



PRISON SERVICE
JOURNAL

November 2018 No 240

The Therapeutic and Regime Benefits of the Gavelliers Club at HMP Grendon

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Evaluations of custodial art-based projects have indicated improvements in prisoner well-being, perspective-taking, self-esteem and self-confidence. One art-based project that had not been previously appraised was the Gavelliers Club at HMP Grendon. While this was introduced as a 'public speaking' regime activity, given that it takes place within a therapeutic community prison, could there also be wider therapeutic benefits? Twelve prisoners and members of staff were interviewed in a study designed to begin to explore this question. Results revealed improvements in a number of key areas for those who participated in the Gavelliers Club: confidence, team-working, self-esteem, perspective taking, problem solving, communication skills, improved attitudes and motivation to change. Gavelliers Club participants therefore experienced both an enjoyable, constructive regime activity and wider therapeutic benefits. These improved attitudes, increased self-awareness and enhanced interpersonal skills enriched community relationships and enabled participants to address better their treatment targets.

Effectiveness of Offender Programmes and Activities

Recent debates on the effectiveness of treatment programmes began in 1974 with the contention that 'nothing works'.¹ This led to practitioners and academics wanting to demonstrate that an offender's behaviour can be changed. Following numerous meta-

analysis^{2,3} programmes addressing anger management, cognitive reasoning deficits, substance misuse, sexual and violent offending were found to be effective.⁴ These were all predominantly based on a manualised, skills oriented, cognitive-behavioural approach⁵ utilising the Risk Need Responsivity (RNR) principles of offender rehabilitation⁶ where the success or effectiveness of any intervention depended on the extent to which it focuses on an offender's risk, need, and responsivity. The higher the risk, the more suitable an offender was considered to be for a treatment programme that addressed why an offender had committed their crimes provided it was also delivered in a way that was responsive to that offender's learning styles. However, as the latest evaluation of the HMPPS sex offender treatment programme has indicated,⁷ offending behaviour may not be reduced and may even be greater in certain respects, when compared with those who did not engage in this programme. Active engagement and a focus on the specific needs and deficits of programme participants is integral to treatment success, as offender engagement is an essential yet challenging ingredient in offender rehabilitation.⁸ Some offenders may also feel reluctant to accept responsibility for their offending behaviour and resist admitting the need to change while others, although admitting the need to change, lack the capacity to implement these intentions. This can be due to a number of factors including wanting to avoid feeling ashamed, fear of embarrassment and being unable to take a different perspective in life.⁹

Offending behaviour programmes are however not the only means to assist offenders reduce their offending behaviour. Art-based projects can be

1. Martinson, R. (1974) 'What works: questions and answers about prison reform', *Public Interest*, 35, 22–54.
2. Losel, F. (1995). Increasing consensus in the evaluation of offender rehabilitation: Lessons from recent research syntheses. *Psychology, Crime and Law*, 2, 19-39.
3. Joy Tong, L. S., & Farrington, D. P. (2006). How effective is the reasoning and rehabilitation programme in reducing reoffending: A meta-analysis of evaluations in four countries. *Psychology, Crime & Law*, 12, 3-24.
4. For reviews of these and similar programmes see Craig, L.A., Dixon, L., & Gannon, T.A. (2013). *What works in offender rehabilitation: An evidence based approach to assessment and treatment*, Chichester: Wiley-Blackwell.
5. Hollin, C.R., & Palmer, E.J. (2006). *Offending behaviour programmes: Development, application, and controversies*. Chichester: Wiley.
6. Bonta, J. & Andrews, D.A. (2017). *The psychology of criminal conduct (6th ed.)*. London: Routledge.
7. Mews, A., Di Bella, L. & Purver, M. (2017). *Impact evaluation of the prison-based Core Sex Offender Treatment Programme*. Ministry Of Justice Analytical Series. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623876/sotp-report-web-.pdf
8. McMurrin, M., & Ward, T. (2010). Treatment readiness, treatment engagement and behaviour change. *Criminal Behaviour and Mental Health*, 20, 75-85.
9. McMurrin, M. (2002). *Motivating offenders to change: A guide to enhance engagement in therapy*. Chichester: Wiley.

of assistance too.^{10,11} Such activities can include dance, music, creative writing and can be delivered therapeutically, as part of an educational programme or as a creative activity.¹² These activities can take place in all types of prison establishments, secure mental health settings and, in the community. Examples of evaluated arts based activities in forensic settings include Good Vibrations, Inspiring Change, Music in Prisons and Fine Cell Work.

Good Vibrations is a week-long activity aimed at empowering and inspiring offenders' creativity through engagement in Indonesian gamelan drumming music. Evaluation results showed a significant increase in engagement and openness to wider learning, improvements in listening, communication and social skills, social interactions and relationships with prison staff and enhanced emotional and psychological well-being.¹³ Involvement with Good Vibrations has also been a stepping-stone for further education. This was also the case for the Inspiring Change arts intervention in a Scottish Young Offenders Institute¹⁴ with results additionally showing an improvement in physical/mental well-being, literacy skills, relationships with significant others, self-awareness, self-confidence and self-esteem.

The Music In Prisons (MIP) initiative, managed by the Irene Taylor Trust, is also a week-long intensive innovative music project whose purpose is to enhance educational and rehabilitation opportunities for prisoners.¹⁵ Participants work together as part of a band, creating music in order to perform in front of other prisoners, staff and outside visitors. An extensive evaluation of MIP initiative¹⁶ found that those who took part in the project felt that participation increased their confidence to engage in education and intellectual competencies. Participation also had a positive impact on the prisoner's well-being, learning capacity, relationships and motivation.

Another arts-based regime activity is Fine Cell Work (FCW).¹⁷ This initiative engages prisoners in creating craft products such as cushions, rugs, quilts that are then sold to designers and companies outside the prison. An evaluation¹⁸ utilizing in-depth interviews and focus groups with 22 prisoners, found that in addition to teaching practical skills, participation in FCW helped pass time productively, acted as a catalyst for reflection, was therapeutic and helped reduce levels of anxiety and depression. This was achieved through encouraging calmness, stillness and improving the ability to concentrate. Prisoners were provided with an opportunity to gain respect and a sense of achievement for their work. This increased their self-esteem and assisted them in becoming more resilient and better problem solvers. Participants were also provided with opportunities to manage teams, develop people and coordinate the logistics of supply and demand of materials. FCW additionally provided participants with a positive activity which they were able to continue with upon their release in addition to this being a positive activity which assisted prisoners during their imprisonment.

Participation in FCW helped pass time productively, acted as a catalyst for reflection, was therapeutic and helped reduce levels of anxiety and depression.

The Gavelliers Club at HMP Grendon

An activity that has yet to be evaluated is the Gavelliers Club at HMP Grendon. This was established as a regime activity and requires participants to speak on a particular topic given to them for between one and five minutes. Participation in the Gavelliers Club is voluntary, though attendance may be encouraged as part of the therapeutic process to assist in the addressing of social/interactional skill deficits; for example, an inability to express oneself freely in the presence of others.

The Gavelliers Club aimed to meet fortnightly with between eight and ten participants. Each attendee is assigned a specific role (e.g., the president, toastmaster, time keeper) and at the beginning of each meeting two

10. McNeill, F., Anderson, K., Colvin, S., Overy, K., Sparks, R., & Tett, L. (2011). *Inspiring desistance: Arts projects and what works*. <http://blogs.iriss.org.uk/discoveringdesistance/files/2011/09/McNeill-et-al.-2011-Inspiring-Desistance.pdf>
11. Johnson, H., Keen, S. and Pritchard D. (2011). *Unlocking Value*. <http://www.thinknpc.org/publications/unlocking-value/>
12. Burrowes, N., Disley, E., Liddle, M., Maguire, M., Rubin, J., Taylor, J., & Wright, S. (2013). *Intermediate outcomes of arts projects: A rapid evidence assessment*. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/254450/Intermediate-outcomes-of-arts-projects.pdf
13. Henley, J., Caulfield, L.S., Wilson, D. & Wilkinson, D.J. (2012). Good Vibrations: positive change through social music-making, *Music Education Research*, 14, 499-520.
14. Anderson, K., & Overy, K. (2010). Engaging Scottish young offenders in education through music and art. *International Journal of Community Music*, 3, 47-64.
15. The Irene Taylor Trust. (2016). *Music in prisons*. <https://irenetaylortrust.com/what-we-do/our-projects/music-in-prisons/>
16. Cox, A., & Gelsthorpe, L. (2008). *Beats & Bars, Music in prisons: An evaluation*. <http://www.artsevidence.org.uk/evaluations/beats-bars-music-prisons-evaluation/>
17. See http://www.finecellwork.co.uk/about_us for more details
18. Browne, A., & Rhodes, P. (2011). *Stitching a future: An evaluation of fine cell work*. http://www.finecellwork.co.uk/assets/0000/2418/Fine_Cell_Work_evaluation_Short_version.pdf

participants are randomly selected and asked to research a specific topic, which they then present at the next meeting. These two participants are then referred to as the main topic speakers, whilst the remaining members are referred to as table topic speakers. The table topic speakers are invited to the podium to speak on a topic, which is randomly assigned to them whilst standing on the podium. At the end of each speech, feedback is given. Following the end of the session, the best speakers are rewarded with a prize. Roles are rotated at every meeting to ensure everyone has the opportunity to be fully involved in all aspects of the Club.

Given that HMP Grendon operates as a series of democratic therapeutic communities, where all aspects of the regime are an integral part of the therapeutic process,¹⁹ it is not known if involvement in the Gavelliers Club has a 'therapeutic value' in addition to any other benefits participation in the Club may offer. HMP Grendon's therapeutic regime is based on the work of Maxwell Jones and further developed at Henderson Hospital during the 1950s.²⁰ HMP Grendon is the only prison in the United Kingdom that operates solely on the philosophy of a democratic therapeutic community, where prisoners, as residents, take an active role in the practicalities and decisions which are made in the running of their community.²¹

This study was therefore designed to understand better how the Gavelliers Club contributed to Grendon's therapeutic regime and to determine what benefits there may be for those participating in the Gavelliers Club. Eight Grendon residents (five of whom had participated in the Gavelliers Club) and four staff members agreed to be interviewed. A semi-structured questionnaire schedule was utilised to elicit views and insights of the impact of the Gavelliers Club within HMP Grendon. Interview transcripts were analysed using Thematic Analysis²² and four overarching themes were obtained: skill improvement, attitude change, motivation to change and promoting quality of life.

Theme One — Skill Improvement

The skill improvement theme comprised five sub-themes: communication skills, improved confidence, problem solving, perspective taking, team working skills and self-esteem. These were all concerned with the benefits gained from participating in the Gavelliers Club. No negative impacts were identified.

1) Communication Skills

The first sub-theme which emerged under 'skill improvement' was communication skills. This sub-theme looked at participant's views regarding improvements in communication skills following the completion of the Gavelliers Club. For instance, one prisoner shared his views regarding how participation in Gavelliers Club has helped his communication skills. He stated that:

Yeah it's helped me talk because that's one of my downfalls in life, is not being able to talk. So by going to this thing it has helped me to talk and solve problems that way

Similarly, the impact of the Gavelliers Club in improving communication skills of participants was also echoed by another prisoner who did not participate in the Gavelliers Club but had witnessed the improvement in another prisoner who took part, stating that:

you know they (are) speaking more... they are interacting more... they are more sociable beings.

From the above responses, it can be seen that participation in the Gavelliers Club helped participants improve their communication skills. This is consistent with previous research^{23,24} which also showed that art-based interventions helped offenders enhance their communication skills. Importantly, the responses from the prisoners in this study were supported by staff

HMP Grendon is the only prison in the United Kingdom that operates solely on the philosophy of a democratic therapeutic community ...

19. Brookes, M. (2010). Putting principles into practice: The Therapeutic Community Regime at HMP Grendon and its Relationship with the 'Good Lives' model. In R. Shuker & E. Sullivan (Eds.) *Grendon and the Emergence of Forensic Therapeutic Communities: Developments in Research and Practice*. London: Wiley-Blackwell.
20. Newberry, M. (2010). A synthesis of outcome research at Grendon therapeutic community prison. *Therapeutic Communities*, 31, 356 – 371.
21. Campling, P. (2001). Therapeutic communities. *Advances in Psychiatric Treatment*, 7, 365-372. doi: 10.1192/apt.7.5.365.
22. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
23. Schutt, R. K., Deng, X., & Stoehr, T. (2013). Using bibliotherapy to enhance probation and reduce recidivism. *Journal of Offender Rehabilitation*, 52, 181-197. doi: 10.1080/10509674.2012.751952.
24. Wilson, D., Caulfield, L., & Atherton, S. (2008). *Promoting positive change: Assessing the long-term psychological, emotional and behavioural effects of the good vibrations gamelan in prisons project*. http://www.academia.edu/1158305/Promoting_positive_change_Assessing_the_long-term_psychological_emotional_and_behavioural_effects_of_the_good_vibrations_gamelan_in_prisons_project

members who echoed the impact of the Gavelliers Club in improving the communication skills of those who participated in the Gavelliers Club. For instance, one staff member stated that:

...they become more a part of the community. They can socialise better, they can communicate better.

As previous research has also shown, many offenders have weaknesses in their communication skills.²⁵ Engagement in the Gavelliers Club can therefore assist with addressing this particular criminogenic deficit.

2) Confidence

The second sub-theme which emerged under 'skill improvement' was confidence. This sub-theme looked at participant's views regarding improvements in confidence following the completion of the Gavelliers Club. For instance, a prisoner who had previously participated in the Gavelliers Club was asked whether the Gavelliers Club impacted in anyway on his confidence levels. The prisoner stated: 'Yes, heavily improved. I would like to go back again and build a bit more confidence. But it has helped, yes'. Importantly, the views of this participant were also reiterated by those who did not take part in the Gavelliers Club and by a member of staff. For instance, one prisoner who did not take part in the Gavelliers Club, stated that:

You do see some people who have participated in the Gavelliers, over time, their confidence increases and they start to talk in the wing, they start to put their point across in the wing.

Similarly, a member of staff considered that:

For some I've seen over the years, it was a miraculous change for some of them, their confidence...Major confidence boosts. Guys that wouldn't talk on the wings for months and months and months suddenly got a voice on wing meetings and stuff like that.

These views support previous research findings which found that offenders had improvements in confidence following completion of an arts-based intervention.^{26,27} Therefore, the findings from the current study add to the body of literature on participation in art-based projects and increases in an offender's level of self-confidence.

3) Problem Solving

The third sub-theme which emerged under 'skill improvement' was problem solving. This sub-theme considered participant's views regarding improvements in problem solving following the completion of the Gavelliers Club. From the perspective of the prisoners who took part in the Gavelliers Club, those that did not take part, and staff members, the findings showed that participation in the Gavelliers Club can improve offenders' problem solving skills. One prisoner stated that participation in the Gavelliers Club changed the way he solves or deals with problems:

It's helped me not to bottle problems up, talk about them as they actually happen. Things are a lot easier to deal with in small amounts, instead of dealing with it as one big issue. So learning to deal with small parts.

A prisoner who had not participated in the Gavelliers Club was asked to comment on the impact of the Gavelliers Club on problem solving skills of those that took part in the art intervention. He stated:

Most definitely, most definitely. You know problem solving's massive. Getting angry at someone's only going to make the situation worse. To be able to sit down and speak to someone saying I understand how you feel, this is how I feel you know can only make the situation better.

Furthermore, a staff member when asked if the Gavelliers Club has changed the way participants deal with problems, stated:

...the findings from the current study add to the body of literature on participation in art-based projects and increases in an offender's level of self-confidence.

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25. Bryan, K., Freer, J., & Furlong, C. (2007). Language and communication difficulties in juvenile offenders. *International Journal of Language & Communication Disorders*, 42, 505 – 520. doi: 10.1080/13682820601053977
26. Anderson, K., Colvin, S., McNeill, F., Nellis, M., Overy, K., Sparks, R., & Tett, L. (2011). *Inspiring change: Final project report of the evaluation team*. <http://www.artsevidence.org.uk/media/uploads/evaluation-downloads/mc-inspiring-change-april-2011.pdf>
27. Brewster, L. (2010). The California arts-in-corrections music programme: A qualitative study. *International Journal of Community Music*, 3, 33 – 46. doi: 10.1386/ijcm.3.1.33/1.

Yeah because they are more willing to talk to other people about their stuff. They are more open and public about it. That's how we work in Grendon, you know you have got a problem and share it.

The above observations support the view that the Gavelliers Club can help offenders deal with their problems. This replicated previous research²⁸ which has also indicated that many offenders have deficiencies with their problem solving skills²⁹ and that targeting low problem solving skills will help address some of the risk areas involved in criminal behaviour.³⁰

4) Perspective Taking

Enhanced perspective-taking was the fourth sub-theme which emerged under 'skill improvement' with one prisoner who had previously participated in the Gavelliers Club stating:

I can work with people now... I can now understand about other people's abilities ... and not have expectations that everyone's going to be able to have the same skill set as me.

This view was also echoed by a staff member who agreed that participation in the Gavelliers Club helps prisoners understand the thoughts and feelings of others. The staff member stated that:

I think people who take part in the Gavelliers here are more considerate of others. They are able to listen without speaking over people. They are able to kind of give a judgement on someone's performance which is sort of unbiased.

An evaluation of the Irene Taylor Trust Music In Prison project³¹ has similarly found that deficiencies in perspective-taking, linked to offending behaviour³² can be addressed through an arts-based initiative.³³

5) Team Working Skills

In considering the importance of team working skills, the fifth 'skill improvement' sub-theme, one Gavelliers Club participant responded

'Gavelliers helped me to speak definitely within my small group. And also to find a voice in the wider community... to work together....point out things that we have to change about ourselves to improve... but also trying to help other people try to find things that they could do better as well.

A Gavelliers Club non-participant considered that:

A big part of the work we do here, it's all peer lead. Sometimes you know you need to work as a team and come together as a community you know. And sometimes to do that you need to be able to voice what's going on for you and you need to be able to communicate that efficiently. So I feel that Gavelliers does help that.

One member of staff when reflecting on the impact of Gavelliers Club participation on

team working thought that:

You know you're all in it together. That team working thing, we're all suffering a little bit so let's help each other out. And that's helped them when working on groups and stuff like that and all the way through.

Encouragingly, these findings are consistent with previous research on the impact of arts-based intervention on improving team working skills of offenders.³⁴

28. Bilby, C., Caulfield, L., & Ridley, L. (2013). *Re-imagining futures: Exploring arts interventions and the process of desistance*. <http://www.artsevidence.org.uk/media/uploads/re-imagining-futures-research-report-final.pdf>

29. McMurrin, M., & McGuire, J. (2005). *Social problem solving and offending: Evidence, evaluation and evolution*. UK: John Wiley & Sons Ltd.

30. Gendreau, P., & Andrews, D. A. (1990). Tertiary prevention: What the meta-analyses of the offender treatment literature tell us about what works. *Canadian Journal of Criminology*, 32, 173 – 184. Retrieved from:

<https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=12178431>.

Details available at <https://irenetaylortrust.com/what-we-do/our-projects/music-in-prisons/>

31. See n.24.

32. McMurrin, M., & McGuire, J. (2005). *Social problem solving and offending: Evidence, evaluation and evolution*. Chichester: Wiley

33. Cox, A., & Gelsthorpe, L. (2008). *Beats & Bars, Music in prisons: An evaluation*. 1 – 46. Retrieved from:

<https://irenetaylortrust.files.wordpress.com/2014/06/beatsandbars.pdf>

34. See n.24.

6) Self-esteem

The final sub-theme which emerged under 'skill improvement' was self-esteem. One Gavelliers Club graduate commented: 'So, my self-esteem and even confidence has been brought up a level'. A non-participant noted: 'So with Gavelliers, you know, getting up and speaking publicly, can only help or improve someone's self-esteem'. A staff member observed:

I think that's a by-product of the Gavelliers. It is that your self-esteem gets raised (.)...you think that's impossible, you can't do that, and then you are able to do it after some weeks of participating in the Gavelliers Club.

Reassuringly, this increase in self-esteem correlates with the outcome of other arts-based interventions.^{35, 36}

Theme Two — Attitude Change

The second theme identified, attitude change, comprised two sub-themes: general attitude towards others and attitude towards offending.

1) General attitude towards others

The first sub-theme which emerged within the attitude change theme, general attitude towards others, considered how participants improved their attitudes towards others after being a member of the Gavelliers Club. One Gavelliers Club graduate considered that his attitude towards others had improved because in the Gavelliers Club:

You encourage other people, you want to support other people. You want them to do well. It's kind of like a pro-social attitude, as you want people to do better than they were.

This view was supported by another prisoner not involved in the Gavelliers Club who was of the opinion that there was a change in the attitude towards others by those who took part in the Gavelliers Club:

I would say they're more positive...and yeah not as negative you know. When they have

got something to say a lot of the time now they will say nice things, positive things, instead of just moaning about everything or finding things to moan at.

Staff too were equally positive:

I found they were much more tolerant of each other. So they could understand and they would apply what they learnt so they could see a new person feeling anxious and they would...say oh we understand, we been in that position. But they would sort of be more tolerant...they're certainly more tolerant of people and quite supportive and very encouraging.

This development of positive attitudes towards others has hearteningly, also been observed with other arts-based interventions.³⁷

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2) Attitudes towards offending

Previous research has indicated that most offenders are of the view that crime is worthwhile,³⁸ so a positive aspect of Grendon residents engaging with the Gavelliers Club is the contribution this makes within a therapeutic environment to a changed attitude towards offending. As one participant considered:

'It's made me not want to offend ever again'; while a non-participant discerned:

If you get a proper understanding of why you do what you do and the effects that it has on yourself and your family and people around you, then you might not go on to commit crime again, you know.

This re-examination of past offending behaviour has also occurred too when offenders engage with other arts-based activities.³⁹

Theme Three — Motivation To Change

The third theme identified from participation in the Gavelliers Club, motivation to change, comprised

35. Browne, A., & Rhodes, P. (2011). *Stitching a future: An evaluation of fine cell work*. Retrieved from: http://www.finecellwork.co.uk/assets/0000/2418/Fine_Cell_Work_evaluation_Short_version.pdf

36. Burrowes, N., Disley, E., Liddle, M., Maguire, M., Rubin, J., Taylor, J., & Wright, S. (2013). *Intermediate outcomes of arts projects: A rapid evidence assessment*. Retrieved from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/254450/Intermediate-outcomes-of-arts-projects.pdf

37. Cohen, M. L. (2009). Choral singing and prison inmates: Influences of performing in a prison choir. *Journal of Correctional Education*, 60, 52-65. Retrieved from: http://www.jstor.org/stable/23282774?seq=1#page_scan_tab_contents

38. Healy, D. (2010). *The dynamics of desistance: Charting pathways through change*. Cullompton: Willan.

39. See n.24.

two sub-themes: engagement in therapeutic processes and involvement in other activities and events.

1) Engagement in therapeutic processes

The first sub-theme which emerged under 'motivation to change', engagement in therapeutic processes, centred on how participation in the Gavelliers Club assisted those who attended the Gavelliers Club to better utilise other aspects of the therapeutic regime. For example, one Gavellier Club graduate stated:

Yeah it's helped me in the groups, the small groups, it helped me in the big community rooms. Where I might ask a few questions. I mean I can remember when I first came and I'd go red asking a question or before I was speaking (or) if you'd come into the room and we'd give our introductions, my heart would start beating well before we'd got round to me, just thinking and knowing I'd have to do it...and now it's just gone. I don't go red no more, that's gone.

This was echoed by another Gavelliers Club graduate:

What helped me was getting involved with the scheme (.), like the Gavelliers. To sort of help you, in sort of like the whole therapy life here, you know what I'm saying.

A member of staff shared how participation in the Gavelliers Club had helped prisoners engage in Grendon's therapeutic process:

They've become more involved in the community meetings and speak up more. And then by doing that they become more a part of the community.

This development is consistent with previous research at Grendon and elsewhere that showed the rehabilitative benefits arising from participation in prison arts-based interventions.^{40,41}

2) Involvement in other activities and events

The second sub-theme which emerged within 'motivation to change' concerned involvement in other activities and events. A prisoner who had previously participated in the Gavelliers Club shared:

I am now in three book clubs...It was during the Gavelliers (.), which kind of gave me the confidence to go and join that.

This benefit of Gavellier Club participation was supported by staff members, one of whom gave this example:

I've worked on this wing for 5 years...in recent times he's spoken on family days, social afternoons. He participates in psychodrama and he's fed back to the public what goes on in psychodrama, during family days and social afternoons.

Another member of staff asserted:

They were more able to just join in with any events that were going on. So maybe give a speech sort of on a social day or a family day. And they'd often say, oh I would never have been able to do this if I hadn't gone to the Gavelliers.

Engagement in art-based activities has had similar benefits at other establishments⁴² including higher levels of engagement in education and work-related activities.⁴³

Theme Four — Promoting Quality of Life

The final theme identified from participation in the Gavelliers Club, promoting quality of life, comprised two sub-themes: improved well-being and self-reflection.

1) Improved well-being

The first sub-theme which emerged within 'promoting quality of life was improved well-being. A prisoner who had previously participated in the Gavelliers Club stated that:

The first sub-theme which emerged within 'promoting quality of life' was improved well-being.

40. Caulfield, L. (2014). Final evaluation of the artist in residence at HMP Grendon. 1 – 33. Retrieved from: <http://artsevidence.org.uk/media/uploads/finalartistinresidencereportaugust2014.pdf>

41. Johnson, L.M. (2008). A place for art in prison: Art as a tool for rehabilitation and management. *Southwest Journal of Criminal Justice*, 5, 100 – 120. Retrieved from: <http://swacj.org/swjci/archives/5.2/3%20Art%20in%20Prison.pdf>

42. See n.14.

43. Bilby, C., Caulfield, L., & Ridley, L. (2013). Re-imagining futures: Exploring arts interventions and the process of desistance. Retrieved from: <http://www.artsevidence.org.uk/media/uploads/re-imagining-futures-research-report-final.pdf>

So it's just talking to people, it's so much easier, my skills have improved massively, I'm just more able to just be myself and relax... just relax in my own skin which then affects how I talk with people and people can interact with me. And I'm much more open.

Similarly, another Gavelliers Club graduate expressed that participation:

Gave me some sort of calmness (.). It gave me more confidence as well, gave me more confidence in the way I speak.

This is consistent with previous research that showed participation in art-based projects led to an improvement in offender's well-being,⁴⁴ including a prisoner's mental health.⁴⁵

2) Self-Reflection

The second sub-theme which emerged under 'promoting quality of life' was self-reflection, with a Gavelliers Club graduate commenting that participation:

Made me think about my journey here, and what I can get out of it by staying here. It's helped a lot, yeah.

Similarly, another participant stated:

Gavelliers has given me that sort of like that reflection (.), sort of like how to deliver certain things that I want to say in the correct way.

These outcomes are again in accordance with those arising from evaluations of participation in other arts-based activities.^{46,47}

Concluding Thoughts

The key findings from this evaluation of the Gavelliers Club at HMP Grendon highlight the therapeutic and wider benefits of resident participation at the Gavelliers Club. These centre on enhanced interpersonal and problem-solving skills, improved attitudes, increased motivation to change and engagement in therapy at Grendon and, a richer quality of life. While this study may be criticised for relying on retrospective opinions⁴⁸ and self-report data, with the potential for socially desirable responses to be given,⁴⁹ these outcomes have also been evident in other arts-based interventions which have been evaluated. However, at HMP Grendon this activity has additionally been used to actively encourage those residents with interactional skill deficits to participate, particularly if these are also linked to their offending behaviour. This accords with the RNR (Risk-Need-Responsivity) model of offender rehabilitation⁵⁰ but also is a 'strengths based' approach, thereby linking with the GLM (Good Lives Model) This is particularly apposite for prisoners residing within therapeutic communities or in another enabling environment.⁵¹

44. See.n.24.

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