

Rescue-Rehab



***“This isn’t really dog training,
it’s people training”***

Keith Axsom

Expert Dog Trainer

The role of dog programmes in offender rehabilitation

“Since the 1980’s many Animal Assisted Intervention (AAI) programmes have been successfully introduced to diverse settings and client populations.

Practitioners have reported wide-ranging health, social and behavioural benefits, now evidenced through research. AAI can provide effective interventions for clients and at a low cost.

AAI is used to attain a range of goals which differ according to client groups. Within AAI offender programmes the goals include to improve offender behaviour – especially violence reduction, to improve interpersonal skills and to encourage more participation with education. Working with animals also teaches vocational skills which can be used to secure future employment. The therapeutic value of introducing animals to facilities should not be overlooked. Interviews with prisoners I conducted at prisons throughout the UK and also in Spain and the USA, reveal that they find the associated therapeutic benefits to be very important. Male and female prisoners in different countries attest to the support they receive from the animals’ presence. They also state that caring for the animals has changed their behaviour and their attitudes to others. For example, women at Purdy Prison stated: “If a dog can change, so can I”. Young offenders in MacLaren Correctional Facility in Portland, Oregon stated that “they had changed and improved in the areas of honesty, empathy, nurturing, social growth, understanding, self-confidence and pride of accomplishment”. An older male prisoner serving a long sentence in the Shotts Special Unit, a Cat A establishment, in Scotland stated, “This is where caring begins when you’ve lost that concern for other people.” The changes in behaviour can be truly life-changing, with marked reductions in behaviour reports and also in **rates of recidivism** where these have been measured.

Prison dog training programmes have been introduced to the UK and I trust that these will become more widespread. Their value in the effective rehabilitation of offenders has been proven. However, careful planning is required, involving a multidisciplinary team comprising relevant experts representing animal and human health and welfare (SCAS 2019)”.

Dr Elizabeth Ormerod BVMS CF

*Chair of The Society for Companion Animal Studies,
Vice President of The International Association of Human-Animal Interaction Organisations
Founder and Vice President of Canine Partners, the UK assistance dog programme
Trustee of Our Special Friends
Scientific adviser to Fostering Compassion
Inaugural Recipient of the William F McCulloch Award for Excellence in Human-Animal Interaction
Practice and Education*





SCAS Code of Practice in AAI updated 2019

<http://www.scas.org.uk/animal-assisted-interventions/code-of-practice/>

HMP Norwich embarked on The Rescue-Rehab scheme via our chaplaincy department and the Office of the Police and Crime Commissioner for Norfolk and over time it has evolved to become part of our education curriculum. Within the custodial environment the benefits are many, both to dogs and participants. We are pleased to be part of a process that improves the dogs' wellbeing and chances of being re-homed. We should never underestimate the impact, benefit and feeling of wellbeing for prisoners who have taken a role in this process, raising self-esteem, confidence, self-worth and giving a sense of purpose that at times can be lost whilst in custody

*Governor Martin Edwards
Head of reducing reoffending
HMP Norwich*

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We would like to dedicate this report to all those who have suffered in the 2020 Covid-19 outbreak.

When the [Queen](#) spoke directly about the [coronavirus](#) crisis, she said, “We should take comfort that while we may have more still to endure, better days will return: we will be with our friends again; we will be with our families again; we will meet again.”

Norwich Best for Pets is pleased to be part of Norwich City Council's Covid-19 Community Response Team supporting owners and their pets, co-ordinating volunteers and running a pet food bank with the help of local businesses and the community.

Together we are stronger.

Introduction

Following our journey 'inside' this report covers our 'move into education'. From the beginning it has been a wonderful learning curve for staff, students and dogs – the Rescue-Rehab team.

Creating a safe place for both students and our rescues to 'learn' has been a constantly evolving process possible only because of the support of all agencies involved, something for which we are eternally grateful.

We knew from the very beginning – see the letter Appendix 1- that dogs in dark places and men in dark places had much to offer each other. That conviction has not changed.

To quote one of our students:

“Everyone deserves a second chance. These dogs are like us”.

And approaching release, stopping by our classroom to ask:

“Please can he (the dog) come to the wing gate when I leave tomorrow!”

Bonds are formed and because they learn to care change happens. We wish them all well and hope that man's best friend helps them as much as they help him.

Michele Neave
Project Leader
Rescue-Rehab

NB Throughout the report quotes highlighted in *purple* are those made by students and those in *green* by partners and external professionals. References are in *italics* and noted as such.

Rescue-Rehab - Origination

In April 2016, Lorne Green outlined in an interview for the Eastern Daily Press an idea he wanted to pursue if he were to be elected Police and Crime Commissioner for Norfolk – bringing a dog shelter into Norwich Prison to help rehabilitate offenders by giving them something positive to focus on - a positive experience for the prison, for the prisoners and for the animals.

In this interview Lorne also acknowledged that his pet dog Percy, a Tibetan Terrier, had ten times as many followers on social media as he had.

Percy had also come to the attention of Michele Neave, the Founder of [Norwich Best for Pets](#); a community association she had established to engage, inform and support the pet community; inspiring best practice, promote responsible pet ownership and animal welfare.

Within days of being elected in a chance meeting at County Hall, Michele (recognising Percy's owner) greeted Lorne with "I know who you are".

United by their passion for dogs, Lorne outlined his aspiration to establish a dog shelter in HMP Norwich with initiatives to reduce reoffending and address mental health and wellbeing.

Michele, from her experience in dog rescue and welfare, immediately recognised the potential benefits extended to opportunities for dogs to be successfully rehomed.

Scoping meetings between the Office of the Police and Crime Commissioner for Norfolk ([OPCCN](#)), HMP Norwich and [Norwich Best for Pets](#) concluded that because of costs, staffing and animal welfare considerations, it was not feasible to establish a dog shelter within the prison.

However, the research for and the deliberations in these meetings reinforced the evaluation that the interaction with dogs would have a positive influence upon reoffending, mental health and wellbeing.

Identifying the optimum time to introduce this initiative was during the Friday afternoon 'lock down' period, Michele recruited The Rescue-Rehab project team who on 2 December 2016 – just 7 months after Lorne was elected – took the first dog into HMP Norwich.

The Rescue-Rehab team engaged students in a programme of dog training activities that was immediately acknowledged by HMP Norwich as having a beneficial impact upon prisoner mental health, wellbeing and behaviour.

The team

- Each of us has worked for many years in our assorted professions and each has complete trust and respect for the other. This has proved essential and also gives validation to a 'new' project. Norwich Best for Pets is proud to oversee this innovative project.
- For the students there is a perceived 'value' of being part of a course that would be hugely attractive 'outside the walls'. Working with a highly experienced behaviourist, such as [Dr Attila Szkukalek](#), is indeed a privilege.
- External agency support from [The Kennel Club](#) and the [RSPCA Mid Norfolk & North Suffolk Branch](#), ensuring the highest standards, has been invaluable.
- The contribution of the rescue centre, [Meadowgreen Dog Rescue](#), and the dedication of the 'rescuers' becomes apparent and is often a revelation to the students. This realisation of the consequences of behaviour and the impact on the dogs is profound. One student, now released, has applied to the centre to rescue a dog, turning his life around so that he can offer a dog a stable home. Another family had a puppy waiting for their son because of his enthusiasm regarding the dog project and their hope that the responsibility of having a dog would prevent re-offending.
- We would also like to acknowledge the wider 'team' within HMP Norwich: the chaplaincy, mental health and offender management teams and [PeoplePlus](#) both teaching and administrative staff. Senior management also deserve a mention for always being available to answer questions and find solutions to the challenges faced. Everyone was so generous with their time and support sharing information and offering advice.
- Special thanks are essential to the funding 'team' including: The Office of the Police & Crime Commission for Norfolk ([OPCCN](#)), [Norfolk Community Foundation](#), and [Norwich Centenary Rotary Club](#).

The team has to be "*appropriate*" (The Prisoners Education Trust PET 2020 www.prisonerseducation.org.uk commenting on the latest Ofsted Annual Report). Each team member contributes to the greater 'whole'. The coaching approach - goal driven, solution-focused - works perfectly with the positive reinforcement, responsive style of the dog training.

The pathway into the prison education timetable

Considered goals ➡

- Improve wellbeing
- Mental health
- Assisting with reducing reoffending

Considered goals ➡

- Improve wellbeing
- Mental health
- Improved behaviour
- Assisting with reducing reoffending

Considered goals

- Improving wellbeing
- Mental health
- Assisting with reducing reoffending
- Engagement in education

Rescue-Rehab format ➡

- Training session
- Interaction with the dog
- Introduction to dog training

Rescue-Rehab format ➡

- Training session
- Interaction with the dog
- Introduction to dog training
- Training the trainer
- Introduction to responsible dog ownership

Rescue-Rehab format

- Training session and classroom component
- Interaction with the dog
- Introduction to dog training
- Training the trainer
- Introduction to responsible dog ownership
- Embedded learning (maths and English)
- Behaviour management
- A 'toolkit' for change
- Inclusion of class mentor

Student response ➡

- Immediate acknowledgement of improved wellbeing
- Anxiety reduction
- Optimism

Student response ➡

- Immediate acknowledgement of improved wellbeing
- Anxiety reduction
- Optimism
- Engagement in learning

Student response

- Immediate acknowledgement of improved wellbeing
- Anxiety reduction
- Optimism
- Engagement in learning: a general b mentoring (to remain on the course)
- Behaviour modification

Leading to ➡

- Mental health benefits remain outside of the session
- Students receive an adoption certificate acknowledging their contribution to the rehoming of the dog adding value to their participation
- Improved self-esteem

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- Improved self-esteem
- Presentation skills
- Engagement in education
- More responsible dog owners

Leading to

- Mental health benefits remain outside of the session
- Students receive an adoption certificate acknowledging their contribution to the rehoming of the dog adding value to their participation
- Improved self-esteem
- Presentation skills
- Engagement in education
- More responsible dog owners
- Improved behaviour outside the course
- Becoming a mentor

The pathway into the prison education timetable contd ...

The chart outlines the evolution of the Rescue-Rehab project from the time of the pilot study, which began with a weekly session of 2 hours during the Friday afternoon 'lockdown' period to its move into education. It illustrates the advancements in outcomes that led both HMP Norwich and the project team to acknowledge the increased benefits and potential for students from incorporating the course within the prison education timetable.

The early sessions, as the room allowed, involved 2 students and 2 dogs. It was immediately acknowledged that there was a positive impact upon prisoner behaviour, mental health and wellbeing.

After 6 sessions and with a wider understanding of the prison routine, we were able to include a third student in our sessions.

In almost every session a student would say that they couldn't wait to tell family or friends about their time with the dogs and what they had learnt. Then a student explained that when released his parents were going to get him a puppy to motivate responsible behaviour and, hopefully, prevent re-offending; we added the responsibilities of owning a dog to our course content.

An introduction to dog training, responsible dog ownership was now covered in the sessions.

A key theme of the Rescue-Rehab project is *"This isn't really dog training, it is people training"*, [Keith Axsom](#). It is universally acknowledged that 'you need to train the dog owner before you train the dog'.

We implemented a crucial element "training the trainer" within the course format. This involved training each student to undertake the role of the trainer; describing, demonstrating and leading other students through the exercises. To successfully undertake this role student has to gain a variety of skills: presentation, communication, problem solving and persistence as well as the confidence to do so.

These are transferable skills that are as equally applicable to wider social interaction, further engagement in education and increased employability as they are to dog training.

By encompassing the coaching of these skills, together with the positive impact on mental health, wellbeing and reoffending it became clear that the Rescue-Rehab project could be a constructive addition to the prison education timetable.

We were on the move.

“Our intent is to equip those in our care with the knowledge, skills, confidence and belief that their learning will enable them to live and work as successful members of society. To provide a flexible, broad and balanced curriculum with clear links between subjects in line with HMP aims to fulfil potential, become responsible citizens and reduce reoffending. The Best for Pets training supports us with our intent and it has a positive impact on learners’ resilience, confidence to take part in other educational activities, and communication and life skills.”

**Zee Cassoneca | Interim Education Manager
PeoplePlus, HMP Norwich**

Moving into education

- For this stage of the project it was a necessity to hold multi-agency discussions prior to the course delivery to maximise the potential success – the OPCCN, senior management at HMP Norwich, PeoplePlus – education and administration- everyone’s expertise was invited. Detailed discussions regarding objectives and outcomes, actual delivery, venue, class size, lines of communication and protocols were agreed as was the need for ongoing monitoring. The Kennel Club kindly allowed us continued and more formal use of the up-to-date information accessed via their website to form the basis of our classroom component (responsible dog ownership, dog breeds, dog law etc...). With buy-in from every quarter and everyone from the rescue centre to the chaplaincy all willing success our journey into education began.
- Accreditation was considered but for the time being the flexibility maintained with ‘not’ outweighs the benefits ie by broadening the potential student base.
- It was also agreed that embedded learning (maths and English) would be included in the classroom session.
- It was decided from the beginning to align the course closely to the Gateway to Employment Passport ([GtoE](http://www.gtoe.co.uk)) to facilitate the measuring of progress (or not) by an established set of attributes linked to employability, a key factor in promoting engagement in education and reducing re-offending. The Gateway to Employment Passport is a partnership between the Police and Crime Commissioner for Norfolk and the Department of Works and Pensions ([DWP](http://www.dwp.gov.uk)) which allows prisoners from HMP Norwich to demonstrate employability skills. Positive comments in their Gateway to Employment ([GtoE](http://www.gtoe.co.uk) <http://www.gtoe.co.uk>) Passport secures prisoners, once released, an interview with employers who participate in the GtoE scheme. The GtoE Passport Booklet is included as Appendix 2. The subsequent outcomes were revised, see Appendix 3.

- Get The Data ([GtD](#)) was instructed to carry out independent quantitative evaluation to enable validation of the investment in the project. The General Self-Efficacy Scale (see p20) is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life. It is a universally acknowledged assessment scale, developed in the early 1980's by Matthias Jerusalem and Ralf Schwarzer, specifically designed to assess optimism and an understanding that one's actions are responsible for successful outcomes. "Self efficacy: An important aspect of prison-based learning", Allred, S., Harrison, L.D. and O'Connell, D.J. (2013) *The Prison Journal*, 93, pp.211-233. See GtD full report Appendix 3. The team would continue to document qualitative results using case studies and student feedback.
- Students may be referred but are voluntary applicants in general. They sign prisoner compacts and give consent to anonymous use of data/comments drawn from evaluation. See Appendices 4 and 5.
- A new training room was secured – not ideal in every way but 'ours' and much appreciated. This gave us a self-contained room with storage, suitable flooring and access to water. HMP Norwich is to be acknowledged for their support and ongoing 'access' regarding our requests.
- A minimum number of students was agreed and where possible the addition of a student mentor. The inclusion of a mentor, where students help fellow students to engage more fully in training and education is an important addition for the individual as well as with team building. Peer mentoring, even within the pilot sessions, was an obvious opportunity and clear success and is widely acknowledged in articles published on The Prisoners' Education Trust ([PET](#)) website with quotes such as "*supporting other men to access education that he (a prisoner) sees as life-changing*" (Piers, 2019).
- From the beginning, increased integration and collaboration was essential. The project has never considered itself to be anything other than 'part of the HMP Norwich team', working alongside members of staff in every way from referrals to collaboration with HMP Norwich radio, [Wayout TV](#) Norwich, a Family Day in association with [Spurgeons](#) and mentor assessment within the mentoring course. The HMP Norwich team have been nothing other than supportive and patient with external suppliers for which we thank them.
- Key requirements regarding animal welfare remained in place: the dog is never left unattended and no-one with convictions for animal cruelty is accepted on the course. A required level of behaviour is also necessary for the sake of the dog. This is carefully explained and has never been questioned.
- As well as the agreed objectives and outcomes for the students, benefits to the dogs and the desire to promote responsible dog ownership has always been an important part of the project. With an already established working relationship with our local RSPCA branch – [The Mid Norfolk & North Suffolk](#) – we were delighted when they accepted our invitation to contribute. It was agreed that their Education Officer would attend agreed sessions to elaborate on the reality of rescue, animal welfare and information regarding local support.

- Ongoing assessment, evaluation and moderation would be vital and the whole team is committed to the success of the project.

*“Practitioner skills, responsive programmes have better outcomes”
(Leonardi, 2016)*

Assessing student progress

As outlined earlier in this report, improving employability is a key element in reducing reoffending. With Rescue-Rehab becoming incorporated within the prison education timetable, improving employability became an additional project outcome.

A key element of the course is having a ‘full quota’ of 4 students for each session. We therefore ask students to commit to attend all course sessions and emphasise that they have made this commitment.

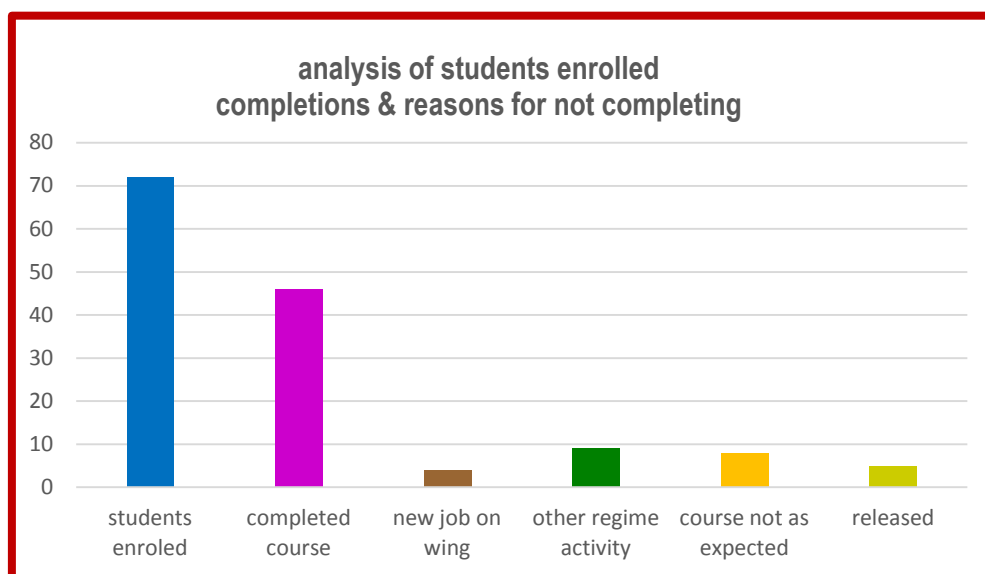
Whilst there is no failing the Rescue-Rehab course, we do promote an understanding of the consequences and responsibilities of actions and non-actions. We view a failure to attend all sessions, without good reason, as a lack of a work ethic – fundamental to demonstrating employability.

Since September 2018 we have completed 16 courses, for which 72 student’s enrolled and 46 students ‘completed’ their course. The following table details the number of students who did not complete their course, together with the reason why they did not complete.

NB There are 71 students recorded on the Get the Data database, compiled by NBFP. One student attended a course which he did not complete (gained job on the wing); this was recorded in a report. 4 months later, he returned to complete a course. NBFP did not enter him as “another student”, they entered two ‘sets’ of attendance dates for this student.

GtD use 71 students (the actual number of men who attended the courses) with 46 graduating = 65%.

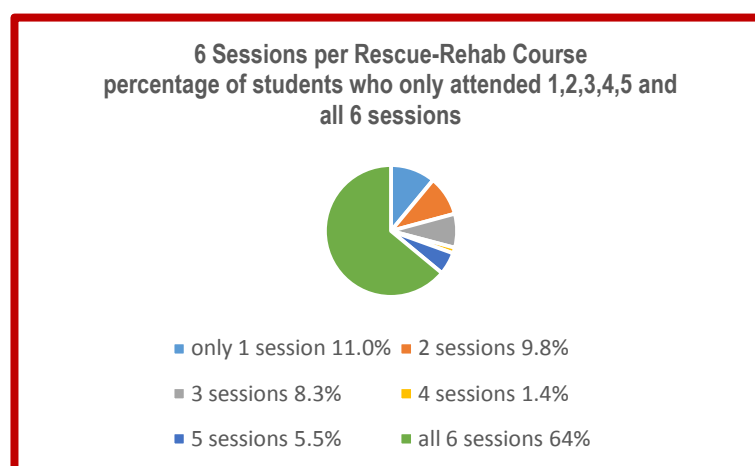
NBFP use 72 students (number who did not complete and number who completed their course) with 46 graduating = 64%.



During January 2020 the BBC screened “The Choir: Aylesbury Prison”, which outlined choirmaster Gareth Malone’s endeavours to encourage young offenders to form a choir to give a performance.

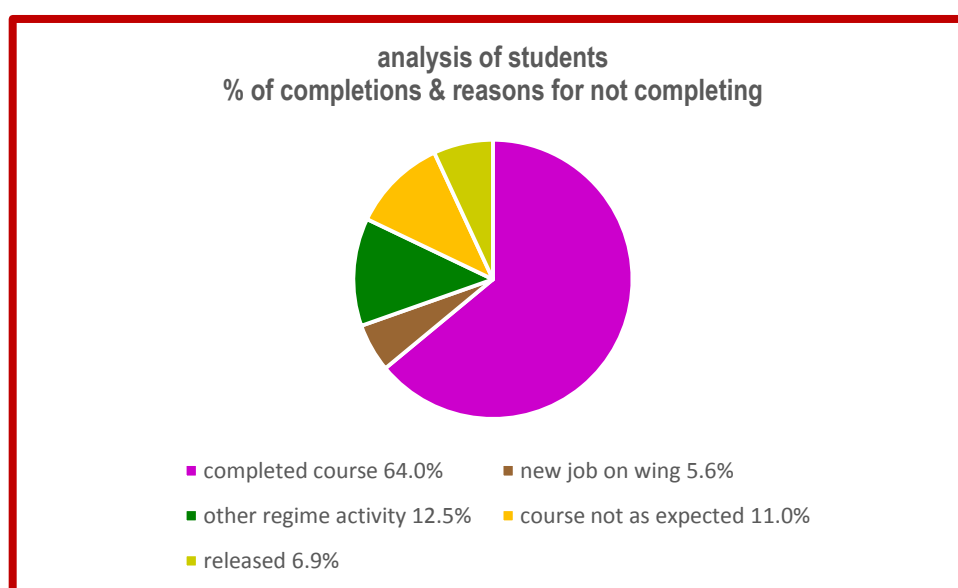
Significant parts of the programme highlighted his frustrations at people not turning up for his sessions for reasons ranging from “not feeling like it today” to “being disciplined for their actions on the wing”.

The following table highlights the percentages of students attending all 6 sessions of the course; together with the ‘drop out’ rates of the course cycle.



We have shared such experiences and appreciate that the prison environment is a unique place to fully engage with people; however (as with Gareth) we have found that when you can engage, and when you gain that commitment, then opportunities arise to create objectives and achieve positive outcomes.

This table provides a further analysis of the percentages of students completing their course and the reasons for not completing.



As explained above, we ask students to commit to attending all 6 course sessions. We view the failure to complete their course (without good reason – a student can

catch up if they miss just 1 session) as a lack of work ethic and not a positive employability quality.

Our evaluation of improved employability is from an analysis of the 46 (64%) students who completed their course.

To assess each student's progress towards improving their potential for gaining employment once 'through the gate' we used the criteria aligned with the GtoE Passport, identified by the OPCCN, together with further 'aspects of character'; giving a total of 12 attributes that we evaluated.

These attributes are:

- | | |
|------------------------|-------------------------------------|
| i. Work Ethic | ii. Problem Solving/Decision Making |
| iii. Motivation | iv. Presentation Skills |
| v. Team Working | vi. Reliability |
| vii. Honesty/Integrity | viii. Adaptable & Flexible |
| ix. Confidence | x. Wellbeing |
| xi. Mental Health | xii. Resilience |

We understood that every student would be completing a GtoE Passport as they engaged in education or vocational courses. This was not the case, we had no 'baseline' from which to measure improvement. After consulting with Get the Data (Independent Project Evaluators) on systems to assess students, we devised method of evaluation based solely upon their attitude and behaviour during course sessions.

For each of the 12 attributes we scored students as follows:

- 0 = made no progress or did not apply themselves
- 1 = made some progress
- 2 = made good progress

It is reassuring that in discussions with PeoplePlus staff, they confirm our views concerning the attitudes of students.

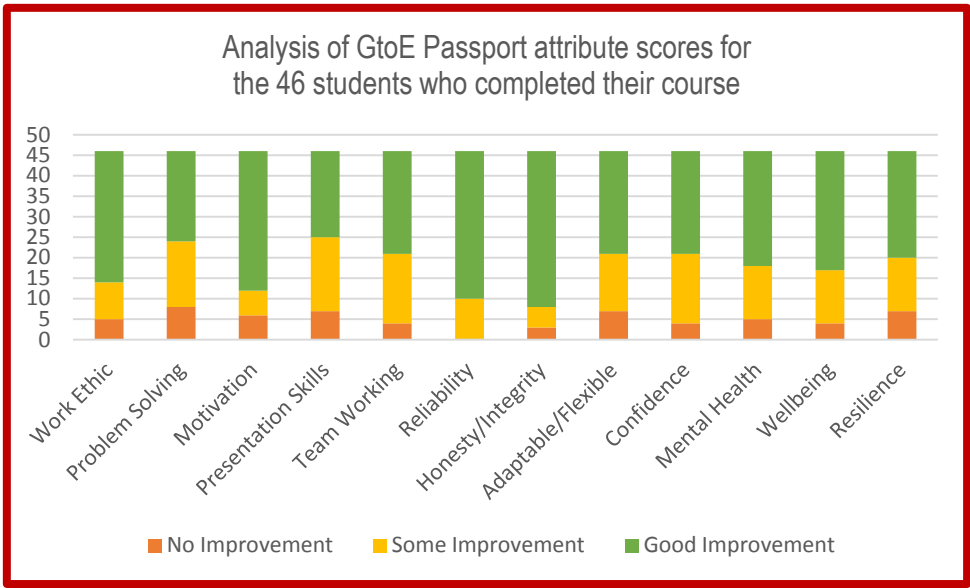
In addition to these, the Project Team assess each student's character and reactions to new themes that have been introduced as the course has evolved; most notably 'calm' behaviour, confrontation management and conflict resolution. These characteristics can be addressed because interaction with the dog creates 'unique circumstances' in which character traits, and sometimes long held behaviour, are challenged.

The Project Team emphasise to students that many skills acquired in training the dogs not only match the criteria defined in the GtoE Passport, they are equally relevant to the decisions they make in all aspects of their lives; together with responsibility for the consequences of their actions.

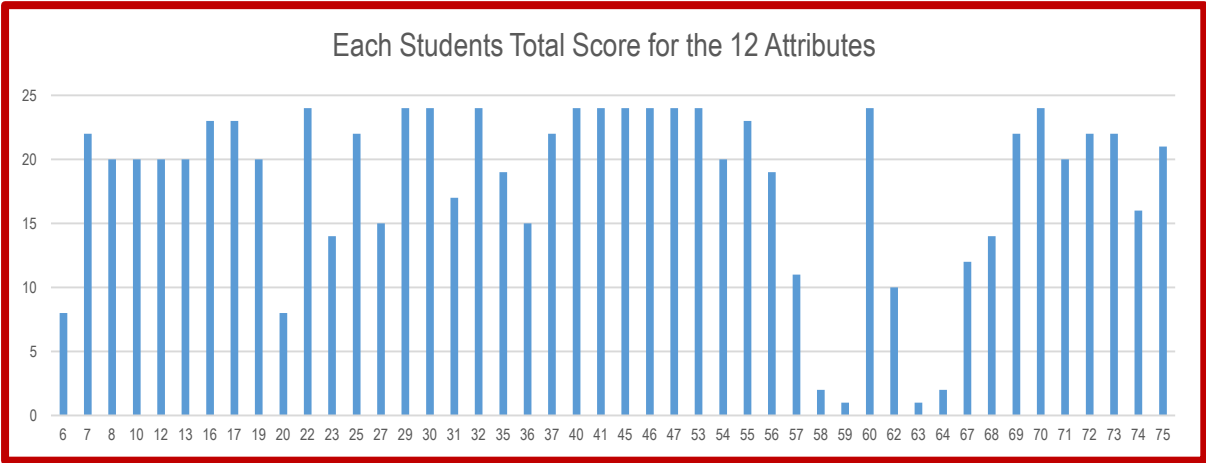
The sessions on conflict resolution are challenging to the students as it often calls upon them to react in ways that go against all their ingrained instincts. Reactions allow a wider insight into the attributes beyond those defined in the GtoE Passport.

Students who complete the whole course and demonstrate clear progress in all these factors of personal development are presented with a certificate outlining their advancement in these attributes.

The following table highlights the number students scoring zero = no improvement, 1 = some improvement or 2 = good improvement for each of the 'attributes of employability' we assessed for the 46 student who completed their course.

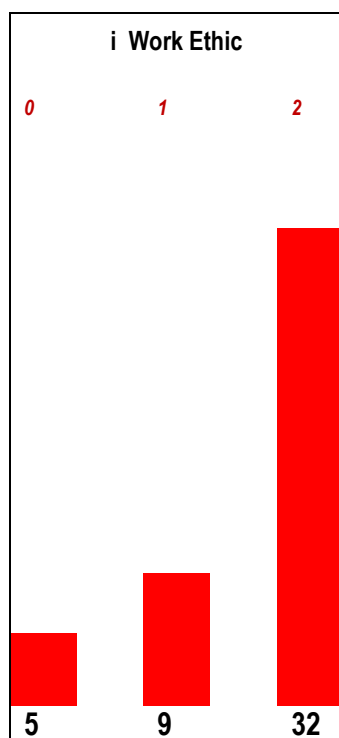


The following table illustrates the “total measurement” score for each of the 46 students who completed their course, for all 12 attributes. Each attribute is scored 0, 1 or 2, therefore a student can have a maximum score of 24 - the numbers along the horizontal axis of the graph are the database reference numbers of the completing students.



An Analysis of each of the 12 attributes.

The following tables detail the number of students scoring 0, 1 or 2 for each of the attributes, together with a description of the characteristics, we assess.



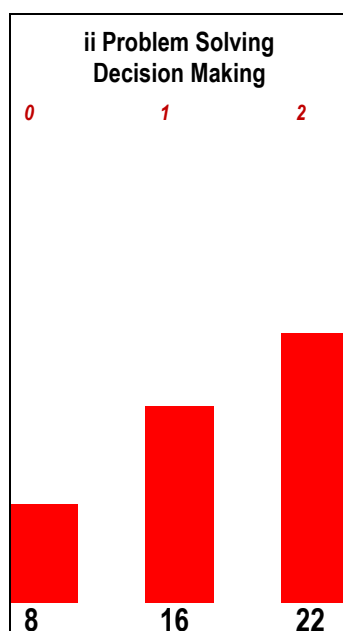
i. Work Ethic

We take account of many indicators in our assessment of a positive work ethic; these include discipline within course sessions, attention to content and evidence of wider reading on subject matter.

All these are evident by the level of engagement a student demonstrates in the discussion elements of sessions and the correct execution of training exercises.

You cannot be half-hearted when training a dog, it is immediately obvious if a student is not being attentive to either the trainer or the dog.

Students would often arrive early to chat and would ask officers to bring them to class after appointments even though they could have returned to the wing. Everyone was always keen to take their turn to 'work with' the dog.



ii. Problem Solving/Decision Making

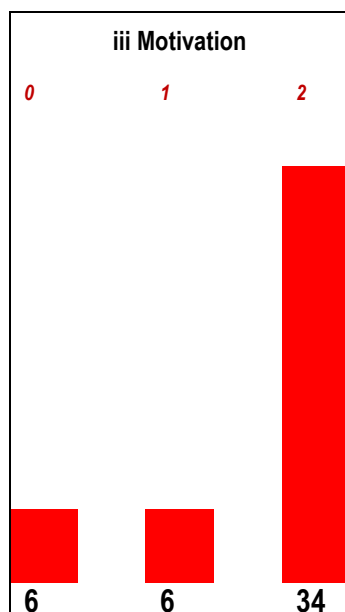
Students are required to demonstrate problem solving and decision making skills in both the practical and theory sessions.

One of the decisions we take students through is how lifestyle, employment, accommodation and characteristics of a dog breed are factors to take into account when choosing a dog; and that sometimes the best decision is not to have a pet dog at that time.

Each dog has different characteristics and levels of response. Good observation skills and assessment of key drivers such as motivation are essential. Students, either individually or as a team, have to call upon their training to find the best method to get the correct response to training exercises.

*"This has changed everything ... made me think".
"My patience and problem solving techniques have flourished and my focus become far more structured".*

iii. Improved Motivation



We use rescue dogs for the Rescue-Rehab project, and although their suitability is assessed at the Rescue Centre they are in need of further training and socialisation, this is why a behaviourist/trainer oversees our training sessions.

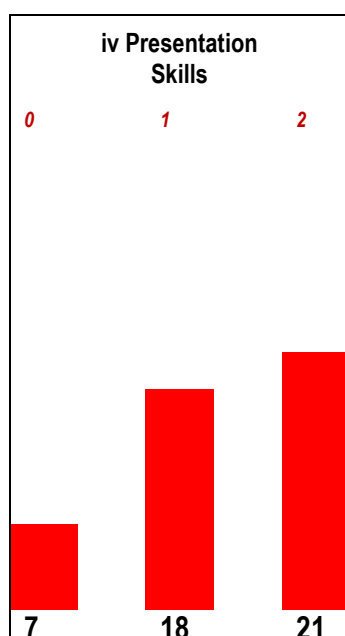
Students are aware that disruptive behaviour will not be accommodated, therefore having a record of good behaviour is a motivation factor for being on the course. A student may be asked to undertake several weeks establishing such a record prior to being accepted on to the course.

Motivation is also reflected in their persistence in training exercises, their participation in other courses and their aspirations to become a class assistant or mentor.

They also show a visible sense of achievement when they have made a contribution towards a dog being rehomed – they understand the value of a second chance.

Six weeks of required, improved behaviour prior to joining the course is a clear demonstration of motivation. This student stayed with us as class assistant until his early release. (See Case Study Example 2 p22).

iv. Presentation Skills

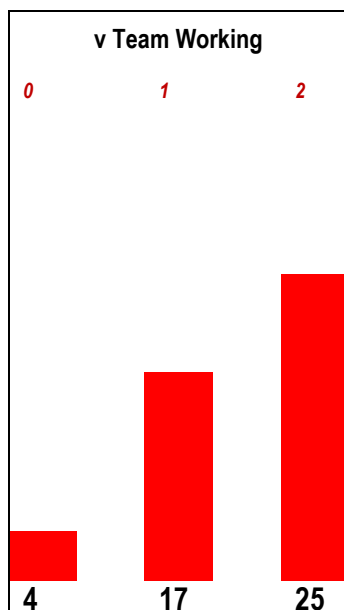


Students take turns in 'taking over the role of the trainer'. In this role they explain the reasoning for an exercise, the intended outcome, and demonstrate how to achieve this (what, why, how); referring to supporting diagrams and text from pages on a flipchart and worksheets.

We use a discussion format for most of our sessions. We find this enables better interaction with all education levels; also even the more withdrawn students are able to contribute i.e. by talking about their own animals.

An element of being awarded their course certificate is the demonstration of a training exercise to those present - which may include an external visitor - a useful skill in the workplace.

Participation in the radio and Wayout TV opportunities were real challenges which every student in the class completed and the broadcasts were well executed and still circulated.



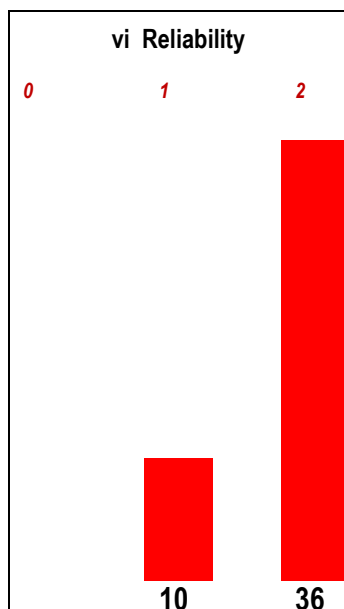
v. Team Working

Students learn that they cannot 'hog the dog', they learn to 'take their turn' with handling. They quickly gain the understanding that the result of everyone trying to issue a command at the same time results in confusion – not only for completing the exercise but also for the dog.

From these disciplines an empathy emerges in the support and encouragement they give to each other.

Teamwork is implicit within the class because of the impact on the dog. The peer support and patience within the class was commendable. We supplied hot drinks for break and students would bring along their own milk and sugar to share with the 'team' despite their limited supplies.

I have learned "how you carry out new tasks with disruptive people".

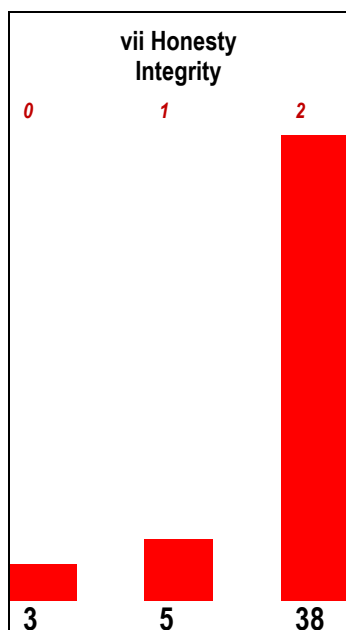


vi. Reliability

Whilst students are aware that attending every course session is essential in the overall consideration of the awarding of a course certificate, it is emphasised that you cannot 'switch off' or lose concentration when being instructed in, or demonstrating, a training exercise.

We measure their focus and attention to detail; together with the consistency of commands and attitude towards the dogs.

Coming to class after having six teeth removed is a real demonstration of reliability.

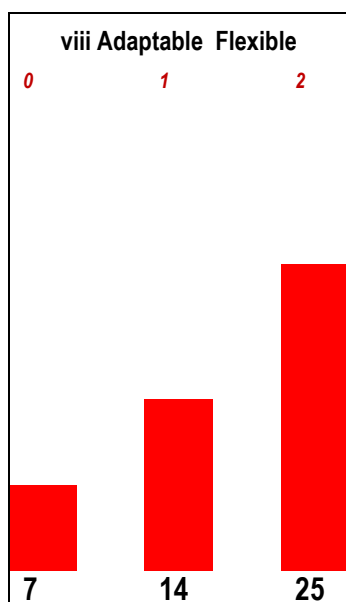


vii. Honesty/Integrity

You have to be 'real' with the dog in both the nature of the commands and in the consideration of its wellbeing. This is essential with regard to success.

We also cover the reality of rescue, animal welfare, puppy farming and event dog fighting; challenging them to rethink in ways that go against learned behaviours.

The classroom session proved a real opportunity to be 'honest' about personal identification with issues arising in training. Their honesty in a 'safe place' with regard to mental health, relationship problems and addiction issues helped form a real 'bond' within the class and facilitate the sharing of coping strategies.

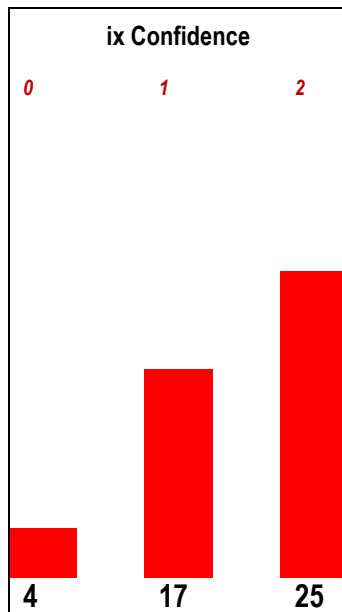


viii. Adaptability/Flexibility

In training exercises each student must adjust to the temperament of each dog: not all dogs respond in the same way to a specific command and a dog may not always respond in a consistent way.

Students, who have owned a dog or consider themselves experienced in training dogs, show that they are open to learning new techniques – this can be challenging as well as rewarding.

*"It's nice to learn new skills & improve on what I know".
 "You learn something different that you didn't know".
 "I have to be more open to suggestions".*



ix. Confidence

An underlying theme of the course is building confidence. Training the dog, and focusing upon its reactions allows numerous options for each student to develop their confidence to tackle issues and to offer encouragement and support to their fellow students

This may involve asking questions, expressing opinions, speaking to the class or demonstrating an exercise with the dog when not an experienced owner. Seeing a nervous student sitting on the floor with a large bull breed or 'managing' play demonstrates their progress. Hearing that they share their knowledge with friends and family further illustrates the confidence they have gained.

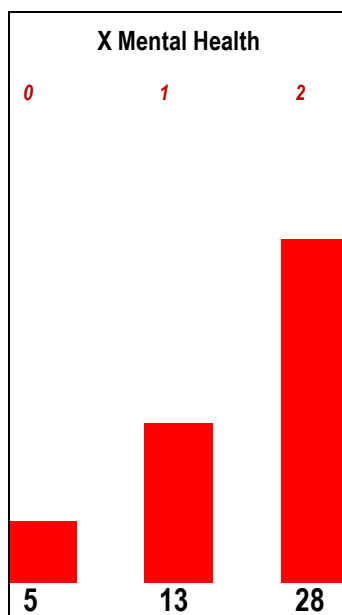
"I've learnt that I need to be more confident".

"I am so much more confident. I've even lost weight".

"I am more likely to access opportunities as this has given me more confidence".

"I feel like I can achieve more when I'm doing courses like this".

"I can behave, Miss".



x. Mental Health

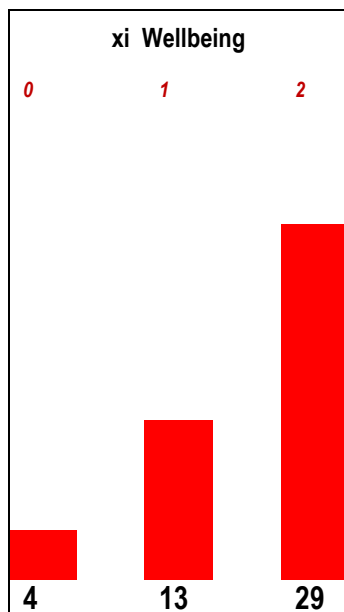
We continue to receive comments along the lines of the interaction with the dogs *"really helps with my mental health"* and *"it is therapy for us and the dogs"*.

The positive impact of interaction with the dogs upon wellbeing and mental health is confirmed by HMP Norwich staff and student comments. The mutual benefits arising from the human-animal bond are becoming increasingly acknowledged with an increasing number, and range, of assistance and therapy dogs.

Our emphasis on calm working, positive reinforcement and a supportive and inclusive environment all contribute to a constructive learning experience where problems such as anxiety can be moderated.

"This is the highlight of my week ...where for a few hours I feel anxiety free".

"This course has made me deal with stress(ful) situations".

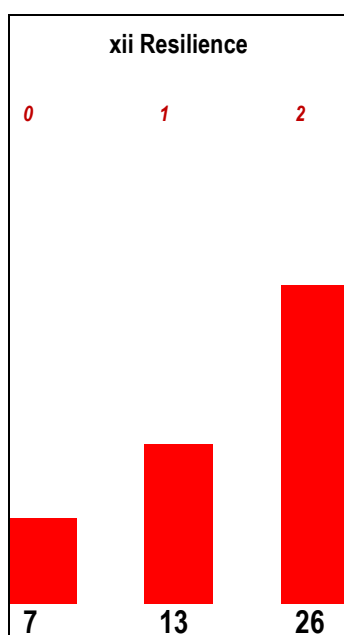


xi. Wellbeing

When the dog enters the room the dynamic changes instantly and there is well-documented research supporting the benefits of human-animal intervention. There is a real sense of achievement when the dog learns a training exercise and of value when that dog is rehomed because of their contribution.

There are noticeable improvements regarding behaviour in and outside the classroom.

*“Dogs have an effect on you. I feel relaxed already”.
 “If I could do this course every day I could come off my
 meds”.
 “I feel more confident and open around people”.*



xii. Resilience

There is a sense of ‘seeing things through’ because they are “doing it for the dog”, and they fully understand the benefits achieved when a dog is rehomed.

Training a dog provides a perfect setting for not giving up as things go wrong; students show that they understand the need to learn, to be able to complete exercises and be able to use all they have learnt to find another way to complete an exercise if the dog is not totally responding as commanded. We talk about persistence, patience and resilience.

*“Thank you. I really appreciate everything this course has
 done”.
 “This course has really benefitted me coz I can handle my
 emotions a lot better since I’ve been on it”.
 “When I was young I would have loved to have had a chance (like this) but I wasn’t
 given one because I was a bit of a ****. I would have taken the chance. Got to give
 the young a chance. A chance to change”.*

Attribute score analysis

When we looked at the graphs we were pleased to see the overall 'improvement' within the courses across the 'attributes'. What we found surprising was that it was:

- reliability that scored the highest
- honesty and integrity second
- motivation third

We knew from student comments that the classes were important to them on a mental health and wellbeing level (which was what we had expected to score highest) but the results seem to show that to the students their needs came second to those of their dog. This resonates 100% with our mission to 'nurture compassion' and 'promote responsibility' – with many students answering 'yes' to our end-of-course questions (see p26) regarding their own experiences.

The students' assessment regarding their own presentation skills was lower than we would have thought but wonder if this reflects their 'desire to do well' (see Case Study Example 3 p23) where the student held back because presenting well was so important to him. We realise that this is a subjective interpretation but we made feedback changes to highlight that putting aside a perceived 'image' is less important than embracing the opportunity to 'learn' and that the class was there to support and not judge.

Problem-solving also showed lower improvement than some attributes and our perception is that a real desire to understand the process and learn (as with presentation skills) meant that the students preferred to observe the trainer rather than put forward ideas early on. This could be rectified with longer courses facilitating an improved knowledge base and therefore greater confidence in using their new understanding.

Looking at the 'low' scores was also revealing in a positive sense: not one student scored 0 on reliability (real evidence of engagement) and many of the attributes had very low 0 scores showing that there was noticeable improvement throughout the range of attributes within the classes.

The course is, indeed, is a 'safe place' and watching students and dogs flourish is a privilege. Dogs do not judge: *"Dogs accept you if you are kind"*; you *"can't 'kid a dog"*; we all want to be *"the person our dogs think we are"* (Anon). We truly are one team with one goal (at any moment) and there is a real sense of 'class' achievement. We have also found that in almost every case the peer support has been wonderful – experienced dog owners willing the more unsure to do well – positive reinforcement for all students, four-legged and two.



RESCUE-REHAB STUDENT CASE STUDY RECORD

Ref: PPS Example 1

With obvious and self-highlighted, high-level anxiety issues this student was a real animal-lover whose behaviour improved immediately when in contact with the dog.

The course worked well because in the small class 'teamwork' is a key objective and the other students were very supportive and patient which also encouraged PPS1 to be aware of the impact of his behaviour on others. His awareness of this impact increased to the point where he would often apologize for his initial behaviour (sleep problems meant that mornings were difficult for him) when leaving, when his mood and restraint had improved.

As the course progressed, PPS1 became more 'involved', asking questions and notably reading the course work provided. His final piece of work – done in his own time - was considered and articulate.

PPS1 declined to fill-in the initial course questionnaire (uneasy with revealing personal information and unsure as to how it would be used). By the end of the course he was happy to complete the follow-up questionnaire – a personal step forward that we are pleased to acknowledge.

We were pleased to watch his progress:

- Increased confidence
- Improved self-awareness
- Improved self-control
- Improved teamwork



RESCUE-REHAB STUDENT CASE STUDY RECORD

Ref: PPS Example 2

PPS2 applied to participate in the course but was declined because of being high-risk (having been excluded from other lessons because of poor behaviour, directed at the teachers). Included on the unlock list mistakenly, PPS2 continued to articulate his desire to join the course and we agreed that if he could demonstrate improved behaviour for the six weeks prior to the next course that he would be considered. PPS2 did manage his behaviour and so was accepted onto the following course.

Clear boundaries were agreed re behaviour – no shouting/anything to distress the dog – and in general, PPS2 has maintained good behaviour. He loves dogs and sometimes it is hard for him to restrain from attracting the dogs attention, he does listen and his self-control has noticeably improved. We understand that his behaviour in English has also continued to improve – this being a condition of him being with us.

We had a course Mentor who we agreed to keep with us until his release date. PPS2 immediately asked if he could remain with us in a similar position and it was agreed that this was acceptable. As PPS2 has not completed a mentoring course we did explain that we would do our best to utilize him suitably by creating the role of course assistant, and he was happy to remain on the course. To encourage him in taking more responsibility he was given the opportunity of liaising with his English teacher re finding materials for the children to do at the forthcoming Family Day. This task was completed without further supervision and the English teacher noted his good attitude. PPS2 is now also studying advanced maths.

We are aware of the realities of 'reformation' but in his own words:

- *"I am a reformed character".*
- *"I walked away from trouble on the wing today, Miss. Honest".* This was confirmed by another student in the group.
- *"It helps with my hyper-activity. Helps me stay calm on the wing".* These were his freely offered comments on the prison radio interview.

In general:

- Improved self-awareness
- Improved self-control
- An improving work ethic
- An acknowledged and openly expressed desire to do different
- Improved acceptance of constructive criticism/feedback



RESCUE-REHAB STUDENT CASE STUDY RECORD

Ref: PPS Example 3

PPS3 joined our course on 23/10/19. A repeat offender with a long sentence, this student was resigned to 'keeping his head down and doing his time'. A professed dog-lover, he joined our course out of curiosity. It was immediately clear that he had a genuine love of dogs with his own dog currently in the care of his Mother. PPS3 showed a real interest in learning and enjoyed the chance to work with our trainer (a very well respected behaviourist) but he was initially quite reticent. Sometimes, as an experienced dog owner, it can be quite difficult to work (observed) with a dog that you don't know and so we said 'be confident' you are doing so much to help this animal and we are grateful for your time and contribution. Something changed – PPS3 began to see the course as an 'opportunity' and a chance to 'contribute' and his confidence rocketed. We suggested that he look into taking the mentoring course so that he could remain with us. This student has continued with us as 'mentor' whilst training and has blossomed. He has realised that 'training/learning' does have real benefits that he will take with him as a business owner and dog owner and that mentoring/helping others has a real value. We are so proud of his journey and his continued progress. He is currently doing well on the mentoring course and we are delighted to participate in the scheme by being part of his assessment. The dog demonstrates clearly the benefits of 'training' of 'management' of 'observation' of 'coaching'.

In general:

- Improved confidence
- Improved engagement
- An understanding of agency

PPS3 has changed since being with us. In the class he is more engaged and open to learning and certainly more confident. He sees potential in training and taking a leadership role that hopefully will stay with him 'outside the walls'. We have enjoyed watching his progress and hope that in some small way we have helped facilitate change.

Update: We are delighted to confirm that since joining Rescue-Rehab, PPS3 has successfully completed his mentoring course where we were pleased to facilitate his assessment. His engagement and contribution within the class and other areas of work continues to improve. He remains with us as class mentor and hopes to be re-categorized soon to category D.

Ref: PPS Example 3 contd

Zee Cassoneca | Norwich Cat C Education Manager

PPS3 has now started a training programme that will support him with developing the required skills to support others through learning and whilst taking part in the Rescue-Rehab training. PPS3 is now enrolled on an award in Mentoring, which will assist him in developing an understanding of the role of a mentor and also equip him with the skills required to become effective within this role. This will enable him to be best placed to support others going through a similar experience including an understanding of confidentiality, how people learn, learning styles so he is best placed to support teachers in the classroom and look after low level and learners as a whole.

External evaluation by Get the Data

We undertook a further assessment, devised by Get the Data and based on a General Self Efficacy scale, developed to enable a measurement of mental wellbeing and the evaluation of projects which aim to improve mental wellbeing.

An analysis will be drawn from the answers given by each student to the following questionnaire when they begin and complete their course.

Norwich Best for Pets

Name: _____

Date completed: _____

For each statement below please say whether it is not at all true, hardly true, moderately true or exactly true.

Statements	Not at all true	Hardly true	Moderately true	Exactly true
I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
I am confident that I could deal efficiently with unexpected events.	1	2	3	4
Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
I can solve most problems if I invest the necessary effort.	1	2	3	4
I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
If I am in trouble, I can usually think of a solution.	1	2	3	4
I can usually handle whatever comes my way.	1	2	3	4

The grading of answers to these questions provides students with their 'start' and 'completion' scores - these can range from 10 (answering all questions 'not true at all') to 40 (answering all questions 'exactly true').

On completing the course students answer the questionnaire again; together with the following two questions that allow them to freely express how the course has impacted upon their accessing further education courses and their wellbeing and behaviour.

- i. Having completed the course, do you think you are more or less likely to access other training opportunities in the prison? Please explain why.
- ii. And, has the course made it easier for you adapt to changing circumstances within the prison and new tasks you are given? Please explain your answer.

The GtD evaluation used a theory of change method using data collected by NBFP, to answer three basic questions:

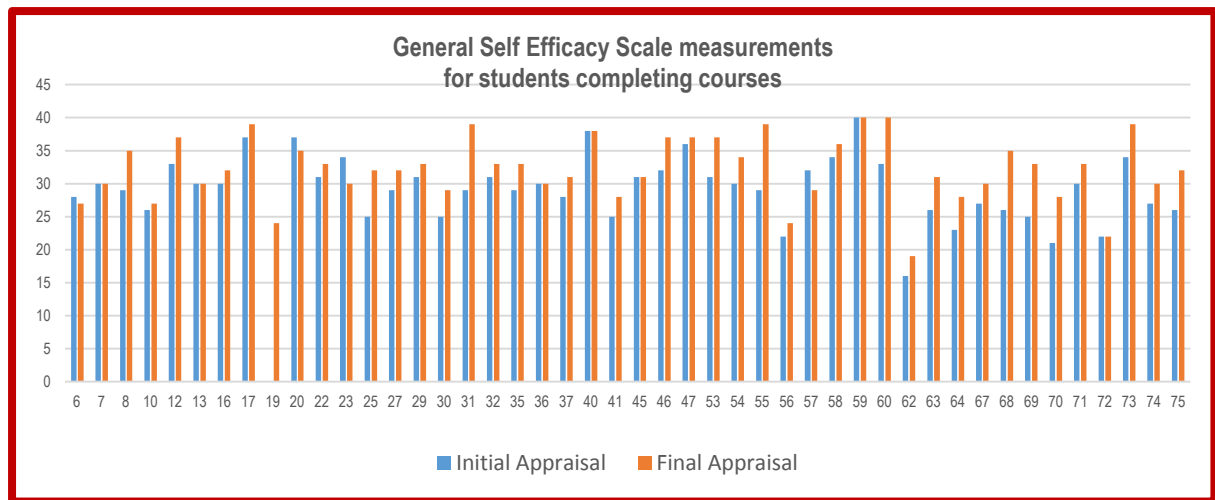
1. Was it plausible? ie could Rescue-Rehab bring about its desired outcomes?
2. Was it doable? ie were the resources available to deliver the Rescue-Rehab as intended?
3. Did it work? ie did Rescue-Rehab achieve its outcomes?

The 'prison environment' presented many challenges in making this analysis, primarily there was no option of a control group of students; a fact acknowledged by everyone involved in the Rescue-Rehab project.

Although students signed a compact that allowed for their comments and observations to be recorded and anonymously used; access to background information that would have made a contribution to this analysis was not available due to GDPR.

There were 71 students on the database we completed for GtD and they use this figure in their report. We report on 72 students, as one student attended a course that he did not complete as he gained a 'job on the wing', but subsequently attended and completed a course 4 months later. Having recorded him leaving the first course, together with the reason for not completing, we did not add him a second time – we logged his attendance on the second course sessions on the GtD database. We accept GtD reasoning that they "wanted to state the number of men who attended and not double count if they attended more than one programme".

The following graph illustrates the "scale score totals" for the students who completed the Rescue-Rehab course. The numbers along the horizontal axis are the database reference numbers of the completing students.



It can be seen from the illustration that there is generally an increase in the wellbeing scores for students; averaging a score of 28.7 on their initial appraisal and 32.2 once they had completed the course. Note that student Ref 19 has no initial appraisal score, this was because he feared inappropriate use of data held about him – which was confidently overcome by the end of the course.

The full report is attached (see Appendix 1) but in brief their recommendations were:

- *Funding permitting, to extend the length of the training so the attendees have a greater chance to learn the skills and personal changes that lead to a reduction in recidivism.*
- *Also, consider reducing the ratio between attendees to dogs so strong relationships can be formed*
- *Commit with the prison to collect a reduced set of data for impact monitoring.*

Get the Data's findings support our experiences and we are pleased to see their comments relating to the team's constant adaption to the prison environment being key to improving delivery:

Delivery

Prisons are difficult environments in which to deliver an externally provided intervention and overall, the NBFP team appeared to deliver the project well after learning how best to work in the prison.

In the first year the attendance rate was 52% and in the second year it was higher at 72%. At various times in the first-year, sessions could not go ahead because of prison shutdowns or because no room was available, but the NBFP team was able to avoid these problems in the second year. The NBFP team said that they had to learn how the prison operates and identify the mechanism to work with and around events in the prison.

The graduation rate was improved in the second year of delivery. In the first year, 63% (n=24) completed a programme compared with 75% in the second year (n=23).

With regard to the findings:

- We would agree that, dependent on funding, longer courses would improve impact and sustained change.
- With regard to the student/dog ratio, however, there are both positive and negative implications. Yes, working one-to-one would magnify a 'bond' but we turned the 4:1 ratio into a positive part of the 'training'. Learning to wait and observe became part of the learning, was highly beneficial for teamwork (ie clearly requires peer support whilst one team member is working with the dog) and was also helpful for the dog (learning to work within a group ie more 'real' environment). Working 1:1 student/dog ratio, the logistics would also be almost prohibitive (both on a staffing level and also regarding the capital investment that would be necessary to provide a suitable training room) and certainly reduce the opportunities to expand the scheme to other sites.
- The need to improve data collection is definitive: a future funding stream involved match funding by the OPCCN and PeoplePlus and working as a formal 'provider' would certainly facilitate access to more student information on every level.
- It was noticeable from the beginning that the General Self-Efficacy Scale was challenging (language and concept) for some men, so from January 2019 we added the three questions below to enable us to gain a wider perspective on the student's views of the course and its impact upon their outlook with easier access:
 - A. Has this course enabled you to view situations with more compassion?
 - B. Has this course enabled you to understand the consequences of being both responsible and irresponsible?
 - C. Has this course enabled you to understand why and how to make the changes you would like with regard to (A) and (B)?

As our mission statement – “nurturing compassion, promoting responsibility, facilitating change” – is on posters, worksheets and handouts the concepts were familiar and well-understood. If we had continued (Covid-19) we would have explored using this as a framework for the men to measure and understand their progress because the concepts were directly related to their learning and to the dog. There is not enough collected data to warrant a chart and these results were not included in the Get the Data database. The comments, however, were revealing:

Has this course enabled you to view situations with more compassion:

“Yes, every action has ramifications. Through this I can assess my reaction first, knowing the impact it could create for me and others”.

“Yes, because the more compassion you show the better the outcome”.

“Defo”.

“Yes, it has ... helping new prisoners on the wing”.

Has this course enabled you to understand the consequences of being both responsible and irresponsible:

“100%. It’s been subtly but intensely helpful to me and my life, in the past and going forward”.

“Yes, to be responsible and also for more than myself”.

“Yes, it has taught me to cope with my emotions better”.

Has this course enabled you to understand why and how to make the changes you would like with regard to (A) & (B) above:

“It has helped me make alterations to my life where needed whilst also seeing steps already taken are the correct ones too”.

“It has taught me that courses can be good”.

“Yes, I would like to take this (mentoring) on more when I am released”.

Developing our own course-specific questionnaire that the men can easily relate to is part of ‘What next’ (p 54).

“Taking your dog to training classes is an important part of responsible dog ownership, not only because you learn to train your dog and it teaches them how to behave calmly, but it also benefits the owner through developing responsibility and providing a routine to follow. By exposing your dog to new environments, it is also incredibly useful for providing an opportunity for both of you to socialise with other dogs and owners.”

Bill Lambert, spokesperson for the Kennel Club

The dogs

For the dogs the project has been a huge success. Working with two dogs (which was trialled in the pilot) proved difficult in the venue provided so we now work with one dog which allows us to be completely responsive to their individual training needs. Also, we had planned to undertake set training tasks but this does not always allow us to work on the specific issues key to rehoming a particular dog. Here are the comments of our behaviourist, Dr Attila Szkukalek:

The behaviourist

There were equal emphases on benefits for both the human and canine participants..

Student objectives:

- i. Learning basic dog training; theory and practice using positive reinforcement techniques.
- ii. Learning and improving observation skills by watching the dog's body language and also testing and scoring the dog's environment adaption, handling tolerance, sociability skills and training level at the beginning and at the end of the course and assessing their progress.
- iii. Improving their well-being to allow them to relax in controlled environment assisted by the therapeutic effect of being with a dog.
- iv. Improving their confidence by encouraging them to learn and express themselves.
- v. To encourage their general good behaviour. Sometimes improved behaviour was a pre-requisite for attendance on the course.

Achievements:

- a. All the above criteria were achieved to a certain level, based on oral and written statements from the students and their supervisors.
- b. Most students built an emotional bond with the participating dogs. They would ask how the particular dog behaved in the kennel, about their history, if the dog was rehomed and how it was getting on. Many of them expressed an interest in rehoming the participating dog.

Observations:

- A. I found it very satisfying getting a lot of positive feedback from the participating students and their keenness to return as mentors. Some students had never participated in any other education prior to this course.
- B. It was a learning curve. I had to improve my communication skills to get the passive students involved in the actions and the more challenging students to be cooperative and open towards accepting facts and alternative views.
- C. I have developed empathy and understanding regarding how difficult and stressful the prison environment can be. Our lack of control was negligible compared to the students' lack of control and predictability of their everyday life. Some found this very upsetting and depending on their personality they responded by withdrawal, confrontation, etc. For us the important thing was not to take any negative behaviour personally as their occasional uncooperative behaviour mostly was due to events they were exposed to prior to the session and not related to our class itself.
- D. It was essential to be able to adapt and change plans according to arising circumstances eg if students did not turn up or new students joined the course midway through.
- E. As the programme progressed the demand and the objectives of the programme have changed. There was a desire to make the programme a certified dog training programme, which was dropped for practical reasons.
- F. The next phase was to include the course within the prison education timetable which meant an increased emphasis on student learning.
- G. We work constantly changing the programme as it progresses.

Dog objectives:

- i. Environment testing and familiarisation; travelling in the car, walking and staying in an unfamiliar environment.
- ii. Socialisation: testing and conditioning, sociability towards people, their tolerance towards handling, cooperative skills with humans, trainability, impulse control and being able to settle, and tolerance towards attention withdrawal.
- iii. All these personality traits are essential for living with humans and increase not only the chance of their rehoming but also the retention rate in the rehoming environment, which is as important as being rehomed.
- iv. Identifying and reporting to the kennels any issue and taking action to recondition the dog during the sessions if possible.

Achievements:

- a. All the above criteria were achieved to a certain level, based on oral and written statements from the students and the kennel staff:
- b. The confidence and motivation level assessed by dogs' body language as they approached and entered the premises and during the session grew continuously during their participation in the programme.
- c. By the third session dogs behaved similarly as they approached the venue as in a home environment when they are taken for a walk.
- d. We were able to identify with many participating dogs, lack of restraint and attention withdrawal tolerance, possessiveness issues, and sensitivity towards handling and reactivity towards these events. All the undesired reactive behaviours reduce the dogs' chances of rehoming. Most importantly

if potential owners are not informed about these issues and taught how to manage and untrain them, then in most cases these dogs are returned to the kennels within a couple of weeks.

- e. In most cases we were able to untrain many of the undesired behaviours and in all cases improve the tolerance threshold of the dogs towards events that trigger the undesired behaviours. In all cases we were able to give advice how to manage the behaviour and how to untrain the dog in the new home environment.
- f. As a result of the participants work all dogs participating in the programme improved their tested behaviours, were rehomed successfully and none of them were returned to the kennels afterward due to uncontrollable behaviour.

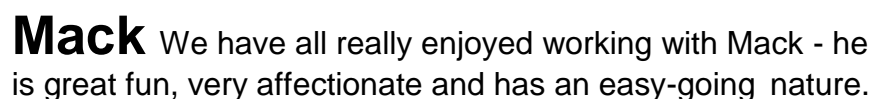
Observations:

- A. The 90 minute lesson time on top of the travel is slightly long physically and mentally for the dogs. We let them rest and it works well that we can combine with the theoretical part.
- B. Prior to starting the project, some reviewers were concerned that it would be stressful for the dogs to be taken out and be placed in an unfamiliar environment with unfamiliar people. Even we were surprised how well the dogs adapted to the unfamiliar conditions, much faster than some of the human participants. We had only one dog that was shy to enter the building and had to be lifted and carried in (for the initial visit only). During the first session we let the dogs explore and then settle using relaxation conditioning with them. This approach worked wonders. From the second session onwards, the participating dogs became confident and initiative. They are keen to greet the entering human participants and even the dogs that were not very motivated with food rewards were happy to interact for human attention. They started showing the slightest signs of frustrations with displacement behaviours; such as mouthing, jumping up, vocalising, which takes at least 1-2 weeks following rehoming. For the dogs to show their slightest displeasure, they must be confident and feel at home. We had two dogs that were not familiar with stairs. These dogs walked on stairs motivated by the fact that they were approaching their training room. All participating dogs built up this confidence level within one 90 minute session.
- C. The project has proven to be the perfect preparation for the family environment as the dog must learn to comply with all family members. Becoming attached to one person in the family might create behavioural issues, such as possessiveness even aggression towards a family member if the dog is not compliant. It also allows us to identify and report to the kennels any issues and take action to recondition the dog during the sessions if possible.
- D. It is always a pleasure to see the dogs' confidence and motivation level rise to participate in the session. To hear that the participant dog had to be replaced due to rehoming is great news for the whole team.

Moving into education:

- i. Following on from initial logistical challenges with a small venue and two dogs the project now works in a dedicated room with one dog.
- ii. The venue is better than the previous one, but it is still small and on the first floor and in order to take the dog to toilet we have to navigate 4 doors and a staircase. However, it is 'ours' and much appreciated.
- iii. The 90 minute lesson time on top of the travel is slightly long physically and mentally for the dogs. We let them rest and it works well that we can combine with the theoretical part.
- iv. The project is now aligned with other education programmes and there is more demand on the prisoners to learn and on us to teach them diverse theoretical topics (embedded learning) within the classroom and also the training session.
- v. Some prisoners have learning difficulties and find it difficult to cope with the increased learning required and the concentration required during the theory sessions. However, very few of them are disruptive and attendance is generally good.
- vi. The classroom element does allow time to review the training learned within the training sessions and relate to the students themselves. This is useful with regard to reinforcing learning and allows some students more time to absorb and discuss the methodologies.
- vii. Most prisoners have tremendously improved in confidence in their learning skills and have gone on to other courses, some completing a mentoring course and returning to us.
- viii. Positive reinforcement is an effective learning methodology for both the students and the dogs.

Dr Attila Szkukalek



- Happy now getting in and out of the car/crate
- Travels well - no noise, settles well
- His confidence has grown enormously - he is very happy working with our class of 5 students and 3 of us where initially he was a little cautious
- He enjoys his training - reward-based, positive reinforcement - and can be motivated with food, praise or a toy
- Calm - this is very important for him to work on. When he gets excited, calmly ignore him, look away (no eye contact) and stay still until he steadies, then praise him quietly using slow strokes and a gentle voice. Encourage him to 'sit' and without too much attention just keep repeating 'calm' until you feel him relax against you. It's a good idea to also 'capture' calm behaviour i.e. when he sits quietly on his bed throw treats but don't give him attention. Let his bed become a 'good' place. You can also use the 'bed' command when people come to the door/visit praising him for going to 'his' place

- Name – for attention
- Touch – beginning of recall
- Sit, Down, Leave, Wait - all pretty good

- Leadwork is fine in the training room. Not outside! Much better on the bridle. It will take some real repetition - blocking, 'leave' command, pulling the lead down to pull him around and back.
- When using the bridle don't let him pull - use short training walks (5 mins) to get him walking 'well' but only let him 'pull' on the harness. You will need to clip his collar and the bridle when using this as it can come over his head if he reverses.

- Mack loves to play. He is a good boy and not shown any possessiveness re his toys

We will supply classroom training notes. Treats for training: use dry food for low level training, saving high value treats (frankfurters, liver pate in a tube) for challenging situations ie out walking, using the bridle.

Think that's all and we wish you well!

RESCUE-REHAB norwichbestforpets@gmail.com

Mack — update from new owners

The pick-up went well and he was happy getting in our car and travelling. We thought we'd take him for a long walk before going home which was good and involved a quick paddle in the river. He changed as soon as he got into our house - calm, quiet and on his best behaviour! We had a good night and he was silent right the way through. A quick walk this morning, thorough brush, then off to the seaside this afternoon for a 4.5 mile walk along the beach at Dunwich and back through the Heath and wood. The bridle works well at making him stop pulling, without it can be hard work. He didn't eat much yesterday but has eaten more tonight and is currently zonked out on the rug in front of the fire. He loved the waves and went running in, trying to eat the foam!





Teddy We have all really enjoyed working with Teddy - he is a lovely, sociable boy, friendly and confident.

Teddy has attended several training sessions and has made really good progress. He loves training and will benefit from the structure and stimulation that continued training will offer. We hope these notes will help you help him settle into his new home.

GENERAL

- Travels well in the crate in the car
- He seems confident in new situations, show little nervousness
- Teddy does love attention – will do his 'party piece' (throwing himself along the floor) until he elicits a response/laugh but it is very good-natured and will respond to commands
- He can be quite bouncy initially so ignore when he gets boisterous

COMMANDS

- Responds well to name and the beginnings of recall training ('touch')
- Sit, paw, down are all in Teddy's repertoire
- 'Go to your bed' (used when people come into the room/open the door) is also good
- Feeding him treats without too much engagement when he is on his bed will encourage him to see this as 'his' place
- 'Wait' and 'stay' are good

LEAD

- In the training room, Teddy will walk to heel (even off-lead for short periods)
- Outside – strategies to help
Play before walking to relax and reduce energy levels; small walks with no 'build-up' ie don't get excited or excite him
- Teddy can be distracted (from other dogs etc) by using a high-value treat which is helpful
- Not advisable to let off-lead

PLAY

- Loves to play!
- We usually use play within the sessions and Teddy will 'drop', 'wait', 'fetch', 'play'. He has shown no real possessiveness but working on 'managing' this behaviour will be important.

If you would like to have a chat/meet then do give us a call on ...
All the best!

RESCUE-REHAB norwichbestforpets@gmail.com



Rosie We have all really enjoyed working with Rosie - she is great fun, very affectionate and has an easy-going nature. . Some of the words used to describe her: friendly, sociable, playful, smart

GENERAL

- Happy getting in and out of the car/crate. Travels well - no noise, settles well.
- Her confidence has grown enormously - she is very happy working with our class of 5 students and 3 of us where initially she was a little cautious.
- In the classroom we encourage the dogs to 'go to their bed' so they have a safe space and from the beginning learn that if someone comes to the door they 'go to their bed'. To settle Rosie in her new home after so long in kennels it will be good to continue with this and reward her every time she 'goes to her bed' by placing food on the bed for her to find and rewarding 'on' the bed (not by hand) to reinforce.
- Rosie bonded very quickly with our trainer and will probably do so once in her home. It is wise to be cautious of giving her 'too much' attention so as not to make her needy. Encouraging her to see her bed as 'her' safe place (see above) will be very helpful.

COMMANDS

- Motivation. Rosie is quite fussy (think she has been spoilt – hahaha!). We always try working with low-level treats but Rosie is not interested. Small pieces of sausage, however, work wonderfully! Any high-value treat will be important initially to attract her attention and maintain her focus. Once motivated she responds well to her name, to touch (beginning of recall), sit, down, stay.

LEAD

- Rosie's excitement can lead to displacement behaviour – mounting, biting the lead. It also helps to face the door (so that Rosie is focused on going out) when trying to put the lead on and to put the lead on from behind so that she cannot see. Once the lead is on walk off immediately as when walking she is a good girl. When she is in 'front' this is a play position and makes the behaviour worse. She is improving hugely with this and within her home we are confident this will quickly improve.

PLAY

- We have toy-tested Rosie and she takes a little encouragement but has shown no signs of possessiveness and 'drops' the toy when asked.

We all wish Rosie the very best and if you would like a complementary hand-over session with our trainer, Attila Szkukalek Happy-Pets you are very welcome. We would also love to hear how Rosie progresses – photos much appreciated!

All the very best!

RESCUE-REHAB norwichbestforpets@gmail.com

Rosie - update from new family

'Sweet Rosie' joined our family a couple of weeks before lockdown. This was a blessing at such a stressful time and she has certainly brought a ray of sunshine into our lives. We thank everyone who has been part of her training and rehabilitation to make it possible for her to be adopted.

Rosie certainly makes us laugh with her antics. We call her 'rough house Rosie' (she's a wrecking ball), but also a diva at times. She likes to kick up the lawn and throw herself and wiggle around in the soil. Hence her nicknames: Dirty Doris, Dave and Slim Shady. Rosie is Queen of dirty looks. She is hilarious.

Overall, Rosie has adapted well: loves the sofa and the beds, loves her food and her new family.

Hope you enjoy her photos!

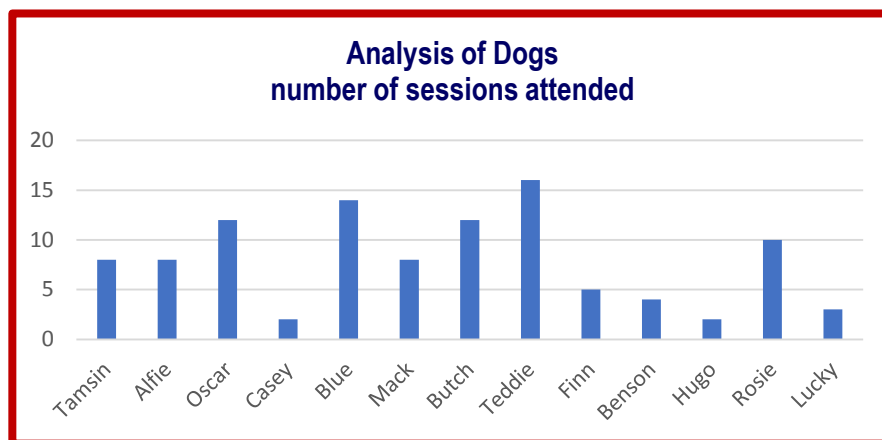
Thank you all once again for giving Rosie the chance of her own family to love.



We would like to point out that Rosie had been in rescue waiting for 3 years prior to joining Rescue-Rehab. Simply wonderful that she is now in a loving home.

Conclusions

- For the whole team – students included – it has been wonderful to be part of the rehabilitation and rehoming of dogs that would otherwise have spent more extended time in kennels.
- When speaking to the rescue centre, for them it has been individual dogs that demonstrate the benefits.
- Dogs like Ronnie and Reggie who came in as strays, struggled in kennels and who desperately needed intensive intervention.
- Teddy, a young Staffy, brought in wearing a muzzle who, without proper assessment, may have otherwise spent many more weeks in kennels. Teddy is now happily rehomed and his family are seeking to find him a rescue friend.
- Getting to know the dogs out of kennels with an experienced behaviourist and a room full of students who want nothing but success is an amazing opportunity. The dogs reveal what they need and what they need from the team, not just to find a home but the training necessary to stay in that home.
- As well as a 100% rehoming success rate, so far the dogs have remained in those homes. With the more challenging dogs the team do a handover at the kennels with the option of training to support them initially. This support together with the detailed profiles that the team provides is hugely important: awareness is 90% of the solution.



The chart demonstrates the varying number of sessions that individual dogs attend. Sometimes one visit is enough to confirm assessments made at the kennels and give insights into potential issues and suitable environment, if a home is available.

Others need more intensive assessment and training and working with a group is so much more helpful than forming a close attachment with one person who is not the owner.

We are privileged to have Dr Szkukalek on the team. The fact that he a behaviourist and trainer is essential, for safety and optimum results. As a role model, the 'trainer'

is a valuable example. Years of experience and ongoing training are essential, as is integrity, honesty, work ethic.

Regarding leadership, the 'trainer' demonstrates leading by example; a calm, quietly confident presence for both the dog and the students. Authority is seldom asserted, but encouraged and, perhaps more importantly, assumed. There is an acknowledgement that working with someone well-respected in their field is something to be appreciated and not wasted.

“Dogs, like humans, respond to the positive far better than the negative. They like structure and routine, sprinkled with some fun. Our East Anglian SBT Display Team members love to show that training can be great fun for you and for your dogs and leads to a great partnership - isn't that what we all want for our dogs?”

East Anglian Staffordshire Bull Terrier Club

"It seems to me that the starting point to improving a dog's behaviour is to educate the owner or the person for the time being in charge of the dog. People need to be taught how to be responsible dog owners."

*Trevor Cooper
Coopers & Co, Dog Law Specialists*

Observations

- Moving into the 'classroom' was a big step. From the onset the emphasis remained on well-being, improved behaviour and engagement in education.
- It was agreed that a 'classroom' element would be added, held in the examination room within the education block. This 'formalized' the learning and stretched the behaviour required within the training room to another situation. 'Where is the dog?' was a common response and it was explained that the dog was 'on its way' for the second part of the session.
- Although the course is highly 'responsive' there are key elements that are covered within the classroom including an explanation of the coaching process (goals, strategies) and our desire for each student to identify a personal goal in addition to contributing to the primary goal for the dog –rehoming.
- Using a coaching approach has been key – problem-solving, solution-focused, determining goals, working out strategies, identifying 'red flags. It is also a 'dialogue' – the students' input is essential, engagement is part of finding the solution.
- Working with the dog is a very different way of learning – visual/practical. Topics discussed in the classroom are then observed in the training room. The dog 'demonstrates' the theory and there is a real identification with the animal.
- The discussion-based approach allows a real opportunity to mix abilities/educational standards and encourages everyone to feel able to make a contribution.
- Behaviour management: the consequences of action/inaction, calm working, impulse control, conflict management. The students look at the stress curve, theory of change – complex models of behaviour. Everything can be related to the dog and then related back to self which definitely enhances comprehension and retention.
- Within our team mission, a focus on being responsible is an essential component of pet ownership. We acknowledge Stephen Covey's (*The 7 Habits of Highly Effective People*, 1989) comments on being 'responsible' and 'response-ability', concepts well-received.

*Becoming a **responsible** person means being able to consciously make decisions, conduct behaviours that seek to improve one and/or help others. Most importantly, a **responsible** person accepts the*

consequences of his or her own actions and decisions. Being **responsible** means being dependable, keeping promises and honouring our commitments. It is accepting the consequences for what we say and do. It also **means** developing our potential. People who are **responsible** don't make excuses for their actions or blame others when things go wrong. **Response-ability** is the ABILITY to choose our response to any circumstance or condition.

Accountability breeds **Response-ability** I am not a product of my circumstances I am a product of my decisions

These concepts are so clearly demonstrated with regard to dog training and ownership. A responsible owner keeps his dog on-lead whilst on a public highway.

Being **irresponsible** is the opposite of being responsible and careful — you do what you like and don't care what happens afterward. Forgetting to feed your dog for a week is **irresponsible**. You can't rely on **irresponsible** people. These are strong messages that are clearly defined and demonstrated within the course and we hope remain with the students because of the engagement with the dog.

The students enjoy looking at concepts like this and some will ask for books to access. Motivational speakers, such as Stephen Covey, have easy to remember strategies and quotes which fit well with the training techniques.

- Good attendance: even taking into account other conflicting timetabling, students would make the effort to come along after appointments, even acute dentistry.
- Very few behavioural issues: the students are also incredibly supportive of each other within the class. They will help maintain 'calm' working, support each other after bad news and remain good-humoured in the main.

"Improved behaviour and very low occurrence of disruptive behaviour within sessions". (Leonardi, 2016)

- Retention of information has been a pleasant surprise – even the RSPCA education officer commented that within a short course the retention of information was impressive.
- Engagement in other/further education ie maths, English, mentoring courses and collaborations with the internal radio and TV providers has been encouraged and productive. In the radio interview students freely discussed the positive impact of the dogs on their well-being and mood and the TV project also proved a real success with students who initially wanted to contribute but not on camera not only offering excellent tag lines but on the day actively participating. Their key focus - the owner's responsibility to do the best for their dog - was well thought out and clearly projected.

The challenges

- Working in a prison is a very unique experience: timetabling, other commitments, lines of communication can be challenging.
- Being 'external' suppliers does have drawbacks. Time in the staff room, getting to know other teachers and staff is invaluable but difficult to accommodate when not 'on staff'.
- Venue/space: size and location of the room permit only one dog. We welcome visitors (staff, officers) and we are proud to say that on one occasion eleven people in the training room (including RR staff and students) was our maximum achievement!
- We wondered if being 'limited' to one dog per session with initially 3 students would be a problem. Concentrating very much on 'teamwork' and the observation skills being part of learning, we have actually increased the number of students to 4 per session plus a mentor. This is working well.
- LDU: working in the local discharge unit determines the practical length of the course as students may be discharged, transferred, re-categorized. We found that shortening the length of the course and increasing the number of sessions per week facilitated completion of the course.
- Post course: currently there are no follow-up/additional courses other than the option of a student remaining as class assistant or mentor. Students often ask to repeat the course and every student on our final course wished to be considered as an assistant or mentor.
- GtoE: practically the number of attributes for assessment needs reducing. This would be better from both an assessors and recipients view point to facilitate clearer and less time-consuming appraisal.
- Evaluation/assessments: one-to-one interviews would be best as some students find the language and concepts on the General Efficacy Scale difficult to process. The additional three questions relating to compassion, responsibility and change (p 26) were added for this reason – they were easier to understand yet were revealing. A short follow-up interview with a questionnaire would be preferable to allow some discussion but this would be time-consuming.
- External evaluation was commissioned but access to requested data has proved challenging. Data collection needs to be re-evaluated.
- Outside-the-walls: it is difficult to access hands-on volunteering experience with animals logistically and on a safe-guarding level because of the isolated nature of most rescue centres. It is something constantly under consideration. Some continuity 'outside' would be a 'game-changer'.

"The RSPCA Mid Norfolk & North Suffolk Branch has been delighted to work with Norwich Best for Pets and the Rescue Rehab initiative. Good animal welfare starts with good education of potential animal owners, and the Rescue Rehab initiative delivers this in a way which is both easy to understand and to put into practice. Well done to Michele and her team for their excellent efforts."

Gregory Brown, CEO, RSPCA Mid Norfolk & North Suffolk Branch

Conclusions

- The benefits of AAI (animal-assisted intervention) with regard to wellbeing are well-documented from literal physiological benefits (oxytocin levels on stress) to the promotion of a sense of calm and reduced anxiety.

"This is therapy for us"

"I could come off my meds if I could do this every day"

- AAI is a key element in increasing engagement. Pets as Therapy is a highly successful format working in situations where a therapeutic dynamic is required (Centre for Mental Health, 2018). Rescue-Rehab takes this intervention one step further: it requires an 'input'.

"Can't wait for the next session"

"This is the highlight of my week"

Still coming to class (late) after having six teeth removed

- A deliberate use of 'calm' working for the dog has considerable impact on the students. Calm is quiet, controlled, relaxed. It is not possible to train a dog whilst it is anxious – this is a powerful example.
- Engagement facilitates education (increasing the potential of employability)

"It's nice to learn new skills and improve on what I know"

"It's been a good course ... it's good to get hands-on experience"

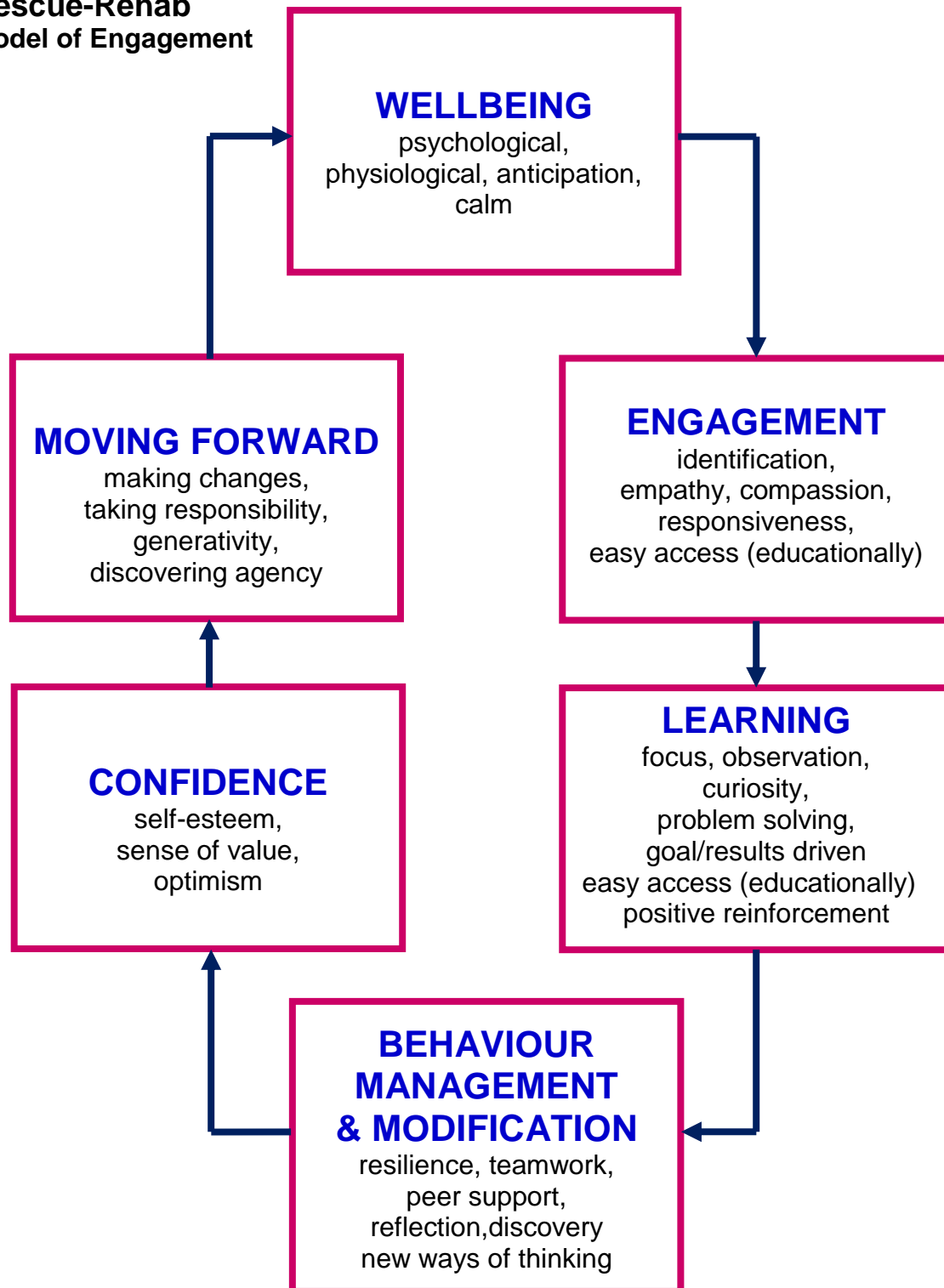
"I know I have to be more open to suggestions"

"I'm doing everything (course) I can before I leave"

There is unconscious and almost instant 'engagement' with the dog promoting feelings of identification, empathy and compassion. Powerful drivers.

Looking at our requirement to have a clear impact on reducing reoffending we examined how this could be achievable and it is through engagement where our opportunity lies. In order to help us replicate the successes we have devised our own 'model of engagement' which we hope shows our understanding of the processes involved.

Rescue-Rehab Model of Engagement



People exercise their influence through three forms of agency: individual, proxy and collective. In agency exercised individually, people bring their influence to bear on what they can control. In proxy agency, they influence others who have the resources, knowledge, and means to act on their behalf to secure the outcomes they desire. In the exercise of collective agency, people pool their knowledge, skills, and resources and act in concert to shape their future.

Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1, 164-180.

- The positive reinforcement technique used in training the dogs is a revelation for some students. Many often lack positive role models or positive life experiences. This learning methodology, which they can see successfully working with the dog, is a completely transferrable technique with regard to themselves and to other relationships (children, partners, wider social relationships). There is a real effort made to acknowledge the contribution made by the students – every time a dog is rehomed adoption certificates are issued and the importance of the Rescue-Rehab input is recognised - positive reinforcement. This encourages further engagement.

*“I can feel my confidence growing”
 “It’s really great when the dog gets it!”
 “I am so much more confident. I’ve even lost weight.”*

“Low intelligence, empathy, self-esteem, poor discipline, low achievement, abuse, deprivation, lack of suitable role model” (Leonardi, 2016)

- This in turn leads to behaviour management and modification. The opportunities regarding personal development relate directly to the dog training and our acknowledgement that it is in effect ‘people training’. Observation, awareness, the consequences of action/inaction, impulse control and even conflict management all help provide a toolkit to facilitate change. Opportunities arise within the training room where real challenges are assessed, strategies implemented and evaluated. A dog showing signs of anxiety or possessive behaviour can lead to meaningful and powerful discussions that are internalized in a unique way through identification, empathy and with compassion.

*“This has changed everything.”
 “I did different.”
 “I didn’t kick off on the wing today ... honest” (confirmed by another student)
 “This course has really benefitted me coz I can handle my emotions a lot better since I’ve been in jail”.*

This behaviour modification, along with the feelings of well-being does last outside the classroom leading to improved behaviour on the wing. The students testify to this themselves, in addition to comments from staff.

- The key emphasis within the course on being ‘responsible’ (and the implications of not) has been a powerful tool.
- The ‘one team’ (peer and staff) approach nurtures respect and again increases engagement. This happens subliminally but slowly the realisation that they can be of equal value within the team transforms their participation and teaches them real teamwork. Sharing tricks they teach their own dogs – great positive shared peer experiences.

- Being part of the HMP Norwich ‘team’ is also essential. Senior management support, close communication and co-operation with PeoplePlus and even Spurgeons demonstrated perfectly by a ‘team’ collaboration on Family Day, April 2019. April being National Pet Month, our students (see Case Study Example 2, p22) worked with PeoplePlus (English and communications) to produce materials/quizzes for the children to share with their fathers. Our local RSPCA Education Officer supplied pet welfare information sheets, the RSPCA National Inspectorate joined us and the manager from Pets at Home Hall Road came along to greet the children in a dog costume. We were also delighted to welcome Councillor Alan Waters, Leader of Norwich City Council, Chrome Ward Councillor and Councillor Marion Maxwell, Chrome Ward, to meet the team and share our story. We had not envisaged an involvement with Prison Family Days but this was not only a real multi-agency opportunity but it also allowed us to take the course message of responsible pet ownership & animal welfare into the wider community, something of which the students were very proud.
- As said previously, everything is done ‘for the dog’. Generativity or ‘giving back’ is key.

“The concept of ‘generativity’ – which essentially involves giving back (a form of reparation that involves contributing to the wellbeing of others) – has recently been linked to successful desistance from offending (Barry 2006, 2007; McNeill and Maruna, 2007). Later in the change process, involvement in ‘generative activities’, confirms to the desister that this alternative positive identity has been realised. (Leonardi, 2016)

- A peer mentor is now established within the class. As we have a varied skills/educational student base we have accommodated an ‘assistant’ post for students not yet achieving mentor status but who show a real desire/need to remain with us. Our latest assistant remained with us through his mentoring course, completed his assessment within the group and we are proud to say passed the course with flying colours. This student is a great example of someone finding the personal reward in helping others and clearly relates to ‘generativity’ above. Originally with a *“just keep my head down”* approach, becoming assistant and then mentor greatly increased his confidence and engagement. Case Studies 2 and 3 (p22 and 23) both show that for different reasons being able to remain as ‘assistant’ was hugely beneficial, and our ability to be flexible regarding ‘assistant’ versus ‘mentor’ allowed us to keep on students who, without an official mentoring qualification would otherwise have been unable to do so.

“I have enjoyed the dog course ... I’m looking forward to being a mentor to help others as well as myself”.

- This is how Rescue-Rehab can perhaps help with reducing re-offending, can perhaps have an impact. By increasing employability through engagement and education, promoting self-esteem and confidence by facilitating a sense of value and 'giving back', by demonstrating skills that are transferrable to family and other relationships (theoretical and practical) increasing future societal engagement. With a group of students with a higher-than-usual academic level, our very first classroom session involved in-depth discussions about the impact of 'self' on 'others' (particularly important when dealing with a dog). At the second session one of the students said he wished he had had access to such easy to assimilate personal awareness years ago. *'Things could have been so different'*. The student decided to change the way he approached visits/family telephone calls by changing 'himself' and not focusing on his own needs. He proudly told us that he and his partner were going to write to each other for a while and later updated us saying that there had been fewer arguments and relations were much improved. This is a wonderful example of transferrable skills accessed easily and quickly by working with an animal and then utilized in a broader social arena.

"As a chaplain, I have regular contact with many prisoners, frequently those with particular challenges, and I am able to relate to those prisoners in a way which is very different from the way other prison staff operate. I have seen a profound transformation in the attitude and outlook of several prisoners who have attended this short course; prisoners who have a reputation for being "difficult" have been less so, prisoners who are usually withdrawn have been more outgoing, and prisoners with mental health issues have been found to be calmer and more settled. My observations have been confirmed by those of the officers and other staff who have day-to-day contact with prisoners. This is not to say that it is a panacea: it is not. But it is a very useful tool in an all-too-sparse toolbox that has real, meaningful, and measurable results. The biggest, indeed the only negative aspect of the service offered by Rescue Rehab is that it only works two mornings per week."

Father Paulinus Heggs, Managing Chaplain

In addition to the objectives and outcomes in the Grant Agreement, our mission was always to nurture compassion, promote responsibility and facilitate change (see p 28 & 29) and this resonates clearly. It is important to us all –if it wasn't the course would not succeed.

- **Compassion** Every single student wants the best for the dog. We work together 'for the dog'. This element of Rescue-Rehab is vital. Not only does it give a purpose and value to the course but it gives a sense of 'giving back' and real achievement.
- **Responsibility** Promoting responsibility is certainly key to animal welfare and much more. Seeing the impact of irresponsible owners on the dogs resonates in a way little else could – they care. This hopefully will stay with them.
- **Change** *"I didn't kick off on the wing." "This changed everything." "Things could have been so different."* We too have been changed – for the good. Having a 'toolkit' to make change is the key and the encouragement to use it. Seeing that 'toolkit' in action drives home the learning.
- **Discovering agency** *"When I get out ... I'm going to get a dog." "I'm going to train my Mum's dog." "I would like to volunteer/rescue" "For the first time I'm looking forward to getting out"* (the latter student, a repeat offender, remains 'outside', has accommodation and is doing well).

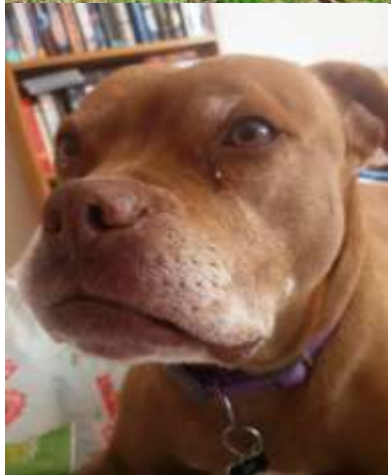
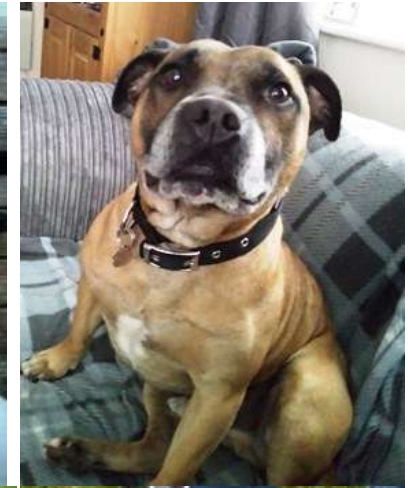
"Discover agency (the capacity to exercise choice and exert control over their lives), which seems to relate to the role of others in visualising an alternative identity and future for the offender". (Leonardi, 2016)

A 100% rehoming rate with no returns is, perhaps, all we need to say regarding the four-legged participants. Our much-valued and trusted working relationship with Meadowgreen Dog Rescue has grown over the period of this project. They are essential to the success of Rescue-Rehab and their dedication and commitment resonates within the walls of the training room. Rescue is a revelation and inspiration to the students.

"I didn't realise all that rescues do for dogs – neutering/vaccinations/vet care. They don't just feed and keep them!."

We know that our course is not as, Father P states, a 'panacea' but as a team who has never previously worked 'inside' we are convinced by and committed to the idea that the dog does make a difference and that it is indeed a 'win-win' intervention, for the students and for the dogs. We also realise that because many of the students wish to remain with us that some of the feedback is extremely generous – there is undoubtedly a positive bias but it is not disingenuous. Below is evidence of the men's 'success':

DOGS In 'course' order	Month they were REHOMED
Tamsin	January 2017
Big Dave	February 2017
Marshall	April 2017
Ronnie	March 2017
Luna	September 2017
Amy	May 2017
Nellie	June 2017
Reggie	June 2018
Luke	September 2017
Alfie (i)	October 2017
Bruce	March 2018
Milo	January 2018
Winston	February 2018
Rocco	June 2018
Rupert	September 2018
Leon	August 2018
Minnie	August 2018
Bear	October 2018
Alfie (ii)	November 2018
Oscar	February 2019
Casey	February 2019
Blue	July 2019
Mack	April 2019
Butch	August 2019
Teddy	November 2019
Finn	October 2019
Benson	November 2019
Hugo	January 2020
Rosie	March 2020
Lucky	Covid-19



Some of the 'team' ...



Tamsin
The first Rescue-Rehab
participant

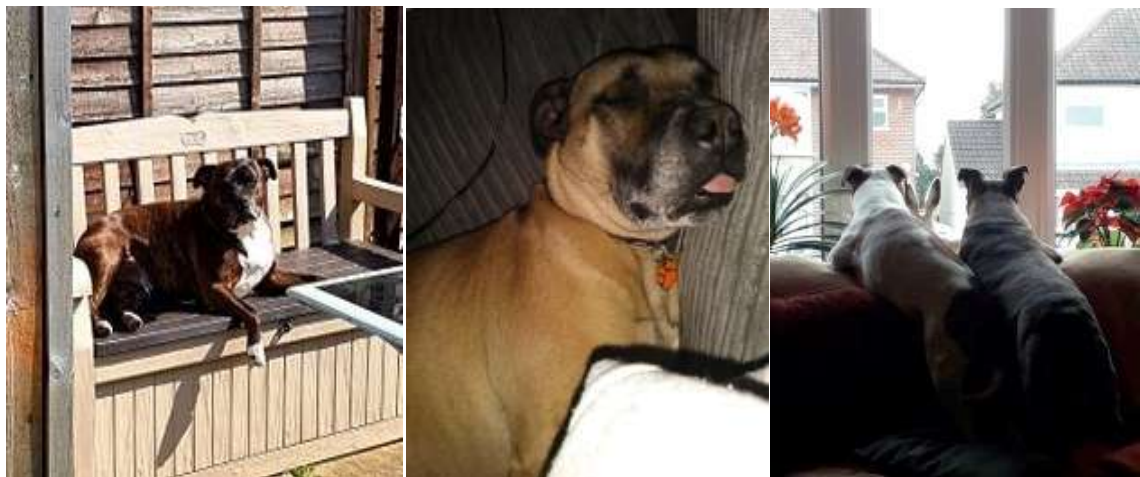


Tamsin – PR dog for
Rescue-Rehab
at Future Radio



Family Day, April 2019

Grrrrgraduates in lockdown!



Happy days

What next

Sadly, Covid-19 brought the end of the current funding period to an early close and halted the start of a new matched-funding period with the OPCCN and PeoplePlus. Life for everyone has changed.

For the moment 'what next' is hypothetical?

- Covid-19 working – TV, radio, outside contributions – currently being investigated
- developing a course-specific questionnaire (see p 29)
- self-study will be included within future course requirements
- further integration within education - modular lessons using 'dog' criteria in other subjects
- optional accreditation perhaps combined with other subjects
- add-on elements – talks from external agencies in addition to the RPSCA
- liaison with PAT (Pets as Therapy) with enhanced prisoners/recruiting

Appendix 1 Dark places (student letter)

To whom it may concern!

I would like to start by saying what a wonderful project and privilege it is being given this opportunity to work with these dogs and people, and to be given a chance to help these animals rehabilitate into hopefully a loving home! I myself have grown up around dogs my entire life and find them to be the most loyal loving animals whilst also giving those that do get the chance to work with them very therapeutic and a great help in treating the right people with anxiety and mental health issues. The highlight of my week is Friday afternoons where for a couple of hours I feel anxiety free and forget about all the negatives in here. I can't stress enough how much it helps me with my personal demons! I think this project could benefit a lot of people in the prison system but most importantly knowing that helping these dogs

will give them another well deserved chance at life. I really hope this does become a full on project as it helps both people and dogs that have been in dark places in the past and gives ~~all~~ ^{all} hopefully a brighter future.

Again thank you for this opportunity and I really hope this letter finds its way to the right people

Kind regards

Appendix 3 Attributes and outcomes

Collect and record data to enable adequate reporting to meet the requirements of OPCCN and Get The data and to monitor and track participants progression against Gateway to Employment Passport and subsequent outcomes, including but not limited to:

- ✓ Work Ethic
- ✓ Problem Solving/Decision Making
- ✓ Motivation
- ✓ Presentation Skills
- ✓ Team Working
- ✓ Reliability
- ✓ Honesty/Integrity
- ✓ Adaptable/Flexible
- ✓ Confidence
- ✓ Wellbeing
- ✓ Mental Health
- ✓ Resilience

a) Outcomes: The key outcomes measures to be achieved, as demonstrated by monitoring, are:

- Improved work ethic amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
- Improved problem solving/decision making skills amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
- Improved motivation to seek out opportunities amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
- Improved presentation skills amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
- Improved team working amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
- Increased reliability amongst men participating in the Rescue-Rehab project as evidenced by the GtoE Passport
- Men participating in the Rescue-Rehab project, to demonstrate honesty and integrity as evidenced by the GtoE Passport
- Men participating in the Rescue-Rehab project, to demonstrate adaptability and flexibility as evidenced by the GtoE Passport
- Increased confidence amongst men participating in the Rescue-Rehab project as evidenced through self reporting
- Increased wellbeing amongst men participating in the Rescue-Rehab project as evidenced through self reporting
- Improved mental health amongst men participating in the Rescue-Rehab project as evidenced through self reporting
- Increased resilience amongst men participating in the Rescue-Rehab project as evidenced through self reporting

Appendix 4

Get the Data Evaluation of Rescue- Rehab June 2020

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Introduction

This report describes the findings of the evaluation of Norwich Best for Pets's (NBFP) Rescue-Rehab project. NBFP was founded in 2015 to support best practice in the pet community and make Norwich a city that would be 'Best for Pets'. The Rescue-Rehab project operated in HMP Norwich Prison for two years and was funded by the Office of the Police and Crime Commissioner for Norfolk to support the OPCCN's aim of increasing the number of prisoners released in Norfolk who either had a job or attended education or training on release. The project was based upon a pilot that had run previously.

When attending the project, prisoners, through classroom and practical sessions, were instructed how to train a rescue dog. The aim of the project was to raise the prisoners' employability on release from prison and to ultimately help prevent the prisoners from returning to previous offending behaviours. The programme also aimed to increase the likelihood that rescue dogs were rehomed.

Get the Data (GtD) was commissioned to complete a small-scale evaluation of the programme that would report on the project's impact. The report describes the following:

1. Methodology – this section describes the evaluation approach and data collection methods.
2. Findings – this section describes the impact of the programme and it answers the three questions: was it plausible, was it doable and did it work?
3. Recommendations – recommendations for how to improve the programme are reported in this section.

Methodology

The evaluation adopted GtD's small scale evaluation approach for organisations that have a turnover of less than £100,000 a year. The approach aims to provide robust evaluation findings and legacy to the organisation, in the form of a database, within a limited budget.

The evaluation used a theory of change method. The data collection therefore aimed to answer three basic questions¹:

1. Was it plausible? *In other words, could Rescue-Rehab bring about its desired outcomes?*
2. Was it doable? *In other words, were the resources available to deliver the Rescue-Rehab as intended.*
3. Did it work? *In other words, did Rescue-Rehab achieve its outcomes?*

The evaluation started with a GtD workshop attended by the NBFP team. At the workshop the team identified the Rescue-Rehab theory of change and GtD compared this to the available evidence on the effectiveness of dog training in prison programmes (DTPs). The evaluation team also identified what data were required to evidence the theory of change. Two types of data collection were planned to evaluate Rescue-Rehab: quantitative and qualitative.

Quantitative

The evaluation planned to collect prisoner information and data which described the rescue dogs.

Prisoners

Three types of prisoner data were required to evaluate Rescue-Rehab:

1. Background data – these described the types of offenders the programme worked with. These data included their release date, their risk of harm and re-offending, and their identified criminogenic needs.
2. Delivery data – such as the number of sessions planned and actually attended, the prisoners' programme goals and completed tasks.
3. Outcomes data – the prisoners were expected to build more positive views of themselves; to improve their behaviour within the prison – e.g. reductions in adjudications and an increase in education engagement; and to increase their likelihood of being in education, training or employment (ETE) upon release.

A database was provided so the NBFP team could record and store these data. To measure the prisoner's views of themselves, GtD recommended two psychometric tools for the evaluation, the general self-efficacy scale and the Warwick and Edinburgh Well Being scale. However, due to content limitations, only the self-efficacy scale was used. The scale was administered twice, both before and after attendance on Rescue-Rehab.

In practice, the NBFP team found it difficult to collect data from the prison which limited what outcomes and prisoner background could be measured. This is described in more detail in the section on findings, below.

¹ Adopted from Cornell and Kubishi (1998)

Dogs

The rescue dogs are not the focus of the evaluation. However, the database recorded their outcomes as well, such as whether their skills developed and whether they were rehomed.

Qualitative case studies

Qualitative case studies were planned to understand in-depth why the prisoners experienced changes. The Gateway to Employment assessment was identified as a source for this information. It was intended that these would be completed for and held on each prisoner by the prison, and the NBFP team would add additional information to these. In practice, however, the prison does not complete this tool. To fill this data gap, limited qualitative information was collected through the project's feedback form. The open questions asked if the attendee was more likely to attend other prison training after Rescue-Rehab and whether the he felt more able to adapt to changing circumstance after attending the project.

Study limitations

As this is a small-scale evaluation, no data were collected for a control group. As such, the evaluation cannot estimate what would have happened without Rescue-Rehab. Also, it was not possible to have an independent data collector, so NBFP team was responsible for that.

Findings & Recommendations

Was Rescue-Rehab plausible?

Project Design

Rescue-Rehab was an opportunity for prisoners (all male) in HMP Norwich to learn how to train a rescue dog. Prison staff would recommend who would attend the programme and, generally, candidates were expected to be approaching their release date and working to enter education, employment or training on their release. The NBFP team promoted the course within the prison and often prisoners would volunteer based upon the recommendations they heard from other former students. There was no expectation on what type of prisoner should be referred, although it was assumed none should present a high risk of harm. The NBFP team collated the referral reason, the prisoner's needs and his goal for the programme to ensure that the referrals were appropriate.

A accepted student would attend a six-week programme, consisting of six 3 hour sessions that would include classroom time and a practical, with a rescue dog attending the latter. In the theory class the students would be taught about dog behaviours, needs, and how to start their training. The practical sessions allowed an opportunity to put what was learnt into practice with a dog. It was hoped that the sessions would also allow the men to consider how to incorporate the skills they had learnt into their day to day lives. In later courses, graduated students could act as a mentor to the new candidates or even as a course assistant. These roles were expected to develop leadership skills.

Expected Outcomes

The project expected to achieve outcomes at the end of programme, on release from prison and in the long-term.

End of programme

The training and interaction with the dogs were expected first to change how the men viewed themselves. Through addressing the problems they faced, and by building a relationship with the dog, the men could improve their self-identify (i.e. not to see themselves labelled as "an offender"), build their confidence to work with others, develop their problem-solving skills (i.e. self-efficacy) and finally promote overall wellbeing. Having made these changes, it was hoped that the men would then improve their behaviour within the prison (i.e. have fewer adjudications), attend other programmes with confidence, and even be re-categorised (Norwich prison is a B and C category prison).

Prison release

Due to the skills and confidence gained on the course, the it was thought that the men would be more likely to gain employment, education or training on release.

Long term

It was hoped that through gaining and staying in employment, the men would be able to desist from further offender or at least not return to their offending behaviour as quickly.

Outcomes were expected for the dogs as well. During their time on the course they would be assessed on several criteria such as how well they could be handled, how

calm they were, and whether they could obey commands such as “stay!” and “leave!” etc. It was hoped that trained rescue dogs would be easier to be rehomed.

Evidence base for dog training programmes (DTPs)

Several studies on the impact of DTPs have been published, mainly of projects in the United States. By 2016, 290 DTPs had been implemented in the US and the available evidence for these focused on the psychological and recidivism outcomes achieved (there was limited evidence collected on behaviour changes)². The published studies suggest that re-offending was low within the prisoners who attended DTPs.³ For example, no attendees re-offended after attendance on a Wisconsin programme.⁴ Also, some studies reported increased self-control, anger management and patience within the men who attended the DTP.⁵ The available impact studies, however, did not include control groups, which limits the strength of the findings.

Two mechanisms that can reduce recidivism are thought to be at work in DTPs. The first is that people adhere to pro-social behaviour when they believe they have something to lose, in this case attendance on the programme and the relationship with the dog. Prisoners are thought to commit to and believe in the greater objective of the project – to rehome the rescue dogs – and ultimately develop strong attachment to their fellow attendees and the dogs.

The second mechanism thought to cause a reduction in reoffending is the that dog training allows them to develop a different identity. Often prisoners internalise that label (being a prisoner) and conform to behaviours associated with that label. The achievement of something meaningful – training the dog – allows the prisoner to think of themselves in a new way.

Of note is that the DTPs implemented elsewhere were substantially longer than the Rescue-Rehab project and could last from 12 to 18 months. Also, there would often be a one to one relationship between the prisoner and the dog.

Conclusion

The Rescue-Rehab project was plausible, though the evidence based suggests longer interventions might be more impactful.

The evidence suggests that DTPs can reduce re-offending and have psychological impacts on prisoners. The Rescue-Rehab’s design included the mechanisms thought to bring about these changes: allowing social bonds to develop, allowing a chance to grow new problem solving and efficacy skills, and promoting a new identity and the opportunities that brings. The OPCCN’s funding to increase prisoner numbers in ETE appears appropriately placed in this project, therefore. The Rescue-Rehab project, however, is different in important ways to the programmes evaluated previously. The Rescue-Rehab training lasts only 6 weeks compared to the 12-18 months of other DTPs and, therefore, its potential to make lasting changes can be questioned.

² Cooke, B. J., & Farrington, D. P. (2016) ‘The effectiveness of dog-training programs in prison: A systematic review and meta-analysis of the literature.’ *The Prison Journal*, 96(6), 854-876.

³ Ibid

⁴ Strimple, E. O. (2003) ‘A History of Prison Inmate-Animal Interaction Programs.’, *American Behavioural Scientist*, 47(1), 70-78.

⁵ Cooke, B. J., & Farrington, D. P. (2016).

Was Rescue-Rehab doable?

Delivery

Prisons are difficult environments in which to deliver an externally provided intervention and overall, the NBFP team appeared to deliver the project well after learning how best to work in the prison.

There were 16 programmes run for 71 men⁶ and a further two programmes would have run but were cancelled because of the Covid 19 restrictions. The reason for the referral was not always communicated to the NBFP team. The NBFP team routinely evaluated the referral criteria with the prison staff and the project had a waiting list before the lockdown. The overall attendance rate at training sessions was 59%. Figure 1 describes the proportion of men who attended a certain number of sessions.

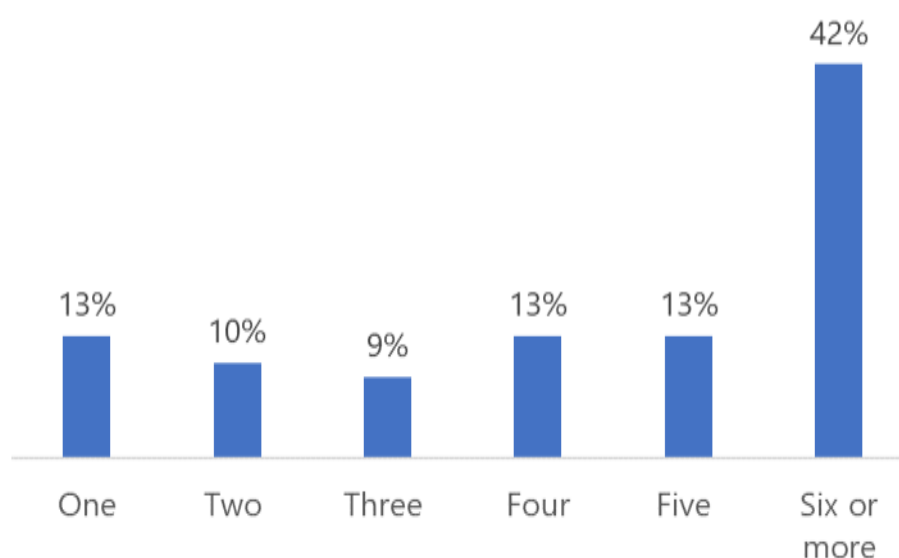


Figure 1: Number of sessions attended

Base: 69

Source: Rescue-Rehab monitoring data

The largest group (42%) attended the full six sessions (they could attend more if they attended a second programme as a mentor or classroom assistant). In the first year the attendance rate was 52% and in the second year it was higher at 72%. At various times in the first-year, sessions could not go ahead because of prison shutdowns or because no room was available, but the NBFP team was able to avoid these problems in the second year. The NBFP team said that they had to learn how the prison operates and identify the mechanism to work with and around events in the prison. One adaptation was to fit the six sessions in 3 or so weeks. Following timetable revisions sixteen courses were delivered (should have been eighteen but two were cancelled due to Covid-19).

⁶ Due to limited data from the prison, it is not possible to describe who these men were.

Overall, forty six of the 71 offenders (65%) ▲ graduated from the programme. The graduation rate was improved in the second year of delivery. In the first year, 63% (n=24) completed a programme compared with 75% in the second year (n=22).

▲ There are 71 students recorded on the Get the Data database, compiled by NBFP. One student attended a course which he did not complete (gained job on the wing); this was recorded in a report. 4 months later, he returned to complete a course. NBFP did not enter him as “another student”, they entered two ‘sets’ of attendance dates for this student.

GtD use 71 students (the actual number of men who attended course) with 46 graduating = 65%.

NBFP use 72 students (number who did not complete and number who completed their course) with 46 graduating = 64%.

Data collection

The NBFP team found it difficult to collect the information required by the project funder and the evaluation. The project funder requested that the Gateway to Employment assessment⁷ was obtained and completed by the NBFP team, but it was not often used by the prison staff. Also, data on the students’ backgrounds and their prison outcomes (e.g. number of programmes attended) was not provided despite requests for this information. There are difficulties for external suppliers to access personal data, though these can be overcome, and the prison staff and the NBFP were committed to working collaboratively on data.

Conclusion

The Rescue-Rehab project was doable, though more data are required to monitor and understand its outcomes.

All funded programmes were completed (apart from the understandable cancellations due to the covid-19 pandemic) and the NBFP team clearly learned how best to deliver Rescue-Rehab within the prison environment, and how to engage with the students so they were more likely to complete the training. As such, any future project should be implemented quickly. The evidence base, however, suggests that decreasing the length of the programme to ensure its delivery should be avoided.

The gaps in the data limit what conclusions can be drawn about the project’s impact. Not all prisoners are the same. Their offending histories, criminogenic needs and likelihood of reoffending all vary, and the impact of the project is best understood when the attendees’ profiles are known. In addition, the lack of data limited the possible outcome analysis (see next section). The gaps are understandable because the NBFP team focused on delivery and improving implementation in the first year. Any future project should reduce the data request and use the set-up period to develop the data collection processes with the prison authorities. Asking the prison to commit to sharing a minimum set of data before the project starts would be advantageous.

Did Rescue-Rehab work?

Self-efficacy

Self-efficacy is a person’s belief that he or she can perform certain tasks and exercise influence over their lives. Due to their experiences, prisoners are thought to have low self-efficacy and its increase is associated with higher educational achievement and sustaining employment once released⁸. The average self-efficacy score before the Rescue-Rehab programme was 29 (n=45) and this increased to 33

⁷ See: <http://gtoe.co.uk/>

⁸ Allred, S., Harrison, L.D. and O’Connell, D.J. (2013) ‘Self efficacy: An important aspect of prison-based learning’, *The Prison Journal*, 93, pp.211-233

after the programme (and this increase was statistically significant⁹). Figure 2 describes the average score for each question in the self-efficacy scale (higher scores are better).

Figure 2: Average score for each self-efficacy scale question before and after Rescue-Rehab (scored 1-5)



Base: 45

Source: General self-efficacy scale

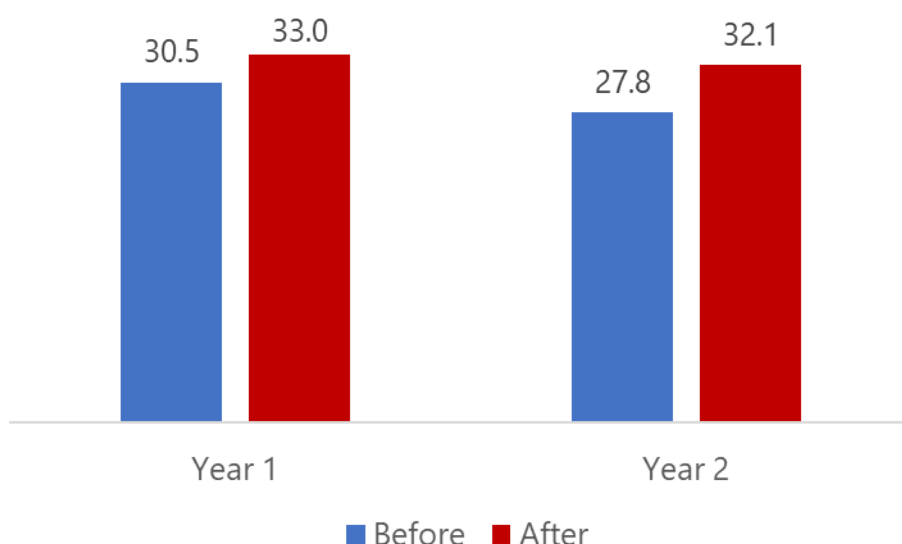
The average score increased for each question and all the increases were statistically significant.¹⁰ The largest increases were found in finding solutions skills. The average score for question 9, *If I am in trouble, I can usually think of a solution*, rose from 2.8 to 3.3 and for question 8, *when I am confronted with a problem, I can usually find several solutions*, the average score rose from 2.8 to 3.2 (in other words, most disagreed with these statements at the beginning of Rescue-Rehab and most agreed with them at the end).

The students who attended in year 2 of the project increased their scores more than the year 1 attendees. Figure 3 describes the average self-efficacy scores before and after Rescue-Rehab for year 1 and year 2 attendees.

Figure 3: Average before and after self-efficacy scores by year of project

⁹ Paired t-test, $t = 6.5$, $p < 0.01$

¹⁰ Paired t test, Question 1 $t = 2.35$, Question 2 $t = 3.96$, Question 3 $t = 2.98$, Question 4 $t = 3.71$, Question 5 $t = 3.50$, Question 6 $t = 3.71$, Question 7 $t = 3.51$, Question 8 $t = 4.51$, Question 9 $t = 5.09$, Question 10 $t = 2.45$



Base: Year 1, 24; Year 2, 21

Source: General self-efficacy scale

Year 1 attendees increased their total score by 2.5 on average compared with year 2 attendees who increased their total score by 4.3 on average. This difference, however, was not statistically significant.

Engagement in training and adaptability

At the end of the programme, the attendees were asked to feedback if they now believed they were more likely to engage in prison training and whether the project caused an improvement in their ability to adapt to changing situations.

Thirty-two men (out of 45) said they were more likely to complete other prison courses because of Rescue-Rehab, and only two said they were not more likely. A variety of reason were given for saying that it made attendance on other prison courses more likely. Some men said they liked the course's approach to learning and others explained that they had seen changes in themselves because of the course and would therefore expect to continue to better themselves if they attended other courses available in the prison. The feedback also described the changes the course had caused in the men. Some men said that the course helped them to be mindful of both their behaviour and the behaviour of others. One man also commented that the course helped him to remain calm:

"It has shown and also taught me to be able to remain calm in situations."

Twenty-four men (out of 40) said that thanks to the course they would be able to adapt better to changing circumstances in the prison, and only two men said that that would not be able to adapt better. The men said that the course helped them to think about a situation before reacting, and the course taught them to deal better with stressful situations and people whom they find to be difficult. The feedback suggested that many of the men felt more confident in their ability to cope and that they could use this skill in different situations:

"I have learnt good coping techniques which I can now apply to general everyday circumstances."

Some men noted, however, that prison life is very different to the classroom environment and doubted that they would be able to use their new skills in their day to day life.

Conclusion

Rescue-Rehab worked to increase the attendees' self-efficacy, but the outcome data gaps mean the project's overall impact is unidentified.

The positive improvements in the self-efficacy scale suggest the project made a difference, and the attendees' feedback corroborates this and previous findings for DTPs (set out in an earlier section). The attendee's feedback also suggests that the causal mechanisms for enabling reduced recidivism had commenced. However, it is unknown how long lasting the expressed changes have been or will be, or whether changes in prison behaviour and better outcomes on release occurred.

Recommendations

The follow recommendation should be considered for any future implementation of Rescue-Rehab:

- Funding permitting, to extend the length of the training so the attendees have a greater chance to learn the skills and personal changes that lead to a reduction in recidivism.
- Also, consider reducing the ratio between attendees to dogs so strong relationships can be formed. Decreasing the ratio presents resource and implementation difficulties, but this needs to be balanced against the evidence base that suggests a one to one ratio will allow relationships and skills to develop.
- Commit with the prison to collect a reduced set of data for impact monitoring.

Appendix 5 Prisoner compact



Prisoner Compact

Rescue Rehab is a project run by an external agency in partnership with HMP Norwich. Each week a small number of prisoners have the opportunity to work directly with rescue dogs, under the guidance of a qualified trainer or an experienced training assistant. The objective of the project is to help both dogs and prisoners.

It helps prisoners by:

- Providing an activity which is both meaningful and fun;
- Encouraging team working;
- Teaching skills which may be of use later in life; and
- Developing social and leadership skills.

It helps dogs by:

- Providing a safe and fun environment to learn new skills;
- Giving the rescue centre a greater understanding of how a dog behaves in a social environment; and
- Increasing their chances of adoption through the learning of new skills.

What the project expects from those who participate in the course:

- 1) To attend and participate in all six sessions.
- 2) To treat the dogs AND other course participants and staff respectfully and appropriately.
- 3) To follow the instructions of the session leader.
- 4) To demonstrate the skills learned, by leading a training session at the end of the course.

Be aware of the risks:

All the dogs which come into the prison are rescue dogs from a rescue centre, and have been pre-assessed before being allocated to the project. They may have come to the centre for a variety of reasons: abandonment, family breakdown, escape, getting lost, or having been subjected to cruelty or neglect. This means that it is impossible to be 100% sure of how a dog will react in any given situation. You are at risk of being drenched in, covered in dog hair, scratched by claws or (in extremely rare cases) bitten. If you do suffer an injury during a training session, you will be seen by Healthcare staff, who will offer the appropriate treatment. The best way to minimise risks to yourself, those around you, and the dogs you are working with, is to pay attention to what you are doing, and to follow the instructions of the trainer at all times.

I have read the above document, and understand the risks and responsibilities I am committing to.

Name.....Number.....

Signature.....

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Appendix 6 Consent form



I agree to any relevant observations, comments and contributions I make whilst participating in the Rescue-Rehab project to be (anonymously) recorded and included in case studies and to be published in reports and research.

I agree to complete questionnaires from the Rescue-Rehab Team and Get the Data to allow collation of information required for their analysis of the project.

Age Eligibility

I confirm that I am an adult over 18 years of age.

Signed:

Date:

Confidentiality Agreement for Service Users

The information you provide will be processed and stored by Norwich Best for Pets and Get the Data in line with the Data Protection Act 1998 and General Data Protection Regulations 2018.

Information Storage

The information provided by you will be kept within locked filing cabinets and on a secure database which can only be accessed by authorised members of staff and volunteers. You can ask to see your records at any time.

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Acknowledgements

There are so many we need to thank:

- ✓ The OPCCN
- ✓ HMP Norwich
- ✓ PeoplePlus
- ✓ Meadowgreen Dog Rescue
- ✓ The Kennel Club
- ✓ RSPCA Mid Norfolk & North Suffolk Branch
- ✓ Norfolk Community Foundation
- ✓ Norwich Centenary Rotary Club
- ✓ Spurgeons

It has been a privilege to work with dedicated and professional people who always make time for us – we hope they realise how much their support is appreciated.

Also those that have inspired us and kindly given us comments to include:

- ✓ Elizabeth Ormerod (see preface)
- ✓ Trevor Cooper, solicitor, the Principal, is now in his 24th year of acting for dog owners. Trevor was awarded the *Phyllis Mayer Argus Medal* by Dogs Trust “in recognition of long and distinguished service on behalf of dogs”. He was also awarded the *Lesley Scott-Ordish Memorial Award* by PRO - Dogs for having made “an outstanding contribution to the world of dogs”. Trevor has previously been the Doglaw Specialist for Dogs Trust and is currently the Doglaw Consultant to Battersea Dogs and Cats Home. He is frequently in demand for media appearances and regularly gives seminars to professionals and dog clubs all over the country.
- ✓ East Anglian Staffordshire Bull Terrier Club. A highly respected breed club who do so much for responsible dog ownership.

Within the team our special thanks to Dr Attila Szkukalek. We have all learned so much and so enjoy working with this amazing man who does help us change lives, four-legged and two. As one student said to us “**Respect**” (to us for calling them ‘students’). We think that says it all!

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Keith Axsom – expert dog trainer

Prisoners Education Trust – Ofsted Annual Report “A concerning picture of prison education”

<https://www.prisonerseducation.org.uk/2020/01/ofsted-annual-report-a-concerning-picture-of-prison-education/>

Stephen Covey – The 7 Habits of Highly Effective People

<https://www.franklincovey.com/the-7-habits.html>

Paws for Progress: The development and evaluation of the first prison based dog training programme in the UK. A thesis by R.J. Leonardi

<https://dspace.stir.ac.uk/bitstream/1893/25452/1/R.J.Leonardi%20Thesis%202016.pdf>

Mental Health/ Rethink Mental Illness report “Restoring Something Lost – the mental health impact of therapy dogs in prisons” Mental Health/ Rethink Mental Illness report “Restoring Something Lost – the mental health impact of therapy dogs in prisons”

https://www.centreformentalhealth.org.uk/sites/default/files/2018-12/CentreforMentalHealth_Restoring_something_lost.pdf

USEFUL WEBSITES AND LINKS

Office of the Police and Crime Commissioner Norfolk

<https://www.norfolk-pcc.gov.uk/>

HMP Norwich

<https://www.gov.uk/guidance/norwich-prison>

Society for Companion Animal Studies

<http://www.scas.org.uk/>

The Kennel Club

<https://www.thekennelclub.org.uk/>

Meadowgreen Dog Rescue Centre

<https://dogrescuenorfolk.com/>

Happy Pets

<https://www.happy-pets.co.uk/>

Gateway to Employment

www.gtoe.co.uk

RSPCA Mid Norfolk & North Suffolk branch

<https://www.rspcanorwich.org.uk/>

East Anglian Staffordshire Bull Terrier Club

<http://www.eastangliansbtclub.co.uk/>

Cooper & Co Solicitors – Specialists in Doglaw

<https://www.doglaw.co.uk/>

Prisoners Education Trust

<https://www.prisonerseducation.org.uk/>

Prison Pet Partnership

<http://www.prisonpetpartnership.org/>

Paws for Progress

<https://pawsforprogress.co.uk/>

Mental Health/ Rethink Mental Illness report “Restoring Something Lost – the mental health impact of therapy dogs in prisons” Mental Health/ Rethink Mental Illness report “Restoring Something Lost – the mental health impact of therapy dogs in prisons”

https://www.centreformentalhealth.org.uk/sites/default/files/2018-12/CentreforMentalHealth_Restoring_something_lost.pdf

Pets as Therapy

<https://petsastherapy.org/>