

EMPLOYMENT NEEDS AND ASSOCIATED INTERVENTION

**AN ANALYSIS OF THE EMPLOYMENT NEEDS OF PROVINCIAL  
OFFENDERS AND THE IMPACT OF EMPLOYMENT INTERVENTION**

by

W. Alex C. Macaulay

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Supervisor: *M. A. Campbell, Ph.D., Psychology*

Examining Board: *E. DiTommaso, Ph.D., Psychology*  
*M. Mendelson, Ph.D., Business Administration*

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### Abstract

The Risk-Need-Responsivity (RNR; Andrews, Bonta, & Hodge, 1990) model highlights education/employment as one of the eight criminogenic needs that must be addressed to reduce criminality. Various offender-focused employment programs have attempted to reduce recidivism rates and promote employment; however, the literature is mixed on the benefits of such programs. The current thesis analyzed education/employment needs and services among offenders in New Brunswick, Canada. In a community-supervised sample ( $N = 111$ ) of offenders, Study 1 found that participants had education/employment needs in New Brunswick that are not being well met by traditional probation services. In a sample of 56 community-supervised offenders, Study 2 found that a pilot offender-focused employment program, Optimizing Employment Readiness (OER), assisted in the reduction of recidivism risk and promotion of employment, but results must be interpreted with caution due to methodological limitations. Collectively, the current thesis presents the contemporary employment situation of offenders in New Brunswick, Canada. It highlights areas that ought to be addressed by the criminal justice system in order to effectively reduce recidivism, increase offenders' opportunities for employment, and improve offenders' overall well being.

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Curriculum Vitae

**An Analysis of the Provincial Employment Needs of Offenders  
and the Impact of Employment Intervention**

“I’ve had one job, robbing to make money, to buy heroin. I’ve always worked.”

- Anonymous Offender (Graffam, Shinkfield, Lavelle, & McPherson, 2004; p.164)

Although Canada’s police-reported crime rate has generally been declining since 1991 and reached its lowest level since 1972 in 2012 (Perreault, 2013), on any given day there are still a significant number (163 000) of adult offenders in Canada’s correction system (Dauvergne, 2012). Seventy-seven percent of these offenders were on community-supervision, whereas the remaining 23% were incarcerated (Dauvergne, 2012). As these statistics show, the majority of offenders in Canada are in the community. Furthermore, the majority of offenders who are incarcerated eventually will be released into the community and the process of transitioning from the culture of prison to a home and community may be difficult. Certainly, being unemployed does not make this transition any easier for the offenders or for their friends and families. Seeking and obtaining meaningful employment can be a difficult task for the average individual, but is even more challenging for a convicted offender who is on some form of community-supervision or who has served his or her sentence and is trying to reintegrate back into the community. Nelson, Deess, and Allen (1999) found that offenders were more concerned about finding work than any other type of concern, including avoiding drugs, illegal activity, and staying in good health.

Offenders face numerous barriers (e.g., criminal record checks, lack of work experience, lack of job skills, etc.) when searching for employment. Thus, a smooth reintegration into society can seem near impossible for some offenders. On the other

hand, given its positive impact on reducing recidivism, the attainment and sustainability of employment can be highly beneficial to the criminal justice system, the individual, and society overall (Solomon, Johnson, Travis, & McBride, 2004). In light of these issues, the current thesis reviewed the literature in the context of employment needs among offenders and the role of employment status in recidivism. This review informed the methodology of Study 1 of the current thesis, which identified the employment needs of provincial offenders in New Brunswick, Canada. This review also identified components of interventions that promote successful employment in community-based offender populations, and assessed the impact of a small pilot employment intervention that was based on these components and developed in partnership with the New Brunswick Department of Public Safety, the Department of Post-Secondary Education, Training and Labour, the John Howard Society, and the Centre for Criminal Justice Studies at the University of New Brunswick. This intervention, known as the Optimizing Employment Readiness (OER) program, was implemented in Saint John and Fredericton, New Brunswick, Canada for provincial community-based offenders.

**Employment, Recidivism, and the Risk-Need-Responsivity Model (RNR; Andrews, Bonta, & Hodge, 1990)**

Recidivism is generally defined as the re-occurrence of criminal activity (Graffam, Shinkfield, & Lavelle, 2012; Visher & Travis, 2003). In many studies, recidivism is quantified by measuring offenders' rearrests, reconviction, and/or re-incarceration (Langan & Levin, 2002; Visher & Travis, 2003). Visher and Travis (2003) argued that the sole focus on recidivism as an outcome (i.e., arrested or not arrested) for employment program evaluation is too narrow and this neglects other critical issues that affect reintegration into society. One of these areas that would benefit from greater

attention is employment because of its capacity to enhance pro-social lifestyles that may deter or at least minimize the chronicity or seriousness of criminality. Because of its importance as a reintegration factor, the Risk-Need-Responsivity (RNR; Andrews, Bonta, & Hodge, 1990) model includes employment as one of the eight criminogenic needs to be targeted in case plans for offender risk reduction (Andrews & Bonta, 2010).

The RNR model is advocated from a general personality and cognitive social learning theory of criminal conduct. It emphasizes the importance of relying on empirically tested theories to account for individual differences in criminal behaviour (Andrews & Bonta, 2010). Essentially, this theory suggests that an offender should be matched to evidence-based services and interventions that address the psychological or social needs that influence his or her criminal behaviour. Research has found that high-risk offenders respond better to more intensive services, whereas low risk offenders respond well to minimal services (Andrews & Bonta, 2010; Andrews & Dowden, 2006; Lowenkamp, Latessa, & Hostlinger, 2006).

Risk, Need, and Responsivity are the three main principles of the RNR model. The Risk principle suggests that with the use of risk assessment tools (e.g., the Level of Service/Case Management Inventory [LS/CMI]; Andrews, Bonta, & Wormith, 2004), an offender's risk of recidivism can be reliably predicted (Andrews et al., 1990; Andrews & Bonta, 2010) and that there should be a match between the level of supervision and risk to re-offend. That is, a low-risk offender should receive minimal services and supervision, whereas a high-risk offender should receive intensive services and supervision. In summary, the Risk principle highlights *who* to treat and at what intensity.

The Need principle highlights the importance of targeting criminogenic needs as part of the design and delivery of a case management and treatment plan. Criminogenic

needs (with the exception of the criminal history need) are primarily dynamic risk factors that are empirically and directly linked to criminal behaviour. These factors are most strongly associated with criminal behaviour and, as they are theoretically changeable, should be the focus of intervention.

Based on several meta-analytic reviews of recidivism risk factors, Andrews and Bonta (2010) identified the “Central 8 risk/need factors” that had the most robust links to re-offending and could be targeted by means of intervention. The first of these criminogenic factors is criminal history that captures a history of antisocial behaviour, including early and/or continued involvement in antisocial acts. The second criminogenic factor, antisocial personality pattern, is characterized by various personality and behavioural traits connected with impulsivity, thrill-seeking, callousness, aggression, and/or disagreeableness. The third criminogenic factor, antisocial attitudes, reflects the presence of procriminal cognitions as noted by a person’s attitudes, values, and beliefs. This factor also may be represented through cognitive emotional states of anger, defiance, or resentment. The fourth criminogenic factor, companions, is concerned with the presence of antisocial relationships (e.g., peers, friendships, acquaintances) or isolation from pro-social support systems that promote the individual’s involvement in a procriminal lifestyle. These four factors constitute the “Big 4” risk/need factors because they have the strongest associations to the risk of recidivism.

The remaining four central criminogenic needs moderately predict recidivism and when targeted reduce recidivism rates; however, their effect sizes are moderate (Andrews & Bonta, 2010). The family/marital factor is characterized by problems in familial and/or marital relationships as demonstrated by poor parental monitoring or

supervision in childhood, and/or intimate partner conflict or dysfunction within a familial context. The sixth factor, education and employment, involves poor achievement and commitment in school and/or work settings or unemployment. The seventh factor, leisure recreation, reflects a low level of involvement in leisure or recreation activities that are anti-criminal in nature. Finally, the eighth factor is the presence of substance abuse. The Central 8 factors have been primarily identified in offenders without mental illness, but research indicates that they are also relevant to mentally ill offenders (Bonta, Law, & Hanson, 1998). Essentially, through attention to criminogenic needs, the need principle highlights *what* to target for intervention to achieve risk reduction.

The third and final major principle of the RNR model is the Responsivity principle, which encourages maximizing the positive impact of intervention by tailoring it to the offender's needs, including learning style, motivation, abilities, and strengths (Andrews & Bonta, 2007). The Responsivity principle is subcategorized into general and specific responsivity. General responsivity advocates the use of cognitive social learning models of intervention to influence behaviour. Research has found that cognitive social learning approaches are the most effective means of teaching new behaviours to all types of offenders (Andrews & Bonta, 2007; Birgden, 2004). On the other hand, specific responsivity suggests maximizing the offender's ability to respond to interventions by tailoring these interventions to the offenders specific needs including their strengths, learning style, personality, motivation, and biosocial (e.g., gender, culture, mental illness, etc.) characteristics that could impact their response to treatment. Thus, the Responsivity principle highlights *how* to treat an offender.

The RNR model's association with a significant reduction in recidivism has been demonstrated in several meta-analytic studies (Andrews & Dowden, 2006; Andrews et al., 1990; Dowden & Andrews, 1999a, 1999b, 2000; Hanson, Bourgon, Helmus, & Hodgins, 2009). These meta-analyses have assessed the application of the RNR model in a variety of offender subpopulations, including female offenders (Andrews & Dowden, 2006; Dowden & Andrews, 1999a), young offenders (Andrews & Dowden, 2006; Dowden & Andrews, 1999b) and in institutional and community-based settings (Bonta & Andrews, 2007). Some of these meta-analyses have shown that programs developed based on the RNR principles lead to reductions in recidivism, including overall general recidivism (Andrews et al., 1990), violent recidivism (Dowden & Andrews, 2000), and sexual recidivism (Hanson et al., 2009). Thus, adherence to the RNR principles of risk, need, and responsivity is effective with various types of offenders and essential to see an impact on criminal behavior.

### **Education/Employment as a Criminogenic Need**

The RNR model clearly refers to employment needs as one of the major criminogenic factors that influence reoffending. According to Andrews and Bonta (2010), criminal behaviour increases with frequent and longer periods of unemployment. The mean predictive validity estimate ( $r = .28$ ) between the Education/Employment factor, a subcomponent of the LS/CMI, and reoffending was significant (Andrews, Bonta, & Wormith, 2004). According to Andrews and Bonta (2006), the financial and Education/Employment subcomponents of the predecessor to the LS/CMI instrument (Level of Service Inventory–Revised [LSI-R]; Andrews & Bonta, 1995) were more strongly linked to recidivism ( $r = .19$  and  $r = .25$ ) than the LSI-R total risk score, and

was statistically indistinguishable from the predictive validity of an income-based measure of poverty.

### **Unemployment and Psychological Health**

Meaningful employment can promote better quality of life for individuals (Blustein, 2008), which would also apply to offenders. This demonstrates how being employed can decrease recidivism rates. Studies have examined employment and how it relates to general psychological well-being. Vocational and industrial/organizational psychologists have argued that work is important and has an impact on an individual's psychological well-being (Blustein, 2008). In a review of the literature, Blustein found that most people who become unemployed have mental health issues, such as depression, anxiety, and substance abuse; suggesting mental health and work are linked to one another. Consistent links between the loss of an employment position and an individual's self-esteem, conflict within relationships, alcohol and substance abuse issues, and various other mental health concerns have been reported (Blustein, 2008). Recovery from mental health issues typically involves a transition back to the work force. Individuals with mental health issues find the satisfaction and social interaction of work rewarding and beneficial to this recovery process (Auerbach & Richardson, 2005). Thus, individuals with less severe psychological issues (e.g., lack of self-esteem) and those with more severe psychological issues (e.g., mental health diagnosis) can both improve their quality of life through employment related services. The same also may be true for offenders who desire to improve the quality of their lives and reintegrate into society.

### **Employment Interventions**

The RNR model addresses employment as a criminogenic need for offenders, but employment programs must be sensitive to the employment context faced by offenders. Employment interventions can be either prison-based or community-based. Specifically, in regards to incarcerated prisoners, allowing them to work reduces inmate idleness and creates a sense of productivity (Solomon et al., 2004). It also can positively impact the operations of the prison, allow prisoners to develop job skills, help offenders financially contribute to families if they are paid a wage for their work efforts, and reduces the likelihood of committing a crime when released. Further, offenders employed while serving custodial sentences have a higher rate (twice as likely) of employment than non-participants after release (Solomon et al., 2004; Wilson, Gallagher, & McKenzie, 2000).

Research also suggests that there are countless benefits to having work programs in correctional community contexts (Solomon et al., 2004; Tripodi, Kim, & Bender, 2010). Despite the value of prison-based employment programs, the greatest gains are likely to come from community-based programs as they can assist offenders in real-time, as they seek, obtain, and retain employment and when they are most vulnerable to barriers to employment. Unfortunately, most offenders' employment needs are currently addressed via institutional employment experience and training (Gillis, 1999). Community-based programs aim to overcome recognized barriers to employment, increase the employment of community-supervised offenders, and reduce recidivism or time between offending incidents (Graffam et al., 2012). Research indicates that obtaining employment is associated with a significantly greater time passed prior to re-incarceration. That is, offenders who obtain employment spend more time in the community without committing another offence than offenders who do not obtain

employment (Tripodi et al., 2010). Other studies have demonstrated that the attainment of employment is associated with the reduction of the risk to re-offending (Martín, Hernández, Hernández-Fernaud, Arregui, & Hernández, 2010; Skardhamar & Telle, 2012). Although obtaining employment is critical, it is important to note that the quality of the job impacts reductions in the likelihood of recidivism (i.e., personally meaningful and satisfying employment; Uggen, 1999).

**Effectiveness of employment programs for offenders.** Although Lipsey and Cullen (2007) reported the results of meta-analyses on recidivism rates for prison and community-based employment rehabilitation programs and some found reduced recidivism rates. This literature was generally mixed in regards to the specific effectiveness of prison-based and community-based employment programs for reducing recidivism (Graffam et al., 2012). Wilson et al. (2000) conducted a meta-analysis of 33 independent experimental and quasi-experimental evaluations of corrections-based education, vocational, and work programs. They found that participants of these programs were employed at a higher rate (i.e., two-fold increase) and recidivated at a lower rate (i.e., 39% compared to 50%) than their nonparticipant counterparts. However, the reduction in recidivism associated with education programs was found to be greater than that associated with work programs. Although the effect size pattern for work programs was in the direction of recidivism reduction, there was insufficient evidence to firmly conclude that work programs reduce recidivism rates. Similarly, Bouffard, MacKenzie, and Hickman (2000)'s meta-analysis found that vocational education and employment programs significantly reduced recidivism, but that there was a lack of rigorous program evaluation in this area of research on which to form concrete conclusions.

A more recent meta-analysis by Visher, Winterfield, and Coggeshall (2005) explored the effects of community-based interventions on the behaviour of offenders who had been previously arrested, convicted, or incarcerated. These authors only identified eight English language studies that used random assignment to test the impact of employment programs. Visher et al. found that these employment programs had no overall significant effect on the likelihood of recidivism; however, despite the fact that it was published in 2005, more modern style unemployment programs were not captured in this meta-analysis because the first study in their analyses was implemented in 1971 and the last study was implemented in 1994. In addition, samples in these older studies were small. Thus, the conclusions drawn from Visher et al. should be replicated with contemporary employment programs.

Bloom (2006) also analyzed various reviews of employment intervention programs for offenders. Bloom found that much is unknown about these programs and reported that there is pressure to find more definitive evidence. Bloom also introduced another study that did not meet the criteria for inclusion in Visher et al.'s (2005) meta-analysis. This employment program, The Parents' Fair Share Demonstration, provided employment services to unemployed noncustodial parents of children on welfare who could not meet their child support obligations. Close to 70% of this sample had a criminal record. According to Bloom, results indicated that The Parents' Fair Share Demonstration did not increase employment or earnings for the group as a whole, but it did increase employment for subgroups that could be characterized as less employable (i.e., those who did not complete high school and those with little work experience). These are common characteristics of offender populations (Petit & Western, 2004).

Sarno et al. (2000) evaluated two employment programs that were funded for three years (1997-2000): 1) The Advice and Support Services for Education and Training (ASSET), and 2) The Springboard Project. ASSET was implemented in two towns in London, U.K. for 16 to 25 year old offenders. The aim of the program was to provide offenders with essential skills and work experience to sustain and maintain meaningful employment. During the three years of the study, 758 offenders were referred to and took part in ASSET. Forty-three percent of participants were reconvicted within the first year of starting the program compared to as many as 56% of ASSET's control group (i.e., those who were referred to ASSET but did not attend). This finding was found to be statistically significant. On the other hand, 1957 referrals were made to the Springboard Project. Thirty-two percent of participants were reconvicted within the first year after starting the program. Among the 16 to 25 year olds in the Springboard Project (i.e., ASSET's target group), 45% had reconvictions within the first year after the program, which is similar to the 43% who re-offended in the ASSET group, in spite of the fact that participants in the Springboard Project had more serious criminal histories than participants of ASSET at baseline (Sarno et al., 2000).

Finn (1998) reviewed the success rates of various employment programs. Based on his review, he argued that these programs have promise in placing offenders in employment positions and reducing recidivism. Finn suggested two key prerequisites for success: collaboration with other agencies and provision of support services and follow-up. For example, New York City's Center for Employment Opportunities monitored participants via telephone calls to the employer, job site visits, and individual counseling. In addition, Center for Employment Opportunities maintained good relationships with the State's Parole Division (which refers participants) and with city

and state agencies that would potentially hire program participants. Although results were positive, due to poor research methodology and incomplete evidence at the time of this evaluation, concrete conclusions could not be made in regards to the success of these programs.

Zweig, Yahner, and Redcross (2011) conducted a more recent and rigorous evaluation on the Center for Employment Opportunities employment program than Finn (1998). Nine hundred and seventy-seven community-supervised offenders reported to Center for Employment Opportunities on a weekly basis in 2004 and 2005. Five hundred and sixty-eight were randomly assigned to the program group and 409 were assigned to the control group. The control group received minimal employment services; they participated in a one and a half day pre-employment life skills class that focused on securing documents needed for employment, obtaining techniques in order to search for a job effectively, and various interview skills. Control group participants were then granted accessibility to a resource room to be able to ask questions to a staff member and use equipment (e.g., computers, fax-machines, and phones with voicemail accounts). Only 37% of these control participants completed the class and very few attended the resource room on more than two to three occasions. In contrast, the Center for Employment Opportunities program group received a 4-day pre-employment life skills class, on-site employment coaching, in-office employment coaching, peer-level support services, and opportunities to achieve incentives.

Results for this evaluation were mixed. The Center for Employment Opportunities program did not have a long-term effect on employment, but there were some significant effects on recidivism. For example, in comparison with the control group, the Center for Employment Opportunities group had lower rates of recidivism for

years one and two of the follow-up period. These researchers also compared Center for Employment Opportunities participants by risk category (i.e., low, medium, and high). Reductions in recidivism were found for higher risk offenders, but fewer reductions were found for low to moderate risk offenders. Moreover, offenders assessed at a lower risk reported an increase in the probability of recidivism in the second year (as expected by the RNR principle). Lowenkamp et al. (2006a) suggested three reasons why over intervening can be problematic: 1) offenders lower in risk may learn antisocial behaviours from higher risk offenders, 2) interventions can disrupt prosocial networks (e.g., school, work, prosocial companions, etc.), and 3) more stringent conditions can increase the likelihood that violations will occur. Thus matching employment intervention to recidivism risk level is essential.

Graffam, Shinkfield, and Lavelle (2012) suggested that long-term post-release employment programs could provide positive benefits for reducing rates of recidivism. Graffam et al. focused on recidivism among participants of an employment program implemented in Australia. This program had two primary objectives: 1) helping offenders find employment, and 2) reducing offending. Participants of this program were at a moderate to high risk of reoffending as determined by the use of standard clinical assessment tools. These researchers found that the overall rate of recidivism by registered and engaged program participants was as low as 7.46% over a 12-month period. This is well below reoffending rates reported in the literature. Graffam et al. referred to the typical recidivism rates reported by Wilson et al. (2000) and Sarno et al. (2000), which are 50% and 56%, respectively. In addition, those placed in employment had lower rates of recidivism (6.40%) than those who participated in the program but who had not secured employment (7.73%). Thus, there was not only a positive program

effect on recidivism for both groups of participants, but also a positive employment effect among those participants who did secure employment. Clearly, the research literature on employment programs is both positive and negative. In addition to the diversity of programming, much of this research has failed to use quality control groups and researcher methodology. However, there has been some discussion in the literature as to why some programs yield more positive results than others.

**Key components of successful employment interventions.** Although Borzycki (2005) argued that key components of successful employment programs have yet to be identified, there are a few researchers that disagree. Harrison and Schehr (2004) analyzed data on recidivism and employability of offenders by focusing on the successes and failures of various employment programs. Harrison and Schehr argued that sustainable employment is critical to the success of an offender supervision program and to encourage reductions in recidivism. Out of the programs they reviewed, four appear to have had a combination of factors that lead to employment and successful reintegration of participants back into society. The four programs included the Project Community Restitution and Apprenticeship Focused Training, Project Re-Integration of Offenders, Project Re-enterprise, and the Safer Foundation. Harrison and Schehr examined these programs in terms of reductions of recidivism and analyzed them with regard to six major components that they argued were most relevant to preventing recidivism. These components included the following: (1) programs offered outside of the prison environment, (2) intensive follow-up period, (3) temporary funds for reintegration into society, (4) employer referral services and job readiness skills, (5) vocational training, and (6) independent living skills training. Each of these major components is discussed below in relation to these four programs.

Programs offered outside the prison environment can be beneficial (Harrison & Schehr, 2004). For example, Project Community Restitution and Apprenticeship Focused Training is an alternative to incarceration during which participants work on community projects in order to gain skills relevant to their trade. Similarly, Project Re-Integration of Offenders is designed for parolees with a specialized treatment plan once they are released from prison in order to provide them with the necessary resources to successfully reintegrate into the community. Likewise, one of Safer Foundation's key features is the post-release educational and employment service that it offers. In addition, to facilitate participation, these programs are offered in easily accessible locations.

Intensive post-program follow-up contact is critical to the success of employment programs for offenders. For example, according to Harrison and Schehr (2004), Project Community Restitution and Apprenticeship Focused Training offers an intensive follow-up that includes services for case management, education, and substance abuse treatment. Using phone calls and progress reports, Project Re-Integration of Offenders has employment specialists who follow-up with employers for at least three months to monitor placements. Transition services, such as food, medical care, clothing, and housing resources are offered as well. The Safer Foundations program also has case managers with the use of phone calls and progress reports from employers follow clients for six months post-program involvement. It has been advocated that a minimum of three to six months of intensive follow-up is necessary to prevent recidivism and maintain employment support.

According to Harrison and Schehr (2004), most prisons do not provide sufficient funding to help offenders successfully transition from prison to the community. To

address this issue, Project Re-Integration of Offenders provides vouchers for food, medical care, and clothing. Given that these items were offered to prisoners when incarcerated, it makes intuitive sense to temporarily provide these essential items to them outside of prison until they are better situated in their respective communities. Safer Foundation also assists with transportation to employment, clothing, and other items necessary to obtain and maintain employment (Harrison & Schehr, 2004). Thus, support for meeting an offender's basic needs is viewed as an essential component of providing the necessary foundation from which to seek and maintain employment.

Employer referral services and job readiness skills are also critical factors to the success of offender employment programs. First, many of the successful employment programs have an extensive network of employers that they work with to arrange job interviews and placements for current or ex-offenders. In their review of employment programs, Harrison and Schehr (2004) described Project Re-Integration of Offenders as one of the more successful programs because it has a network of employers. Project Re-Enterprise has developed over 300 relationships with employers. Furthermore, according to Fletcher, Woodhill, and Herrington (1998), well-maintained relationships with local partnerships (i.e., employers, businesses) and the encouragement of these partnerships to hire offenders is key to a program's success. Certainly, obtaining employment skills is critical for an offender who participates in one of these employment programs; however, if potential employers have a negative attitude about hiring an offender, the offender will not be given the opportunity to put these skills to work. Moreover, Chicago's Safer Foundations attributes a great deal of its success to its well-built partnerships with corrections and local businesses (Finn, 1998). In addition, Buck (2000) has highlighted the importance of good working relationships with probation officers and employers in

providing a successful employment program. Similarly, Project Community Restitution and Apprenticeship Focused Training and Safer Foundations have built many relationships with employers, but also provided training workshops to facilitate placement and to encourage positive attitudes (Harrison & Schehr, 2004). Project Re-Integration of Offenders also assesses career skills, interests, and goals to help match offenders with the appropriate employment placement.

In order to be attractive to employers, it is critical that offenders have employable skills to offer. For example, Project Community Restitution and Apprenticeship Focused Training specifically teaches marketable skills, such as carpentry, apartment maintenance, and home construction, to offenders in order to increase their chances of employment. Four years after starting the program, participants of Project Community Restitution and Apprenticeship Focused Training had an overall recidivism rate of only 26% (Harrison & Schehr, 2004), which is lower than the typical 41-44% recidivism rate of federally released offenders used as a benchmark for community offender program evaluations by Bonta, Rugge, and Dauvergne in 2003.

In addition to developing marketable job skills, employment programs that provide independent living and job readiness skills are more successful than programs that do not provide these skill training (Harrison & Schehr, 2004). Project Re-Integration of Offenders offers assistance with obtaining housing and with preparing documents, such as birth certificates, social security cards, and resumes, critical to obtaining employment. Project Community Restitution and Apprenticeship Focused Training and Safer Foundations provide training workshops in life management skills as well (Harrison & Schehr, 2004). Other researchers have attempted to pinpoint key components of employment interventions, which include job readiness skills.

According to Roberts and Pratt (2007), employment readiness is a critical factor contributing to employment outcomes. Readiness, as articulated by the Boston University Center for Psychiatric Rehabilitation (Farkas, Sullivan-Soydan, & Gagne, 2000), is defined as “one’s interest in and willingness to engage in the process of rehabilitation toward the accomplishment of a goal” (p. 176). Roberts and Pratt suggested that readiness for rehabilitation consists of five factors: 1) need for change, 2) commitment to change, 3) self awareness of skills, interests, values, and preferences, 4) awareness of options and demands and expectations of the environment, and 5) willingness to establish closeness. Thus, employment readiness is when an individual is focused on the employment domain and is examining his or her readiness to work toward an employment goal.

Roberts and Pratt (2007) conducted a literature review from which they identified nine clinical trials that examined the competitive employment outcomes of supported employment service models for individuals with psychiatric illnesses. Many of their screening criteria were associated with factors associated with readiness. Several of these studies required that participants had the desire to obtain employment (i.e., a need for change factor). It was argued that participating in supported employment service programs is indicative of a desire to obtain employment. Some of the studies examined by Roberts and Pratt required that participants had a family member or friend who was willing to be with them throughout the study for support, suggesting that efforts of these external supports to help the client and their expectations of success might place external pressure on participants to succeed. This external support to change was viewed as a part of the readiness factor that promotes change (Roberts & Pratt, 2007). Such employment readiness may also be crucial to offenders with employment

needs and should be included as a key component to successful employment interventions.

Employing experienced staff has been identified as another key to successful employment programs (Buck, 2000). Directors of employment programs spend significant time and resources training their staff in counseling strategies or other relevant skills, such as team building, communication and technology. Thus, hiring well-certified staff with experience in promoting job readiness is central to the implementation of a successful employment program.

Other key components identified include adapting recruitment and placement procedures to meet the market's needs and the ability to identify and communicate job opportunities to offenders in a timely fashion (Borzycki, 2005). In addition, providing the following is critical to an employment programs success: a wide range of sources for job information, vocational training relevant to the job market, work release opportunities for suitable (i.e., non-high risk) offenders, strategies for job retention (not solely job placement), skills in order to appropriately disclose participants' criminal pasts, and long-term follow-up support for participants (Borzycki, 2005). Thus, a number of components have been identified as relevant for implementing a successful employment program. However, considerations of the barriers offenders and former offenders face and how to successfully manage these barriers needs to be integrated into employment programs designed for this population.

### **Barriers to Gaining Employment**

Graffam, Shinkfield, Lavelle, and McPherson (2004) identified six broad domains as influencing the reintegration of offenders back into the community, and one of these six was employment and training support. Given that employment is critical in

the reintegration process of offenders, the criminal justice system should focus directly and heavily on employment needs of offenders; however, this is not always a straightforward and simple task, as there are many barriers that an offender must first overcome in order to seek and obtain meaningful employment.

**Supply side barriers.** A common barrier to employment for offenders is limited education. The majority of offenders has not graduated from high school (Freeman, 1991; Holzer, Raphael, & Stoll, 2003; Rakis, 2005; Travis, Solomon & Waul, 2001), and has limited work experience (Holzer et al., 2003). This limited work experience could be a consequence of the lack of education, which would make it difficult to obtain employment in order to gain relevant experience. Furthermore, time spent in a prison environment takes away from many employment opportunities that could have created private sector experience, and this contributes to diminishing job skills, limits opportunities to learn new job skills, and may erode positive work habits and connections to employers that may have existed before the individual entered the prison environment (Freeman, 1999; Holzer et al., 2003; Holzer, Raphael, & Stoll, 2002).

The skills that offenders possess often do not meet the demands of employers (Burns, 1998; Freeman, 1999). The majority of offenders realize that they need to improve their job skills (e.g., resume building, interview techniques, etc.) and qualifications (e.g., basic skills) if they want a fair opportunity at obtaining employment (Burns, 1998; Sarno et al., 2000). In England, probation services have found that many of their clients have severe reading<sup>1</sup>, writing, memory, sequencing, and various other cognitive problems that influence work capabilities and interfere with their ability to

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<sup>1</sup> On average, reading skills of an adult offender are equivalent to an 11 year old (Burns, 1998), and youth offenders experience similar difficulties (Vacca, 2008).

lead a pro-social life (Burns, 1998). Tonkin, Dickie, Alemagno, and Grove (2004) examined female offenders in three different soft work skill domains<sup>2</sup>, including basic skills (e.g., reading, writing, etc.), interpersonal skills (e.g., teamwork, negotiation skills, leadership skills, etc.), and personal characteristics and attitudes (e.g., motivation, honesty, responsibility, self-esteem, etc.). They found that female offenders tend to have deficits in all three domains.

Attitudes and decision-making capacities of an offender may limit his or her ability to obtain and maintain employment (Holzer et al., 2003). For example, to some offenders the idea of trafficking illegal narcotics may seem more logical than working a full-time minimum wage job with few benefits. It is likely that if an offender searches long enough for employment, he or she would find a position; however, illegal acts pay more with less work involved and, therefore, are likely to be more appealing to an offender. According to Freeman (1999), most studies on the income of offenders suggests that those with few employment skills are able to obtain higher hourly wages via illegal activities than through legal activities; however, the intermittent nature of illegal work for an offender leads to less annual income. Furthermore, offenders' attitudes are affected by past experiences and perceptions of the employment market, which can evolve from living in an area with a high unemployment rate, poor experiences with education and seeking employment, and others' attitudes about the value of legitimate work. These attitudes are thought to lead to lower motivation, poor self-esteem, and negative expectations (Nelissen, 1998).

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<sup>2</sup> "Soft skills", also known as people skills, refers to personal attributes that enhance an individual's job performance and career prospects (e.g., communicating, listening, problem solving, etc.) that are typically harder to observe, quantify, and measure. On the other hand, "hard skills" are procedures (e.g., machine operation, computer protocols, safety standards, etc.) related specifically to the organization's core business and are typically easier to observe, quantify, and measure (Coates, 2006).

Other supply side barriers include few job connections, challenges with transportation to get to job interviews and work sites, behavioural problems on the job, unstable housing, poverty and debt (Sarno et al., 2000; Visher, Winterfield, & Coggeshall, 2005). Offenders tend to possess anti-authority attitudes (Khoo & Oakes, 2000), which may cause conflict with employers, supervisors, and co-workers. In addition, offender's impulsiveness, poor decision-making skills, and irresponsibility would suggest that they are not ideal in-demand employees. Finally, offenders with substance abuse issues and other mental health (e.g., depression) and physical health issues (e.g., hepatitis C) have difficulty obtaining employment as they lack (or are perceived to lack) the employment readiness that employers seek (Holzer et al., 2003).

***Mentally-ill offenders and employment.*** Mentally ill offenders are a particularly marginalized group within the broader offender population and they face particular employment challenges. A significant proportion of offenders experience mental illness, with four percent suffering from psychosis, 10-12% from major depression, and 42-65% from personality disorders (Fazel & Danesh, 2002); many more experience sub threshold symptoms associated with mental illness (CSC, 2009). Not only do these offenders face employment challenges similar to those experienced by other offenders, but they also face additional challenges associated with mental health stigma in the workplace and sometimes need a work environment sensitive to their mental health issues (Auerbach & Richardson, 2005). Given the common nature of mental health issues in offender populations, employment interventions also should include components that are of benefit to mentally ill offenders. As is true for general offender programs, multi-faceted approaches to employment interventions are helpful to those with mental health issues (Cameron, Walker, Hart, Gaynor, & Haslam, 2012). Although

mental health issues are regarded as barriers, there are mixed findings in the literature regarding psychopathic personality disorder traits in the work force.

*Psychopathy in the workplace.* Psychopathy is a personality disorder defined by affective, interpersonal, and behavioural characteristics (Butcher, Mineka & Hooley, 2008; Hare, 1996). These characteristics include egocentricity, impulsivity, irresponsibility, shallow affect, deficits in empathy, deceitfulness, manipulateness, deficits in guilt and remorse, and a continuous violation of social norms. There are two types of psychopathic traits: primary and secondary (Cleckley, 1941, 1988; Karpman, 1948; Kirkman, 1998). Individuals that possess more primary psychopathic traits are defined as being more charming, socially skilled, intelligent, and displaying fewer signs of anxiety, whereas individuals that possess more secondary psychopathic traits are impulsive and lack a moral conscience, are more socially incompetent, withdrawn, display higher levels of anxiety, and are sometimes poorly educated (Cleckley, 1941, 1988; Karpman, 1948; Kirkman, 1998). Given that psychopaths are emotionally shallow, they often adopt parasitic lifestyles, engaging in a variety of criminal activities to achieve their goals (Butcher et al., 2008; Hare, 1996); however, researchers believe that psychopaths exist in the work environment as well (Boddy, 2005; Kirkman, 2002). The prevalence rate of psychopathy in the work environment is actually significantly larger than the one percent reported in the general population and research suggests that the prevalence rate of psychopathy to be as high as 3.9% in organizational settings (Babiak, Neumann, & Hare, 2010) and 15% in prison settings (Ogloff, 2006). Due to the opportunity to obtain power, prestige, money, and success, some psychopaths are attracted to certain organizational settings (Boddy, 2005).

In spite of the relatively high prevalence of psychopathy in the workplace, O'Boyle, Forsythe, Banks, and McDaniel's (2012) meta-analysis indicated that psychopaths tend not to excel in this environment for various reasons, including that they do not respect the rights of colleagues and clients, are unable to work well in teams, and lack responsibility to meet deadlines. They suggested that psychopathy should be highly associated with counterproductive work behaviours that put the organization at risk in some way (e.g., absenteeism, theft, etc.; Organ, 1997; Sackett, 2002). Given that individuals with psychopathy are more impulsive, psychopathy is likely to increase the incidence of theft and sabotage (O'Boyle et al., 2012). Their lack of empathy toward others may also make them more likely to engage in interpersonal counterproductive worker behaviors, such as bullying and harassment (Boddy, 2011, 2012). Scherer, Baysinger, Zolynsky, and LeBreton (2013) found that sub-clinical psychopathy does predict counterproductive worker behaviors above and beyond the Five Factor Model of personality. In addition, it accounted for the majority of the variance in interpersonal deviance. O'Boyle et al.'s (2012) meta-analysis accurately predicted that psychopathy related negatively to job performance and positively to counterproductive worker behaviors.

Recent research suggests that primary psychopathy, but not secondary psychopathy, is related to entrepreneurial tendencies and abilities (Akhtar, Ahmetoglu, & Chamoro-Premuzic, 2013). Specifically, individuals who are more entrepreneurial are more likely to be callous, fearless, and glib. Furthermore, results suggested that primary psychopathy is negatively related to social entrepreneurship, indicating that individuals with higher scores on the primary psychopathy dimension are less likely to improve the

community, enhance education, or create student organizations with their entrepreneurial ideas.

**Demand side barriers.** In light of the barriers associated with offenders seeking employment, there is typically a mismatch between what the offender can offer to an employer and what the employer is seeking from the offender (Holzer et al., 2003). The lack of job skills and education common among offenders typically does not meet the requirements of employers, even when they are looking to fill unskilled employment positions (Holzer et al., 2003). In addition, for those with substance abuse issues, offenders often fail mandatory drug testing when this is a requirement of a job. Even when the employer does not require drug testing, the addicted offender is likely to be unsuccessful in the employment position because of performance issues due to his or her substance use (Holzer et al., 2003).

A criminal record is a major barrier to attaining employment, as employers are reluctant to hire individuals with a previous criminal history (Hirsh et al., 2002; Holzer et al., 2003; Solomon et al., 2004). Holzer, Raphael, and Stoll (2002) surveyed over 600 employers and found that almost half indicated that they would “probably” or “definitely” not hire an applicant that did not require a college degree if that individual had a criminal record. Similarly, Nelissen (1998) reported that, in England, 42% of offenders have been denied employment due to their criminal record. The type of offence that was committed can influence the decision of employers to hire as well; most employers (90%) were not willing to hire offenders who committed a violent crime, but were more likely to hire offenders who have committed a property or drug offence. Moreover, the more violent the crime, the more reluctant the employer is to hire the individual. However, even when employers do hire individuals with a criminal record,

they are more likely to be hired for construction and manufacturing jobs rather than for jobs involving contact with people (Solomon et al., 2004). Thus, offenders who enjoy working with people (e.g., customers, clients, etc.) may have greater difficulty obtaining personally meaningful employment. Although not all employers conduct criminal background checks, it is becoming increasingly more common (Holzer et al., 2002; Solomon et al., 2004). Thus, having committed even one minor crime can significantly hinder an offender's chance of obtaining employment.

Although society may feel that offenders deserve a chance at employment, employers must legitimately be cautious when hiring an offender. First, some offenders may not be legally permitted to work in specific positions (e.g., positions involving children, health service, law enforcement, etc.; Solomon et al., 2004). Second, employers can be held responsible if they negligently expose other employees or the public to a potentially dangerous offender (Holzer et al., 2003; Holzer et al., 2002; Solomon et al., 2004). Thus, some employers are hesitant to give offenders an opportunity, as they could be held responsible and liable for their actions.

Another barrier to obtaining employment is housing (Holzer et al., 2003). Graffam et al. (2004) suggested that this is a dilemma as employment is necessary to be able to financially afford stable living conditions and stable housing is important to obtain and secure employment (e.g., a permanent address for pay checks and tax forms, getting appropriate sleep, meals and access to adequate clothing, hygiene needs, etc.). Thus, there are many supply, demand, and contextual barriers that interfere with an offender's capacity to obtain and maintain meaningful employment. Insight into how to overcome these barriers may be found by understanding how successfully employed offenders differ from unemployed offenders.

### **Employed versus Unemployed Offenders**

Researchers at the Vera Institute of Justice (Nelson, Dees, & Allen, 1999) studied 49 offenders soon after their release from prison. These researchers aimed to determine if these offenders obtained employment and abstained from committing further crimes, and were interested in how they achieved this success. Nelson et al. (1999) found that the first month after release is a particularly difficult period, but also a period of opportunities for offenders to rebuild their lives (e.g., to gain meaningful employment). Notably, in Nelson et al.'s study, only 18 out of 49 offenders found part- or full-time employment in the labor market within 30 days of release.

Nelson et al. (1999) were concerned with the differences between those individuals who successfully secured jobs compared with those who did not. Specifically, they found that individuals who received jobs had prior work experience and were under the age of 40. Seven of the 18 who found a job within the first 30 days of being released had employment when initially arrested. Offenders who obtained post-release employment reported significantly stronger family support than offenders who did not receive a job. Furthermore, offenders with more education were more likely to find employment, as seven out of eight offenders who had taken at least one college level course were able to obtain employment. Within two weeks of being released from custody, 12 offenders found a job, and eight of those who found employment accepted a position at which they previously had worked. Of the remaining six who found employment at the end of the one-month post-release period, three used employment programs that specialized in assisting offenders.

The remaining 31 of 49 offenders who did not find employment were older, most were unemployed at the time of the index (i.e., initial) arrest, and about half had not

worked for an extended period of time prior to their arrest. These 31 individuals were all above 40 years of age, had long-term substance abuse problems, and had little confidence in finding employment. Based on these findings, Nelson et al. concluded that there are individual differences between offenders who obtain employment and those who do not. Furthermore, Visher, Debus-Sherrill, and Yahner (2011) found that consistent work experience and strong relationships to employers before being incarcerated, and family relationships improve employment outcomes after release. In addition, they found that offenders who relapse to drug use shortly after their release from prison have chronic physical or mental health problems, are older, non-Caucasian and employed less often. These results clearly reflect the fact that some offenders need additional supports to seek employment.

### **Employment Programming**

Given that a high proportion of offenders have some sort of mental health issue, it is helpful to also consider factors that predict the ability to gain and maintain successful employment among other populations with mental health problems. Cunningham, Wolbert, and Brockmeier (2000) compared individuals who successfully gained and maintained employment, with individuals who successfully gained employment but were not able to maintain it, and with individuals who were completely unsuccessful with gaining employment.

Cunningham et al. found that these groups differed in three significant ways: 1) how they talked about their mental health issue, 2) how they talked about employment, and 3) how they described strategies for coping with “bad” days. These researchers found that attitude and mental health awareness played a significant role in all three groups, and that these attitudes are at least partially responsible for their success in

gaining and maintaining employment.

Specifically, successfully employed individuals perceived their illness as simply one part of their lives that needed to be managed as opposed to being the centre of their lives. In addition, individuals who were more successful at obtaining employment had specific strategies for managing their mental health issues. These individuals would always keep in mind their ultimate goals, while remembering to manage these mental health issues. For example, they would be cautious about increasing work hours to avoid relapse or exacerbation of mental health treatment. These successful individuals also held the perception that their mental health issue did not define them, and was simply something that they must deal with on a regular basis. They also held the view that they were still contributing members of society. Similarly, people who were able to obtain work, but unable to maintain employment for longer than four months, had a clear perspective about their mental health. As with the previous group, these individuals were able to successfully gain employment and perceived their mental health problem as only a piece of who they are and not what defines them, relative to cases unsuccessful with securing any employment. Cunningham's study suggested that if offenders have a mental health issue, a primary focus of employment programs should be to enhance positive attitudes and perceptions about themselves, their illnesses, and capabilities.

**Barriers to the implementation of employment interventions.** In addition to the barriers that individual offenders face when attempting to obtain and retain employment, there are also a few barriers that can create challenges for the implementation of a successful employment program. One challenge is lack of funds to support the offender while participating in the program. Some participants receive little or no funding while participating in these programs. Even after an offender has obtained

employment, they usually do not get paid a high wage, making it difficult for them to justify a pro-social lifestyle over a criminal lifestyle. As a remedy, some employment programs have offered earning supplements to its participants (Bloom, 2006). For example, Bloom put forth the idea that employment programs could offer participants who do not re-offend, or who are employed full-time, a monetary incentive as a reward to compensate for lower wages. The Center for Employment Opportunities also offers incentives for participants who are able to return to the program with pay stubs. However, funds are limited and often become a major issue for many employment programs.

Another major challenge for employment programs is finding employers who are willing to hire offenders because, as described previously, many employers are reluctant to hire an offender (Holzer et al., 2002). To address this constraint, some experts have advocated for employment programs to encourage the government to implement tax credits, which could be used to motivate employers to hire participants who successfully completed these employment programs (Brown, 2011; Hirsch et al., 2002). One of Bloom's (2006) suggestions was to follow the On the Job Training model. This model emphasizes the importance of placing offenders with private employers, using a number of strategies, in order to motivate the employer to hire the individual or to reduce the risk associated with hiring a program participant. In some cases, the employer receives a subsidy for the first several months of employment and, in other cases the employment program pays the employee with continued support from the program's staff. However, even with these amendments, funds, and resources (e.g., staff) are critical to make such options possible.

Buck (2000) suggested that recruitment and outreach for an employment

program is less of a barrier for those dealing with offenders who are required by law to participate in an employment intervention. For example, Center for Employment Opportunities' enrollment nearly doubled from 1000 to 1800 over the course of three years, as participants were being automatically assigned to Center for Employment Opportunities once they completed a previous program that focused on educational programming, drug and alcohol treatment, and military basic training. Thus, enrollment is easier for programs that work in collaboration with probation services in a way that automatically provides referrals. On the other hand, programs recruiting offenders who are not required to participate in specific programs must maintain proactive recruitment strategies from parole and probation officers, which may be challenging.

Given that employment programs have limited in-house services, another major challenge for these programs is assisting offenders with retaining employment once they have found a position (Buck, 2000). Some participants have issues with addiction, whereas others are in need of child-care services or transportation in order to be able to attend a job shadow position. According to Buck (2000), some programs refer these individuals to other services in order to properly manage some of these obstacles more effectively. Other programs (e.g., Better People) have "Corporate Representatives" to help with job retention. These individuals maintain strict supervision of the offender for the first 30 days and handle problems of punctuality, work performance, and the ability to do the job and get along with co-workers. Similarly, Bloom (2006) discussed challenges that employment programs have with offenders that are fully capable of obtaining employment, but the obtainment of employment may not be sufficient to reduce the likelihood of re-offending due to the multitude of other issues these offenders face regularly. Bloom suggested that other risk relevant areas should be targeted (e.g.,

motivational issues) and there may be a need to use different approaches (e.g., faith-based initiatives, family centered approaches) to keep these offenders from re-offending.

According to Bushway and Apel (2012), there are four reasons why employment programs have not produced more positive effects. Firstly, they suggest that many offenders will struggle to comply with program conditions. Thus, they will not receive the full desired program effect. Second, given that offenders are already hard to employ and typically even harder to employ after being incarcerated, they should be expected to have difficulty obtaining and retaining employment. Third, offenders face inequality when searching for employment. This could be due to their lack of job experience and education or their criminal record. Finally, the improvement in work outcomes may not always be enough to lead to observable reductions in recidivism given the presence of other criminogenic needs. Despite challenges faced by employment programs, Canada and New Brunswick have various programs to offer both incarcerated and community supervised offenders.

**Employment programs in Canada and New Brunswick.** Given that over half (60%) of the Canadian offender population have been identified as having employment needs (Nolan, Wilton, Cousineau, & Stewart, 2014), it is critical that employment programs are provided to this population. CORCAN operates within Correctional Service Canada as a Special Operating Agency that is responsible for delivering Correctional Service Canada's Employment and Employability Program to federal offenders while incarcerated. The Employment and Employability Program's main purpose is to help develop the employability skills of Canadian offenders via work experience and skill programs.

According to Nolan et al. (2014), Correctional Service Canada offers a variety of

programs and services in order to provide institutionalized offenders with opportunities to gain skills necessary to obtain meaningful employment. They offer CORCAN work assignments in order to provide relevant work experience and on-the-job training via CORCAN production shops. These work assignments are offered in 31 of 52 institutions across Canada, providing services in four major business lines, including textiles, manufacturing, construction, and services. Correctional Service Canada provides offenders with vocational training and certification programs in which offenders can obtain certification in various fields, such as construction, food industry, general cleaning and maintenance, and transportation. In addition, offenders have opportunities to participate in The National Employability Skills Program that provides employment skills training to offenders with employment needs. Finally, there is Correctional Service Canada work assignments, which focus on jobs that are maintenance-related and essential to the institution (e.g., cleaning and cooking). Overall, there have been some positive findings in regards to the institutional employment strategy, as well as the Community Employment Centres and the National Employability Skills Program.

Taylor et al. (2008) found that Correctional Service Canada institutional employment and vocational programs were related to offender productivity, job readiness, and job attainment. However, their study did not find that employment programming was associated with a decrease in recidivism. On the other hand, Brews, Luong, and Nafekh (2010) found that participation in Community Employment Centres was linked to an increased likelihood of obtaining employment and decreased likelihood of re-offending with both technical violations and new offences. Lastly, National Employability Skills Program was linked to improvements in offenders' employability skill levels, increased probability of women offenders gaining employment, and a

reduced likelihood of re-offending (Nolan et al., 2014).

CORCAN offers 103 shops within Correctional Service Canada's federal institutions and three sites within communities for offenders on community-supervision. Shops are located in Laval, Quebec; Kingston, Ontario; and Moncton, New Brunswick. The site in Moncton was established in 1989 in order to provide community supervised offenders with training and experience in shipping and inventory management. This site eventually turned into a woodworking shop and now employs up to 12 offenders. This well-equipped and high-performing woodworking shop produces solid wood and plywood products (e.g., folding leg tables), office furniture, kitchen cabinets, and custom wood furniture and cabinetry. The main purpose of this site is to assist offenders in the transition from the institution to employment within the community by providing short-term work in a controlled and supportive environment. Offenders first take part in Workplace Hazardous Materials Information System and job safety training before they begin this program (CSC, 2013). Unfortunately, these opportunities are not available to provincially supervised offenders.

The John Howard Society, a non-profit community-based agency that focuses on crime prevention and reduction, provides various programs (e.g., employment partnership projects) and services (available at the employment centres) to federal and provincial offenders with employment needs. The employment partnership project offers paid employment for at risk youth and young adults (15-30 years of age) for up to 24 weeks. Participants receive both critical life skills and job skills (e.g., skills for carpentry, forestry, warehousing and construction). The employment centre at the John Howard Society provides the use of computers, fax machines, and photocopiers for job search purposes (John Howard Society, 2013). Other programs offered by John Howard

Society to individuals, but not necessarily offenders, who struggle to find employment due to various barriers include Action Network, Career Focus Program, Career Opportunity Program, Transition to Employment, and the Mature Worker Program (John Howard Society in Saint John, 2014).

There are some other employment services available in Canada and New Brunswick that are accessible to offenders that are not specifically geared to their criminogenic needs. Three common services used are the Workplace Essential Skills program, Partners for Workplace Inclusion Program, and Options Employment Outreach Inc. The Workplace Essential Skills program is provided by the Department of Post-Secondary Education, Training and Labour and aimed to assist individuals who are employed or seek employment with additional and essential skills in order to succeed (GNB, 2014). Training is customized to the needs of the individual's current employment or his or her desired employment. In addition, it can be designed to help apprentices who have struggled with their certification exams. Participants are assessed in nine essential skills, including reading, document use, writing, numeracy, oral communication, working with others, thinking skills, computer use, and continuous learning. The Workplace Essential Skills program is available to adults of 18 years or older who have below function level skills in one or more essential skills (including at least one literacy skill), have an occupational goal, and who are case managed through Employment Development, Social Development, Public Safety, and WorkSafe NB.

Partners for Workplace Inclusion Program was developed by the Canadian Council on Rehabilitation and Work and was designed to improve the employability skills of persons with disabilities, and assist them with securing employment (CCRW, 2014). This program focuses on the specific career needs of participants, assesses a wide

range of other employment programs, reduces barriers in the workplace, and acts as a resource to assist stakeholder groups to include an inclusive workplace.

Options Employment Outreach Inc. provides employment services to people who struggle with barriers due to a disability (OEO, 2014). The employment counseling consists of a variety of services, including career-decision making, job-readiness skills, resume preparation, interview techniques, job retaining techniques, and job search training. These three programs may assist individuals to improve their employment skills or job readiness, but they do not focus on key needs of offenders, such as antisocial attitudes, specific barriers, and cognitive distortions that may be the difference between successful and unsuccessful program participants.

The New Brunswick Department of Public Safety's approach to offender rehabilitation is to implement an evidence-informed Effective Case Workstrategy. This requires the correctional practitioner to work collaboratively with the offender in order to define individual needs through validated risk/needs assessments and mutually agreed upon outcomes. The Department of Public Safety uses research to continuously improve the case management of offenders and is constantly trying to improve the services to offenders. By doing so, they hope to gain better successes for their clients and further contribute to public safety. With various specialized populations, such as those with mental health problems, the Department of Public Safety intends to further perfect its casework approach to include what is deemed best practices.

It is reported that over half of Canadian offenders have employment needs, however, there is a lack of studies examining specific employment needs among offenders in NB. Furthermore, there are very few options for offenders who seek assistance with obtaining employment. Of the past and current community employment

programs for offenders in NB, there is a lack of rigorous research to firmly assess their effectiveness. Thus, a modern examination of the employment needs of NB offenders is required, along with a current evaluation of a recently developed offender-focused employment program that implements the key components identified in the literature, is sensitive to specific needs of offenders, including the long list of barriers they must overcome.

**An alternate program: Optimizing Employment Readiness (OER).** The OER program was created in collaboration with the John Howard Society, the New Brunswick Department of Post-Secondary Education, Training and Labour, the New Brunswick Department of Public Safety, and the Centre for Criminal Justice Studies at the University of New Brunswick in Saint John. This was a pilot employment program funded by the New Brunswick Department of Post-Secondary Education, Training and Labour to assist community-supervised provincial offenders (i.e., on probation, conditional sentences, etc.) with the tasks of securing and sustaining meaningful employment as a means of reducing their risk of violating the conditions of their supervision and their risk of committing a new crime, as well as to enhance their contribution to New Brunswick's workforce.

The OER program was designed to be a three month core program offered in two cohorts: one in April of 2013 and the other in August of 2013. It was piloted in Saint John and Fredericton, New Brunswick, Canada. The OER program consisted of a seven-week classroom component, delivered by two employment coaches (one per site). Participants learned various cognitive-behavioural skills. For example, they analyzed antecedents and consequences of their problematic behaviors and identified cognitive distortions associated with employment and employment interfering behaviors (e.g.,

anti-social attitudes, problem solving skills, etc.). During this period, OER members also completed a Workplace Essential Skills component, offered by trained Workplace Essential Skills staff, in which participants focused on essential skills for employment, such as literacy and numeracy.

Finally, OER participants participated in a three-week job-shadowing component, interspersed between weeks of in-class course instructions. In these placements, participants were placed in a job site by their respective employment coach to learn and practice job skills that cannot be properly taught in the classroom. There was a variety of community partners that participated in the job-shadowing component of this program, including Home Depot, Costco, Imperial Theatre, Human Development Council, and several others. The OER program was offered 5 days a week. After the core program, the employment coaches and probation officers monitored cases for a six-month period to help participants seek employment, resolve on-site job issues, and provide continuing support. Such monitoring was used to determine whether participants were able to obtain employment, the nature of this employment, their satisfaction with the employment, and the sustainability of this employment during the follow-up period.

Specifically, the main objective of the OER program was to have the offender obtain, secure, and sustain satisfying employment for the intensive six-month follow-up period. The content and structure of the OER program was specifically designed to target job readiness, employment skills deficits (e.g., numeracy, computer skills, etc.), and antisocial attitudes/cognitive distortions that interfere with employment (e.g., taking orders from a boss), not included in generic programs. It was offered within the community, provided assistance to obtain transportation to attend job-shadowing sites, and quickly established a network of open-minded employers willing to give participants

job shadowing hours. OER aimed to help participants gain problem solving skills (e.g., to deal with criminal record requests and other barriers) and emotional management skills to help them be more successful on the job site (e.g., dealing with interpersonal conflict, resolving competing demands, etc.). The OER evaluation generated essential information about changes in the domains of job readiness, work-place essential skills, and recidivism in a sample of offenders. OER has not been evaluated before and given the costs associated with implementation of this program, it is important to assess whether it has an impact on offender rehabilitation. This program was evaluated in the current thesis.

### **The Present Study**

Given the significant number of offenders on community-supervision and/or released from incarceration on any given day, and the critical impact of unemployment on an offender's reintegration into society and recidivism risk, it is important to examine the current states of employment issues among community-supervised offenders in New Brunswick, Canada. Specifically, in Study 1 of the current thesis, a sample of correctional case records of offenders were reviewed to determine: 1) the percentage of cases with employment needs at the start of their community-supervision, and, 2) how these needs were addressed in the probation office supervision case plan. Study 2 of the current thesis specifically evaluated the three month OER pilot employment project.

### **Main Hypotheses**

The following hypotheses were tested in the current thesis.

#### **Study 1 hypotheses.**

- 1) Based on the current knowledge of employment within an offender population, it

was expected that the criminogenic need of Education/Employment would be highlighted as a common issue among New Brunswick community-supervised provincial offenders.

- 2) Participants with moderate to high Education/Employment needs, compared to participants with low Education/Employment needs, were expected to have a higher severity of psychopathic traits, less motivation to participate in treatment, a higher severity of mental health concerns, and higher scores on other criminogenic needs.
- 3) Participants with higher employment needs, compared to participants with lower employment needs, were expected to have more frequent and intense employment services.
- 4) Offenders that re-offended during their community-supervision, compared to offenders who did not re-offend, were expected to be assessed at the moderate to high Education/Employment risk-need level.

**Study 2 hypotheses.**

- 1) Among all clients referred to the OER program, those who participated in the program were expected to show the greatest gains in the criminogenic need of employment, and show the largest reduction in recidivism risk relative to clients who did not participate in the program.
- 2) OER participants, in comparison to the control group, were expected to demonstrate positive changes in their motivation to address the problem of employment, perceived work readiness, and increased positive expectations for employment.
- 3) OER participants, compared to the control group, were expected to be more likely

to secure employment by the conclusion of the six-month post OER follow-up period.

- 4) Qualitative changes in comments were expected to become more positive from pre to post OER program for OER participants.

## **Method**

### **Overview**

The current thesis consisted of two studies. The first study provided essential information regarding the employment needs of, and interventions used with, offenders, in New Brunswick, Canada. The second study focused on evaluating the effectiveness of the OER program implemented in Saint John and Fredericton, New Brunswick. All procedures relevant to the current thesis are described below.

Study 1 of the current thesis was part of a broader project that compared traditional court processed offenders with mental health court participants. The original study's mandate, by McDougall (2014), was to examine predictors of general case plan compliance and how this compliance interacted with RNR adherence. Study 1 of the current thesis expanded on an unexplored part of the data of the original study; specifically, the current thesis examined the level of RNR adherence pertaining to the Education/Employment criminogenic need in case plans of offenders with and without mental health issues in New Brunswick, Canada. Employment needs, employment-focused interventions, and their influences on recidivism were all examined. It is important to note that these particular issues were not addressed in McDougall (2014).

### **Study 1 Method**

#### **Participants**

Participants from the New Brunswick Department of Public Safety were drawn

from various forms of community-supervision, such as the Alternative Measures Program, Community Service Orders, Extra Judicial Sanctions Program, and Probation. Participants from the Mental Health Court and Addiction and Mental Health Services (Horizon Health Network, Zone 2) were clients currently involved with the Adult Forensic Mental Health Team or the Long-Term Mental Health Team in Saint John, New Brunswick, which services Mental Health Court clients in the community and clients found to be unfit or not criminally responsible for their criminal behaviour. The Department of Public Safety also can refer offenders to both of these mental health service teams for treatment.

In order for a participant in this existing sample to be eligible for Study 1 of the current thesis, he or she must have been under some form of court-ordered community-supervision (e.g., probation, conditional sentence, Form 12, etc.) at the time of data collection. In addition, individuals must have been at least 18 years of age, could be of either gender, and must have had the capacity to comprehend English for the completion of questionnaires used in the original data collection.

All participants ( $N = 111$ ) of Study 1 consisted of community-supervised offenders with either the New Brunswick Department of Public Safety correctional services ( $n = 102$ ) who were managed by probation officers or the Saint John Mental Health Court ( $n = 9$ ) who were managed by clinicians in association with the Horizon Health Network's Addiction and Mental Health Services who were also part of the Mental Health Court team of multidisciplinary professionals. The majority of the sample was male (84.3%), Caucasian (84.1%), achieved at least a high school diploma or equivalent (73.1%) and lived in an urban area (74.1%). Almost half of the sample was single (42.3%). Their ages ranged from 19 to 63 years ( $M = 33.15$  years,  $SD = 11.86$ ).

The majority of the sample was coded as having a mental health diagnosis (71.7%), with the most common mental health diagnoses being major depressive disorder (26.3%), anxiety disorders (18.2%), attention deficit hyperactivity disorder (24.2%), and “other” disorders (20.2%; e.g., sleep disorders and Autism Spectrum Disorder).

As a result of low participant representation in both the very low and very high categories of the LS/CMI, its five recidivism risk-need categories (i.e., very low, low, medium, high, and very high) were collapsed into three categories of low (low and very low), medium, and high (high and very high) to increase the number of participants in each category, which facilitated analyses. As measured by the LS/CMI, it was found that 25.7% of participants fell at the low overall risk-need level, 37.1% were medium overall risk-need level, and 37.1% at the high overall risk-need level for general recidivism. The average age at which participants reported their first arrest was 22 years of age ( $SD = 10.74$ ). Criminal histories of participants included breaches of court orders/conditions (33.7%), assaults (28.4%), thefts (25.3%) and “other” criminal acts (27.4%), such as arson, driving under the influence, and trespassing (see Table 1). Just over half the sample had a substance abuse problem (52.5%) as described in the case file records. The most common index offences included assaults (35.6%), breaches (24.3%), theft (17.5%), mischief (17.5%), and “other” offences (19.4%). The most common forms of recidivism included breaches (24.2%), assaults (17.2%), and “other” offences (20.2%).

## **Materials**

**Study 1 File Coding Guide (McDougall, 2014; Appendix A).** Information, such as the duration of current community-supervision and types of interventions received, were gathered from extensive file review of records of Addiction and Mental Health Services and the New Brunswick Department of Public Safety using the Study 1

File Coding Guide, which was developed by McDougall (2014). The major focus of this File Coding Guide in the current study was to determine the risk-need level, as measured by the LS/CMI described below, and to identify the common interventions received by offenders with identified employment criminogenic needs. In addition, other relevant information, such as participant demographics and recidivism information were gathered using the File Coding Guide as part of the original study.

**Adherence to the RNR model Coding Guide (McDougall, 2014; Appendix B).** Case plans were coded in the File Coding Guide as adhering to the Risk principle when the level of intensity of an intervention was matched to the level of risk of the individual, as identified by the LS/CMI (See Appendix C). For example, lower risk participants should have little supervision and few, if any, probation sessions, whereas higher risk participants should have more intensive supervision and more frequent sessions with their probation officer or case manager. Adherence to the Need principle was coded as present if the primary intervention goals were focused on the evidence-based criminogenic needs linked to the offender's recidivism risk (identified by the LS/CMI; e.g., unstable employment). Finally, adherence to the Responsivity principle was coded as present when the intervention was adjusted specifically to the offender's unique strengths and limitations (identified by the LS/CMI), such as mental illness, intelligence, and learning capacities.

**Level of Service-Case Management Inventory (LS/CMI; Andrews, Bonta, Wormith, 2004; Appendix C).** The LS/CMI, an extension to the LSI-R (Andrews & Bonta, 1995), is a third-generation risk instrument that assesses risk for general recidivism based on a score and identifies case needs based on eleven sections derived from the RNR model. The first section of the LS/CMI contains 43 items, which assess

eight criminogenic categories, including Criminal History, Antisocial Personality Pattern, Companions, Education/Employment, Family/Marital, Leisure/Recreation, Substance Abuse and Procriminal Attitude. Each item is scored dichotomously (i.e., either “Yes” or “No”). Items that are scored as “Yes” receive one point toward the total risk-need score, whereas items scored as “No” receive no points. A trained assessor scores items after reviewing collateral records and conducting an interview with the offender. In the current sample, the LS/CMI was completed at the start of supervision by either their probation officer for public safety cases or trained members of the Forensic Mental Health team responsible for Mental Health Court clients. The LS/CMI consists of five risk categories, including very low, low, medium, high, and very high. The LS/CMI is designed to assess risk and need factors of late adolescence and adult offenders and yields a total risk score ranging from 0 to 43. Higher scores indicate increased recidivism risk level. Subscale scores are also produced for each criminogenic need, with higher scores reflecting the need for greater intervention services within that particular domain.

There are three other sections of the LS/CMI that are used to inform case planning: the Specific Risk/Need section, the Other Client Issues section, and the Special Responsivity section. First, the Specific Risk/Need section addresses personal problems that may have criminogenic potential and are important considerations for interventions. Second, the Other Client Issues section involves non-criminogenic information that may impact on decision-making by test administrators for classification and case management (e.g., physical health problems, financial difficulties, etc.). Third, the Special Responsivity Considerations section includes important responsivity information that can impact on choices and the manner in which services are delivered.

These sections are scored as Yes/No in terms of their presence. The Yes items can be summed to yield total scores per section for research purposes.

The LS/CMI has demonstrated moderate to high predictive validity for general recidivism outcomes with both incarcerated and community-supervised male and female offenders in Canada, the United States, and other countries (Holtfreter & Cupp, 2007; Kelly & Welsh, 2008; Rettinger & Andrews, 2010; Vose, Lowenkamp, Smith, & Cullen, 2009), and among community-supervised offenders with mental health issues in New Brunswick (Canales, Campbell, Wei, & Totten, 2014).

One of the eight sub-scales of the LS/CMI is the Education/Employment criminogenic need subscale. This subscale consists of nine items and ranges from 0 to 9. A higher score indicates a greater need for intervention in this domain due to its impact on recidivism risk. Three of the nine items relate specifically to employment, including items related to whether the client is currently unemployed, frequently unemployed, and never employed for a full year. Three of the nine items relate specifically to education, including items related to having less than a Grade 10 education or equivalent, having less than a Grade 12 education or equivalent, and being suspended or expelled from school at least once. The final three items relate to either employment and education depending on whether the individual was in school or employed recently, and includes items related to participation/performance, peer interactions, and authority interactions occurring in both work and school contexts.

**Levenson Self-Report Psychopathy Scale – Primary Dimension (LSRP-P; Levenson, Kiehl, & Fitzpatrick, 1995; Appendix D).** The LSRP is a self-report survey consisting of 26-items. It was designed for use in community-based offenders and measures psychopathic traits using primary and secondary trait dimensions that are

similar to the original two factors of the Psychopathy Checklist-Revised (PCL-R; Hare, 2003; Levenson et al., 1995). Specifically, the Primary scale consists of 16 items measuring the interpersonal and affective components of psychopathy, including selfishness, an uncaring nature, and a manipulative disposition toward others. Individual items are measured on a 4-point scale ranging from strongly disagree (1) to strongly agree (4). Higher scores indicate higher levels of psychopathic traits, whereas lower scores indicate lower levels of psychopathic traits. Given that the Primary scale captures the core distinctive personality features of psychopathy, only this subscale was used by McDougall (2014).

Various researchers have reported good construct, convergent, and discriminant validity for the LSRP-Primary scale (Brinkley, Schmitt, Smith, & Newman, 2001; Miller, Gaughan, & Pryor, 2008; Seibert, Miller, Few, Zeichner, & Lynam, 2011; Sellbom, 2011). The scale moderately correlates with the Psychopathy Checklist-Revised (PCL-R; Hare, 1991) total score,  $r = .34, p < .001$ , the PCL-R Factor 1,  $r = .30, p < .001$ , assessing the interpersonal and affective components, as well as the PCL-R Factor 2,  $r = .31, p < .001$ , assessing the lifestyle and antisocial components of psychopathy (Brinkley et al., 2001). In addition, Miller et al. (2008) found a strong negative correlation between the LSRP-P and Agreeableness,  $r = -.66$ , of the Five Factor Model, which suggests that the LSRP is capturing a substantial component of the core interpersonal and affective components of psychopathy. Finally, Sellbom (2011) found that LSRP scores, especially the egocentricity and callous factor scores, displayed divergent validity from emotional distress ( $r = -.16$  to  $.04$ ), and robust convergent validity ( $r = .49$  to  $.60$ ) with the Psychopathic Personality Inventory (PPI; Lilienfeld & Andrews, 1996). Given that the LSRP has been used with several offender and non-

offender samples, it was assumed that the reading level is appropriate for the sample of the current study.

**Symptom Checklist-90 Revised (SCL-90-R; Derogatis, 1996; Appendix E).**

The SCL-90-R is a 90-item self-report survey. It was developed to assess the severity of a range of mental health problems and symptomatology. The scale consists of nine primary symptom dimensions that also forms three indices of global functioning.

Individual items are written at a 6<sup>th</sup> Grade reading level and rated on a 5-point rating scale ranging from none (0) to extreme (4). Higher scores indicate greater psychological dysfunction. The subscales of the SCL-90-R assess various symptoms, including psychoticism, somatic complaints, obsessive-compulsiveness, depression, anxiety, interpersonal problems, phobic anxiety, hostility, and paranoid ideation. The global scales include the Global Severity Index, the Positive Symptom of Distress Index, and the Positive Symptom Total. The Global Severity Index can be used as a summary score for the test (Derogatis, 1996) and was the only score used for the current thesis. This scale has established norms with adult non-patients, adult psychiatric outpatients, adult psychiatric inpatients, and adolescent non-patients. Given that the sample is mostly drawn from a non-clinical setting (i.e., public safety), the adult non-patients norms were used.

According to Derogatis (2000), there is adequate evidence for test-retest reliability for the SCL-90-R, given that repeated testing correlations ranged from .68 to .80 over a 10-week interval. In addition, research has found this scale to have adequate construct, concurrent, and discriminant validity, and is an internally consistent measure (Derogatis, 1996; Derogatis, Rickels, & Roch, 1976). According to Holi (2003), the SCL-90-R is a valid and reliable measure of psychological distress, and has been used in

research aimed at assessing mental health difficulties in offenders (Davison & Taylor, 2001). In the broader sample of community-supervised offenders used in Study 1, McDougall (2014) found the SCL-90-R to have extremely good internal consistency ( $\alpha = .96$ ). This instrument was useful for the current thesis given that many individuals who are in contact with the criminal justice system may not have an official mental health diagnosis, but still have symptoms that are associated with problematic behaviour (Moloney & Moller, 2009; Sindicich et al., 2014; Usher, Stewart, & Wilton, 2013).

**Adapted Version of the Treatment Motivation Scale for Forensic Outpatient (TMS-F; Drieschner & Boomsma, 2008a & Drieschner & Boomsma, 2008b; Appendix F).** The TMS-F was originally a Dutch self-report inventory consisting of 85-items. It was designed to measure motivation to engage in an intervention. In addition, it measures six cognitive and affective determinants of motivation for forensic outpatients who are receiving services in the community. The original Dutch self-report consisted of the following seven content scales: motivation to engage in treatment, problem recognition, distress, perceived legal pressure, perceived costs of the treatment, perceived suitability of the treatment, and outcome expectancy. Overall, the seven content scales have been found to have adequate internal reliabilities ( $\alpha = .70$  to  $.91$ ). In addition to the seven content scales, the self-report tool included one social desirability scale. The TMS-F has been cross-validated across community samples, including a sample of forensic outpatients (Drieschner & Boomsma, 2008a, Drieschner & Boomsma, 2008b).

McDougall (2014) carefully translated the original content of the TMS-F questionnaire to English using Google Translate. If any of its items seemed to be redundant, then they were not used. For example, “If I had not gone into treatment, I

would have received some awful legal consequences” and “If I were to stop my programs, then I would receive consequences from the justice system” were too similar in content; thus, one item was eliminated. Overall, 25 items were eliminated from the original questionnaire, resulting in a total of 60 items. Individual items were rated on a 5-point scale ranging from 0 (Totally Disagree) to 4 (Totally Agree). Higher total scores on the TMS-F indicate higher levels of motivation for treatment, whereas lower scores indicate lower levels of motivation for treatment. Factor analyses identified no subscales in the shortened and translated version. According to McDougall (2014), the adapted version of this measure was found to have adequate psychometric properties in a community-supervised offender population with an internal consistency of .80.

**Intervention Engagement Rating Guide (McDougall, 2014; Appendix G).**

The Intervention Engagement rating guide was used to rate each offender’s degree of engagement with his or her case plan on a three point rating scale ranging from 0 (no engagement) to 2 (good engagement) based on file review. If the participant had none to poor engagement (e.g., often missing appointments, showing poor motivation for change, no engagement with the client’s respective case manager, and having frequent non-compliant behaviour), then a score of 0 was given. On the other hand, if the participant had moderate or partial engagement (e.g., inconsistent attendance at appointments, showing partial motivation to change, some engagement with the case managers, and showing inconsistent patterns of compliant behaviour), then a score of 1 was given. Finally, a score of 2 was given if the participant was described as having good engagement (e.g., attendance at most appointments, appearing to have adequate motivation for change, actively working and engaging with the probation officer/service providers, and exhibiting consistent compliant behaviours).

**Procedure**

**Informed consent.** Community-supervised offenders were introduced to researchers through their respective case managers (e.g., probation officers and social workers) at the New Brunswick Department of Public Safety and Addiction and Mental Health Services. Participants were asked to allow researchers to review their Department of Public Safety and mental health file information to obtain relevant information with respect to their case plans, including their employment needs and interventions. Participants were told that there would be no incentive to participate; however, the importance of the study was explained to participants and they were thanked for their involvement in the project. They were informed that their participation in the broader study would in no way affect their community-supervision, legal situation, or involvement with the Department of Public Safety, Saint John Mental Health Court, or Addictions and Mental Health Services. Please see Appendix H and Appendix I for the consent forms for Mental Health Court and Department of Public Safety participants, respectively.

**Data collection protocol.** The original researchers reviewed each participant's file information at Addiction and Mental Health Services and the Department of Public Safety sites to code specific variables as identified in the Study 1 File Coding Guide (Appendix A). Coded variables relevant to the current study included case plan information pertaining to employment interventions received by clients. In addition, criminogenic needs were extracted from the LS/CMI to determine the employment risk-need level of each participant. If the LS/CMI was not available on file, then it was scored based on review of the file information by the original researcher of the broader study. The final coding forms and other relevant study information used in the current

study were stored separately from consent forms in a locked cabinet in the Centre for Criminal Justice Studies at the University of New Brunswick Saint John campus. Ethical approval was obtained for the broader study from the University of New Brunswick Saint John campus' Research Ethics Board and Horizon Health Network's Research Ethic Board, and was supported by the New Brunswick Department of Public Safety.

### **Study 1 Results**

#### **Data Cleaning**

Before any analyses were completed, data for Study 1 were scanned for entry errors. Mean substitution was used to replace missing values when only a few (< 5%) items were missing. Listwise or pairwise deletion was used when conducting analyses in SPSS in order to treat any additional missing data. Frequency statistics were then conducted and graphical representations of variables were created to identify potential data entry errors. An examination of the Mahalanobis distance was used to identify multivariate outliers. All assumptions of statistical tests were examined (e.g., univariate and multivariate outliers, homogeneity of variance, normality, linearity, etc.). Finally, frequencies, means, standard deviations, and ranges of each variable in the dataset were identified in order to report appropriate descriptive statistics.

#### **Analyses**

**Employment needs, status, and services.** The hypothesis that the Education/Employment criminogenic need would be highlighted as a common issue among New Brunswick community-supervised provincial offenders was supported. Just over a quarter (28.8%) of the sample was identified as having low Education/Employment needs as measured by the LS/CMI at the start of supervision, 2.7% had medium Education/Employment needs, and 40.5% had high

Education/Employment needs. Given the small number of participants in the medium category, these three groups were collapsed into two groups: low (28.8%) and medium/high (43.2%). Notably, almost one third (27.9%) of the Education/Employment need data was missing from LS/CMI records. Almost half of the sample was employed (46.2%). Only 8.1% of the total sample received employment services or re-training and only 4% received educational upgrading during their supervision period. Thus, only eight participants received employment services. Five of these eight participants fell into the high risk-need LS/CMI category on the Education/Employment need, two of these individuals fell into the low risk-need category on this criminogenic need, and one individual was missing LS/CMI data. Of those with at least a medium risk-need level on the Education/Employment domain, only 10.4% received employment services.

**Individual differences.** The hypothesis that participants with moderate to high employment needs, compared to participants with low employment needs, would have a higher severity of psychopathic traits, less motivation to participate in treatment, a higher severity of mental health concerns, and higher scores on other criminogenic needs was supported. A discriminant function analysis was conducted to identify variables relevant to distinguishing offenders with Education/Employment issues from those without Education/Employment issues (i.e., low compared to medium-high Education/Employment needs). Predictor variables included participant age, gender, LS/CMI criminogenic subscale scores (excluding the Education/Employment subscale), LSRP-Primary scale score, TMS-F total score, SCL-90-R GSI score and the intervention engagement score. Age and gender were entered first in the discriminant model followed by the LS/CMI criminogenic need scores. Box's M (166.189) indicated that the assumption of equality of covariance matrices was not violated,  $p = .006$ , using a

recommended criteria of .001 due to the test's extreme sensitivity (Tabachnick & Fidell, 2005).

The analysis produced one discriminant function, accounting for 38.44% of between-group variability,  $\lambda = .62$ ,  $\chi^2 = 28.88$  (13,  $N = 66$ ),  $p = .007$ . Using an interpretive threshold of  $\geq .30$  (Ho, 2013), the structure (loading) matrix of correlations (see Table 2 and Table 3) suggested that the best predictors for distinguishing between offenders with Education/Employment needs from those without Education/Employment needs were higher LS/CMI Antisocial Personality Pattern subscale scores (.50), lower estimated level of engagement in case plans (-.48), higher LS/CMI Leisure/Recreation subscale scores (.46), higher LS/CMI Family/Marital subscale scores (.40), higher SCL-90-R GSI scores (.37), higher LS/CMI Companions subscale scores (.34), and higher LSRP-Primary scale scores (.30).

**LS/CMI total risk-need level case plan adherence (Table 4).** Overall adherence to the RNR model was evaluated using an analysis of variance (ANOVA) and a series of chi-square analyses. A one-way ANOVA found that adherence to the RNR model significantly varied as a function of the LS/CMI total risk-need level (low, medium, high),  $F(2, 94) = 7.00$ ,  $p < .001$ ,  $\eta^2_p = .130$ . Specifically, post hoc tests using the Tukey multiple comparison found that participants in the low ( $M = 1.68$ ;  $SD = .95$ ) and medium ( $M = 1.69$ ;  $SD = .79$ ) need domains ( $p = .010$  and  $.003$ , respectively) had higher mean adherence scores than participants in the high need domain ( $M = .97$ ;  $SD = 1.00$ ), suggesting that case managers of low and medium risk-need offenders were more likely to adhere to the principles of the RNR model than when their cases were higher risk-need. Furthermore, a 3 (low/medium/high risk) x 2 (adherence/no adherence) chi-square analysis found that adherence to the RNR *risk* principle was dependent on

LS/CMI risk level,  $\chi^2(2, N = 97) = 22.81, p < .001, V = .485$ . Generally, adherence to the risk principle was higher in the low (88%) and medium (97.2%) risk-need groups in comparison to the high (52.8%) risk-need group. In contrast, a second 3 (low/medium/high risk) x 2 (adherence/no adherence) chi-square analysis found that adherence to the RNR *need* principle was not significantly dependent on LS/CMI risk level,  $\chi^2(2, N = 97) = 2.77, p = .250, V = .169$ . Low, medium, and high-risk groups were equally likely to have their criminogenic needs appropriately met, 48%, 55.6%, and 36.1%, respectively. A third 3 (low/medium/high risk) x 2 (adherence/no adherence) chi-square analysis found a marginally significant effect of risk level on adherence to the RNR *responsivity* principle,  $\chi^2(2, N = 97) = 5.63, p = .060, V = .241$ . There was an increase in adherence from low (64%) to high (89%) risk-need groups with respect to the responsivity principle.

**LS/CMI Education/Employment level case plan adherence (Table 5).** The hypothesis that participants with higher employment needs, compared to participants with lower employment needs, would have more frequent and intense employment services was not supported. Adherence to the RNR model for meeting the Education/Employment need was evaluated using an ANOVA and a series of chi-square analyses. A one-way ANOVA indicated that level of adherence did not vary significantly as a function of the level of the LS/CMI criminogenic need of Education/Employment (low/medium-high need),  $F(1, 79) = 1.36, p = .248, \eta^2_p = .020$ . Despite participants in the low ( $M = 1.50, SD = .88$ ) need domain having slightly higher mean adherence rating scores than participants in the medium-high ( $M = 1.25, SD = .98$ ) need domain, both need level groups were equally rated as having met the Education/Employment criminogenic need.

A 2 (low/medium-high Education/Employment need) x 2 (adherence/no adherence) chi-square analysis found that RNR *risk* principle adherence was not dependent on LS/CMI Education/Employment need level,  $\chi^2 (1, N = 80) = 3.06, p = .080, \phi = -.196$ . Low and medium-high risk groups were equally likely to have their criminogenic Education/Employment needs appropriately met, 12.5%, and 29%, respectively, though both risk groups showed low adherence to this need.

A second 2 (low/medium-high Education/Employment need) x 2 (adherence/no adherence) chi-square analysis found that adherence to the *need* principle was also not significantly dependent on the LS/CMI Education/Employment need level,  $\chi^2 (1, N = 80) = 0.77, p = .782, \phi = .031$ . Low and medium-high risk groups were equally likely to have their criminogenic needs appropriately met but were below 50% adherence (i.e., 41% and 44%, respectively).

A third 2 (low/medium-high risk) x 2 (adherence/no adherence) chi-square analysis found no association between adherence to the Education/Employment need level and the level of adherence to the *responsivity* principle,  $\chi^2 (1, N = 80) = 1.37, p = .242, \phi = -.131$ . Low and medium-high risk groups were equally likely to have their criminogenic needs appropriately met, 25% and 15%, respectively, but also at low rates of adherence.

**LS/CMI Education/Employment level and recidivism.** The hypothesis that offenders who re-offended during their community-supervision, compared to offenders who did not re-offend, would be assessed at the moderate to high Education/Employment risk-need level was not supported. Slightly more than one-third (37.5%) of the low Education/Employment LS/CMI need level offenders re-offended during their supervision in comparison to 45.8% of offenders in the high

Education/Employment need level. However, this difference was not statistically significant,  $\chi^2(1, N = 80) = .546, p = .460, \phi = .083$  suggesting that neither group re-offended at a statistically significant higher rate than the other.

### **Summary of Results for Study 1**

In summary, Study 1 found that almost half (43.2%) of the sample had medium-high Education/Employment needs as measured by the LS/CMI. However, only a small percentage (8.1%) of participants from this sample received any sort of employment services (e.g., participation in an employment program, job coaching, etc.). Furthermore, Study 1 found that there are individual differences with respect to offenders with Education/Employment needs compared to offenders without such needs. Specifically, participants with Education/Employment needs, compared to participants without these needs, had higher levels of mental health concerns and psychopathic traits; were assessed as having higher needs on LS/CMI Antisocial Personality Pattern, Family/Marital, Companions, and Leisure/Recreation criminogenic domains; and were less engaged in their case management plan. Moreover, Study 1 of the current thesis determined that adherence to the RNR principles were met in some instances with respect to the total LS/CMI risk-need score, but not with the LS/CMI Education/Employment risk-need score. Finally, no significant recidivism effects were found with respect to offenders who had Education/Employment needs compared to those who did not have needs. Given that employment needs were not well met in the sample and that analyses indicated those with these needs had more criminogenic and mental health-related issues that could compromise the success of employment seeking and maintenance of employment, it was essential to develop, implement, and evaluate employment programs that take these challenges into consideration. Below is a

discussion of the findings from Study 1.

### **Study 1 Discussion**

**Employment needs in NB offenders.** Consistent with the limited contemporary Canadian research on employment needs amongst offenders (Nolan et al., 2014), over half (60.1%) of the current sample was found to have some degree of employment or education need as assessed at the start of their community-supervision sentence. Specifically, these participants scored at least at the medium need level (4 out of 9) on the Education/Employment subscale of the LS/CMI. Of these participants with these needs, most (93.8%) fell in the *high* level of the Education/Employment need.

Given these results, it follows that a large proportion of offenders in New Brunswick should have education or employment related interventions as part of their case management plan to address these needs. Theoretically, if these employment needs are identified and then targeted appropriately using empirically-based employment techniques and interventions, this can increase the likelihood of a reduction in recidivism (Andrews & Bonta, 2010), enhanced quality of life for offenders (e.g., financial stability; Blustein, 2008), and the need for fewer government (and taxpayer) financial resources to financially support the offender when he/she becomes legally self-sustained (Henrichson & Delaney, 2012).

Despite the theory promoting a reduction in criminogenic outcomes by targeting employment needs, these needs were not often met by traditional probation services in the current sample. Only eight participants received some form of employment intervention while on the current period of supervision regardless of their Education/Employment need level. Moreover, only five of these eight participants were identified as having moderate to high employment needs as assessed by the LS/CMI.

These employment needs may not have been met for various reasons, including lack of appropriate employment services available in the community to refer offenders; disinterest on part of the offender to participate in employment interventions, poor documentation of these types of services in the case file, and/or limited understanding of the importance of the adherence to the principles of the RNR model on the part of the probation officer or case manager.

**Adherence to the RNR model.** Examination of RNR adherence in case management plans was less than ideal in Study 1. Specifically, results found support for adherence to the risk principle, indicating that cases of offenders with a low and moderate overall risk to re-offend were adhered to at a greater rate than offenders with a high risk to re-offend. However, the risk principle was not well followed with respect to addressing offenders' risk on the Education/Employment need. Furthermore, there were no significant findings with respect to the need principle and offenders' overall risk or Education/Employment need. The lack of significant findings with respect to adherence to the Education/Employment need is not surprising given that very few participants received any kind of employment interventions or services. The responsivity principle was found to be marginally significant for adherence to the overall risk level, but not the Education/Employment need level. This finding may have been impacted by difficulties in assigning ratings based solely on case manager notes.

Assessing adherence to the RNR model in Study 1 was not without its challenges. For example, determining adherence based only on case file records completed by case managers can be problematic, given that not all information is always recorded or provided in the detail that is needed to make accurate or clear coding judgements. Some case file records indicated the quantity of services received, but not

always the content of services or how services were tailored to the specific needs of participants. These restrictions limit the coder's ability to fully examine the degree that these principles had been actually adhered to.

Despite advocates arguing for the importance of adhering to RNR principles, studies have found that poor adherence in the field is common (Bonta, Rugge, Scott, Bourgon, & Yessine, 2008; Lowenkamp et al., 2006a; Lowenkamp, Latessa, & Smith, 2006). For example, Bonta et al. (2008) assessed RNR adherence in the case work of 62 probation officers and their clients and found poor adherence to the risk, need, and responsivity principles. They argued that probation officers focused too much time on enforcement (e.g., compliance of sentence conditions) as opposed to service delivery. An average of 4.3 visits with their clients was made in a three months span and the average length per session was 22 minutes. These parameters may be sufficient for an offender with a low risk of recidivism, but this may not be true for offenders with a higher risk to re-offend, there may be a need for greater supervision and intensity of intervention. Bonta et al. (2008) suggested that poor adherence could be due to high volume caseloads or to probation officers spending too much time on other aspects of the offender's case plan. Vitopoulos, Peterson-Badali, and Skilling (2012) proposed that insufficient programs and services that are available to provide to offenders in order to meet their needs may explain a lack of adherence to RNR principles. Polaschek (2011) highlighted that well trained and experienced staff is required in order to have adherence to the responsivity principle, so lack of staff training is likely to contribute to poor adherence. Furthermore, it may be a lack of organizational accountability or policies for following RNR principles. Thus, these similar explanations may have a role to play in the current sample as well. Understanding nuances in offenders with and without

employment needs may help shape better practices for managing these needs in the field and enhance RNR adherence.

**Individual differences in offenders with and without employment needs.**

Results from Study 1 suggested that there are individual differences between offenders with employment needs and offenders without employment needs. The current study found that offenders who have more severe mental health symptomatology, possess higher levels of antisociality and psychopathic traits, struggle with prosocial interpersonal relationships (e.g., companions and familial), and are less compliant tend to struggle in obtaining and/or maintaining employment.

Poor mental health can be problematic in regards to employment and economic stability. Despite the potential health benefits of employment for individuals with mental health concerns (Auerbach & Richardson, 2005; Blustein, 2008), there are high unemployment rates within this population and limited participation from these individuals in the workforce (Batastini, Bolanos, & Morgan, 2014; Luciano, Nicholson, & Meara, 2014; Rebeiro-Gruhl, Kauppi, & Montgomery, 2012). Luciano et al. (2014) examined the economic status of parents with serious mental illness in the United States and found that rates of employment were low for those with mental illness (38% full time and 17% part time for mothers; 60% full time and 9% part time for fathers) compared to those without mental illness (50% full time and 19% part time for mothers; 85% full time and 5% part time for fathers). Job seekers who both suffer from mental illness and have been involved in the criminal justice system are judged more harshly by hiring employers and are less likely to obtain employment than job seekers without these two barriers (Batastini et al., 2014). Furthermore, individuals with mental health concerns often have to take additional time off work or when at work operate at reduced

levels of productivity (i.e., presenteeism; Harder, Wagner, & Rash, 2014).

Personality disorders also contribute negatively to an employee's experience in the workplace. Ettner, Catherine-Maclean, and French (2011) explored associations between personality disorders and employment, unemployment, and workplace issues (e.g., termination and problematic interactions with bosses). These researchers found that men diagnosed with a personality disorder were more likely to have sustained unemployment and problematic relationships with bosses or co-workers in the previous year. Moreover, females diagnosed with at least one personality disorder were at a higher risk for unemployment, spending more time looking for employment (i.e., greater than one month), being fired or laid off, and having problematic relationships with bosses or co-workers in the past year. Thus, it is essential that employment services focus on mental health issues.

A diagnosis of antisocial personality disorder in particular leads to several workplace issues as well. According to Ettner et al. (2011), men with antisocial personality disorder were more likely to be unemployed, spent more time looking for work (i.e., greater than one month), and had problematic relationships with bosses and co-workers. On the other hand, women with antisocial personality disorder had a lower likelihood of working full time, a higher likelihood of being unemployed and looking for work for longer than one month in the past year, a higher probability of being laid off or fired in the past year, and a greater chance of having problems with a boss or co-worker in the past year. Furthermore, in a prospective study by Roberts, Harms, Caspi, and Moffitt (2007), children diagnosed with conduct disorder, which is a predictor of antisocial personality in adulthood (Butcher et al., 2008), has been found to predict counterproductive worker behaviors later in life.

Counterproductive worker behaviors range in magnitude from minor (e.g., extended lunch breaks) to serious (e.g., verbal/physical abuse of a co-worker) infractions. Minor counterproductive worker behaviors can be relatively harmless, but still negatively impact organizations' overall effectiveness, including workplace relationships between employees and management. Spector et al. (2006) categorized counterproductive worker behaviors into five dimensions: abuse, production deviance, sabotage, theft, and withdrawal. According to Spector et al. (2006), abuse consists of harmful behaviors, such as harassment and bullying, which affect other people. Production deviance reflects individuals who purposely do their job incorrectly, whereas sabotage involves destroying the property of the workplace. Theft is wrongfully taking personal items or property of another. Finally, withdrawal is avoiding work by being late or absent. Given that these are deviant acts in the workplace, it is likely that offenders with antisocial attitudes and thinking patterns exhibit these behaviors in the workplace and compromise their employability.

Bolton, Becker, and Barber (2010) examined how personality traits in a sample of employees ( $N = 233$ ) predict these five counterproductive worker behavior dimensions. Controlling for job satisfaction, Bolton et al. (2010) found that lower agreeableness and conscientiousness predicted increases in all counterproductive worker behaviors. Lower emotional stability was found to be marginally statistically significant in predicting an increase in counterproductive worker behaviors. In line with previous research (e.g., Berry, Ones & Sackett, 2007), lower agreeableness was also associated with more interpersonally-directed counterproductive worker behaviors (i.e., behaviors targeted at individuals). On the other hand, lower conscientiousness was associated with more organizationally-directed behaviors (i.e., behaviors targeted at organizations). It

has been documented in the literature that increases in psychopathic traits are associated with lower agreeableness and conscientiousness (Derefinko & Lynam, 2013). This helps explain why offenders with higher levels of psychopathic traits have greater employment needs as found in Study 1 of the current thesis.

Research has found that offenders have similar personality traits as employees who engage in counterproductive worker behaviors. For example, sex offenders tend to be lower in emotional stability and conscientiousness (Dennison, Stough, & Birgden, 2001). There also has been some research to suggest that the economic criminal (i.e., white collar criminal) is disagreeable and neurotic (Alalehto, 2003). Furthermore, Becerra-Garcia, Garcia-Leon, Muela-Martinez, and Egan (2013) found that higher scores of neuroticism (i.e., lower emotional stability) characterize offenders in general, that low extraversion is most strongly associated with sexual offenders, and that low agreeableness is most strongly linked to non-sexual offenders. These personality traits are consistent with predictors of counterproductive worker behaviors in employees.

Employment issues can have a major impact on the individual, as well as his or her family and home life (Broman, 1997; Christoffersen, 2000, Repetti & Wang, 2007; Strom, 2003). Strom (2003) found that partners with fewer financial resources are particularly vulnerable to divorce. Furthermore, Strom found that unemployment can negatively impact the well-being of the individual's spouse, and that there is a negative association between the unemployment of parents and their children, including an increase in children's physical health concerns, lack of confidence, parent-child conflict, and negative expectations in terms of finding employment in the future. Strom (2003) also found that pre-existing factors to unemployment (e.g., financial assets and coping strategies) are relevant to how people are impacted by being unemployed. Unfortunately,

offenders may lack some of these resources (e.g., finances and coping strategies) prior to their unemployment, and therefore, would be more likely to be negatively impacted by unemployment, including within their home environment.

Repetti and Wang (2007) indicated that unemployment, and especially long-term unemployment, is a source of chaos at home as it leads to multiple secondary stressors (e.g., moving due to lack of affordability of current living arrangements). Christoffersen (2000) found that parental unemployment is associated with increased risk of violence, self-destructive behaviors, drug abuse, and crime. Furthermore, risk factors to employment (e.g., mental health issues, drug abuse) usually become worse during the unemployment period, which may increase family issues and the likelihood of recidivism.

Peers are likely to have a negative impact on employment if they hold antisocial values and attitudes towards employment and the labor market. General strain theory focuses on how objective experiences, subjective interpretations, and emotional reactions are associated with crime. Baron (2008) argued, from a general strain theory perspective, that the critical social influences of peers can sway causal attributions to unemployment that generate anger, and which can then lead to criminal activity. For example, there is evidence of productivity spillovers in which having more productive employees working with less effective employees can increase the productivity of less productive employees (Mas & Moretti, 2009). According to Mas and Moretti (2009), these productivity spillovers are due to social pressure. Thus, it is key for an offender with employment needs to have companions who demonstrate a strong work ethic.

**Recidivism and employment needs.** Although analyses conducted on recidivism in Study 1 were not statistically significant, the pattern of re-offending was in

the expected direction. Specifically, a greater percentage of offenders with employment needs (45.8%) reoffended in comparison to those without employment needs (37.5%). However, other studies have failed to find an effect of respect to employment status on recidivism (Tripodi et al., 2010; Turner & Petersilia, 1996). For example, Tripodi and colleagues (2010) found that obtaining employment after release from prison did not significantly decrease the probability of re-incarceration overtime. Furthermore, in an evaluation of a work release program, Turner and Petersilia (1996) found that offenders who successful gained employment did not reduce their likelihood of recidivism in comparison to offenders who did not obtain employment. However, it may be that the nature of this employment was insufficient to mitigate other antisocial influences associated with re-offenders (e.g., antisocial peers, antisocial values/attitudes). Thus, it is useful to examine employment-focused interventions that address these influences from a responsivity perspective.

## **Study 2 Method**

### **Participants**

Participants of the OER program must have met specific criteria in order to be eligible for participation in the program. Specifically, participants must have been at least 18 years of age and assessed as being at least at a medium risk-need level on the Education/Employment criminogenic need of the LS/CMI. In addition, they must have fallen into the medium, high, or very high overall risk-need category of the LS/CMI risk profile. Participants could not have had any outstanding charges that would have likely led to incarceration during the pilot program because this would have prevented them from attending the course work or job shadows in the community. Participants were excluded from OER if they had an active or serious substance abuse issue, as ongoing

addiction issues could have affected their capacity to respond to the program and study. However, if the participant was in substance abuse treatment (e.g., Methadone Maintenance Treatment) and stabilized, then he or she could have participated. Program content was only delivered in English; thus, eligible OER participants had to be able to speak in the English language. Potential OER and control group participants were identified by probation officers and approached by the principal investigator for a description of the study and an invitation to participate.

There were a total of 56 participants in the pilot program from both Saint John ( $n = 31$ ) and Fredericton ( $n = 25$ ) NB Department of Public Safety probation office sites recruited from a maximum potential capacity of 80 participants. Collapsed across these two sites, participants' ages ranged from 18 to 62 years ( $M = 31.37$ ,  $SD = 11.19$ ). The majority of the sample was Caucasian (89.3%), male (76.8%), and had at least a high school education (96.4%). A little over half of the sample was single (64.3%) and had been employed at some point in the past three years (55.4%). There were 26 OER and 31 control group participants. There were no significant pre-group differences ( $p \geq .05$ ) between the OER group and control group on key demographic variables (i.e., gender, ethnicity, level of education, and marital status; see Table 6).

Given that medium LS/CMI recidivism risk was the minimal criteria set to be eligible for Study 2, there were no low risk cases in the sample. Only medium, high, and very high risk cases were represented. As measured by the LS/CMI, 46.4% of participants fell at the medium total risk-need level, 41.1% at the high total risk-need level, and 12.5% at the very high total risk-need level. The most common index offences were assaults (44.6%), breaches of court orders/conditions (19.6%), thefts (26.8%) and "other" offences (32.1%), including evading the police and possession of property

obtained by the proceeds of crime. For slightly under a quarter of the sample (23.2%), the index offence was their first contact with the criminal justice system. The OER and control group did not differ on their previous history with the criminal justice system,  $t(54) = -.603, p = .549$ .

### **Materials**

Several self-report measures were used to evaluate pre and post changes resulting from OER participation, and in comparison to control participants.

**Expectations Questionnaire (Appendix J & K).** The Expectations Questionnaire, developed by the principal investigator for the current study, is a 7-item questionnaire intended for the use of both the OER group and control group. Individual items were interpreted given that some items were open-ended questions. For the OER group, this questionnaire (Appendix J) measured participants' expectations about finding employment and expectations of the OER program before starting it. For the control group, this questionnaire (Appendix K) measured participants' expectations about finding employment and of the employment interventions and services anticipated to be received through the Department of Public Safety. Items tapped participants' perceived current job readiness, current work-related knowledge and job skills, aspects of the intervention(s) that participants' thought would be helpful, and any concerns of participating in employment-related intervention(s).

**University of Rhode Island Change Assessment (URICA; McConaughy, DiClemente, Prochaska, & Velicer, 1989; McConaughy, Prochaska, & Velicer, 1983; Appendix L).** Participants completed the URICA, which is designed to identify stages of change in regards to a particular problem, which in this case was the participant's employment problem. This instrument is based on the stages of change

model, which conceptualizes the process of change as a progression through relatively distinct stages that occur over time that each reflect greater readiness to change. These stages include pre-contemplation, contemplation, action, and maintenance (McConaughy et al., 1983). The URICA is a 32-item self-report measure, with eight-items relating to each of these four primary stages of change. Respondents used a 5-point Likert scale, ranging from 1 (strong disagreement) to 5 (strong agreement), to indicate their answer to each question. Only the Action subscale was used in the current study to gauge the degree to which participants were actively engaged in change behavior relating to employment.

According to DiClemente and Hughes (1990), good internal consistency was found for all four subscales (i.e., Pre-Contemplation, Contemplation, Action, and Maintenance). In a sample of 224 adults entering outpatient alcoholism treatment, Cronbach's alpha was found to be .69, .75, .82, and .90, for these subscales, respectively. Within the context of examining adolescents' motivation to change, good internal consistency also has been established for each subscale (.77, .88, .86, and .82, respectively; Greenstein et al., 1999). Polaschek, Anstiss, and Wilson (2010) also found good convergent and concurrent validity as well as satisfactory internal consistency using a sample of 260 male prisoners. For example, the relationships between the four URICA subscale means and the total score variable of the Criminogenic Needs Inventory (CNI; Coebergh, Bakker, Anstiss, Maynard, & Percy, 1999) were all in the expected direction and were all medium to large ( $r = -.52$  to  $.80$ ; Polaschek, et al., 2010). Specifically, higher CNI-Readiness To Change (RTC) scores were associated with lower Pre-Contemplation scores and higher Contemplation, Action, and Maintenance scores. Furthermore, both measures' continuous scoring variables (CNI-

RTC and URICA-Readiness To Change [RTC]) were strongly correlated ( $r = .80$ ). The current study produced acceptable internal reliabilities, with Cronbach's alphas of .77, .81, .79, and .83, for the Pre-Contemplation, Contemplation, Action, and Maintenance subscales, respectively. Cronbach's alpha for the total URICA score was .84 in the current sample.

**Work Readiness Scale (WRS; Caballero, Walker, & Fuller-Tyszkiewicz, 2010; Appendix M).** The WRS-M, a modified version of the WRS, was used to measure work readiness. Initially, there were 167 items of the WRS that formed 10 broad categories of work readiness, including motivation, maturity, personal growth/development, organizational awareness, technical focus, interpersonal orientation, attitudes towards work, problem solving, adaptability, and resilience. Caballero et al. (2010) conducted an exploratory factor analysis from which they determined that work readiness is a multidimensional construct. They identified a four-factor solution, which consisted of 64 items. These four factors were Personal Characteristics, Organizational Acumen, Work Competence, and Social Intelligence. For the WRS-M, some of these 64 items were modified to better represent an employment-related perspective. The Personal Characteristics factor captured personal skills, self-direction, self-knowledge, self-adaptability, and flexibility. One item from this subscale is "Intolerance of co-workers with a higher status than you where you work." The Organizational Acumen factor included professional/work ethic, ethical judgment, social responsibility, global knowledge, motivation, and lifelong learning/self-direction. An item from this subscale is "Taking responsibility for decisions and actions while on the job." The Work Competence factor represented organizational ability, critical thinking, problem solving, and creativity innovation. "Set high standards for myself and other co-

workers” is an example of an item from this subscale. Finally, the Social Intelligence factor measured teamwork/collaboration, interpersonal/social skills, adaptability, and communication skills. “Developing relationships with people (e.g., clients, co-workers, bosses, etc.)” is an item from this subscale. Respondents used a 10-point Likert scale, ranging from 0 (strong disagreement) to 10 (strong agreement) to rate each item.

There is limited validity data on the WRS. However, it had good internal reliability, with a Cronbach’s alpha of .96 (Caballero et al., 2010). In addition, according to Caballero and colleagues, good internal consistency was found for each of the four factors, including .93 for factor 1 (Personal Characteristics), .92 for factor 2 (Organizational Acumen), .90 for factor 3 (Work Competence) and .88 for factor 4 (Social Intelligence). The factor structure measure was validated in a diverse group of 251 Australian graduates and with a sample of graduate health professionals (Caballero et al., 2010; Walker, Yong, Pang, Fullarton, Costa, & Dunning, 2013). The current study produced internal reliabilities similar to previous research, with Cronbach’s alphas of .90, .93, .92, and .87, for the Personal Characteristics, Organizational Acumen, Work Competence, and Social Intelligence subscales, respectively. Cronbach’s alpha for the total WRS-M score was .93 in the current sample.

**Level of Service Inventory-Case Management Inventory (LS/CMI; Andrews, Bonta, Wormith, 2004; Appendix C).** This is the same instrument used in Study 1 to assess risk for general recidivism based on an actuarial score. The total risk score and Education/Employment need score is captured from Department of Public Safety records as completed by probation officers at the start of participant community-supervision. See Study 1 description for more detail on the LS/CMI.

**Human Resource and Skills Development Canada (HRSDC) Self-Assessments (Appendix N).** Intake and discharge assessment measures administered by the Workplace Essential Skills staff as part of the training component in the OER program evaluate changes in essential work readiness skills. Workplace Essential Skills staff administered these assessments to each OER participant. The Thinking Skills Self-Assessment captured the respondent's understanding of their thinking skills strengths and areas they may want to improve to make more informed training decisions. The Oral Communication Self-Assessment helped the respondent understand their oral communication strengths and areas for improvement. The Working with Others Self-Assessment evaluated respondent's understanding of their strengths and areas for improvement in regards to working with others in various situations, which are essential skills in many workplaces and everyday life. The Computer Skills Self-Assessment evaluated an individual's ability to use computers and other electronic equipment (e.g., fax machine, calculators, automated bank machines, etc.). The Continuous Learning Self-Assessment evaluated the respondent's ability to learn by regularly upgrading skills and increasing knowledge. This self-assessment evaluated the skills required to successfully adapt to changing work and life demands. The Writing Self-Assessment evaluated an individual's understanding of his/her strengths and areas for improvement with regard to how well he/she writes in various situations.

Each of these scales was scored individually by the respondent in consultation with a Workplace Essential Skills staff member on a scale ranging from 0 (not existent) to 6 (excellent) for both pre and post testing sessions. Currently, there are no validity studies available for these assessments, but they are standard measures used by the Workplace Essential Skills team to evaluate employment readiness. These measures are

recommended by Employment and Social Development Canada (Employment and Social Development Canada, 2014).

**Job Shadowing Final Evaluation Report (Appendix O).** Job shadow employers completed a structured evaluation report form on OER participants that was developed for the current research. This form was completed after OER participants completed their job shadow component of the program. OER participants were rated by employers on various domains using a 0 (not at all) to 5 (excellent) point Likert scale. These domains included attendance (e.g., present and on-time), professionalism (e.g., respectful, professional attire, etc.), integrity (e.g., honest, ethical in conduct, etc.), knowledge acquisition (e.g., evidence of the employee learning new procedures, content, etc.), knowledge application (e.g., applying pre-existing knowledge to issues on the site), initiative (e.g., sought out additional opportunities), and quality of work (e.g., the quality of the work presented at the site). By summing these ratings, an overall score of job shadow participation was obtained. The internal consistency of this scale in the current sample was .91. A “yes” or “no” decision was also provided as to whether the employer would recommend the participant for hiring by other employment sites.

**Study 2 File Coding Guide (McDougall, 2014; Appendix P).** Case information was gathered from review of the records of Department of Public Safety using the Study 2 File Coding Guide, which was adapted from Study 1. The major focus of this coding guide in Study 2 was to record the risk-need level as measured by the LS/CMI as described in case records and to identify pre-study employment history (within 3 years of start date of community-supervision/OER program), as well as employment status at two major time points: employment status at completion of the OER curriculum aspects of the program (or three months into community-supervision for the control group) and

six-months after the graduation date from the OER curriculum program (or nine months into community-supervision for the control group). In addition, other relevant information, such as participant demographics, index offences, duration of current community-supervision and recidivism information was gathered using this File Coding Guide.

### **Procedure**

**Informed consent.** For the OER group, participants met with the primary researcher at the John Howard Society sites in Saint John or Fredericton to explain the evaluation study and to obtain informed consent (see Appendix Q) for participation. The URICA, WRS-M, and OER Expectations Questionnaire were administered after consent was received (i.e., baseline) and then again after three months (i.e., to coincide with the completion of the OER program). These questionnaires took approximately 30-60 minutes to complete. In addition, consent was obtained from the OER group to review program case file records at the New Brunswick Department of Public Safety. OER participants also were asked to consent to allow the researchers to review their Workplace Essential Skills assessment results and their Department of Public Safety files to obtain relevant information about their employment status, criminal behaviour, and their level of risk as measured by the LS/CMI.

For the control group, the researcher met participants at Department of Public Safety offices in Saint John or Fredericton and surrounding areas. Similar to the OER group, control participants were asked to provide informed consent (see Appendix Q) to the completion of baseline tests and a three-month follow-up to mimic the data collection protocol of the OER group. Furthermore, consent was obtained from the control group to review their Department of Public Safety records.

No incentives were provided to the OER or control group to participate; however, participants were explained the importance of the study and thanked for their involvement with the project. Participants were informed that their participation in the evaluation would in no way affect their community-supervision, legal situation, or involvement with the John Howard Society, Department of Public Safety, OER program, or other employment programs. If the participant was 18 years of age (i.e., the minimum age for adult corrections), then a parent or guardian provided their consent and the participant provided their assent (Appendix R) in accordance with UNB-Saint John Research Ethics Board requirements. However, only one participant from this sample required consent from a parent or guardian.

**Data collection protocol.** The LS/CMI is typically completed by protocol for all community-supervised offenders involved with the Department of Public Safety at the start of their community-supervision. However, if the tool had not been scored for a participant, then it was scored by the researcher based on review of available file information. In addition, the Workplace Essential Skills program staff administered the Human Resource and Skills Development Canada self-assessments at the beginning and end of the workplace skill development component of the OER program. The Workplace Essential Skills information is only available for OER members as the control group did not receive this service. The Human Resource and Skills Development Canada self-assessments were provided to the researcher for analyses as part of the OER evaluation. All collected information (e.g., self-reports, assessments, etc.) was stored separately from consent forms in a locked cabinet at the Atlantic Forensic Psychology Lab at the University of New Brunswick - Saint John, and were inputted for analysis in a de-identified statistical database.

Index offence information was obtained from Public Safety's Client Information Database and recorded in the File Coding Guide. General recidivism information (i.e., any type of new charge as indicated in the CIS file records) was collected at the first time point (i.e., at the end of the OER program or three months into community-supervision for control group participants) and at the second time point (i.e., nine months after the start of the OER program or nine months into community-supervision for control group participants). In addition, various employment variables, including previous employment history and current employment status, were extracted from the Department of Public Safety electronic case files. Inquiries were made with probation officers or OER employment coaches when this information was not sufficiently articulated in the electronic case files.

To further contextualize the impact of OER, means and standard deviations were calculated to describe job shadow employers' ratings of individual items on the Job Shadow Evaluation Form completed on OER participants. Qualitative comments of both the pre and post Expectation Questionnaires were analyzed to reflect themes that capture respondents' experiences of OER via the coding guide. These qualitative analyses were completed using a phenomenological approach, respecting the subjective experience of each respondent's unique experience (Hesse-Biber & Leavy, 2011). Themes were identified by the principal investigator and a second non-OER involved coder and the frequency of each theme was calculated. A Kappa of  $\geq .70$ , based on a sample of 20% of responses per measure, was used to estimate adequate inter-rater reliability of the coding guide.

Ethical approval for the OER evaluation was received from the University of New Brunswick-Saint John Human Research Ethics Board, was endorsed by the New

Brunswick Minister of Public Safety, and conducted with the support and encouragement of the John Howard Society and the New Brunswick Department of Public Safety. Funding for the evaluation was provided by the New Brunswick Department of Post-Secondary Education, Training and Labour, awarded to the John Howard Society to design and deliver OER and fund an evaluation of it, with the Centre for Criminal Justice Studies as a co-investigator.

## Study 2 Results

### Data Cleaning

Similar to Study 1, a data cleaning protocol and statistical assumption checks were conducted for Study 2 before proceeding with primary analyses.

### Analyses

**Pre-group differences (Tables 6, 7, and 8).** In order to determine whether OER and control participants had pre-existing demographic, criminogenic, or mental health differences that may have influenced results, various statistical tests were conducted. An ANOVA found that age was not significantly different between these two groups,  $F(1, 54) = .038, p = .845, \eta^2_p = .001$ . Although there was a greater proportion of females in the OER group (61.5%) than the control group (38.5%), this difference was not significantly different,  $\chi^2(1, N = 56) = 1.55, p = .213, \phi = -.167$ . Furthermore, using the likelihood ratio, there was no statistically significant difference between OER and control group participants with respect to marital status,  $LR(3, N = 56) = 1.73, p = .631, \phi = .155$ , ethnicity,  $LR(2, N = 56) = 3.53, p = .171, \phi = .221$  and education,  $LR(4, N = 56) = 4.59, p = .332, \phi = .248$ .

A statistically significant difference between the OER and control groups was found with respect to Total Readiness to Change as measured by the URICA,  $F(1, 45) =$

10.34,  $p = .002$ ,  $\eta^2_p = .187$ , but not Total Work Readiness as measured by the WRS-M,  $F(1, 45) = 3.13$ ,  $p = .084$ ,  $\eta^2_p = .065$ . With respect to Total Readiness to Change of the URICA, OER participants scored significantly higher ( $M = 10.23$ ,  $SD = 1.76$ ) than control group participants ( $M = 8.60$ ,  $SD = 1.72$ ) at Time 1 data collection, suggesting that OER participants perceived themselves to be more ready to change their employment situation. In addition, a greater proportion of OER participants (79.6%) had been previously employed at some point in the previous three years than control group participants (36.7%),  $\chi^2(1, N = 56) = 9.13$ ,  $p = .003$ ,  $\phi = .392$ . An ANOVA found no statistically significant pre-group differences with respect to total LS/CMI recidivism risk,  $F(1, 54) = .38$ ,  $p = .845$ ,  $\eta^2_p = .001$ . Finally, a MANOVA found no statistically significant pre-group differences with respect to all eight subscales of the LS/CMI,  $F(8, 47) = 1.11$ ,  $p = .373$ ,  $\eta^2_p = .159$ , suggesting that both groups were similar in recidivism risk level at the start of the current study.

**Matching.** A matching technique was applied in an attempt to match OER and control participants on key characteristics (i.e., age, gender, level of education, ethnicity, dependents, intake LS/CMI total risk-need score, prior employment status, work readiness, and motivation) to compensate for the weaknesses of the non-randomized design of the current study. These nine variables were entered into a logistic regression in order to produce each participant's propensity (i.e., likelihood) score for being an OER participant. Ideally, each OER participant's propensity score would be matched to a control participant with a score variation of a maximum of  $\pm 2$  points. A minimum criteria was set in which 95% of cases needed to be matched to use this procedure without compromising the final sample size for statistical analyses. With the use of all nine matching variables, nine cases had missing data and only 21.43% of cases matched.

Using 7 variables with complete data only, 46.43% of cases matched. An independent samples *t*-test found that propensity scores were dependent upon group,  $t(54) = -5.78, p < .001$ . Specifically, control group participants ( $M = .72, SD = .25$ ) had higher mean propensity scores than OER participants ( $M = .33, SD = .25$ ), meaning that control participants were in greater need of OER than its actual participants, as they were statistically more likely to be a participant of OER. A second independent samples *t*-test found that propensity scores were dependent upon gender,  $t(54) = 2.02, p = .049$ . However, Levene's test was found to be statistically significant,  $F(54) = 4.51, p = .038$ , indicating that equal variances could not be assumed between these two groups. After an adjustment of unequal variances, no significant differences were found,  $t(16.29) = 1.73, p = .103$ . Due to the inability to successfully match cases without substantially comprising sample size and the between-group difference in propensity scores, it was decided to use the propensity score as a covariate in all subsequent analyses, whenever possible.

**Changes in Workplace Essential Skills (WES).** The following five Workplace Essential Skills (WES) domains were assessed: Numeracy, Document Use, Working with Others, Thinking Skills, and Digital Literacy for OER participants only. Unfortunately, not all OER participants completed both Time 1 and Time 2 WES self-assessments. Thus, three WES domains (i.e., Document Use, Working with Others, and Digital Literacy) did not have sufficient data to complete repeated measures analyses. However, a repeated measures ANOVA examining the WES Thinking Skills domain as a function of LS/CMI total pre-risk level found a statistically significant main effect of time,  $F(1, 8) = 14.75, p = .005, \eta^2_p = .648$ , but no statistically significant main effect of total LS/CMI pre-risk level,  $F(2, 8) = .80, p = .484, \eta^2_p = .166$ . Moreover, the

interaction effect of time as a function of total LS/CMI pre-risk level was not statistically significant,  $F(2, 8) = .02, p = .979, \eta_p^2 = .005$ . Thus, thinking skills improved over time for OER participants and this was true of medium and high recidivism risk cases. A second repeated measures ANOVA examining WES Thinking Skills as a function of LS/CMI Education/Employment pre-need level found a statistically significant main effect of time,  $F(1, 8) = 28.34, p = .001, \eta_p^2 = .780$ , but no significant main effect of LS/CMI Education/Employment pre-need level,  $F(2, 8) = .862, p = .458, \eta_p^2 = .177$ , or interaction effect of time by LS/CMI Education/Employment pre-need level,  $F(2, 8) = 1.35, p = .312, \eta_p^2 = .253$ . Specifically, OER participants increased their scores on the WES Thinking Skills domain from Time 1 ( $M = 3.05, SD = .96$ ) to Time 2 ( $M = 4.18, SD = .84$ ), independently of their recidivism risk status or Education/Employment need status.

A repeated measures ANOVA examining WES Numeracy Skills as a function of total LS/CMI pre-risk level found statistically significant main effects of time,  $F(1, 8) = 28.03, p = .001, \eta_p^2 = .778$ , and total LS/CMI pre-risk level,  $F(2, 8) = 21.26, p = .001, \eta_p^2 = .842$ , but no interaction effect of time by total LS/CMI pre-risk level,  $F(2, 8) = .43, p = .662, \eta_p^2 = .098$ . Thus, numeracy skills improved over time for OER participants and this was true of medium and high recidivism risk cases. A second repeated measures ANOVA examining WES Numeracy Skills as a function of LS/CMI Education/Employment pre-need level found a statistically significant main effect of time,  $F(1, 8) = 28.74, p = .001, \eta_p^2 = .782$ , but no statistically significant main effect of LS/CMI Education/Employment pre-need level,  $F(2, 8) = .96, p = .423, \eta_p^2 = .193$ . There was no statistically significant interaction effect of time by LS/CMI Education/Employment pre-need level,  $F(2, 8) = .96, p = .432, \eta_p^2 = .098$ . Specifically,

OER participants increased their scores on the WES Numeracy Skills domain from Time 1 ( $M = 2.59, SD = 1.20$ ) to Time 2 ( $M = 4.00, SD = 1.07$ ), independently of their recidivism risk status or Education/Employment need status.

**Changes in motivation for employment.** The hypothesis that OER participants, in comparison to the control group, would demonstrate positive changes in their motivation to address the problem of employment, perceived work readiness, and increased positive expectations for employment was partially supported. After controlling for pre-group differences using propensity scores as a covariate,  $F(1, 29) = .920, p = .345, \eta^2_p = .031$ , a two-way repeated measures analysis of co-variance (ANCOVA) found no significant mean score difference in the Action subscale of the URICA as a function of OER or control group membership,  $F(1, 29) = 2.46, p = .128, \eta^2_p = .078$  (see Table 9). A similar two-way ANCOVA controlling for propensity scores,  $F(1, 29) = .517, p = .478, \eta^2_p = .018$ , found that there was no significant OER vs. control group main effect,  $F(1, 29) = 2.82, p = .104, \eta^2_p = .089$ , and time main effect,  $F(1, 29) = 1.849, p = .184, \eta^2_p = .060$ , or group x time interaction effect,  $F(1, 29) = .223, p = .640, \eta^2_p = .008$  for the URICA Total Readiness to Change score (see Table 9). Thus, neither OER or control group participants perceived themselves to be more job ready than the other and their overall readiness did not change over time. Both OER and control groups fell into the contemplation stage, but the control group scored on the lower end of this stage whereas the OER group scored on the higher end.

**Changes in work readiness.** As with URICA data, a two-way repeated measures ANCOVA using the perceived readiness for employment item on the Expectations Questionnaire as the dependent measure found no statistically significant main effects of group,  $F(1, 29) = 2.54, p = .122, \eta^2_p = .081$ , and time,  $F(1, 29) = .61, p$

= .441,  $\eta^2_p = .021$ , or group x time interaction effects,  $F(1, 29) = .28, p = .598, \eta^2_p = .010$ , after controlling for propensity scores,  $F(1, 29) = .003, p = .955, \eta^2_p = .000$ . Both OER and control groups fell into the moderate job readiness range, but the control group scored on the lower end of this stage whereas the OER group scored on the higher end. Furthermore, although changes in perceived readiness were non-significant, OER and control groups' scores did increase across both time points indicating that they perceived themselves as more job ready.

A two-way ANCOVA, controlling for propensity scores,  $F(1, 28) = .001, p = .970, \eta^2_p = .000$ , found no statistically significant between-subjects or within-subjects main effects of intervention group,  $F(1, 28) = .89, p = .353, \eta^2_p = .031$ , and time,  $F(1, 28) = .180, p = .675, \eta^2_p = .006$ , or group x time interaction effects,  $F(1, 28) = .011, p = .918, \eta^2_p = .000$ , on the total WRS-M readiness score (see Table 10 for adjusted mean scores). A repeated measures MANCOVA was used to evaluate changes in the four WRS-M subscales as a function of time after controlling for pre-group differences by means of propensity scores,  $F(4, 25) = 1.59, p = .209, \eta^2_p = .202$ . There were no statistically significant between-subjects and within-subjects omnibus main effects of group,  $F(4, 25) = .46, p = .768, \eta^2_p = .068$ , or time,  $F(4, 25) = 2.55, p = .064, \eta^2_p = .290$ , and no group x time interaction effects,  $F(4, 25) = .954, p = .450, \eta^2_p = .132$ , on the four WRS-M scales (see Table 11 for adjusted means scores). These findings suggest that neither OER or control group were more work ready than the other at Time 1, and their level of work readiness remained unchanged over time. Scores on the Organizational Acumen scale indicate that OER participants fell in the high range of scores across time points, whereas control group participants fell in the moderate range of scores. Across time points, both OER and control group participants fell in the low range of scores of

the Personal Characteristics scale and the high range of scores of the Work Competence scale. Finally, OER participants fell in the high range of scores of the Social Intelligence scale, whereas control group participants fell in the moderate range across time points.

**Employer job shadow evaluation.** Using a 5 point Likert scale ranging from 0 (not at all) to 5 (excellent), job shadow employers rated each OER participant on 7 domains: Attendance ( $M = 3.63$ ,  $SD = 1.78$ ), Professionalism ( $M = 4.31$ ,  $SD = .70$ ), integrity ( $M = 4.47$ ,  $SD = .64$ ), Knowledge Acquisition ( $M = 4.13$ ,  $SD = .81$ ), Knowledge Application ( $M = 3.75$ ,  $SD = 1.13$ ), Initiative ( $M = 3.94$ ,  $SD = 1.24$ ), and Quality of Work ( $M = 4.00$ ,  $SD = .82$ ). An overall rating of performance ( $M = 4.19$ ,  $SD = .83$ ) was provided as well (see Table 12). Overall, these descriptive ratings indicated that job shadow employers were moderately to highly content with the performance of these participants under their supervision. Furthermore, the majority of job shadow employers (81%) indicated that they would recommend their job shadow participant for employment.

A series of correlation analyses were conducted between the Job Shadow Evaluation items and the total LS/CMI risk score and Education/Employment need level score. There were no statistically significant associations between the seven job shadow individual items or the overall rating of job shadow performance with the LS/CMI total risk-need score (all  $p$ -values  $> .05$ ). Thus, job shadow supervisors viewed OER participants as doing reasonable well overall on the placement regardless of that individuals risk for recidivism. In addition, there were no statistically significant correlations between six of the seven job shadow items or the overall performance item with the LS/CMI Education/Employment need score (all  $p$ -values  $> .05$ ). However, there was a statistically significant moderately positive correlation between the job acquisition

rating item and the LS/CMI Education/Employment need score ( $r = .532, p = .034$ ), which counter-intuitively suggests that participants with a higher Education/Employment need were viewed as showing greater job skill acquisition scores than participants lower on this need domain. However, employment coaches received only 16 OER participants' job shadow evaluation forms back from job shadow employers and this may underrepresent job shadow performance.

**Employment success.** The hypothesis that OER participants, compared to the control group, were expected to be more likely to secure employment by the conclusion of the six-month post OER follow-up period was supported. A 2 (OER/control) x 2 (Employment – Yes/No) chi-square analysis indicated that employment obtained during the briefer follow-up period (i.e., at end of the OER program/three months into supervision) was dependent on participant group,  $\chi^2 (1, N = 56) = 12.57, p < .001, \phi = .474$ . Slightly under half (42.3%) of OER participants obtained employment during the three months time point, whereas only 3.3% of control participants were able to obtain employment during this period.

A second chi-square analysis was used to evaluate employment during the longer follow-up period (i.e., six months after the end of the OER program/nine months into community-supervision). It was again found that obtaining employment was dependent on participant group,  $\chi^2 (1, N = 56) = 8.59, p = .003, \phi = .392$ . Specifically, as shown in Table 13, over half (53.8%) of the OER group was employed relative to only 16.7% of the control group during the longer six-month follow-up period.

A final chi-square analysis found that obtaining employment during the full follow-up period (i.e., nine month into supervision/since program started) was dependent on participant group,  $\chi^2 (1, N = 56) = 6.95, p = .008, \phi = .352$ . Slightly over half (53.8%)

of OER participants obtained employment by the nine month mark, whereas only 20% of the control group obtained employment at this follow-up time point.

**Changes in level of risk to re-offend.** Controlling for pre-group differences using propensity scores,  $F(1, 53) = .28, p = .597, \eta^2_p = .005$ , a two-way analysis of covariance (ANCOVA) was used to evaluate changes as a function of participant group (OER vs. control) on the total LS/CMI risk score as a function of time. There was a significant within-subjects main effect for time,  $F(1, 53) = 4.83, p = .032, \eta^2_p = .084$ , collapsed across groups, and a significant interaction effect for time by group,  $F(1, 53) = 10.96, p = .002, \eta^2_p = .171$ . Post hoc tests using the Bonferroni confidence interval adjustment revealed that the overall sample's total LS/CMI scores decreased significantly ( $p < .001$ ), though slightly, from Time 1 (adjusted mean = 21.16,  $SE = .95$ ) to Time 2 (adjusted mean = 19.22,  $SE = .93$ ; see Table 14). Furthermore, total LS/CMI scores of OER participants displayed a greater decrease from Time 1 (adjusted mean = 21.15,  $SE = 1.61$ ) to Time 2 (adjusted mean = 17.04,  $SE = 1.57$ ), whereas total LS/CMI risk scores from Time 1 (adjusted mean = 21.17,  $SE = 1.47$ ) to Time 2 (adjusted mean = 21.40,  $SE = 1.44$ ), stayed relatively the same for the control group,  $F(1, 53) = 14.15, p = .000, \eta^2_p = .211$  (See Figure 1).

A repeated measures multivariate analysis of covariance (MANCOVA) was used to evaluate changes in each LS/CMI criminogenic need as a function of time, controlling for pre-group differences using propensity scores. This analysis found that there was a significant main effect for propensity scores as a covariate,  $F(8, 46) = 2.19, p = .046, \eta^2_p = .275$ , and a main effect for group (i.e., OER vs. control),  $F(8, 46) = 4.56, p < .001, \eta^2_p = .442$ . After controlling for propensity scores, univariate between-subjects analyses showed that there was a significant mean difference between OER and control group

participants on the LS/CMI Alcohol/Drug Problem subscale,  $F(1, 53) = 4.17, p = .046, \eta^2_p = .073$ . Specifically, post hoc tests using the Bonferroni confidence interval adjustment found that control group participants had higher scores (adjusted mean = 4.02,  $SE = .50$ ) on this criminogenic need than OER participants (adjusted mean = 2.93,  $SE = .55; p = .041$ ), suggesting that control group participants had more problematic behavior with respect to past and current alcohol and drug usage. Likewise, there were significant between-group differences on LS/CMI Education/Employment,  $F(1, 53) = 10.19, p = .002, \eta^2_p = .161$ ; Leisure/Recreation,  $F(1, 53) = 10.29, p = .002, \eta^2_p = .163$ ; and Procriminal Attitude,  $F(1, 53) = 4.40, p = .041, \eta^2_p = .077$  need domains.

Follow-up post hoc tests using the Bonferroni confidence interval adjustment found that OER participants scored lower (adjusted mean = 5.55 and 1.04,  $SE = .32$  and  $.13$ ) than control group participants (adjusted mean = 7.10 and 1.65,  $SE = .30$  and  $.11$ ) on the Education/Employment ( $p = .002$ ) and Leisure/Recreation subscales ( $p = .002$ ) of the LS/CMI, respectively. However, OER participants scored higher (adjusted mean = .82,  $SE = .21$ ) than the control group (adjusted mean = .16,  $SE = .19$ ) on the Procriminal Attitude subscale ( $p = .041$ ) of the LS/CMI (see Table 15 for adjusted mean scores).

The MANCOVA also identified a significant within-subjects main effect for time,  $F(8, 46) = 2.18, p = .047, \eta^2_p = .275$ . Univariate within-subjects analyses found that participants' adjusted mean scores, collapsed across group, significantly changed over time on the LS/CMI Education/Employment need,  $F(1, 53) = 8.09, p = .007, \eta^2_p = .131$ , and Leisure/Recreation need,  $F(1, 53) = 5.40, p = .024, \eta^2_p = .093$  subscales. Post hoc tests using the Bonferroni confidence interval adjustment revealed that scores decreased from Time 1 (adjusted mean = 6.78 and 1.66,  $SE = .20$  and  $.10$ ) to Time 2 (adjusted mean = 5.88 and 1.03,  $SE = .24$  and  $.10$ ) on the Education/Employment and

Leisure/Recreation needs of the LS/CMI, respectively (see Table 9 for adjusted mean scores). Univariate within-subjects analyses found that there were significant time by group interactions for the LS/CMI Education/Employment,  $F(1, 53) = 9.57, p = .003, \eta^2_p = .153$ ; Leisure/Recreation,  $F(1, 53) = 9.39, p = .003, \eta^2_p = .151$ ; Procriminal Attitude,  $F(1, 53) = 7.32, p = .009, \eta^2_p = .121$ ; and Antisocial Personality Pattern,  $F(1, 53) = 4.54, p = .038, \eta^2_p = .079$ , need subscales. OER participants' needs in these 4 domains dropped from Time 1 to Time 2, whereas control group participants' scores stayed relatively the same across these two time points on the LS/CMI domains of Education/Employment, Leisure/Recreation, Procriminal Attitude, and Antisocial Personality Pattern. Thus, the OER program may have had an impact on these criminogenic need domains compared to that occurring in traditional probation services.

**Recidivism effects.** No participants re-offended at three months from baseline (i.e., first follow-up) with the exception of one OER group participant. At nine months from baseline (i.e., second follow-up) a total of 13 participants had re-offended, including four OER group participants (15.4%) and nine control group participants (30%). However, recidivism was not significantly dependent on OER or control group status at the three months follow-up,  $\chi^2(1, N = 56) = 1.18, p = .278, \phi = .145$ , or at the nine month follow-up,  $\chi^2(1, N = 56) = 1.67, p = .196, \phi = -.173$ . Collapsed across groups, the most common recidivism types were breaches of community-supervision (19.6%), other (10.7%) offences (e.g., resisting or obstructing an officer), and assault (7.1%).

**Qualitative analyses.** The hypothesis that qualitative changes in comments would become more positive from pre to post program for OER participants was supported. At the beginning of the program OER participants indicated that they were

“maybe” to “very likely” to obtain employment after completion of the program ( $M = 2.94$ ,  $SD = .73$ ), but by the end of the program OER participants fell into the “very likely” to “definitely” range on this variable ( $M = 3.20$ ,  $SD = .70$ ). On the other hand, control participants initially indicated that they were “maybe” to “very likely” to obtain employment ( $M = 2.37$ ,  $SD = .96$ ), but at Time 2 they indicated they were “not very likely” to “maybe” able to obtain employment ( $M = 1.63$ ,  $SD = 1.19$ ). OER participants also indicated that they would spend less time obtaining employment upon graduation from the program. Specifically, the majority of OER participants felt that it would take either “2-3 weeks or less” (21.1%), “1 month” (21.1%), or “2 to 3 months” (31.6%) to obtain employment at the end of the program, whereas the majority of control participants felt they would take either “2 to 3 months” (42.9%) or “more than 6 months” (35.7%) to be able to obtain employment.

Qualitative analyses indicated that the OER group expected to receive primarily employability skills (67%) and social skills (44%) upon completion of the core three month OER program. At the end of the three month program, OER participants confirmed that employability skills (71%) and social skills (35%) were obtained. When starting the OER program, the majority of participants (92%) indicated that they had no concerns about participating in the OER program. By the end of the program, all participants (100%) indicated they did not have any concerns about the program. In addition, OER participants expected on-the job training (55%), one-on-one work with the employment coach (25%), and group work with classmates (25%) to be the most critical components of the OER program. Whereas at the end of the OER program, almost half of OER participants (47%) felt that all components of the program were critical to the success of the program and almost a quarter (24%) indicated that on-the-

job training was important. Qualitative changes were not available from the control group because only 4% of control participants indicated they had participated in an employment program. Furthermore, only 12% of control group participants indicated they had participated in an employment program any time in the past.

An inter-rater reliability analysis using the Kappa statistic was used to determine agreement between two raters in thematic coding using qualitative responses from the Expectations Questionnaire. Twenty-five randomly selected cases (pre and post OER cases combined) were scored by an independent rater who was blind to the scores of the primary investigator. The average inter-rater reliability for themes on the Expectations Questionnaire for both Time 1 (Kappa = .88; Kappa range was from .76 to 1.00) and Time 2 (Kappa = .95; Kappa range was from .76 to 1.00) was found to be acceptable (See Table 16 and Table 17).

The OER program also received feedback from job shadow employers and probation officers. For example, a job shadow employer (ID 8) stated: “He was prompt and courteous when he was with us. He showed a technical aptitude and was quick to understand the scientific principles that were explained to him”. Furthermore, a probation officer of one of the OER members stated the following:

We talked about how well she did, giving 150% to all programs. She talked highly of herself and said it was great to work for the first time in 15 years. She also said that home life is better too. Her boyfriend said she seemed much happier and having her space is great for the relationship. She also said it has helped her sobriety (Probation Officer Note ID 11).

### **Summary of Results for Study 2**

Overall, given that there were some pre-group differences (i.e., prior work

experience and readiness to change) found between OER and control group participants, an attempt was made to apply modern statistical group matching techniques in order to compensate for weaknesses of the non-random design of the study. However, given the small number of participants that matched within  $\pm 2$  points on propensity scores, this procedure could not be used. Instead, propensity scores were used in all subsequent analyses as a covariate to adjust for pre-group likelihood to participate in OER, whenever possible. OER participants were more likely than controls to gain employment at both follow-up periods; however, it is important to note that the propensity covariate could not be used within these chi-square analyses. Thus, these results should be interpreted with caution.

Although no changes in motivation/job readiness were found for either OER or control participants using self-report surveys, quantitative, and qualitative job shadow evaluations by participants' job shadow employers were positive. OER participants scored higher on both the URICA and WRS-M total scores at both time points, but not at a statistically significant level. After controlling for propensity scores, scores on these scales indicated that both groups fell at the *contemplation* stage of the URICA and at a *moderate* job readiness level at baseline and, for both groups, was relatively stable over time. Although both groups fell in the same range of scores, OER participants scored slightly higher than control group participants indicating OER participants were slightly more job ready. Below is a discussion of the results from Study 2.

### **Study 2 Discussion**

Study 2 evaluated a pilot employment program designed specifically to meet the needs of offenders in New Brunswick, Canada. This evaluation focused specifically on perception and actual work readiness, recidivism risk and recidivism, and employment

success. Results from study 2 are discussed in more detail below.

**Pre-group differences.** Although there were no statistically significant differences between groups on recidivism risk, OER participants had more recent employment experience (within three years of the program start date/community supervision) than controls, which creates challenges for statistically comparing OER and control group participants on their employment success. Probation officers may have been more inclined to refer offenders with recent employment experience to the OER program because they thought they would have had a greater potential for employability, to engage in and benefit from the program, and were viewed as less likely to drop out of the program. On the other hand, it is possible that probation officers approached these potential participants in a non-biased manner, but only those with recent employment experience agreed to participate because they were more motivated to gain employment and more confident given that they had been recently employed. This explanation is supported by the fact that OER participants scored significantly higher than controls on the URICA Total Readiness to Change scale at the time of enrollment. Furthermore, Roberts and Pratt (2007) argued that participation in these types of programs is clearly indicative of a strong desire for employment.

OER participants may have had pre-existing skills and community contacts as a foundation to continue to build their employability skills, which would also increase their employment opportunities. For example, Nelson et al. (1999) found that offenders with prior work experience were more likely to find employment 30 days post-release from prison. Very little commitment was required to participate in the control group (short amount of time to fill out self-report measures at two time points); therefore,

control group participants may have been more inclined to participate as a control group member rather than as an OER member.

The current OER evaluation could not implement a random assignment design. To compensate for this limitation, statistical matching techniques were attempted to control for pre-group differences between the OER participants and the control group by means of propensity scores. Unfortunately, due to the small sample size ( $N = 56$ ), it was not possible to effectively match participants within  $\pm$  two points of this propensity score without significantly decreasing the sample size and compromising the statistical power of the intended analyses. Therefore, instead of the matching approach, an attempt was made to control for pre-group differences by using participants' propensity scores as a covariate in most analyses.

**Perception of work readiness.** Although the URICA and Expectations Questionnaire job readiness item did not reflect any significant changes after controlling for propensity scores from baseline to the two follow-up periods, the Expectations Questionnaire job readiness item demonstrated that the OER group viewed themselves as more job ready across both time points than the control group, descriptively scoring from the moderate to high readiness range (3.76/5), compared to control participants who scored more in the moderate readiness range (2.92/5) on average. This indicates that OER participants were fairly confident and motivated that they would find employment, whereas control participants were less convinced. However, these mean values were not statistically different; which could have been due to the small sample size (i.e., a power issue). Given that OER members voluntarily participated in the program, scored in the moderate-high range on the job readiness variable of the Expectations Questionnaire, and scored significantly higher on the Total Readiness to

Change scale of the URICA than control participants, it could be argued that they were more motivated than the control group.

According to Wanberg, Zhu, Kanfer, and Zhang (2012), motivation to persist while unemployed is key in gaining employment, especially given that there are several barriers (e.g., distractions at home, rejections from potential employers, etc.) they must face. These researchers also found that higher levels of approach-oriented trait motivation (i.e., individuals that engage in goal striving for personal growth and mastery) was associated with spending a greater amount of time searching for employment and better mental health well-being during unemployment. Perception of employment readiness and motivation to begin employment are important factors to assist offenders in their employment goals; however, it is important to keep in mind that there is a difference between perceived and actual job readiness.

**Actual work readiness.** Despite limited group differences in OER and control group participants' perceptions of work readiness, job shadow employers' perceptions of OER participants' job readiness skills were positive in nature as reflected on the job shadow evaluation forms. Of the seven domains that OER participants were rated on by their respective job shadow employers, integrity had the highest average rating of *excellent*, whereas attendance had the lowest at *moderate*. Moderate attendance should be expected given the higher rate of mental health concerns found within the offender population (CSC, 2009; Fazel & Danesh, 2002) and especially within offenders with employment needs as found in Study 1 of the current thesis. Furthermore, a fairly high overall job performance average rating was provided by job shadow employers to OER participants. Job shadow employers' satisfaction with OER participants was reflected by the fact that the majority (81%) of job shadow employers indicated they would

recommend their OER member for employment. Thus, OER participants may have been more job-ready than they realized.

**Employment success.** All three chi-square analyses indicated that OER participants were significantly more likely than the control participants to obtain employment during the follow-up period. Almost half of the OER group had offers of employment upon graduation from the program or had already begun an employment opportunity during the three month in-class/job shadow component of the program. In contrast, only 3.3% of controls were able to find employment in the same time period. The employment coaches' time networking with job shadow employers and other potential employers may have assisted OER offenders in their greater obtainment of employment, as job networking is critical to enhancing social capital and career success (de Janasz & Forrett, 2008).

By the end of the nine month follow-up period, 20% of the control group was able to obtain employment compared to over half of the OER group. Given that a greater proportion of OER participants were able to successfully obtain employment at both follow-up periods, they were able to reduce their overall risk to recidivism, especially by lowering their criminogenic need rating for Education/Employment. Despite these positive results for OER participants, it is important to note that pre-group differences could not be statistically controlled in these analyses (i.e., chi-square analyses). Thus, these results should be interpreted with caution, given that OER members may have had a head start with better pre-employment experience and motivation relative to controls.

**OER impact on recidivism risk.** With the use of propensity scores to control for pre-group differences, as expected, OER participants had a greater decrease in total LS/CMI recidivism risk scores from Time 1 to Time 2 compared to control participants.

In contrast, the control group stayed at relatively the same total LS/CMI risk-need level at both time points. This finding could have been achieved because: 1) the OER program was an intensive program that focused on relevant criminogenic areas (e.g., pro-social work attitudes and beliefs) which helped reduce the risk of engaging in criminal activity in the future for OER participants, whereas the control group may not have received as intensive services; 2) OER participants, compared to the control group, had more intensive supervision and monitoring of their progress given that they were involved in a pilot program (i.e., there could have been a bias towards greater supervision and case management of OER participants) with regular contact with program staff.

Results indicated the degree of change from baseline in four criminogenic needs (i.e., Education/Employment, Leisure/Recreation, Procriminal Attitudes, and Antisocial Personality Pattern) occurred as a function of OER vs. control group status. Specifically, OER participants had a significant decrease in each of these four criminogenic needs in comparison to control group participants, whose risk-need levels was relatively stable across these domains. Reductions overtime in these criminogenic needs are not surprising given that the specific focus of the OER program was to target relevant criminogenic needs (e.g., antisocial workplace attitudes/perceptions through cognitive restructuring and teaching prosocial problem solving and decision-making skills).

Social control theory (Hirschi, 1969) may also help explain some of these reductions in criminogenic needs. Hirschi's (1969) social control theory explains criminal behavior by looking at individuals' bonds to society. According to this theory, there are four social bonds that underlie prosocial behavior: attachment, commitment, involvement, and belief. *Attachment* involves psychological attachment to prosocial individuals and institutions (e.g., teachers and parents). *Commitment* involves dedication

to various goals and activities (e.g., obtaining a university degree). *Involvement* consists of the expenditure of time (e.g., prosocial versus antisocial activities). Finally, *belief* is the degree to which someone conforms to a common value system of society.

The reduction in the Education/Employment need was likely due to the OER group obtaining employment at a higher rate than the control group. Participating in OER may have fostered various psychological attachments (e.g., employment coach, class peers, job shadow employers, etc.) that come to have value for OER members. Similarly, if the OER member obtained employment, then this would have fostered similar valuable psychological attachments (e.g., co-workers, bosses, regular customers/clients, etc.). According to social control theory, these bonds may have motivated OER members to obtain employment or maintain employment once they were hired to avoid losing these bonds. On the other hand, OER members may have obtained employment at a higher rate than control participants for reasons unrelated to social bonds, such as how they chose to spend their free time or their perceptions of employment (e.g., prosocial and antisocial).

The reduction in the Leisure/Recreation criminogenic need for OER participants may have been largely due to their involvement in the OER program itself. The OER program required a significant amount of time commitment on behalf of the OER participants given that it took place daily (Monday to Friday) for three consecutive months. After the initial three months, participants participated in weekly employment coaching sessions for an additional six months to discuss employment-related issues for those who had obtained employment or to help them find employment. Thus, it makes intuitive sense to see a greater reduction in this criminogenic need for the OER group compared to the control group as participants were engaged in structured program

activities on a daily basis and encouraged to actively search for work outside of class time and during the follow-up period. This taps into the social control theory component of involvement. Because OER participants are involved in structured daily activities, they are less likely to engage in criminal activity (Andrews & Bonta, 2010). In addition, being involved in such an intensive program or being employed may have led to more productive and pro-social use of Leisure/Recreation time.

The decrease in the OER participants' procriminal attitudes is likely a reflection of the intensive cognitive component of the program that targeted antisocial workplace behaviors and attitudes. Targeting antisocial attitudes and decision-making is supported by the RNR model of offender rehabilitation and other researchers (e.g., Holzer, 2003); hence, it was a major focus of the cognitive component of the OER program. For example, Freeman (1999) discussed the distorted perception that illegal employment earns more money than legal employment. To counter these myths, the OER group were assigned readings, such as "Why do drug dealers still live with their moms?" to help explicate that some illegal entrepreneurial types of activities do not earn as much as legal entrepreneurial activities in the long run. These materials were used as a catalyst to discuss and challenge the myth. Moreover, Cullen et al. (2012) found that mentally disordered offenders who participated in a cognitive skills program reduced incidents of antisocial behavior (e.g., verbal aggression) in comparison to mentally disordered offenders who did not participate in a cognitive skills program. Greatest gains were seen in completers of this program compared to non-completers and the treatment-as-usual group. Focusing on enhancing pro-social attitudes is likely to lead to improvements in many personal areas, including employment.

The reduction in the Procriminal Attitude domain may have been due to participants' reductions in antisocial thinking and involvement with prosocial members and the staff of the OER group as well. This group of individuals may have developed more pro-social attitudes throughout the program, given that they all had similar goals as each other (e.g., obtain employment, abstain from re-offending, etc.). All participants were encouraged by employment coaches to dispute each other's illogical thinking patterns during class time and to provide constructive feedback. OER members spent a significant amount of time together and became each other's support system. Roberts and Pratt (2007) argued that an external support system is beneficial to facilitate change as it places external pressure on the participant.

Finally, the antisocial personality pattern criminogenic need is composed of various items related to the first three criminogenic needs (i.e., Education/Employment, Leisure/Recreation, and Procriminal Attitude) that were found to change overtime as a function of OER participation. For example, the criminal attitude component of the Antisocial Personality Pattern subscale touches on similar items as the Procriminal Attitude subscale and the pattern of generalized trouble component touches on financial problems, living instability, and an offender's use of their time; thus, reductions in this criminogenic need were to be expected as these other needs changed. Researchers (e.g., Sarno et al., 2000; Visher et al., 2000) have identified these needs as supply side barriers to obtaining meaningful employment. Thus, the combined decrease of these four criminogenic needs (i.e., Education/Employment, Procriminal Attitude, Leisure/Recreation, and Antisocial Personality Pattern) had a major impact on the overall effect on recidivism risk reduction in the OER group, but not in offenders receiving traditional correctional services and supervision.

**Recidivism effects.** Despite significant changes with respect to risk of recidivism on a structured risk assessment tool, there were no statistically significant variations in actual recidivism rates between OER and control participants. That is, OER and control participants were equally likely to re-offend. Although this finding was non-significant, it is still worth noting that at the nine month time point, only 4 OER participants re-offended compared to nine control group participants. Thus the rate was in the expected direction and fairly low for both groups. This floor effect combined with the small sample size per group may have minimized the opportunity to detect meaningful reductions in recidivism as a function of OER participation.

A longer follow-up period may have been needed to show variations in recidivism if they did exist. For example, Ray (2014) found that it took an average of 15 months before re-arrest among offenders participating in a mental health court. Moreover, years directly after an offence is committed is when the recidivism rate increases the most before it begins to level out and offenders desist from criminal activity completely (Kurlychek, Bushway, & Brame, 2012). Kurlychek and colleagues (2012) noted that the turning point is typically at the two-year mark after the index offence for which criminal activity shows a stronger pattern of desistance. Thus, the follow-up period of nine months may have been too short to capture a true picture of recidivism events. Ideally, if the OER program were evaluated again, then a minimum two-year follow-up period would have been recommended to capture a more realistic picture of recidivism events, similar to Graffam et al. (2012).

### **General Discussion**

Despite various theoretical explanations and positive findings suggesting that meaningful employment is critical to improving the lives of offenders and, in some

instances, the lives of the people around them (Solomon et al., 2004), there has been a lack of rigorous research in this area of study. Research on employment needs of Canadian offenders, especially in New Brunswick, is limited. Furthermore, many existing employment program evaluations lack methodological rigor, including the implementation of advanced statistical techniques (Bouffard et al., 2000).

Studies 1 and 2 of the current thesis were conducted to fill some of these gaps. Study 1 identified the current employment needs of offenders in New Brunswick, Canada, and examined whether or not these needs are being met by traditional probation services. Unfortunately, Study 1 found that employment issues have not been successfully targeted by traditional correctional services. Hence, there is a need for employment programs to meet this need. The OER program was designed specifically to meet offenders' unique employment needs. The OER program was evaluated using modern statistical techniques in order to provide a higher level of methodological rigor than used in previous evaluations of such programs for offenders by means of a quasi-experimental prospective design adjusting for propensity scores. Results of the evaluation demonstrated positive effects in some domains, but the limited sample size, failure to fully adjust for pre-group differences between OER and control group participants, and the inability to implement a random assignment design, limited the interpretation of these changes.

### **Study Strengths, Limitations, and Future Directions**

There are several strengths and limitations to the current thesis that should be discussed. Most notably, the greatest strength of the current thesis was the use of two separate datasets to analyze, interpret, and draw conclusions about the nature of employment issues in NB offenders and to then test an intervention to address these

issues. Moreover, both studies used a multi-method and multi-source research design that included a review of file records from various agencies and data from participants. Furthermore, the two studies included both males and females and a diverse age representation (ages ranged from 18 to 63 years). Finally, both studies were sampled from the same population which would decrease confounds in traditional correctional management practices between the two studies.

There were also some limitations to consider when interpreting the results of the current thesis. First, given that Study 1 was part of a larger study examining case plan compliance, it did not focus specifically on employment-related content. Although it provided very useful information, it would have been ideal to administer employment-related self-report measures to obtain information directly from the offender on his/her own perceptions and attitudes towards employment. We were able to capture some of this information (e.g., job readiness) in Study 2; however, it would have been ideal to collect similar information in the larger sample in Study 1. Second, although education and employment needs often co-occur, the current study was not able to separate education and employment needs on the LS/CMI as this subscale consists of items assessing a mixture of the two needs. Thus, the scores used in the current study were not pure measures of employment needs. Third, the sample size of Study 2 was relatively small with only 56 participants in total. Although this was only 24 participants short of the maximum capacity of 80 participants intended to be recruits for this pilot project evaluation, not all participants recruited for Study 2 completed questionnaires at both time points, which further reduced power for those analyses. Fourth, although the sample did have a similar ethnic background to the population of New Brunswick, one

should exercise caution when generalizing these results to a more diverse population (e.g., larger Canadian cities).

A major limitation was that a random assignment design was not used for the OER evaluation; thus, there could have been a selection bias favoring participants that were more likely to succeed in the employment program. Statistical matching techniques were conducted to compensate for this limitation; however, due to the small sample size, it was not possible to apply this technique effectively. Thus, propensity scores were used as a covariate in all analyses, but this was not always possible. Similar to the challenges presented by other researchers (Lawrence, Mears, Dubin, & Travis, 2002; Wilson et al., 2000), it was difficult to determine whether it was pre-existing characteristics of participants of the program itself that lead to some of the positive outcomes or if it was direct program effects. If random assignment is not possible, then researchers are encouraged to interpret results with caution (Lawrence et al., 2002; Wilson et al., 2000). Future researchers who cannot implement a random assignment design should attempt to recruit a larger sample size in order to be able to successfully conduct statistical matching techniques without compromising the sample size and analyses. Future studies should consider a random assignment design for future OER evaluating, perhaps using an eligible waitlist group as the control group.

The current study contributes to the small body of literature on employment needs of offenders in Canada and highlights the current employment situation for community-based offenders in New Brunswick. Results of the current study will help Canada's criminal justice system become better aware of gaps in their current efforts to reduce recidivism and promote employment and independence in offender populations. It is now evident that stronger efforts by professionals of the criminal justice system

should be made to meet the criminogenic need of Education/Employment and adhere to the RNR model of offender rehabilitation. Probation officers or employment coaches may be able to focus more on collaborating with mental health professionals to implement therapeutic/psychological techniques (e.g., cognitive behavioral therapy) to directly target this need. For example, mental health professionals could focus their therapeutic techniques on workplace attitudes and other relevant factors, including self-esteem, motivation, and social skills, that may contribute to unemployment and offending.

Although no significant findings were found with respect to recidivism events, the trend was in the proper direction and significant findings in recidivism risk demonstrated that there is potential for the OER program to have an impact on recidivism events. A larger sample size and longer follow-up period will be needed to test this hypothesis. Lower recidivism of program participants may have potential economic benefits, including reducing the amount of taxpayer's finances being used on the criminal justice system (e.g., to support an incarcerated offender, to pay lawyers and judges, etc.). If OER is able to continue to successfully facilitate the obtainment of employment of offenders, this may reduce reliance in social assistance and facilitate the ability to lead an independent lifestyle. Given that this was a pilot program, it is important to continue to implement the OER program over a number of years and then re-evaluate it to gain a better understanding of the effects of the program after it has removed weaknesses in its design and established itself within the community.

### **Conclusion**

The current thesis consisted of two studies with related goals: The first study aimed to uncover the current employment situation for community-supervised offenders

in New Brunswick, Canada, and typical case management practices related to employment needs, whereas the second study was designed to evaluate a pilot employment program geared to the specific needs of community-supervised offenders in New Brunswick. Currently, there appears to be a high need for employment services for community-supervised offenders in New Brunswick, but few participants are having these needs met currently within standard correctional case management; this was the aim of OER. Employment-related services do exist in New Brunswick, but none have targeted the specific needs of an offender population. Aspects like interpersonal workplace relationships and procriminal work place attitudes can interfere with employment success and need to be addressed. Examining individual differences in offenders with and without employment issues helped to identify areas to target in employment programs specific to the employment needs of offenders in New Brunswick. This pilot evaluation of this first attempt at delivering the OER program showed that the program was effective at contributing to a reduction in their risk of recidivism: however, low overall post-baseline recidivism rates and small group sizes limited the programs ability to demonstrate an effect on actual recidivism behavior.

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*Table 1**Study 1 Representation of Criminal History Offences*

Offences-Type	%
Breach of Probation or Court Order (Fail to Comply)	33.7
Assault (Common, Aggravated, or Causing Bodily Harm)	28.4
Theft	25.3
Mischief, Vandalism, or Destruction of Property	16.8
Break and Enter (with or without intent)	9.5
Drug Possession	8.4
Fraud or Forgery	7.4
Threats	6.3
Sexual Offences	5.3
Drug Trafficking	4.2
Weapons Offence (Possession, dangerous use)	4.2
Public Disturbance	3.2
Prostitution/Soliciting	1.1
Robbery (with or without a weapon)	0
Murder/Manslaughter	0
Other (predominantly Driving Under the Influence)	27.4

*Table 2*

*Study 1 Discriminant Function Structure Matrix for LS/CMI Low vs. Medium-High Education/Employment Needs*

Variable	Loading
LS/CMI Antisocial Personality Pattern	.50
Estimated level of engagement	-.48
LS/CMI Leisure/Recreation	.46
LS/CMI Family/Marital	.40
SCL-90-R GSI	.37
LS/CMI Companions	.34
LSRP-Primary scale	.30
TMSF Total	-.27
Age	-.26
LS/CMI Procriminal Attitude	.21
LS/CMI Criminal History	.21
Gender	.07
LS/CMI Alcohol/Drug Problems	-.02

*Note.* Only structure loadings of  $\geq .30$  are considered statistically significant. LS/CMI = Level of Service/ Case Management Inventory; SCL-90-R = Symptom Checklist 90 Revised; LSRP = Levenson's Self-Report Psychopathy Scale; TMSF = Treatment Motivation Scale - Forensic Outpatient.

Table 3

*Study 1 Descriptive Statistics for Variables identified in the Discriminant Function Analysis and Comparisons as a Function of LS/CMI Education/Employment Group.*

Variable	LS/CMI Education/Employment Need Group			
	Low		Med/High	
	<i>M</i>	<i>(SD)</i>	<i>M</i>	<i>(SD)</i>
LS/CMI Antisocial Personality Pattern	.33	(.56)	1.20	(1.31)**
Estimated level of engagement	1.74	(.44)	1.27	(.71)**
LS/CMI Family/Marital	.74	(.90)	1.44	(1.23)*
SCL-90-R GSI	61.85	(13.30)	69.39	(12.41)*
LS/CMI Companions	1.33	(1.27)	2.04	(1.36)*
LSRP-Primary scale	25.89	(5.60)	29.32	(8.08)
Age	34.26	(11.67)	29.59	(11.33)
Gender	1.11	(.32)	1.15	(.36)
LS/CMI Criminal History	2.41	(2.58)	3.34	(2.88)
LS/CMI Leisure/Recreation	.93	(.87)	1.51	(.75)**
LS/CMI Alcohol/Drug Problem	3.85	(2.57)	3.76	(2.55)
LS/CMI Procriminal Attitude	.41	(.89)	.73	(1.00)
TMSF	161.26	(22.90)	151.27	(23.15)

*Note.* LS/CMI = Level of Service/ Case Management Inventory; SCL-90-R = Symptom Checklist 90 Revised; LSRP = Levenson's Self-Report Psychopathy Scale; TMSF = Treatment Motivation Scale - Forensic Outpatient.

\* $p \leq .05$ . \*\* $p \leq .01$ .

*Table 4**Study 1 Cross Tabulation of RNR Adherence and Total LS/CMI Risk-Need**Category*

RNR Adherence	Total LS/CMI Risk-Need Category <i>n (%)</i>			
Risk	Low	Medium	High	$\chi^2$
Match	3 (12%)	1 (3%)	17 (47%)	22.81**
No Match	22 (82%)	35 (97%)	19 (53%)	
Need	Low	Medium	High	$\chi^2$
Match	13 (52%)	16 (44%)	23 (64%)	2.77
No Match	12 (48%)	20 (56%)	13 (36%)	
Responsivity	Low	Medium	High	$\chi^2$
Match	16 (64%)	29 (81%)	32 (89%)	5.63
No Match	9 (36%)	7 (19%)	4 (11%)	

\*\* $p < .01$ .

*Table 5**Study 1 Cross Tabulation of RNR Adherence and LS/CMI Education/Employment**Risk-Need Category*

RNR Adherence	Education/Employment Risk-Need Category		$\chi^2$
	<i>n (%)</i>		
Risk	Low	Medium-High	
Match	4 (12.5%)	14 (29%)	3.06
No Match	28 (87.5%)	34 (71%)	
Need	Low	Medium-High	$\chi^2$
Match	13 (41%)	21 (44%)	.08
No Match	19 (59%)	27 (56%)	
Responsivity	Low	Medium-High	$\chi^2$
Match	6 (25%)	9 (15%)	1.37
No Match	26 (75%)	39 (85%)	

*Note.* No statistically significant differences.

Table 6

*Study 2 Pre-group Differences on Relevant Participant Demographics between OER and Control Group*

Variable	OER		Control		<i>F</i>	$\chi^2$	<i>LL</i>	<i>p</i>
Age ( <i>M, SD</i> )	31.69 (11.99)		31.10 (10.65)		.038			.845
Gender ( <i>n, %</i> )								
Male	18	(41.9)	25	(58.1)		1.55		.213
Female	8	(61.5)	5	(38.5)				
Marital Status ( <i>n, %</i> )							1.73	.631
Single	17	(65.4)	19	(63.3)				
Dating (non-cohabitating)	4	(15.4)	6	(20)				
Married/Common-Law	5	(19.2)	4	(13.3)				
Separated/Divorced	0	(0)	1	(3.3)				
Ethnicity ( <i>n, %</i> )							3.53	.171
Caucasian	25	(96.2)	25	(83.3)				
African American/Canadian	0	(0)	2	(6.7)				
First Nations	1	(3.8)	3	(10)				
Education ( <i>n, %</i> )							4.59	.332
Elementary	1	(3.8)	0	(0)				
Junior High/Middle School	15	(57.7)	20	(66.7)				
High School	9	(34.6)	9	(30)				
Partial Completion of College/Trade/University	1	(3.8)	0	(0)				
Partial Completion of College/ Trade/ University	0	(0)	1	(3.3)				

*Note.* No statistically significant differences between OER and control participants.

Table 7

*Study 2 Pre-group Differences on Readiness and Previous Employment Variables  
between OER and Control Group*

Variable	OER	Control	<i>F</i>	$\chi^2$
URICA Readiness to Change ( <i>M, SD</i> )	10.23 (1.76)	8.60 (1.72)	10.34**	
WRS-M Work Readiness ( <i>M, SD</i> )	6.25 (1.11)	5.65 (1.20)	3.13	
Y/N Previous Employment (3 years pre OER/community supervision), <i>n (%)</i>	20 (76.9%)	11 (36.7%)		4.59**
	6 (23.1%)	19 (63.3%)		

*Note.* URICA = University of Rhode Island Change Assessment; WRS-M = Work Readiness Scale – Modified.

\*\**p* < .01.

Table 8

*Study 2 Pre-Group Differences on LS/CMI Total Risk-Need Level and LS/CMI Risk-Need Subscales Between OER and Control Group*

Variable	OER	Control	<i>F</i>
	<i>M (SD)</i>		
Total LS/CMI	20.88 (6.89)	21.40 (7.15)	.04
Criminal History	3.62 (2.58)	4.10 (2.58)	.49
Education/Employment	6.42 (1.21)	7.13 (1.65)	3.28
Family/Marital	1.27 (1.25)	1.23 (1.22)	.01
Leisure/Recreation	1.62 (.94)	1.70 (.47)	.19
Companions	2.19 (1.33)	2.13 (1.53)	.02
Alcohol/Drug Problem	3.77 (2.66)	3.47 (2.61)	.18
Procriminal Attitude	.81 (1.17)	.33 (.88)	2.99
Antisocial Personality Pattern	1.27 (1.31)	1.27 (1.23)	.00

*Note.* LS/CMI = Level of Service/Case Management Inventory.

*Table 9*

*Study 2 Adjusted Mean Scores and Standard Error Rates of the URICA Total Readiness Score and the URICA Action Subscale as a Function of Group and Time*

Variable	Group	Time 1 <i>Adjusted Mean (SE)</i>	Time 2 <i>Adjusted Mean (SE)</i>
URICA Total Readiness to Change Score	OER	9.98 (.51)	9.92 (.59)
	Control	8.80 (.55)	8.36 (.64)
URICA Action Subscale	OER	4.30 (.16)	4.26 (.17)
	Control	3.93 (.17)	3.91 (.18)

*Note.* URICA = University of Rhode Island Change Assessment. No statistically significant differences.

*Table 10**Study 2 Adjusted Mean Scores and Standard Error Rates of the Perceived Work**Readiness Item of the Expectations Questionnaire and the Total Work Readiness Score**of the WRS-M as a function of Group and Time*

Variable	Group	Time 1 <i>Adjusted Mean (SE)</i>	Time 2 <i>Adjusted Mean (SE)</i>
Perceived Work Readiness (Expectations Questionnaire)	OER	3.53 (.36)	3.99 (.33)
	Control	2.53 (.42)	3.30 (.39)
WRS-M Total Work Readiness	OER	6.23 (.38)	6.31 (.27)
	Control	5.80 (.43)	5.82 (.31)

*Note.* WRS-M = Work Readiness Scale – Modified. No statistically significant differences. The WRS-M ranged from 0 (completely disagree) to 10 (completely agree).

*Table 11*

*Study 2 Adjusted Mean Scores and Standard Error Rates of the WRS-M Subscales as a function of Group and Time*

WRS Subscales		Time 1 <i>Adjusted Mean (SE)</i>	Time 2 <i>Adjusted Mean (SE)</i>
Organizational Acumen	OER	7.63 (.60)	7.52 (.55)
	Control	6.44 (.68)	6.94 (.63)
Personal Characteristics	OER	3.82 (.48)	3.79 (.45)
	Control	4.00 (.54)	3.24 (.51)
Work Competence	OER	7.47 (.56)	7.85 (.42)
	Control	7.30 (.63)	7.50 (.48)
Social Intelligence	OER	7.23 (.60)	7.47 (.52)
	Control	6.40 (.68)	7.07 (.59)

*Note.* WRS-M = Workplace Readiness Scale – Modified. No statistically significant differences. Subscales ranged from 0 (low) to 10 (high).

*Table 12**Employer Job Shadow Evaluation Mean Score Ratings*

Employer Job Shadow Evaluation	<i>M (SD)</i>
Attendance	3.63 (1.78)
Professionalism	4.31 (.70)
Integrity	4.47 (.64)
Knowledge acquisition	4.13 (.81)
Knowledge application	3.75 (1.13)
Initiative	3.94 (1.24)
Quality of work	4.00 (.82)
Overall Performance	4.19 (.83)

*Note.* Scale range was 0 (not at all) to 5 (excellent).

Table 13

*Study 2 Cross Tabulation of Post-Recruitment Employment as a function of Group for each Follow-Up Period*

Employment	Group		
	Control <i>n</i> (%)	OER <i>n</i> (%)	
3 Month Follow-up			$\chi^2$
Yes	1 (3%)	15 (58%)	12.57**
No	29 (97%)	11 (42%)	
9 Month Follow-up			$\chi^2$
Yes	5 (17%)	14 (54%)	8.59**
No	25 (83%)	12 (46%)	
Total Follow-up			$\chi^2$
Yes	6 (20%)	14 (54%)	6.96**
No	24 (80%)	12 (46%)	

\*\*  $p < .01$ .

*Table 14*

*Study 2 Adjusted Mean Scores and Standard Error Rates of the LS/CMI Total Score As a Function of Group and Time*

Variable	Group	Time 1 <i>Adjusted Mean (SE)</i>	Time 2 <i>Adjusted Mean (SE)</i>
LS/CMI Total Score	OER	21.15 (1.61)	17.04 (1.57)
	Control	21.17 (1.47)	21.40 (1.44)

*Note.* LS/CMI = Level of Service Case Management Inventory.

Table 15

*Study 2 Adjusted Mean Scores and Standard Error Rates of LS/CMI Criminogenic Need Subscales as a Function of Group and Time*

LS/CMI Subscales	Group	Time 1 <i>Adjusted Mean (SE)</i>	Time 2 <i>Adjusted Mean (SE)</i>
Criminal History	OER	4.04 (.58)	4.12 (.60)
	Control	3.74 (.53)	3.97 (.55)
Education/ Employment	OER	6.42 (.34)	4.69 (.40)**
	Control	7.14 (.31)	7.07 (.37)
Family/Marital	OER	1.47 (.28)	1.36 (.30)
	Control	1.06 (.25)	1.32 (.27)
Leisure Recreation	OER	1.59 (.17)	.49 (.16)*
	Control	1.72 (.15)	1.57 (.15)
Companions	OER	2.15 (.33)	2.07 (.31)
	Control	2.17 (.30)	2.01 (.28)
Alcohol/Drug Problem	OER	3.15 (.58)	2.70 (.54)
	Control	4.00 (.53)	4.03 (.49)
Procriminal Attitude	OER	1.03 (.23)	.61 (.21)
	Control	.14 (.21)	.17 (.19)
Antisocial Personality Pattern	OER	1.44 (.29)	1.05 (.28)
	Control	1.12 (.26)	1.29 (.26)

*Note.* *p*-values noted for within-subjects comparisons from time 1 to time 2. LS/CMI = Level of Service/ Case Management Inventory.  
 $p \leq .05^*$ ,  $p \leq .01^{**}$

Table 16

*Inter-Rater Reliability for Pre Expectations Questionnaire for OER Participants*

Pre Expectations Questionnaire Items	Kappa
Item 2 - What type of skills do you hope to get out of this employment program?	
Employability skills	.83
Coping Skills	.76
Organization Skills	1.00
Social Skills	.84
Problem Solving Skills	.76
Certifications/Diplomas	.81
Item 3 - How do you think this employment program might be helpful to you?	
Employability	.85
Social skills	.83
Experience	1.00
Skills Aquirement/Improvmnt	.83
Item 4 - Do you have any concerns about being apart of this program?	
Yes	1.00
No	.76
Ability/Inability to Find Work	.76
Item 5 - What aspects of the program do you think will be the most helpful to you?	
In-Class Training	1.00
On-the-job Training	1.00
One-on-one with Employment Coach	1.00
Group Work	.81
Social Skills	1.00
Employability Skills	1.00
All components of the program	1.00

*Note.* A Kappa of  $\geq .70$  was used for acceptable inter-rate reliability.

Table 17

*Inter-Rater Reliability for Post Expectations Questionnaire for OER Participants*

Post Expectations Questionnaire Items	Kappa
Item 2 - What type of skills do you hope to get out of this employment program?	
Social Skills	.83
Coping Skills	1.00
Employment Skills	1.00
Certifications/Diplomas	1.00
Problem Solving	1.00
Item 3 - How do you think this employment program has been helpful to you?	
Employability	.84
Certifications	1.00
Social Skills	.84
Item 4 - Do you have any concerns about being apart of this program?	
Yes	1.00
No	1.00
Item 5 - What aspects of the program did you think were the most helpful to you?	
In-Class Training	1.00
On-the-job Training	.76
One-on-one with Employment Coach	1.00
Group Work	1.00
Social/Personality	1.00
All Components of the Program	1.00

*Note.* A Kappa of  $\geq .70$  was used for acceptable inter-rater reliability

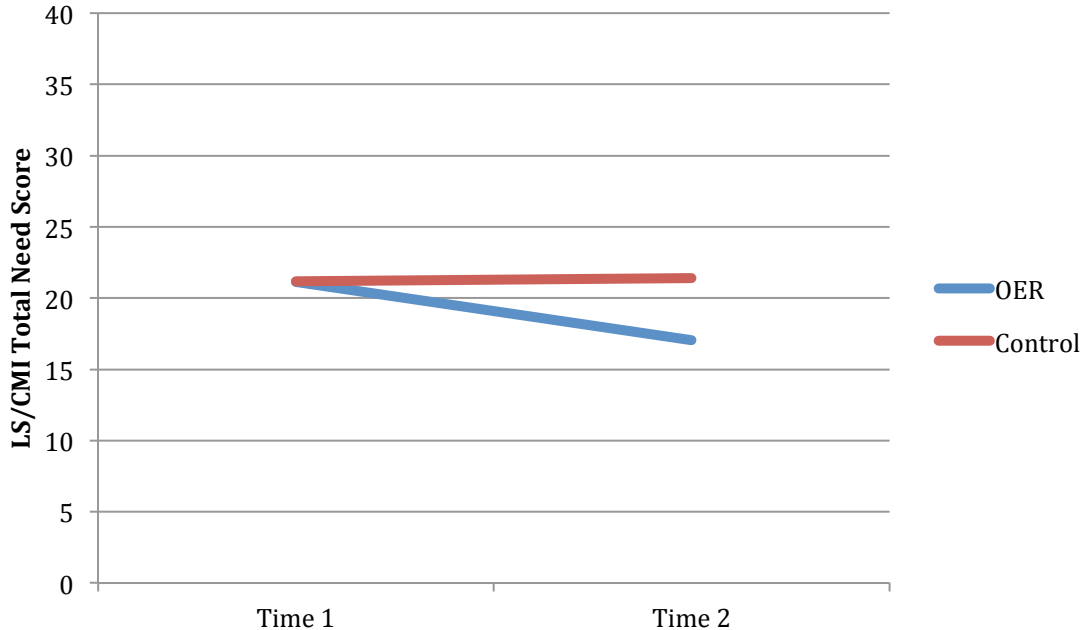


Figure 1: LS/CMI Total Need Score Changes Across Time

## Appendix A

## STUDY 1 FILE CODING GUIDE (MCDOUGALL, 2014)

## SUMMARY OF VARIABLES TO CODE FOR EACH PARTICIPANT

ID #: \_\_\_\_\_

Coder:

**1). *Demographic Variables***A. *Age*: \_\_\_\_\_B. *Age at the beginning of supervisory period*: \_\_\_\_\_ (yy/mm)C. *Gender*: Male / Female/OtherD. *Ethnicity*:

- Caucasian
- African Canadian/American
- First Nations
- Latino/a
- Asian
- Arabian
- Unknown
- Other (please indicate): \_\_\_\_\_

E. **Client Type**:

- Mental Health Court
- Public Safety Community-Supervised
- In Mental Health Court, but also on Public Safety Community-supervision, such as probation

F. ***Highest level of education achieved at the start of the index period of supervision***

- Elementary
- Junior High/Middle School
- High School/GED
- Partial completion of community college/trade program/university degree
- Completion of community college/trade program/university degree

G. ***Marital Status at the start of index period of supervision***

- Single
- Dating (non-cohabitating)
- Married / Common-Law
- Separated / Divorced
- Widowed (not in a new relationship)

H. ***Family Status/Number of Dependents***

a) Children  Yes  No

b) Number \_\_\_\_\_

Biological

Adopted

Step children

c) Other dependents (e.g., younger siblings)

Yes  No

I. ***Socioeconomic Status***

a) Estimated Income: \_\_\_\_\_

b) Collecting income assistance

Yes  No

***2). Mental Health Functioning:***

**A. *DSM-IV-TR Diagnoses***

- Axis I: \_\_\_\_\_
- Axis II: \_\_\_\_\_
- Axis III: \_\_\_\_\_
- Axis IV: \_\_\_\_\_
- Axis V (GAF score): \_\_\_\_\_

**B. *Mental health diagnoses (as determined by the most recent psychiatric/psychological assessment) – tick all that apply:***

- Schizophrenia/schizoaffective disorder/psychosis NOS
- Bipolar Disorder I or II /Manic Episode
- Major Depressive Disorder or Episode/Dysthymia
- Anxiety Disorder (agoraphobia, generalized anxiety, panic disorder, phobia PTSD)
- ADHD/Impulse control disorder
- Mental retardation/cognitive dysfunction/brain damage
- Histrionic/Borderline Personality Disorder/traits
- Narcissistic Personality Disorder/traits
- Antisocial Personality Disorder/traits
- Avoidant/Dependent Personality Disorder Traits
- Substance Abuse/Dependence
- Substance-induced mental disorder

Other (specify): \_\_\_\_\_

**C. Comorbid Disorder**  Yes  No

**D. Dual Diagnosis:**  Yes  No

Specify: \_\_\_\_\_

**E. Substance Abuse History:**  Yes  No

**F. Types of Drugs used:**

\_\_\_\_\_  
\_\_\_\_\_

**G. Estimated Frequency:** \_\_\_\_ times/week or \_\_\_\_ times/month

**H. Estimated Severity:** \_\_\_\_\_

**I. Estimated Impairment**

- Lost employment/school failure
- Difficulties in social relationships
- Impairment in daily functioning
- Financial difficulties

**J. Substance Abuse Treatment History:**  Yes  No

**K. Presence of Specific Symptomatology (evidence-based predictors of violence)**

**L. Evidence of threat-control override delusions**

- Method of measurement: \_\_\_\_\_

**M. Evidence of command hallucinations**

- Method of measurement: \_\_\_\_\_

**N. Poor emotional coping skills:**

- Method of measurement: \_\_\_\_\_

**O. Evidence of behavioural dyscontrol (i.e., impulsivity):**

- Method of measurement: \_\_\_\_\_

**P. Evidence of medication non-compliance:**

- Method of measurement: \_\_\_\_\_

**Q. History of mental health services received:**

**R. Estimated degree of difficulty with accessing services based on file information:**

0                      1                      2                      3                      4



**3). Index Offence Information and Criminal History****A. Age at index offence:** \_\_\_\_\_ (years/months)**B. Date of the index offence:** \_\_\_\_\_ (dd/mm/yy) (or date of arrest, or court appearance if actual date of offence is unknown; if multiple offences dealt with in this sentence, record the first offence date in the sequence)**C. Total number of criminal charges at time of index offence:** \_\_\_\_\_**D. Type of index criminal charges associated with index offence – tick all that apply**

- Assault (Common, Aggravated, or Causing bodily harm)
- Robbery (with or without weapon)
- Breach of Probation or court order (Fail to Comply)
- Weapons offence (possession of a weapon, dangerous use of a weapon)
- Break and Enter (with and without intent)
- Murder/Manslaughter
- Drug Possession
- Prostitution/Soliciting
- Drug Trafficking (selling)
- Sexual offence (indecent exposure, sexual interference, sexual assault)
- Theft (includes shoplifting)
- Fraud or Forgery
- Mischief, Vandalism or
- Destruction of Property
- Other (please specify): \_\_\_\_\_

**E. Was this the client's first contact with correctional services?**

- Yes
- No

**F. Total number of known criminal convictions at time of index offence (count charges if no known information about whether charge lead to conviction)****G. Date of first meeting with case management professional (i.e. probation officer for Community-Supervised offenders and Mental Health Case Management for MHC clients) during the index probationary period:** \_\_\_\_\_ (dd/mm/yy)**H. Starting date of index probationary period:** \_\_\_\_\_ (dd/mm/yy)**I. Termination date of index probationary period:** \_\_\_\_\_ (dd/mm/yy)**J. Length of supervisory period:** \_\_\_\_\_ (days) (do *not* count days incarcerated or in police lock-up; only time free in the community)

**K. Date of first meeting with probation officer during the index probationary period:**

\_\_\_\_\_ (dd/mm/yy)

**L. Type of community-supervision order placed on offender:**

- Probation
- House arrest
- Form 12
- Conditional sentence
- Other: \_\_\_\_\_

**M. Nature of community-supervision order conditions (tick all that applied)**

- curfew
- restrictions on geographic areas or places at which could be
- restrictions on with whom the client can associate
- substance use restrictions
- attendance of mental health counseling/services
- keep the peace/be of good behaviour
- no access to weapons
- residency conditions
- other(s): \_\_\_\_\_

**N. History of violent offence(s)**

- Yes
- No

**O. History of sexual offence(s):**

- Yes
- No

**P. History of technical charge(s):**

- Yes
- No

**Q. Nature of Criminal history. Record number of each type of charge next to each category:**

- Assault (Common, Aggravated, or Causing bodily harm) # \_\_\_\_\_
- Breach of Probation or court order (Fail to Comply) # \_\_\_\_\_
- Break and Enter (with and without intent) # \_\_\_\_\_
- Drug Possession # \_\_\_\_\_
- Drug Trafficking (selling) # \_\_\_\_\_
- Theft (includes shoplifting) # \_\_\_\_\_
- Fraud or Forgery # \_\_\_\_\_
- Mischief, Vandalism or Destruction of Property # \_\_\_\_\_
- Robbery (with or without weapon) # \_\_\_\_\_

- Weapons offence (possession of weapon, dangerous use of weapon) # \_\_\_\_\_
- Murder/Manslaughter # \_\_\_\_\_
- Prostitution/Soliciting # \_\_\_\_\_
- Sexual (indecent exposure, sexual interference, sexual assault) # \_\_\_\_\_
- Threats (Threats of bodily harm, homicide) # \_\_\_\_\_
- Public Disturbance # \_\_\_\_\_
- Other (please specify): \_\_\_\_\_

**R. Number of Breaches of Probation or undertaking:** \_\_\_\_\_

**S. Number of past court-ordered supervision periods/probations** \_\_\_\_\_

**T. Number of previous incarceration periods:** \_\_\_\_\_

**U. Number of months spent in incarceration:** \_\_\_\_\_ months

**V. Time to recidivism (if known):** \_\_\_\_\_ months

**4). LS/CMI information**

**1. Transfer LS/CMI criminogenic needs score/level and overall risk score/level information measured at INTAKE from case files (if none exists, complete one based on information known up to and including the period of intake/screening**

• Date of assessment: \_\_\_\_\_ (dd/mm/yy)

• Who completed the assessment:

probation officer       mental health professional       research assistant

Level of Supervision-Case Management Inventory (LS/CMI) General Risk/Need Total Score at Intake: \_\_\_\_\_

**Date of assessment:** \_\_\_\_\_ **(dd/mm/yy)**

• Criminal History	(_____)	Very Low	Low	Medium	High	Very High
• Education/Employment	(_____)	Very Low	Low	Medium	High	Very High
• Family/Marital	(_____)	Very Low	Low	Medium	High	Very High
• Leisure/Recreation	(_____)	Very Low	Low	Medium	High	Very High
• Companions	(_____)	Very Low	Low	Medium	High	Very High
• Alcohol/Drug Problem	(_____)	Very Low	Low	Medium	High	Very High
• Procriminal Attitude	(_____)	Very Low	Low	Medium	High	Very High
• Antisocial Pattern	(_____)	Very Low	Low	Medium	High	Very High

**Total LS/CMI score:** \_\_\_\_\_

**Overall Intake risk/need level:** *Very Low Low Medium High Very High*

Clinical Override used for risk level? Yes No

If yes what was the override decision? \_\_\_\_\_ (use labels noted above)

Justification for override as noted by the assessor? (write down general reason without identifying info; e.g., sex offender, not-compliant with medication, etc.)

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**LS/CMI - Special Risk Section total score (count all “yes” responses)** \_\_\_\_\_

**LS/CMI - Non-Criminogenic Needs total score (count all “yes” responses)** \_\_\_\_\_

**LS/CMI - Responsivity Considerations (count all “yes” responses)** \_\_\_\_\_

**OVERALL CURRENT RNR CASE PLAN ADHERENCE SCORE** (see separate coding instructions guide for this variable):

**FOR RISK PRINCIPLE:** \_\_\_\_\_

**FOR NEED PRINCIPLE:** \_\_\_\_\_

**FOR RESPONSIVITY PRINCIPLE:** General (\_\_\_\_) + Specific (\_\_\_\_) = \_\_\_\_\_

**Total RNR Adherence Score = \_\_\_\_\_**

**PARTICIPANT BEHAVIOUR DURING CURRENT COMMUNITY-SUPERVISION/MHC INVOLVEMENT**

*Assessment period:*

- 6 months into community-supervision
- 12 months into community-supervision
- Other – specify time frame \_\_\_\_\_

*Participant Status:*

- supervision completed
- supervision ongoing consistent with initial time period of community-supervision
- supervision prematurely terminated due to incarceration (not counting being in lock-up or remand)
- supervision ongoing, but extended due to new offences without incarceration disruption

2. Has the participant received any **new charges** for behaviour engaged in during the index supervision period: **Yes / No**

• *If yes, what is the **date of the first re-offence?** \_\_\_\_\_ (dd/mm/yy) – base date of charge if known, otherwise use date of first conviction for offences committed*

• *If yes, what **type of new charges** did the client accrue during the probation period - tick all that apply, and record the number of offences within each category of offences:*

- Assault (Common, Aggravated, or Causing bodily harm) # \_\_\_\_\_
- Robbery (with or without weapon) # \_\_\_\_\_
- Breach of Probation or court order (Fail to Comply) # \_\_\_\_\_
- Weapons offence (possession of a weapon, dangerous use of a weapon) # \_\_\_\_\_
- Break and Enter (with and without intent) # \_\_\_\_\_
- Murder/Manslaughter # \_\_\_\_\_
- Drug Possession # \_\_\_\_\_
- Prostitution/Soliciting # \_\_\_\_\_
- Drug Trafficking (selling) # \_\_\_\_\_
- Sexual offence (indecent exposure, sexual interference, sexual assault) # \_\_\_\_\_
- Theft (includes shoplifting) # \_\_\_\_\_
- Fraud or Forgery # \_\_\_\_\_
- Mischief, Vandalism or Destruction of Property # \_\_\_\_\_
- Other (please specify): \_\_\_\_\_

3. Total number of **days** between the start of the current supervision period and the *first* offending event: \_\_\_\_\_

4. Total number of **charges earned** while on current supervision prior to its termination date or return to custody if given custody time for the new charge prior to this date (excluding breaches of court orders and community-supervision orders): \_\_\_\_\_

5. Total number of **charges accrued for breaches** of court orders and community-supervision orders (e.g., Form 12, probation, parole) received **for non-criminal violations** (e.g., violation of curfew, places to avoid, abstain from substances, residency clauses, etc) during current supervision prior to its termination date or return to custody if given custody time for the new charge prior to this date. \_\_\_\_\_

6. Total number of charges accrued for breaches of court orders and community-supervision orders (e.g., Form 12, probation, parole) received **for criminal violations** (i.e., breached because committed a new criminal offence while under court-ordered supervision) during current supervision and prior to discharge: \_\_\_\_\_

7. Total number of **days spent in jail/incarcerated** during current supervision period on remand or due to sentencing prior to the scheduled termination of the index probationary period: \_\_\_\_\_

8. Pattern of changes in supervision order restrictions/conditions during the current supervision period:

\_\_\_\_\_ generally no changes

- \_\_\_\_\_ inconsistent pattern of increased & decreased restrictions over time
- \_\_\_\_\_ primarily moved towards a decrease in restrictions
- \_\_\_\_\_ primarily moved towards an increase in restrictions

9. Type of interventions offender participated in (regardless of the successfulness of the intervention) **during current supervision period** (check all that apply; but do not count recommended programs that the client never attended at all )

- General anger management (individually or in group; excludes domestic violence programs)
- Domestic violence/intimate partner violence programs (individually or in group)
- Offender relapse prevention programs (individually or in group)
- Substance abuse treatment/detox (individually or in group)
- Sex offender treatment (individually or in group)
- Family therapy/counseling/support
- Individual generic mental health counseling
- Group-based mental health counseling (e.g., crisis skills, assertiveness training, interpersonal group – exclude PILS and DBT)
- Dialectical Behaviour Therapy (either individually or in group)
- PILS Program
- Psychiatric medication (medication prescribed to manage behavioural and psychiatric issues)
- Educational upgrading
- Employment services or re-training
- Supervised housing (e.g., special care home)
- Assisted housing (e.g., access shelter, temporary housing)
- Other:

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10. Estimate the offender’s recent/current level of engagement in the case management plan:

- 0 – No engagement (often missed appointments, unmotivated to change, no engagement with probation officer or other service providers, frequent non-compliance)
- 1 – Moderate/partial engagement (inconsistent attendance at appointments, partially motivated to change, some engagement with probation officer/service providers, inconsistent compliance)
- 2 – Good engagement (attends most appointments, appears motivated to change, actively works with probation officer/service providers, consistent compliance)

**11. Transfer updated LS/CMI criminogenic need level information for the above noted point of the progress evaluation time-frame**

Date of re-assessment: \_\_\_\_\_ (dd/mm/yy)

**CHANGE?**

- Criminal History (\_\_\_\_) Very Low Low Medium High Very High ↑/↓
- Education/Employment(\_\_\_\_) Very Low Low Medium High Very High ↑/↓
- Family/Marital (\_\_\_\_) Very Low Low Medium High Very High ↑/↓
- Leisure/Recreation (\_\_\_\_) Very Low Low Medium High Very High ↑/↓
- Companions (\_\_\_\_) Very Low Low Medium High Very High ↑/↓
- Alcohol/Drug Problem (\_\_\_\_) Very Low Low Medium High Very High ↑/↓
- Procriminal Attitude (\_\_\_\_) Very Low Low Medium High Very High ↑/↓
- Antisocial Pattern (\_\_\_\_) Very Low Low Medium High Very High ↑/↓

**Re-assessed Total LS/CMI score:** (\_\_\_\_)

**Overall risk/need level at 6 MONTHS:** *Very Low Low Medium High Very High*

**Overall risk/need level at 12 MONTHS** *Very Low Low Medium High Very High*

(OR AT TERMINATION POINT IF LESS THAN 12 MONTHS AND GREATER THAN 6 MONTHS)

*Very Low Low Medium High Very High*

**FINAL CASE PLAN ADHERENCE SCORE AT TIME OF TERMINATION OF COMMUNITY-SUPERVISION:**

**FOR RISK PRINCIPLE:** \_\_\_\_\_

**FOR NEED PRINCIPLE:** \_\_\_\_\_

**FOR RESPONSIVITY PRINCIPLE:** General (\_\_\_\_) + Specific (\_\_\_\_) = \_\_\_\_\_

**Total RNR Adherence Score = \_\_\_\_\_**

**5). MHC Specific Information for MHC Group**

A. *Date of first MHC referral or date of first appearance if referral date*

*unknown:* \_\_\_\_\_ (dd/mm/yyyy)

B. *Admitted to MHC?*

Yes

- No
- C. *Number of times admitted to the MHC program?* \_\_\_\_\_
- D. *Number of appearances before the Judge during follow-up process:* \_\_\_\_\_

**6). Interventions Received During Involvement with Case Management:**

- A. *Number of mental health interventions received:* \_\_\_\_\_
- B. *Number of community interventions received:* \_\_\_\_\_
- C. *Date of discharge (if any):* \_\_\_\_\_ (dd/mm/yy)
- D. *Type of interventions client participated in (regardless of the successfulness of the intervention) during probationary period (check all that apply; but do not count recommended programs that the client never attended at all )*
- General anger management (individually or in group; excludes domestic violence programs)
- Domestic violence/intimate partner violence programs (individually or in group)
- Offender relapse prevention programs (individually or in group)
- Substance abuse treatment/detox (individually or in group)
- Sex offender treatment (individually or in group)
- Family therapy/counseling/support
- Mental health interventions for assessment, therapy, or psychiatric medication follow-up
- Educational upgrading
- Employment services or re-training
- Other:

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## Appendix B

**Adherence to the RNR model Coding Guide**

(adapted from Hanson, Bourgon, Helmus, &amp; Hodgson, 2009)

**SCALE FOR CODING RISK PRINCIPLE ADHERENCE IN THE CASE PLAN:**

**0 = There was a mismatch between the type of intervention/ intensity of supervision and the formal LS/CMI recidivism risk level (low, medium, high) identified at intake.**

For example:

- Offender had an intake risk-need level that was rated as “high-risk”, but was NOT referred to a “high intensity” program or service (e.g., longer hours per session; more sessions).
- Offender had an intake risk-need level that was rated as “low-risk”, but was NO referred to a “low intensity” program or service (e.g., fewer hours per session; little to no intervention).

**1 = There was a match between the type of intervention/ intensity of supervision and the formal LS/CMI recidivism risk level (low, medium, high) identified at intake.**

For example:

- Offender had an intake risk-need level that was rated as “high-risk” and was referred to “high intensity” programs (e.g., longer hours per session; more sessions) and supervision (e.g., weekly monitoring).
- Offender had an intake risk-need level that was rated as “low-risk”, and no to minimal intervention or supervision was included in the case plan (e.g., no or very few referrals to other agencies; infrequent monitoring – once a month or less).

**SCALE FOR CODING NEED PRINCIPLE ADHERENCE IN THE CASE PLAN:**

*Please note that treatment (e.g., interventions, programs, or services) could have occurred at Mental Health Services or at a community-based resource through referrals from Mental Health Services or Public Safety.*

**Coding 0:** Criminogenic need is identified as problematic (medium, high, or very high), but records indicate that it was NOT addressed. For example:

- Education/Employment need was rated as “medium-risk”, but no service was provided to address this concern.
- Attitudes need is rated as “high-risk”, but no service is offered to address criminal cognitions

**\*\*OR\*\***

Criminogenic need is identified as not problematic (very low, low) but file indicates case plan included this as a target for treatment. For example:

- Drug/alcohol is rated as “low-risk” because client’s use of marijuana is controlled and not problematic. However, drug treatment was part of the case plan.
  - Companions is rated as “very low-risk”, because client has no criminal influences and some prosocial acquaintances, but several treatment sessions focus on establishing peer relationships.
- 

**Coding 1:** Criminogenic need was identified as problematic (medium, high, or very high), and file indicated that the area WAS addressed in case plan. For example:

- Leisure/Recreation is rated as “very high-risk”, and client is encouraged to engage in recreational activities and some may even be explicitly stated as accessed.
- Attitudes is rated as “medium-risk”, and case plan addresses issues regarding the client’s lack of motivation, noncompliance, or rationalizations towards offense.

**\*\*OR\*\***

Criminogenic need is identified as not problematic (very low, low) and file indicates that the area was NOT targeted for treatment. For example:

- Family/marital is rated as “low-risk” because client has good relationships with family or intimate partner. This area is not targeted for treatment and is not part of the case plan.
  - Antisocial personality is rated as “very low-risk” because client does not exhibit an antisocial personality pattern. There is no evidence of services addressing aggressiveness, problem-solving or impulsivity deficits.
- 

**Coding A, B, or C:** Rating A, B or C means that insufficient information was available to rate the need as a 0 or 1. Instead of coding it as “missing”, we want to know why.

- A.** Evidence that client received treatment services of some kind, but there is no information as to the content of the sessions. Exact issue addressed is unknown.
- B.** Client was referred to an external service (Ridgewood, education upgrading, job training but there is no information that indicates whether client actually went and participated in these services. Generally reflects poor inter-service communication.
- C.** Notes are very generic, vague, or irrelevant, or there is simply no information.

**Coding Notes:**

A rating **A, B or C** means that insufficient information was available to rate the principle as either 0 or 1. In this case, coding the principle adherence rating as “missing”, and note the reason by specifying which of the following reasons apply:

- D.** Evidence that client received treatment services of some kind, but there is no information as to the content of the sessions. Exact issue addressed is unknown.
- E.** Client was referred to an external service (Ridgewood, education upgrading, job training but there is no information that indicates whether client actually went and participated in these services. Generally reflects poor inter-service communication.
- F.** Notes are very generic, vague, or irrelevant, or there is simply no information.

## INTERVENTIONS AND SERVICES

*Some of the common services you'll see in the computerized database will include:*

### Individual therapy

- Client met with case manager, psychologist, or social worker but ***NOT*** psychiatrist
- Usually one-on-one counselling for mental health issues (e.g., depression/anxiety)
- Can consist of cognitive-behaviour therapy, dialectical behaviour therapy, counselling.

### Emergency/crisis

- Client could have met with anyone but primary issue was crisis intervention
- Client contacted MHS centre regarding a personal emergency/crisis

### Rehabilitation/Skill teaching

- Mostly likely met with a support worker but there was no counselling
- Usually involves support services (e.g., shopping, drug store, bank, etc)

### Consultation/Assessment

- Usually the first face-to-face session with MHS to figure out problem, possible referral.
- Could be either consulting with client or with other staff regarding the client.

### Psychiatrist consultation

- Meeting with psychiatrist. Could range from a 5min follow-up to a 1hour session.
- Could involve some therapy and prescription refill.

### Medication or injection

- Just taking medication. No therapy.

### DBT (dialectical behaviour therapy)

- Intensive intervention that combines group and individual therapy into a single program

### Recreational

- Social activities (movies, bowling, etc)

### Home support

- Counseling at their residence

*Other services mentioned in the notes. Careful, sometimes the program is referred to by some clinical lingo (i.e., AA) or by the name of the program (e.g., Girl's Circle).*

- Anger management programs
- Substance abuse treatment (Ridgewood, AA, or NA)
- Behaviour modification (aka, B-MOD, it's an intensive program)
- Domestic violence/intimate partner violence programs
- Sex offender treatment
- Family therapy
- Group therapy (too generic, make sure you read notes for content)
- Self-esteem therapy
- Educational upgrading (e.g., GED)
- Employment services or re-training

<b>Criminogenic Need</b>	<b>Risk Indicators</b>	<b>Intervention goals</b>
<b>Education- Employment</b>	Low satisfaction in school-work, poor performance. Unemployed, no high school (suspended, expelled). Poor peer-authority interaction.	Enhance work/study skills and interpersonal relationships within the context of work and school. Educational upgrading (i.e., GED), job training, helping clients look for, apply for, and retain a job. Shop 211, Key Industries, Garden Buds, Simply Good Catering.
<b>Family- Marital</b>	Inappropriate parental disciplining, abuse. Poor family relationships. Chaotic intimate relationships.	Teaching parenting skills, enhance warmth and caring, build positive relationships. Reduce conflict in relationships. Family/couples therapy, individual therapy focused on interpersonal/family issues, DBT.
<b>Leisure- Recreation</b>	Lack of involvement in pro-social recreational/leisure activities. Could make better use of time.	Encourage prosocial recreational activities, teach prosocial hobbies and sports. Volunteer activities, attending church, community involvement, productive use of free time. Recreational activities (bowling, movies, etc) Open Door Club, Recovery Services

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<b>Companions</b>	Criminal friends, or people who get into “trouble”. Isolation from prosocial others. Few prosocial friends, just acquaintances.	Replace procriminal friends and associates with prosocial friends and prosocial support network. Discouraging isolation, boredom. Social activities, reconnecting with old friends. DBT, individual, CBT focused on social skills and positive peer relations.
<b>Alcohol- Drug</b>	Current alcohol/drug use. History of alcohol/drug use. Leads to legal, family, marital, school, work, medical problems.	Reduce substance abuse, reduce supports for substance-oriented behaviour, enhance alternatives to substance use, avoiding high relapse risk situations. Detox, Ridgewood (methadone treatment), AA/NA Individual therapy.
<b>Attitudes</b>	Attitudes, rationalizations, and beliefs supportive of crime. Negative attitudes towards the law, offense or treatment. Finds criminal behaviour useful.	Build a prosocial identity, counter rationalizations, minimizations, justifications (related to crime in general or specific offenses) with prosocial attitudes. Individual therapy, CBT, DBT.
<b>Antisocial Personality</b>	Impulsive, adventurous pleasure seeking, anger problems, aggressive and irritable Antisocial Personality Disorder or traits History of assault/violence	Build problem-solving skills, self-management skills, teach anger management and coping skills Fostering noncriminal thinking, victim awareness and empathy, and development of prosocial values. Individual therapy, CBT, DBT

**SCALE FOR CODING RESPONSIVITY PRINCIPLE ADHERENCE IN THE CASE PLAN**

*A score of 1 for general responsivity and 1 for specific responsivity is required to code the case plan adherence to this principle as a 1 (Match). Otherwise it would be coded as a 0 (no match)*

**General Responsivity**

**0 = Non-adherence** – interventions and strategies used in the case plan were INCONSISTENT with evidence-based methods of effective intervention for reduction of criminal behaviour.

For example,

- Used psychoresponsivity methods of intervention

**1 = Adherence** - interventions and strategies used in the case plan were CONSISTENT with evidence-based methods of effective intervention for reduction of criminal behaviour

For example:

- The use of cognitive-behavioural intervention techniques are understood to adhere to the Responsivity Principle.
- For interventions that are not cognitive-behavioural in orientation, a program that is moderated by a prosocial therapist, who is trained in developing respectful relationships (i.e., “firm but fair” relationships) would be considered to adhere to the Responsivity Principle

*Note: Program manuals or brochures, research articles, accreditation credentials, and, if necessary, site visits, may be used by the rater to understand the nature and content of the referral programs or services if this information is not articulated sufficiently in the case file.*

**Specific Responsivity**

**0 = Non-adherence** - Case files indicate that the referred intervention WAS NOT tailored to the offender’s specific strengths and/or limitations when evidence-based interventions were used. For example:

- An offender is identified as having cognitive difficulties and there is no description of program alterations made to ensure the offender understood the presented material in the case plan (e.g., use concrete psycho-educational material or learning models to explain complex concepts).

**1 = Adherence** - Case files indicate that the service or treatment provided WAS tailored to the offender’s identified strengths and/or limitations.

For example:

- Adjusted intervention to be responsive to identified strengths and weakness in the LS/RNR profile, such as providing interventions in the client’s preferred language, responding to motivational barriers to change, adjusting for learning disabilities or cognitive limitations, addressing mental health issues that interfere with response to

criminogenic intervention and supervision, building on prosocial aspects of offender's characteristics.

**Total Responsivity Score** : 0 = no match (score of 0-1)    1 = match (score of 2)

**OVERALL RNR ADHERENCE SCORE:**

<b>No Adherence</b>	<b>Slight Adherence</b>	<b>Some Adherence</b>	<b>Full Adherence</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

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## Appendix C

**Level of Service Inventory-Case Management Inventory (LS/CMI)  
(Andrews, Bonta, Wormith, 2004)*****Section 1: General Risk/Need*****Criminal History**

1. Any prior youth or dispositions or adult convictions?
2. Two or more prior youth/adult dispositions/convictions?
3. Three or more prior youth/adult dispositions/convictions?
4. Three or more present offences?
5. Arrested or charged under age 16?
6. Ever incarcerated upon conviction?
7. Ever punished for institutional misconduct or a behaviour report?
8. Charge laid, probation breached, or parole suspended during prior community-supervision?

**Education/Employment**

9. Currently unemployed?
10. Frequently unemployed?
11. Never employed for a full year?
12. Less than regular grade 10 or equivalent?
13. Less than regular grade 12 or equivalent?
14. Suspended or expelled at least once?
15. Participation/Performance.
16. Peer interactions.
17. Authority interaction.

**Family/Marital**

18. Dissatisfaction with marital or equivalent situation.
19. Nonrewarding, parental.
20. Nonrewarding, other relatives.
21. Criminal – family/spouse.

**Leisure/Recreation**

22. Absence of recent participation in an organized activity.
23. Could make better use of time.

**Companions**

24. Some criminal acquaintances.
25. Some criminal friends.
26. Few anticriminal acquaintances.
27. Few anticriminal friends.

**Alcohol/Drug Problem**

28. Alcohol problem, ever.
29. Drug problem, ever.

- 30. Alcohol problem, currently.
- 31. Drug problem, currently.
- 32. Law violations related to drug/alcohol use.

**Marital/Family.**

**School/Work.**

**Medical or other clinical indicators**

**Procriminal Attitude/Orientation**

- 36. Supportive of crime.
- 37. Unfavorable toward convention.
- 38. Poor, toward sentence/offence.
- 39. Poor, toward supervision/treatment.

**Antisocial Pattern**

- 40. Specialized assessment for antisocial pattern.
- 41. Early and diverse antisocial behaviour
- 42. Criminal attitude
- 43. Pattern of generalized trouble

***Section 2: Specific Risk/Need***

**Personal Problems with Criminogenic Potential**

- 1. Clear problems of compliance (specific conditions).
- 2. Diagnosis of "psychopathy."
- 3. Diagnosis of other personality disorder.
- 4. Threat from third party.
- 5. Problem-solving/self-management skill deficits.
- 6. Anger management deficits.
- 7. Intimidating/controlling.
- 8. Inappropriate sexual activity.
- 9. Poor social skills.
- 10. Peers outside of age range.
- 11. Racist/sexist behaviour.
- 12. Underachievement.
- 13. Outstanding charges.
- 14. Other. Specify

**History of Perpetration**

**Sexual Assault**

- 1. Sexual assault, extrafamilial, child/adolescent-male victim.
- 2. Sexual assault, extrafamilial, child/adolescent-female victim.
- 3. Sexual assault, extrafamilial, adult- male victim.
- 4. Sexual assault, extrafamilial, adult- female victim.
- 5. Sexual assault, intrafamilial, child/adolescent-male victim.

6. Sexual assault, intrafamilial, child/adolescent-female victim.
7. Sexual assault intrafamilial, adult-spouse/partner victim.

#### **Nonsexual Physical Assault and Other Forms of Violence**

8. Physical assault, extra familial-adult victim.
9. Physical assault, intrafamilial-child/adolescent victim.
10. Physical assault, intrafamilial- adult partner victim.
11. Assault on an authority figure.
12. Stalking/harassment.
13. Weapon use.
14. Fire setting.

#### **Other Forms of Antisocial Behaviour**

15. Impaired driving.
16. Shoplifting.
17. While collar crime.
18. Gang participation.
19. Organized crime.
20. Hate crime.
21. Terrorist activity.

#### ***Section 4: Other Client Issues***

##### **Social, Health, and Mental Health**

1. Financial problems.
2. Homeless or transient.
3. Accommodation problems.
4. Immigration issues.
5. Parenting concerns.
6. Health problems (HIV, AIDS, etc.).
7. Physical disability.
8. Learning disability.
9. Fetal Alcohol Spectrum Disorder (FASD)
10. Depressed.
11. Suicide attempts/threat.
12. Low self-esteem.
13. Shy/withdrawn.
14. Diagnosis of serious mental disorder.
15. Other evidence of emotional distress. Specify
16. Victim of family violence.
17. Victim of physical assault.
18. Victim of sexual assault.
19. Victim of emotional abuse.
20. Victim of neglect.
21. Other. Specify

#### ***Section 5: Special Responsivity Considerations***

1. Motivation as a barrier.
2. Engages in denial/minimization.
3. Interpersonally anxious.
4. Woman, gender-specific issues.
5. Cultural issues.
6. Ethnicity issues.
7. Low intelligence.
8. Communication barriers.
9. Mental disorder.
10. Antisocial personality/psychopathy.
11. Other. Specify

**Note: Items listed are not intended to be used for research or clinical purposes. Please consult the LS/RNR scoring guide (Andrews, Bonta, & Wormith, 2008) for scoring instructions.**



## Appendix E

**Primary Symptoms Dimensions and Global Indices of the Symptom Checklist-90 Revised (SCL-90-R; Derogatis, 1996)****1. Somatization**

This subscale is made up of 12 items that reflect a measure of distress related to perceptions of bodily symptoms. The items are designed to reflect many of the physical symptoms associated with anxiety disorders such as complaints of cardiovascular, gastrointestinal, and respiratory difficulties. It is possible that these symptoms may reflect the presence of a physical illness as opposed to an anxiety disorder.

**2. Obsessive-Compulsive**

This subscale is made up of 10 items that reflect symptoms consistent with Obsessive-Compulsive Disorder. It assesses impulses, thoughts, compulsions, and actions that reflect uncontrollable, ego-dystonic, and undesirable experiences to the individual.

**3. Interpersonal Sensitivity**

This subscale is made up of 9 items that measure the individual's feelings of their own adequacy or inferiority as compared to others. It assesses the individual's interpersonal interactions and the degree of uneasiness/discomfort and adequacy of performance.

**4. Depression**

This subscale is made up of 13 items measuring core aspects of depression such as sadness, loss of energy, hopelessness, withdrawal, and thoughts of suicide, etc. The items capture many of the cognitive and somatic correlates of depressive symptoms.

**5. Anxiety**

This subscale is made up of 10 items that reflect core aspects of anxiety. These include feelings of worry, nervousness, tension, and panic, etc. While many of the somatic features of anxiety are addressed in the Somatic Complaints subscale, many other somatic correlates of anxiety are represented within this subscale as well.

**6. Hostility**

This subscale is made up of 6 items that assess various aspects of the state of anger. Aggression, irritability, rage, and resentment are included within the subscale.

**7. Phobic anxiety**

This subscale is made up of 7 items that address the avoidance or escape behaviour of persistent fears. It measures specific types of phobias as well as the irrationality and disproportionate fear of said phobias.

**8. Paranoid Ideation**

This subscale is made up of 6 items that address aspects of paranoia such as hostility, suspiciousness, grandiosity, etc. Various aspects of delusions are also included within this subscale.

**9. Psychoticism**

This subscale consists of 10 items that reflect various aspects of schizophrenia and other psychotic disorders. Assessed aspects include positive (hallucinations and delusions) and negative symptoms (withdrawal and isolation).

**10. Global Severity Index**

The GSI represents an average rating score of all 90 items of the scale.

**11. Positive Symptoms of Distress Index**

The PSDI reflects the average score of all items on the questionnaire that had a score above zero.

**12. Positive Symptoms Total**

The PST reflects the number of items on the questionnaire that had a score above zero. This index may also provide information about the client's response style (i.e., the tendency to exaggerate or downplay the distress of current symptomatology; Derogatis, 2000).

**13. Additional Items**

There are 7 additional items that contribute to the global scores of the SCL-90 that are not reflected in any of the primary dimensions. These items measure functional disturbances in sleep and appetite.

## Appendix F

**Adapted Treatment Motivation Scale-Forensic Outpatient  
(TMS-F; Drieschner & Boomsma, 2008a & Drieschner & Boomsma, 2008b)**

ID #:

Date of Completion:

**Instructions**

On the following pages are some statements accompanied by five possible answers about your case plan and intervention. Please indicate to what extent you agree with the statements by circling the answer choice.

*Totally agree*    *Somewhat agree*    *Neutral*    *Somewhat disagree*    *Totally disagree*

*0**1**2**3**4*

- If you completely agree with the statement, then choose "*Totally agree*".
- If the statement did not apply to you, then choose "*Totally disagree*".
- If that statement is true, but you cannot entirely accept it, then choose "*Somewhat agree*".
- If the statement is false but you cannot entirely reject it, then choose "*Somewhat disagree*".
- If you are unable to decide whether you agree or disagree, then choose "*Neutral*".

**IMPORTANT!**

- There is no right or wrong answer as they reflect your own opinion.
- Please respond to **ALL** questions.
- **Consider your answers as they apply to the past 6 months**

**Questions**

1. I always feel good during my therapy sessions/case manager meetings.	0	1	2	3	4
2. Even without outside help, I have my life in order.	0	1	2	3	4
3. I am very satisfied with the services or care I am receiving.	0	1	2	3	4
4. If my case manager thinks that I am not committed to my case plan, then I would receive some negative legal consequences.	0	1	2	3	4
5. My case plan is going to fail for me sooner or later.	0	1	2	3	4
6. When I am not meeting with my case manager, I avoid thinking about what I am doing during my sessions.	0	1	2	3	4
7. There have been times that I did not want to listen to others when they asked me to do something, even though I knew it was the right thing.	0	1	2	3	4
8. I worry about my problems often.	0	1	2	3	4
9. The topics that you have to talk about in my sessions are too difficult to discuss.	0	1	2	3	4
10. In order to prevent things from going wrong again, I really need to change the way I live my life.	0	1	2	3	4
11. I have doubts that my case plan will make much of a difference for the problems I have.	0	1	2	3	4
12. If I were to be kicked out of my programs, I would definitely receive consequences from the justice system.	0	1	2	3	4
13. My case plan takes too long to change any of my problems.	0	1	2	3	4
14. If I had the choice, I would change my case plan from what it is right now.	0	1	2	3	4
15. If I do not see any progress from my programs for several weeks, my commitment is going to go down.	0	1	2	3	4
16. I often feel bad because of the problems I have.	0	1	2	3	4

17. Even without my case plan, I think I would be able to get my life back on track.	0	1	2	3	4
18. Outside the sessions, I do not have to think about my behaviour and its consequences.	0	1	2	3	4
19. If there is a subject that I do not want to talk about in my sessions, my case manager needs to accept that.	0	1	2	3	4
20. Sessions are often very difficult for me.	0	1	2	3	4
21. The threat of having legal consequences doesn't change the way I behave.	0	1	2	3	4
22. I have not seen any changes because of my case plan sessions.	0	1	2	3	4
23. Attending my programs costs me some of the things that are important to me and I would rather stop going than give up those things.	0	1	2	3	4
24. If I make a mistake, I am always willing to admit it.	0	1	2	3	4
25. My life is terrible.	0	1	2	3	4
26. Sometimes it is better to hide what you are feeling inside than bring it up to your case manager.	0	1	2	3	4
27. My case manager really knows how to work well with me.	0	1	2	3	4
28. If I were to stop my programs, then I would receive consequences from the justice system.	0	1	2	3	4
29. In order for me to change my behaviour, there is still much more that I need to do.	0	1	2	3	4
30. If I go to my sessions, the bad things in my life will probably go away.	0	1	2	3	4
31. I sometimes doubt whether my case plan will make a difference.	0	1	2	3	4
32. I am often hopeless because of the chaos in my life.	0	1	2	3	4

33. The sessions of my programs are very difficult.	0	1	2	3	4
34. I feel a lot of pressure to avoid legal consequences.	0	1	2	3	4
35. Despite everything, I generally feel as good as others do.	0	1	2	3	4
36. I do not like that I have to attend case plan sessions and programs.	0	1	2	3	4
37. I am absolutely sure that the new behaviours I have developed from my programs will continue in the future.	0	1	2	3	4
38. If I did not see any changes in my life, I would stop attending my programs.	0	1	2	3	4
39. I definitely need case plan programs because of the problems I have.	0	1	2	3	4
40. I find it difficult to continue with something when I am not encouraged.	0	1	2	3	4
41. Receiving help for my problems means I have to sacrifice too much.	0	1	2	3	4
42. Another type of case plan would probably be better for me.	0	1	2	3	4
43. I have enough patience to be successful in case plan sessions.	0	1	2	3	4
44. The stress of my problems causes me a lot of suffering.	0	1	2	3	4
45. I don't think the legal consequences would be that bad if I stopped going to my programs.	0	1	2	3	4
46. I really need to change my behaviour.	0	1	2	3	4
47. I find it hard to make the time for the things I am supposed to be doing related to my programs (e.g., homework).	0	1	2	3	4
48. Sometimes I feel humiliated that I am in programs for my problems.	0	1	2	3	4

49. The goals of my case plan are very clear to me.	0	1	2	3	4
50. I often hate myself because of my behaviour.	0	1	2	3	4
51. I think my problem behaviour will never change.	0	1	2	3	4
52. I sometimes have doubts about the usefulness of what is discussed or completed during my meetings with my case manager.	0	1	2	3	4
53. I need learn how to handle certain situations better or things will go wrong again.	0	1	2	3	4
54. Despite everything, I have quite a nice life.	0	1	2	3	4
55. I would like to keep certain things secret in my personal life and my case manager needs to accept that.	0	1	2	3	4
56. I should be thinking about the topics we discuss in my programs in my free time.	0	1	2	3	4
57. I think I need more programs to change my behaviour.	0	1	2	3	4
58. The time and effort it takes for my programs is not worth it for me because I doubt that it can really change my life.	0	1	2	3	4
59. My motivation would decline if my programs get even more difficult.	0	1	2	3	4
60. Because of the potential legal consequences, I have no real choice so I have to finish the case plan.	0	1	2	3	4

## Appendix G

**Case Management Engagement Rating Guide****(McDougall, 2014)**

Estimate the offender's recent/current level of engagement in the case management plan:

**0** – No engagement (often missed appointments, unmotivated to change, no engagement with probation officer or other service providers, frequent non-compliance)

**1** – Moderate/partial engagement (inconsistent attendance at appointments, partially motivated to change, some engagement with probation officer/service providers, inconsistent compliance)

**2** – Good engagement (attends most appointments, appears motivated to change, actively works with probation officer/service providers, consistent compliance)

## Appendix H

**CONSENT FORM****PARTICIPANTS FROM THE  
SAINT JOHN MENTAL HEALTH COURT**

You are invited to participate in a project conducted by the researchers at the Centre for Criminal Justice Studies at the University of New Brunswick in Saint John. The researchers would like to conduct an evaluation of the services that you are receiving through the Saint John Mental Health Court or through the Horizon Health Network Addiction and Mental Health Services. The purpose of this evaluation is to understand what factors contribute to you doing well with your community-supervision. To conduct this evaluation, we would like to gather information about how you have been doing while under supervision for at least six months with the Public Safety Service of New Brunswick, including what types of treatment you are receiving, whether you are attending appointments, and how engaged you are in community-supervision and case management plan as recommended by your case manager. We specifically want to better understand the factors about you (e.g., mental health functioning, age, gender, type of living arrangements) and your case management (e.g., types of intervention programs and mental health treatment received) that have an impact on 1) Your ability to engage in the case plan developed with your case manager and any intervention you participated in as part of this case plan, and 2) determining which factors are more likely to ensure that you will be successful with the case plan by contributing to changes/improvements in mental health functioning and reduced involvement with the criminal justice system. To gather all of this information, we would like to review any records that you may have from Addiction and Mental Health Services (Horizon Health Network) and from the New Brunswick Departments of Justice and Public Safety. You also will be asked to fill out some self-report questionnaires with a researcher on one occasion that will take approximately 50 minutes. To compensate you for your time, you will be offered the chance to win one of ten \$10 gift certificates to local restaurants (e.g., Tim Hortons, Wendy's, McDonald's). Your chances of winning are 1 in 20. Please note that this meeting will be confidential, therefore, information shared will not be relayed to anyone, including your case manager, or any other staff with Public Safety, Justice, or Addictions and Mental Health Services. However, confidentiality must be breached by law if you report that you are likely to hurt yourself or someone else, or that a child under the age of 16 is currently being harmed.

The review of these records would only be done by the principal investigator, Ainslie McDougall, her doctoral dissertation supervisor, Dr. Mary Ann Campbell, and other relevant members of the research team directly under Dr. Campbell's supervision. The information collected would only be used for the purposes of this research project. You do not need to answer any questions you are uncomfortable with on the self-report questionnaires. Because these questionnaires will ask questions about your mental health, personal experiences and feelings, you might find some of the questions upsetting. If that happens, please know that you are free to skip the question or stop

filling out the questionnaire at any time with no penalty. No one person's information will be singled out when we publish these findings so that we can protect each person's confidentiality, and we will only use the information to describe groups of people. We also won't share any personal information (e.g., address, place of work, mental health information, criminal history) with third parties who do not already have access to it. Once the study is completed, we will have no further access to these records and any records we have containing personal identifying information (e.g., your name, etc.) will be destroyed and only de-identified information will be retained for analysis. In this way, it will not be possible to identify who the information we retain for analysis belongs to and your information will be protected and remain private.

Please note that, no matter what you decide, your answer will in no way influence your current or future involvement with the Saint John Mental Health Court in current or future legal matters, or access to Addictions/Mental Health services or any of the agencies involved in this research evaluation. You are free to decline to participate if you so choose or stop participating at any point in the process, without any penalty whatsoever and your information will not be included in the study. There are no foreseeable risks to you participating in this study. Once signed, this form will be stored in Dr. Campbell's office in a locked filing cabinet for a 5 year period after which it will be destroyed. Any concerns about the study can be directed toward Ainslie McDougall (principal investigator), Dr. Mary Ann Campbell (Associate Professor at the University of New Brunswick, Director of the Centre for Criminal Justice Studies), or Dr. Lisa Best (Chair of the University of New Brunswick – Saint John Research Ethics Board).

Ainslie McDougall	Ainslie.mcdougall@unb.ca
Dr. Mary Ann Campbell	mcampbel@unb.ca
Dr. Lisa Best	reb@unb.ca

I have read the information provided above and have had all of my questions about this research project answered to my satisfaction. I understand that by consenting to participate in the study described above, I am giving permission for Ainslie McDougall, Dr. Mary Ann Campbell, and her supervised research team to review my Addiction and Mental Health Services records and my New Brunswick Department of Justice and Public Safety records, as well as agree to fill out several self-report questionnaires about myself for the purposes of the research project. I understand that all of this information will be kept confidential and will only be used for the stated purposes of this research project.

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Please indicate whether you consent or do not consent to participating in the study as described by circling one of the responses below:

**I CONSENT OR I DO NOT CONSENT**

(Please circle your choice)

**Name (please print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please check here if you'd like to receive a summary of the results after the study has been completed (this information will be stored separately from any information we collect about you to protect your privacy).**

Please provide the best means for us to send you this summary if you would like one:  
Mailing Address (this should be one that will be active for at least the next 12 months so we can reach you when the study is complete):

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Email address (will not be distributed to any other party and will only be used for the sharing the general findings from the study): \_\_\_\_\_

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**Please Note:** Should you become distressed at any point as a result of this research (before, during, or after it has been completed), please use the following contact information to speak to a professional:

1. Chimo (Provincial Crisis Phone Line)
  - a. All of New Brunswick: 1-800-667-5005
  - b. Fredericton, New Brunswick: (506) 450-4357
2. Mobile Mental Health Crisis Service
  - a. Saint John, New Brunswick: 1-888-811-3664
  - b. Fredericton, New Brunswick: (506) 453-2132



## Appendix I

**CONSENT FORM  
PARTICIPANTS FROM  
PUBLIC SAFETY NEW BRUNSWICK**

You are invited to participate in a project conducted by the researchers at the Centre for Criminal Justice Studies at the University of New Brunswick in Saint John. The researchers would like to conduct an evaluation of the services that you are receiving through the New Brunswick Department of Public Safety. The purpose of this evaluation is to understand what factors contribute to you doing well with your community-supervision. To conduct this evaluation, we would like to gather information about how you have been doing while under supervision for at least six months with the Public Safety Service of New Brunswick, including what types of treatment you are receiving, whether you are attending appointments, and how engaged you are in community-supervision and case management plan as recommended by your case manager. We specifically want to better understand the factors about you (e.g., mental health functioning, age, gender, type of living arrangements) and your case management (e.g., types of intervention programs and mental health treatment received) that have an impact on: 1) Your ability to engage in the case plan developed with your case manager and any intervention you participated in as part of this case plan, and 2) determining which factors are more likely to ensure that you will be successful with the case plan by contributing to changes/improvements in mental health functioning and reduced involvement with the criminal justice system. To gather all of this information, we would like to review any records that you may have from Addiction and Mental Health Services (Horizon Health Network) and from the New Brunswick Departments of Justice and Public Safety. You also will be asked to fill out some self-report questionnaires with a researcher on one occasion that will take approximately 50 minutes. To compensate you for your time, you will be offered the chance to win one of ten \$10 gift certificates to local restaurants (e.g., Tim Hortons, Wendy's, McDonald's). Your chances of winning are 1 in 20. Please note that this meeting will be confidential, therefore, information shared will not be relayed to anyone, including your case manager, or any other staff with Public Safety, Justice, or Addictions and Mental Health Services. However, confidentiality must be breached by law if you report that you are likely to hurt yourself or someone else, or that a child under the age of 16 is currently being harmed.

The review of these records would only be done by the principal investigator, Ainslie McDougall, her doctoral dissertation supervisor, Dr. Mary Ann Campbell, and other relevant members of the research team directly under Dr. Campbell's supervision. The information collected would only be used for the purposes of this research project. You do not need to answer any questions you are uncomfortable with on the self-report questionnaires. Because these questionnaires will ask questions about your mental health, personal experiences and feelings, you might find some of the questions upsetting. If that happens, please know that you are free to skip the question or stop filling out the questionnaire at any time with no penalty. No one person's information

will be singled out when we publish these findings so that we can protect each person's confidentiality, and we will only use the information to describe groups of people. We also won't share any personal information (e.g., address, place of work, mental health information, criminal history) with third parties who do not already have access to it. Once the study is completed, we will have no further access to these records and any records we have containing personal identifying information (e.g., your name, etc.) will be destroyed and only de-identified information will be retained for analysis. In this way, it will not be possible to identify who the information we retain for analysis belongs to and your information will be protected and remain private.

Please note that, no matter what you decide, your answer will in no way influence your current or future involvement any of the agencies involved in this research evaluation. You are free to decline to participate if you so choose or stop participating at any point in the process, without any penalty whatsoever and your information will not be included in the study. There are no foreseeable risks to you participating in this study. Once signed, this form will be stored in Dr. Campbell's office in a locked filing cabinet for a 5 year period after which it will be destroyed. Any concerns about the study can be directed toward Ainslie McDougall (principal investigator), Dr. Mary Ann Campbell (Associate Professor at the University of New Brunswick, Director of the Centre for Criminal Justice Studies), or Dr. Lisa Best (Chair of the University of New Brunswick – Saint John Research Ethics Board).

Ainslie McDougall	Ainslie.mcdougall@unb.ca
Dr. Mary Ann Campbell	mcampbel@unb.ca
Dr. Lisa Best	reb@unb.ca

I have read the information provided above and have had all of my questions about this research project answered to my satisfaction. I understand that by consenting to participate in the study described above, I am giving permission for Ainslie McDougall, Dr. Mary Ann Campbell, and her supervised research team to review my Addiction and Mental Health Services records and my New Brunswick Department of Justice and Public Safety records, as well as agree to fill out several self-report questionnaires about myself for the purposes of the research project. I understand that all of this information will be kept confidential and will only be used for the stated purposes of this research project.

---

Please indicate whether you consent or do not consent to participating in the study as described by circling one of the responses below:

**I CONSENT OR I DO NOT CONSENT**

(Please circle your choice)

**Name (please print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please check here if you'd like to receive a summary of the results after the study has been completed (this information will be stored separately from any information we collect about you to protect your privacy).**

Please provide the best means for us to send you this summary if you would like one:  
Mailing Address (this should be one that will be active for at least the next 12 months so we can reach you when the study is complete):

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Email address (will not be distributed to any other party and will only be used for the sharing the general findings from the study): \_\_\_\_\_

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**Please Note:** Should you become distressed at any point as a result of this research (before, during, or after it has been completed), please use the following contact information to speak to a professional:

3. Chimo (Provincial Crisis Phone Line)
  - a. All of New Brunswick: 1-800-667-5005
  - b. Fredericton, New Brunswick: (506) 450-4357
4. Mobile Mental Health Crisis Service
  - a. Saint John, New Brunswick: 1-888-811-3664
  - b. Fredericton, New Brunswick: (506) 453-2132

## Appendix J

**OER Expectations Questionnaire**

ID#: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please rate your current readiness in terms of skills, knowledge, and abilities for securing successful employment? Please indicate your answer using the rating scale below.

<b>Poor</b>						<b>Excellent</b>
0	1	2	3	4	5	

2. What type of skills do you hope to get out of this employment program? Please write or print your answer in the box below.

3. How do you think this employment program might be helpful to you?

4. Do you have any concerns about being a part of this program?

5. What aspects of the program do you think will be the most helpful to you (e.g., in-class training, on-the-job training, one-on-one work with the employment coach, group work, etc.)?

6. How likely do you think this program will help you find meaningful employment?  
Please indicate your answer using the following rating scale

0 = Not at all    1 = Not very likely    2 = Maybe    3 = Very Likely    4 = Definitely

7. How long do you expect it to take before you find employment (please circle your answer)?

- a)    2-3 weeks or less
- b)    1 month

- c) 2-3 months
- d) 4-5 months
- e) 6 months
- f) More than 6 months

## Appendix K

**Control Group Expectations Questionnaire**

ID#: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please rate your current readiness in terms of skills, knowledge, and abilities for securing successful employment? Please indicate your answer using the rating scale below.

<b>Poor</b>						<b>Excellent</b>
0	1	2	3	4	5	

2. Since you started serving your community-supervision, what types of employment-related programs or services have you participated in up to now? (e.g., Workplace Essential Skills, etc.). What type of skills do you hope to get out of these employment-related programs or services? Please write or print your answer in the box below.

3. How do you think these employment-related programs or services might be helpful to you?

**4.** Do you have any concerns about being involved with these employment-related programs or services?

**5.** What aspects of being involved in these employment-related programs or services do you think will be the most helpful to you?

**6.** How likely do you think your involvement with these employment-related programs or services will help you find meaningful employment? Please indicate your answer using the following rating scale

0 = Not at all    1 = Not very likely    2 = Maybe    3 = Very Likely    4 = Definitely

7. How long do you expect it to take before you find employment (please circle your answer)?

- a) 2-3 weeks or less
- b) 1 month
- c) 2-3 months
- d) 4-5 months
- e) 6 months
- f) More than 6 months

## Appendix L

**University of Rhode Island Change Assessment (URICA)**

**(McConnaughy, DiClemente, Prochaska, & Velicer, 1989;  
McConnaughy, Prochaska, & Velicer, 1983)**

ID#: \_\_\_\_\_

DATE: \_\_\_\_\_

Each statement describes how a person might feel when approaching problems in their lives. Please indicate the extent to which you tend to agree or disagree with each statement below. In each case, make your choice in terms of how you feel right now, not what you have felt in the past or would like to feel. For all the statements that refer to your "problem," answer in terms of your **employment situation**.

There are FIVE possible responses to each of the items in the questionnaire:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Undecided
- 4 - Agree
- 5 - Strongly Agree

Circle the response that best describes how much you agree or disagree with each statement.

1. As far as I am concerned, I don't have any problem that needs changing.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

2. I think I might be ready for some self-improvement.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

3. I am doing something about the problems that have been bothering me.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

4. It might be worthwhile to work on my problem.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

5. I am not the one with a problem. It doesn't make much sense for me to be here.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

6. It worries me that I might slip back on a problem I have already changed, so I am here to seek help.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

7. I am finally doing some work on my problem.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

8. I've been thinking that I might want to change something about myself.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

9. I have been successful in working on my problem, but I'm not sure I can keep up the effort on my own.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

10. At times my problem is difficult, but I'm working on it.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

11. Being here is pretty much of a waste of time for me because the problem doesn't have to do with me.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

12. I'm hoping this place will help me to better understand myself.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

13. I guess I have faults, but there is nothing that I really need to change.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

14. I am really working hard to change.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

15. I have a problem and I really think I should work on it.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

16. I'm not following through with what I had already changed as well as I had hoped, and I'm here to prevent a relapse of the problem.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

17. Even though I'm not always successful in changing, I am at least working on my problem.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

18. I thought once I had resolved the problem I would be free of it, but sometimes I still find myself struggling with it.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

19. I wish I had more ideas on how to solve my problem.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

20. I have started working on my problems, but I would like help.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

21. Maybe this place will be able to help me.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

22. I may need a boost right now to help me maintain the changes I've already made.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

23. I may be part of the problem, but I don't really think I am.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

24. I hope that someone here will have some good advice for me.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

25. Anyone can talk about changing; I'm actually doing something about it.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

26. All this talk about psychology is boring. Why can't people just forget about their problems?

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

27. I'm here to prevent myself from having a relapse of my problem.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

28. It is frustrating, but I feel I might be having a recurrence of a problem I thought I had resolved.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

29. I have worries but so does the next guy. Why spend time thinking about them?

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

30. I am actively working on my problem.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

31. I would rather cope with my faults than try to change them.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

32. After all I have done to try to change my problem, every now and again it comes back to haunt me.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

## Appendix M

**The WRS-M**  
**(Caballero, Walker, & Fuller-Tyszkiewicz, 2010)**

ID# \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:**

The WRS-M consists of a list of items to determine whether an individual is currently prepared to gain employment. Read each item carefully and circle the number of the response that best describes how you feel. Circle only one number for each item. Do not skip any items. If you would like to change your initial response, draw an X through your original answer and then circle your new answer. If you have any questions please ask them now.

**0 = Completely Disagree      10 = Completely Agree**

	<b>Item</b>	<b>Ratings</b>										
1.	Taking things personally at work	0	1	2	3	4	5	6	7	8	9	10
2.	Intolerance of co-workers with a higher status than you where you work	0	1	2	3	4	5	6	7	8	9	10
3.	Stress when managing multiple tasks at work	0	1	2	3	4	5	6	7	8	9	10
4.	Averse to criticism (e.g., from your boss, higher status co-worker, clients etc.)	0	1	2	3	4	5	6	7	8	9	10
5.	Comfort approaching senior people at work	0	1	2	3	4	5	6	7	8	9	10
6.	Difficulty starting tasks	0	1	2	3	4	5	6	7	8	9	10
7.	Dealing with competing demands	0	1	2	3	4	5	6	7	8	9	10
8.	Easily offended by co-workers or customers	0	1	2	3	4	5	6	7	8	9	10
9.	Unsure when it is appropriate to speak up/stay quiet	0	1	2	3	4	5	6	7	8	9	10
10.	Discomfort asking your boss or other co-workers questions when unsure	0	1	2	3	4	5	6	7	8	9	10
11.	Overwhelmed by challenging circumstances at work	0	1	2	3	4	5	6	7	8	9	10
12.	Don't like being told how to do things differently by co-workers, customers, or your boss	0	1	2	3	4	5	6	7	8	9	10
13.	Upset when my co-workers have changed	0	1	2	3	4	5	6	7	8	9	10



41.	Listening and learning is more important than showing your knowledge while at work	0	1	2	3	4	5	6	7	8	9	10
42.	Confidence about learnt knowledge	0	1	2	3	4	5	6	7	8	9	10
43.	Solid theoretical understanding of field work	0	1	2	3	4	5	6	7	8	9	10
44.	My co-workers approach me for original ideas	0	1	2	3	4	5	6	7	8	9	10
45.	Confidence in technical competency	0	1	2	3	4	5	6	7	8	9	10
46.	Awareness of strengths and weaknesses	0	1	2	3	4	5	6	7	8	9	10
47.	Remain calm under pressure	0	1	2	3	4	5	6	7	8	9	10
48.	Being successful at work is very important	0	1	2	3	4	5	6	7	8	9	10
49.	Ability to apply learnt knowledge in the workplace	0	1	2	3	4	5	6	7	8	9	10
50.	Coping with multiple demands from management	0	1	2	3	4	5	6	7	8	9	10
51.	Set high standards for myself and other co-workers	0	1	2	3	4	5	6	7	8	9	10
52.	Analyzing and solving complex problems	0	1	2	3	4	5	6	7	8	9	10
53.	Passion about field of work	0	1	2	3	4	5	6	7	8	9	10
54.	Being the best in the field is very important	0	1	2	3	4	5	6	7	8	9	10
55.	Have an eye for detail	0	1	2	3	4	5	6	7	8	9	10
56.	Have a mature view of life	0	1	2	3	4	5	6	7	8	9	10
57.	Adapting to different social situations	0	1	2	3	4	5	6	7	8	9	10
58.	Developing relationships with people (e.g., clients, co-workers, bosses, etc.)	0	1	2	3	4	5	6	7	8	9	10
59.	Open and friendly approach	0	1	2	3	4	5	6	7	8	9	10
60.	Can express myself easily	0	1	2	3	4	5	6	7	8	9	10
61.	Good at making impromptu speeches	0	1	2	3	4	5	6	7	8	9	10
62.	Adapt easily to new situations	0	1	2	3	4	5	6	7	8	9	10
63.	Reading body language	0	1	2	3	4	5	6	7	8	9	10
64.	Working in groups	0	1	2	3	4	5	6	7	8	9	10

## Appendix N

**Human Resource and Skills Development Canada (HRSDC) Self-Assessment****Descriptions:****HRSDC Thinking Skills Self-Assessment**

A self-assessment to help the respondent better understand their thinking skills strengths and areas they may want to improve. This information can help the respondent make more informed training decisions.

**HRSDC Oral Communication Self-Assessment**

A self-assessment to help the respondent understand their oral communication strengths and areas for improvement.

**HRSDC Working with Others Self-Assessment**

Strong working with others skills are essential in many workplaces and in everyday life. This self-assessment helps the respondent understand their strengths and areas for improvement in regards to working with others in various situations.

**HRSDC Computer Skills Self-Assessment**

This self-assessment assesses an individual's ability to use computers and other electronic equipment (e.g. fax machine, calculators, automated bank machines). This self-assessment is to help an individual understand their computer use strengths and areas for improvement.

**HRSDC Continuous Learning Self-Assessment**

Continuous learning is about expanding the ability to learn by regularly upgrading skills and increasing knowledge. This self-assessment assesses the skills required to successfully adapt to changing work and life demands. This self-assessment will help the respondent understand their continuous learning strengths and areas for improvement.

**HRSDC Writing Self-Assessment**

This self-assessment is to help an individual understand their strengths and areas for improvement in regards to how they write and how well they write in various situations.



**Additional Comments** *(please write your comments in the space below. Comments can continue onto the next page if necessary).*

## Appendix P

**STUDY 2 FILE CODING GUIDE****VARIABLES TO CODE FOR EACH PARTICIPANT**

ID #: \_\_\_\_\_

Coder: \_\_\_\_\_

Participant Group:

- a. OER Completer (i.e., finished all program requirements and graduated from the program)
- b. OER Non-Completer (i.e., did not complete all sessions or aspects of the program, but did attend at least one program session.)
- c. Control Group (i.e., not referred to the OER program, but was eligible for it)

**Section A****Demographic Variables**

- A. Age at the beginning of supervisory period: \_\_\_\_\_ (in years)
  - a. For OER participants, age at time of referral to OER program \_\_\_\_ (in years)
  
- B. Gender:
  - a. Male
  - b. Female
  - c. Other
  
- C. Ethnicity:
  - a. Caucasian
  - b. African Canadian/American
  - c. First Nations
  - d. Latino/a
  - e. Asian
  - f. Arabian
  - g. Unknown
  - h. Other (please indicate): \_\_\_\_\_

D. Highest level of education achieved at the start of the index period of supervision

- a. Elementary
- b. Junior High/Middle School
- c. High School/GED
- d. Partial completion of community college/trade program/university degree
- e. Completion of community college/trade program/university degree

E. Marital Status at the start of at the start of the index period of supervision

- a. Single
- b. Dating (non-cohabitating)
- c. Married / Common-Law
- d. Separated / Divorced
- e. Widowed (not in a new relationship)

F. Family Status

- a. Dependents (e.g., biological children, step-children, younger siblings, etc. for whom participant is responsible as a formal caregiver)

1. Yes

2. No

- b. Number: \_\_\_\_\_

G. Socioeconomic status

- a. Collecting income assistance

i. Yes

ii. No

**Section B**

**LS/CMI Information at Intake (Time 1)**

1. Transfer LS/CMI criminogenic needs score/level and overall risk score/level information measured at **INTAKE** from case files (if none exists, complete one based on information known up to and including the period of intake/screening)

- Date of assessment: \_\_\_\_\_ (dd/mm/yy)
- Who completed the assessment:
  - a. probation officer
  - b. mental health professional
  - c. research assistant

Level of Supervision-Case Management Inventory (LS/CMI) General Risk/Need  
 Total Score at Intake: \_\_\_\_\_

• Criminal History(____)	Very Low	Low	Medium	High	Very High
• Education/Employment(____)	Very Low	Low	Medium	High	Very High
• Family/Marital (____)	Very Low	Low	Medium	High	Very High
• Leisure/Recreation(____)	Very Low	Low	Medium	High	Very High
• Companions (____)	Very Low	Low	Medium	High	Very High
• Alcohol/Drug Problem (____)	Very Low	Low	Medium	High	Very High
• Procriminal Attitude (____)	Very Low	Low	Medium	High	Very High
• Antisocial Pattern(____)	Very Low	Low	Medium	High	Very High

Total LS/CMI score:\_\_\_\_\_

LS/CMI - Special Risk Section total score (count all “yes” responses) \_\_\_\_\_

LS/CMI - Non-Criminogenic Needs total score (count all “yes” responses) \_\_\_\_\_

LS/CMI - Responsivity Considerations (count all “yes” responses) \_\_\_\_\_

**LS/CMI Information at End of OER Program /Follow-up Period for Controls (Time 2)**

2. Transfer LS/CMI criminogenic needs score/level and overall risk score/level information measured at **End of program and follow-up period** from case files.

- Date of assessment: \_\_\_\_\_ (dd/mm/yy)
- Who completed the assessment:
  - a. probation officer
  - b. mental health professional
  - c. research assistant

#### Level of Supervision-Case Management Inventory (LS/CMI) General Risk/Need

Total Score at Intake: \_\_\_\_\_

- |                              |          |     |        |      |           |
|------------------------------|----------|-----|--------|------|-----------|
| • Criminal History (____)    | Very Low | Low | Medium | High | Very High |
| • Education/Employment(____) | Very Low | Low | Medium | High | Very High |
| • Family/Marital(____)       | Very Low | Low | Medium | High | Very High |
| • Leisure/Recreation (____)  | Very Low | Low | Medium | High | Very High |
| • Companions (____)          | Very Low | Low | Medium | High | Very High |
| • Alcohol/Drug Problem(____) | Very Low | Low | Medium | High | Very High |
| • Procriminal Attitude(____) | Very Low | Low | Medium | High | Very High |
| • Antisocial Pattern (____)  | Very Low | Low | Medium | High | Very High |

Total LS/CMI score:\_\_\_\_\_

LS/CMI - Special Risk Section total score (count all "yes" responses) \_\_\_\_\_

LS/CMI - Non-Criminogenic Needs total score (count all "yes" responses) \_\_\_\_\_

LS/CMI - Responsivity Considerations (count all "yes" responses) \_\_\_\_\_

## **Section C**

### **File Employment Information**

#### ***Previous Employment History (in the 3 year period prior to recruitment into the study)***

- A. Previously employed (i.e., at any point in the past **3 years** has the participant been employed at least on a casual basis):
  - a. Yes
  - b. No
- B. Employment status of most recent employment during the 3 year period:
  - a. Part-Time/Casual
  - b. Full-Time
  - c. Other (e.g., under the table work/odd jobs)
- C. Past Employment Category(ies) (tic all that apply):

- a. arts, cultural, recreation, sports
  - b. business, finance, administration
  - c. engineers, architect, IT, natural sciences
  - d. farming, fishing & natural resources
  - e. health
  - f. management
  - g. processing, manufacturing, utilities
  - h. sales, services
  - i. trades, transport, construction
  - j. other: \_\_\_\_\_
- D.** Evidence of stable period of employment (i.e., worked more often than not; 75% of time was employed)
- a. Yes
  - b. No
  - c. Not enough info to code
- E.** Reason(s) for leaving employment last employment
- a. Fired
  - b. Laid Off
  - c. Quit
  - d. Other: \_\_\_\_\_
- F.** Any history of conflicts (e.g., arguments) with previous employers:
- a. Yes
  - b. No
- G.** Any volunteer experience
- a. Yes If yes, then specify: \_\_\_\_\_
  - b. No

***Employment in Program (course work and job shadow) and 3 month Follow-Up for controls since start of supervision***

- A.** Employment obtained during program or follow-up:
- a. Yes

b. No

**B.** If yes, record the nature of this employment:

- a. arts, cultural, recreation, sports
- b. business, finance, administration
- c. engineers, architect, IT, natural sciences
- d. farming, fishing & natural resources
- e. health
- f. management
- g. processing, manufacturing, utilities
- h. sales, services
- i. trades, transport, construction
- j. other: \_\_\_\_\_

***Employment in OER Program (course work and job shadow) only***

**A.** Employment obtained during program only:

- a. Yes
- b. No

**B.** The nature of this employment:

- a. arts, cultural, recreation, sports
- b. business, finance, administration
- c. engineers, architect, IT, natural sciences
- d. farming, fishing & natural resources
- e. health
- f. management
- g. processing, manufacturing, utilities
- h. sales, services
- i. trades, transport, construction
- j. other: \_\_\_\_\_

***Employment during follow-up period (6 months after the end of the program) for OER participants and 9 months after start of supervision for controls***

- A.** Employment obtained or retained during second follow-up period:
- a. Yes
  - b. No
- B.** The nature of this employment:
- a. arts, cultural, recreation, sports
  - b. business, finance, administration
  - c. engineers, architect, IT, natural sciences
  - d. farming, fishing & natural resources
  - e. health
  - f. management
  - g. processing, manufacturing, utilities
  - h. sales, services
  - i. trades, transport, construction
  - j. other: \_\_\_\_\_

***Employment Information for Job Shadow only***

- A.** The nature of this employment:
- a. arts, cultural, recreation, sports
  - b. business, finance, administration
  - c. engineers, architect, IT, natural sciences
  - d. farming, fishing & natural resources
  - e. health
  - f. management
  - g. processing, manufacturing, utilities
  - h. sales, services
  - i. trades, transport, construction

- j. Other: \_\_\_\_\_
- B.** Number of hours worked while on job shadow: \_\_\_\_\_
- C.** Hired by job shadow employer?
  - a. Yes
  - b. No
- D.** Was candidate employed by non-job shadow means during OER program?
  - a. Yes
  - b. No
- E.** The nature of this employment:
  - a. arts, cultural, recreation, sports
  - b. business, finance, administration
  - c. engineers, architect, IT, natural sciences
  - d. farming, fishing & natural resources
  - e. health
  - f. management
  - g. processing, manufacturing, utilities
  - h. sales, services
  - i. trades, transport, construction
  - j. other: \_\_\_\_\_
  - k.

***Current Employment Status at 6 month time point post-OER or 9 months since start of supervision for controls***

- A.** Currently employed:
  - a. Yes
  - b. No
- B.** Current Employment Status:
  - a. Part-Time/Casual
  - b. Full-Time

- c. Other (e.g., under the table work/odd job)
- C.** Current Type of Employment Category:
  - a. arts, cultural, recreation, sports
  - b. business, finance, administration
  - c. engineers, architect, IT, natural sciences
  - d. farming, fishing & natural resources
  - e. health
  - f. management
  - g. processing, manufacturing, utilities
  - h. sales, services
  - i. trades, transport, construction
  - j. other: \_\_\_\_\_
- D.** Starting date of employment period: \_\_\_\_\_ (dd/mm/yy)
- E.** Length of employment: \_\_\_\_\_ (days)
- F.** Length between end of OER program to obtainment of employment:  
\_\_\_\_\_ (days)
- G.** If employed, any incidents with current employer:
  - a. Yes
  - b. No

## **Section D**

### **At Time 1**

#### **Work Place Essential Skills (WES) Information**

- A.** Most challenging part of work:
  - a. Working with others
  - b. Working individually
  - c. Adjusting to novelty
  - d. Other If yes, then specify: \_\_\_\_\_
- B.** Most challenging part of training:
  - a. Travel Expenses
  - b. Reading/Spelling

- c. Mathematics
  - d. Maintaining Focus/Commitment
- C.** Expectations of WES program:
  - a. Obtain job readiness skills
  - b. Educational upgrading
  - c. Obtain first aid
  - d. Assistance with career planning/job search
  - e. To obtain employment
  - f. Other
- D.** Any previous relevant training:
  - a. Flaggers course
  - b. Computer course
  - c. First Aid course
  - d. Program Offered through JHS
  - e. Other If yes, please specific: \_\_\_\_\_
- E.** Any mental health/cognitive issues:
  - a. Learning Disabilities
  - b. Drug usage
  - c. Other
- F.** Any specific occupational goals: \_\_\_\_\_
- G.** Lack of job readiness skills in:
  - a. Computer use
  - b. Cognitive abilities (e.g., thinking skills, decision making, idea formation, problem solving, etc.)
  - c. Working in groups
  - d. Working individually
  - e. Numeracy
- H.** Any physical issues?
  - a. Yes If so, specify: \_\_\_\_\_
  - b. No

- I. Personality variables
  - a. Extraverted
  - b. Introverted
  - c. Other If yes, specify: \_\_\_\_\_
- J. Ideal Employment Areas:
  - a. Carpentry
  - b. Equipment operation
  - c. Construction
  - d. Home Care
  - e. Other If yes, specify: \_\_\_\_\_

## **Section E – Program participation information** **(treatment group only)**

### **Optimizing Employment Readiness (OER) program Information:**

- A. Job shadowing employment site: \_\_\_\_\_
- B. Participant attendance record:
  - a. # of Days present: \_\_\_\_
  - b. # of Days absent: \_\_\_\_
  - c. # of Days late: \_\_\_\_
- C. Apple Tree Exercise:
  - a. Number of red apples: \_\_\_\_\_
  - b. Number of yellow apples: \_\_\_\_\_
  - c. Number of green apples: \_\_\_\_\_

#### Time 1: Apple Tree Exercise:

- a. Number of negative relationships: \_\_\_\_
- b. Number of relationships to be cautious of: \_\_\_\_
- c. Number of positive relationships

#### Time 2: Apple Tree Exercise:

- a. Number of negative relationships: \_\_\_\_

- b. Number of relationships to be cautious of: \_\_\_\_
- c. Number of positive relationships

Time 1: Stages of Change

- a. What stage of change was identified at the beginning of the OER program:
  - i. Precontemplation
  - ii. Contemplation
  - iii. Determination
  - iv. Action
  - v. Relapse
  - vi. Maintenance

Time 2: Stages of Change

- a. What stage of change was identified at the end of the OER program:
  - i. Precontemplation
  - ii. Contemplation
  - iii. Determination
  - iv. Action
  - v. Relapse
  - vi. Maintenance

Time 1: Responsibility Pie Exercise

- a. What factors played a role in participant's lack of employment at the beginning of the OER program:
  - i. Relationships (e.g., friends, family, etc.).
  - ii. The individual themselves
  - iii. Other factors: \_\_\_\_

Time 2: Responsibility Pie Exercise

- a. What factors did the participant identify in playing a role in their lack of employment at the end of the OER program:
  - i. Relationships (e.g., friends, family, etc.).
  - ii. The individual themselves
  - iii. Other factors: \_\_\_\_

## Values Circle Exercise

- b. What were the primary values identified by each participant:
- i. Security
  - ii. Finances
  - iii. Relationships
  - iv. Happiness
  - v. Other: \_\_\_\_\_

**Section F****Index Offence Information (offences leading to current supervision) and Criminal History**

- A. Age at index offence:** \_\_\_\_\_ (years/months)
- B. Date of the index offence:** \_\_\_\_\_ (dd/mm/yy) (or date of arrest, or court appearance if actual date of offence is unknown; if multiple offences dealt with in this sentence, record the first offence date in the sequence)
- C. Total number of criminal charges at time of index offence:** \_\_\_\_\_
- D. Type of index criminal charges associated with index offence – tick all that apply**
- Assault (Common, Aggravated, or Causing bodily harm)
  - Robbery (with or without weapon)
  - Breach of Probation or court order (Fail to Comply)
  - Weapons offence (possession of a weapon, dangerous use of a weapon)
  - Break and Enter (with and without intent)
  - Murder/Manslaughter
  - Drug Possession
  - Prostitution/Soliciting
  - Drug Trafficking (selling)
  - Sexual offence (indecent exposure, sexual interference, sexual assault)
  - Theft (includes shoplifting)
  - Fraud or Forgery
  - Mischief, Vandalism or
  - Destruction of Property
  - Other (please specify): \_\_\_\_\_

**E. Was this the client's first contact with a correctional service (federal or provincial)?**

- Yes  
 No

## Recidivism Information

**A.** Has the participant received any **new charges** during the 3 months follow-up period (in program for OER participants or first follow-up period for controls: **Yes / No**

**B.** Has the participant received any new charges during the 6 months follow-up period (in program for OER participants or second follow-up period for controls 9 months into supervision: Yes / No

- *If yes to either A or B, what is the **date of the first re-offence to have occurred?** \_\_\_\_\_ (dd/mm/yy) – base date of charge if known, otherwise use date of first conviction for offences committed*
- *If yes to either A or B, what **type of new charges** did the client accrue during program or follow-up period - tick all that apply, and record the number of offences within each category of offences:*

- Assault (Common, Aggravated, or Causing bodily harm) # \_\_\_\_\_
- Robbery (with or without weapon) # \_\_\_\_\_
- Breach of Probation or court order (Fail to Comply) # \_\_\_\_\_
- Weapons offence (possession of a weapon, dangerous use of a weapon) # \_\_\_\_\_
- Break and Enter (with and without intent) # \_\_\_\_\_
- Murder/Manslaughter # \_\_\_\_\_
- Drug Possession # \_\_\_\_\_
- Prostitution/Soliciting # \_\_\_\_\_
- Drug Trafficking (selling) # \_\_\_\_\_
- Sexual offence (indecent exposure, sexual interference, sexual assault) # \_\_\_\_\_
- Theft (includes shoplifting) # \_\_\_\_\_
- Fraud or Forgery # \_\_\_\_\_
- Mischief, Vandalism or Destruction of Property # \_\_\_\_\_
- Other (please specify): \_\_\_\_\_
- Total number of **days** between the start of the program and the *first* re-offending event: \_\_\_\_\_
- Total number of **new charges earned** during the program or follow-up period: \_\_\_\_\_



## Appendix Q

**Participant Informed Consent Form**

Researchers at the Centre for Criminal Justice Studies at the University of New Brunswick in Saint John are conducting a new evaluation of an employment program titled the Optimizing Employment Readiness (OER) program. To conduct this evaluation, an assessment of the program's ability to improve the employment readiness of its participants will be compared to similar community-supervised cases managed by the traditional correctional system by the New Brunswick Department of Public Safety.

To answer these important questions, we would like to invite two groups of people to participate in this evaluation. The first group will be people who have been referred to the OER program by Public Safety. The second group will be people receiving correctional community case management "as usual" through the New Brunswick Department of Public Safety.

For Participants Referred to the OER Program: We are asking your permission to review information about you collected by the OER team, the New Brunswick Department of Public Safety, and Workplace Essential Skills (WES) program when you started the program, to gather information about your progress as you complete the OER program in terms of changes in your employment readiness and criminal behaviour risk, expectations of the OER program, and attitudes toward work and employment. At two major time points the OER team will be collecting information from you in which we would like to use for research purposes. Specifically, you will be asked to complete several brief questionnaires about your attitudes toward work, in which will include information in areas on personal characteristics, how well you work with others, how well you can complete tasks on your own, and your social intelligence. In addition, we will collect information from the WES program about your general learning ability. To learn about how things change over the time of this program, this information will be gathered from you now and then again in another 3 month when you have completed the OER program. With your help, this evaluation will provide valuable information about the nature of changes that occur in criminal behaviour, attitudes toward the work force, and their expectations toward this employment program. In addition, it will determine whether the OER program successfully helps community-supervised offenders secure and sustain meaningful employment, reduce their risk of violating the conditions of their supervision, committing new crimes, and enhance their contribution to New Brunswick's workforce compared to the typical services offered by the New Brunswick Department of Public Safety.

For Participants Supervised by Public Safety: A similar sized group of individuals sentenced to community-supervision (e.g., probation, conditional sentence, etc.) will be recruited from the NB Department of Public Safety to compare outcomes of the OER program to traditional correctional community case management. We are asking your permission to review information generated by the New Brunswick Department of Public Safety, to gather information about your employment readiness and criminal

behaviour risk, expectations of the services offered, and attitudes toward work and employment. At two major time points information will be collected from you in which we would like to use for research purposes. Specifically, you will be asked to complete several brief questionnaires about your attitudes toward work, in which will include information in areas on personal characteristics, how well you work with others, how well you can complete tasks on your own, and your social intelligence. In addition, we will collect information from the WES program about your general learning ability. To learn about how things change over the time of this program, this information will be gathered from you now and then again in another 3 months. With your help, this evaluation will provide valuable information about the nature of changes that occur in criminal behaviour, their attitudes toward the work force, and expectations of the services offered by Public Safety. In addition, it will determine whether the OER program successfully helps community supervised offenders secure and sustain meaningful employment, reduce their risk of violating the conditions of their supervision, committing new crimes, and enhance their contribution to New Brunswick's workforce compared to the typical services offered by the New Brunswick Department of Public Safety.

Your choice to participate or not in this research will in no way influence your current or future involvement with the New Brunswick Department of Public Safety, or the OER program; or affect your legal status.

If you consent to participate in this study, please sign and date this form below and circle either "yes" or "no" to indicate your consent. As part of the consent form, you will be asked for your name so that we can match you to the data that we are collecting over time. Your name will be stored separately from all data and will be replaced with a randomly assigned identification number on our data gathering sheets; in this way, your personal information remains anonymous and private. Once this consent form is signed, it will be stored in Dr. Campbell's office in a locked filing cabinet for a 5-year period after which it will be destroyed.

If you have any questions or concerns about this research, please contact the principle researcher Mary Ann Campbell, Ph.D. (Director, Centre for Criminal Justice Studies, [mcampbel@unb.ca](mailto:mcampbel@unb.ca)) or co-investigator W. Alex C. Macaulay (Masters Student, Centre for Criminal Justice Studies, Department of Psychology, [w5tdi@unb.ca](mailto:w5tdi@unb.ca)). If you have any concerns regarding the ethical implications of this research, please contact Lisa Best, Ph.D., UNB Saint John, Research Ethics Chair ([reb@unbsj.ca](mailto:reb@unbsj.ca)).

**I understand that my participation in this research is voluntary, and that my decision to participate or not will have no impact on my involvement with New Brunswick Department of Public Safety. I understand that I can withdraw myself and my information from this research at any time without penalty.**

**I understand that by consenting to participate in this research. I am also consenting to allow the researcher to contact me in the future to inquire about my willingness to participate in addition information gathering about my progress over the next 3 months.**

**I have read the above information and have been given the opportunity to ask questions.**

- Do you consent to participate in this study? (please circle):      YES    NO

\_\_\_\_\_  
Participant Name (Please Print)

\_\_\_\_\_  
Date of Signature (dd/mm/yy)

\_\_\_\_\_  
Signature

- Would you like to receive a summary of the evaluation when it is completed? YES  
NO

*If yes*, please provide your mailing address or email address so that we can send you a summary of these results. This information is confidential and will not be shared.

Email: \_\_\_\_\_

OR Mailing Address:

\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU!**



## Appendix R

**Parental Informed Consent Form**

Researchers at the Centre for Criminal Justice Studies at the University of New Brunswick in Saint John are conducting a new evaluation of an employment program titled the Optimizing Employment Readiness (OER) program. To conduct this evaluation, an assessment of the program's ability to improve the employment readiness of its participants will be compared to similar community-supervised cases managed by the traditional correctional system by the New Brunswick Department of Public Safety.

To answer these important questions, we would like to invite two groups of people to participate in this evaluation. The first group will be people who have been referred to the OER program by Public Safety. The second group will be people receiving correctional community case management "as usual" through the New Brunswick Department of Public Safety.

For Participants Referred to the OER Program: We are asking your son/daughter's permission to review information about them collected by the OER team, the New Brunswick Department of Public Safety when they started the program, and the Workplace Essential Skills (WES) program to gather information about their progress as they complete the OER program in terms of changes in their employment readiness and criminal behaviour risk, expectations of the OER program, and attitudes toward work and employment. At two major time points the OER team will be collecting information from them in which we would like to use for research purposes. Specifically, they will be asked to complete several brief questionnaires about their attitudes toward work, in which will include information in areas on personal characteristics, how well they work with others, how well they can complete tasks on their own, and their social intelligence. To learn about how things change over the time of this program, this information will be gathered from them now and then again in another 3 months when they have completed the OER program. With their help this evaluation will provide valuable information about the nature of changes that occur in criminal behaviour, attitudes toward the work force, and their expectations toward this employment program. In addition, it will determine whether the OER program successfully helps community-supervised offenders secure and sustain meaningful employment, reduce their risk of violating the conditions of their supervision, committing new crimes, and enhance their contribution to New Brunswick's workforce compared to the typical services offered by the New Brunswick Department of Public Safety.

For Participants Supervised by Public Safety: A similar sized group of individuals sentenced to community-supervision (e.g., probation, conditional sentence, etc.) will be recruited from the NB Department of Public Safety to compare outcomes of the OER program to traditional correctional community case management. We are asking your permission to review information generated by the New Brunswick Department of Public Safety, to gather information about your son/daughter's employment readiness and criminal behaviour risk, expectations of the services offered, and attitudes toward

work and employment. At two major time points information will be collected from your son/daughter in which we would like to use for research purposes. Specifically, they will be asked to complete several brief questionnaires about their attitudes toward work, in which will include information in areas on personal characteristics, how well your son/daughter works with others, how well they can complete tasks on their own, and their social intelligence. To learn about how things change over the time of this program, this information will be gathered from them now and then again in another 3 months. With the help of your son/daughter this evaluation will provide valuable information about the nature of changes that occur in criminal behaviour, their attitudes toward the work force, and expectations of the services offered by Public Safety. In addition, it will determine whether the OER program successfully helps community supervised offenders secure and sustain meaningful employment, reduce their risk of violating the conditions of their supervision, committing new crimes, and enhance their contribution to New Brunswick's workforce compared to the typical services offered by the New Brunswick Department of Public Safety.

Your choice to allow your son/daughter participate or not in this research will in no way influence their current or future involvement with the New Brunswick Department of Public Safety, or the OER program; or affect their legal status.

If you consent to allow your son/daughter participate in this study, please sign and date this form below and circle either "yes" or "no" to indicate your consent. As part of the consent form, your son/daughter will be asked for their name so that we can match them to the data that we are collecting over time. Their name will be stored separately from all data and will be replaced with a randomly assigned identification number on our data gathering sheets; in this way, their personal information remains anonymous and private. Once this consent form is signed, it will be stored in Dr. Campbell's office in a locked filing cabinet for a 5-year period after which it will be destroyed.

If you or your son/daughter have any questions or concerns about this research, please contact the principle researcher Mary Ann Campbell, Ph.D. (Director, Centre for Criminal Justice Studies, [mcampbel@unb.ca](mailto:mcampbel@unb.ca)) or co-investigator W. Alex C. Macaulay (Masters Student, Centre for Criminal Justice Studies, Department of Psychology, [w5tdi@unb.ca](mailto:w5tdi@unb.ca)). If you or your son/daughter have any concerns regarding the ethical implications of this research, please contact Lisa Best, Ph.D., UNB Saint John, Research Ethics Chair ([reb@unbsj.ca](mailto:reb@unbsj.ca)).

**I understand that my son/daughter's participation in this research is voluntary, and that their decision to participate or not will have no impact on my involvement with New Brunswick Department of Public Safety. I understand that he/she can withdraw themselves and their information from this research at any time without penalty.**

**I understand that by allowing my son/daughter consent to participate in this research. I am also allowing them to consent to allow the researcher to contact him/her in the future to inquire about their willingness to participate in additional information gathering about their progress over the next 3 months.**

**I have read the above information and have been given the opportunity to ask questions.**

- Do you consent to participate in this study? (please circle):    YES    NO

\_\_\_\_\_

Participant Name (Please Print)

\_\_\_\_\_

Date of Signature (dd/mm/yy)

\_\_\_\_\_

Signature

- Would you like to receive a summary of the evaluation when it is completed? YES  
NO

*If yes*, please provide your mailing address or email address so that we can send you a summary of these results. This information is confidential and will not be shared.

Email: \_\_\_\_\_

OR Mailing Address:

\_\_\_\_\_

\_\_\_\_\_

**THANK YOU!**

## Curriculum Vitae

*Candidate's full name:* Wallace Alexander Colin Macaulay

*Universities attended:* University of New Brunswick, 2011  
Bachelor of Arts, Psychology, Philosophy, Criminal Justice

### Publications:

Campbell, M.A., Canales, D.D., Wei, R., Moser, A., **Macaulay, W.A.C.**, & Wershler, J. (2015). Multidimensional Evaluation of a Canadian Mental Health Court: Adherence to the Risk-Need-Responsivity Model. *Law and Human Behavior*. doi:10.1037/lhb0000135.

### Conference Presentations:

**Macaulay, W.A.C.**, & Campbell, M.A. (2015, June). *Optimizing Employment Readiness: A Program Intended for Community-Supervised Offenders*. Paper presented at the Third North American Correctional and Criminal Justice Psychology Conference, Ottawa, Ontario.

**Macaulay, W.A.C.**, McDougall, A., & Campbell, M.A. (2014, June). *Correlates of Employment Problems in Community Supervised Offenders: The Role of Psychopathic Traits and Mental Health Symptoms*. Paper presented at the Canadian Psychological Association's 75<sup>th</sup> Annual Convention, Vancouver, British Columbia.

McDougall, A., Campbell, M.A., & **Macaulay, W.A.C.** (2014, March). *The Role of Responsivity Factors in Predicting Recidivism Risk for Offenders*. Paper presented at the 2014 conference of the American Psychology and Law Society, New Orleans, Louisiana.

**Macaulay, W.A.C.**, Campbell, M.A., & McDougall, A. (2013, July). *Utility of Risk-Need-Responsivity Driven Case Management Strategy within a Mental Health Court Context: Criminogenic Needs Relative to Diagnostic Category*. Paper presented at The 33rd International Congress on Law and Mental Health in Amsterdam, Netherlands.

Campbell, M.A., & **Macaulay, W.A.C.** (2013, July). *Real-Time Change in Mental Health Courts: A Dual-Site Evaluation of Criminogenic and Mental Health Recovery*. Paper presented at The 33rd International Congress on Law and Mental Health in Amsterdam, Netherlands.

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