

RECIDIVISM RATES OF NATIVE INMATES WHO UNDERGO EXTENSIVE POST-
RELEASE COUNSELLING VERSUS THOSE WHO ARE RELEASED WITHOUT
COUNSELLING

BY

DAVID J. PLACE

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**RECIDIVISM RATES OF NATIVE INMATES WHO UNDERGO EXTENSIVE POST-
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DAVID J. PLACE

**A Thesis submitted to the Faculty of Graduate Studies of the University of Manitoba
in partial fulfillment of the requirements of the degree of**

MASTER OF EDUCATION

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ABSTRACT

This study was a study of inmates who received pre-release counselling, remedial help in the form of life skills, academic diagnosis, and job placement. Are they less recidivist than inmates who serve a term of incarceration and are then released into society to fend for themselves?

Two groups of randomly selected inmates were chosen from penal institutions in Manitoba to undertake the counselling and remediation. Group 1 consisted of 16 subjects and group 2 consisted of 15 subjects. A third group of 31 subjects was randomly selected to act as a control group. The three groups participated in this study in a classical static group comparison design.

Data were gathered through use of extensive testing and follow up of contact with the justice system. CPIC and Provincial Corrections data were consulted with permission.

The results of the study indicate that recidivism can be reduced by a program of life skills, academic diagnosis, job placement, and remediation. The experimental groups were much less likely to re-offend than was the untreated control group.

ACKNOWLEDGEMENTS

I would like to extend sincere thanks to my academic advisor, Dr. Ray Henjum, for his invaluable assistance in the planning and design of this study. My academic enlightenment has in large part come about because of the patience and understanding he has shown me throughout my learning experience.

Dr. Ken McCluskey deserves special mention for his untiring work during the programs. Without his testing and general input into this thesis, it would not have been possible to complete my study.

Without the dedication of Andy McCluskey, the program would never have had the positive impact it did on the lives of so many of the inmates.

At a personal level, I am indebted to my wife, Wilene, whose help throughout my university years not only as a proof reader and editor, but more importantly as a supportive soul mate, has enabled me to concentrate on the task at hand and to do the very best job I could. My children, Heather and Dale, have had to endure long periods of enforced silence and an empty place at the table while I put together the myriad of papers demanded of a university student.

Although my mother and father are no longer here to be a part of the "final triumph," no words can express the thanks due them for their sacrifice to see me through school and then university.

No truer words were said than "often it is others who deserve

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the degree as much as the recipient" for the dedication and sacrifice they often make on the student's behalf.

"Planning always has that inherent danger of postponing action altogether. At some point you have to decide there is enough data to do something". (Alton O'Neil)

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CHAPTER 1

Introduction

Governments throughout time have sought ways to decrease the numbers of people who commit crimes and thus save money. Of particular concern to governments and the people who elect these governments, are the large numbers of people who commit multiple crimes and who continually enter the justice system. Approximately 40% of all prisoners in the Federal Justice system have one or more previous terms of incarceration. This represents a large drain on the limited dollar resources Canada presently has.

In Canada, corrections is a shared responsibility of the federal, provincial, and territorial governments. Provincial governments are responsible for offenders who are sentenced to terms not exceeding two years, and they are responsible for young offenders as well as those on probation. Whenever an inmate serves sentences of two or more years, the Federal Correctional Service of Canada under the Solicitor General is involved.

Because a large number of my clients are aboriginal, and because we are entering an age of new dialogue with our native Canadians, I decided to focus my study on inmates from Indian reserves of Manitoba.

Although natives comprise 2.5% of Canada's population, they are over represented in our prison system. Fully 9% of Federally sentenced prisoners are of native ancestry, and Manitoba accounts for 21.5 % of the native inmates who are housed in medium security

(S5) facilities. In contrast, Manitoba houses only 16.5% of non-Native inmates in S5 level institutions (Task Force, 1988).

Since the act entitled "Indian, and lands reserved for Indians" Section 91(24) was enacted in 1867, Indians have come under the jurisdiction of the Government of Canada. With this right to govern and enact laws has come our system of incarceration to punish those who would choose to ignore the law or break it. One of the responsibilities we seem to have overlooked is to make it possible for the native to live within the laws we enact.

In Canada, natives line up at a different starting line for the race of life. They generally have a lower average level of education, fewer marketable skills, and a higher rate of unemployment. They generally live in substandard housing. They often live in areas with less than adequate social support programs, and their children have twice the mortality rate of non-Indian children as a whole. The rate of violent death among Indians is reported to be three times the national average. In 1994, we are just beginning to see the results of a suicide rate more than six times that of other 15 to 25 year olds. Not only do the younger native males tend to commit suicide six times faster than other 15 to 25 year olds in Canada, they also make up a significant number of inmates in the jails and penitentiary facilities in Canada. (See Table 1.)

Table 1.

Profile of On-register Aboriginal Offenders in Canada

PROFILE	Number of Offenders	Percent
* Age 20 - 34 years	1,096	(70.1)
* Single (includes separated, divorced, widowed and not stated)	897	(57.4)
* Common Law	524	(33.5)
* Married	141	(9.0)
* Serving first penitentiary term	941	(60.2)
* Serving a sentence of less than 6 yrs	1,053	(67.4)
Serving a sentence for homicide	169	(10.8)
Attempted Murder	22	(1.4)
Manslaughter	167	(10.6)
Sexual Offenses	294	(18.8)
Other Violent Offenses	185	(11.8)
Robbery	302	(19.3)
Other Non-Violent Offenses	165	(10.5)
Drugs	28	(1.7)
Break and Enter	230	(1.4)

Note. Basic Facts About Corrections In Canada Correctional Services Canada, August 1991, p. 25.

Couple these statistics with an increased degree of family instability, family violence, foster home experience, single parent homes, and high youth offender experience, and you have the recipe for continual contact with the justice system in adult life (Task Force, 1988).

It is little wonder that one hears Canadians complaining about the offenders who continually circulate through the swinging door of our justice system, when time after time the same people seem to be involved in crimes. Citizens have had enough of these recidivists, and they want government to do something, anything, to prevent these people offending again. It seems that one can not turn on the news reports today without hearing about someone who has breached parole or, while on unsupervised absence, has committed another crime. After a while, prison seems to lose its stigma, and the same people go in and out as if this were their "home" and not a place of punishment. Some other means of getting the person out of the system and into a meaningful lifestyle has to be found. In my 20 years of counselling inmates I have begun to notice the same faces showing up from time to time, because they have failed to live up to the terms of their parole, or because they have failed to "go straight" once they returned to the street. When I really think about it, I think I know that, for some of the people I see, jail is a better place to be than on the street or in their abusive and depressing homes. Some of the houses they live in are less inviting than the farm annex buildings found at the Rockwood Institute, a correctional centre based on the grounds of the Stony Mountain Maximum Security Prison in Manitoba, let alone the Milner Ridge Correctional Centre in Eastern Manitoba, known to

the inmates as the "country club." I think if I had a choice, I might choose Milner over some of the housing I have observed at Red Sucker Lake or Little Grand Rapids.

These communities, and others I have visited in the North, are the breeding grounds of the criminality we see in our native population. Forced by poverty and despair, their people are forced in an ever growing stream to abandon the reserves to seek relief in the cities of Southern Canada. Winnipeg has become the biggest reserve in Canada, thanks to this continual influx of displaced native people. Dragged down by lack of education, poor health, family disfunction, and lack of marketable skills, they often find their dream of escape short-circuited. They enter a true maze of cultural and economic problems from which they see no means of escape. It is little wonder they find themselves at odds with the law and enter into crime as a way to exist. Once sucked into the vortex, it is only the most determined and the best equipped who ever manage to escape. Like a black hole from which light can not escape, their life of misery sucks them back despite their effort to improve their lot. We must find a way to break the pull of crime on these souls and help them find an alternative that is equally attractive. I say attractive, because, when you can't compete, and there seems to be easy money available by breaking into an unguarded building or by selling drugs, why would you choose legitimate work and all the pain you must go through to get to it? For many native Canadians who have tasted the easy money of crime, and have also experienced our justice system with its warm, clean jails where meals are regular and where you probably will find most of your friends, why would you go through the pain of getting a better education, and having to compete with the rest of

society?

Well, first we have to ease the pain of transition to legitimate endeavours, we have to make it attractive, and most of all we have to make the payoff worth the work.

I set out to try to do all of this by introducing the treatment group of this study to a new way of life: a way of life that gives self-respect and helps the native inmate feel important and of value to his or her family, perhaps the last thing left of any real value to these people.

It has been gratifying to see the changes some of the participants have made in their lives as a result of this program.

Purpose of the Study

In a system where incarceration can average \$ 51,047 per inmate (Basic Facts, 1991), keeping even a small number of inmates from re-offending can result in significant savings for Canadian tax payers. In 1989-90 there were 29,555 adults imprisoned on an average day in Federal institutions, while a total of 84,185 persons (see table 2) were involved in such programs as day parole, full parole or mandatory supervision.

Table 2

Daily Number of Persons on Probation, Parole or Mandatory Supervision in Canada

	Number
Probation (Provincial)	73,044

Native Recidivism
7

Parole (Provincial)	2,627
Day Parole (Federal)	1,631
Full Parole (Federal)	3,792
Mandatory Supervision (Federal)	2,498
Others	593
Total	84,185

(Basic Facts, 1991)

If we accomplish even a modest 5% reduction in the recidivism rate, it would account for a substantial savings in money. The Basic Facts book includes statistics which indicate that fully 40% of all inmates have previous terms of incarceration. (See Table 3).
Table 3

Offender Population Who Have Served Previous Terms Of Incarceration

	Number	Percent
No Previous Term Of Incarceration	8354	(60.4)
One Previous Term Of Incarceration	2,349	(17.0)
Two Previous Terms Of Incarceration	1,397	(10.1)
Three Previous Terms Of Incarceration	760	(5.5)
More Than Three Terms Of Incarceration	959	(7.0)
Total	13,819	(100)

Note. From Basic Facts About Corrections In Canada Correction

Services Canada, August 1991.

Based on a 5% reduction in the 29,500 adult inmates (at a cost of \$51,047 per inmate), we see a real savings of about \$7 million annually. These figures are for Federal institutions, they do not take into account the thousands of youth offenders who are the sole responsibility of the Provincial Corrections Departments in Canada. Since this thesis deals particularly with native inmates, it is noteworthy that they alone account for 15.4% of the total Federal inmate population and therefore 15.4% of the total monetary expenditure (Basic Facts, 1991).

In 1990-91 the total cost of running the Correctional Service of Canada was \$926,503,713 (Basic Facts, 1991).

The purpose of the study was to develop a system of lifeskills, testing, and job placement which would lead to a reduction in recidivism of inmates and in the long run reduce the police, court, and counselling time needed to re-integrate the inmates into society. The overall effect of this reduction in time would be a reduction in the amount of money which must be spent to rehabilitate inmates and have them become valuable members of the Canadian society.

Significance of the Study

Although it has been known for some time that recidivism was costing the public millions of dollars every year, a very limited number of programs have attempted to reduce the recidivism rate, and more importantly to analyze the results of those attempts. This is particularly true in Manitoba.

This study could be a significant aid to understanding of both the federal and provincial corrections systems and in particular their administrators making decisions about the readiness of inmates to reintegrate themselves into society. Also, it could suggest a useful tool for designing and evaluating a particular program to reduce recidivism and for predicting possible success or failure of attempts to reduce recidivism rates of released inmates. The overall value will be one of reducing the cost of incarceration for the public.

The basic significance of this study is that:

1. It represents an attempt to determine if intervention by trained counsellors after release results in lower recidivism rates of treatment group as compared to control group who receive no such treatment.
2. It represents an attempt to study one particular ethnic group who have not had equal access to training and counselling in the prison system.
3. It provides some information on the impact lifeskills, academic upgrading, and job placement have on the recidivism rates of native inmates in our prison system.
4. It reveals information which might influence special post release programs for native inmates and others in our penal

systems.

5. It reveals data which could be used to influence the direction of future counsellor training for those who will come in contact with native and non-native inmates.
6. Finally, it provides a framework for courses which could provide a substantial reduction in the costs to taxpayers of rehabilitating former inmates.

Hypothesis

The hypotheses tested are that, following the treatment program as designed by the author, we will reduce the recidivism rates of two experimental native inmate groups who complete the process of lifeskills, testing, and job placement. Furthermore, we will increase the chances of the inmate subjects finding a job which will provide enough income to support him or herself without augmentation from the welfare system. We will develop a citizen who will need less investment of police and counsellor time, and overall we will produce a subject who will cost less money to maintain after release than if we released the same subject without the involvement of the program. The results of our intervention will be compared to a control group which will receive no treatment. Our control group, without intervention and benefit of our treatment, will have a higher rate of recidivism than the treated groups. We will demonstrate that, if our program was introduced in a controlled way, we could extrapolate the benefits to the general released inmate population with a substantial savings to the Canadian taxpayer.

Limitations of the Study

There are several limitations which should be recognized when considering the results of this study:

(a) Since the institutions had some involvement in the selection of the inmates, it should be expected that they might have selected inmates who they felt would be the most likely to benefit from the intervention. This could increase the probability of the outcome being a positive one.

(b) There was no analysis of how variables such as age, previous education, types of crimes, or, perhaps very importantly, the amount of exposure to big city life before incarceration in contrast to reserve life might relate to recidivism. This might be a very interesting area for future study.

(c) Although attempts were made to select subjects from a wide geographical area, it might not be a true selection as to severity of original crime which lead to incarceration, and this might be expected to affect the probability of rehabilitation. The criminal system will have done some randomizing by sentencing the inmate to two years or less. This will in itself represent a crime that does not meet the definition of one which warrants a term in a Federal Penitentiary.

DEFINITION OF ABBREVIATIONS USED IN THIS PAPER

TA	Temporary Absence
CEC	Canada Employment Centre
CRC	Community Release Centre
WEC	Winnipeg Educational Consultants
EIC	Employment and Immigration Canada
CJS	Canadian Jobs Strategy
LFDS	Labour Force Development Strategy
PIAT	Peabody Individual Achievement Test
NTCS	Nonverbal Test of Cognitive Skills
TONI	Test of Nonverbal Intelligence
TOWL	Test of Written Language
TOMA	Test of Mathematical Ability
CALM	Career and Life Management Course
JIC	Job Information Centre

Recidivism as used in this paper will mean any inmate who appears on CIPIC files after the initial release, which allowed the inmate into my program. If the inmate shows up as having an additional charge since release, he or she is termed recidivist.

CHAPTER 2

Review of Related Literature

According to Quigley (1993), Fabiano, Robinson and Porporino (1990), and Ross and Fabiano (1985), recidivism has among its root causes inappropriate and unrealistic goals. According to Quigley et al, impulsive egocentric tendencies lead offenders into making choices that effect their employment and thus their ability to stay out of trouble. Not only do the choices effect the kinds of jobs offenders may initially choose, but it also effects how offenders perform in jobs once they start work. Because the egocentric tendencies, inappropriate decisions, and unrealistic goals sometimes go counter to the mores of the society they seek to live in, offenders may find themselves on the "outside," constantly trying to establish themselves in a society that rejects them. Offenders may inadequately understand how they are perceived by fellow workers and management and may find that they are constantly being let go before they have a chance to establish themselves in the job. Because the offenders fail to understand the reason behind their release, they begin to lose self-esteem. After a number of these job losses they have little self-confidence and are unable to motivate themselves to seek and hold further jobs. Ross and Fabiano (1985) believe that cognitive skills, those which help a person interact in a more acceptable social manner, can be taught and, once learned, will lead to a decrease in job loss and

incidentally a lessening in recidivism. Not only will the cognitive skills help job seeking and success in finding work, but they will also help an offender with job retention skills once on the job.

Although Aboriginal offenders made up 24.7% of inmates of federal prisons in 1987, very little has been written about them and their special problems. It became evident early in my study that very little empirical data existed on Aboriginal inmates. Manitoba was among the least studied provinces, and, although federal data exist for prison inmates, data on inmates in Provincial Jails are almost non-existent. Perhaps researchers have avoided studies in this area for fear of being branded as racist. It has been difficult, particularly in the past 20 years, to single out one particular race for investigation, when criminality or sexuality are involved. This experiment was an attempt to enter this difficult area of research and to give as unbiased a report as possible, with the long term plan of offering help, rather than as an opportunity to point fingers.

No study as comprehensive as The Task Force on Aboriginal Peoples In Federal Corrections (1988) exists for Provincial inmates in Manitoba. In light of the fact that Manitoba has fully 21.1% of all Aboriginal inmates in level 5 (medium security) institutions in Canada, it would seem reasonable to suggest that Manitoba should increase its studies of native inmates and develop a comprehensive program to begin to reduce the numbers of people of native ancestry who are incarcerated.

Attitudes Toward Native Inmates

Attitudes across Canada differ in respect to Aboriginal inmates. This may be explained by the fact that the percentage of Aboriginal inmates ranges from as low as 1% in Quebec to as high as 32.7% in the Prairies. This difference is compounded when one considers that, of the "730 Aboriginal inmates of federal prisons spread among 11 institutions in the Prairies region, there are only 26 in the 10 institutions in Quebec" (Task Force, 1988, p.23). People in the Prairies can be expected to consider the "problem" as more acute than would people in Eastern Canada since they see more native inmates.

As a group, 22.5% of native inmates had any vocational training and about two thirds had no previous skilled employment. The native profile included a 73% incidence of violence, compared to 60% of non-native inmates, and 55% of natives had committed an offence against the person compared to fewer than 35% of non-native inmates. This view of natives as more violent, and therefore dangerous, accounts for the fact that only 10.2% of natives serve their sentences on full parole, compared to 23.9% of non-Aboriginal offenders (Task Force, 1988).

In general, Canadians have fallen into the trap of labelling criminals, not just aboriginal criminals, in some ethnic way. We speak of an "Italian Mafia," an "East Asian Gang" problem, etc. However, the "Chicago school" of American sociology and most notably George Herbert Mead, Robert E. Park, and Ernest W. Burgess

discovered, early on, that ethnicity had little to do with criminality, and that personal and group contacts had a very great deal to do with how a person functioned in his or her society. They discovered, for example, that, in Chicago in 1900-1906, areas associated with high crime rates were also the high crime areas in 1917-1923, even though the ethnic group composition of these areas had been largely transformed. They founded a theory of "differential association" which simply states that criminal behaviour is learned and not inherited. It is the product of interaction, principally in small intimate groups. "A person becomes criminal or delinquent because of an excess of definitions favourable to violation of law over definitions unfavourable to violation of law" (Cohen, A.K., *Deviance and Control*, 1966, p.95). The Chicago school's findings reinforce my resolve that we must provide better life experiences for our native Canadians, but, until this happens, a system of rehabilitation for those who have found themselves in trouble with the law needs to be started. My study was an attempt to provide definitions favourable to an atmosphere of lawfulness, to break the cycle of lawlessness, and, most importantly for the citizens who would come in contact with the former inmates, to see them in a favourable activity, which would help to break the stereotype of an "Aboriginal" criminal.

Previous Studies

A search of the literature on native recidivism in Canada

turned up very few examples of studies covering this topic.

One of the difficulties we have when researching the topic is the problem of definitions. When recidivism is discussed in correctional contexts, its meaning seems fairly clear. The word is derived from the Latin *recidere*, to fall back. A recidivist is one who, after release from custody for having committed a crime, is not rehabilitated, and falls back into his or her old criminal ways. Maltz (1984) wrote that, although the definition as a conceptual one seems clear, an operational one is not clear, because there is no consistency in the way data are analyzed. For my definition, it includes any inmate who appears on CIPIC files after the initial release, which allowed the inmate into my program. If the inmate shows up as having an additional charge outstanding since release, he or she is recidivist.

The most notable study of natives was one conducted by Canfield and Drinnan (1991) entitled, Native and Non-Native Federal Inmates, A Five Year History. The statistics reported are however dated, because they were compiled almost 15 years ago. Despite its age, it gives us a picture of how serious the recidivism problem is among Aboriginal inmates. (See Table 4)

Table 4

Recidivism rates of native inmates as of 10/04/81

Number of Inmates	Percent	Number of Offenses
169	20.9	1

		Native Recidivism
		19
96	11.9	2
52	6.4	3
24	3.0	4
19	2.3	5
10	1.2	6-10

Note. Comparative Statistics Native and Non-Native Federal Inmates, A five Year History. (Canfield & Drinnan, 1991), p. 18.

Canfield and Drinnan (1991) found that the ratio of native to non-native inmates varied from 1 native inmate for every 11.0 non-native inmates to 1 native inmate for every 9.8 non-native inmates, depending on which province you were reporting in 1981. These figures are only rough estimates, because the designation of Native or Aboriginal is not precise. It includes North American Indians, Metis, and Inuit, and only those inmates who self-identified as one of these ethnic stock would be counted in the statistics. Although only rough guides, we know that nearly three quarters of all native inmates are of North American ethnic background. Metis make up all but two to three percent of the remainder which is Inuit in background (Canfield and Drinnan, 1991).

Canfield and Drinnan (1991) found that there was a slight shift to more Metis inmates taking place in 1981, and that there was roughly twice the proportion of natives serving sentences under two years than non-natives.

A study by Rogers (1981) found that one in every five

probationers in her study were convicted of further offenses while on probation. Two years following termination of her study, this proportion had increased to one in three. Of those probationers receiving further convictions, sixty percent were given sentences which included a period of incarceration. Males were 39.8% reconvicted and females were 16.1% reconvicted. Younger persons were more likely to be reconvicted than older inmates. Married persons had less reconvictions. She further found that, of those inmates who left school before grade 10, 44.3% were recidivist compared to 23.0% of those who had grade 11 or higher. Work status at the time the probation order was terminated and general work patterns were highly related to recidivism. Reconviction rates were much lower for persons who were employed and for persons who generally held a job than for those who indicated a lack of employment stability (Rogers, 1981).

Those with a prior criminal record had a 61% reconviction rate (Rogers, 1981). Rogers found the following variables to be indicative of high recidivism rates: criminal history, low socio-economic status, lack of family cohesiveness, problems at school, unproductive use of leisure time, criminal associations, poor employment history, offenses against public order, and problems related to interpersonal skills.

Gendreau, Madden, and Leipziger (1977) found in their study that 49.2% of white inmates, 65.6% of Indian inmates, and 43.8% of "other" inmates were recidivist. Perhaps surprisingly, they found that those born in Canada, and in Ontario in particular, had higher

recidivism rates than those born elsewhere.

One encouraging fact is that recidivists do not appear to be brought to court for more serious offenses than first offenders. For example, about 16% of recidivists were charged with violent offenses, compared to 19% of first offenders (Jurist Service Bulletin Stats. Canada Vol 12, No.2, Jan. 1992). In 1990-91, slightly less than one half of cases referred to youth court in the fiscal year were recidivist, that is, 46% had one or more prior charges since 1984 (Stats Can., 1992).

CHAPTER 3

Methods and Procedures

This chapter contains a full discussion of the methods used in this study of recidivism of Native Canadians in Manitoba. The subjects, full descriptions of the data gathering instruments as well as collection procedures, the treatment program experienced by the experimental groups, and the procedures used to analyze the data so that conclusions might be reached, are described.

Subjects

The treatment program was aimed at native Canadians trying to make a transition from incarceration to the labour force. Clients chosen were from the 21 reserves serviced by CEC Selkirk (see Appendix A). Job experience was a major part of the program, with life skills making up the largest portion of the program delivered in a classroom setting. Inmates chosen for the treatment program underwent extensive academic skills testing performed by a qualified educational psychologist.

Two groups, one consisting of 16 inmates and a second consisting of 15 inmates, were chosen to become the treated subjects. A third group consisting of 31 subjects was designated the control group, and it received no treatment or other intervention during the period of this study.

The study ran between July 2nd, 1992, and February 15, 1993. It was pre-approved by both the Provincial and Federal Government

departments involved, with a proviso that full protection of the identities of the participants be maintained throughout the study.

The original plan called for a single treatment group and a single control group, but, because of the positive results obtained by the first group of inmates and additional funds becoming available under the Canadian Jobs Strategy Program, two independent treatment groups took part in the study. The first treatment program ran for 15 weeks, followed immediately by a second 15 week program. Each treatment program consisted of an eleven week classroom portion followed by a 4 week supervised job placement portion. The first treatment program began in July of 1992, and the final inmate from treatment group two was finished their job experience by February of 1993.

The period from February 15th, 1993 to February 15th, 1994 was used as a test period over which the inmates treated in the programs had the opportunity to "go straight" or to return to criminal offenses which would result in he or she coming before the criminal justice system.

Both experimental groups were put through a comprehensive series of testing, lifeskills training, and job experience, and then were allowed one year to live their lives without intervention on the part of the research team. Their outcome over the one year period was compared to a control group, who received no contact from the research team, but simply followed the normal release pattern as practised by the individual institutions.

In an attempt to reduce experimenter bias, the treated

subjects were selected by a team consisting of the life skills coach and a staff member from the Community Release Centre in Winnipeg. The team visited each of the Provincial facilities which would provide subjects for the program and interviews were held with the subjects to determine if they were suitable candidates for the treatments. Suitability would be determined on the basis of such factors as:

1. Volunteering for the program
2. Having a sincere wish to "go straight" and remain out of jail.
3. Being a Native Canadian from one of the 21 reserves served by the Selkirk Canada Employment Centre
4. Having completed their sentence and being deemed clear for release from custody at the centre they were presently at, and ready for release to a half-way house or on their own recognizance

After the subjects were interviewed by the team, the experimenter interviewed the clients to make sure they fit the criteria of the Canadian Jobs Strategy Program (CJS). They had to be deemed released from custody, because the mandate of the Department of Employment and Immigration, now the Human Resource Department, does not include prisoners still serving time.

The control group was not identified until 1994, at which time they were randomly selected by a secretary at the Provincial Department of Corrections. The criteria we looked for to set up the control group were based on identified traits from our treated

subjects. The criteria included:

1. The subject must have been released in the same time period as treatment group subjects
2. They had to be representative of the same 21 reserves picked as suppliers of our treatment subjects
3. They had to be Native Canadians as defined in our treatment groups
4. They had to be picked from subjects who had the same release characteristics such as being ready for half-way house living or able to be released on their own recognizance

Subjects were selected from the jail populations of The Milner Ridge Correctional Institute, The Headingley Provincial Jail, The Dauphin Jail for Women, and Bannock Point Centre. All inmates were Native Canadians from the 21 reserves serviced by the Selkirk Canada Employment Centre (See Appendix A). All the subjects were serving terms of two years or less. The subjects were both male and female, but males predominated in a ratio of approximately 8:1. Subjects were interviewed at the institutions in which they were serving time, by a team consisting of the life skills instructor and the director of the Community Release Centre. Subjects once pre-screened were interviewed by the investigator to see that they met the criteria of the Canadian Jobs Strategy Program and to act as a second level screen for motivation and previous involvement in similar programs, which might skew the experimental results. Subjects were those who had self-identified as native at the time

they entered the justice system.

Sixty-two inmates in total took part in the study. The first group consisted of 16 inmates designated E1 through E16 in table 5, entitled, Subject Profiles Experimental Groups, and the second group consisted of 15 inmates designated EB1 through EB15. The final 31 inmates who comprised the control group were designated C1 through C31. The subjects who were to receive treatment were all volunteers to the program, and their release and subsequent experience with the justice system was not dependant on their acceptance to the program. The groups E1-16 and EB1-15 were the only inmates to receive "treatment." The control group did not know they were the subject of a study and were processed by the correctional system in the standard way. The correctional staff did not know that a control group was being used in the study. The control group was established after the initial activities in the study by a random computer search of inmates who had been released during the same time period as the experimental subjects and who met the profile of the treated inmates.

In general, the inmates in all three groups had educational histories ranging from grade 1 to grade 12. Males predominated in the study in a ratio of approximately 8:1. The oldest inmate was 49 years old, and the youngest was 20. Nineteen had committed one offence and forty-three had committed two or more offenses. No attempt was made to randomize the subjects as to severity of crime or length of sentence. All the subjects identified themselves as residents or former residents of the twenty one reserves listed in

SUBJECT PROFILES
EXPERIMENTAL GROUPS

SUBJECT	MARITAL STATUS	GRADE	EMPLOYMENT STATUS BEFORE INCARCERATION	OCCUPATION BEFORE INCARCERATION	SEX	DATE OF BIRTH YY/MM/DD	CRIMINAL CODE OFFENSES	READING COMPREHENSION SCORE	WRITING SCORE	MATHS SCORE	VISUAL SPATIAL SKILL	CREATIVITY (FIGURAL)	SHORT TERM VISUAL MEMORY	SHORT TERM AUDITORY MEMORY	INTERESTS	SOCIAL EMOTIONAL FACTORS	LIFESKILLS SCORE	WORK EXPERIENCE SCORE	RECIDIVIST
E1	SINGLE	9/10	EMPLOYED	LABOURER	M	69.03.25	266 740	10.9	10.1	8.4+	HIGH AVERAGE	HIGH AVERAGE	AVERAGE	AVERAGE	CARPENTRY CONST. LABOUR	AVOIDANCE	1	0	YES
E2	SINGLE	9/10	UNEMPLOYED	LABOURER	M	72.07.06	266 145 349	8.4	6.5	8.0	AVERAGE	AVERAGE NOT ARTISTIC	AVERAGE	AVERAGE	CONST. LOGGING MECHANIC OUTDOORS	AVOIDANCE DENIAL	3	0	NO
E3	SINGLE	11/12	UNEMPLOYED	LABOURER	M	71.10.27	348 145	7.5	5.5	5.6	HIGH AVERAGE	AVERAGE	HIGH AVERAGE	LOW	MECHANIC CARPENTRY	AVOIDANCE DENIAL	3	0	NO
E4	SINGLE	4	UNEMPLOYED	FOREST FIRE FIGHTER	M	68.05.22	862 348 266 145	3.2	3.0	4.2	AVERAGE	HIGH AVERAGE	AVERAGE	LOW AVERAGE	LOGGING LABOUR	EXT-AVOID	3	0	NO
E5	SINGLE	9/10	EMPLOYED	TRANSP/T/RAIL	M	62.07.26	266 264 349 145	9.5	9.0	8.0	HIGH AVERAGE	AVERAGE	LOW AVERAGE	LOW AVERAGE	CONST. WAREHOUSE MACH. OP	AVOIDANCE	5	4	YES
E6	SINGLE	9/10	UNEMPLOYED	CONSTRUCTION	M	55.05.03	343	9.8	9.0	8.0	HIGH AVERAGE	HIGH AVERAGE	AVERAGE	AVERAGE	CARPENTRY MAINT. MASONRY	NIL	3	0	YES
E7	COM/LAW	9	UNEMPLOYED	MATERIAL HAND	F	55.08.03	NCA 465 253	10.9	9.5	7.5	AVERAGE	AVERAGE	AVERAGE	HIGH AVERAGE	OFFICE	AVOIDANCE LOW SELF CONCEPT	5	1	NO
E8	SINGLE	9/10	UNEMPLOYED	WAREHOUSE	M	71.05.17	266 145	12.8	9.5	8.4	AVERAGE	HIGH AVERAGE	AVERAGE	AVERAGE	WAREHOUSE MUSIC READING CLERICAL	INTERN. DENIAL	2	0	NO
E9	SINGLE	11/12	UNEMPLOYED	NEVER WORKED	M	68.12.05	266	12.3	10.5	8.4+	SUPERIOR	SUPERIOR TALENTED	HIGH AVERAGE	HIGH AVERAGE	ART FISHING	INTERN. DENIAL	2	0	NO
E10	SINGLE	8	UNEMPLOYED	CASUAL LABOUR	M	73.01.20	348 740	7.2	5.5	8.4	LOW AVERAGE	HIGH AVERAGE	LOW AVERAGE	AVERAGE	CARPENTRY LABOUR	AVOIDANCE	2	0	NO

Table 5 continued

SUBJECT	MARITAL STATUS	GRADE	EMPLOYMENT STATUS BEFORE INCARCERATION	OCCUPATION BEFORE INCARCERATION	SEX	DATE OF BIRTH YY/MM/DD	CRIMINAL CODE OFFENSES	READING COMPREHENSION SCORE	WRITING SCORE	MATHS SCORE	VISUAL SPATIAL SKILL	CREATIVITY (FIGURAL)	SHORT TERM VISUAL MEMORY	SHORT TERM AUDITORY MEMORY	INTERESTS	SOCIAL EMOTIONAL FACTORS	LIFESKILLS SCORE	WORK EXPERIENCE SCORE	RECIDIVIST
E11	MARRIED	10	UNEMPLOYED	NO WORK HIST.	F	54.05.11	NCA (4)	10.9	9.0	8.0	AVERAGE	AVERAGE	AVERAGE	LOW AVERAGE	COOKING OFFICE WAITRESS COMPUTERS	ENTERN. AVOIDANCE	5	4	NO
E12	SINGLE	9/10	UNEMPLOYED	LABOURER	M	68.04.05	273	10.5	10.0	8.0	HIGH AVERAGE	AVERAGE	HIGH AVERAGE	AVERAGE	ART OUTDOORS	AVOIDANCE	1	0	NO
E13	MARRIED	9/10	UNEMPLOYED	LABOURER	M	68.09.10	128 740 159 173	10.2	8.0	8.4+	HIGH AVERAGE	HIGH AVERAGE	HIGH AVERAGE	AVERAGE	HANDS ON OUTDOOR	AVOIDANCE	3	2	NO
E14	SINGLE	11/12	UNEMPLOYED	LABOURER	M	52/05.24	266	9.5	10.0	8.4	HIGH AVERAGE	AVERAGE	JOGJ AVERAGE	AVERAGE	ELECTRIC OUTDOORS LABOUR	INTER. ATTACK	3	0	YES
E15	COM. LAW	9/10	STUDENT	LABOURER	M	73.02.24	266	6.8	5.0	8.0	AVERAGE	HIGH AVERAGE	AVERAGE	AVERAGE	FARMING LABOURING BUSH WORK	AIMLESS NO WORK ETHIC	1	0	YES
E16	SINGLE	9/10	EMPLOYED	LABOURER	M	66.11.15	145	10.7	6.5	4.5	AVERAGE	HIGH AVERAGE	AVERAGE	AVERAGE	METAL WRK	AVOIDANCE	2	0	YES
EB1	SINGLE	11	UNEMPLOYED	COOK	F	61.11.18	354 334 361 380 740 362 145	7.5	6.0	5.0	LOW AVERAGE	AVERAGE	AVERAGE	AVERAGE	OFFICE COOKING	AVOIDANCE LETHARGIC	5	4	YES
EB2	SINGLE	ABE 10	UNEMPLOYED	LABOURER	M	65.03.23	267	6.0	4.5	2.9	AVERAGE	AVERAGE	AVERAGE	AVERAGE	MECHANICS MARTIAL ARTS	INCONSIST VOLATILE	3	3	NO
EB3	SINGLE	8	UNEMPLOYED	MATERIAL HAND	F	55.04.01	465 NCA (3.1) 334 145 740 740	6.0	5.0	4.5	AVERAGE	AVERAGE	AVERAGE	HIGH AVERAGE	NON RPTD	TRANSIENT NO GOALS	5	4	NO
EB4	COM/LAW	6	UNEMPLOYED	NO WORK HIST	M	72.11.13	433 145	4.2	2.5	3.5	AVERAGE	AVERAGE	AVERAGE	AVERAGE	OUTDOORS		1	0	NO

Table 5 continued

SUBJECT	MARITAL STATUS	GRADE	EMPLOYMENT STATUS BEFORE INCARCERATION	OCCUPATION BEFORE INCARCERATION	SEX	DATE OF BIRTH YY/MM/DD	CRIMINAL CODE OFFENSES	READING COMPREHENSION SCORE	WRITING SCORE	MATHS SCORE	VISUAL SPATIAL SKILL	CREATIVITY (FIGURAL)	SHORT TERM VISUAL MEMORY	SHORT TERM AUDITORY MEMORY	INTERESTS	SOCIAL EMOTIONAL FACTORS	LIFESKILLS SCORE	WORK EXPERIENCE SCORE	RECIDIVIST
EB5	SINGLE	9/10	UNEMPLOYED	NO WORK HIST	M	72.05.17	267	10.4	8.5	8.4+	AVERAGE	AVERAGE	AVERAGE	AVERAGE	OUTDOORS CARPENTRY MECHANICS	AVOIDANCE	2	1	NO
EB6	SINGLE	9	UNEMPLOYED	LABOURER	M	46.09.11	271	8.8	7.8	2.9	AVERAGE	AVERAGE	AVERAGE	AVERAGE	CARPENTRY FISHING HEAVY EQUIPMENT	RELIABLE STABLE	5	5	NO
EB7	MARRIED	9/10	UNEMPLOYED	LABOURER	M	55.02.15	343 740	7.5	6.5	6.5	AVERAGE	AVERAGE	AVERAGE	HIGH AVERAGE	CARPENTRY ENGINE REPAIR	CHEMICAL DEPENDENCY	4	5	NO
EB8	SINGLE	9/10	UNEMPLOYED	CONSTRUCTION	M	71.01.18	740 145 173 226 334	9.2	8.5	6.5	AVERAGE	AVERAGE	AVERAGE	HIGH AVERAGE	WAREHOUSE OUTDOORS CARPENTRY SHIP/REC	VOLATILE	3	0	YES
EB9	SINGLE	10	UNEMPLOYED	SHIP/RECEIVE	M	72.05.18	740 267	6.2	4.5	6.5	AVERAGE	HIGH AVERAGE	AVERAGE	AVERAGE	SHIP/REC	AVOIDANCE	1	0	YES
EB10	MARRIED	1/4	UNEMPLOYED	LABOURER	M	62.09.15	267	7.5	5.0	4.0	AVERAGE	AVERAGE	AVERAGE	LOW AVERAGE	WAREHOUSE CONSTRUCT PAINTING	INTERNAL AVOIDANCE	5	2	YES
EB11	SINGLE	9/10	UNEMPLOYED	LABOURER	M	68.11.30	266 267 279	4.9	3.5	5.0	NO TEST	AVERAGE	NO TEST	NO TEST	LABOUR	AVOIDANCE	2	0	NO
EB12	COM/LAW	11/12	UNEMPLOYED	LABOURER	M	61.07.24	348	9.2	7.5	5.0	AVERAGE	AVERAGE	AVERAGE	AVERAGE	CARPENTRY MECHANICS	AVOIDANCE	2	4	YES
EB13	SINGLE	9/10	UNEMPLOYED	LABOURER	M	73.08.03	264 140	9.2	8.5	6.0	HIGH AVERAGE	HIGH AVERAGE	HIGH AVERAGE	AVERAGE	CARPENTRY MECHANICS LANDSCAPE BARBERING	GOOD POTENT. GROWING UP TO DO	4	4	YES
EB14	SINGLE	9/10	UNEMPLOYED	LABOURER	M	66.01.05	811 145	7.5	6.5	6.0	NO TEST	AVERAGE	NO TEST	NO TEST	LABOUR CARPENTRY	AVOIDANCE INCONSIST.	4	1	NO

Table 5 continued

SUBJECT	MARITAL STATUS	GRADE	EMPLOYMENT STATUS BEFORE INCARCERATION	OCCUPATION BEFORE INCARCERATION	SEX	DATE OF BIRTH YY/MM/DD	CRIMINAL CODE OFFENSES	READING COMPREHENSION SCORE	WRITING SCORE	MATHS SCORE	VISUAL SPATIAL SKILL	CREATIVITY (FIGURAL)	SHORT TERM VISUAL MEMORY	SHORT TERM AUDITORY MEMORY	INTERESTS	SOCIAL EMOTIONAL FACTORS	LIFESKILLS SCORE	WORK EXPERIENCE SCORE	RECIDIVIST
EB15	SINGLE	?	?	?	M	72.09.17	343	8.0	8.0	8.4	HIGH AVERAGE	HIGH AVERAGE	HIGH AVERAGE	LOW AVERAGE	PAINTING CONSTRUCT LINESMAN OFFICE WORK	?	0	0	NO
C1	SINGLE	9/10	UNEMPLOYED	LABOURER	M	74.05.22	NCA												NO
C2	SINGLE	5/8	UNEMPLOYED	LABOURER	M	62.04.04	267 430 362												YES
C3	SINGLE	9/10	UNEMPLOYED	STUDENT	M	69.11.30	343												YES
C4	SINGLE	11/12	UNEMPLOYED	LABOURER	M	72.10.16	348 740 253 335 348												YES
C5	SINGLE	11/12	UNEMPLOYED	NO WORK HIST.	M	64.03.27	145 343 335 266												YES
C6	MARRIED	12+	EMPLOYED	LABOURER	M	65.01.06	354 145												YES
C7	MARRIED	9/10	EMPLOYED	LABOURER	M	61.12.31	348												NO
C8	SINGLE	9/10	UNEMPLOYED	NO WORK HIST	M	70.05.19	NCA 334 87 354 253 173												YES
C9	SINGLE	9/10	UNEMPLOYED	LABOURER	M	65.12.10	348												YES
C10	SINGLE	5/8	UNEMPLOYED	LABOURER	M	48.10.12	334 740												YES

Table 5 continued

SUBJECT	MARITAL STATUS	GRADE	EMPLOYMENT STATUS BEFORE INCARCERATION	OCCUPATION BEFORE INCARCERATION	SEX	DATE OF BIRTH YY/MM/DD	CRIMINAL CODE OFFENSES	READING COMPREHENSION SCORE	WRITING SCORE	MATHS SCORE	VISUAL SPATIAL SKILL	CREATIVITY (FIGURAL)	SHORT TERM VISUAL MEMORY	SHORT TERM AUDITORY MEMORY	INTERESTS	SOCIAL EMOTIONAL FACTORS	LIFESKILLS SCORE	WORK EXPERIENCE SCORE	RECIDIVIST
C11	COM/LAW	9/10	EMPLOYED	LABOURER	M	65.11.29	267												YES
C12	SINGLE	9/10	UNEMPLOYED	FISH/HUNT	M	45.12.08	173 253 259												YES
C13	SINGLE	5/8	UNEMPLOYED	NO WORK HIST.	M	50.06.03	740 266 264												YES
C14	SINGLE	9/10	UNEMPLOYED	LABOURER	M	55.01.03	145 267 87 140 811 266												YES
C15	MARRIED	9/10	UNEMPLOYED	LABOURER	M	66.09.08	145 811 266 740												YES
C16	MARRIED	5/8	UNEMPLOYED	LABOURER	M	57.06.24	253 259												NO
C17	SINGLE	9/10	UNEMPLOYED	LABOURER	M	65.09.20	740 264 140												YES
C18	SINGLE	11/12	UNEMPLOYED	STUDENT	M	73.11.09	271 740 266 334 267 264												YES
C19	SINGLE	9/10	UNEMPLOYED	LABOURER	M	67.04.07	343												YES
C20	SINGLE	5/8	UNEMPLOYED	NO WORK HIST.	M	65.01.02	267 264 87												YES

Table 5 continued

SUBJECT	MARITAL STATUS	GRADE	EMPLOYMENT STATUS BEFORE INCARCERATION	OCCUPATION BEFORE INCARCERATION	SEX	DATE OF BIRTH YY/MM/DD	CRIMINAL CODE OFFENSES	READING COMPREHENSION SCORE	WRITING SCORE	MATHS SCORE	VISUAL SPATIAL SKILL	CREATIVITY (FIGURAL)	SHORT TERM VISUAL MEMORY	SHORT TERM AUDITORY MEMORY	INTERESTS	SOCIAL EMOTIONAL FACTORS	LIFESKILLS SCORE	WORK EXPERIENCE SCORE	RECIDIVIST	
C21	SINGLE	9/10	UNEMPLOYED	NO WORK HIST.	F	69.11.29	268 343 740 334 140 145 267													YES
C22	COM/LAW	5/8	UNEMPLOYED	LOGGER	M	69.10.19	145 266 264 87 267													YES
C23	SINGLE	9/10	UNEMPLOYED	LABOURER	M	50.02.13	334													YES
C24	SINGLE	11/12	EMPLOYED	LABOURER	M	67.03.11	267 145 740 266 264													YES
C25	COM/LAW	9/10	EMPLOYED	LABOURER	M	64.04.04	266 740													YES
C26	COM/LAW	11/12	EMPLOYED	LOGGERS	M	67.10.08	348 87 267 145													YES
C27	SINGLE	9/10	UNEMPLOYED	NO WORK HIST	M	74.04.18	348 345 351 145 173 354 811 128													YES

Table 5 continued

SUBJECT	MARITAL STATUS	GRADE	EMPLOYMENT STATUS BEFORE INCARCERATION	OCCUPATION BEFORE INCARCERATION	SEX	DATE OF BIRTH YY/MM/DD	CRIMINAL CODE OFFENSES	READING COMPREHENSION SCORE	WRITING SCORE	MATHS SCORE	VISUAL SPATIAL SKILL	CREATIVITY (FIGURAL)	SHORT TERM VISUAL MEMORY	SHORT TERM AUDITORY MEMORY	INTERESTS	SOCIAL EMOTIONAL FACTORS	LIFESKILLS SCORE	WORK EXPERIENCE SCORE	RECIDIVIST	
C28	SINGLE	9/10	UNEMPLOYED	LABOURER	M	72.07.02	264 430 334 145 140													YES
C29	SINGLE	11/12	UNEMPLOYED	LABOURER	M	58.07.06	354 226 225 085 259 024 085													YES
C30	SINGLE	11/12	UNEMPLOYED	NO WORK HIST.	M	74.10.23	145 348 127 YOA.24.2													YES
C31	SINGLE	11/12	UNEMPLOYED	LABOURER	M	56.01.04	267													YES

FOR CRIMINAL CODE OFFENCE DESCRIPTION SEE APPENDIX F.

Table 5 continued

appendix D. attached. Those who claimed attachment to one of the reserves, but were residing in Winnipeg at the time of the study, were considered residents of their home reserve. Those inmates who identified themselves as divorced or separated were recorded as single for this study. All the inmates in the program could speak English, but, for some, English would be a second language. Cree or Saulteaux might be the first language of some of the participants. Although the school history of the inmates was varied, all had attended at least one year of school, and most had attended at least eight grades of school before incarceration.

Grade averages overall for the two groups were as follows:

TABLE 6.

Grade Averages of the Experimental Groups

GRADE AVERAGE GROUP E1-16	GRADE AVERAGE EB 1-15
7.51 MATHS	5.47 MATHS
9.44 READING	7.47 READING
7.91 WRITING	6.19 WRITING
N = 24.86	N = 19.13
MEAN = 8.28	MEAN = 6.37

All of the subjects were put through an extensive battery of tests (see appendix B) to determine maths, reading, and writing scores. The results were as follows:

TABLE 7.

Reading, Maths and Writing Scores of the Experimental Groups

MATHS		READING		WRITING	
GROUP E1-16	GROUP EB1-15	GROUP E1-16	GROUP EB1-15	GROUP E1-16	GROUP EB1-15
8.0	6.0	8.4	7.5	6.5	6.5
8.4	5.0	12.3	7.5	10.5	5.0
8.0	6.5	9.8	9.2	9.0	8.5
8.0	6.5	10.9	7.5	9.0	6.5
8.4	8.4	9.5	8.0	10.0	8.0
8.4	2.9	10.2	6.0	8.0	4.5
8.4	4.5	12.8	6.0	9.5	5.0
8.4	2.9	7.2	8.8	5.5	7.8
4.2	5.0	3.2	7.5	3.0	6.0
5.6	6.0	7.5	9.2	5.5	8.5
8.0	5.0	9.5	4.9	9.0	3.5
7.5	5.0	10.9	9.2	9.5	7.5
4.5	8.4	10.7	10.4	6.5	8.5
8.0	3.5	6.8	4.2	5.0	2.5
8.0	6.5	10.5	6.2	10.0	4.5
8.4		10.9		10.1	
N=120.2	N=82.1	N=151.1	N=112.1	N=126.6	N=92.8
MEAN	MEAN	MEAN	MEAN	MEAN	MEAN
7.51	5.47	9.44	7.47	7.91	6.19

A complete description of the three groups can be found in tables 5A through 5G.

Using the scales developed for class life skills performance and work experience, a class mean of 2.94 for life skills and only .78 for the work experience portion of the program was achieved by

Group E1 to E16 subjects.

It is obvious that things began to "fall apart" during the work experience section of the program. In fact, many participants never even reached this stage, having dropped out before in-class sessions ended.

Of the sixteen participants in Group E1-16, only two made it all the way through the work experience. Others gave it a relatively good shot, but there were some problems in terms of job placements (and some clients had unfortunate experiences which were not entirely their fault). On balance though, performance was not strong here at all.

Phase II of the program was evaluated in the same manner.

Because Phase I had been a failure, an attempt was made to "tighten up" the job placements activity of Group EB1-15. Although far from perfect, the change did make a difference. Although we lost some of the participants, six of the fifteen subjects actually made it through the program. Others, despite running into problems, did make a legitimate effort. In terms of grades on the five point scale, the mean in-class score this time was 3.0 for the work experience component.

With respect to work experience of the phase II group, one left for employment and another entered a formal training program in barbering. There were still many disappointments but, due to renewed efforts by the CRC, placements were more solid and the experiences generally much more positive. Unfortunately, many participants still either never started or lasted at their work stations, but the overall grade on the five-point scale was

stronger - with a mean score of 2.07 for the Phase II participants. Though not spectacular, this result certainly represents growth from Phase I, which indicates that, with more careful selection and placement procedures, the on-the-job performance can improve. The overall performance of the subjects however can only be described as marginal.

Data Gathering Instruments

In an effort to come up with an objective level of in-class performance, a five-point scale to quickly evaluate the performance of each client was developed. The following scale was used to provide a rough measure of class commitment and performance. A similar scale was used to rate the subjects on their work experience activity.

Class (Life Skills) Performance

1-----	2-----	3-----	4-----	5-----
UNACCEPTABLE	POOR	AVERAGE	GOOD	EXCELLENT

Subjects who dropped out early were rated as 1, while those with sporadic attendance and limited effort would rate a 2. Average was assigned to those who attended quite well and made a legitimate effort. Those rated good would be reliable, make a contribution and a solid effort. Only those who completed the

program, worked conscientiously, and showed ability, would rate a 5 on our scale.

Work Experience

1-----2-----3-----4-----5
UNACCEPTABLE POOR AVERAGE GOOD EXCELLENT

A 1 on this scale was reserved for those who never or rarely attended, while a 2 was reserved for those who were sporadic in attendance and gave limited effort. Average subjects attended regularly and gave legitimate effort on the job. Reliable subjects who made a solid effort and contribution would rate a 4, while subjects who completed the placement and generated a very satisfactory report by the employer, were rated as 5 on our scale. A "0" on the accompanying chart indicates no participation for that subject.

Obviously, judgements of this type are subjective and arbitrary, but we feel they give some measure of performance in the life skills and work experience segments of this program.

Before any data were collected on subjects who volunteered for the treatment portion of this study, a form called "Authorization of Disclosure of Specified Personal Information to Designated Third Party" was signed by each participant (See Appendix C). This form E&I 2267 (3-78) forms part of the Canadian Human Rights Act Part IV obligation to anyone in Canada who has data collected for any third party release. Further to this form,

a Diagnostic Services Requisition form EMP 2459 (Appendix H) giving specific testing permission was signed as well.

All inmates who enter a Provincial corrections facility fill out a basic information form which lists their "tomb stone data." This document (Appendix D), was the source of information which comprises columns 2 through 7 of table 5, presented on page 27 through 33. Additional Employment Registration forms EMP 3864, (Appendix E) and finally a personal request for entry to the program by each participant, rounded out the data collected before the program began. After acceptance, forms entering the inmate into the program were completed. These forms listed most of the same information already requested, and, in addition, they registered the person on the Canadian Jobs Strategy Program (CJS) under whose funding the study took place.

Data collected for reading, writing, maths, visual spatial, memory, interests, social emotional factors lifeskills, and work experience were gathered by means of the administration of recognised tests by a certified Ph.D in Educational Psychology and his assistant. (See Appendix B for a detailed list of tests)

The final analysis of whether an inmate was recidivist or not was tabulated by consulting the CPIC files of the Manitoba Division of the RCMP in Winnipeg.

Program Delivery and Treatment

Treffinger and Isaksen (1992) suggest that it makes sense to

think of a program such as we delivered as a "tool box" to help organize creative and critical thinking and problem solving abilities, and to ensure that these tools can be available not only in the protected classroom setting, but later in "real" life. Our job then, during the treatment phase, was to develop creative thinking and critical thinking. In the typical classroom day we would help the inmate practice creative thinking by making meaningful new connections. We would help them perceive gaps, paradoxes, challenges, concerns, or opportunities; and then develop many possibilities; think and experience in varied ways with different viewpoints; think of new and unusual possibilities; and extend and elaborate alternatives to the ways they had traditionally handled their problems and frustrations.

Our task was to have the inmate recognize creative thinking as a divergent process, in which we begin at a single point and then extend our search in many different directions, thus generating many new solutions. With help, which I will describe in detail shortly, we encouraged our treated subjects to see critical thinking as both analyzing and synthesizing to come up with alternate solutions. Treffinger and Isaksen (1992) describe this synthesizing and analyzing as a kind of convergence which helps the person come to a successful solution to a dilemma. I suspected early on that the inmates who continually return to prison are people who are unsuccessful at analyzing and synthesizing inputs and formulating a solution that not only satiates them, or in other words, causes a reduction in their inner tensions, but more

importantly causes them to choose solutions that are within the mores of the society they find themselves in. A simple example may help to explain what I mean. In Arab countries it may be considered good manners to burp loudly after a good meal to express appreciation, but this isn't true in our society. A person who handles a social setting successfully in one or the other culture has to be able to analyze and synthesize the cultural information of his or her surroundings and do the "right" thing in that setting. I suspect recidivist inmates are not skilful at doing this.

Inmates were taught early in the program how to understand the problem. Treffinger and Isaksen (1992) divide this component into three stages namely:

- Mess Finding. Identifying and selecting a starting point for solving your problem;
- Data Finding Exploring many aspects of the mess, and determining which aspects should be the focus for your intervention;
- Problem Finding Generating many possible problem statements.

The second component of our problem solving model involved generating ideas. We taught the inmates how to generate ideas that have potential as solutions. This was an area we felt the inmates were particularly weak in. We helped them generate solutions which would help them stay out of contact with the justice system.

Finally, we helped the inmates translate these ideas into promising and useful solutions. We did this in group sessions in which we examined the most promising possibilities, explored potential solutions, and then developed specific action plans.

Following the model of creative learning developed by Treffinger and Isaksen (1992), we started initially with some direct teaching and then moved to level two, where the inmates took a more active role by learning and practising the fundamentals of problem solving described above. Once we felt the inmates had mastered the process, we moved to level three during which time the subjects had the opportunity to work with real-life problems in real-life situations. Obviously, the goal was to transfer the process learned in the classroom to work and other environments.

The interaction of the subjects in a group was perhaps as valuable as the material taught and practised in this program. It strengthened the bond between the individuals and, perhaps more importantly, it showed the inmates that they could often find solutions outside themselves for pressing problems. It may sound trite, but, for some of the members of both groups, the identifying of the need to get a driver's license in order to get a job and the subsequent taking and passing of the test was a major milestone in their learning and discovery process. Brainstorming after Osborn (1953) and Parnes (1967,1981) often helped the subjects generate many new and innovative solutions to their old problems. Often a secretary was elected to write the ideas down on a flip chart or to transcribe the ideas so that they could be discussed in detail

later. Some of the guidelines of these sessions were that all ideas would be acceptable and that none could be attacked or "put down." The participants were to generate as many ideas as possible and wild and far-out solutions were to be encouraged. Hitchhiking off their ideas was perfectly acceptable and it often generated new and innovative solutions. Judgment was to be deferred till all the ideas were expressed and then the ideas were tested against reality and desired future outcome. Following Osborn (1953), we used "idea-spurring questions" to help individuals expand or extend their search for new and exciting ideas. When converging on a final solution, inmates were taught to weigh the solution using the acronym "Carts" which stands for :

- Cost - Can we afford to do it without resorting to crime?
- Acceptance - Will our solution be acceptable to others?
- Resources - Do we have what we need to carry out the idea?
- Time - Can we make the time to do it?
- Space - Do we have the room or facilities to do it?

I felt that successful people do the five things just listed by instinct, but inmates didn't assimilate this skill during early life, perhaps because of parental neglect or because of the social setting they found themselves in. They seem to be more impulsive in their process and it leads to disaster.

A very important part of the classroom instruction was how to identify possible assisters. Assisters might be helpful people on whom you can depend for success. They are our "significant others" or key players whose support needs to be won. Just as important as

finding assisters, we taught the inmates how to identify possible resistors such as people, places, things, times, or actions that might go wrong or create difficulties. We taught the inmates that, once identified, it's possible to take remedial action and thus prevent difficulties.

We taught the inmate to develop a plan of action and, by using the skills we just mentioned, to reach a goal. We were careful to inject a dose of reality into our planning. We set small 24 hour steps, graduated to short term steps, and finally helped inmates develop long-term steps for problem solving.

We spent some time with the participants discussing the time-honoured notion of self-fulfilling prophecy and the Rosenthal effect. Rosenthal (Rosenthal and Jacobson 1968) tested elementary students in the San Francisco school system and "identified" a number of "late bloomers" who -- although they had shown no special abilities up to that point -- were supposed to be about to bloom at any moment. Teachers were told that testing had shown that this select group had hidden, latent potential that was about to be fulfilled. However, Rosenthal had lied! The student really had shown nothing special during the testing and had in fact been picked at random. Yet, when Rosenthal returned the following year, he found that the IQs of these "late bloomers" had in fact gone up as predicted. Essentially, then, self-fulfilling prophecy had been at work. Inmates had to find out that often their records made them fulfil the prophesy of being recidivist simply because they were expected to fail. We helped our inmates discover that,

as attitudes shift, behaviour often shifts. If we could teach positive supportive messages, we could and did make the inmates see themselves as winners and not losers for the first time in many of their lives. As Cervantes noted -- the most foolish people are those who see the world as it is, and not as it should be.

We took the attitude that all participants had the potential to make a contribution, and more likely than not, we got it. From the outset, then, we stressed that everyone in the group had value and that they could be free to take risks. We encouraged but did not force contributions from the participants. Not only did we expect the inmates to value each other during the program, we endeavoured to model the appropriate behaviours ourselves. Our goal was to have the inmate "internalize their locus of control" and begin to take responsibility for their decisions.

I mentioned earlier in this report that often inmates get into trouble and are branded sociopathic because they seem to have difficulty putting themselves in the place of the other. An exercise was developed after Treffinger and Isaksen (1992) which tried to give the inmates some insight into this important dynamic.

Exercises similar to debating were used in which the group was divided into sections A and B. A would be for the question and B would be against. One facilitator worked with group A in one room while a second facilitator worked with group B in another room. The discussion was guided through four stages by the facilitators. Stage I My Way or the Highway. Why should (group A) or shouldn't (group B) people be allowed to get abortions?

Stage II Their Way an Unfair Way. Why is it wrong (group A) to prevent or (group B) permit abortions?

Stage III Their Way A Stairway. Might people in other groups have some interesting ideas?

How might we look at their perspective differently?

How might we build bridges or a stairway to effective communication and sharing between groups?

Stage IV A New Way A Renewed Way. Considering the other point of view, how might we modify, expand, and strengthen our initial position?

During the debriefing and discussion, we asked the inmates to consider:

- In dealing with complex issues do we often get stuck at stages I or II?
- What can we learn by considering the other point of view?
- Did the groups go through similar paths and processes?
- Were conclusions similar or different by the end of stage IV?

By the end of the classroom portion of the project, inmates were more able to identify their own style of problem solving and to adapt the lessons to developing a new one. They could as well, identify those with an "internal locus of control" who could work independently and identify those with an "external locus of control" who needed more ongoing guidance and support. We provided "ego building" for those who were suffering self-doubts. We tried to develop such personal qualities as sensitivity, intuition,

introspection, and ability to "get along" with others in a work situation. Certainly, we didn't try to change people to fit any prefabricated mould, but we tried to solve the problems identified by Quigley (1993), Fabiano, Robinson and Porporino (1990), and Ross and Fabiano (1985) mentioned in chapter 2, namely, that inmates often acted out with impulsive egocentric tendencies which lead offenders into making choices that effected their employment and their ability to "get along" in society. As I mentioned earlier in this study, we didn't supply anything that an effective family wouldn't give a person as they were growing up. The difference between the average citizen and our inmates is that they didn't have the effective family and we attempted to compensate for this.

Because we were dealing with Native Canadians who often find it difficult to communicate verbally, sometimes in a second language, we sometimes used "brainwriting." By this I mean we had inmates write, rather than speak, their responses to questions and discussions. In one exercise, each person in the group wrote down three ideas on a sheet, and then put it back on the table. Each person took the sheet from another person and added three more ideas. The process was repeated until time was called. Participants were encouraged to look for ways to hitch-hike on the ideas they found on each paper. This helped the inmates realize that they were not alone in their ideas. This exercise helped in the bonding process of the group, and, if successful it would help the inmate bond to the culture and society we wanted him or her to become part of.

Finally, our groups worked with the understanding that the sessions should be demanding and content-filled, but not too intense or time-driven. It was necessary to strike a balance. It was necessary to make haste slowly so that we could generate a safe atmosphere at a non-threatening pace. We never forced personal disclosures or dealt with heavy-duty issues too soon. We tried to influence people who normally thought of conformity as a weakness, to believe that conformity was just a way to avoid chaos, just as having traffic lights or rules that we drive on the right side of the road avoid chaos. We showed them that such things as preferred handedness (e.g., opposite hand writing and reverse arm crossing) are habits hard to break, but they can be broken with practice. As "The Chicago School" showed, (Cohan, 1966) conformity and groupthink are powerful pressures which can lead to a life of crime if we don't design a pattern for ourselves that is positive. Our program showed the inmates how to overcome this pressure and adopt a positive and rewarding lifestyle in place of the faulty model they were used to using.

Since man does not live by words alone, we had our subjects participate in a job experience to put into practice what they had learned. The job experience was a work setting arranged by The Community Release Centre, with a Winnipeg employer. Each participant spent some time on the job and then returned to the classroom setting to discuss how things were going, and to seek the advice and feedback of his or her peers. This became a chance for the inmate to find out how he or she was perceived on the job by

others and to try out the lessons of the classroom setting. The return to the classroom was the chance for a debriefing and discussion. Such topics as:

- How did you feel in each situation?
- Did you feel you could communicate and receive feedback from your fellow workers?
- Are there some lessons to be learned here for future work?

were discussed with the inmates.

Intermixed with the "emotional" lessons of the classroom and the job setting were career exploration discussions, during which individuals planned a career. They were asked, "What is it you see yourself doing work-wise in five years?" They took interest inventories and discussed the pros and cons of different jobs.

During the job search phase, participants learned about using newspapers and telephone directories effectively, making contact with prospective employers, and networking. They talked about resume writing, covering letters, and how to deliver a good interview.

Finally, the inmates discussed how to prepare to get along in training or on the job. Such topics as conflict resolution, anger management and techniques of communication were covered. For some inmates, referrals to AA or to specific training courses such as Barbering or to driver training rounded out their participation.

The comprehensive program plan followed the ideas of Isaksen, Dorval and Treffinger (1994). Their book, Creative Approaches to Problem Solving, gives a comprehensive lesson plan for an

effective program suitable for inmate clients.

Part of the treatment phase of my project involved extensive testing and inventorying of the experimental groups. The word test is used to indicate all formal assessments including interest inventories.

There were two main reasons for the large number of tests. First I believe, as did Carl Rogers and Mallow, that the very act of interacting with dysfunctional clients is therapeutic. This interacting is part of what Rogers termed "Unconditional Positive Regard." I used the tests as a vehicle to interact with the subjects in a way that they probably had not experienced in their past lives. I have used this technique successfully for over twenty years with my single parent clients in particular, and it seems to help them feel that we are working as a team to solve their problems. When I give the type of tests we gave these inmates, I usually do it to try to build self esteem first, and secondly to find areas which need remediation. Both of these activities are part of showing unconditional positive regard to the inmates. It is also part of the trust building necessary for a successful outcome with a group of clients who were very distrustful of anyone who represented authority and the "establishment."

Most clients who have reached the level of being on welfare or have become inmates of a jail, as have these experimental subjects, have had long histories of failure. My first task was to find areas in which the subjects could experience even small successes.

Academics is not usually a strong area for inmates, so tests such as the Torrance, the Stanford Diagnostic Reading Test, the Kuder, and the Self Directed-Search were chosen to test potential rather than achievement.

Without knowing the subjects in advance, we needed an ice breaker as it were, something we could both take a deep interest in that would make us a functioning team rather than a cold distant researcher or teacher and a lower social status inmate. The tests accomplished this task very nicely. They gave us a focus for our activities together, and they provided a vehicle for us to talk and get to know each other.

I have always contended that good testing does nothing more than an effective mother could do, but, since we don't have the time a mother has to get to know a subject, a test is the next best thing. Because part of the inmates' problems seem to stem from not having this significant other who took deep interest in the person, our testing, and more importantly our interpretation of the results in a sensitive manner, went just a little way towards replacing the loss the inmate had suffered.

Test results can be reported to a client in both a negative and a positive way. If for example, a client tests well in an area in which he or she has not been showing ability, the test can help awaken that dormant ability. On the other hand, if a subject has a low test score in some particular area, it can be used to help the subject feel less guilty about how he or she is doing in everyday life with that particular skill. It also opens the door

to helping the subject accept help with that particular activity if he or she chooses to improve their level of functioning in that skill.

With inmates and my single parent and welfare clients, I aim my interpretations so that clients can feel they have broadened their understanding of themselves without feeling that the test has opened them to ridicule and exposure almost to the level of public nudity; so too with this experimental group. We used the tests to give the inmates a vehicle to experience success and we used the tests to strengthen the bond we needed for further interactions with the inmates.

Some psychologists might feel it is dishonest to test someone and then report the positive results and ignore or gloss over the negative results, but remember that the long term outcome of treatment is meant to be positive and not simply highlight all the shortcomings of the client. Let me explain in greater detail.

Carl Rogers, like Maslow, believed that dysfunctional people seem unable to accept their own feelings and experiences. Rogers thought that they acted in dishonest or distorted ways until they began to fear that others would neither like nor love them. They began to deny their own feelings in order to be accepted. Rogers found that this establishes a feeling of conditional positive regard. It is conditional in the sense that parents or other powerful people withhold love and praise when the person does not conform to the standards of society. In the society the criminals travel in, lawlessness and defiance of authority are considered

positive attributes, and the criminal who practises this type of behaviour receives positive strokes from his or her peers. My carefully chosen tests were a way to give them an experience of success and receive positive regard without conditions attached. They were also ways to give the inmate positive strokes for things other than the lawlessness his or her peers had valued in them. For many inmates this was a novel experience. One must remember that our long term goal with the inmates was to have them become fully functioning organisms with a strong sense of self. Well chosen testing released the "self" so that now, when some inner tension begins to well up within, for example, because the inmate can't do a particular maths problem, the inmate can say, "OK, I may not be able to handle this or that maths problem right now, but I know that I have the potential to learn to handle it, and the fact I can't handle it now isn't a reflection on my "self" or more importantly on my worth, but only on the lack of training I might have had." The testing therefore strengthened our goal of moving the person from a position of external locus of control to a much more positive and healthy internal locus of control. By this I mean that the inmate could now realize that, "I didn't fail because someone gave me a task I couldn't handle and therefore I am not worthy," to a much more positive "self talk" that goes more like, "I failed because I haven't yet got the tools to succeed, but I have the potential to get the tools and I can eventually succeed if I choose to."

The tests were not given as a means of comparing one

individual to another or making claims that someone with a particular test score would be more or less likely to re-offend, although some of my future work with the data I have gathered will be analyzed to see if this indeed is the case. The experimental question we were attempting to answer was whether our form of remedial lifeskills, testing and work experience could reduce recidivism, not whether we could identify tests which could predict recidivism. Our outcome was very positive and testing helped achieve the positive result we obtained.

There was a second reason for testing the inmates in our experimental group. We needed to know what areas of their lives they were deficient in, so that our life skills training could be productive and not just the usual smorgasbord of useful tidbits. If for example we discovered that an inmate had potential, but had an alcohol problem, we could direct the subject to an AA program as part of his or her life skills program. On the other hand, if we tested an inmate and found out that they had potential, but because they couldn't remember things, needed a program to strengthen their memory, we developed "crutches," like carrying a notebook or using a calculator when working. One inmate proved during testing that he had the potential for barbering, so we arranged to have him enter a barbering school in Winnipeg, as part of the program. Other inmates took driving training so they could get to and from the job. Through testing we were able to determine that some inmates who had repeatedly failed the driving test on their own, had done so because they needed additional help with the written

tests or have an oral test in order to pass. Knowing this in advance helped us avoid just another failure in their lives.

Knowing the reading, writing and maths ability of each inmate in the experimental group helped the teacher tailor the training to the inmate and not just shotgun the entire class. The very positive outcome speaks highly about how effectively our system worked.

Knowing the social-emotional makeup of each student helped the teacher understand how to deliver the material we had to offer in the most efficient manner. Finally, the preference test we conducted helped us determine the most suitable work experience situation for that particular inmate. Only by knowing in advance what preferences an inmate might have for a particular job site placement, could we "deliver" for that particular inmate. Being able to come through for the inmate was part of the positive experience we tried to provide so that the person could begin to regain trust in significant others around them.

The reading comprehension scores helped us determine whether the student could receive significant benefit from written materials in class or if we needed to conduct our program in the visual or aural mode. Almost all the students were at least at the grade 7 level or above, a level comparable to most newspaper articles or instructional publications, so we intermixed our class activities between written, spoken, and visual tasks. Our outcome again speaks well for the techniques we finally adopted for our experimental subjects.

A novel approach we used with this program was that we planned the final program around the results we received during the assessment phase. In the past, programs were designed and delivered from a "song sheet" we developed before we set up the class. In this program, we used the information we gathered to make the program productive for the participants. This is in my opinion the only way to give treatment to clients who will very quickly lose interest unless the material is relevant to their situation. In other words, if we don't keep the subjects interested he or she will very quickly tune us out and no further advancement in learning will take place.

To put testing, used both as a treatment and as a tool for remediation, in a clearer perspective, let us look in detail at the case file of one of the experimental subjects.

Lisa, not her real name, was born in 1961. At the time of her participation in our program, she was 31 years of age. Our initial interview established that she had a grade 11 standing from a Calgary High School dating back to 1979. Lisa's work experience, though rather limited, includes a position as a cook at a Selkirk restaurant and some volunteer cooking at the Manitoba Development Centre in Portage la Prairie, where she served as a cook's helper.

Lisa is single, but has 3 children ages 8, 9, and 11. She openly admitted having an alcohol problem and as a consequence had been attending AA meetings.

It appears that Lisa had a history of lethargy and avoidance of difficult situations. In the past she had failed to appear in

court for certain cases.

Besides cooking, she has had some experience with filing, typing, and basic office work, but she can't seem to motivate herself enough to get underway.

Throughout the program, Lisa displayed a seriousness that she had failed to display during her past. She attended regularly, and she took things seriously. Early in the program she took it upon herself to "mother" some of the other participants: she tried to help them along and keep them on the straight and narrow. In short, Lisa took a generous, kind-hearted approach, often bringing in food to make the days more enjoyable.

To get a measure of Lisa's cognitive abilities, she did segments of the Nonverbal Test of Cognitive Skills. In some areas she performed adequately, scoring more or less in the average range for observation and in finding fine detail. Lisa however had some trouble in organizing perceptual information on the Colour Patterns (block design) activity. Although she eventually got all the items, she was quite definitely not skilled in this area. On the Memory for Designs Test, which involves remembering figures once they are removed from view, she scored in the average range. She scored similarly in the average range on the Figural portion of the Torrance Test of Creative Thinking which requires a subject to make meaningful drawings from random or parallel lines. Lisa was flexible and original in her responses to the kinds of problems we presented to her.

With short term memory tasks such as repeating digits, Lisa

eventually repeated 7 digits forward, an average for her age and sex, even though she struggled to reach this level.

Overall, Lisa demonstrated some level of ability and potential, certainly enough for us to proceed with a program of lifeskills and job experience for her. The test administrator who conducted the testing remarked, "her tendency to avoid and tune out may be deflating her scores, however she seems to possess pretty fair ability and potential."

Early in the testing phase of our program, Lisa demonstrated a tendency to lose her train of thought in mid-task and generally displayed an aimless and scattered demeanour. In a one-on-one situation, it wasn't difficult to keep her on task but groups proved to be a more difficult situation for her to handle. Lisa displayed a short span of attention and she had to be continually kept on track.

At this point it should be pointed out that knowing how Lisa would react in a group is an example of how the testing prepared our team to deal with her problem in an effective manner. Her program was tailored to keep her more focused and on track. More one on one interaction was utilized to keep her on the task at hand.

With individual attention she could be kept focused, but there was some concern about her stick-to-itiveness in an academic or job situation.

Lisa's academic skills aren't really strong despite claiming a grade 11 standing. On both the Stanford Diagnostic Reading Test

and the Reading Comprehension portion of the PIAT, Lisa obtained a grade score of only 7.5. Her technical skills were reported as higher than her conceptual skills. By this I mean that she could read a passage correctly orally, only to make wrong choices or misinterpret the passages when challenged. Our test administrator remarked that "Lisa sometimes forgot what she was doing in mid sentence". A suggestion that remedial sessions focusing on comprehension were made, following this particular section of the testing.

Lisa also demonstrated some difficulty in getting her ideas down on paper. Lisa scored only a grade level 6 on the Test of Written Language and she struggled with the Key Math Diagnostic Arithmetic Test. Her skills with addition, subtraction, and multiplication, though intact, required slow careful concentration on her part. Overall in the Key Maths, she scored a grade 5 level.

Lisa's Kuder indicated an interest in the RCMP or in work as a Correctional Officer as well as some sort of computer operation such as a secretary might perform. Although the first two seem unrealistic, upgrading may allow her to pursue the clerical interest.

Given the outcome of the tests Lisa participated in, the question of what kind of work experience situation would give her a chance to experience some limited successes in her life and at the same time give her a chance to see if she really wanted to continue with upgrading had to be found. As I mentioned above, testing and inventorying was a chance to explore with the inmate

the possibilities she had in her life, not to limit them. An innovative approach was worked out for Lisa. Because she could do limited maths and English, she was placed in an elementary school as a teacher's assistant. This gave her a chance to continue to perform her "mothering" in an appropriate setting, and it gave her an non threatening academic environment in which the clients she worked with would be at a similar level to herself. She could "absorb" the academic upgrading while she was aiding the children she worked with.

There were a few ups and downs, but overall, she stuck with things and completed both the life skills and the work experience. She has remained alcohol-free, and although she didn't find a permanent position, she did fairly well and she made a number of personal gains. A bonus for the community is that Lisa has continued to volunteer in the community where she took her work experience. She has her driver's licence back, a privilege she guards zealously, and she is determined never to loose it again.

On balance, Lisa's performance was very satisfactory, and the program has aided her, but as I said early on in this paper, clients are often sucked back into the vortex of crime, and Lisa is no exception. One year following the program, a program that seemed to offer her every chance for a successful life, Lisa was back on the Justice System docket. (See subject EB1 table 5)

I purposely chose Lisa as an example of how inmates often try to do the right thing and indeed do the right thing only to find themselves continually dragged down by their circumstances. I

suspect that alcohol and the inability to compete, given her limited resources tripped her up. Despite this tumble, I would be willing to put Lisa back into a program tomorrow if given the opportunity. Lisa took a chance and Lisa failed. The important thing is Lisa tried. Perhaps next time Lisa will be one of the successes. Lisa mothered others and tried to help them get a leg up. Lisa deserves the same help up. Our program is just the first rung for some of the inmates we interacted with, but it is a solid first step. The overall outcome proves it.

Finally I think we need to look at another inmate who had a very different outcome after participating in our program.

Leon, (not his real name) was originally from Fisher River, Manitoba. He reported having completed grade 9 before gaining some experience working as a subcontractor and for himself. Aside from his background in carpentry, Leon has fairly significant experience in fishing and operating heavy equipment. Recently divorced, he has a girlfriend and some older children.

Leon demonstrated excellent social skills, was reliable and worked hard during the program. He seems to genuinely regret his brush with the justice system. He was a steadying and calming influence for the group.

Leon possesses solidly average cognitive abilities in most respects. Verbally, he expresses himself articulately enough, and he has no problems understanding and following instructions effectively. His short-term auditory memory is adequate and he can recall and repeat 6 digits forward.

Leon has more than adequate visual-spatial skills. His success with heavy equipment gives some indication how well he is able to organize perceptual information. On the Colour Patterns subtest, Leon, though slow and methodical, was more importantly accurate. He demonstrated a keen eye for detail as he had no trouble with short-term visual memory tasks on the Memory-for-Designs Test. Leon was able to reproduce even complex figures once they were removed from view.

The subject performed in the average range, and sometimes beyond, when it came to the Figural portion of the Torrance Tests of Creative Thinking. This test requires a subject to rearrange random or parallel lines in innovative ways.

Academically, Leon scored an 8.8 on the Reading Comprehension portion of the Peabody Individual Achievement Test. Leon is a reader (newspapers, magazines etc) and it shows. He has retained a good portion of the grade 9 work he took at Peguis.

Though Leon scored at a late grade 7 level on the TOWL, he displayed a good thematic maturity beyond the grade 7 level. There was some weakness however in spelling and stylistic content.

The Key Math and the WIAT showed Leon to be weak in the maths skills area. He could add and subtract but more advanced simple maths skills like multiplication and division gave him trouble.

This was an area where individual testing highlighted an area where our individualized treatment could offer some quick "crutches" so the inmate could still function on a job. Leon was encouraged to use a calculator for doing simple arithmetic problems he might

encounter in his day to day activities. His general ability to learn indicated that he could benefit from instruction using the calculator while at the same time saving him and us a lot of time teaching him the rudimentary maths skills.

In the overall performance portion of our treatment Leon did very well in the lifeskills. He was reliable and he demonstrated a positive approach to his tasks. Leon eventually did a work experience at Caprice Warehouse and, although he didn't like the work, he stuck with it in his typically reliable way. Leon proved such a good worker that he was subsequently offered a job with the company. Because Leon had construction skills which would prove to be a better source of income, he turned down the offer, but it proved to him and us that he really had the potential to improve his life.

The important outcome of the program for Leon is that he was one of the people who didn't return to crime. One year following the program he is still out of jail and at last report was doing very well.

Design Analysis

It was decided early on in the study that comparisons between treatment and control groups would be descriptive for the most part, and would try to give macro results rather than attempt to define small though statistically significant findings. This was done because the public and elected officials are looking for real

financial savings in macro numbers such as 10% of a large financial budget. For the most part, they are not looking for slight though statistically significant changes in outcomes of prison experiences that are expressed in statistically significant numbers. In other words, the expression that "the differences in performance between treatment and control groups are statistically significant at the 0.01 level" is less explanatory and of less impact than expressions of actual dollar cost values to officials, as it costs \$30,000 to \$50,000 for programming, each time 20 inmates are released. My study discovered "real" financial differences with numbers large enough to interest any politician or member of the public.

These findings are presented in the next chapter.

CHAPTER 4

Results

Subjects in this program who underwent remedial lifeskills training and a work experience are identified as EA1 through EA16 for those in Phase I and EB1 through EB15 for those in Phase II, while the control group who experienced no lifeskills training or subsequent job experience are identified as CA1 through CA30. There was no need for division of the control group into a Phase I and Phase II component. (See table 5 on page 27-35)

Phase one of the experiment, which treated 16 inmates, produced six recidivists. This represents 37.5% of the sample. This contrasts favourably with the 65.6% found by Gendreau, Madden, and Leipziger (1977) in their study of untreated inmates. In our second group we again produced six recidivists (37.5%). Although the study did not employ a large enough sample to state categorically that with treatment we can produce a recidivist rate approximately half the usual rate as reported by Gendreau, Madden and Leipziger (1977), a comparison to our control group gives a much clearer picture of the positive results our treatments produced.

In our control group consisting of 31 inmates, there were, without any intervention on our part, 28 re-contacts with the justice system which resulted in their names showing up in the CPIC files. This is a frightening 90.32% recidivism rate. In this group alone, a reduction of even 25% would have saved the taxpayers

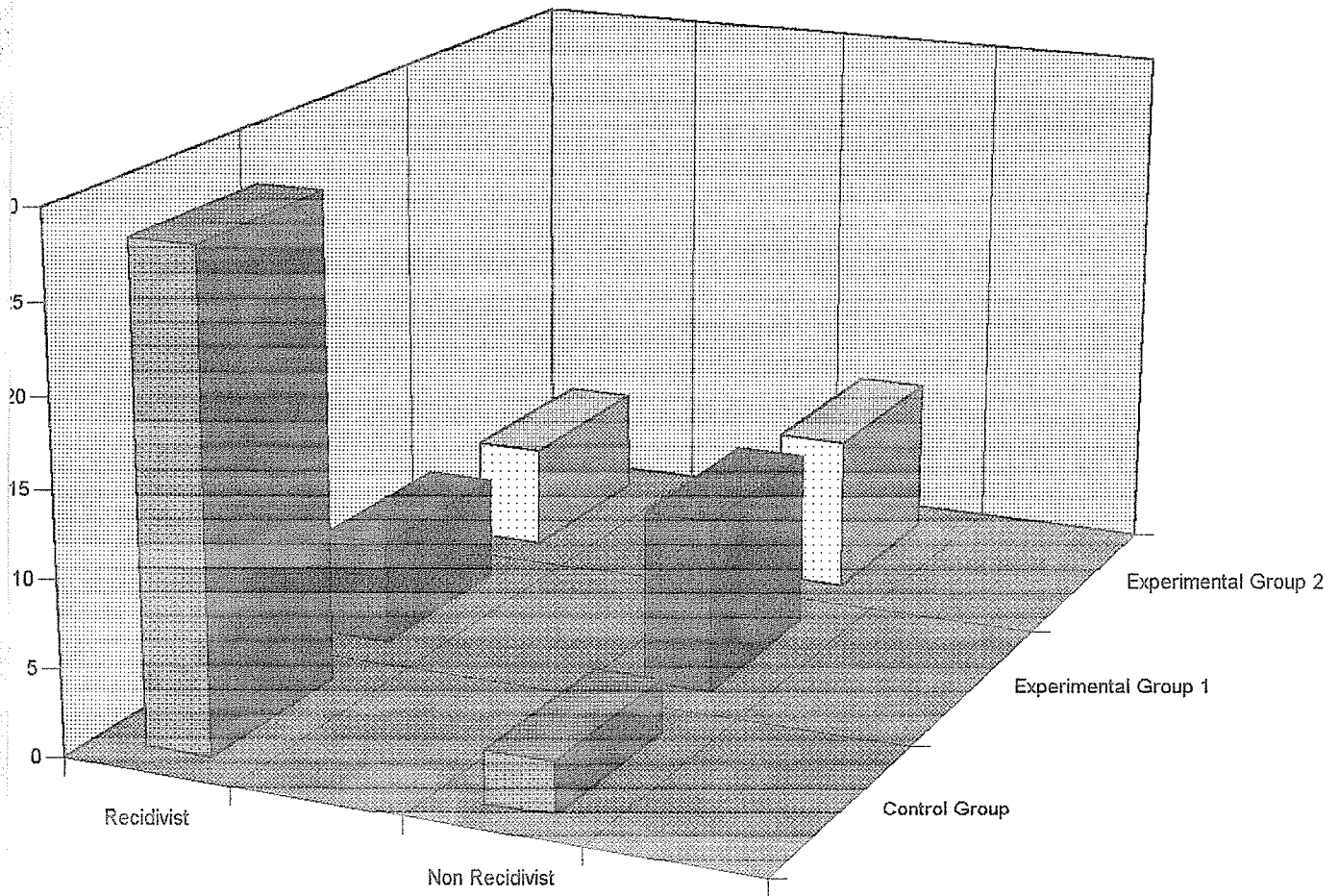
almost half a million dollars, based on the cost per inmate per year of \$51,047. In real terms, based on these stats, we are looking at savings close to \$1 million dollars even for this small sample.

During testing, it became evident that those inmates who showed a tendency toward avoidance and/or volatility often became the recidivists. Out of 12 inmates who re-offended, 8 showed tendencies to avoidance, volatility, or both. The sample is too small to make any definitive statement; however, this may be an interesting area for further study to see if this is a predictive element for finding out who is likely to re-offend.

Treating the inmates in experimental groups made a marked difference to the likelihood of the subjects becoming recidivist. (See Figure 1)

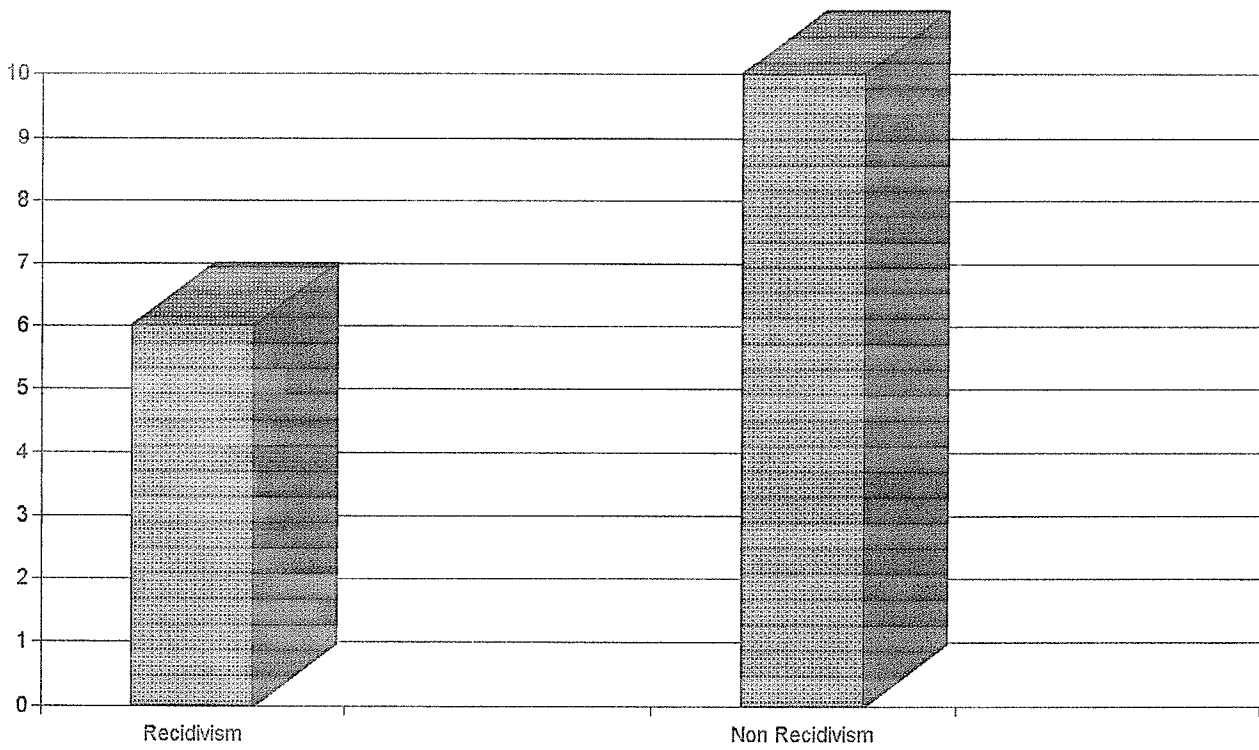
The results shown by this figure are dramatic. Of the 31 inmates who received no intervention after release, 28 were recidivist. This is a shocking 90.32%. The results are a clear indictment of our prison system which warehouses criminals and then releases them only to have them return time and time again.

Groups Vs Recidivism

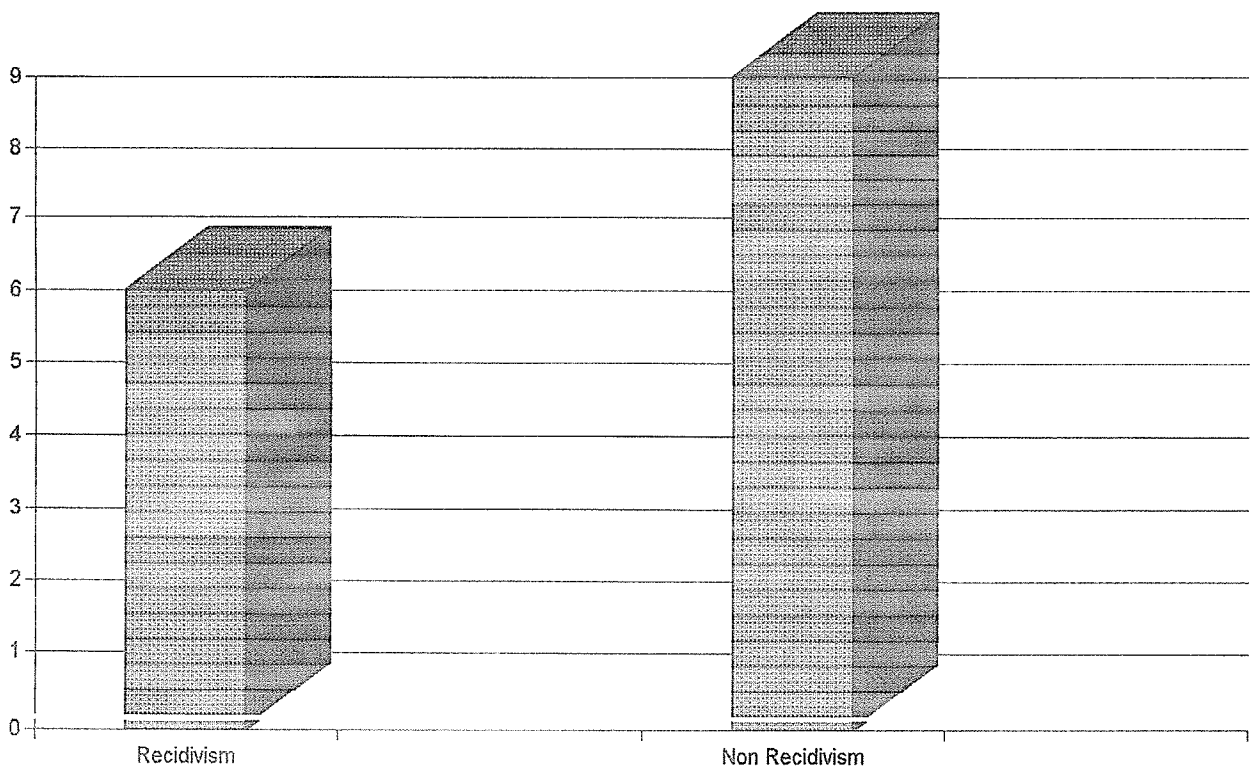


	Recidivist	Non Recidivist
Control Group	28	3
Experimental Group 1	6	10
Experimental Group 2	6	9

RECIDIVISM HISTORY OF GROUP 1



RECIDIVISM HISTORY GROUP 2



Clearly, our experimental groups fared better than the control groups. Of the 31 subjects who participated in our program, only 12 were recidivist. This represents a 38.7% rate of recidivism; a 51.6% drop. I am not naive enough to believe we can cut the actual dollars spent on all incarceration across Canada by a similar 51%, but I am prepared to believe that a real reduction of perhaps 5 to 10 percent is possible with a structured program that follows my design.

Perhaps figure 2 gives a clearer picture of the results both experimental groups achieved. Experimental group 1, which consisted of 16 subjects, had 6 recidivists and 10 non recidivists at the termination of the program. Group two, with 15 subjects, scored a strikingly similar 6 recidivists and 9 non recidivists at completion. Only repeated trials with new groups of subjects that follow my program will show if this is a common result.

Unequivocally, the results of our intervention show that some reduction in recidivism can be accomplished by a program of life skills, client involvement in creative problem workshops, and a period of work experience.

All of the data were examined to see if some predictive association to recidivism was apparent between scores on various instruments used in the project. The results were disappointing, and no further analysis was attempted. Perhaps this is an area for future study, and all of my data are being preserved should someone more skilled in factor analysis decide to take on the task. The results of the program, however, seem significant enough to warrant

further study and more importantly, implementation of the program in our jails.

CHAPTER 5

Summary, Conclusions, and Implications

This chapter begins with a re-statement of the research question, the method used in the study, and limitations of this particular study. It continues with conclusions which are valuable to all officials concerned with recidivism and programs to reduce it. This chapter ends with implications and considerations that arise from this study.

Summary

Past research substantiates the high incidence of native recidivism in our jail and penitentiary system in Canada, and, although few previous studies into methods of preventing this recidivism could be found, those that have tried have shown some success. These prompted the current study.

The research question: will inmates who receive pre-release counselling, remedial help in the form of life skills, academic diagnosis, and job placement be less recidivist than those not experiencing such help, directed this study. This program has demonstrated an effective treatment to accomplish this reduction. Further, we have demonstrated that, by implementing this program, we can expect to realize substantial financial savings for the government of Canada and ultimately reduce the tax burden of Canadians.

To demonstrate these purported findings, an exploratory program consisting of pre-release counselling, remedial help in the form of life skills, academic diagnosis, and job placement was run using three groups of Native inmates. Groups one and two were the experimental groups and group three was a control group.

Approximately one year after the subjects went through the program, government files, such as CPIC and Provincial Corrections were reviewed to see if the clients had become reinvolved with the justice system.

The subjects, instruments, and methods used in this study may tend to limit the generalizability of findings in the following ways.

All the subjects who participated in the two treatment groups were volunteers. In a real world scenario found in our jails, however, inmates are rarely given a large choice of programs in which they may or may not participate. Although these subjects were volunteers, it is possible that those prisoners most likely to succeed were unconsciously selected by the selection committee which consisted of the teacher and Corrections personnel. We tried to correct for this bias, the so-called "Rosenthal Effect", by having the experimenter do a final selection based on factors other than the prisoners' careers in jail.

Another factor which has to be considered is whether living in Winnipeg rather than on a reserve made any difference. This is an interesting area for future study, given the large migration taking place from reserves to urban areas.

Another interesting question is whether severity of previous crimes influences the recidivism rates and, more importantly, the outcome of counselling and life skills in a program like this one. A question beyond the scope of this study, which I would like to explore in the future, is, whether serious crimes of violence tend to be repeated, and does the repetition decrease with age. My study materials are available to any legitimate researcher to explore this question in the future.

The most interesting and unfortunately unanswerable question is, does the reduction in recidivism extend beyond the one year period. Only if the program reduces the long term recidivist tendencies in the inmates will it be really successful. We have demonstrated that in the short period following treatment, recidivism is markedly reduced. Does this reduction continue? Even if we start by reducing the one year recidivist rate we will save substantial amounts of money.

Conclusions

The results of this study suggest that a program of counselling, life skills, testing and on-the-job training can reduce the recidivism rate of Native inmates. Rates of recidivism were 90.32% (28 of 31) inmates in the control group, but only 37.5% (12 of 31) subjects in each of the two experimental groups. This is a difference of 52.82%.

The program, though both experimental and embryonic in the

field, has laid a foundation for consideration as a first step in treatment programs by our correctional system as they attempt to reduce the numbers of times former inmates repeat their involvement with the justice system.

Implications and Considerations

This final section presents some implications derived from this study of the data and considerations for future research into the problem of recidivism in our jails. It also examines the final outcomes we might expect if we do not try to come to grips with the problem.

Native inmates in jails in Manitoba are not getting the kind of attention they need to re-enter society successfully. Our control group is a good example and proof of this. Not only does it show that, without treatment and attention to their problems we can expect upwards of 80%+ of them to return to crime, but it gives a glimpse into the past crime records of these inmates. I think we can safely say that they are representative of all native inmates leaving our correctional system. Without direction and purpose to their lives, they are destined to return to our system over and over again. We found in our research that simple things like helping an inmate get a drivers license so they could get to work regularly, or getting an inmate into a drug and alcohol support group on the outside, made a big difference to whether they would return to jail. Helping to link an inmate to family support was a big factor in our success. When little remains for an inmate but

family, this is the rock on which he or she will place their prospects for success at staying out of jail. I fully support the inclusion of native culture and spiritual activities within the walls of our jails and, just as importantly, I support linking the inmate to this same spiritual and cultural connection outside the walls as part of their exit program. In a fully functioning native society with it's elements of love, respect and inclusion, the inmate may find the kind of supports he or she needs to remain out of jail.

I tried in our program to run a full "native" graduation with elders, drummers, and chanters. Due to the problems of getting the first group through the programs, this wasn't possible, but in the future, as I get the opportunity to run similar programs in my regular employment with the Federal Government Department of Human Resources, I will strive to include this element as the culmination of anything that gives academic or other upgrading.

For many of the inmates I encountered on this program, this graduation was the first real success they had ever had with something academic. I saw real pride on their faces as they were congratulated for the job they had done. No one can ever buy that kind of self-strengthening. This program provides a small amount of this very important building of self-respect and respect for others that prevents the inmate from re-offending. It is only a guess on my part, but when you experience joy of success, you are less likely to steal or destroy that part of others, because you get some sense of how much it means to others.

We speak of sociopaths who do not consider others' feelings. Often when we delve into their pasts, we find that they were abused and not given the chance to experience this self-esteem building in their childhoods, so they don't think others feel any different than they do. They don't consider the "feeling" part of life outside of the feelings that possessing things or taking drugs generates. Our program is an attempt to begin to build this self-esteem.

The implication of not adopting this program, or something similar, are ever-increasing case loads for the courts, increased suicides on reserves, increased violence in native families, and ever increasing-costs in all sectors of the social system which deals with inmates. In a time of decreasing budgets, it only makes sense to find ways to decrease the demands upon the limited resources Canada can afford.

The program need not cost a great deal, because counsellors already exist within the prison system who, from my experience, would be pleased to be given a chance to run such programs. The program may even now exist in broken elements within the system, but a coordinated program is necessary if success is to be expected.

I have worked within the system for almost 25 years, and I know that, for the handful of inmates who find a mentor and friend within the staff of their institution, there is hope. From these dedicated staff, they often get the same things our experimental program hopes to provide on a formalized basis.

There is one final thing which doing this program, and the many programs I have run within the walls of such institutions as Milner Ridge or Stony Mountain, has taught me. There is nothing within the program that a good parent doesn't normally do for their child as he or she grows up. The difference is that the inmates missed this parenting, and now society has to take some of the responsibility of replacing this loss through formal programs. If we do not, Canada will suffer in the future and everyone will pay one way or another.

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Creative Learning.

APPENDIX A

NATIVE BAND	ADDRESS	PHONE	NUMBER
Berens River Band	General Delivery Berens River, MB. R0E 0A0 Elsie Bouchie Chief	382-2161	
Bloodvein Band	General Delivery Bloodvein, MB. R0C 0J0	395-2148	
Brokenhead Band	Brokenhead Ojibway Nation Scanterbury, MB. R0E 1W0	766-2494	
Dauphin River Band	General Delivery Gypsumville, MB. R0C 1J0 Emery Staff, Chief	659-5370	

Fairford Band	General Delivery Fairford, MB. R0C 0X0 Edward Anderson Chief	659-5705
Fisher River Band	General Delivery Koostatak, MB. R0C 1S0 Lorne Cochrane Chief	645-2171
Fort Alexander Band	Sagkeeng First Nation Fort Alexander, MB. R0E 0P0 Jerry Fontaine Chief	367-2287
Garden Hill Band	Garden Hill First Nation Island Lake, MB. R0B 0T0 Gorden Little Chief	456-2085
Hollow Water Band	Hollow Water First Nation Wanipigow, MB. R0E 2E0 Roderick Bushie Chief	363-7278
Jackhead Band	General Delivery	394-2366

	Dallas, MB. ROC OS0 Bert Traverse Chief	
Lake Manitoba Band	General Delivery Vogar, MB. ROC 3C0 Raymond Swan, Chief	659-4539
Lake St. Martin Band	Box 69 Gypsumville, MB. ROC 1J0 David Traverse, Chief	659-4539
Little Black River Band	General Delivery O'Hanley, MB. ROE 1K0 Franklin Abraham Chief	367-4411
Little Grand Rapids	General Delivery Little Grand Rapids ROV OV0 Oliver Owen Chief	397-2264
Little Sask. Band	General Delivery Gypsumville, MB.	659-4585

ROC 1J0

Hector Shorting Chief

Paungassi Band

Paungassi First Nation

397-2371

Box 2500

Pine Falls, MB.

ROE 1M0

Edward Green Chief

Peguis Band

Box 219

645-2359

Hodgson, MB.

ROC 1N0

Louis Stevenson Chief

Poplar River Band

Poplar River First Nation

244-2267

Negginan, MB.

ROB 0Z0

Vera Mitchell Chief

Red Sucker Lake Band

General Delivery

462-2106

Red Sucker Lake MB.

ROB 1H0

Fred Harper Chief

St. Theresa Point Band

General Delivery

462-2287

St. Theresa Point MB.

ROB 1J0

Jack Flett Chief

Wasagamack Band

General Delivery

457-2337

Wasagamack MB.

ROB 1Z0

Alfred McDougall Chief

APPENDIX B

TESTS

DIMENSION	TEST
Reading Comprehension	P.I.A.T Stanford Diagnostic
Reading	
Writing	T.O.W.L.
Maths	Key Maths Diagnostic Arithmetic Test
Creativity	TORRANCE (TTCT)
Auditory	Woodcock Johnson
Psycho-Educational	P.E. Battery
Visual Spacial	Non Verbal Test Of Cognitive Skills
Interests (SDS)	Self Directed Search Kuder Preference Record
Social Emotional	Analysis of Coping Styles

Note: All tests were administered by a qualified PhD. in Educational Psychology.

Careful consideration of the academic background and the educational experiences of the subjects resulted in the following tests being selected as the basis of study of the experimental

group. A short description of each test follows:

TORRANCE TEST OF CREATIVE THINKING (TTCT)

TTCT is used to assess four important mental characteristics of gifted and talented individuals: Fluency, flexibility, originality and elaboration. The Verbal TTCT uses word-based exercises and the figural TTCT uses picture-based exercises.

STANFORD DIAGNOSTIC READING TEST 3RD EDITION

This test is designed to diagnose the student's strengths and weaknesses in reading. The test is predictive of the appropriate teaching strategies and materials needed to provide remedial help to subjects. The test is rated for subjects between grades 1.5 and 12.8. (The test is produced by M.D. Angus & Associates)

PEABODY INDIVIDUAL ACHIEVEMENT TEST - REVISED (PIAT - R)

The revised PIAT is designed to screen for written language skills. There are five subtests which include: General Information, Reading Recognition, Reading Comprehension, Mathematics, and Spelling. The PIAT - R has been found effective in ascertaining: academic achievement, instructional program planning, for program evaluation, in agencies and industry it is used for an academic picture of an individual's educational achievement level and in research for studies that measure levels of achievement. (Psycan)

WOODCOCK READING MASTERY TEST - REVISED (WRMT - R)

The test provides an individual assessment of reading with students in kindergarten through college and with adults. There

are two forms G and H and they test the following:

FORM G

Visual Auditory Learning

Letter Identification

Word Identification

Word Attack

Word Comprehension (Antonyms, Synonyms, Analogies)

Passage Comprehension

FORM H

Word Identification

Word Attack

Word Comprehension (Antonyms, Synonyms, Analogies)

Passage Comprehension

The test is suggested for use by educational diagnosticians, reading specialists, special education, resource rooms, and LD teachers. (Psyca)

SELF DIRECTED SEARCH (SDS)

The Self-Directed Search is a self-administered, self-scored, and self-interpreted interest inventory that helps individuals make decisions about their education and career. The inventory stimulates career exploration by surveying aspirations, activities, competencies, occupations and self-estimates of abilities. The SDS is appropriate for individuals in a junior-high to high-school level. It may be used in individual counselling or in group activities. Subjects taking the test answer questions about their occupational aspirations or

daydreams, then assess their preferences for activities, skills, and careers, and estimate their abilities in each of six areas based on Holland's RIASEC theory. Upon completion of the Self-Assessment booklet, students receive a two-letter Holland code which they can compare to a listing of over 400 jobs in the Career Booklet (The Psychological Corporation or Psychological Assessment Resources, Inc.).

KUDER VOCATIONAL PREFERENCE RECORD. FORM C

This hand-scored survey measures interests of high school students and adults in the following areas: Outdoor, Mechanical, Scientific, Communication, Persuasive, Artistic, Literary, Music, Social Service, and Clerical (Available from Macmillan/McGraw-Hill).

TOWL-2

The TOWL-2 uses both essay analysis (spontaneous) formats and traditional test (contrived) formats to assess various aspects of written language. The TOWL-2 was standardized on a 16-state sample of over 2,000 public and private school students. It has been investigated extensively. The TOWL-2 has been described as one of the most comprehensive reliable and valid norm-referenced tests of written language that is available today.

KEY MATH-R: DIAGNOSTIC INVENTORY OF ESSENTIAL MATHEMATICS

The test is individually administered, with a grade range extending from kindergarten through grade 9. Key Math-R is based on a comprehensive content scope and sequence that is composed of 13 subtests in three areas: basic concepts, operations, and

applications. Basic concepts include: numeration, rational numbers, geometry, operations such as addition, subtraction, multiplication, division, mental computation and applications such as measurement, time and money, estimation, interpreting data and problem solving. Each subtest contains three or four domains of nearly equal instructional value; each domain is made up of a set of six test items. Analysis of test results at the domain level pinpoints the student's strengths and weaknesses and helps you plan remedial instruction.



CANADIAN HUMAN RIGHTS ACT - PART IV

AUTHORIZATION OF DISCLOSURE OF SPECIFIED PERSONAL INFORMATION TO DESIGNATED THIRD PARTY

FOR OFFICIAL USE ONLY			
RECORD ACCESS REQUEST FORM REFERENCE NO.	▶		
DATE OF RECEIPT OF THIS AUTHORIZATION FORM	Day	Month	Year

I _____

RESIDING AT _____

(Address)

IN THE CITY OF _____ IN THE PROVINCE OF _____ CANADA

Social Insurance Number (if required) _____ Telephone Numbers _____

Work ▶ _____ Home ▶ _____

HEREBY AUTHORIZE THE CANADA EMPLOYMENT AND IMMIGRATION COMMISSION TO DISCLOSE TO:

(Name of Representative) _____

(Capacity of Representative for example, Lawyer, Guardian, or other third party status) _____

of _____ in the city of _____

(address) _____

in the province of _____ Canada

THE FOLLOWING INFORMATION FROM ANY RECORD WITH RESPECT TO ME IN FEDERAL INFORMATION BANK

Registration Number Of Bank ▶	NAME OF BANK ▶

PLEASE CHECK 1 OR 2

1 The Personal Information described above with respect to me may be released only once pursuant to this authorization.

OR

2 This authorization is effective on the date entered below, and will continue in effect until the following matter:

Is finally settled, unless I earlier terminate the authorization. I undertake to notify the Canada Employment and Immigration Commission in writing of the termination of this authorization should I terminate it before the said matter is finally settled.

DATED THIS _____ DAY OF _____ 19 _____

Witness

Signature of Individual



IDENTITY DATA			
Inmate Number		Inmate #	
Name		Alias	
Sex	Birth Date	Age	
Address			
City		Prov.	Postal Code
SIN	M.H.S.C. Number	FEE Number	

EVENT HISTORY							
Institution	Type	Date Admitted	Time	End Date	Term	Ter	Incr
JAIL TERM START DATE							

PERSONAL DATA										
Marital Status		Education Grade		Employment Status			Ethnic Origin		Citizenship	
Contact in Emergency (Name)		(Relation)			Address		City		Phone	
Height		Weight	Hair	Eyes	Complexion	Marks or Scars				
Drug User	Alcohol	Medical Ailments			Birthplace		Treat.	Band Name		
Occupation			Language			Religion				
Comments										

ADMISSION DATA										
Arresting Detachment				Admitting Officer				Comments		
No. of Charges	Offence	Code	Section Sub-section	Sentence	CC or CS	I	Fine	Paid	Sentence Date	
1										
2										
3										
4										
5										
6										
7										
8										
Aggregate Sentence			Warrant Expiry			Earliest Release			Revised Release	
NEXT SCHEDULED EVENT	Date	Inst.	Time	Type	Description	Court	Institution			

PROVINCIAL TRANSFER DATA	Inst. Trans. To	Trans. Date	Trans. Out Time	Trans. Reason

FINAL RELEASE DATA			
Date of Release		Time Expiry (Days)	Earned Remission
Termination Reasons			
[APP] Appealed	[DES] Death - Suicide	[IRG] Interim Release Granted	[REM] Remand
[BAI] Bail	[DIS] Charges disposed of	[MSC] M.S. Cont'd	[REV] Parole M.S. Revocation
[CRT] Released at Court	[EXP] Expiration of Sentence	[OTH] Other	[SEN] Sentenced
[DEO] Death - Other	[FED] Federal Sentence	[PAR] Parole	[STA] Stay of Proceedings
[DEP] Deportation	[FPD] Fine Paid	[PCD] Parole Cont'd	[TER] Termination of Day Parole
	[FTR] Federal Transfer	[PTE] Interprovincial Transfer	[TIC] Time in Custody
Comments			



Employment and
Immigration Canada

Appendix E
Emploi et
Immigration Canada

Native Recidivism

PREFER SERVICE IN	93
ENGLISH	<input type="checkbox"/>
FRENCH	<input type="checkbox"/>
ORAL	<input type="checkbox"/>
WRITTEN	<input type="checkbox"/>

EMPLOYMENT REGISTRATION - NESS

SOCIAL INSURANCE NUMBER	FAMILY NAME	FIRST NAME	INITIALS
ADDRESS		CITY	PROV
		POSTAL CODE	

TELEPHONE	HIGHEST LEVEL / GRADE OF EDUCATION COMPLETED	YEAR COMPLETED	PROV	LANGUAGES
		19		SPEAK <input type="checkbox"/> ENGLISH <input type="checkbox"/> FRENCH <input type="checkbox"/> OTHER
				WRITE <input type="checkbox"/> ENGLISH <input type="checkbox"/> FRENCH <input type="checkbox"/> OTHER

IMPORTANT
Employment and Immigration Canada has a number of programs and services designed to assist workers who have particular employment needs. The information sought below is for determining your eligibility for these programs and services and also for statistical purposes.

MALE <input type="checkbox"/>	FEMALE <input type="checkbox"/>	DATE OF BIRTH	REGISTERED INDIAN <input type="checkbox"/>	NON-STATUS INDIAN <input type="checkbox"/>	INUIT <input type="checkbox"/>	METIS <input type="checkbox"/>
		DAY MONTH YEAR				

DISABLED <input type="checkbox"/>	NATURE OF DISABILITY	VISIBLE MINORITY <input type="checkbox"/>	SOCIAL ASSISTANCE RECIPIENT <input type="checkbox"/>
-----------------------------------	----------------------	---	--

ARE YOU A	CANADIAN CITIZEN <input type="checkbox"/>	OR PERMANENT RESIDENT <input type="checkbox"/>	OR OTHER <input type="checkbox"/>
-----------	---	--	-----------------------------------

VALID DRIVER'S LICENCE	DO YOU HAVE ACCESS TO A PRIVATE VEHICLE?	ARE YOU WILLING TO MOVE?
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

FOR OFFICE USE ONLY

COURS	CAT	SUPP CODE	SNC/GRP
PRIMARY OCCUPATION CODE		EXP	QUAL
TITLE			
ALT 1 CCDO		EXP	QUAL
TITLE			
ALT 2 CCDO		EXP	QUAL
TITLE			
IND	FILE	BF CODE/DATE	M Y
1 2 3		D	

WORK DESIRED	PERMANENT	TEMPORARY
<input type="checkbox"/> FULL TIME <input type="checkbox"/> PART TIME (LESS THAN 30 HOURS / WEEK)	<input type="checkbox"/> FULL TIME <input type="checkbox"/> PART TIME (LESS THAN 30 HOURS / WEEK)	<input type="checkbox"/> FULL TIME <input type="checkbox"/> PART TIME (LESS THAN 30 HOURS / WEEK)

LIST TRADE LICENCES OR CERTIFICATES YOU POSSESS

MEMBERSHIP IN UNIONS, PROFESSIONAL ASSOCIATIONS, ETC.

WORK HISTORY		
COMPANY NAME OF LAST / PRESENT EMPLOYER	JOB TITLE	PERIOD OF EMPLOYMENT FROM M Y TO M Y
WHAT KIND OF BUSINESS IS EMPLOYER ENGAGED IN	REASON FOR LEAVING	
COMPANY NAME OF FIRST PREVIOUS EMPLOYER	JOB TITLE	PERIOD OF EMPLOYMENT FROM M Y TO M Y
WHAT KIND OF BUSINESS IS EMPLOYER ENGAGED IN	REASON FOR LEAVING	
COMPANY NAME OF SECOND PREVIOUS EMPLOYER	JOB TITLE	PERIOD OF EMPLOYMENT FROM M Y TO M Y
WHAT KIND OF BUSINESS IS EMPLOYER ENGAGED IN	REASON FOR LEAVING	

TYPES OF WORK YOU ARE SEEKING

1) 2) 3)

OTHER WORK SKILLS / EXPERIENCE (INCLUDING NON-PAID / VOLUNTARY WORK, SPECIAL TRAINING AND EQUIPMENT YOU CAN OPERATE)

Your personal information on this form is held in bank EIC / P-PU which may be accessed under the Privacy Act. Consult the Personal Information Index available at any Canada Employment Centre.

DATE SIGNATURE

Offence Table by record sort 94.04.12

OFFENCE TYPE	STATUTE SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
	102			SEIZURE-RETURN-FORFEITURE	
	104			FOUND/LOST WEAPONS	
	105			TRANSACTION IN FIREARM-RECORDS	
	119			BRIBERY OF JUDICIAL OFFICERS	
	120			BRIBERY OF OFFICERS	
	121			FRAUDS UPON GOVERNMENT	
	122			BREACH OF TRUST-PUBLIC OFFICER	
	123			MUNICIPAL CORRUPTION	
	124			SELLING OR PURCHASING OFFICE	
	125			INFLUENCING APPOINTMENTS	
	126			DISOBEYING A STATUTE	
	127	1		DISOBEYING ORDER OF COURT	
	128			MISCONDUCT OF OFFICERS	
	129			RESIST-OBSTRUCT PEACE OFFICER	
	130			PERSONATING PEACE OFFICER	
	131			PERJURY	
	132			PUNISHMENT FOR PERJURY	
	133			CORROBORATION	
	135			REPEALED	Y
	136			CONTRADICTORY EVIDENCE	
	137			FABRICATING EVIDENCE	
	138			OFFENCES RE:AFFIDAVITS	
	139			OBSTRUCTING JUSTICE	
	139	2		OBSTRUCTING JUSTICE	
	140			PUBLIC MISCHIEF-PUNISHMENT	
	141			COMPOUNDING INDICTABLE OFFENCE	
	142			CORRUPTLY TAKING REWARD	
	143			ADVERTISING REWARD-IMMUNITY	
	144			PRISON BREACH	
	145			ESCAPE/BEING AT LARGE	
	145	1		ESCAPE LAWFUL CUSTODY	
	145	2		FAIL TO ATTEND COURT	
	145	3		FAIL TO COMPLY WITH CONDITION	
	146			PERMITTING/ASSISTING ESCAPE	
	147			RESCUE OR PERMITTING ESCAPE	
	148			ASSIST ESCAPE-PRISONER OF WAR	
	151			SEXUAL INTERFERENCE	
	PUN			PUNISHMENT FOR RAPE - REPEALED	Y
	RAPE			ATTEMPTED RAPE - REPEALED	Y
	153			SEXUAL EXPLOITATION	
	139	1		SEX WITH FEMALE 14-16	Y
	155			INCEST	
	156			REPEALED	Y
	157			REPEALED	Y
	158			REPEALED	Y
	159			ANAL INTERCOURSE/BUGGERY	
	160			BESTIALITY	
	MALE			INDECENT ASSLT/MALE - REPEALED	Y

CORRECTIONS MANITOBA

Offence Table by record sort 94.04.12

ENCE TYPE	STATUTE SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
	161			REPEALED	Y
	162			REPEALED	Y
	163			CORRUPTING MORALS	
	164			WARRANT OF SEIZURE	
	165			TIED SALE	
	166			RESTRICTION OF PUBLICATION	
	167			IMMORAL THEATRIC.PERFORMANCE	
	168			MAILING OBSCENE MATTER	
	170			PROCURING DEFILEMENT	
	171			PERMITTING SEXUAL ACTIVITY	
	172			CORRUPTING CHILDREN	
	173			INDECENT ACTS-EXPOSURE	
	174			NUDITY	
	175			CAUSE DISTURBANCE-INDECENT EX.	
	176			OBSTRUCT CLERGYMAN	
	177			TRESPASSING AT NIGHT	
	178			OFFENSIVE VOLATILE SUBSTANCE	
	179			VAGRANCY-PUNISHMENT	
	180			COMMON NUISANCE	
	181			SPREADING FALSE NEWS	
	182			DEAD BODY	
	197			DEFINITION/DISORDERLY HSE. ETC	
	198			PRESUMPTIONS-DISORDERLY HOUSE	
	199			SEARCH-DISORDERLY HOUSE	
	201			COMMON GAMING-BETTING HOUSE	
	202			BETTING,BOOK-MAKING,ETC.	
	203			PLACING BETS ON OTHERS BEHALF	
	204			EXEMPTIONS-PARIMUTUEL SYSTEM	
	206			LOTTERIES,EXEMPTIONS	
	207			PERMITTED LOTTERIES	
	209			CHEATING AT PLAY	
	210			KEEPING COMMON BAWDY-HOUSE	
	211			TRANSPORT TO BAWDY-HOUSE	
	212			PROCURING	
	213			SOLICITING	
	215			PROVISION OF NECESSITIES	
	216			ACTS DANGEROUS TO LIFE	
	217			UNDERTAKING ACTS	
	218			ABANDONING CHILD	
	219			CRIMINAL NEGLIGENCE-DUTY	
	220			CRIMINAL NEGLIGENCE-DEATH	
	221			CRIMINAL NEG-BODILY HARM	
	222			CULPABLE HOMICIDE	
	223			HOMICIDE-KILLING CHILD	
	224			HOMICIDE-PREVENTABLE DEATH	
	225			HOMICIDE-DEATH FROM TREATMENT	
	226			HOMICIDE-ACCELERATION OF DEATH	
	227			HOMICIDE-DEATH WITHIN YEAR+DAY	

CORRECTIONS MANITOBA
Offence Table by record sort 94.04.12

FENCE TYPE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
	228				HOMICIDE-INFLUENCE ON MIND	
	229				MURDER-CULPABLE HOMICIDE	
	230				MURDER-COMMISSION OF OFFENCES	
	231		1		MURDER-FIRST OR SECOND DEGREE	
	231		7		MURDER SECOND DEGREE	
	233				INFANTICIDE	
	234				MANSLAUGHTER	
	235				PUNISHMENT FOR MURDER	
	236				PUNISHMENT FOR MANSLAUGHTER	
	237				PUNISHMENT FOR INFANTICIDE	
	238				MURDER-KILLING UNBORN CHILD	
	239				ATTEMPT TO COMMIT MURDER	
	240				MURDER-ACCESSORY AFTER FACT	
	241				AIDING SUICIDE	
	242				NEGLECT IN CHILDBIRTH	
	243				CONCEALING BODY OF CHILD	
	244				CAUSE BODILY HARM-INTENT	
	245				ADMINISTER SUBSTANCE	
	246				CHOKE/OVERCOME RESISTANCE	
	247				BODILY HARM-TRAPS	
	248				INTERFERE-TRANSPORT	
	249				DANGEROUS OPER.MOTOR VEHICLE	
	249		1		DANG.OPERATION VEH/VES/AIRCRAFT	
	250				FAIL TO WATCH-PERSON TOWED	
	251				UNSEAWORTHY VESS.-UNSAFE CRAFT	
	252				FAILURE TO STOP AT ACCIDENT	
	253				OPERATION VEHICLE IMPAIRED	
	253		A		IMPAIRED	
	253		B		DRIVE OVER .08	
	254				FAIL-REFUSE BREATHALIZER	
	254		5		REFUSE BREATHALIZER	
	255				IMPAIRED CAUSING HARM-DEATH	Y
	256				BLOOD SAMPLES	
	258				CONTROL OF VEHICLE	
	259		4		DRIVE DISQUALIFIED	
	260				MAKING PROHIBITION ORDER	
	264.1		1		UTTERING THREATS	
	265				ASSAULT-CONSENT	
	266				ASSAULT	
	267				ASSAULT-WEAPON OR BODILY HARM	Y
	268				AGGRAVATED ASSAULT	
	269				UNLAWFUL. CAUSING BODILY HARM	
	269.1				TORTURE	
	270				ASSAULT PEACE OFFICER	
	270		1	A	ASSAULT PEACE OFFICER	
	270		1	B	ASSAULT PEACE OFFICER	
	270		2	A	ASSAULT PEACE OFFICER	
	270		2	B	ASSAULT PEACE OFFICER	

CORRECTIONS MANITOBA
Offence Table by record sort 94.04.12

FENCE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
:		271			SEXUAL ASSAULT	
:		272			SEXUAL ASSAULT-WEAPON-C.B.H.	Y
:		273			SEXUAL ASSAULT-AGGRAVATED	
:		279			KIDNAPPING	
:		279	2		FORCIBLE CONFINEMENT	
:		280			ABDUCTION-PERSON UNDER SIXTEEN	
:		281			ABDUCT.-PERSON UNDER FOURTEEN	
:		282			ABDUCT.CONTRAVEN.CUSTODY ORDER	
:		283			ABDUCTION-NO CUSTODY ORDER	
:		287			PROCURE ABORTION	
:		288			ABORTION-SUPPLY SUBSTANCES	
:		290			BIGAMY	
:		291			PUNISHMENT OF BIGAMY	
:		292			PROCURING FEIGNED MARRIAGE	
:		293			POLYGAMY	
:		294			PRETEND TO SOLEMNIZE MARRIAGE	
:		295			MARRIAGE CONTRARY TO LAW	
:		296			BLASPHEMOUS LIBEL	
:		298			DEFAMATORY LIBEL-DEFINITION	
:		299			PUBLISHING LIBEL	
:		300			PUNISHMENT FOR FALSE LIBEL	
:		301			PUNISHMENT-DEFAMATORY LIBEL	
:		302			EXTORTION BY LIBEL	
:		303			PROPRIETOR OF NEWSPAPER	
:		304			SELLING BOOK CONTAINING LIBEL	
:		315			PUBLICATION IN GOOD FAITH	
:		316			PROVING PUBLICATION	
:		317			VERDICT-DEFAMATORY LIBEL	
:		322			THEFT	
:		323			OYSTERS-OYSTER BED	
:		324			THEFT BY BAILEE	
:		326			THEFT OF TELECOMMUNICATIONS	
:		329			THEFT BY SPOUSE	
:		330			THEFT BY FAILURE TO PAY	
:		332			MISAPPROPRIATION	
:		333			TAKING FOR SCIENTIFIC PURPOSE	
:		334	A		THEFT OVER \$1000	
:		334	B		THEFT UNDER \$1000	
:		335			TAKE MOTOR VEHICLE-NO CONSENT	
:		336			BREACH OF TRUST	
:		337			REFUSAL TO DELIVER PROPERTY	
:		338			FRAUDULENTLY TAKING CATTLE	
:		339			THEFT OF GOODS-LUMBER EQUIP.	
:		340			DESTROYING DOCUMENTS OF TITLE	
:		341			FRAUDULENT CONCEALMENT	
:		342			THEFT-FORGERY OF CREDIT CARD	
:		343			ROBBERY	
:		344			PUNISHMENT FOR ROBBERY	

CORRECTIONS MANITOBA
Offence Table by record sort 94.04.12

FENCE TYPE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
	345				STOPPING MAIL/INTENT	
	346				EXTORTION	
	348				BREAK+ENTER	
	348	1	A		BREAK ENTER WITH INTENT	
	348	1	B		BREAK ENTER AND COMMIT OFFENCE	
	348	1	C		BREAK OUT	
	349				UNLAWFULLY IN DWELLING HOUSE	
	351				POSSESSION-BREAK IN INSTRUMENT	
	351	1			POSSESS B&E INSTRUMENTS	
	351	2			DISGUISE WITH INTENT	
	352				POSS.B&E INSTRUMENT-COIN MACH.	
	353				AUTOMOBILE MASTER KEY	
	354				POSS. OF STOLEN PROPERTY	
	355				PUNISHMENT FOR POSSESSION	
	355	A			POSSESS STOLEN PROPERTY	
	356				THEFT FROM MAIL	
	357				BRING STOLEN PROPERTY-CANADA	
	358				HAVING IN POSSESSION	
	361				FALSE PRETENCE	
	362				FALSE PRETENCE OR STATEMENT	
	363				OBTAINING SECURITY BY FRAUD	
	364				FRAUDULENTLY OBTAIN FOOD-LODGE	
	365				WITCHCRAFT	
	366				FORGERY-FALSE DOCUMENT	
	367				PUNISHMENT FOR FORGERY	
	368				UTTERING FORGED DOCUMENT	
	369				EXCHEQUER BILL PAPER, ETC.	
	370				COUNTERFEIT PROCLAMATION	
	371				TELEGRAM ETC., IN FALSE NAME	
	372				FALSE MESSAGES-HARASSING	
	372	1			FALSE MESSAGE	
	372	2			INDECENT PHONE CALLS	
	372	3			HARASSING PHONE CALLS	
	373				REPEALED	Y
	374				DRAWING DOCUMENT	
	375				OBTAINING BY INSTRUMENT	
	376				COUNTERFEITING STAMP/MARK	
	377				DAMAGING DOCUMENTS	
	378				OFFENCES RE:REGISTERS	
	380				FRAUD-AFFECTING PUBLIC MARKET	Y
	381				FRAUD THROUGH MAIL	
	382				MANIPULATION OF STOCKS	
	383				GAMING IN STOCKS-MERCHANDISE	
	384				FRAUD BY BROKER	
	385				CONCEALMENT OF DOCUMENTS	
	386				FRAUDULENT TITLE REGISTRATION	
	387				FRAUDULENT PROPERTY SALE	
	388				MISLEADING RECEIPT	

CORRECTIONS MANITOBA

Offence Table by record sort 94.04.12

FENCE TYPE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
		389			FRAUDULENT DISPOSAL OF GOODS	
		390			FRAUDULENT RECEIPTS-BANK ACT	
		391			GUILTY PERSON - DEFINITION	
		392			DEFRAUD CREDITOR-PROP.DISPOSAL	
		393			FRAUDULENTLY OBTAIN TRANSPORT	
		394			MINERALS SEIZURE	
		394	1		FRAUD MINERALS	
		395			POWER TO SEIZE	
		397			FALSIFICATION OF DOCUMENTS	
		398			FALSIFYING EMPLOYMENT RECORD	
		399			FALSE RETURN BY PUBLIC OFFICER	
		400			FALSE PROSPECTUS	
		401			OBTAIN CARRIAGE-FALSE BILLING	
		402			FAILING TO KEEP ACCOUNTS	
		403			PERSONATION WITH INTENT	
		404			PERSONATION AT EXAMINATION	
		405			USE OF FALSE NAME	
		406			FORGING TRADE MARK	
		407			OFFENCE-FORGED TRADE MARK	
		408			PASSING OFF-FRAUD	
		409			INSTRUMENTS FORGE TRADE MARK	
		410			TRADE MARK OFFENCES	
		411			USED GOODS WITHOUT DISCLOSURE	
		412			PUNISHMENT-FORFEITURE	
		413			FALSE CLAIM OF ROYAL WARRANT	
		414			PRESUMPTION FROM PORT OF SHIP.	
		415			OFFENCES RE:WRECK	
		416			DISTINGUISHING MARK	
		419			UNLAW. USE OF MILITARY UNIFORM	
		420			MILITARY STORES	
		421			EVIDENCE OF ENLISTMENT	
		422			BREACH OF CONTRACT	
		423			INTIMIDATION	
		426			SECRET COMMISSIONS	
		427			ISSUING TRADING STAMPS	
		428			DEFINITION OF PROPERTY	
		430			MISCHIEF-PROPERTY DAMAGE	
		432			REPEALED	
		433			ARSON	
		434			SETTING FIRE TO SUBSTANCE	
		435			HOLDER OF INSURANCE	
		436			ARSON THROUGH NEGLIGENCE	
		437			FALSE ALARM OF FIRE	
		438			INTERFERE-SAVING OF WRECK	
		439			INTERFERING WITH MARINE SIGNAL	
		441			OCCUPANT INJURING BUILDING	
		442			INTERFERING-BOUNDARY LINES	
		443			INTERFERE-INTERNTL. BOUND.MARKS	

CORRECTIONS MANITOBA
Offence Table by record sort 94.04.12

OFFENCE TYPE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
	444				ENDANGERING CATTLE	
	445				ENDANGERING ANIMALS	
	445	A			INJURE/ENDANGER ANIMALS	
	446				CRUELTY TO ANIMALS	
	447				KEEPING COCK-PIT	
	CATT				TRANSPORTING CATTLE - REPEALED	Y
	449				MAKING COUNTERFEIT MONEY	
	450				POSSESSION-COUNTERFEIT MONEY	
	451				HAVING CLIPPINGS/COIN	
	452				UTTERING COUNTERFEIT MONEY	
	452	A			UTTERING COUNTERFEIT MONEY	
	453				UTTERING COIN	
	454				MANUFACTURES-SELLS TOKENS	
	455				IMPAIRING COINS	
	456				DEFACING CURRENT COINS	
	457				PRINTING LIKENESS OF NOTES	
	458				FORGERY TOOLS-MATERIAL	
	459				CONVEYING FORGERY TOOLS	
	460				TRAFFICK. IN CONTERFEIT MONEY	
	463				ATTEMPTS-ACCESSORIES	
	464				COUNSELLING OFFENCE	
	465				CONSPIRACY TO COMMIT OFFENCE	
	473				TRIAL WITHOUT JURY	
	478				OFFENCES/ONE PROVINCE	
	479				OFFENCE OUTSTANDING IN PROV.	
	JUV				TRIAL OF JUVENILE - REPEALED	Y
	488				EXECUTION OF SEARCH WARRANT	
	490				DETENTION OF THINGS SEIZED	
	497				RELEASE/FROM PEACE OFFICER	
	503				HOLD PRIOR TO HEARING	
	512				WARRANT/DEFAULT TO APPEAR	
	519	1		B	WARRANT FOR COMMITTAL	
	527				WITNESS	
	527	1			PROCURING ATTENDANCE	
	527	2			PROCURE ATTENDANCE OF PRISONER	
	536				REMAND BY JUSTICE	
	537				POWERS OF JUSTICE	
	49				INTENTION TO ALARM	
	50				ASSISTING ALIEN ENEMY	
	51				INTIMIDATING PARLIAMENT	
	52				SABOTAGE-PROHIBITED ACT	
	599				REASONS FOR CHANGE OF VENUE	
	53				INCITING TO MUTINY	
	54				ASSISTING DESERTER	
	55				EVIDENCE OF OVERT ACTS	
	56				OFFENCES RE:R.C.M.P.	
	57				FORGERY OF PASSPORT	
	58				CITIZENSHIP FRAUD	

CORRECTIONS MANITOBA

Offence Table by record sort 94.04.12

FENCE TYPE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
	59				SEDITIONOUS INTENTION	
	60				EXCEPTION	
	61				PUNISHMENT-SEDITIONOUS OFFENCES	
	697				REMAND FOR OBSERVATION ERROR	
	62				OFFENCES RE:MILITARY FORCES	
	708				CONTEMPT-PUNISHMENT	
	63				UNLAWFUL ASSEMBLY	
	64				RIOT	
	65				PUNISHMENT OF RIOTER	
	738				MODIFICATION OF ORDER	
	739				TRANSFER OF ORDER	
	740				FAILURE TO COMPLY	
	740	1			BREACH OF PROBATION	
	66				PUNISHMENT-UNLAWFUL ASSEMBLY	
	67				READING PROCLAMATION	
	68				OFFENCES RE:PROCLAMATION	
	69				NEGLECT BY PEACE OFFICER	
	766				RENDER BY SURETY	
	70				UNLAWFUL TRAINING OR DRILLING	
	71				DUELLING	
	72				FORCIBLE ENTRY	
	72	1			FORCIBLE ENTRY	
	73				PUNISHMENT RE:FORCIBLE ENTRY	
	810				SURETIES TO KEEP THE PEACE	
	811				BREACH OF RECOGNIZANCE	
	74				PIRACY BY LAW OF NATIONS	
	827				NON-PAYMENT OF COSTS	
	75				PIRATICAL ACTS	
	78				OFFENSIVE WEAPONS/EXPLOSIVES	
	78	1	A		OFFENSIVE WEAPONS/EXPLOSIVES	
	834				POWERS OF APPEAL COURT	
	79				DUTY OF CARE RE:EXPLOSIVE	
	80				BREACH OF DUTY	
	81				CAUSING INJURY WITH INTENT	Y
	81	1			CAUSE EXPLOS WITH INTENT	Y
	82				POSSESSION-NO LAWFUL EXCUSE	
	83				ENGAGING IN PRIZE FIGHT	
	85				USE OF FIREARM DURING OFFENCE	
	86	1			POINT FIREARM	
	86	2			FIREARM-CARELESS USE	
	87				POSS.OF WEAPON OR IMITATION	
	88				WEAPON AT PUBLIC MEETING	
	89				CARRYING CONCEALED WEAPON	
	90				POSSESSION-PROHIBITED WEAPON	
	90	1			POSSESS PROHIBITED WEAPON	
	91	2			PROHIBITED WEAPON IN AUTO	
	91				POSSESSION UNREGISTERED WEAPON	
	91	1	A		POSSESS UNREGISTERED WEAPON	

CORRECTIONS MANITOBA
Offence Table by record sort 94.04.12

OFFENCE TYPE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
	91		3		RESTRICTED WEAPON IN AUTO	
	92				IMPORTATION RE:PEACE OFFICERS	
	93				TRANSF.FIREARM-PERSON UNDER 16	
	94				WRONGFUL DELIVERY OF FIREARMS	
	95				IMPORTING PROHIBITED WEAPON	
	97				DELIVER FIREARM-NO CERTIFICATE	
	97		3		ACQ.FIREARM W/O CERTIFICATE	
	99				IMPORTATION EXCEPTION	
	100				POSS.WHILE PROHIBITED	
	741.1				TRANSFER OF JURISDICTION	
OTH					CRIMINAL CODE - OTHER	
CA					CUSTOMS ACT	
FDA					FOOD AND DRUG ACT	
FDA	42				FOOD AND DRUG ACT	
FDA	42		1		TRAFFIC RESTRICTED DRUG	
FDA	42		2		POSSESS RESTRICTED DRUG	
IMM					IMMIGRATION	
ITA					INCOME TAX ACT	
NCA	3		1		POSSESSION	
NCA	3		2		POSSESSION	
NCA	3		2	B	POSSESSION	
NCA	4		1		TRAFFICKING	
NCA	4		2		POSSESSION FOR PURPOSE	
NCA	4		3		POSSESSION FOR PURPOSE	
NCA	5		1		IMPORTATION	
NCA	6		1		CULTIVATION	
OTH					OTHER FEDERAL STATUTES	
OTH	FA				OTHER FEDERAL STATUTES	Y
PAR					PAROLE ACT	
PAR	16				SUSPENSION PAROLE/M.S.	
PAR	20				REVOCATION PAROLE/M.S.	
UIA					UNEMPLOYMENT INSURANCE ACT	
UIA	121		1	A	UNEMPLOYMENT INSURANCE ACT	Y
YOA					YOUNG OFFENDERS ACT	
YOA	26				YOUNG OFFENDERS ACT	Y
					MUNICIPAL BYLAWS	
FMA					FAMILY MAINTENANCE ACT	
HTA					HIGHWAY TRAFFIC ACT	
HTA	005		1		NO REGISTRATION	
HTJ	024		1		NO DRIVERS LICENCE	Y
HTA	027		12		FAIL TO PRODUCE LICENCE	
HTA	046		1		SPEEDOMETER REQUIRED	
HTA	060				FAULTY EQUIPMENT	
HTA	085				TRAFFIC CONTROL	
HTA	095				SPEEDING	
HTA	123		1		LIQUOR IN VEH	
HTA	128				FAILURE TO YIELD	
HTA	155		4		FAIL TO REPORT	

CORRECTIONS MANITOBA
Offence Table by record sort 94.04.12

EN	TYPE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE	DESC	INACTIVE FLAG
HTA		162					SECURITY-DAMAGES BY ACCIDENT	
HTA		164					DISPOSITION OF DEPOSITS	
HTA		165	3				DRIVE OUTSIDE CLASS OF LIC.	
HTA		170	1				IMPROPER USE OF LICENSE	
HTA		172	3				NO HELMET	
HTA		173	1				DRIVING WITHOUT LICENSE	
HTA		173	2				FAIL TO COMPLY/RESTR.LIC.	
HTA		186					SEAT BELT REQUIRED	
HTA		201					PROH.DRIVE CERTAIN VEH.	
HTA		225					DRIVE WHILE DISQUALIFIED	
HTA		226	1				DRIVE WITHOUT VEH.INSURANCE	
LCA							LIQUOR CONTROL ACT	
LCA		76	2				LIQUOR CONTROL ACT	Y
LCA		76	3				LIQUOR CONTROL ACT	Y
MVA							MOTOR VEHICLE ACT	
OTH							OTHER PROVINCIAL STATUTES	
OTH		PPA					OTHER PROVINCIAL STATUTES	Y
PPA							PROVINCIAL PROPERTY ACT	
PPA		3	1		A		PROVINCIAL PROPERTY ACT	Y
PPA		3	1		E		TRESPASSING	Y
DOM		266					ASSAULT - DOMESTIC	
DOM		231	1				MURDER 1ST DEGREE - DOMESTIC	
DOM		231	7				MURDER 2ND DEGREE - DOMESTIC	
DOM		234					MANSLAUGHTER - DOMESTIC	
DOM		239					ATTEMPTED MURDER - DOMESTIC	
DOM		267					ASSAULT/WEAPON/BH - DOMESTIC	
DOM		268					AGGRAVATED ASSAULT - DOMESTIC	
		255	2				DRIVE IMPAIRED CAUSE BODY HARM	
DOM		264.1	1				UTTER THREATS - DOMESTIC	
		267	1		B		ASSAULT CAUSE BODILY HARM	
		267	1		A		ASSAULT WITH WEAPON	
		272			A		SEXUAL ASSAULT WITH WEAPON	
		272			B		SEXUAL ASSLT THREAT 3RD PARTY	
		272			C		SEXUAL ASSAULT CAUSE BODY HARM	
		255	3				DRIVE IMPAIRED CAUSE DEATH	
		380			A		FRAUD OVER \$1,000.	
		380			B		FRAUD UNDER \$1,000.	
		380			2		FRAUD AFFECTING PUBLIC MARKET	
HTA		188	2				DRIVE CARELESSLY	
HTA		95	3		B		DRIVE IMPRUDENTLY	
HTA		199.1					PERMIT UNAUTHORIZED TO DRIVE	
HTA		226	2				DR.WITHOUT LICENSE INSURANCE	
HTA		24	1				DR.WITHOUT DRIVERS LICENSE	
		152					INVITATION TO SEXUAL TOUCHING	
		249	4				DANGEROUS DRIVING CAUSE DEATH	
		264					STALKING/CRIMINAL HARRASSMENT	
		81	1		A		CAUSE EXPLOSION	
		81	1		B		EXPLOSIVES-INTENT BODY HARM	

CORRECTIONS MANITOBA
Offence Table by record sort 94.04.12

OFFENCE TYPE	STATUTE	SECTION	SUB SECTION	PARA	OFFENCE DESC	INACTIVE FLAG
C		81	1	C	EXPLOSIVES-INTENT PROP.DAMAGE	
C		145	4	B	FAIL TO REPORT FOR IDENT.	
C		429			WILFUL DAMAGE	
C		462	3	1	LAUNDERING MONEY	
S	IND				INDIAN ACT	
S	WLA				WILDLIFE ACT	
S	NCA	3.1	1	A	DOUBLE DOCTORING	
S	YOA	7	2		YOA-SECTION 7(2)	
S	YOA	16			YOA-SECTION 16	
S	YOA	24.5	1		YOA-SECTION 24.5(1)	
S	YOA	24.5	2		YOA-SECTION 24.5(2)	
S	YOA	741.1	1		YOA-SECTION 741.1(1)	

APPENDIX G

Internalized Attack Behaviours

A subject using internalized attack coping behaviours would often turn anger and frustration inward against themselves. A subject may harm themselves or arrange events so that others will harm them.

Externalized Attack Behaviours

A subject using externalized attack coping behaviour will often physically or verbally attack others. This type of behaviour usually is an expression of frustration and anger.

Externalized Denial Behaviours

This behaviour is exemplified by placing blame on someone else because that person did not provide materials, information, directions, or the subject feels he has been slighted in some manner. The subject will say they are unaware of the assignment, rules or requirements.

Externalized Avoidance Behaviours

This style is similar to externalized denial in that they blame others for nonperformance, and base it on the fact that someone did not provide directions, materials, and so forth. The difference is that unlike the denial group, the subjects are quite aware of the demands of the situation.

The other terms, low self concept, no work ethic, lethargic, no goals, volatile, and chemical dependency, are used according to their every day meaning.



CLIENT

SOCIAL INSURANCE NO - N° D'ASSURANCE SOCIALE _____	NAME - NOM _____	PHONE NO - N° DE TÉL. _____
ADDRESS - ADRESSE _____		THIS INFORMATION IS REQUESTED FOR STATISTICAL PURPOSES DO YOU HAVE ANY DISABILITY OR CONDITION WHICH YOU WISH CONSIDERED WHEN SEEKING EMPLOYMENT? YES <input type="checkbox"/> NO <input type="checkbox"/> SPECIFY <input type="checkbox"/> OUI <input type="checkbox"/> NON <input type="checkbox"/> PRÉCISEZ <input type="checkbox"/>
		CES RENSEIGNEMENTS SONT DEMANDÉS À DES FINS STATISTIQUES AVEZ-VOUS UNE INFIRMITÉ OU UN HANDICAP QUE VOUS AIMERIEZ VOIR PRIS EN CONSIDÉRATION DANS VOTRE RECHERCHE D'EMPLOI?

CLIENT PLEASE NOTE - L'ATTENTION DU CLIENT

A THIS IS YOUR APPOINTMENT REMINDER. AGENCY/CLINIC WILL ARRANGE ADDITIONAL APPOINTMENTS (IF REQUIRED).
 RAPPEL DE VOTRE RENDEZ-VOUS. L'ORGANISME OU LA CLINIQUE ORGANISERA D'AUTRES RENDEZ-VOUS AU BESOIN.

B SEE ITEM 4 FOR APPOINTMENT TIME AND DATE
 VOIR LA SECTION 4 POUR LA DATE ET L'HEURE DU RENDEZ-VOUS

C TELEPHONE DIAGNOSTICIAN AND YOUR COUNSELLOR IF YOU ARE UNABLE TO KEEP APPOINTMENT (24 HOURS BEFORE IF POSSIBLE).
 VEUILLEZ TÉLÉPHONER AU DIAGNOSTICIEN ET À VOTRE CONSEILLER SI VOUS NE POUVEZ VOUS PRÉSENTER AU RENDEZ-VOUS (24 HEURES À L'AVANCE SI POSSIBLE).

AUTHORIZATION FOR RELEASE OF INFORMATION - AUTORISATION DE COMMUNIQUER LES RENSEIGNEMENTS
 AUTHORIZE THE CEIC TO RELEASE TO THE AGENCY/CLINIC NAMED IN ITEM 2 REPORTS INDICATED BELOW
 AUTORISE PAR LA PRÉSENTE LA CEIC À DIVULGER LES RAPPORTS INDIQUÉS CI-DESSOUS À L'ORGANISME OU À LA CLINIQUE MENTIONNÉE À LA SECTION 2.

REGISTRATION FOR EMPLOYMENT / INSCRIPTION POUR UN EMPLOI
 GATB TEST RESULTS / RÉSULTATS DE LA BGTA
 OTHER / AUTRE

CLIENT SIGNATURE / SIGNATURE DU CLIENT _____
 DATE _____

DIAGNOSTICIAN / AGENCY / CLINIC - DIAGNOSTICIEN / ORGANISME / CLINIQUE

NAME - NOM _____

ADDRESS - ADRESSE _____

PHONE NO. - N° DE TÉL. _____

DIAGNOSTICIAN AGENCY CLINIC PLEASE NOTE - À L'ATTENTION DU DIAGNOSTICIEN DE L'ORGANISME OU DE LA CLINIQUE.
 PREPARE A SEPARATE INVOICE ON YOUR BILL HEAD FOR SERVICES PROVIDED UNDER THIS REQUISITION, AND SEND THIS INVOICE AND YOUR REPORT TO THE COUNSELLOR NAMED IN ITEM 3.
 ÉTABLISSEZ UNE FACTURE SÉPARÉE POUR LES SERVICES RENDUS AUX TERMES DE LA PRÉSENTE DEMANDE ET LA FAIRE PARVENIR AVEC VOTRE RAPPORT AU CONSEILLER DONT LE NOM APPARAÎT À LA SECTION 3.

COUNSELLOR - CONSEILLER

NAME - NOM _____

CEIC NAME - NOM DU CEC _____

CEIC ADDRESS - ADRESSE DU CEC _____

SIGNATURE OF COUNSELLOR - SIGNATURE DU CONSEILLER _____

CEIC NO. - N° DU CEC _____

PHONE NO. - N° DE TÉL. _____

DATE _____

APPOINTMENT DETAILS - DÉTAILS CONCERNANT LE RENDEZ-VOUS

APPOINTMENT LOCATION - LIEU DU RENDEZ-VOUS _____

TIME - HEURE _____

DATE _____

Information collected in this form is used for the application of Employment Programs and may also be used for other purposes as described in the Personal Information Index. Under the Privacy Act, you have access and can make corrections to this form. For more information, consult the Index available at most Post Offices, under the title "Employment and Immigration".

Les renseignements recueillis sur ce formulaire servent aux fins des programmes d'emploi et peuvent également être utilisés à d'autres fins décrites dans le répertoire des renseignements personnels. La loi sur la protection des renseignements personnels vous permet de consulter et de faire corriger ce formulaire. Si vous désirez plus de détails à ce sujet, consultez le répertoire qui se trouve dans la plupart des bureaux de poste, sous l'en-tête "Emploi et Immigration".



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
Office of the Associate Dean

Winnipeg, Manitoba
Canada R3T 2N2
Telephone: (204) 474-9000
Fax: (204) 275-5962
E-Mail: STAN_STRAW@UMANITOBA.CA

Stanley B. Straw, Ph.D.
Associate Dean:
Research & Administration

May 6, 1994

Mr. David J. Place

Manitoba

Dear Mr. Place:

On behalf of the Ethics Committee, I am pleased to inform you that the Faculty of Education Research and Ethics Committee is approving your resubmitted research proposal, entitled, "Recidivism Rates of Native Inmates who Undergo Extensive Post Release Counselling Versus those who are Released Without Counselling".

A copy of the approval is attached. Good luck with your research.

Yours truly,

Stanley B. Straw, Ph.D.
Chair, Research and Ethics Committee

SBS/ew

Enc.

cc. R. Henjum



David J. Place
Canada Employment Centre
Selkirk, Manitoba
R1A 2M8

25 May, 1992

Brian Souter
Office of the Director General
Manitoba Regional Headquarters
500 Paris Building
259 Portage Ave.
Winnipeg, Manitoba
R3B 3L4

Dear Brian:

Ref: RESEARCH APPLICATION AND UNDERTAKING STATEMENT PER CHAPTER 24
PRIVACY LEGISLATION.

David J. Place B.A. PMed
219 Colcleugh Avenue
Selkirk, Manitoba
R1A 2A4
Counsellor Canada Employment
Selkirk CEC

I am requesting approval for the use of information gathered during the running of a CJS program to re-integrate x-inmates into the labour force. The information will include the types of crimes committed, the length of sentence, the inmate history of the client, demographic information including the area the client normally resides in, work history, recidivism history, and school history. Normal research information such as age, sex, and ethnic affiliation will also be gathered. No need is seen to gather the name or address of the client. At this time I see no need for other data, but should additional information be required, I will make application for additional data collection.

I undertake not to further disclose the information in any form that could reasonably be expected to identify the individual to whom it relates. Each client will sign a standard release for information such as we use on a regular basis with Dr. McCluskey when doing diagnostic referral. This project is being undertaken in concert with the Provincial Corrections, and they will have a separate release form for inmates covering their corrections

history.

I agree that the data collected shall be stored in the Selkirk Canada Employment Centre under our normal security regulations.

Access to the data will be limited to the research staff consisting of Dr. Ken McCluskey, Andrea McCluskey, David Place and my thesis advisor Dr. William Schulz of the University of Manitoba.

I undertake that the data will be rendered anonymous by name-stripping and coding at the earliest time possible.

No other data linkages will be undertaken without written authorization.

Subjects will of course know of their involvement in the program if in the test group, but the control group will not be contacted during or after the initial trial period. On follow up checks to determine recidivism rates, the control group will be contacted to determine what has transpired since release.

Data will become the property of CEC Selkirk after collection since it forms part of a regular CJS program.

David Place B.A. PMed
Selkirk CEC

John Kawecki A/Manager
CEC Selkirk

I understand that failure to comply with the above agreement will result in a loss of the privileges of this agreement.

Manitoba



Justice

Corrections

Building 2168
139 Tuxedo Avenue
Winnipeg, Manitoba, CANADA
R3N 0H6

CEC

SELKIRK, MB

March 17, 1993

'93 MAR 22 AM 9 40

Mr. David Place
Community Development Officer
Canada Employment and Immigration
CEC Selkirk
237 Manitoba Avenue
Selkirk MB R1A 0A4

Dear Mr. Place:

I have reviewed your letter dated March 8, 1993, and the attached research proposal. I am prepared, by way of this letter, to authorize the collection of correctional data relevant to your research endeavour.

Please ensure that strict confidentiality is exercised in the handling of this data.

A copy of your final report/thesis would be greatly appreciated.

Best of Luck!

Yours truly,

D. J. Demers
Assistant Deputy Minister

cc: J. Wolfe

JUN 9 '92 15:51

FROM CRC 10 MIDLAND ST

TO 1517856222

PAGE.003

JUN 9 '92 15:28

FROM CORRECTIONS-TORONTO

TO CRC Native Recidivism

112

JUN 9 '92 09:14

FROM CRC 10 MIDLAND ST

TO 99-655337

PAGE.004/005

JUN 2 '92 15:12

FROM CEC SELKIRK TX/BJJ022X

PAGE.003

112

David J. Place
Canada Employment Centre
Selkirk, Manitoba
R1A 2M8

25 May, 1992

Community Release Centre
Winnipeg, Manitoba
Attn: Jerry Siendaa

Dear Jerry

Ref: RESEARCH APPLICATION AND UNDERTAKING STATEMENT PER CHAPTER 24
PRIVACY LEGISLATION.

David J. Place B.A.
219 Colclough Avenue
Selkirk, Manitoba
R1A 2M4
Counsellor Canada Employment
Selkirk CRC

I am requesting approval for the use of information gathered during the running of a CJS program to re-integrate ex-inmates into the labour force. The information will include the types of crimes committed, the length of sentence, the inmate history of the client, demographic information including the area the client normally resides in, work history, recidivism history, and school history. Normal research information such as age, sex, and ethnic affiliation will also be gathered. No need is seen to gather the name or address of the client. At this time I see no need for other data, but should additional information be required, I will make application for additional data collection.

I undertake not to further disclose the information in any form that could reasonably be expected to identify the individual to whom it relates. Each client will sign a standard release for information such as we use on a regular basis with Dr. McCluskey when doing diagnostic referral. This project is being undertaken in concert with the Provincial Corrections, and they will have a separate release form for inmates covering their corrections history.

I agree that the data collected shall be stored in the Selkirk Canada Employment Centre under our normal security regulations.

JUN 9 '92 15:51

FROM CRC 10 MIDLAND ST

TO 1517856222

PAGE.004

JUN 9 '92 13:28

FROM CORRECTIONS-10AED0 Appendix M (con't)

Native Recidivism

113

JUN 9 '92 09:15

FROM CRC 10 MIDLAND ST

TO CRC

PAGE.005/005

JUN 2 '92 15:13

FROM CEC SELKIRK FX7856222

TO 99455537

PAGE.004

PAGE.003

Access to the data will be limited to the research staff consisting of Dr. Ken McCluskey, Andrea McCluskey, David Place and my thesis advisor Dr. William Schulz of the University of Manitoba.

I undertake that the data will be rendered anonymous by name-stripping and coding at the earliest time possible.

No other data linkages will be undertaken without written authorization.

Subjects will of course know of their involvement in the program if in the test group, but the control group will not be contacted during or after the initial trial period. On follow up checks to determine recidivism rates, the control group will be contacted to determine what has transpired since release.

Data will become the property of CRC Selkirk after collection since it forms part of a regular CRC program.

David Place B.A.
Selkirk CEC

Provincial Corrections

I understand that failure to comply with the above agreement will result in a loss of the privileges of this agreement.

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