enquired about their perceptions of the program, what works and what does not and how the program was delivered. It looked at the unique challenges of delivering a parenting program within a prison setting and it brings to light some of the complexities felt by prisoners, managing the pressures of their prison life, as well as other legal and compliance issues - with the need to focus on parenting issues.

Evaluation data comprised interviews, session observations, and retroactive data from cycles one through five, provided by program facilitators in an online portal. Thematic analysis was conducted on interview data to determine the common responses and themes emerging from each group in regard to the program. Critical evaluation was also conducted on session observation data to provide a first-hand, impartial view of the process, functioning, delivery and reception of the program. Additionally, triangulation was undertaken with one participant of the program across interview, individual completion reports, and observations made in program sessions. Data from Connect42 Completion Reports was collated and used to populate a table to assist comparative evaluation across sessions (see Appendix 11).

Entry and Egress

The Tasmania Prison Service (TPS) Risdon Prison is made up of three distinct prison areas. Ron Barwick Minimum Security Prison (RBMSP) which houses minimum security male prisoners; Risdon Prison Complex (RPC) which consists of male prisoners of both medium and maximum security; and Mary Hutchinson Women's Prison (MHWP) that includes female prisoners of all security classifications.

As it is an environment and institution that is markedly different from that of any other that is frequented by the general public, similarly so the entry process into a prison involves much more than simply walking through a door. This entry and egress processes differ slightly according to the different prison areas, due to their differing levels of security. However, the process involves similar features. Initially, visitors check in at the Visitor Reception Centre (VRC) and secure items such as mobile phones, wallets and car keys in a locker. Visitors continue onto the gatehouses of particular prison areas with only Visitor ID cards, gate passes for both entry and for the approval to take materials in, and those materials themselves. Following this, the party of three, including the program facilitator, the volunteer and the evaluator, present at the prison gatehouse of the particular prison area, where each member is subjected to security checks.

Interviews

Interviews were conducted (see Appendices 1 through 4 for interview schedules used) with the two program managers, sixteen program participants across various program cycles (see Appendix 5 for participant information sheet, Appendix 6 for participant consent form and Appendix 7 for verbal consent form), all five program facilitators (see Appendix 8 for facilitator information sheet and Appendix 9 for facilitator consent form), one program volunteer (see Appendix 8 for volunteer information sheet and Appendix 9 for volunteer consent form) and two Tasmania Prison Service IOM staff members of the Tasmania Prison Service who were involved with the program (see Appendix 8 for TPS information sheet and Appendix 9 for TPS consent form).

Table 1.
Program Interviewees

Role	Number
Connect42 Program managers	2
Connect42 Program facilitators	5
Program volunteer	1
Program participants	16
IOM Staff (Parent and Family Support and Reintegration)	2

Within the timeframe of the evaluation, the sample ratio of female prisoners interviewed was chosen to reflect the current incarceration statistics by sex in Australia, consisting of a higher number of male offenders, at approximately 92% of the total prison population (Australian Bureau of Statistics, 2018). The one program volunteer was selected, for their recency in volunteering. The two key Tasmania Prison Service employees were chosen for their involvement with and advocating of the program, due to their occupational area within the prison; family, parenting and re-integration.

Three external volunteers, who had volunteered their time for the role in current cycles of the *Just Time* program were scheduled for interviews by the researchers. However, only one volunteer was able to be interviewed, as due to scheduling, additional volunteers were either unavailable for interview or were not able to respond for interview within the time frame of the evaluation.

Additionally, follow-up questions were asked via email of all program managers, facilitators and volunteers interviewed, to ascertain the trauma training that they were to undertake before conducting their role in the *Just Time* program. Not all interviewees responded to these emails, with four out of the total five program facilitators responding and no response received from the program volunteer interviewed.

COs in training were endeavoured to be interviewed following a short *Just Time* awareness training course run by program managers toward the end of the evaluation, in September 2018. However, given both time constraints on evaluators', Risdon Prison's and the training COs' parts, these interviews were unable to be conducted. Multiple attempts were made to contact the Director of Prisons in request of these interviews. However, at the particular time of enquiry, the Director was on annual leave and therefore, interviews were unable to be organised in his absence. Training COs were also nearing graduation at this point in time and therefore, may have been time poor, having to prioritise the most essential final work that they were to undertake.

Cycle observation

The delivery of cycle 5 of the *Just Time* program was observed over August and September in two distinct prison areas, RBMSP and RPC, with the goal to gauge perceived effectiveness of

facilitator delivery of the program, as well as participants' program experiences; their engagement with, relation to and understanding of the program. Due to time, resource and evaluator constraints, observing cycle 5 of the program in the MHWP was not possible.

Cycle observation was undertaken in two prison areas of various security; RBMSP and RPC. However, due to the nature of participation in the cycle 5 conduction of the program in RPC, session observations data for this prison area was unable to be used generally. The data was not rigorous and consistent enough to use in any greater capacity, as was done with the RBMSP observation data. The situation was this: essentially just one participant continued on in cycle 5 of *Just Time* in RPC (and he also missed some sessions). The other participants were absent and/or dropped out, and one man was released, so there was only the one participant to observe.

Retrospective data

A comprehensive online portal consisting of retrospective data from cycles one through five of the program was analysed in order to capture perceived program effects for participants, and program functioning from its initial delivery to its present state. It was clear that Connect42 has established a fastidious schedule of reporting and record keeping, for both purpose of the current evaluation and for generally recording the happenings with regard to the program. Retroactive data comprised individual participant completion reports and volunteer notes encompassing each participant's contribution to and perceived understanding of the program; participant attendance records, including barriers to participation; barriers to delivery and any additional material produced by program participants, such as poems. This material was used to contextualise the present evaluation.

The data from the online portal that was explicitly used within the evaluation consisted of participant completion reports for one particular program participant, with whom triangulation was undertaken, descriptive statistical data on attrition and barriers to program delivery and documents that included reflections by facilitators about the program and participants. Although non-consistent and non-inclusive across facilitators, sessions and cycles, the posts from practitioners seemed to present their embodiment of the reflective aspect of the program, shown

through their careful consideration into how sessions functioned and how participants engaged. It seems as though some facilitators added comments to the portal when particularly interesting experiences occurred within sessions, or at the beginning of a cycle, in session one, to reflect upon the commencement of the program.

Triangulation

Triangulation was undertaken with one select program participant, where data from their participation existed in all three categories; interviews, cycle observations, and retrospective data (namely participant completion reports). Triangulation was undertaken for the purpose of evaluating from all aspects, this program participant's experience, engagement and understanding (see Table 2), to present a rounded view of their *Just Time* participation thus far. The participant interview was intended to be representative of the participant's perceptions, cycle observations representative of evaluator perception, and individual completion reports representative of the facilitator's perception.

Table 2.
Triangulated participant program attendance

Prison area	ID	Cycles	Sessions completed
RBMSP	P11	4	8/8
		5	8/8

The interview conducted with this participant was focussed on participation in the previous cycle, not the cycle within which they were participating at the time. Cycle observation also was not intended to be representative of the participant's participation across cycles, involving only cycle 5 of the program.

Participant completion reports from both the participant's first participation in the program in cycle 4 and his second cycle of participation in cycle 5 were analysed, in order to capture possible changes in their participation over cycles. Table 3 details the data available for the program participant, across program cycles, with which triangulation was conducted.

Table 3.
Triangulation data

ID	Interview	Cycle observation	Participant completion report no.	Cycle/s	Cycle facilitator
P11	1	5 (RBMSP)	1	4	Facilitator 2
			2	5	

THE PRISON CONTEXT

Prisons, and those who live and work there, constitute a part of society which is foreign to many of those on the outside. It is a place where substantial resources are dedicated to the containment of people, and officers are trained in the use of force and have a responsibility to maintain the good order and security of the institution.

It is also a place which according to the ‘Vision and Purpose’ of Tasmania Prison Service is to:

Improve the lives of those committed to our care and to deliver social and economic benefits to the Tasmanian community. Our mission is to contribute to a safer Tasmania by providing a safe, secure and constructive environment for prisoners, encouraging them to address their offending behaviour, leading to rehabilitation, personal development and safer communities. Currently the TPS is working through a Change Program that concentrates on continual improvement, development of processes, and implementation of cultural change. (Tasmania Prison Service, 2019: 1)

The nexus of these two broad philosophies – containment and rehabilitation – is potentially where programs such as *Just Time* can be a positive catalyst for change. Offering prisoners an opportunity for personal development may also impact issues such as recidivism (in Tasmania around fifty percent of those released from prison reoffend and are re-incarcerated within two years). The delivery of the *Just Time* program represents an opportunity to spend a relatively

modest sum on a program which has the potential to realise outcomes comparable with those experienced in a community setting where:

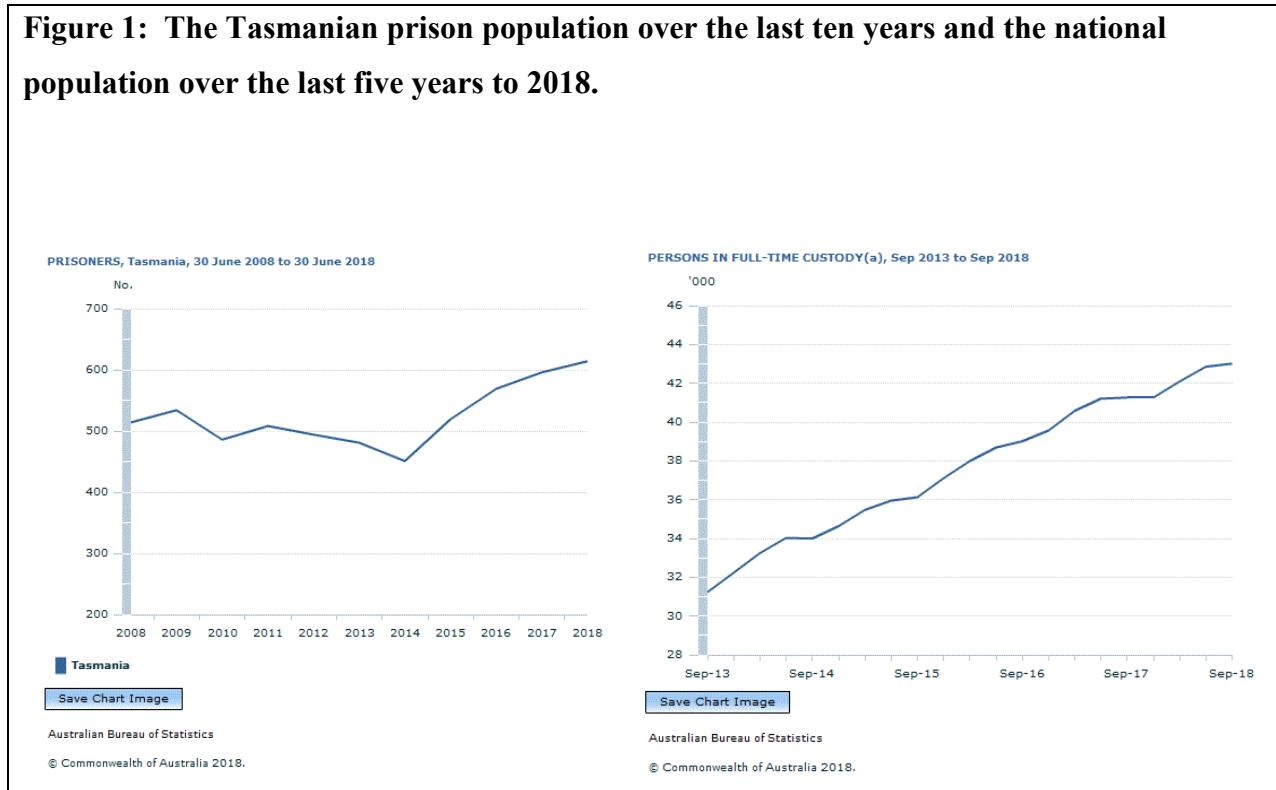
Results showed COS-P to be associated with increased parental reflective functioning, decreased caregiving helplessness, decreased maternal rejection and anger towards the child, and decreased maternal stress (Kohlhoff et al., 2016: 5-6)

The *Just Time* program has been delivered, for what may be the first time, in a group format within a prison setting, and in the context of significant challenges facing the Tasmania Prison Service. For example, it has taken place during a period of rising prisoner numbers, which has not been matched by corresponding levels of staffing (custodial and professional), both of which have impacted the delivery of services.

THE PRISON POPULATION: PAST, PRESENT AND FUTURE

As shown in Figure 1, the rate of imprisonment in Tasmania has increased in line with the other states and territories in recent years.

Figure 1: The Tasmanian prison population over the last ten years and the national population over the last five years to 2018.



The daily cost of housing prisoners is considerable.

Australian prisons are among the most expensive in the world. Among countries for which 2014 data is available, Australia had the fifth highest per prisoner annual prison cost. The cost of putting one person in prison for a year was \$109,500. Only Sweden, Norway, the Netherlands and Luxembourg had higher costs. (Bushnell, 2017: 4)

The recent Australian experience has been to put more people in prison. However, the main costs associated with this are related to containment rather than rehabilitation. By contrast, other countries with the highest daily incarceration costs (predominantly Nordic), have low imprisonment rates and are rewarded with low reoffending rates; returning a cost benefit to taxpayers (see Bushnell, 2017).

Other jurisdictions are also looking at ways to reduce prisoner numbers while simultaneously lowering recidivism rates. For example, in the United States in Texas, plans to construct three new prisons were abandoned in favour of investing in Justice Reinvestment (JR) programs in the community:

In recent years, Texas has strengthened alternatives to incarceration for adults and juveniles, achieving significant reductions in crime while avoiding more than \$2 billion in taxpayer costs that would have been incurred had Texas simply constructed more than 17,000 prison beds that a 2007 projection indicated would be needed. Similarly, juvenile crime has markedly declined at the same time Texas has reduced the number of youths in state institutions by 52.9 percent. (Peyton, 2019)

In a similar vein, the United Kingdom and Scotland are moving away from short custodial sentences in favour of community sentences as one way of decreasing their prison populations. The Prison Minister Rory Stewart was quoted in the *Independent Online* (12th January, 2019) as

saying: ‘This is in line with evidence that shows community sentences are more effective in reducing reoffending’.

In Australia, as recently as January 2019, the ACT Government was reported to be resisting the push to increase their prison capacity due to a rising prison population; rather, they have elected to reinvest in community programs under a Justice Reinvestment model to address the underlying causes of crime thus reducing the demand on their prison. (ABC online, 12th January 2019).

The Custodial Inspector’s report

In November 2018, the Tasmanian Government received the ‘Custodial Inspector of Adult Custodial Services in Tasmania, 2017 Care and Wellbeing Inspection Report.’ The report highlighted a number of deficiencies within the state’s prison system which, if not redressed, could impact negatively on the delivery of programs. Among other issues, the report prioritised the issue of overcrowding:

In 2014 it was anticipated that the prisoner population would reach 600 in 2020; however, if the trend continues, it will be at 1000 people by 2020...the report concludes that at present the prison service is over-stretched at almost every point due to the continual increase in prisoner numbers and existing infrastructure constraints, and this is creating system pressures in many areas.
(Connock, 2018: 3)

The following five areas covered in the Custodial Inspector’s Report provide an example of some of the challenges faced by prisoners and in service provision more generally.

Hygiene and Environmental Health issues were identified in the report as ‘important factors in the quality of life for prisoners as they have an impact on their physical health, wellbeing and morale’ (Connock, 2018: 4).

Physical Health Care was assessed and while the dedication and high work ethic of staff was noted, fundamental problems were apparent.

Staffing levels, health care processes and infrastructure, however, have not kept up with the changing demand and types of health needs. Additionally, there are serious impediments to prisoners accessing health services, in large part due to custodial requirements and processes imposed by TPS (Connock, 2018: 5).

Management and Treatment of Substance Abuse drew similar criticism in regards understaffing, lack of professional supervision and support and inadequate through-care provisions.

Mental Health Care across a range of key criteria was assessed and it was ‘found that current mental health services do not meet the needs of the Tasmanian prison population’ (Connock, 2018: 7).

The *Food and Nutrition* inspection found that, although TPS generally provides a nutritionally adequate menu for prisoners, production and meal delivery constraints have an impact on the final quality of meals for many prisoners, rendering the meals unacceptable and being rejected by prisoners and substituted by low nutrition buy up options from the canteen (Connock, 2018: 7).

All of these issues are compounded by overcrowding since this implies greater numbers of people without a concomitant increase in service provision. Moreover, the phenomenon of overcrowding leads to tensions and ultimately a heightened risk of unrest or in a worst-case scenario, riots. It has a deleterious effect on the morale of prison staff and creates stress, which manifests in high levels of absenteeism and increased workers’ compensation claims. Inadequate supervision of prisoners is also linked to the frequency of lock downs. Invariably, this means that access by program facilitators, such as those involved with *Just Time*, cannot always be guaranteed and that sessions may have to be rescheduled or cancelled at short notice. This has the potential to disrupt program timetables and diminish the quality of the work.

The prison context presents unique challenges and issues that inevitably have significant ramifications for program delivery. This includes programs such as the circle of security parenting program.

THE CIRCLE OF SECURITY PARENTING PROGRAM (COS-P)

COS-P is an evidence-based early intervention parent-child attachment program created by U.S. developmental psychologists Kent Hoffman, Robert Marvin, Glen Cooper and Bert Powell. Based on the psychological theory of attachment, the model is both educational and therapeutic, equipping parents with the skills to achieve the role of secure base with their children through learning parenting skills and also reflecting on their being parented in their own childhood (Hoffman, Marvin, Cooper & Powell, 2006: 1018). This, in turn, establishes and maintains healthy attachment and subsequently healthy child development, passing on the role of secure base to future generations. The program is intended to be delivered weekly, operationalising slowly the core concepts and ideas of attachment theory in an easy-to-understand format, with time for reflection.

PROGRAM DEVELOPMENT

The program provides participants with analogies and representations of core concepts to help guide them in their parenting. Throughout the program, a clear representation is presented of the cycle of play and comfort that a child experiences in their need for exploration and attachment (Hoffman et al., 2006: 1018). The program also includes its own dedicated language that attributes names to the concepts to aid participants in identifying these with their children. The language of the program ensures participants' understanding of and relation to the concepts of the program. For example, the term 'shark music' is used to describe the sense of anxiety or anger a parent may experience when confronted with child needs that are not well handled by the parent's own internal working models (Mercer, 2014: 2) and the hands on the circle are parents' reliable and comforting role, featuring one hand as a 'secure base' and another as a 'safe haven' (Hoffman et al., 2006: 1018).

The five key goals of the COS-P program are:

- To establish the therapist and the group as a secure base from which the caregiver can explore his or her relationship with the child.

- To increase caregiver sensitivity and appropriate responsiveness by providing caregivers a map of children's basic attachment needs
- To increase caregivers' capacity to recognize and understand the obvious and subtle verbal and nonverbal cues that children use to signal their internal states and needs when using the caregiver as a secure base and as a haven of safety
- To increase caregiver empathy by supporting reflection about both the caregiver's and the child's behaviours, thoughts, and feelings regarding attachment-oriented interactions
- To increase caregiver reflection about how his or her own developmental history affects current caregiving behaviour.

(Hoffman et al., 2006: 1018).

The core concepts of the COS-P program include:

- The parents' function as a secure base from which the child can explore and as a safe haven to which the child can return in times of trouble.
- That secure children typically signal wishes for attachment and exploration directly, whereas insecure children typically send misleading messages (misques) regarding those wishes.
- How these misleading messages are part of an insecure child's (nonconscious) strategic attempt to maintain connection with the caregiver.
- That because a child thrives when the caregiver is relatively responsive to both attachment and exploratory behaviour, it is important that the caregiver consider what may hinder sensitive responsiveness to particular aspects of the child's behaviour.

(Hoffman et al., 2006: 1018).

The overarching aim of the program is to provide at-risk parents with the skills to address their children's needs and foster their secure attachment. Parents will, after completion of the program, possess the reflective capabilities to reflect on their own, possibly deficient, childhood

to then understand their children better (Hoffman et al., 2006). This will ultimately lead to at-risk children moving away from more problematic, insecure and disorganized attachment to the secure and organized attachment classification, preventing the development of emotional and social problems which will affect their functioning in later years and throughout life.

Program history

Due to the research- and evidence-based nature of COS-P, the program has shown to successfully improve both parenting styles and attachment outcomes for children. The program has been delivered with both higher and lower socio-economic status (SES) families worldwide, with the establishment of Circle of Security International. The program to date has been translated into seven languages, providing the opportunity for individuals from any country to become COS-P facilitators and to deliver the program within their communities.

Demonstrated effect

In a pre- and post-test, longitudinal study involving the delivery of eight-week individualised treatment programs based on the COS-P model, to 87 toddlers and pre-schoolers and their primary caregivers, results showed an increase of 34 percent of children exhibiting secure attachment characteristics following their co-participation with caregivers in the program (Hoffman et al., 2006: 1022). Results showed a decrease in disorganisation and insecurity following the program; 69 percent of the 39 children categorised pre-intervention to have a disorganized attachment style moved to a secure attachment style. Similarly, 44 percent of children categorised as insecure pre-intervention became secure post-intervention (Hoffman et al., 2006: 1022).

The trial acknowledged the negative backgrounds of the participating families, noting their high-risk of violence both between parents and between parent and child, as well as their previous experiences of maltreatment and trauma. However, to what extent the program has in-built supports to help participants work through and come to terms with their problematic pasts through reflection is unknown (Hoffman et al., 2006: 1018).

An Australian pre- and post-COS-P intervention presented evidence for the effective modification of challenges that prevent parents from being secure bases for their children. Parent

helplessness as caregivers was shown to be related to parent fear in the parent-child relationship, as well as general parental stress levels and rejection and anger levels from parent to child, with each strongly, positively correlated with the next (Kohlhoff, Stein, Ha & Meiaha, 2016: 5). Following program intervention, parents experienced statistically significant increases in measures of the certainty about mental states, indicating increased awareness of the unclear nature of both their and their child's mental states, as well as significant decreases in parent helplessness, fear and stress. These results indicated greater agency in parents towards their children after completing the COS-P program (Kohlhoff et al., 2016: 5).

Offender-Specific Intervention

More recently COS-P has been delivered with offending parents and their children. A 15-month Circle of Security Perinatal Protocol (COS-PP) was delivered as part of a gaol diversion program to a sample of offending mothers. Following program participation, positive impacts were observed for both parents and children. Infants exhibited higher security and attachment rates akin to that of low-risk samples and mothers in the program exhibited lower maternal depressive symptoms and maternal sensitivity rates comparable to those observed in a standard, low-risk, community comparison group (Cassidy et al., 2010: 1). Post-program delivery, clinically significant maternal depressive symptoms observed to be in 69 percent of the sample prior to intervention, dropped to below the clinical cut-off level at 37 percent (Cassidy et al., 2010: 344-345).

The ideas of disorganised and insecure attachment are particularly relevant to the offender population, which is in majority comprised of lower Socio-Economic Status (SES) families. Families of low SES usually possess lower educational attainment and higher rates of drug use, abuse and domestic violence. Although it is difficult to determine the directionality of these factors, they can cause significant negative impacts upon the children of these families, which may act as the driving force for intergenerational offending. For this reason, COS-P is a particularly critical intervention for the offending and prison population.

Although there exist studies of the demonstrated effects of the program, the functioning and efficacy of COS-P delivery within a prison setting has, to our knowledge, not been explored or evaluated to date. In the same vein, if COS-P is to continue being delivered to such complex, at-

risk populations, possibly possessing past or current trauma, program facilitators will be required to possess training and skills to both effectively and safely deliver the program and to support participants throughout this process. It should be noted in this regard that issues of trauma have been closely considered by COS-P and is an integral part of the training of its practitioners.

Just Time

Connect42

Connect42 (formerly Chatter Matters) is a non-profit, non-government organization (NGO) comprised of contracted accredited speech pathologists, all of whom work under Speech Pathology Tasmania and are trained to deliver the COS-P program. Their mission statement reads:

Our focus is on building communication skills in those who need it most and sharing the success stories that follow... We assist with the important attachment between incarcerated parents and their children... We teach reading and communication skills to men and women in prison and in community. (Chatter Matters, 2019)

Background

Just Time utilises the Circle of Security Parenting program (COS-P). This includes both the COS-P manual and DVD, to deliver the program within Risdon Prison. For six years Connect42 has had a stable relationship with the TPS in their delivery of both literacy program *Just Sentences* and the *Just Time* program. Spanning back to 2014, Connect42's delivery of the *Just Sentences* literacy pilot program in Risdon Prison established their relationship with the TPS. The intensive three-year program taught four select prisoners to both read and write. Connect42 began entering the prison for both *Just Sentences* (Martin, 2018) and *Just Time* without funding and implemented the program on a wholly voluntary basis.

Just Time was initially rolled-out with mothers in 2014 in a voluntary capacity. However, in October 2018, Connect42 received State Government funding for the delivery of the program. At this current point in 2019, five cycles of *Just Time* have been conducted under Government funding, consisting of 15 separate groups within Risdon Prison across three prison areas.

Table 4:
Program cycles

Cycle	Year	Months	Prison area/s
1	2018	October – December	MHWP, RPC and RBMSP
2	2019	January/February – March	MHWP, RPC and RBMSP
3	2019	March/April – May	MHWP, RPC and RBMSP
4	2019	May/June – July	MHWP, RPC and RBMSP
5	2019	August – September	MHWP, RPC and RBMSP

The Program Context

Both government and non-government organisations (NGOs) run programs within Risdon Prison. Tasmanian TAFE offer many structured educational programs to improve literacy, numeracy and computer skills. Similarly, many community-based or community-centred programs, achieved in partnership with local businesses, aim at giving back and developing work and life skills. At present, no parenting-specific programs are offered within Risdon Prison, aside from *Just Time*.

However, in the realm of parenting, NGO Save the Children offers the ‘Healthy Gums, Healthy Tums’ family food program aimed at promoting to and educating prisoners in healthy diets for children. Currently, Risdon Prison IOM Family and Child Officers are also working on putting in place information sessions where guest speakers are invited to speak to prisoners about parenting and skills-development and maintenance. These sessions are being introduced with the aim to further the parenting education of prisoners and to keep them engaged with their parenting role.

Additionally, the Onesimus Foundation has provided their family connection and support services to incarcerated individuals and their families within Risdon Prison. The foundation advocates for the maintenance of relationships between incarcerated individuals and their children and is run on the voluntary support of Family Engagement Workers, offering various interactive services at no cost to prisoners. These include the weekly Homework Club, a collaboration with local public schools under the Department of Education, consisting of video-link visits between incarcerated parents and their children. Here parent and child complete the

child's school homework together via video.

Additionally, Onesimus Bears invite prisoners to audio record various phrases for their child. These recordings are then transferred to a teddy bear for a child to keep, that talks to children in the voice of their incarcerated parent. Similarly, the Book to CD program offers incarcerated parents the opportunity to record an audio-reading of a particular children's book; the recording is then transferred to a CD. The child then receives both the book and the CD, allowing them to have their incarcerated parent read to them, while they follow in the book.

PROGRAM FEATURES AND DYNAMICS

The purpose of the evaluation was to gain an understanding of the perceived benefits for program participants, the effectiveness of facilitator program delivery, and to provide feedback and recommendations for enhanced future delivery.

Purpose and Objective

The goal of conducting such a program in a prison setting is to address the inadequate parenting skills that exist in much of the prison population. Impoverished child development, emotionally and socially, can be regarded as one of the factors contributing to criminality. Thus, to aid in breaking the cycle of intergenerational offending, the achievement of supportive and reliable relationships between parent and child and the establishment of a secure base for children has been shown to result in better social development, and thus fewer offending behaviours.

Program Facilitators

Program facilitators were comprised of qualified, practising speech pathologists working for Speech Pathology Tasmania and recruited by Connect42. Facilitators received training to become deliverers of the Circle of Security Parenting program prior to delivery, as well as the standard TPS orientation to obtain a volunteer identification card and gain entry to the prison.

Facilitators expressed their suitability for their role in program delivery and the attraction for the TPS in delivering the program within a prison setting. Facilitators stated that their qualification as speech pathologists allowed them to both deliver the program simply and coherently, in an

easy-to-understand manner and to identify language and literacy delays or communication deficits in program participants through particular signifiers such as: The way that participants communicate their idea and the level to which they connect with that material:

...I think was part of the attraction for the prison, was that we're all qualified – in communication. (Interview, Facilitator 4)

In terms of answering the specific questions that are listed throughout the program, that are part of its delivery, we ask all those questions and I think that we are a pretty skilled team in manipulating some of the other areas of language, in order to make sure that we're landing the message to the participants and also support them and their responses.

(Interview, Program manager 1)

Facilitator training

Facilitator training consisted of the completion of 4-day COS-P training by COS-P International, as well as the completion of the TPS general induction to obtain a yellow volunteer pass for entry to the prison. Facilitators also volunteered during previous cycles of the *Just Time* program in order to familiarise with the content and delivery of the COS-P DVD program and prison entry. One facilitator mentioned that Connect42 provided an induction that consisted of information regarding the reporting requirements and administration of the *Just Time* program (Facilitator 2), whereas another reported that they had attended a meeting run by Connect42 regarding the evaluation procedures, logistics and communication processes involved in *Just Time* (Facilitator 3).

Those who implemented and initially facilitated the *Just Time* program within Risdon Prison had undertaken extensive formal trauma-related training prior to conducting the program. However, facilitators recruited by Connect42 were not required to undertake any formal courses in either counselling and/or trauma-informed care, exclusive of the bachelor degrees or master's degrees that they had obtained. It must be noted that within an undergraduate tertiary speech pathology qualification, relevant psychological and counselling units are required to be undertaken as part of accreditation. These qualifications do equip speech pathologists to work within their field, with vulnerable populations.

Facilitators expressed that, in undertaking their work, they find most useful the ongoing sharing amongst facilitators, the connection with TPS Family Reintegration Staff and having an opportunity to either observe or deliver the COS-P program within a community setting before delivery in the prison. Additionally, facilitators identified that frequent mentorship by someone with a background in trauma-informed care and counselling may have been beneficial. However, it must be noted, although it was not mentioned by program facilitators, that a trauma-trained program manager regularly ‘checked-in’ on program facilitators to liaise with them about trauma-informed care for themselves and participants.

Program volunteers

[TPS IOM staff 1] recommended that we needed to have a volunteer there, as part of - so it wasn't just one therapist in the room with the – with the prisoner participants. And so, that's the origin of us always having a volunteer in the program. (Interview, Program manager 1).

Initially, in earlier cycles of the program, from cycles 1 to 3, speech pathologists trained as COS-P facilitators who had not yet delivered COS-P within a prison setting took on the role of volunteers. This was done in order for facilitators to both observe delivery and be mentored by a facilitator who was experienced in delivering the *Just Time* program within Risdon Prison. These less-experienced volunteers then were able to facilitate a cycle of the *Just Time* program, with a more experienced facilitator filling the role of volunteer across this cycle, in order to mentor and coach the less-experienced facilitator in their first delivery.

Today, in cycles 4, 5 and onwards, volunteers take on a different role, no longer for the intention of becoming program facilitators, but are notable community figures, recruited by Connect42 for their suitability for involvement with the program. Each volunteer was chosen to reflect successful and influential individuals within the community, belonging to various institutions. This was done in order to provide program participants opportunities to interact with others from differing backgrounds to theirs and to provide a rounded view of parenting and establish relatability regarding parenting, across all socio-economic strata, with volunteers and prisoners,

presenting the idea that no matter what an individual's background, parenting remains the same for everybody.

The duties of volunteers include:

- Helping to bring teaching aids (including a flat screen television) and other paraphernalia into the prison.
- Taking notes during the session and providing them to facilitators.
- Assisting with the preparation of morning or afternoon tea.
- Providing feedback to the facilitator and to Connect42 in regard to operational issues, program content and any other issues which may improve the program delivery.

Examples of notable volunteers across more recent *Just Time* cycles include a prominent Aboriginal activist, human rights defenders and advocates, and a radio presenter. The volunteers recruited by Connect42 for cycles 4 and 5 were well known local identities. Their recruitment could well aid the status of the program and its credibility. More than this, however, the volunteers can take what they learn from the program back into the community and thereby raise awareness of prison and parenting issues more generally.

Volunteer training

Volunteers were not required to undertake any formal training provided by Connect42 in preparation for their role. All volunteers were required to complete the TPS orientation in order to obtain their volunteer identification pass, if they did not already hold one. Additionally, they were provided with a volunteer information sheet covering the basic requirements of entering a prison (see appendix 10).

The program managers spoke of the induction training that volunteers receive before entering into their role in program cycles:

The usual process includes orienting volunteers to the content of COS-P before they begin volunteering. Attention is particularly given to those parts of the program that are especially known to elicit depth of emotional engagement and response. Volunteers are

routinely given opportunity to talk through these sections of the program with [program manager] and ask questions before their involvement with the program begins (Follow-up questions, Program manager 2).

So I'm meeting with each of our external volunteers and orienting them to what they're about to experience. Because it's actually quite deep work...but it has also given me the big alert that nobody volunteers on this program without having some content induction beforehand, so that they know what they're getting. (Interview, Program manager 1).

However, this was not mentioned to be the case by the most recent program volunteer, participating in cycle 5. The volunteer did not mention any formal induction, and indicated that receiving more information prior to their entry to the prison would have been useful, although they identified that they did have the chance to ask questions of a program manager informally:

I asked a number of questions of [program manager 1] before I went out there because I didn't know where to go, I didn't know, now why am I doing this? You know, qualifying to get into the prison, who do I have to report to? They're really, really just simple little things, but they – why do I need to wear a belt? You know, that's not explained, and [program manager 1] said she gets asked that a lot, so I thought well, it's worth forestalling that question by – just those really, really simple things that complete novices don't know. (Interview, Volunteer 1)

However, to put this into context, this was an exception to the general rule. This volunteer had just returned from overseas and their orientation was conducted by phone because it was not possible to organise a face-to-face meeting. The volunteer did nonetheless receive a volunteer information sheet, including the basic information that she claimed to query. This guide, which was reviewed and updated in April 2019, was emailed to the volunteer. Perhaps it would be useful to engage in follow-up to ensure that volunteers access and read this information. At least one hour is usually spent with each volunteer by the manager prior to their visits, and the need for this meeting is reiterated in the volunteer information sheet and via regular email prompts.

Graduation Guests

In more recent cycles of the program, special guests consisting of notable community members were invited to attend graduation ceremonies of the *Just Time* program, to sit in on summary sessions of the program's content and to present graduation certificates to program participants. Examples of graduation guests include Tasmanian politician, Ruth Forrest, the Tasmanian Governor, Kate Warner and barrister and political commentator, Greg Barns. Graduation guests are invited for the purpose of making graduation sessions memorable for program participants and to serve as a reward for their participation in the program.

Operational Aspects of the Program

The program spans nine weeks and includes one two-hour session weekly. Week one consists of individual interviews with potential program participants where program facilitators introduce themselves to prisoners, orient them to the program and dispel their concerns about participating. These interviews also brief prisoners about the content of the program and its possible confronting nature, as well as informally assessing prisoners' current literacy skills and family dynamic. Weeks two to eight include COS-P program content, covering the span of the guided DVD and week nine consists of the graduation ceremony for participants who have completed the program in full (taking into account limited absences).

Facilitators, volunteers and all completing program participants attend the graduation, as well as an honoured guest who presents participants with their certificates. Graduation guests are comprised of community leaders or well-respected figures from local organisations. For example, Tasmanian Governor Kate Warner.

***Just Time* Eligibility and Recruitment**

Potential program participants are recommended by or indicate their interest to members of the Integrated Offender Management (IOM) team. IOM staff then forward prisoner names to program facilitators and the Connect42 project manager in order to organise participation. Additionally, potential participants also learnt about the program through recommendations from other prisoners who were or who had previously undertaken the program or through observing sessions occurring in their prison area and enquiring with program facilitators at that time for participation in a later cycle:

When an inmate's received, they're advised of what is available within the prison and it's up to them to express interest. Sometimes they express interest at that time and so the Planning Officer will send an email and I'll put them straight on the list for the next program. Sometimes it'll come from a Planning Officer later on who is working with a particular inmate and they'll ask to be put on the program. Other than that, it's advertised in the inmate newspaper, 'The Insider,' fliers go up in each of the units and they can put in a request form at that time [TPS IOM staff 2], she'll often nominate – she'll always talk to them about it. Some of them come from [Onesimus staff], Family Engagement Worker[s] as well, talking to people individually. We try and just make sure that people are aware of it and they put in a request form or it might come via someone who's working with them. (Interview, TPS IOM staff 1).

No, I didn't hear much about it, I just got told there was a parenting program coming up. And they said about the Circle of Security, but I didn't understand – yeah. (Interview, Participant 13)

Yeah, there was a pamphlet on the wall yeah, yeah – and I sign up for as much as I can here. (Interview, Participant 10).

The numbers of participants per program varied and while all efforts were made to optimise participation, this was not always possible:

We were in minimum for that one. And we just had two participants. There were others that were interested in it from the outset, but the timing didn't work out. (Interview, Facilitator 1)

Compared to RBMSP, program uptake in RPC seems to indicate that information promoting the program was not readily available. Also, due to less rigorous systems of control and discipline, minimum-security prisons are more conducive to the delivery of rehabilitation programs.

Engagement in the MHPW has been relatively consistent across the five cycles of *Just Time* delivered during the year. During cycle five (July to September), information about the program

was included in the prison bulletin in an attempt to further promote the program. Also, flyers were distributed to be put on notice boards throughout the prison.

Table 5:
Program participation across cycles

Prison area	Cycle	Year	Participants commencing program	Participants completing program
MHWP	1	2018	6	4
	2	2019	9	6
	3		6	3
	4		17	7
	5		13	6
RPC	1	2018	8	3
	2	2019	6	3
	3		9	4
	4		9	5
	5		6	0
RBMSP	1	2018	4	3
	2	2019	4	4
	3		2	2
	4		11	6
	5		10	8

Table 6:
Program interviewee attendance (exclusive of initial interview)

ID	Prison area	Cycle/s	Sessions completed	Reasons for absences	Graduated
P5	MHWP	1, 4	9/16	Court x3, no session, lockdown x3	2/2
P15		4	5/8	Lockdown x3	1/1
P6		2, 4	10/16	No reason indicated, medical, lockdown x3, sick	2/2
P16		4	3/8	Lockdown x3, moved to higher security x2	1/1
P10	RPC	3, 4	9/16	Participation late in cycle 3, lockdown x2	
P1		2, 3	7/16	Lockdown x3, participation in only missed sessions in subsequent cycle	1/2
P8		4	6/8	Lockdown x2	1/1
P7		3, 4	7/8	Lockdown x4, Good Friday, hospitalised	1/2
P9		3, 4	9/16	Lockdown x4, Good Friday, family phone call, no reason indicated	2/2
P13	RPC	3	5/8	Lockdown x2, Good Friday	1/1
	RBMS	4, 5	14/16	working, released	2/2
P3	RPC	3	4/8	Lockdown x2, Good Friday, moved to lower security	1/1
	RBMS	4, 5	16/16		2/2
P12	RBMS	4	6/8	Phone call, court	1/1
P4		3	7/8	ANZAC Day	1/1
P14		4	8/8		1/1
P11		4, 5	16/16		2/2
P2		3	7/8	ANZAC Day	1

Reasons for participating

The majority of people incarcerated as adults are parents and due to their circumstance are unable to maintain normal contact with their children. It is widely recognised that the children affected need not serve a ‘hidden sentence’ and be provided the necessary support to maintain a positive relationship with their parents. This can be problematic from a number of perspectives so providing parents access to a parenting program not only enhances their parenting skills, it also provides an opportunity to re-engage with their children in a meaningful way during visits and via communication, but most of all following their release from prison. The majority of participants were parents and therefore had an obvious motivation to engage in the program. Some however did not and expressed a view that this would help with their relationships more broadly.

So, we had one girl who doesn’t even have kids, but she came along and got – and got heaps out of it – you know, about herself and for in the future.’ (Interview, Participant 5)

Another suggested that she would have regular contact with nieces and nephews and hoped to use learnings to assist in this. Some participants wanted to build on steps they are already taking to improve parenting skills:

he’s a bit over one now – but...I’m a new father, I’m not used to it so I want to learn as much as I can. Yeah, like, I’ve been reading heaps of baby books and I want to do as much as I can to learn how to take care of...I wanted to learn as much... (Interview, Participant 5)

Others, and this emerged as a common theme, knew that their participation and especially completing the program, would have a strong bearing on decisions pertaining to contact and/or custody of their children following release or indeed the granting of parole.

I just went for it, because being – after being incarcerated, obviously it’s going to be hard for me to get my kids back in my care, when I get out. So, it was just something so I can show the court that, ‘Bang,’ this is what I’ve done while I’ve been in here. (Interview, Participant 12)

I do have a bit to do with my kids when I can, but the ex-partner and that doesn't let me see them, so I have to go through courts and that, so it was better for me to have this under my certificates for it to show that I've done something about it and - yeah, I've got more knowledge and stuff like that. (Interview, Participant 9)

Well, I got a younger girl – like, she's 20 years younger than me. But she's got a girl that's in Child Safety's care and – well, Child Safety doesn't like me being around her too much, you know, because I've got a violent background, and I thought, well, they're going to make me – when I get out, because me and my ex still want to see the girl, they're going to make me jump through the hoops sort of thing, right? And a parenting program would be one of the things they'd make me do... (Interview, Participant 4)

What families are we dealing with?

The interviews with participants revealed a range of family structures. Some were single parents, others had children to multiple partners and some were members of a more traditional family structure where they and their partners had a child or children together. There were even some who had no children but wanted to learn parenting skills to help them when caring for nieces and nephews. However, it was clear that the factor of incarceration was only one of the various and complex characteristics of participants' families:

...the guys who were sitting before us were all young, they were in their 20s and it really hit me that a lot of them had children they'd never met and some of them didn't even know who [or] where some of their kids were. (Interview, Facilitator 5)

...a few of them said that prison was their secure base, they had no other secure base other than prison and their – so their strong hands, bigger, stronger, wiser hands in their circle was the prison service. That's all they knew, and for the guys who had grown up in that cycle, I suppose... (Interview, Facilitator 5)

One participant who had found the delivery of *Just Time* to be beneficial, actually stated that this particular period in his life (being incarcerated) had been worthwhile

Yeah, like there's - a lot of people say it's a bad thing to come to jail, at the same time I think it's one of the best things that probably happened to me. Because it's made me realise what I had, what I was doing, all the stupid shit at the same time and it's made me get healthy again. Like, I've been straight now for four and a bit months, whatever it is.

(Interview, Participant 12)

One program participant described his situation, which consisted of a large number of children of varying ages and his latest occasion of coming to prison being with his two sons:

I've got eight children when you count my girlfriend's two, too...[son] 's turning 29, he's my oldest. [Son] 's thirty – I think...34, [son] 's 32...[son] and [son] are both in here...[son is] in medium and [son] 's in max, because he's a – bangs his head against authority a bit, you know?...It's like a big family affair...So he's always...I was with them for a while but – we were all in medium but [son] said...the oldest mate said [that] I wasn't going to come up, I was going to stay down there again, and he said, "No, get up there dad," and he said, "You know, you'll have it a lot more easier," and – well, it is up here, a lot more easy... (Interview, Participant 4)

Me eldest is three, I've got two near the same - a month apart, cause I got two different girls pregnant at the same time, so I've got [child], which is me eldest, [child] 's two, [child] 's 5 month's old and [child] 's 6 month's old. Now, I got two boys, two girls.

(Interview, Participant 9)

The program also elicited reflection about participants' own childhoods, which although essential, highlighted the deficient childhoods of many incarcerated offenders, through their comments and both facilitators' and evaluators' observations:

This was an emotionally challenging week, I think. We covered "being with". Many of the men indicated that they did not feel supported in any of their emotions by their parents. (Reflection, Facilitator 1)

The disparity in family and relationship functioning was explicitly seen. In regard to both program managers sitting in on a session, a facilitator reflected upon the reality of program participants' functioning within relationships:

[Participant]...said that having [Program manager 1] and [Program manager 2], a married couple, was good – it was helpful to see them talking about their difficulties. [Participant] never did talk with partner before about difficulties, [he] just did the 'I'm the man' thing. (Reflection, Facilitator 1)

The effect of trauma that participants had suffered in their lives was clear in their responses throughout the program, as indicated in facilitator comments.

I was particularly aware today of the broadly negative reactions to the "stranger" clip on the DVD. I recall this from cycle 2 as well, that fairly uniformly the men perceived the man on the DVD as "creepy" or "a weirdo"...the men made comments such as "I'd never leave my kid with a stranger", "There are just heaps of weirdos", "If he did that [look and talk as in the DVD] to my kid I'd kill him." (Reflection, Facilitator 2)

After the session, [volunteer] reported that one of the men had disclosed to her about his daughter's sexual abuse. It seemed very clear that all of the men had difficulty perceiving an unknown man as anything other than a predator. I wonder what their own experiences of sexual abuse might have been. I doubt very much that any of them have a role model for an adult man simply sitting and "being with" a baby in that way. It must be very difficult, therefore to be able to interpret or understand that behaviour. (Reflection, Facilitator 1)

These observations not only reflect participants' past experiences, but also the attitudes within the prison setting about sexual offenders.

The reflective capacity of the program

The program is strongly grounded in reflection both in terms of its design and delivery. This is manifested in two distinct ways; Firstly, the program delivery, over eight weeks, encourages the participants to use the intervening time to reflect on the previous session(s). Also, during the

program delivery, the DVD is stopped regularly and the facilitator asks the participants to reflect on what they have just seen and invites comment. Secondly, discussions on parenting within the group inevitably caused people to reflect on their own experience of being parented and how that has formed their own behaviour as parents:

...we thought about parents and maybe they didn't have that circle either and those hands. (Interview, Participant 5)

the first time I seen it as sort of me as a parent and parenting my own children that I have, rather than the second time when I went through it I sort of seen it more on my parents and where – I learnt it, I seen it from the different angle – yeah. And I seemed to learn a lot more the second time with - yeah, sort of critiquing my own parents, I guess on where they went wrong and things that they did right. (Interview, Participant 10)

...well, like I got brought up – like, if you played up - sit in the naughty chair, smacked, that's how I got brought up...I wouldn't hurt my child, I just – I wouldn't put him in a naughty chair...like I don't think that's bad or nothing but I just learning that if they're chucking a tantrum or if they're confused or they don't even know what they're feeling – like, just give them a hug...cause that's probably all they need...not just all they need but instead of punishing them...give them a cuddle, saying it's alright... (Interview, Participant 13)

The same participant who recalled his treatment as a child, experiencing the naughty chair and smacking, also recounted in cycle 5 sessions, throughout observation, that when he was younger, he repeatedly experienced having his mouth washed out with soap by his uncle, for swearing. The significance of this data cannot be underestimated as it comments on parenting methods which may or may not stem from generational norms. From the data gathered, it would seem that participants' experience of being parented has had a strong influence on their how they have reflected on their own parenting

The evaluation found that the *Just Time* program was very well run, with significant benefits not only for the participating prisoners, but for correctional staff, facilitators and volunteers. In coming to these conclusions, the evaluation team considered various data (documents, interview material, observations) and assessed the strengths and limitations of the program.

STRENGTHS

[Participant] said that [volunteer] and I had saved his life. (Reflection, Facilitator 2)

What worked well with the program?

The key strengths of the program, from facilitators' perspectives, was the general nature of the COS-P course, how it has been created and structured and its ability to teach participants reflection skills that they may not have learnt elsewhere, whilst providing critical reflection time within sessions. Facilitators also acknowledged the prescribed structure of the COS-P program as a strength, noting its ease of delivery. The view was expressed by both facilitators and participants that the program was something that everyone and anyone could benefit from:

In my opinion, I think the first time I went through in training I thought, 'Wow, if we could all do this,' you know, young mums – if young mums could do this, if people who were thinking about – you know, going into a new relationship did this. (Interview, Facilitator 5)

Facilitators also claimed that the program had the ability to be widely applicable to any family, situation and level of society:

...the DVD and the questions are put together in a way that can be translated into any situation. So doing this in a prison is not something that needs huge modification.

(Interview, Facilitator 5)

They also noted the non-offensive delivery of the program and its ability to allow participants to learn and accept learning at their own pace:

The way that it's structured and putting ideas out there for you to sift and allow to meld or not allow to meld with your own experience and history. I think that – yeah, that reflective nature of the program is not offensive, I think, to anyone. (Interview, Facilitator 5)

A strength of the program was also indicated in the appropriateness of the program to a prison setting and for delivery to incarcerated offenders:

...this one's good in that it focuses on the attachment process rather than being a behaviour modification program...this is more around the attachment process...which is what we think is more appropriate for a prison setting, because that's around...how they were... parented themselves and what kind of parent it is that they want to be, and the best style of parenting program for most of our mums and dads here in prison.

(Interview, TPS IOM Staff 1)

Participants reported the key strengths of the program as what they had learned. However, they also built on this by reporting on the strengths of the program content, structure and delivery. Participants reported that the program had been more beneficial to them than other parenting programs undertaken, in its utter distinctiveness:

I really have done – like, so many of them and this has been by far the best and you learn something new every time, they let you do it again which is fantastic. (Interview, Participant 5)

...because I've done three parenting courses on the outside. Relationships Australia Parenting Separately, Raising Great Kids through Catholic Care and the Anglicare Magic 1, 2, 3. So this kind of – it's a completely different one, I found that it had not comparison to any of the other ones, which was great, and it was a completely different concept that I had never thought of before, and I wasn't aware of being a mother myself.

(Interview, Participant 6)

...I'm doing anger management as well as this father course. But, I found that I got a lot more out of the father course than the anger management course I'm doing now. Yeah, I just relate with the shark music and stuff a lot... (Interview, Participant 2)

Participants concurred that the DVD aspect of sessions and the structure of the program were strengths, noting both the time and length of sessions:

It goes for a good amount of time. It's not too long. You know, it's not like it takes a full day. It takes weeks to do. I like how it's set up. (Interview, Participant 1)

[Participant] mentioned that he likes the videos component of the program as it stays with him more and he thinks about it in his room later; "Other programs don't have this." (Reflection, Facilitator 2)

Another strength of the program is its ability to engage participants, cause them to learn and reflect and provide them with new skills, when these participants set out to complete the program for requirement reasons only. For example, to fulfil the requirements to release their children from the care of Child Safety Services:

Everyone that I've heard from are really quite surprised that they have enjoyed it as much as they have. I haven't heard anything negative about the program, they find that it's not necessarily what they were expecting and I think often they do go simply because they want to put a tick next to the fact that they've done a parenting program. A lot of the requests say, "Child Safety want me to do a parenting program," or, "I need to do a parenting program," whatever, but the ones that I've sat in on and the feedback that I've had is that they've really enjoyed it. (Interview, TPS IOM Staff 1)

Flexibility

The flexibility of Connect42 program managers, program facilitators and TPS IOM staff exhibit in their relationship was evident and was seen as a strength of the program. All practitioners liaised with one another to fill in where required in the event of absences of regular facilitators and volunteers. All practitioners seemed willing to work together to ensure that *Just Time* sessions went ahead in special circumstances:

...I think as people have been drawn into working – like, [TPS IOM staff member] working with me this time and being able to have [TPS IOM staff member] down a few times just to volunteer, when we've needed to fill a gap (Interview, Facilitator 5).

[Program manager] had run the most recent, session 3 that happened two weeks ago.
(Facilitator 2)

Occasionally I have sat in on the program as a volunteer record taker, note taker kind of thing. (Interview, TPS IOM Staff 1)

Understanding the program content

Most participants stated that they understood the program content. In particular, they identified with the concept of ‘the circle’ and identifying facial expressions, cues and behaviour which indicate feelings and emotions. The majority identified with the concept of ‘shark music’ which enabled participants to correlate the sorts of things that would promote anxiety, ‘push their buttons’ or bring them to a moment of needing to adopt the cognitive components of the program to better resolve the parent/child relationship dynamic. For example:

...my son who's only like 8 months at the time, and he was looking around the room and then he'd look back at me, and then he'd smile and then I'd smile, I'd do the same facial expressions as him. (Interview, Participant 13)

If anything just – so...instead of having to be in the moment with them or be there with them or whatever else, you actually need to...if they're crying, not just going, “What's wrong with you, boy?” ...Like, actually figure out what's wrong with them and try and deal with it with them. So, help them to...organise their emotions. (Interview, Participant 12)

Mainly that, just to...step back and...just watch over them, I think that was the main thing, I think we learnt, it was – yeah, they're going to get in and have a go anyway. You might as well just make sure they're not in danger or anything obviously and let them learn for themselves. (Interview, Participant 10)

Well, them going out and adventuring and coming back and - yeah, all different things...
(Interview, Participant 9)

Reflection

The ability of the program to instil in participants both the importance of and skills for reflection about parenting was clear. Facilitators expressed the abilities of participants regarding reflection across session participation and participants reported their newfound reflective skills:

...I've just been really astonished at how some of the women have really connected with the material, and also have learnt to reflect. (Interview, Facilitator 4)

...such a privilege to...share your own...self I suppose with people and share some of your own reflections on how tricky parenting is or how rewarding parenting is with some people who might not just get...the chance to reflect...and encourage them to keep doing that kind of reflection, I think is great. (Interview, Facilitator 5)

I think sometimes the women who've come back a few times have almost gone through a bit of a cycle like dealing with their own childhood and how that has and hasn't worked, before they can even look at [their own children]...it's taken them that time of reflection.
(Interview, Facilitator 5)

...you recognise that and you recognise how important this circle is. And you recognise that your kids have been sitting there looking at you, wanting something and when you're in that sort of state, you can't do anything. You know, you're not doing the right thing, when it's just as simple as recognising and knowing what they're doing. So, when you know that circle and what end they're on and where they're at, you can communicate with them and nobody looks at it like that until you see that course. (Interview, Participant 5)

...it was at a time in my life that I was unable to be there for [child] in those moments. It made me reflect on that and actually understand why he became so clingy. I thought he was teething and stuff like that, because I've only got one child, he's through IVF, so it was really hard for me being a single parent. But it really made me reflect on those

moments and understand him, what he needed and what he wasn't getting. (Interview, Participant 6)

Program impacts

The key program impacts for participants included the newfound reluctance to inhibit children from exploring, more readily allowing them to venture out on the circle and understanding children's innate need for comfort. Participants reported that the program helped them pick up on and understand children's needs, that the program changed the way the participant thinks, that it taught them how to communicate better with their child, that they are now able to identify where their child is on the 'circle', understanding of the significance for children of participants' role as safe haven to provide comfort and emotional support to work through their child's emotions with them. Additionally, participants reported their realisation that they were not allowing their children to feel their emotions as it was uncomfortable for them as a parent:

I realised through this course that I wasn't allowing him to feel his own emotions. I would constantly – I would quickly go and try and distract him, "Oh, what's going on here?" or "It's okay!" you know, I wouldn't let him feel it because I don't want to feel it. (Interview, Participant 6)

A significant theme amongst participants was 'shark music' and their newfound beneficial ability to identify and challenge their shark music, to continue through uncomfortable moments:

So, every single time that I was nervous or went to push away from something, I would push myself through it, and I still do that now. So, that was massive, huge...So, I'm not afraid anymore, so I actually give myself – I go, "Okay," I recognise the shark music, I go, "This is your shark music, you're going to push through this because you're not going to - you can do this, this isn't huge...[daughter] cried for 20 minutes in one visit, but I was patient with her and calm instead of freaking out and that was because I'd learnt – you know, this is my shark music, this isn't huge, it's okay, I've got to be patient... (Interview, Participant 5)

I know there's a bit in it about shark music where you put your own phobias and your own insecurities and stuff into your parenting without even realising...Probably the shark

music, yeah, they played a video with – like, dark and gloomy music as the background and they played the exact same clip with – like, happy music behind it and it made the hugest difference on this exact same picture. It was – yeah, based around...if you've got your own negative music going on in your mind you can put that in, without even realising, into a situation – yeah, from your own troubles or your upbringing or your parent's mistakes you can easily put that into the next generation for sure. (Interview, Participant 10)

Participants also expressed their realisation that their ‘shark music’ will be passed onto the child through participant’s reactions, noting the modification of their own behaviour to ensure that this does not occur:

...there's always that shark music too, you know, but you got to learn to talk to them about it, instead of like, “Ohhh,” [becoming stressed] ...I'd be like, “Oh – boy, you don't go through there,” like instead of like giving him his shark music... (Interview, Participant 7)

Participants reported the positive effects of the program on their behaviour, that undertaking the program made them see things differently, completely changing the way that they think and allowing them to understand children better. Participants spoke about what they had learnt from the program and how this has changed their behaviour towards children:

Especially with little babies and how you get there in their face and you're like try and make them happy again when they just need some love, not you in [their] face going, “Hey, hey!” ...I no longer get in their face and try to cheer them up when they're sad. (Interview, Participant 15)

Oh, it will, when I get back out, it will, I'll have a better understanding of what they need and that...Just like – oh well, [child]'s got a bit of ADHD, she's like me, I've got ADHD real bad and - yeah, just a better way of learning...helping her instead of pushing her aside to help, like you know what I mean, instead of – yeah, walking away and getting angry with her or whatever. (Interview, Participant 16)

Participants also spoke of their newfound behavioural change in the way they act generally, not just towards their children:

...see I've got a bit of an inflated temper, right? And it's made me look at things differently, even – like, in here, whereas...a few weeks before the course I...had an argument with an officer, had an argument with another inmate...and now since I've finished the course, I haven't had any arguments, like I tend to look at things a bit more differently, if you know what I mean, you know. Like, because there's loads about temper and attitude...well, no one's respecting it...like no one's going to respect it – are they?

(Interview, Participant 4)

Some program participants not only indicated changes in their own behaviour towards their children and other adults, but that they had noticed a distinct change in other participants after their completion of *Just Time*:

...because they're confident and they can kind of understand that it's not the end, and that even though they've been a shitty parent at times, like we all have, that doesn't matter, because as long as you get it right 30 percent of the time. (Interview, Participant 6)

Similarly, participants reported that their completion of the program caused them to notice the emotional needs of other prisoners more readily:

Yeah, I have noticed it with some of the girls in here, not just with kids, that they need – some of them need that extra attention, like to fill their cup back up. (Interview, Participant 15)

And they all talk to me about, "Oh, I didn't notice that when I did that, this is why my child responded this way." So, being able to reflect on themselves. So, I think there has been an improvement in behaviour. Emotional, I'd say people are becoming more emotionally intelligent. Just seeing how their behaviour impacts on others. (Interview, TPS IOM staff 2)

Others commented on how their behaviour around their children had been noticed by significant others as a result of the program. When asked how the program had impacted on his relationship with his ex-partner, family and friends, Participant 13 responded:

...when they did come visit me, the first time before I done the program...I didn't know like how to – cause, I was all new to it, I was a bit – like, in shock, didn't know how to communicate with him properly and then he started crying and that...it was more – like, awkward for me really, because I was new to it. Second time around...I was a bit more comfortable...Like, probably helped heaps cause...my family knows that I'm reading baby books and reading – doing everything I can, so they know that I'm actually giving it a good crack and yeah, they're probably thinking more that I'm going to be a good father than before – like, I didn't know much about it, yeah...I didn't really know how to connect with him and that's what I was worried about as well. Once I started the program, I was able to connect with him by – like I was saying again, the facial expressions and yeah, so stuff like that as well... (Interview, Participant 13)

Practical application of program skills

Applying the skills learned in the program will ultimately be the test of its efficacy. Upon release, the parents will have varied contact with their children. This was reflected in the many comments during the interviews. Some will have full custody and some will not. Some may not even have any contact until such time as they satisfy certain criteria set out in court directives and/or through the supervision and compliance with Child Safety Services. In the meantime, one practical way to ‘road test’ the skills learned is during visits and Onesimus Foundation Kid’s Days:

I had a woman last week in women's prison and she had a visit with one of her children and she said to me, "I did the, did the Circle of Security in my visit and it was really great and I could see that the person who had brought the child in was watching me and we were really impressed with what I was doing." So, I actually think Its making people feel much more confident. (Interview, TPS IOM Staff 2)

...when I was doing it in the women's and going to the women's Kid's Days, there were one or two where there was a cross-over with the participants in the program and having their children onsite, and me being there, as well...it's always been an interesting opportunity, where the participant has had an opportunity to have contact with their child or children, during the course of the program...I suppose the best example is one of the very young mums doing it early on it was, one of the first cycles I did, maybe the very first cycle I did, she realised that she was hovering around her little boy, whenever he moved away from her in a visit, she would, you know, she's like, "Oh, you know, he's leaving! I'm going to follow him." ...when she saw that the natural out in thing was...to be encouraged, she changed what she was doing and she just...watched her boy go out and enjoyed her time with him...she said, "Oh, he's talking to me more. He's coming up and talking to me more" ...she was really pleased with that outcome. And one of the other participants said, "Yeah, you were quite different now when your boy comes, you're not chasing him around anymore, you're much more relaxed," And so yeah, that opportunity for the participants to see their children, maybe it doesn't always go quite as perfectly as that, that was a really good example. (Interview, Facilitator 1).

Recounting her experience with her child in weekly visits for one of the first times since she was incarcerated, a participant recalled:

...I was patient with her and calm instead of freaking out and that was because I'd learnt – you know, this is my shark music, this isn't huge, it's okay, I've got to be patient, and watching how she reacts to my reaction was massive as well...and then I watched her do the circle and I was really, really happy that I was part of that circle...because I knew that she was afraid, not of me. (Interview, Participant 5)

Facilitators

Delivering a program in a prison may not be an ideal environment from a range of perspectives. However, none of the facilitators or volunteers seemed to be fazed by this, and from all reports they looked forward to an ongoing working relationship with their newfound clientele. TPS IOM staff member 1 noted the passion and dedication of Connect42 as an organisation; both program managers and program facilitators:

I think...one of the things that's worked well is the organisation that are doing it and the level of commitment that they have to it. In that...they're obviously committed to the principles of the program, they want to be doing it...they're committed to their organisation succeeding and the way they do that is to get funding, so...to get funding you've got to run a program. But I find that, this is my personal opinion, but I think [program manager 1 is] actually very much committed to wanting to succeed in this area for the purposes of the children and the parents rather than the continuation of Connect42 as an organisation...so their commitment to the program, their commitment to their client group...the children and the parents here in prison... (Interview, TPS IOM Staff 1)

Participants' perceptions of program facilitators were consistently positive, noting how well they explain the content of the program throughout delivery, their encouragement of participant engagement and sharing, and their acknowledgement and affirmation of all participants' opinions. Participants also reported that facilitators shared their own parenting stories with their children and that this was helpful in allowing participants to relate to them and understand that all parents face the same problems. When asked about the people who deliver the program, participants responded:

Yeah, the two ladies?...I can't think of the names but they are beautiful, they do a lot explaining very well and they encourage us to keep coming back. (Interview, Participant 16)

Ah, brilliant, yeah brilliant. We really enjoyed it, yeah. We all had a bit of a laugh and that, and they bring chips and stuff at the end of it and no it was – yeah it was awesome. Everybody really enjoyed it. (Interview, Participant 10)

...we watched the video and then have a talk in the session multiple times through the – through the video, they'd pause it and you'd have a talk and chat about what you'd just seen. A few pamphlets which you read off as well. Nah, it was all pretty straightforward and basic, they explained it really well. (Interview, Participant 10)

'Being with' and that sort of chapter and stuff like that. They helped explain it, as well. Even though you got the message from the video, they would sit there and go through it and they'd explain it, which was good. (Interview, Participant 13)

Additionally, facilitators seemed able to control the room and hold participants' attention, a difficult task to do in a community setting, let alone a prison facility. Facilitators seemed to identify both the requirement that this was within their role and that they needed to do so to appropriately deliver the session and their ability to effectively do this, even when faced with interruptions consistently:

After the session, _____ remarked that in a way they are looking [at me and] engaging with me as the 'parent' and there was an opportunity to model how to respond to that 'behaviour' in a bigger/stronger/wiser/kind way. (Reflection, Facilitator 1)

Two fellas were mildly disruptive - chatting and joking - kind of class clowns. I jested "Do I need to move you apart?!" They laughed...and settled down. There was a further occasion when I needed to say the same thing to bring them back to focus. (Reflection, Facilitator 2)

...there's one guy in there particularly who sort of diagnosed with ADHD and so that just made some of the sessions probably a little bit...harder to feel like the space was fully reflective, cause you're trying to work out whether to just bring him back in a little or just to wait and let everyone settle again. (Interview, Facilitator 5).

I'm looking at some of the guys thinking – you know, probably a bunch of them haven't been successful in a school classroom kind of environment. So I think in that situation, you've probably got a higher proportion of people who...might find it hard to sit for two hours. (Interview, Facilitator 5).

The key family and re-integration TPS staff also saw the benefit of the program facilitators, including their knowledge base and suitability to conduct the program:

...I think the quality of the facilitators is just, the one's that I've seen, I just think they're top notch, really good and they're not just presenting the program, they've got a lot of depth of experience and knowledge in all sorts of areas to draw on, and...to contribute and also, just good facilitators in enabling the group process and enabling individuals to shine as well. (Interview, TPS IOM Staff 1)

Sometimes it might, too be – what can affect the delivery maybe is the group mix as well, so particularly problematic participants. But I think the facilitators are usually, from what I've read of their notes and I often just flick through the notes they've made, they usually have ways to manage people who might dominate or people who...seem a bit shy in contributing. (Interview, TPS IOM Staff 1).

This was supported by observations of the delivery of cycle 5 of the *Just Time* program in RBMSP. Facilitator 2 was adaptive and able to control the room well, she had the ability to get participants to focus again on a task when their attention strayed. She could laugh and joke with participants, but also hold their attention and communicate the importance of program concepts. She used analogy to communicate particular concepts and spoke often about her personal experience and daily struggles and multiple attempts to ‘get it right’ in parenting.

Facilitators also seemed to possess a vested interest and passion in regard to the program and helping individuals. This was evidenced in a reflection by a facilitator, whereby the facilitator brought in additional information to help support the problems of specific prisoners in her group. However, it is identified that the group in which this was done was the smallest across cycles, featuring two participants, and thus the facilitator might have gained more personal insights into the lives of the group participants:

I also wanted to have time to show both participants a handout from another program, Zones of Regulation which aims to support emotional regulation. I explained the Zones with lots of examples and both felt it was a useful way to think about state of mind, experiencing anger and also thinking about how and when to be managing zones (such as red if your behaviour is making others around you uncomfortable)...I intend to bring

some complementary paper resources about strategies for managing your zones and also awareness of triggers. (Reflection, Facilitator 2)

The benefit of this extra support and care was shown in one of the comments of the participants from this cycle. In reference to a previous quote:

...I'm doing anger management as well as this father course. But I found that I got a lot more out of the father course than the anger management course I'm doing now
(Interview, Participant 2)

It is well-known that females dominate caring fields and in line with this, all Connect42 *Just Time* facilitators interviewed were female. One facilitator expressed the benefit of having a male volunteer present during cycle delivery within a men's prison, in order to foster relatability:

It was great to have support volunteer with good experience of the program...to add tid-bits of relating content to real life...It was helpful to have a support volunteer who was male in order to relate to things from another perspective. For example, about the first diagram of a child going out and coming in to the Hands: 'Blokes like to have a map.'
(Reflection, Facilitator 2)

Graduation guests

Similarly, the idea of having a notable community figure attend the final session and graduation of the program was received well by participants. It was seen to be exciting and to instil a sense of pride in participants for what they had achieved across the program, as well as respect felt between participants and individuals in power:

Her Excellency the Tasmanian Governor was in attendance, along with her Aide de Camp (ADC) [Participant] said later that he was excited to meet them...He also shared that he had been worried about what it would be like being around dignitaries and this was further compounded when he saw the number of stripes etc. on the ADC's uniform. But he said it was great to find that both her Excellency and the ADC were down to earth people...Getting the certificates was indeed a special time and [participant] said he

would be thinking about [it] for a long time and he'd have something to tell the grandkids... (Reflection, Facilitator 2)

...what can you say about the lady Governor, she's just absolutely stunning... Well, she is!...she's fighting a disease...and she has chemotherapy and she comes out of her way to come and present you with the – you know. Well, it's the most important person I've ever met...I'm a country boy...I come from the middle of the stump – black stump...and most important person I ever met was a counsellor or something, you know...she listened to what we had to say too.

(Interview, Participant 4)

But...they both interacted in the program for that session, that day, you know, and I found that...like he had his own input, he let us have our input too, and he listened too...Like, he wasn't just... "You're a criminal, you don't know nothing," you know what I mean?...I found that to be...a bit of eye-opener too...that he was willing to listen and maybe learn something from us... (Interview, Participant 4)

Softening the edges of a harsh environment

The program delivery team were well aware of the environment they were coming into, so in an effort to improve the experience for the participants, facilitators made simple changes within the confines of the prison setting. Facilitators payed attention to both the room type and configuration of those rooms, and their ability to hinder or foster reflection and sharing:

I moved the furniture around in the room so we could sit in more of a circle...

(Reflection, Facilitator 2)

Session was in smaller interview room rather than multi-purpose room which often doesn't feel as nice particularly when sharing morning tea. However, with flowers and table cloth today it had a slightly nicer feel to it. (Reflection, Facilitator 4)

I think that for me I kind of...just sort of spread food out and put the kettle on to start with, so they can start with something and then I'm very much, if you need to get up and walk around anytime, just make it a lounge room. (Interview, Facilitator 5)

In the women's prison, the facilitator even went to the extent of bringing in a vase, flowers and a tablecloth:

...one of our deliverers in the women's prison...she'd begun to take in a little vase of flowers and a lovely table cloth, so that we could – or, you know, the group could sit around the table, with a tablecloth and a vase of flowers and their afternoon tea...

(Interview, Program manager 1)

Facilitators also negotiated with the prison authorities to serve morning or afternoon tea. This gave the participants a break in the two-hour session and gave some the opportunity to discuss different aspects of the program one on one, and allowed for a much-needed break:

Yeah. I guess – well, I know when the whole program was running, for example, we seem to have a lot more done and a lot more positive conversations, not when the program part was on so much, but like, when we're sitting and having morning tea. (Interview, Participant 12)

The critical nature of the break was established through observation of cycle 5, whereby participants became quite restless and disengaged after an hour of content delivery:

...so being able to bring biccies and have breaks and just run with their body clocks, I think is really important to think about in that situation. (Interview, Facilitator 5)

It was also clear within session observations of cycle 5 that the break was imperative. Program participants became restless, lost interest and showed disengagement with both the DVD and the discussion with facilitator about session content. This was particularly true for the younger participants. However, following the break, participants were energised and eager to then engage.

Group dynamic

Facilitators believed that the program groups fostered an environment of trust between participants, as well as peer-to-peer support and sharing. Facilitators noted the benefit of having

vocal participants within group sessions, in contrast with this also being raised as a limitation (see next section below):

...there was one woman who is fabulous and really good at connecting the material to her own experiences and she wasn't there because she had to work. So, like she'd done the program before, so she's done that chapter before, but when you've got those people that can speak, it's really important. So those are the kinds of things that have happened, and you go, "Oh, could have been so much better if" ... (Interview, Facilitator 4)

Participant sharing of personal stories is important as it allows participants to relate to one another and possibly to understand concepts better through their explanation in relation to real-life examples and scenarios. This was agreed upon by not only participants, but facilitators and TPS IOM staff.

Participants concurred that the group environment was a non-judgemental and safe environment where nearly all participants share, noting the ability of the group to help them branch out, speak and share their stories:

Yeah, it's good. Because everyone chips in and has a chat and gives their own version of events and stuff like that, so yeah it does, cause if you – if you're sort of sitting there on your own it's sort of a bit hard to branch out...and go into conversation and that, but – and share - you know when there's a group everyone sort of has their time to share and what not. It makes it a little bit more comfortable. (Interview, Participant 3)

We all get along, no one's pretty much scared to put their hand up and have their say, and aren't judgmental. They've all – like, everyone learnt that everyone's different.
(Interview, Participant 16)

Alternatively, as opposed to a community setting, a prison environment has a different general functioning regarding prisoners – the content they share and who they share this with. The ability of *Just Time* to bypass these norms within the environment and create a safe space can be seen from the perspectives of all involved:

Cause I know young [participant], he's not really the type that speaks about anything. Like, I know him on the outside as well and he's a hard-ass little criminal, to put it simply, he's been coming and going since he was about 13, I think...and to see him now and, like, realise that he's got something to live for – like, he wants to get out and stay out and shit and pretty much, be there for the kid. (Interview, Participant 12)

References to the group dynamics were conceptualised in a number of ways. Firstly, how particular group members might be seen by others:

Sometimes inmates are reluctant to share information that they think might be used against them, so when you're talking about family they might at least initially – and I have heard them say, "You don't say anything," but my experience in the group and from what I've read of the notes is people are pretty – once they get used to it they're pretty forthcoming in sharing their information and the guys and women are very supportive of each other particularly when it comes to family. (Interview, TPS IOM Staff 1)

A facilitator, reflecting on a participant's comment, stated:

Ever since I met [facilitator] and [volunteer] I started talking and I feel heaps better.
(Reflection, Facilitator 2)

The program allowed for a safe space that allowed participants to speak about issues, express themselves and be vulnerable beyond the content of the program, where they otherwise would not have an opportunity to do so:

...sometimes they'll say something, which actually isn't really related to Circle of Security but something like, "Oh gosh, we never have a chance to talk like this" ...in some of the final sessions, the women that are about to be released talk about they're scared to get out because they don't know how they're going to go. And all of these things that they talk about and I don't know if they ever get an opportunity to share. And they'll say, you know, "This is the only time I've ever voiced those fears." So for them to chat about and talk about some of those kinds of things. So, it's not only the content of Circle of Security, but it's the – but it's the environment and the time that it gives the

women to talk about these other things. Because I suspect often in their lives they've never had those opportunities and that's incredibly powerful. Hopefully it gives them some skill in doing that again at some stage, in another kind of environment, or just to be able to talk about what they feel. (Interview, Facilitator 3)

The younger participant commented that he'd seen the psychiatrist regularly in prison but had never spoken about his emotions as he'd done in COS-P sessions. (Reflection, Facilitator 4)

When a different person stepped in to replace the group's normal volunteer (because the original volunteer was unavailable), program participants responded well to the presence of the new person. This was illustrative of the safe, welcoming space that had been created by facilitators:

Even though I was a new face this week the two male participants obviously felt very comfortable with [Facilitator] and had developed trust in the program and with [Facilitator] to the level that they remained happy to share thoughts about the video clips in the same way that they did in previous sessions with their regular volunteer.

(Reflection, Facilitator 4)

In a cycle 5 session observation in RBMSP, the group seemed comfortable and as if they had made the room their own. Participants joked and laughed with the program facilitator and were happy to not only share their answers to questions and thoughts about particular topics, but also tell stories and speak about their concerns or experiences, without fear of judgment. Even with constant note writing from the evaluator and little participation, sitting at the back of the room, participants were not intimidated and were more than happy to continue sharing their thoughts.

The group structure was reported by participants to help them bond on a deeper level and to build friendships, making them realise that they were all in a similar position:

But we all kind of realised that we were in it together, and we could talk to each other about it. Instead of being all closed off and private, which in here it's a very big thing to not be vulnerable. A lot of girls were vulnerable, and it kind of helped me in a way to

make better friendships with people and to help them by sharing my story... (Interview, Participant 6)

Some participants noted that they appreciated and preferred a smaller group size:

Yep, yeah. It was good the way it was laid out, the group was small which was good, wasn't a big class. (Interview, Participant 14)

I wouldn't have found it too well if it was too many people in there. (Interview, Participant 2)

One reason that was identified about why the smaller group was more beneficial related to its different dynamic and productivity:

Yeah, and they were both good, everybody was respectful. It's probably a little bit harder to keep people's attention with the – the bigger group but it was – it was still really good, yeah. (Interview, Participant 13)

Repeat participation

Repeating the program is worthwhile to reinforce learnings and to help participants who may have missed things in a previous iteration. There are many accounts of people repeating the program and nearly as many reasons why:

...I can see all the help it does do for a lot of people. Like, I know a lot of the boys, [participant] for example, he's sitting it again, I think it'll be the third time he's done the program. (Interview, Participant 12)

...you watch a comedy movie with Adam Sandler in it, like I watch a comedy movie with him and then when I watch it again, you miss things that you didn't see the first time. (Interview, Participant 13)

I did it twice and the reason I did it twice is because I loved it so much the first time, I did it and I actually learnt new things the second time. (Interview, Participant 5)

...you can do it more than once and that's partly to overcome that thing that they can't practice it as well so but it's kind of a reinforcing the concepts at least in their own brain and seeing the video and perhaps imagining how they might actually use it, because - yeah, doing it once might not be enough, but we can't give them more contact with their kids, but we can offer it to them again and they can help people who have only – they're new to it, their conversations and how – what they've learnt and – can actually help in the group as well I think, by having the more experienced there as well. (Interview, TPS IOM Staff 1)

One participant related how repeating the program enabled him to gain an insight into his parenting as well as how he was parented:

... the first time I seen it as sort of me as a parent and parenting my own children that I have, rather than the second time when I went through it I sort of seen it more on my parents and where – I learnt it, I seen it from the different angle – yeah. And I seemed to learn a lot more the second time with - yeah, sort of critiquing my own parents, I guess on where they went wrong and things that they did right. (Interview, Participant 10)

Professional relationship between facilitators and TPS staff

The contextual framework provides a glimpse into the type of environment where a group of speech pathologists and their volunteers have come to work. The success or otherwise of the process very much depended on the relationships of all concerned and was something which was commented on principally from the perspective of the program facilitators and TPS staff. Facilitators stressed the integral nature of having key TPS IOM Family and Reintegration staff support them throughout their delivery of the program, noting that they have done as much as possible to accommodate program facilitators and delivery and to help out where required:

...the organisation at the prison...[TPS IOM staff 1] ...just people like that who can have such a good finger on the pulse of what's going on and – you know, just make things happen out there, that's worked so well. (Interview, Facilitator 5)

TPS have all been incredibly respectful and generous to the facilitators in understanding that they're coming into a prison context and not all of them would have been familiar with the prison context prior so they've been - kind of, kindly nurturing them, I think, in their sense of safety and settled-ness within the context. (Interview, Program manager 1)

...last week I was in a room where there weren't enough chairs so I sat on the floor or was crouched for an hour and a half, but [TPS IOM staff 1] walked past and noticed it and she was amazing and like, sent an email and she was onto it straight away...

(Interview, Facilitator 4)

TPS staff in the family area of Integrated Offender Management were happy to go somewhat beyond their role in order to ensure the effective functioning of the *Just Time* program, being more than helpful to Connect42 staff:

I recruit to the program...gate passes and liaison with people from Connect42...and general trouble shooting if there is any, in terms of lockdowns and all of that kind of thing as well...I get the reports and so we've got copies of all the reports and things, so I can...keep them for the TPS, and as I said just day-to-day admin side of it. (Interview, TPS IOM Staff 1)

One facilitator also highlighted the benefit of having a partnership with a TPS IOM staff member who acted as volunteer for one cycle of the program. This was due to their knowledge of the prison, the environment and the prisoners, specifically how they function and their attention in group settings for particular periods of time:

...so she's been able to give insights along the way that [help with] just me being completely not in that headspace at all, yeah. But she's also said the other day, it's nice having non-prison eyes come in and just make some other comments...so that connection I think – you know, connections like that have been good I suppose for the on-goingness of the program perhaps. (Interview, Facilitator 5)

...and it was good to have [TPS volunteer] alongside for that too, actually. Because she sort of reflected on that and said, "Oh, can we just...have a break there," ...she had a great idea one day of saying, "Let's all say what animal we feel like today," just to sort of—just show how you're feeling, just acknowledge that we've all come in feeling different, into this two hour space... (Interview, Facilitator 5)

I think at that level of organisation...that is a really good, really solid, really generous back and forth working relationship between [TPS IOM staff 1] and that level of organisation. (Interview, Facilitator 6)

Additionally, facilitators stated that correctional officers were generally attentive to their needs and endeavoured to remedy any problem arising throughout program delivery. The overall statement was that they do the best with what they have.

Facilitators did experience challenges working in the prison. Facilitator 3 reflects on this as it relates to her interaction with correctional officers:

...[it] is obviously very different to any other work place I've worked in before, for those very reasons. Obviously, they've got prisoners, yeah, in there. But then as a person coming in there who spends her entire day forming relationships with people, and that's what I'm doing with Circle of Security... with the participants, then there's these people who are the officers you who are almost actively discouraged from forming a [relationship] ...and some are friendly and others are not so friendly. And, yeah, so that - it's just...something I haven't dealt with before workplace. (Interview, Facilitator 3)

The importance of the TPS staff and the facilitators working together is highlighted below:

...I try and go in on the first session. So they can know who I am, and my role. Because what we've done is, we've, in a way we've got a partnership going on so what will happen is if the program facilitator has somebody that might have high complex needs - and take the program off track. I say to them, "That's okay, if they've met me you just say to them put in a request to see and I'll come and deal with that." (Interview, TPS IOM Staff 2)

LIMITATIONS

What did not work well with the program?

Facilitators expressed that the American version of the program was difficult to understand as the word choice in some instances was not preferable and may have inhibited participant understanding in some places. This caused participants to need terms, statements and questions to be rephrased to them:

Like, often I'll ask a question and then the ladies will ask me to rephrase it, because they haven't understood it. Which is fine, and I'll do that. And also, it can be a little bit American. (Interview, Facilitator 4).

Facilitators expressed that very vocal participants in group sessions, with higher cognitive abilities and language skills, may have inhibited other participants in the group to speak. They expressed that the remaining participants began to speak more when this person was moved to another prison area:

I've even noticed in the last cycle, someone who was sort of quite outspoken left from medium to go up to minimum and that just changed the dynamic again, which allowed some other people to just start talking a little bit more, I think...But he – the guy who left was a bit more probably had a higher level of language and sort of cognitive ability and was sort of thinking through things, so he spoke a lot...But I think just him not being there just enabled the other people to chat. (Interview, Facilitator 5)

Similarly, participants felt as though loud personalities and voices inhibited their chance to participate:

With the group I was in, there was quite a few people in there that had already done it – like, three or four times and they just constantly took over, so every time we were asked something, they just jumped in and, "Do, do, do," ...it was a bit annoying, cause you didn't get a chance to voice anything if it was your first time there...So, if you had

questions, they were just jumping in and answering it just felt a bit like they wanted all the – A couple of the other girls in there said the same to me, that – like, they felt like they couldn't say anything because these particular people that do the course every time it pops up, [they] just take over. (Interview, Participant 15).

This highlights the importance of careful assessment of participants to ensure the fullest possible participation and benefits for the group as a whole.

Some participants expressed that the program DVDs were targeted more at mothers, than fathers and that this caused the program to be somewhat un-relatable:

I think some of it was directed at mothers as well, not just fathers, so that's a bit weird for me, the mother bits, but the father bits I learnt a lot from, towards the end. (Interview, Participant 14)

Similarly, some stated that the program DVD was old and outdated and that the worksheets were outdated and confusing to understand, making them somewhat difficult for participants to engage with during group sessions:

I thought the videos were probably a bit old – they were a bit bad...you can tell by their clothes they're like 80s or something. (Interview, Participant 14)

I noticed one of the guys got a bit confused during the “Name that Need” activity. I had shown them the handout and spent a minute orienting them to the table...thoughts from this...1. That table is really confusing! I'm interested to see if they've changed it in the new edition. (Reflection, Facilitator 2)

Observation data from RBMSP cycle 5 also accorded with the idea that both the DVD program and worksheet handouts provided in sessions were outdated and confusing. The copyright from session worksheets featured the years 1999 through to 2009. While an online version did become available last year, with updated footage and some re-organisation of the manual, the program cannot be streamed into the prison and to date the new version is not available on DVD. During

session observations, the evaluators also found it difficult to interpret the worksheets as presently provided.

Evaluators also noted that the worksheets were of bad quality, especially the pictures of low-resolution and both images and writing were not large enough to read with ease. It was pointed out that Connect42 prints the worksheets from the licenced PDFs every time and that the session 8 handout is particularly hard to read. The handouts are not available in colour – only in black and white. The new version includes new handouts, but they are not an exact content match for the content on the old version of the DVD. However, the *Just Time* team have to use the old version of the DVD because this is the only technology they can take into the prison. The result is that pictures can be difficult or impossible to decipher. The COS-P is a copyrighted program and thus the extent to which materials can be modified beyond their original form is difficult.

Both facilitators and TPS IOM staff found that bringing the TV into the prison area in order to deliver program sessions was odd and difficult. However, facilitators said that they understood why a TV owned by Connect42 was taken into the prison, in order to prevent any technological issues with the prison's equipment:

...because we have the TV – you know, maybe being able to have a TV settles my – you know, need for those sorts of emotional securities...so because it's our own, we always know the remote's there, those sort of logistics. We've crossed out that being a hidden quantity maybe. (Interview, Facilitator 5)

This was supported with RBMSP cycle 5 observation, in which it was observed that the room that the program was held in featured a large, flat-screen TV and DVD player, both of which were unable to be used due to a missing remote. This is not to say that the prison does not have access to sophisticated and reliable audio-visual equipment. A comment by Program manager 2 who was using TPS equipment to present the program to correctional officer trainees remarked:

When I was doing [it] with the CO's – it was fantastic. They've got one of those great big touch screen computer TVs and that's brilliant cause you can walk around and you can touch this and start this and start that. That works really, really well. (Interview, Program manager 2)

One facilitator identified that an updated version of the COS-P program was available, that could be streamed via the internet:

I've been using in my clinic – in the clinic, using the newer...edition, the online version of Circle of Security with my clients in the clinic, which I only just became aware of, it had been updated...they've made some improvements, you know, and there are some nice things in the way that it's – they've made some good improvements to the program. But, I think that because it's only an – it's streamed online, and in the prison setting, you don't have – you can't take a computer or have internet access. It means we're restricted to using the DVD, the old one. We're just, you know, obviously 90 percent is the same but they've just – there are a couple of little – subtle changes in the program, that I kind of thought, "Oh, that's better," "Oh, they made that better." But, yeah, because we've got to do the DVD, it means we've got to carry the television in, you know and so that's just, kind of, you know, it's no biggie, it's what you do. But that's, I suppose, in terms of being able to do...there's a limitation there, there is a limitation in that that is created by the context of not being able to do that livestreaming. (Interview, Facilitator 2).

The inability to use streamed programs is noted by facilitator 2. However, during cycle 5 observations in RBMSP, it was clear that the program was being held in a computer lab, which featured at least 10 PC computers, with internet access, albeit possibly limited to an intranet for prisoner use.

Both facilitators and participants remarked about how the optimum impact of the *Just Time* program is achieved when there is consistency of personnel:

...that the facilitators are consistent, that they get the same people every week and that the volunteers are consistent, apart from when someone's ill or on annual leave, or you know, as much as possible we try and keep it consistent. And I think because as speech pathologists, we're highly, highly skilled at communicating but also understanding, reading people, we've got really...pragmatic skills. (Interview, Facilitator 3)

...and then we had [Program manager 1] and some other bloke, and then there was someone else there. So, when there was different people each time we were, kind of, all a bit apprehensive. Cause we're all like, "Oh, someone new." (Interview, Participant 12)

Within cycle 5 observation in RBMSP, it was also clear that some program participants were rushing to the discussion of information that was further ahead in the video, and did not require, nor engage with the explanation about the current concept or what was being asked from the DVD in that moment. This was because these particular participants had repeated the program, more than once. The facilitator does not skip the DVD due to this fact, she makes sure that she takes it step-by-step in order to explain to participants who are undertaking the program for the first time, to ensure understanding. It might be useful if program facilitators mentioned explicitly the particular participants who were repeating the program at the beginning of a new cycle, in order for the group to be informed, so as to not disadvantage participants beginning for the first time.

Limitations to program delivery because of the prison environment

...you can't change some of the things in a system that is as such at the moment. So, you go in as a person fitting into an environment and accepting people in that environment at any given day. (Interview, Facilitator 5)

The key limitations to the delivery of the program related to the volatility of the prison setting itself. For example, limitations included program participants having to attend court, being released, deciding to complete another, competing course run at the same time, being moved to another prison area and having to work at their prison-imposed job. Illness was the key personal problem inhibiting participants from attending program sessions. However, the most significant environmental factor inhibiting the delivery of the program was prison lockdown. It not only prevented program delivery, but also caused participants to miss crucial session content and interrupted the delivery of the program at the correct pace, as content from two sessions had to be combined into one:

...once in cycle one in medium, [program manager] and I - so it was [program manager's] decision, we went in, we actually got halfway down and there was a

lockdown, so it was a non-planned one...we did eventually get down there and [program manager], I think, made the decision to run with that session then, so it was a – so it was sort of rushed through...you could probably put across the key concepts of that session, but...then it becomes not reflective, it becomes not what it's intended to be. (Interview, Facilitator 5)

...particularly a few months ago we had lots of lockdowns, made it really difficult for them to get consistency going. (Interview, TPS IOM Staff 1)

The stark reality that facilitators had to think on their feet in the delivery of the program due to prison lockdowns was explicitly shown in a facilitators' reflection in the online portal, regarding MHWP:

Interviews and first session combined...Session was combined session 3 and session 4. (Reflection, Facilitator 4)

Table 7.
Lockdown across program cycles

Prison area	Cycle	Number of lockdowns
MHWP	1	0
	2	0
	3	3
	4	3
RPC	1	0
	2	4
	3	3
	4	2
RBMSP	N/A	N/A

The principle reason for the lockdowns in the prison is the issue of staff shortages. During the evaluation, Tasmania Prison Service was recruiting and training more COs to redress this.

Prison programming was also a significant issue in that many programs offered to prisoners are run at the same time as *Just Time*. This presents problems for scheduling and for participants who have to decide between the participation in other, competing programs. This is reflected to some degree in the attrition rate of the program, as well as the comments of facilitators:

10 inmates came to interview, 2 of which ended up being unavailable. One inmate has a scheduling issue which needs to be sorted out. We also had one more transferred from RPC, who has partially completed COS there...Six attended today. The one who had a scheduling issue has apparently gone to the other course. One had a court appearance and another did not attend. (Reflection, Facilitator 2)

It's difficult...this time we seem to have had more people drop out. Our retention rate was really good initially, but I don't think that's necessarily a reflection on the program, I think that's a reflection of it just being in a prison and perhaps looking at different ways to recruit, so that...we perhaps get less doing the program but bigger commitment to the program. (Interview, TPS IOM Staff 1)

Participants who were moved to a higher security area that did not run the *Just Time* program, were disappointed in being unable to complete the program. Mentioned as a program strength, participants made concerted efforts to continue sessions from where they left off, in order to complete the program. This shows their desire to learn and progress within the program and the benefits that program participants are experiencing.

Another difficulty exists in allowing prisoners to participate in the program when their release date is impending.

Yeah, preventing me was when I got moved down to max. See, it's a lot harder here to go up, you've got to be in medium or minimum to access, I missed out on – like, two sessions – which, when you're into the program, it is - you like to go to it all. It might have only

been a couple sessions I missed, but it's still the couple of sessions, I'd like to see what they were. (Interview, Participant 16)

...there's always going to be some movement. People have been released, so the question is, do you put them in the program knowing that they're going to be released with two weeks still to complete of the program or not? People get moved to a different facility which – actually most of the ones that have been moved to a different facility have actually picked it up again in that new facility. (Interview, TPS IOM Staff 1)

The limited ability for facilitators to communicate with program participants before and beyond the weekly two-hour sessions was also named as a limitation related to the prison environment. Facilitators found it difficult to pass on information and if an initial interview was unable to be conducted with participants in week one, this made it difficult to prepare for initial participation:

I can't talk to them directly kind of factors until they're there... (Interview, Facilitator 5)

Other limitations relating to the delivery environment included the suitability of or changes to rooms booked for the delivery of *Just Time*. Having a stable and reliable room for the delivery of the program was important for facilitators. However, it is acknowledged that this was addressed in later cycle deliveries, due to the booking of rooms at a particular time, for eight weeks, ahead of time. A shortage of rooms can be observed within the prison, thus program facilitators experienced inappropriate rooms, non-conducive to effective program delivery according to group size:

...it's been the rooms. We get shifted around, like last week I was in a room where there weren't enough chairs so I sat on the floor or was crouched for an hour and a half. But [TPS IOM Staff 1] walked past and noticed it and she was amazing and like, sent an email and she was onto it straight away. (Interview, Facilitator 4)

In MHWP and RBMSP, PA announcements also interrupted both the delivery and flow of sessions, as it disrupted the concentration and engagement of the participant group. Additionally, facilitators expressed that prisoner job responsibilities negatively impacted both the flow of program sessions and participants' attendance to information. Job responsibilities caused

participants to miss parts of sessions or whole sessions as their job took priority and they were not able to complete it at another time.

Placing the participants in a vulnerable situation

Amongst participants, the confronting and challenging nature of the program due to its reflective nature was highlighted. Participants stated that the program made them delve into and face their past trauma as a child and adult, stating that without support and particularly in the prison setting, this was difficult:

I realise that the problem lays with me. So then for – I have to reflect inwardly and ask myself, “Why am I like this? How can I stop this?” and “How can I get help?” So now for me I’ve had to start delving into my past trauma as a child and that really hasn’t worked well with me, because it’s made me start being really angry...it hasn’t been the best time for me to do that...it’s something that needs to be done but it’s just – how does it – you know, how do you do that in this environment? (Interview, Participant 6)

The beginning is a bit of a shock because it – people who don’t have their kids...some people might walk out, might react a little bit differently, because it’s shocking. I had times where I was quite emotional, I would start crying because I started opening up about my children, then others would start to cry...I would say the hardest part was dealing with the confronting, confronting parts where you realise – especially women who have their kids in Child Protection care, when they recognise how important the circle is, and then you think – straight away you instantly go back. Because I bawled my eyes out the first night when I wrote [a] poem, I was an absolute mess. But I needed it, and so when you realise and then that circle gets broken when they’re taken from you or you realise that you were...not being the best parent that you could be, it hurts you and that’s – that was really overwhelming. (Interview, Participant 5).

Facilitators supported this perception, stating that they understand that completing the program can be both confronting and difficult, but ultimately beneficial. However, concern was shared by participants, facilitators and evaluators about trauma and in what capacity and to what extent support is provided to participants throughout their reflective journey with *Just Time*:

I wonder how many themes like [this] have emerged throughout the various cycles of doing Just Time. Have others also found that this particular session [involving “creepy man”] raises these issues?...I think maybe sharing and raising awareness of these kinds of underlying issues, and arming facilitators with specific ways of dealing with them, could really add to the program delivery in this specific setting. (Reflection, Facilitator 2)

It may be that more specific support is required for prisoners throughout their participation in *Just Time*, as it has the capacity to evoke past traumas and negative experiences in disadvantaged individuals, albeit in a structured program context. One participant likened completing the program to opening up a can of worms:

You know if – just a bit more support, not that there’s not support, but I just that – you know, in here opening up that can of worms can be difficult, and we all want to do the best for our children so we all want to do this course but it does get hard for some women, because there is a lot of trauma underneath that. But I don’t think it’s enough to say don’t do it, don’t do the course. I’m just saying that I think that a bit of support would benefit the women in here, or out there. (Interview, Participant 6)

Yet, it is difficult for Connect42 facilitators to have an extended reach to prisoners beyond their program participation.

At times the interview questions may have exposed the vulnerability of some of the participants. A number of them acknowledged that the program had created situations which brought up traumatic past events or forced them to reflect on estrangement with their children. One participant, when asked about the contact status with his children stated:

...for people like me – like, I’ve never raised my hand, let alone yelled at my kids, but after this it’s going to be hard for me to get back to be able to have them, even though their mother’s, like, a drug-addicted - so, you can see, like, every time you go into the course – cause in here you kind of shut down and try not to think about your family or think about anyone else, because it just hurts so much. (Interview, Participant 12)

Another participant stated:

But that's the only thing, that it can be quite confronting and some people if they're probably not ready for that, if they can't deal with the fact that they've – if it brings them too far back, because we are in prison and it might be a traumatising time, because it is. I took it on – you know, and it was good, but that's the only thing, that it could be a little too much for some people. (Interview, Participant 5)

I get to talk to one of them which is...one of my boys, but the other three, they're going through the court with their Mum, just because they just don't want to be with her, she just – yeah, she's a smart arse and doesn't let me to talk to them.
(Interview, Participant 9)

It was not only the participants who indicated a degree of vulnerability. Those working with them in a case management capacity recognise this and commented on how, despite their situation, they were willing to open up during the sessions:

Like I was really surprised when went down a couple of times and saw how vulnerable people were willing to be in the group setting - in a prison setting.
(Interview, TPS IOM Staff 2)

It needs to be acknowledged that the nature and orientation of the program is about healing trauma. While there is potential in the program to induce challenging memories and thoughts, this is not automatically a bad thing, especially in the safe context of the program. Indeed, such evocations can themselves evoke new and clear intention to address past traumas constructively and therapeutically. While this is essentially an observation, it highlights the need to ensure that appropriate interventions are in place to ensure adequate support is available.

Practical application of program skills

A major limitation of the prison environment and participants' situation was the inability for them to see their children. This was expressed by participants as causing difficulties in their participation as they felt both emotional and guilty when speaking about their children and unable to practice and implement the skills that they had learnt with their children.

I also know that for some of them, the ones that have been out and come back, one woman in particular that I think of...it's sometimes harder. You know it, but to actually apply it is not necessarily...it's not as easy as what it might seem, and I think that's why you're not going to see it here cause it's something you've got to practice as well. So getting that practice and reflection is a big component of it and...they're not going to practice it in here. (Interview, TPS IOM Staff 1)

A TPS IOM staff member, when recounting the experience of a female program participant that was released and returned to prison, recalled:

Well it really started in the women's prison and it was one particular lady who...did go and...she was really keen on the program and her comments were, "It's a lot easier – it looks a lot easier than it really was when you're trying to do it." (Interview, TPS IOM Staff 1)

Even simple happenings that may seem insignificant were the subject of scrutiny and surveillance, highlighting the key differences in conducting a program within a prison setting as opposed to a community setting:

At conclusion of session an officer reminded us not to let the women leave with food as one women had walked out with a Tim Tam. We promised to continue to remind the women that they are not to leave with any uneaten food. (Reflection, Facilitator 4)

Group dynamic

There was a general consensus among facilitators that it was much the same as delivering the program in a community setting or any setting for that matter, in that they found program delivery challenging when particular participants had personal characteristics that caused them to be vocal or disruptive:

...there's one guy in there particularly who sort of diagnosed with ADHD and so that just made some of the sessions probably a little bit...harder to feel like the space was fully reflective, cause you're trying to work out whether to just bring him back in a little or just to wait and let everyone settle again. (Interview, Facilitator 5)

Improvements to be made in future programs

In line with the limitations presented above, facilitators said that adjustments in the language of the program to make it more smooth and accessible would benefit program delivery, as well as worksheets being more simple and removing unnecessary words. Similarly, keeping a consistent name for the program for the program delivery team, TPS staff, including IOM staff and COs and participants was identified to be of possible benefit:

The only thing I would say in that is changing its name is very confusing sometimes for people. So, being called Just Time, when it's Circle of Security which is the broader term, like I said before, the inmates just call it 'parent program'. Every request we get, everything that I do, is 'parent program.' (Interview, TPS IOM Staff 2)

Additionally, participants reported that the program length could be extended to cover more content, such as the parent-child relationships when a child becomes a teenager. The program model intends to relate to children of all ages, but it may be that without explicit examples in the program with older children and strategies for the ways to parent teenagers, the program is less identifiable, causing the participant to be unable to relate it to their own situation:

So yeah, that's maybe another program you guys can do to support – cause not everyone has kids or children, you know, of course they get older. But then you help them from age one to five, six. What happens when he's six to 15? Where everyone starts to pull their hair out...So, they were doing them between children...the ages of 1 to say, 5. But then what happens when they just about to hit that early stages in life, before teenage hood, you know what I mean? Where everyone has a heart attack. So, that's the main part where they need to communicate with their children... (Interview, Participant 8)

A program manager also identified the challenge that facilitators have to make the program relatable to participants with children of all ages:

...they're mostly young dads [in RPC]. They're all in their early 20s...or in their early 30s, for the most part. So, they've got young children, some of them might have children as old as 10-ish, but most of them have got young children. Whereas, in Ron Barwick, we've come to realise now, that...in many ways, that's the more difficult place to deliver the program,

because of the age difference of the participants. And so some of them have got adult children and some of them have got babies. And they've got everything in between. And so then, the facilitator, then needs to hold the tension and be mindful of sharing examples and so on...that represent what participants would like to get out of it, from the view of the age of their own children. (Interview, Program manager 1)

Additionally, to make the program more relatable to prisoners' parenting situations, it was identified that it could be made to be more specific to fathering, rather than mothering, given that the prison population is largely male:

Something that puzzled me all the way through and I did ask the participants a little bit obliquely about this, perhaps it was that the videos were all – 99.9% of the videos showed mothers and mothers of young children. Now, most of the blokes in this group – well, A. they're blokes and B. they don't have very young children anymore, they have children from – largely from about 6 and sometimes quite a bit older, and so I wondered to what extent they identified with what was happening, and to what extent they identified with the parenting that they were watching, because it was all, 'mothering,' and I think we only saw blokes involved two or three times, for very small periods of time. (Interview, Volunteer 1)

Similarly, the program could incorporate a range of parenting circumstances, including a prison relationship:

...for people within the prison, it needs to be more focused on how to interact with your children while you're in here and what to do to still be connected with them. Because even with this program, it was – wasn't based on a prison relationship, it wasn't based on you being away from your children and how to – you know, still fill their cup up but not be there constantly. (Interview, Participant 15)

Participants reported that one-on-one debriefing sessions and extra support throughout and after the completion of the program would be beneficial, noting the role of trauma in their parenting:

But I think that the women – you know, for me with the Relationships Australia parenting course, for example, we had one-on-one sessions afterwards, to evaluate what we'd learnt to see how it affected us and how it related to our children and our lives...I personally think that in this course, it'd be good to have alongside it preferably someone to ask them – you know, how they're feeling about it, and if they're coping okay. You know if – just a bit more support, not that there's not support, but I just that – you know, in here opening up that can of worms can be difficult, and we all want to do the best for our children so we all want to do this course but it does get hard for some women, because there is a lot of trauma underneath that...I might have a session in the parenting course and then something might come up for me and – you know, I go home or to my unit and I just think about it and dwell on it, but there's no one to really talk to because I don't trust anyone. (Interview, Participant 6)

TRIANGULATION

Triangulation was undertaken with one select program participant (Participant 11), where data from his participation existed in all three categories; interviews, cycle observations, and participant completion reports. Within participant completion reports, four Connect42 criteria were assessed by the facilitator of that participant's cycle: evidence of engagement, understanding of the material, group engagement, and participants' ability to relate the material to their own life.

Triangulation was undertaken to present a rounded view of their *Just Time* participation thus far. (see Appendix 11 for triangulation methodology table). This was to ascertain if the views from three differing individuals (facilitator, participant and evaluator) accorded, and involved consideration of facilitator efficacy and effectiveness as well as the reliability of the participant's self-report.

Participant 11 - Can you teach an old dog new tricks?

Participant 11 is an interesting program participant, being someone who has four children in their twenties and two aged two and four. He has used time in prison to learn how to read and write.

This newfound ability has greatly enhanced communication with his children and contributed to his decision to join the program.

So, I've just learned to read and write, took me 18 months... I couldn't read and write – and now I can read kid's books...I can write letters to the kids, you know, which is – all I could do [beforehand] is just do them a drawing or something... (Interview, Participant 11)

By all accounts, participant 11 gained a lot from the program. However, as an older participant and someone who has long held beliefs, he had some difficulty with the program content.

Commenting on participant 11's ability to relate the material to his own life, facilitator 2 noted:

[P11]'s understanding of the concepts seems to have consolidated and he has been able to reflect on some of his struggles. However, many of [P11]'s comments throughout this cycle and the previous cycle of COS suggest little shift in some fundamental beliefs. Where COS supports his current views and practices on parenting, I am sure [P11] will be able to apply the principles. However, it may take some time for other aspects of the program to integrate into [P11]'s world view. [P11] appears to be having difficulty shifting long-held personal views. (Participant completion report, Facilitator 2, cycle 4)

There is evidence that P11 demonstrated an increased understanding of the content in the second program over the first as shown in the facilitator's comments of corresponding sessions four:

P11 shows fair understanding but appears sometimes to be a little set in his ideas. He could accurately describe infants' behaviours that he was observing in the terms set-out in the program. (Participant completion report, Facilitator 2, cycle 4)

P11 was sensitive to the subtle shifts of infants' coming and goings. (Participant completion report, Facilitator 2, cycle 5)

This was also acknowledged by the observer describing the following in session four of cycle five:

P11...understands baby's movements in and out of circle (Eye movements).

(Session observation)

Facilitator really getting participants to express their feelings and think about the baby's feelings, evidence of understanding by P11. (Session observation)

Curiously, P11's ratings deteriorated from cycle four to cycle five. Overall, he scored 93 and 84 respectively out of a possible 125. Whether anything definitive can be drawn from this is debatable, given the group dynamic and possible external issues. However, it is interesting to note that the same person facilitated both cycles of the program.

Observations of P11 during cycle five, revealed a participant who displayed a sense of humour and engaged well in conversation. He joked occasionally and at times was happy to play the devil's advocate.

He was reflective during discussions of experiences of being parented and mentioned that he has never subjected his children to the types of treatment he received from his father. Where his parents lacked or did something questionable, P11 made a point to do it in an opposite way. This is consistent with what he said during his interview:

...give your kid love. I brought my kids up as don't hit them, all you got to say is no and – scares them more than anything. Cause I was brought up where you used to get hit. (Interview, Participant 11)

COS-P encourages participants to learn and identify with particular vocabulary using visual aids and a DVD. The visual perception of the circle, depicts children leaving a 'secure base', asking the parent to 'support their exploration', and to 'watch over them, delight in them, help them, and enjoy with them.' As the children return, parents are asked to 'welcome them coming to them and as they approach the 'safe haven', to 'protect, comfort and delight in them and to organise their feelings' (Circle of Security International, 2019).

How well the participants embrace the concepts of the program as well as the language is debatable. In this case, we are evaluating its impact on a someone who has been illiterate for the majority of his life until recently and has obviously struggled with understanding the program's content and the language.

Despite P11's literacy achievements, by his own admission he is only up to reading children's books. Given that, the following comment is not surprising:

Towards the end [of the course] I was struggling, cause of the reading and writing... You know, a few blokes were talking, I'm trying to listen. That's the only way you can pick up. (Interview, Participant 11)

She didn't know I couldn't read and write, and like, when she asked me whether I'll come back or not, I told her. "Oh," she's like, "If you need anything, I'll help you." I only need help with big words. (Interview, Participant 11)

Participant 11's lacking literacy skills and therefore, possibly deficient language skills were expressed by him to be unidentified by the facilitator in his first cycle of program participation. However, he stated that upon the facilitator being enlightened about these issues, that in subsequent cycles the facilitator modified her delivery of the program to ensure his and others understanding of the content:

...that's why she explains them a bit better this time. (Interview, Participant 11)

This statement was observed to be true within cycle 5 session observations in RBMSP. Although the delivery of the facilitator in the initial cycle that Participant 11 attended was not observed, the facilitator was still seen to 'go the extra mile' to achieve complete understanding by participants of the program content, including concepts and ideas. The facilitator seemed very experienced in illustrating content deeply through multiple examples, analogies and discussion of ideas. She spoke slowly and coherently, but enthusiastically and often asked participants after explanation if the specific explanation made sense to them. She also made sure to explain the worksheets well, beyond their confusing nature, going through each part of the worksheet progressively to ensure understanding by all participants before undertaking the specified task.

As well as the aforementioned terminology, a consistent theme during participants' interviews has been 'shark music'. A definition of shark music, external to COS-P, is as follows:

...used to describe the sense of anxiety or anger a parent may experience when confronted with child needs that are not well handled by the parent's own IWM (Internal Working Model). (Mercer, 2014)

The use of the term and its therapeutic application could perhaps be the subject of further enquiry, due to its repeated reference, use, purported broad acceptance, relation to and identification with, by participants. Many interviews of participants, facilitators, volunteers, TPS staff and Connect42 staff made reference to 'shark music':

[P11]'s comments and stories about his shark music initially revealed that he was confusing shark music with a genuine protective response to danger. Extra support and guidance was needed to help to clarify this, which seemed to lead to some positive insights for [P11]. (Participant completion report, Facilitator 2, cycle 4)

[P11] has a fair understanding, however he seemed to struggle with the idea that 'shark music' is an uncomfortable feeling when there is no real danger. Hopefully this clarified for him today. (Participant completion report, Facilitator 2, cycle 5)

The following exchange, as P11 talks about parenting his two youngest during prison visits, places the family dynamic into some sort of context.

I still get down and play with the kids every – well, I've got one come in one week and one comes out every four, five weeks...you know, it's – cause it's – it's your kids' time. The four-year-old thinks the two-year-old - cause he didn't know he had a brother, so I had to explain to him and – 'This is your little brother.' So, the four-year-old thinks his little brother's in here...I was sitting there and explaining to him, that daddy's doing things to try and better himself. (Interview, Participant 11)

Overall, P11's experience was positive, despite the challenges. Evaluators found P11 courteous and personable. He was a very willing participant and seems committed to making the most of his learnings as they relate to his relationships with his children following his release. In a moment when he was reflecting on gaining the affection of children, he said:

It's very important. You can give your kid the world, but it doesn't buy love.

(Interview, Participant 11)

INITIATIVES AND INNOVATIONS ARISING

All interviews were semi-structured which allowed for comments which did not always relate to the evaluation's lines of enquiry. Some of the comments from interviewees were unexpected, and although their answers fell outside of the main questions of the evaluation, they remain highly relevant and are worthy of comment.

Correctional Officers

An interesting finding came about in relation to facilitators' positive experiences with and suggestions for the involvement of correctional officers. Facilitators expressed that correctional officers were becoming more open to the delivery of the program amongst prisoners, where a certain amount of cynicism might be expected. Facilitators acknowledged a visible shift from this cynicism to openness and belief in the program.

...all of a sudden we had people come up to us, like new recruits, we had like two or three new recruits come up and say, "Oh, I did the program, it was so good. Really interesting to see what was happening," and then we had an old fella, who's a legend who grabbed us and – like, ended up talking to us for like 15 minutes about – like, his impressions of the program and how he'd responded to it and he'd gone home and he was thinking about his own kid who was 18 and – yeah, it was really awesome. (Interview, Facilitator 4)

The officer then engaged us in conversation for approximately 20 mins as we were leaving. He wanted to know about the content of the program and especially how the

male prisoners find it. He said he's be keen to do the program and values programs like this being run in the prison. (Reflection, Facilitator 4)

Facilitators stated that it would be beneficial in future for correctional officers to take part in *Just Time* sessions with participants. It was stated that this would allow for correctional officers to see what was happening in the program in particular weeks and to understand and connect with prisoners better:

But if there's a little bit more – less, 'Here's your room, see you later,' a bit more of the, 'Oh, hey, what are you guys working on this week?' (Interview, Facilitator 4)

This is an important point as correctional officers may not only come to understand the lives and realities of prisoners, but also get a better insight into the past trauma and hardship that they have endured. Correctional officer participation may also foster a prison environment in which the language and premise of the program is upheld and used in day-to-day interactions.

Just Time Correctional Officer awareness training

COs are given twelve weeks training prior to commencing duties in the prison. Within this, with the most recent cycle of CO recruits, Connect42 negotiated with TPS management to deliver a *Just Time* CO awareness training program, as part of their recruitment training. The training was conducted by both program managers over five sessions and two and a half weeks, in September 2019. The training drew on the principles of the *Just Time* program, serving to highlight the nature and key concepts of the program, the impact that it has on participants and what it aims to do, and how this related to the CO role within the prison. The broad implication for conducting this training can be understood from the comments of a program manager below:

...we know we wanted to deliver support to the inmates, but communication is a two way process and so to temper the rest of the communication environment within which the prisoners are having to live, when they are living in prison, then we want to be able to temper the rest of the environment to be able to have the same kind of empathic understanding and support and to use the same language and reinforce the same principles and...support the building of relational trust...so that they have better experiences even beyond the circle. (Interview, Program manager 1)

This idea is in line with the previously mentioned idea about the benefit arising from correctional officers upholding the principles and language of the program, in order to support prisoners with the principles, skills and knowledge from the *Just Time* program, outside of program sessions.

Following discussions with Connect42, the evaluators contacted Tasmania Prison Service to organise either individual interviews and/or group focus sessions to assess both the impact of and CO response to the training. Unfortunately, neither were able to be conducted. This was due to time constraints of both the evaluation, and on the part of the training COs. The Director of Risdon Prison was on annual leave and interviews could not be organised in his absence. Moreover, the recruit COs had limited time before graduation; therefore, they needed to prioritise their most essential final work.

The feedback from training COs presented below is secondary data, not collected by the evaluators. It was elicited at the end of four of the five two-hour sessions by Connect42. De-identified handwritten questionnaires had been transcribed and uploaded to the data base. The question asked of COs was broad: “Write anything you would like me to know about your experience of this session and the previous session...” (see Appendix 12 for raw responses).

Initial awareness training was undertaken on April 16, 2019 after negotiating with TPS and was conducted over one day. Both program managers and the COs receiving the training saw problems with how it was delivered. This was primarily due to the difficulties of condensing too much content into one day, and no reflection time being provided to receiving COs. This arrangement was not preferred by Connect42, however they settled on the process as a compromise with TPS. While there was generally a positive response, some were not able to see how it related to them and their position in the prison and thought that the day was too long for the density of information:

...we made a compromise do deliver it in one day. The whole time I was kinda going, “That’s not going to work, that’s not going to work,” ...and it so didn’t work and well, about two thirds of the feedback was positive and one third was really just like - they

really hated it. So...they did not get it. They did not appreciate it, found the day too long and I, to be quite honest, I felt the same way. (Interview, Program manager 1)

...we've had to go into what time was available in our first iteration. We got good feedback from them that whilst they enjoyed it they didn't always see how it was relevant to them other than: "It's good to know about a program...but what's that to do with us? We're only correctional officers," and of course without the reflective space to understand why, to process some of it themselves or, "We don't have kids so what would that mean to us?" (Interview, Program manager 2)

Connect42 re-negotiated the second implementation of the *Just Time* CO awareness training for September 2019, where program managers were able to conduct five, two-hour sessions, delivered over two and a half weeks:

...having a bit more time with the CO's is to actually give them more reflective space, but also in their feedback that they have given us each week, we've been able to do the first part of the session that I did with them last week...we were able to say to CO's on this one, "Look, we've listened to feedback that you gave us last week and what we've decided to do is not trying to get you to reflect as parent here because we haven't really got the time...[in] this shorter time space, what we're going to do is let you both sit on the balcony and sit in the audience to the program and instead of having you reflect as the pauses in the DVD might do, for participants. We're actually going to pose those same questions – run through the material but we're going to give you back some of the content and some of the feedback and some of the reflective answers which the inmates have been able to give. And so, they're actually getting a real insight into the minds and therefore the triggers which would be extremely useful to them in their dealing with inmates in things that they couldn't possibly know. (Interview, Program manager 2)

Overall, the response from training COs to the *Just Time* CO awareness training was generally positive. The questions that they had earlier in the delivery of the training were addressed once the training was completed and most COs seemed to take something away from the training.

The highlighted positives of the training were that it was useful for COs to understand prisoners' behaviours and emotions. It helped COs better relate to and develop trust and rapport with prisoners. It provided understanding about how the program can help prisoners and their families, through prisoners' exploring their feelings and thoughts about how they were raised as children. It also provided a catalyst to help them start thinking more about why prisoners are the way that they are, and to understand the relationship between literacy, language and feelings, and prisoners' expression of their thoughts and feelings. It opened understanding about the capacity of the program to build reflection; and gave insight into the concepts of the program – such as 'shark music' – and their relevance. It was helpful for the training COs to hear de-identified comments and responses from prisoners who had completed the *Just Time* program, and to understand how prisoners relate to and benefit from participation. It helped them know more about programs that are available for prisoners which, in their role as COs, they will help refer prisoners to. Additionally, trainee COs reported that the sessions progressed at a good pace and were explained well. They noted that the training was ultimately beneficial to their job role and their work with prisoners.

However, there were also constructive comments from training COs regarding questions that were left unanswered, problems with the content of the training and issues that they had with the delivery of the training. For example, the issue of trauma and how best to respond to it was raised. Comments about the training also included matters such as the stop-start nature of the DVD, with preference to watching the DVD and discussing afterward, rather than doing the two concurrently; the length of the training, with a training CO respondent stating that a shorter training course of 2-3 sessions may be better; and the late time period that training was provided, stating that it should commence earlier in recruitment training.

Program managers have also noted that perceptions of *Just Time* CO awareness training will differ somewhat between training COs and established COs:

...We've got a third delivery that we haven't yet been able to quite get structured in to the prison timetable...but that one will be delivered to the current correctional officers.

(Interview, Program manager 1)

Pre-program language and literacy assessment

As Connect42 was built on the foundation of speech pathology and *Just Time* consists of facilitators qualified in speech pathology, every supportive tool needs to be used in communicating effectively and supporting the understanding of session content by program participants. It is notable in this regard that funding has previously been sought by Connect42 to enhance the capacity to engage in language and literacy assessment and intervention. So far this has not been forthcoming, although the need is apparent.

For example, specific comments reflect the idea that beyond facilitators trying to be as clear and slow as possible and being able to identify literacy difficulties within session delivery, that other steps need to be taken to support participant literacy difficulties:

I noticed one of the guys got a bit confused during the “Name that Need” activity. I had shown them the handout and spent a minute orienting them to the table. This particular fella I suspect does not have the strongest literacy skills and he got a bit lost, wasn’t sure what to do, ended up asking for a new paper. I tried to reassure him – it’s ok, it’s just a tool if it’s helpful, you don’t have to write anything if you don’t want...He asked if I’d be checking the answers. I realised he was feeling under pressure to “get it right” and was probably experiencing anxiety about reading and writing. I explained that it isn’t a test, we are just practising trying to spot the child’s needs at different times. (Reflection, Facilitator 2)

Facilitators stated that participants regularly struggle to connect with the program material, due to language and literacy problems:

...there’s always some women who haven’t connected with the material. (Interview, Facilitator 4)

In evaluating the comments of the women it would be so beneficial to have knowledge of their level of language. (Reflection, Facilitator 4)

...I think it would be good to ask about literacy/education during the interview. Once they are in a group, no one wants to admit to having difficulties, but I need to know in order to

be able to support them to engage fully with the materials, whilst helping them to preserve dignity. (Reflection, Facilitator 2)

...it was kind of like one out of eight, where I sort of thought, oh, I'm not really sure if they have understood that concept. (Interview, Facilitator 1)

As expressed by facilitators, to identify and gauge initially, in the first week of interviews, prospective participants' literacy and language abilities would be useful. This was evidenced by one participant's experience, who completed a cycle of *Just Time* not being able to read or write, without the facilitator's knowledge:

When I couldn't read and write properly, some of it I couldn't catch onto. That's why I've gone back to the last bit, that I've got to catch onto... Towards the end I was struggling, cause of the reading and writing... She didn't know I couldn't read and write, and like, when she asked me whether I'll come back or not, I told her. 'Oh' she's like, 'If you need anything, I'll help you.' I only need help with big words – Yeah, that's why she explains them a bit better this time. (Interview, Participant 11)

Connect42 *Just Time* managers were aware about the beneficial nature of pre-program literacy assessments, clearly expressing their desire to do just that:

I bet the language is not assessed [upon entry to prison]. But, we would love to do that. I mean, I think it's a really important piece of the pie. (Interview, Program manager 1)

This is exactly what we're moving into and I think that [what] ... this whole iteration of Just Time under the government funding has given us, is the opportunity to really intensively feel some of these challenges and we would love to be able to do much more in the way of language support. And so, that language and, you know, weakened language is a factor in all of those other areas... I think there's a lot more that we can do in supporting them and their responses, and we're pretty keen to dig into that, in the next few iterations. (Interview, Program manager 1)

Even without formal language and literacy assessments, it was noted by program managers that

it is common knowledge that the prison population features low abilities in these areas and thus, that the program and other initiatives could progress on this assumption:

...we would love to do some measurements in that [literacy and language], but we also are supportive of the fact that there's a...growing body of research that shows - taken from other places, that shows that we would expect to see language issues and we could probably - we can make good educated guesses about what that – if we were to measure it, what we would find. (Interview, Program manager 1)

However, *Just Time* managers stated that without further funding, Connect42 were unable to do so at the present time:

So we do not have the facilities or the resources in what we are structured with now...to be able to have a bit of extra funding support to be able to do screening on their language and literacy. Because we recognise - and most of...the facilitators are all speech pathologists. They want them to be picking up on those things and adapting them, and for the most part they will gauge those things fairly well from the style of interaction that they have but they can be missed, and I think it would incredibly powerfully add to our data and our understanding of the cohort if we had language and literacy assessments with them. (Interview, Program manager 1)

Interagency collaboration to support *Just Time* participation

A major limitation inhibiting both the maintenance and practice of skills acquired from the *Just Time* program was prisoners' inability to have physical contact with their children, due to FVOs or similar orders. A TPS IOM staff member mentioned the discussion that she had with Connect42 about how to remedy this limitation, through the collaboration of various family charities working within Risdon Prison:

I think one of the things we'd really like to see more of and we've kind of tried it in the past, we haven't really been able to pull it off, but more contact with their children while they're doing the program. So actually having [the] opportunity to practice and reflect and one of the reasons it hasn't happened is because often some of them can't have contact with their children or distance makes it difficult for them to have contact with

their children. But the opportunity for them to be able to do that and then talk to the facilitator about what difficulties they might have had or what they found worked really well is something that I think would be useful. But...that's not unique to this program, that's just parenting programs in prisons in general, but being able to find some way of...supporting them to have contact. (Interview, TPS IOM Staff 1)

...I had talked to one of the facilitators about the possibility of actually using video during visits and that they could...actually, on a one to one basis, could actually go over that with the program participant and...they could be a bit like the videos in the actual program and be looking at identifying where they are on the circle and perhaps what a different response might have been and that kind of thing. But that was just pie in the sky kind of stuff, but...there might be things like that that you could do with... as an extension of the program for particular families. (Interview, TPS IOM Staff 1)

Throughcare

...the value add onto after the program...[to] take advantage of that sort of motivation and...the thought process...they're starting to think about things differently, would be good and being able to continue it into the community... (Interview, TPS IOM Staff 1)

Should a prison-based therapeutic program - which has been proven to have a positive effect - be considered in terms of 'throughcare' planning? The evaluation of *Just Time* has highlighted a number of circumstances where a parenting program delivered inside a prison could potentially be considered as a component of such planning.

Defining throughcare principles, White and Graham (2010: 91) point out that:

These principles are premised on the idea that there ought to be a continuous, coordinated and integrated system of offender assessment, program allocation, service provision, evaluation of program impacts and smooth transition back into community life.

Throughcare is an approach to correctional practice which recognises the state's responsibility to rehabilitate prisoners and begins well before release from prison and continues thereafter. In Tasmania, throughcare is acknowledged as a major component of *Breaking the Cycle – A Safer Community: Strategies for Improving Through-care for Offenders 2016-2020* (Tasmanian Government Department of Justice, 2017). It is defined as:

A coordinated, collaborative approach to reducing the risk of reoffending and successful reintegration into the community. It covers all who come into contact with the justice system from their initial contact to completion of their sentence and return to the Tasmanian community. (Tasmanian Government, 2017)

In terms of criminogenic programs (or projects), so far as they are offered to prisoners, perhaps there is a case to suggest that parenting programs should be included in the mix.

Throughcare planning stipulates that ex-prisoners' needs include accessing ongoing therapeutic treatment in the community following release. In this instance, program participants may need to engage with COS-P post release for the following reasons:

- They did not complete the program due to early release
- They hoped to repeat the program to reinforce learnings and/or,
- They were bound by conditions, for example; by Child Safety Services, regarding contact /custody of their children.

The COS-P throughcare initiatives of TPS IOM staff were apparent in their comments on the issue:

...that's the main part of what I'm doing. I connect people into individual people into the community. So, I use a lot of the Child and Family Centres, So Tagari Lia, Chigwell, CatholicCare and places like that up in the North of the state. It's a bit hit and miss, whether they'll [ex-inmate] go or not. If there is a condition around it will increase the likelihood of being able to have more access to a child, people are more likely to go. That's reality...but in saying that, it's gone the other way where I haven't suggested it, that the inmate himself has actually requested me and tracked me down. So maybe, about

seven of them or so. It's not big numbers, but about seven since I've been here...and I've done that so I'd say they've gone because they've driven it. (Interview, TPS IOM Staff 2)

Participants' access to COS-P in the community is not within the scope of this evaluation, however it is interesting to highlight an innovative response to circumstances where people were not able to complete the program due to early release. In an effort to assist the participants following release, a TPS IOM Case Worker made contact with COS-P providers in the community and did what she could to link these individuals into programs post release. It was agreed at the time of interview that such instances should be followed up to ensure, as best as possible, that these referrals produced good outcomes.

...The other thing that complements me is, I do throughcare planning. So, if I know that somebody's done three sessions of the program that they want to complete, I can connect them into it in the community. So being a parent program which is the Circle of Security, they can easily - built into wherever they're going in the state... (Interview, TPS IOM Staff 2)

One participant who missed two sessions of the program due to being reclassified to maximum security (where the program is not available) was keen to catch up on the sessions upon her impending release:

... I got [TPS IOM Staff 2], who's the family support worker in here - she's re-engaged me into certain people in the community to help me go through it again. (Interview, Participant 16)

This fulfils the throughcare principles, already discussed.

Timely pre-release intervention and post release planning are vital components of successful throughcare outcomes. Some of the difficulties of integrating a parenting program into a throughcare plan is dealing with the many post release challenges faced by ex-offenders. The question nevertheless arises - where do such initiatives sit on the list of priorities, given the importance of *Just Time*, or any other therapeutic program for that matter, within the overall notion of throughcare from the perspective of Corrections?

The original participant research questions did not consider enquiring of individuals about their thoughts of the program after prison. However, once the interviews commenced, it became apparent that this was a worthwhile line of enquiry, and was therefore integrated into interviews:

Yeah, like I actually was saying...most people are doing it here and their partners haven't done it – the same course, but it'd be good if...once you're out of the prison you could go to a place...with the other parent... (Interview, Participant 13)

...like, my partner is a really, really good mum and what not. But, I know a lot of people that aren't in a position like that, and it'd be really beneficial for their partners to be able to do that on the outside, and then to be able to see what we've learnt in the program in here because I think it's a bit of an eye opener. (Interview, Participant 3)

The reality of part-time parenting was not lost on some of the participants. In a number of exchanges, it was recognised that despite the differences around estrangement, there is still a need to prioritise the needs of the children. Participants expressed a desire to make sure that even though they were no longer with their partner, it would be in both their interests to engage with the program.

The prospect of delivering the program in the community post release appealed to most participants when asked the question. However, the program itself did not offer this option, although it is recognised that steps are being taken by Connect42 to achieve this goal and it has been an issue of concern for many years. The rationalisation came from the fact that the benefits of the program should be available not only to participants as a refresher or to complete sessions they may have missed, but also to other members of their families, especially partners.

Facilitators, managers, TPS IOM staff and participants concurred:

...one of the guys from one of the earlier cycles was just that...he would love to do it again with his mum...so I think he went through that cycle with the reflection of him as the child...He was obviously dealing with his own – the way he was parented through that particular cycle...[that] seemed to be the start of healing and restoration in that relationship. (Interview, Facilitator 5)

I think a few of the guys flagged that along the way... “Oh, it’d be great to do this with my partner,” ...I just think that would be powerful, to be able to sit there with a couple...and get them to start talking about it there but thinking about the concepts together...as you go through the parenting program itself and get to those last few [sessions], they talk about how would you, if you wanted to make changes in yourself, how would you do that if you had family who are still thinking along those different lines. (Interview, Facilitator 5)

But you know they talk about it...they have commented...that they talk about it with their partner and things like that when they’re on the phone...I’ve heard them say... “I talked to [my] missus...about it on the phone, I really wish she could do it as well, so then she knew what I was talking about,” those kinds of things. (Interview, TPS IOM Staff 1)

However, the reality of life post release was brought into context by the following exchange:

For a lot of people I could see it being of use...and at the same time post release, depending on what they’re doing and such. Like, for example, when I get out I’ve got to go and see a probation officer within the first 7 days, I’ve got community work orders...I’ll probably have to be going in everyday to be able to go get my Suboxone, cause I’m in the Suboxone program...like, a lot of people, you’ll be that busy, you won’t have time to do anything else...and still try and find proper work, find a place to live, have time to have the kids, whatever else...so, I say it would have to be beneficial, but it would have to be timed right. (Interview, Participant 12)

As well as TPS, Connect42 is specifically also taking steps to continue the *Just Time* program with ex-offenders into the community. Connect42 has a new initiative called ‘Just Moving On’ which is currently in development, and aims to continue the skills obtained from participation in the *Just Time* program on the outside with released offenders:

...we would love to follow and support the characters post program...Yeah, so we’ve already got a long-written document that is our ‘Just Moving On’ plan which we don’t yet

have funding for but which we will keep asking and pushing and nudging for and see what happens. (Interview, Program manager 1)

...there's a commitment to try new stuff, and when we were trying to do the... "Just moving on," ...we're you know, trying to...get it to go beyond the walls, so that real through-care. So there's a commitment to doing that, it's just a matter of trying to find ways that it can be done... (Interview, TPS IOM Staff 1)

Connect42, through their website state the following regarding the 'Just Moving On' project, at the present time:

Generous private funding has also been extended this year to include a new pilot project – Mini Just Moving On. Mini-JMO is giving ongoing connection, support – 'throughcare' – to one of the Just Time participants now that she has been released from prison and is living back in community. This throughcare is focusing on connecting with her about her skills of attachment, language, literacy and child-centred play. It is providing us with an opportunity to understand more about how to measure this work; and this will help inform a more formal study of the communication supports which are of value to parents back in community, and with access to their children once more.

(Chatter Matters, 2019)

Multi-Facility delivery

An interesting need was highlighted from facilitator, participant and TPS IOM staff interviews; the issue of the program's current non-delivery within some areas of the prison, which caused many prisoners who were current participants of the program to be unable to complete their cycle participation when moved to higher security prison areas, and the inability for prisoners housed in maximum security areas, as well as the Apsley Alcohol and Drug Treatment Unit, to undertake the *Just Time* program altogether. Both maximum security and Apsley Unit prisoners are not allowed to mix with the mainstream prison population, and those attending the Apsley Unit are often time poor as they are undertaking the program offered within the unit.

We could perhaps be providing it to the maximum and – men and women. In actual fact – so perhaps instead of – maybe one of the medium ones we could try and get a maximum one going, and same in women's. So women's is difficult, cause they're not always in maximum all that long, but there's been quite a few that have been – who have been moved there half way through the program and gone to maximum, quite a few actually. And some way of perhaps being able to incorporate – either allow them in the group, I know they won't, but...allow them to finish the program somehow. So [TPS IOM Staff 2] and I are talking about perhaps running it in there because we're both trained, it's just been a matter of...getting ourselves to do it...That would be good if we could do that...so I think the things I've already mentioned about. (Interview, TPS IOM Staff 1)

Additionally, it was interestingly commented by a facilitator in their interview, that program participants highlighted that delivery of the *Just Time* program would be beneficial in Ashley Youth Detention Centre:

...a couple of the other guys pleaded with us that we would consider taking it out to Ashley as well. One of the guys in particular who said that his two brothers were out there at that stage and, "They needed this," basically. (Interview, Facilitator 5)

This comment highlights the ability of the program to not only be for individuals who are parents, but for anyone who has or has not been parented themselves, and program participants' realisation and recognition of this fact.

Recommendations

A number of recommendations stem from the evaluation of the *Just Time* program as presented above.

Recommendations

1. Greater consideration should be given to **participant release dates**, particularly in relation to the number of sessions they will be able to complete within Risdon Prison and the feasibility of **connecting the participant with an external COS-P provider**.

Pending release dates may be an opportunity for Connect42 to work more closely with TPS IOM staff, and to slot a released participant into an external COS-P program immediately upon release. This would benefit the released participant as the reflection they have experienced, and skills and information that they have obtained will not be lost and the *Just Time/COS-P* program will be delivered in the steady way that it was intended. In an effort to assist participants following release, a TPS IOM Case Worker had recently made contact with COS-P providers in the community and did what she could to link these individuals into programs post release. It was agreed at the time of interview that such instances should be followed up to ensure, as best as possible, that these referrals produced good outcomes. Such a task would be suitable for organisations such as Connect42. More generally, it is recommended that community-based facilitators be skilled and prison-aware, that is, have experience with a prison cohort.

2. Greater focus on how Connect42 can further aid in the **emotional challenges and trauma** that may stem from the reflective process for participants may be beneficial. This could occur within the program facilitators delivery space, perhaps by extending sessions and having one-on-one ‘check-ups’ with program participants. Additionally, it could occur by connecting participants with appropriate, available and accessible support resources within the prison (although this, in turn, depends upon the availability of dedicated staff and resources within the prison system).
3. There were many program participants within the evaluation who were only able to contact their children telephonically or via video-link but who for various reasons were not allowed contact visits. Greater thought needs to be given to the strategies that can be employed to allow these **participants to practice their *Just Time* parenting skills**. Prisoners may be disheartened upon trying to use their skills with children once released, not because they did not adequately acquire these skills, but because there has been no opportunity for practice. The *Just Time* program features reassuring statements such as, ‘After 1 million times [practice], it will be perfect,’ and ‘Get it right 30 percent of the time’. However, this may not be sufficient to maintain parents’ drive and attempts to adhere to their newfound skills particularly when faced with the ultimately daunting and

more difficult situation of parenting full-time on the outside. This issue also has implications for participant throughcare planning, which may include within it COS-P program attendance in the community.

4. As the benefits and impacts of the *Just Time* program are positively felt by many participants, it is important that Connect42 and TPS IOM staff liaise to bring **delivery to all parts of the prison**. Although delivery to maximum security prison facilities and areas such as the Apsley Alcohol and Drug Treatment Unit may be inaccessible for Connect42 staff, some TPS IOM staff spoke about delivering the program themselves within these areas. This is a consideration for agencies to collaborate and grow, to ensure wide-scale impacts within the context of a challenging institution.
5. Although it is identified that Connect42 are taking steps as an organisation towards the continuance and furtherance of the *Just Time* program beyond the confines of Risdon Prison, this remains a key recommendation. Further **throughcare initiatives** that include not only the delivery of *Just Time/COS-P* within the community, but support for program participants upon release that is akin to case work, building upon what has been established in their program participation, may be essential to participants' further success as parents.
6. It is acknowledged that Connect42 are making steps towards side-projects that will aid in the delivery and functioning of *Just Time*. For example, a whiteboard to draw some of the more complex concepts, drawn by lower-literacy participants, has been used in MHWP, however, the equipment in the prison has hindered some of the strategies that would typically be used to support comprehension. More thought and work is required in areas such as **pre-program literacy assessments and checks**, to ensure participants can effectively participate and do well within the program. Additionally, modification of worksheets for ease of comprehension according to participant needs, and strategies to encourage participants to express when they don't understand something may be helpful. This may be as simple as a form of anonymous question and answer, where participants put questions into a box that facilitators answer at the beginning of new sessions, based

on the last weeks' content.

7. The continual refining of *Just Time* CO **awareness training**, taking into account COs comments, may be beneficial and help to spread the breadth of the training to encompass all COs working within Risdon Prison. This will support the prisoners' program participation and maintain and uphold the principles of the *Just Time* program, as well as provide an opportunity to encourage more COs to take on a more case management, therapeutic capacity in their role.
8. The opportunity for **participants to provide regular feedback** as to the delivery of the program and their experiences, including the support that they felt throughout participation, may be beneficial for the continual improvement of the *Just Time* program. This could take the form of anonymous feedback that expresses their concerns and the constructive changes that they think should be made to the program. This would also further participants' sense of being heard and feeling appreciated.
9. It is important that Connect42 liaise with the TPS to secure **basic, reliable audio-visual equipment** in order to deliver the *Just Time* program. This would alleviate the awkward and cumbersome task of facilitators having to carry the TV both through security and physically haul it into the prison. Alternatively, perhaps Connect42 could invest in securing multiple TVs, so that facilitators after program delivery on one day do not have to worry amid other commitments about providing the TV immediately to facilitators for program delivery the proceeding day.
10. A **continuous evaluation model** could be adopted for the *Just Time* program. This refers to efforts by evaluators to generate feedback and improvement in and as part of the evaluation process itself. Feedback can take the form of identifying issues of the moment (e.g., record-keeping practices, prisoner selection and referral processes), monitoring the agency responses over time (e.g., noting what has been done to respond to issues or problems identified), identifying new implementation issues as the program evolves, and providing constructive feedback throughout the process of issue identification and

problem solving. The form of evaluation could also include triangulation methods such as that identified in the present evaluation among others.

Conclusion

The evaluation of the *Just Time* program is both important and highly instructive since it provides information about the capacity for a parenting program generally run within the community to be delivered in a prison setting. Fundamentally, it provides better understanding of the aspirations and challenges of program participants' (the prison population) to be better parents.

These participants are not ordinary community members; they are people who have been sentenced to a term of imprisonment and many have consequently lost contact with and custody of their children. Their willingness or desire to engage in the *Just Time* program needs to be seen through the context of their lives, amidst the restraints that incarceration imposes, but also, in terms of how improved parenting and relationships with their children might enhance the likelihood of their successful reintegration following release from custody.

There is a strong reflective aspect of the program that has evidently been achieved by participants from their accounts of their own parenting to date, as well as how they were parented themselves. This plays into their ability to relate to the content of the program, but also how they may use their own life experiences, in conjunction with lessons learned from the program, to enhance their parenting skills post release. The *Just Time* program not only offers hope in a better future for these participants and their children, but the skills and insights to make it so.

This is an excellent program that provides hope, skills and capacity to a particularly vulnerable population. The program is well supported within the prison system by all the key stakeholders and, while there is always room for improvement, it has a demonstrated positive effect on participants. It is an intervention that is making a difference, within an environment that is generally difficult when it comes to the successful delivery of potentially life changing programs.

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Appendix 1

Facilitator Interview Schedule

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INTERVIEW SCHEDULE – program facilitators

Interview questions

1. What organisation do you work for, and what is your position within that department/agency?
2. What is your role in the Just Time program?
3. How are you finding delivering the program so far?
4. How do you perceive that the participants are doing?
5. What has worked well?
6. What has not worked so well?
7. How did you find working within a prison setting?
 - Had you been inside Risdon before?
 - Initial thoughts?
 - Issues?
 - Anything you expected to be difficult that wasn't?
8. Can you identify any issues or barriers that arose during the delivery or the implementation of the program?
9. Is there anything that can be improved in future programs?
10. Can you tell me about the relationship between TPS and program facilitators?
11. Is there something else you would like to say - or perhaps make a closing comment?

Appendix 2

Volunteer Interview Schedule

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INTERVIEW SCHEDULE – program volunteers

Interview questions

1. What organisation do you work for, and what is your position within that department/agency?
2. What was your role in the Just Time program?
3. How did you find volunteering in the program?
4. How did you perceive that the participants did?
 - How well did the participants engage with the program content?
 - How well do you perceive that they understood the program content?
5. What has worked well?
 - Program delivery
 - Program content
6. What has not worked so well?
7. How did you find working within a prison setting?
 - Had you been inside Risdon before?
 - Initial thoughts?
 - Issues?
 - Anything you expected to be difficult that wasn't?
8. Can you identify any issues or barriers that arose during the delivery or the implementation of the program?
9. Is there anything that can be improved in future programs?
10. Can you tell me about the relationship between TPS and the delivery team (facilitators, volunteers, evaluators)?
11. Is there something else you would like to say - or perhaps make a closing comment?

Appendix 3

Participant Interview Schedule

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INTERVIEW SCHEDULE – program participants

Interview questions

1. Was this your first time participating in the program?
 - If you had participated before, what was different this time?
2. What was your understanding of the program prior to becoming involved?
3. What were your initial thoughts of the program?
4. How are you finding the program now?
5. How has the program impacted you?
 - What do you know now that you did not know then?
 - How has this helped you?
6. How has the program impacted on your relationships?
7. What has worked well?
8. What has not worked so well?
9. How did participation in the program affect your behaviour?
10. Can you tell me about any issues during your participation?
11. Based on your experience, are there changes that need to be made to the program to better support participants?
12. Is there something else you would like to say - or perhaps make a closing comment?

Appendix 4

TPS Staff Interview Schedule

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INTERVIEW SCHEDULE – TPS Staff

Interview questions

1. What organisation do you work for, and what is your position within that organisation?
2. What is your role in the Just Time program?
3. What do you think of the program and do you think that the program is worthwhile?
4. Based on what you have seen and heard, how do you think that the participants have found the program?
5. Have you noticed any significant changes in those who participated in the program?
6. What has worked well?
7. What has not worked so well?
8. Can you identify any issues or barriers to the delivery of the program?
9. Is there anything that can be improved for future programs?
10. What can you tell me about the relationship between TPS staff and program facilitators?
11. Is there anything else you would like to add or perhaps make a closing comment?

Appendix 5

Participant information sheet

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PARTICIPANT INFORMATION SHEET

Title of project: 'Evaluation of Just Time'

Invitation to participate

We would like you to take part in a study that will evaluate *Just Time*, a program set up within Risdon prison complex, to improve the relationship between parents in prison and their children. The researchers for this project are Ms. Carmen Reid and Mr. Patrick Burton, supervised by Professor Rob White, in the School of Social Sciences at the University of Tasmania, Hobart.

What is the purpose of this preliminary study?

This study aims to document how effective the program is at improving communication skills and relationships between parents and children. It also aims to document any problems with the program and its delivery, to see what works and what can be done better.

Why have I been invited to participate in this study?

You have been asked to take part because you are involved with *Just Time*.

What does this study involve? What types of questions will be asked?

If you want to be part of the study, you will be interviewed by the researchers. The interview will be audio recorded and will take approximately half an hour. The interview will be like a conversation and you will be able to share your thoughts of the project and anything you think is important. We are interested in your thoughts about what works and what does not, and how the program can be better.

All comments and responses will be treated confidentially and will not be given to anyone. Your name will not be recorded, but instead given a code name. The audio recordings will be deleted as soon as the data has been analysed, and the recordings will not be used for any other purpose. Your interview will be stored securely as per UTAS policy.

If results are published, real names will not be used where specific participants are quoted; otherwise, the results will be provided on a general basis – for example, 'the study found that overall the participants actively engaged in discussions with the program team...'

Are there any possible benefits from participation in this study?

Research tells us that staying in touch with family is important to people in prison and that better relationships can help stop future offending. By being part of this study, you can help us understand if and why rehabilitation programs that focus on family and children work. Your

thoughts are important to help us understand what a good program looks like. Participants will be neither advantaged nor disadvantaged by enrolling in the program evaluation. That is, participating in the evaluation will not advantage you, but the program does.

Are there any possible risks from participation in this study?

There are no expected risks if you want to participate in this study.

How do I volunteer to participate? How do I find out more about this research?

If you would like to be part of this study or you want to discuss or ask questions about this study, you can contact us through the Integrated Offender Management Team at Tasmania Prison Service.

This study has been approved by the Tasmanian Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 6254, or via email: ss.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote H0017910 as the ethics project number.

Thank you for taking the time to consider this study. If you wish to participate in this study, please sign the attached consent form. This information sheet is for you to keep.

Professor Rob White - Ms. Carmen Reid - Mr. Patrick Burton

School of Social Sciences, University of Tasmania

Appendix 6

Program participant consent form

Private Bag 22 Hobart
 Tasmania 7001 Australia
 Phone (03) 6226 2331 Fax (03) 6226 2864
 Email Social.Sciences@utas.edu.au



PARTICIPANT CONSENT FORM

Study: Evaluation of Just Time

With respect to this study:

I understand that the study involves taking part in an audio recorded interview for approximately 1/2 hour. The purpose of the interview will be to talk about *Just Time*. I understand that being interviewed will not come with any risk for me.

I understand that I may stop at any time, before, during or after the interview without any effect, and any data I have given can be removed from the research if I ask. I understand that I participate in this study voluntarily at my own free will.

I agree that the data gathered from me for the study may be used by the researcher to evaluate *Just Time*.

I understand that information I provide is confidential and private and will be kept in secure storage at the University of Tasmania and will only be available to the research team. I also understand that the audio recording will be destroyed after it has been transcribed.

I agree to being contacted by the researchers to talk about a research publication.

I understand that I may contact the research chief investigator Professor Rob White if I have any questions or concerns about my participation in this study. If required, this will be facilitated by the Integrated Offender Management Team.

I agree to take part in the study specified above. I have had the study explained to me, and I have read the information sheet, which I will keep.

I agree to take part in an interview with the researcher

Yes

No

I agree that the interview may be audio taped

Yes

No

I would like to have a summary of the results of the study*

Yes

No

***(If yes, this can be arranged through the Integrated Offender Management Team.)**

Participant's name: _____

Participant's signature: _____ Date: _____

Statement by the researcher:

I have explained the study and the implications of participation in it to this participant and I believe that the consent is informed and that he/she understands the implications of participation. Yes No

If the researcher has not had an opportunity to talk to participants prior to them participating the following must be checked.

The participant has received the Information Sheet where my details have been provided so participants have had the opportunity to contact me prior to consenting to participate in this study. Yes No

Researcher's name: _____

Researcher's signature: _____ Date: _____

Appendix 7

Verbal consent form

Private Bag 22 Hobart
Tasmania 7001 Australia
Phone (03) 6226 2331 Fax (03) 6226 2864
Email Social.Sciences@utas.edu.au



VERBAL INFORMED CONSENT FORM

Study: Evaluation of *Just Time*

With respect to this study:

Prior to commencing the program session, the facilitator will introduce the research associates, Ms. Carmen Reid and Mr. Patrick Burton, to the group. The research associates will explain their role and involvement with the evaluation of the program. The research team is responsible for conducting an evaluation of *Just Time*, to develop an understanding of the program, what works, and what does not work. This will be achieved through observations of program sessions and interviews with program participants, facilitators, and TPS staff. The research team will produce a final report on the evaluation.

The facilitator/research associates will then proceed to seek verbal permission for the research associates to observe and take notes during meetings, by asking the following questions:

- Does everyone consent to the Research Associates observing the session?
- Does anyone not give their consent to being observed?
- Does everyone consent to having notes taken?
- Does anyone not give their consent to the Research Associates taking notes?

Should anyone not give consent to having their notes taken, the research associates will not take notes. Should any individual not agree to being observed, the research associates will leave the program session.

Participants will be told that “Participation in this study is your choice and you can choose not to participate, or withdraw at any time, without being disadvantaged in any way”.

Appendix 8

Facilitator/volunteer/TPS Staff participant information sheet

Private Bag 22 Hobart
Tasmania 7001 Australia
Phone (03) 6226 2331 Fax (03) 6226 2864
Email Social.Sciences@utas.edu.au



PARTICIPANT INFORMATION SHEET

Title of project: 'Evaluation of Just Time'

Invitation to participate

We would like you to take part in a study that will evaluate *Just Time*, a program set up within Risdon prison complex, to improve the relationship between parents in prison and their children. The researchers for this project are Ms. Carmen Reid and Mr. Patrick Burton, supervised by Professor Rob White, in the School of Social Sciences at the University of Tasmania, Hobart.

What is the purpose of this preliminary study?

This study aims to document how effective the program is at improving communication skills and relationships between parents and children. It also aims to document any problems with the program and its delivery, to see what works and what can be done better.

Why have I been invited to participate in this study?

You have been asked to take part because you are involved with *Just Time*.

What does this study involve? What types of questions will be asked?

If you want to be part of the study, you will be interviewed by the researchers. The interview will be audio recorded and will take approximately half an hour. The interview will be like a conversation and you will be able to share your thoughts of the project and anything you think is important. We are interested in your thoughts about what works and what does not, and how the program can be better.

All comments and responses will be treated confidentially and will not be given to anyone. Your name will not be recorded, but instead given a code name. The audio recordings will be deleted as soon as the data has been analysed, and the recordings will not be used for any other purpose. Your interview will be stored securely as per UTAS policy.

If results are published, real names will not be used where specific participants are quoted; otherwise, the results will be provided on a general basis – for example, 'the study found that overall the participants actively engaged in discussions with the program team...'

Are there any possible benefits from participation in this study?

Research tells us that staying in touch with family is important to people in prison and that better relationships can help stop future offending. By being part of this study, you can help us understand if and why rehabilitation programs that focus on family and children work. Your thoughts are important to help us understand what a good program looks like. Participants will be

neither advantaged nor disadvantaged by enrolling in the program evaluation. That is, participating in the evaluation will not advantage you, but the program does.

Are there any possible risks from participation in this study?

There are no expected risks if you want to participate in this study.

How do I volunteer to participate? How do I find out more about this research?

If you would like to be part of this study or you want to discuss or ask questions about this study, please contact us by:

Emailing: patrick.burton@utas.edu.au; ca.reid@utas.edu.au r.d.white@utas.edu.au or
Phoning (03) 6226 2287 (during work hours)

This study has been approved by the Tasmanian Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 6254, or via email: ss.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote H0017910 as the ethics project number.

Thank you for taking the time to consider this study. If you wish to participate in this study, please sign the attached consent form. This information sheet is for you to keep.

Professor Rob White Ms. Carmen Reid Mr. Patrick Burton

School of Social Sciences, University of Tasmania

Appendix 9

Facilitator/volunteer participant consent form

Private Bag 22 Hobart
 Tasmania 7001 Australia
 Phone (03) 6226 2331 Fax (03) 6226 2864
 Email Social.Sciences@utas.edu.au



PARTICIPANT CONSENT FORM

Study: Evaluation of Just Time

With respect to this study:

I understand that the study involves taking part in an audio recorded interview for approximately 1/2 hour. The purpose of the interview will be to talk about *Just Time*. I understand that being interviewed will not come with any risk for me.

I understand that I may stop at any time, before, during or after the interview without any effect, and any data I have given can be removed from the research if I ask. I understand that I participate in this study voluntarily at my own free will.

I agree that the data gathered from me for the study may be used by the researcher to evaluate *Just Time*.

I understand that information I provide is confidential and private and will be kept in secure storage at the University of Tasmania and will only be available to the research team. I also understand that the audio recording will be destroyed after it has been transcribed.

I agree to being contacted by the researchers to talk about a research publication.

I understand that I may contact the research chief investigator Professor Rob White by **emailing** r.d.white@utas.edu.au or **phoning** (03) 6226 2287 during business hours if I have any questions or concerns about my participation in this study.

I agree to take part in the study specified above. I have had the study explained to me, and I have read the information sheet, which I will keep. I now agree to:

I agree to take part in an interview with the researcher

Yes

No

I agree that the interview may be audio taped

Yes

No

I would like to have a summary of the results of the study

Yes

No

If yes, please enter your email address _____

Participant's name: _____

Participant's signature: _____ Date: _____

Statement by the researcher:

I have explained the study and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation. Yes No

If the researcher has not had an opportunity to talk to participants prior to them participating the following must be checked.

The participant has received the Information Sheet where my details have been provided so participants have had the opportunity to contact me prior to consenting to participate in this study. Yes No

Researcher's name: _____

Researcher's signature: _____ Date: _____

Appendix 10



Information for *Just Time* Volunteers

Welcome to the teams contributing their time within the *Just Time* program at the prison. And *thank you*. We have much gratitude to you for making this contribution into the lives of prisoners, their children and families; and those teams who work with them.

Chatter Matters Tasmania conducts *Just Time* in liaison with the Tasmania Prison Service. The liaison is based upon the shared understanding, well supported in research, that change is possible and hope is necessary. And there is little that is more supportive of hope and pro-social personal agency than the development of skills for communication, connection and warm relationship.

Just Time is currently operating as a government-funded program in three prison areas within Tasmania's Risdon Prison:

- Mary Hutchinson Women's Prison
- Ron Barwick Minimum Security Prison
- Risdon Prison Complex (medium security)

The primary tool of *Just Time* is the Circle of Security Parent DVD Program®. This is an eight week program using group-based reflective dialogue methods to deliver high-quality information about the importance and processes of secure attachment between parent and child. The Chatter Matters team prefers to also hold an initial meet-&-greet session with those men and women who sign up to participate in the program. This session is added to the beginning of the program, making it a nine week experience for participants and volunteers.

In inviting you to participate as a volunteer, we trust that *you* will experience benefit at least as great as the prisoner participants. You will witness and participate in work of courage and vulnerability. It is likely that you will be moved in ways which will expand you, surprise you and challenge you.

Part of the job of the facilitators is to hold not only the participants, but also you, with care, as you undertake this work with them. But because we are also *relying* on you to *assist* us in the work, then part of that care for you is to prepare you as much as possible for the role you are about to undertake.

We would like opportunity to meet with you for an hour sometime that suits you in the weeks ahead of your participation. We will use this time to introduce you to some aspects of the Circle of Security program which will help you to be fully-present when you meet those concepts again in the sessions.

As you would fully expect, the Tasmania Prison Service takes your safety and preparation seriously too. You will be asked to complete an induction program at the prison in the weeks ahead of your participation as a volunteer. You will be linked to Norman Alexander, Senior Reintegration Officer of the Planning and Reintegration Unit, Integrated Offender Management. Norman will connect you with the processes to complete this induction. It is a computer-based information and multiple-choice questions task which takes about 1 ½ hours to complete. You will need to arrange a time to travel to the prison to undertake this preparatory training.

With information and safety at the forefront of our minds, here are some points that we want to particularly elevate to you in the lead-up to you coming into the prison with us. When you are in the physical space of the prison, the facilitator and correctional teams will guide you in everything, but here is a helpful list of things to hold in the forefront of your mind.

What to Wear and What Not to Wear

You must wear:

- Closed-toe shoes
- A belt

You must not wear:

- Revealing styles of clothing
- Shorts
- Jewellery – low-profile rings and small stud earrings excepted
- Scarves
- Tops or jackets with hoods
- A fit bit
- Wi-fi style watch
- The colours green or orange on major clothing pieces

Your Role in the Sessions

Your role is to:

Set up:

- Help carry things in
- Assist with room set-up
- Assist with morning/afternoon tea set up and preparation
- Provide warm welcome to the participants
- Provide kind small talk and attentive listening with the participants during the informal sections of the session

Take Notes:

- Write down comments that the participants make. In particular we are interested to collect comments which:
 - Demonstrate understanding of the material and discussions
 - Demonstrate new insights
 - Demonstrate intention about personal change
 - Give feedback—positive and negative—about the program and how it is experienced
 - Give feedback – positive and negative – about the facilitation and how it is experienced
 - Mention the challenges of being absent parents
 - Mention contact opportunities with children
 - Tell about others with whom the participants have shared the program information— and how it has been shared
 - Include questions which need to be followed up
- Pen and paper/cards for note-taking will be provided

Security:

- Sit in a position in which you can see the facilitator and all of the participants
- Be familiar with the location of the activation button on the personal alarm which will be issued to you when you enter the prison
- If participants make a request of you, you *must* tell them that you are not able to meet any

requests. You *must* inform the facilitator of any such enquiries directed to you.

Contributions:

- You are welcome to make contributions to the discussion. These contributions are extremely valuable and part of the reason we wish to have you present. *Everybody* in the circle will have the opportunity to experience diversity and the story of others.
- Take your lead from the facilitator about what kind of disclosures you might make.
- Maintain close attention to the facilitator who will support you to be sensitive to the group dynamics.
- Watch the facilitator for clues about whether s/he would like you to add comments or refrain from adding comments.

Confidentiality: All comments that you hear are confidential.

Be Aware of Your Personal Wellbeing:

You may hear material which is in some way confronting to you. This may arise from the content of the DVD itself, or from the group discussion. It is recommended that you do not keep this to yourself, but process it in language within conditions of professional confidentiality. If possible it is recommended that you travel to and from the prison with the facilitator. This will provide confidential discussion opportunity to both prepare you for the session and to debrief following it. If a sense of disturbance persists, you must notify your facilitator and the program director – Rosie Martin.

There are many other details about the process of engagement within the prison. You will cover these in the induction. Your facilitator will also guide and support you in these details at the time of your visit – as will the prison staff.

We wish to reiterate our gratitude to you for being willing to undertake this transformational work with us. We welcome you and look forward to sharing this work with you.

On behalf of the Chatter Matters Tasmania teams, and with kindness, our very many thanks.

Rosie Martin

Just Time Program Director / Speech Pathologist | Criminologist

Chatter Matters Tasmania | PO Box 4555 | 110 Elizabeth St | Hobart 7000 | 0418 390 449

Developed: November 2018 | Reviewed: April 2019

Appendix 11

Table 6

Facilitators ratings and comments for triangulation methodology

Sessions		Ratings Cycle 4	Ratings Cycle 5	Comments	Cycle
1	Evidence of engagement			Verbal -P81 made several comments and remained after the course to chat informally. Non-Verbal - Nodding, oriented towards the screen	4
				Verbal: P81 was an active contributor to discussions. Non-verbal: Body language was attentive.	5
	Understanding of the material:	4	4	P81's comments were relevant but he missed 5-10 minutes of content and discussion.	4
				P81 reflected today on his feelings about his children "going out" on the circle, drawing on the concepts he learned during Cycle 4 of COS-P.	5
	Group engagement	5	4	P81 gestured to allow another participant to comment and remarked that he would let someone else have a turn.	4
				P81 was patient with jesting from another participant. He also offered sensitive and honest comments in response to another participant's personal question.	5
	Ability to relate the material to their own life	3	4	P81 didn't provide evidence of reflective thinking at this stage.	4
				It was great to hear P81 reflecting on his learning from participating in Cycle 4 of COS-P.	5
2	Evidence of engagement			Verbal - P81 contributed meaningfully to conversations. Non-verbal: Oriented towards DVD/group, nodding.	4
				Verbal: P81 contributed lots today. Non-verbal: Attentive body language.	5
	Understanding of the material:	3	3	P81 needed a little support to use the language concepts developed in the course but was able to more simply label "moments" as "happy" or "check-in" moments.	4
				P81 was more able to describe needs on the circle and was able to deepen his understanding of some important concepts. I recognised some lack of distinction for P81 between "comfort" and "protection", which I hope was clarified for him today.	5
	Group engagement	4	4	P81 was attentive to others.	4
				Nil	5
	Ability to relate the material to their own life	5	4	P81's conceptual understanding is still emergent but he shared many personal stories which suggested a reflective mindset and an attempt to think about how the material relates to his own experience.	4
				Nil	5

3	Evidence of engagement			Verbal: P81 made many contributions to discussions. Non-verbal: Nodding	4
				P81 made various comments Non-verbal: Nil	5
	Understanding of the material:	4	3	P81 showed greater use of "circle" language today.	4
				When talking about the needs on the circle, P81 needed some reminding to use labels used in the program, e.g. the child needed "comfort" instead of "attention"	5
	Group engagement	4	4	Nil	4
				Nil	5
	Ability to relate the material to their own life	4	3	Nil	4
				Nil	5
4	Evidence of engagement			Verbal: Lots of verbal contributions. Non-verbal: Attentive, eye-contact etc.	4
				Verbal: Commented several times and shared thoughts Non-verbal: Attentive	5
	Understanding of the material:	3	3	P81 shows fair understanding but appears sometimes to be a little set in his ideas. He could accurately describe infants' behaviours that he was observing in the terms set-out in the program.	4
				P81 was sensitive to the subtle shifts of infants' coming and goings.	5
	Group engagement	5	4	P81 listened well.	4
				Nil	5
	Ability to relate the material to their own life	4	3	P81 talked about his own experiences and seemed to be trying to relate the course material to his existing ideas. Sometimes, he seemed to come up against incongruity although he didn't always seem to recognise this. On one occasion he did though, and commented "I thought you could spoil your kids", indicating a change in his perception.	4
				P81 appears to be having difficulty shifting long-held personal views.	5
5	Evidence of engagement			Verbal: P81 was an active contributor as usual. Non-verbal: Consistently attentive	4
				Verbal: P81 contributed several times to the discussions today. Non-verbal: Nil	5
	Understanding of the material:	3	3	P81's comments and stories about his shark music initially revealed that he was confusing shark music with a genuine protective response to danger. Extra support and guidance was needed to help to clarify this, which seemed to lead to some positive insights for P81.	4
				P81 has a fair understanding, however he seemed to struggle with the idea that "shark music" is an uncomfortable feeling when there is no real danger. Hopefully this clarified for him today.	5
	Group engagement	5	4	Nil	4
				Nil	5

	Ability to relate the material to their own life	4	3	P81 expresses some clear and quite fixed views. However, he has revealed some small shifts in his thinking which may lead to changes in behaviour. Nil	4 5
6	Evidence of engagement			Verbal: P81 contributed to the conversation today. Non-verbal: Eye-contact, leaning in etc.	4
				Verbal: P81 made several comments Non-verbal: Attentive throughout	5
	Understanding of the material:	3	3	P81 was often able to recognise that children might experience fear when their parent is mean/weak/gone and was able to empathise with what the parents in the DVD might be feeling. He had difficulty relating these ideas to the Circle and children's specific needs on the circle.	4
				P81 continues to have difficulty using the specific language that is used in the program. For example, when talking about needs he may say "the baby needs to be picked up" rather than specifying "the baby needs comfort". I suspect this is perhaps a difference in vocabulary rather than a weakness in comprehension of	5
	Group engagement	4	4	Nil	4
				Nil	5
	Ability to relate the material to their own life	3	3	While P81 can often draw on examples of parent-child interactions from his own experience, he does not tend to express reflection on those examples.	4
				Nil	5
7	Evidence of engagement			Verbal: P81 contributed many comments. Non-verbal: Nodding, etc.	4
				Verbal: P81 offered a number of comments today. Non-verbal: Attentive throughout	5
	Understanding of the material:	3	3	Nil	4
				P81 repeats certain beliefs week after week and these highly fixed constructs seem to interfere with shifting his views. For example, he talks often about "walking away" as a mean of managing conflict. The concept of "time out" for parents seemed to validate this for P81, but I'm not sure he was able to independently reflect on what "walking away" might communicate to a child in terms of his availability to "be with".	5
	Group engagement	4	4	Nil	4
				Nil	5
	Ability to relate the material to their own life	4	3	Today's theme seemed to resonate with P81. He indicated clearly that the idea of "time in" was new but it seems to fit well with his concept of how to love your kids.	4
				Nil	5
8	Evidence of engagement			Verbal: P81 made various comments Non-verbal: Eye-contact, nodding etc.	4

				Verbal: P81 commented several times and responded to questions Non-verbal: Attentive throughout	5
'	Understanding of the material:	4	4	P81's understanding seems to have deepened. P81 has often repeated the same comments about parenting week after week but today new themes emerged, which I feel reflects deepening understanding and some shifts in thinking.	4
				Today, P81 spoke about the top and bottom of the circle, Shark Music and BSWK, and was able to demonstrate some understanding of these concepts.	5
	Group engagement	4	4	Nil	4
				P81 was a supportive group member throughout the program.	5
	Ability to relate the material to their own life	4	3	P81 made a comment today regarding Shark Music and how he never knew about it before. He was also able to reflect on his own Shark Music and how it has affected his choices as a parent in the past. This indicates a significant shift in his understanding and ability to relate the material to his own life.	4
				P81's understanding of the concepts seems to have consolidated and he has been able to reflect on some of his struggles. However, many of P81's comments throughout this Cycle and the previous Cycle of COS suggest little shift in some fundamental beliefs. Where COS supports his current views and practices on parenting, I am sure P81 will be able to apply the principals. However, it may take some time for other aspects of the program, to integrate into P81's world view	5

Appendix 12

Just Time Correctional Officer Awareness training responses

"Write anything you would like me to know about your experience of this session and the previous session (two days earlier)."

Day 2 - 13th September 2019:

Bolded areas relate to topics specifically addressed in a Power-Point in the next session.

1. Although the sessions are about parenting, I have found them to be extremely useful in understanding inmates' behaviours and emotions, and how I can better relate and develop trust and rapport with them.
2. The sessions have given us an idea of how the inmates experience opening up with their feelings and thoughts of how they were brought up as a child with what was available and how this program can help them and their family. It is also an opportunity, I think, to involve other areas such as literacy and vocabulary to express their feelings and thoughts. Great session!!
3. Upon viewing the DVDs I have learned a bit about myself, but also upon reflection have found disturbing points about my own childhood and very confronting. At the end of the day I saw what my life was, recognised the fails and did a 180 to give my children the upbringing that I never had.
4. It made me rethink a little of the concepts of why some inmates are the way they are. The talks about speech being related to feelings really made sense and made a lot of experiences seem explained.
5. Program is too narrow in my opinion. It focuses only on **physical presence of a parent. Physical presence alone has nothing to do with breaking the cycle of crime in our society.** It also appears to be **excusing people's bad choices.** It is **focusing blame on parents** and not the choice of the people. Also says nothing about influences like **conflicting influences from school, friends** and so on.
6. Some aspects really sat well with me and made me aware how parenting from day dot is so important. My only issue was the **stop-start of the DVD.** I would prefer to watch it through and then go back to discuss sessions.

7. I find it personally interesting (I have a therapeutic background) but am **struggling a bit with its relevance to our roles.**
8. I have found this very interesting so far as an area I am personally interested in. I would like to **understand how this can be useful in the context of our jobs as CO's** though.
9. I personally did not get much out of it. however, I can clearly see how others and inmates would benefit a lot out of this.

Day 3 - 20th September 2019:

1. The content was good the session went at a good pace and was well explained. Hearing inmates' comments was particularly helpful.
2. Today was definitely a little better format with showing how inmates interact and deal with the program. I'm all for inmates looking to better themselves with relationships, and knowing the programs which I can help refer them to.
3. I now know how to deal with my shark music. I don't like sharks. I don't like the beach. Good presentation and good presenter.
4. Content was ok. Starting to see how inmates see and feel. Inmate feedback was good to listen to.
5. This presenter is more engaging. The shark music thing appears to be relevant, very relevant.
6. Content and information was very good for the time given.
7. Being a parent of three children it has also helped me in some areas of parenthood. Good to hear how the inmates reacted to the program and their comments on how it helped them and their fears (Shark Music).
8. Great session!
9. Hearing how inmates really felt from real life comments, made understanding the program and how inmates react to it, easier to understand.

10. Shark music is a great concept! I have my own shark music about inmates and being surrounded by them!

Day 4 - 24th September 2019:

1. If I may ask, what approach do you propose for your participants between the mean, weak and gone parents. Did you or will you at some future point educate them on how to strike that balance or instead leave them to make up their minds which may turn out to be anything?
2. I related more this week. It was definitely a better session again. I'm all for the program for inmates who want to do it and probably more should
3. Excellent. Really beneficial to my job role and the people I'll be dealing with. Personally feel that there should be at least one lesson a week during courses. Session should commence earlier on in the recruit courses though.
4. I found the actual reflections from inmates who have participated in the program to be quite interesting. It gave some insight on how they learn and reflect whilst doing the program.
5. Today's session reminded me of some of the situations I had with my own children, where I put my own weaknesses onto my children. I will remember this for when my own children have children.
6. Again, really interesting to hear the inmates' reflections. The start-stop (of the DVD), was a bit overwhelming after such a big day though.
7. Great presentation! Definitely something I could use within my life with my family. Great to hear the comments made by the inmates and their positive directions arising from the course.
8. Once again I enjoyed hearing the inmates' quotes. I quite missed pausing and discussing video regularly - I had enjoyed that and got a lot from it.

Day 5 - 25th September 2019:

1. Some of the sessions were good for me but I think blended families and teens with ADHD and the like could help myself and others more if that could be worked on. Good work!!!

2. Informative program with comments made by the inmates. Helped me as a parent to use parts of this program with my children. If there was less start and stopping, then that would be probably easier to keep focused. All in all, good presentation!
3. I know now how to deal with my shark music. Good presentation. Good presenters.
4. I'm happy to know what the program is about. I personally think it is not overly prudent for us as officers to go through the whole course though. I'd personally think it'd be better to condense to 2-3 sessions.
5. I think it will be helpful if you bring in lollies and chocolate to each session of the next recruit school. A little bit of sugar might help drive concentration up. Are all the people/parents in the video single parents?
6. Chapter 8 was terrible. As a proud parent of a delightful, happy, intelligent, thoughtful, well-behaved, selfless child I could clearly see the child's behaviour changed only as a result of the bribe of a cookie.