The Good Lives Model in Practice: Offence Pathways and Case Management

Mayumi Purvis
University of Melbourne
Tony Ward
and
Gwenda Willis
Deakin University

Abstract

During the past decade, the Good Lives Model of Offender Rehabilitation (GLM) has gained considerable momentum and popularity as a rehabilitation framework for forensic populations.   The GLM is primarily applied by the treatment sector, however very recently, it has been used to generate a structured strengths based approach to case management. The purpose of this paper is multi-layered. First, we present the theory of the GLM, explaining its conceptual underpinnings and in addition, present the results of recent GLM empirical research that found two pathways to offending: direct and indirect.   Next, we describe how the GLM conceptual underpinnings, together with the empirical research findings, translate into a structured and meaningful case management approach for community corrections. The process for effective case management of offenders using the GLM is outlined and further, two GLM case management tools are presented and their purpose and application to offender rehabilitation is briefly set out.   Finally, we describe the necessary support factors that are vital to the integrity, success and sustainability of this case management approach.

Keywords: Good lives model - Case management - Australia

Introduction

In many respects, when it comes to effecting change in offenders, case management is often viewed as secondary to treatment programs. There appears to be a real tendency for case managers to view their role somewhat narrowly and thus, to underestimate their power to make a significant impact on an offender's life. Correctional officers are often viewed as compliance monitors in addition to being a central co-ordinating body to the many services offenders are often linked in to (see Burnett & McNeill, 2005). This is quite understandable given the hectic workloads of most correctional and probation officers. Often, high caseloads demand that officers spend their time meeting key performance indicators rather than engaging the offenders in a deeply meaningful way.

Emerging research and theory is seriously challenging this somewhat constraining view of case management (see for example, McNeill, Raynor and Trotter, 2010). In practice, most offenders have far more contact time with their case manager than they do their offence-specific treatment provider. The case manager is usually supervising the offender for the entirety of his order, whereas the therapist will see him for a much shorter period of time (though sometimes with great intensity). Further, sessions with the case manager are always individual and one-on-one, where as treatment is most commonly group based and difficult to tailor to the uniqueness of offenders. There is reasonable evidence for positive effects of treatment (Andrews & Bonta, 2007); however we do suggest that the role of case management in offender rehabilitation could be emphasised to a greater degree. In this paper, we develop the argument for a change in the value and expectations placed on case managers. In our view, case management should be viewed as the hub of offender rehabilitation. Not just to co-ordinate offender referrals to other services, but to engage in real case management work; the kind that requires genuine investment and belief in offender rehabilitation; the kind that requires expertise in offender interviewing and motivational techniques, good quality training and mentoring; and the kind that requires considerably more time with offenders than many case managers are currently afforded.

We argue that the Good Lives Model of Offender Rehabilitation (GLM, Ward & Maruna, 2007) provides a comprehensive and theoretically sound framework for case management of offenders. As such, the purpose of this paper is to outline the key components of the GLM that are central to the model's integrity and proper application. Second, this paper describes the etiological underpinnings of offending according to the GLM, also detailing the finding of direct and indirect pathways to offending. Third, we set out the necessary phases for using the GLM as a case management framework, and also present two key GLM offender management tools that should be used to guide and maintain focus in case management. Finally, we describe some of the key external support and policy factors that are vital to the success of this case management approach. We would like to emphasise that our aim is to describe the GLM framework currently being used in the supervision of sex offenders rather than provide an evaluation of this approach. Such an evaluation is planned for the near future and will be the subject of another paper.

Existing Approaches for Work with Offenders in Correctional Settings

The preoccupation with risk management, specifically, the targeting of criminogenic needs, has almost become well known within the correctional arena (Andrews & Bonta, 1998; Gendreau & Andrews, 1990). Indeed, empirical research supports the utility of what has been termed the Risk-Need-Responsivity Model (RNR) of offender treatment, a perspective that focuses primarily on the management of risk (Andrews & Bonta, 1998). In essence, the RNR proposes that treatment should proceed according to a collection of therapeutic principles: risk, need and responsivity (Andrews & Bonta, 1998; Hollin, 1999). The *risk* principle is concerned with the identification of factors predictive of recidivism (usually static factors), with the level of intervention being matched to the offender's level of risk. The *need* principle states that therapy should target only those factors that are empirically linked to offending (i.e., criminogenic needs). The *responsivity* principle stresses the importance of matching

interventions to offenders' characteristics (e.g. motivation, learning style, and cultural identity).

The RNR has consistently produced positive (albeit, often modest) results in reducing recidivist behaviour by offenders. This suggests that whilst targeting risk has an impact on offending behaviour, it is by no means a complete answer. By extension, the RNR has increasingly received criticism for its narrow vision (Ward & Brown, 2003; Ward & Stewart 2003), which focuses largely on risk management and relative neglect of the role of human goods and the value of building strengths, capabilities and well-being (Ward & Maruna, 2007). In response, a growing number of researchers, practitioners and intervention programs have questioned the wisdom of concentrating exclusively on risk management *at the expense* of valued goals, goods, capabilities and human well-being. The resulting argument is for a broadening of the scope of correctional interventions to take into account the findings of strengths-based perspectives (e.g., Ellerby, Bedard, & Chartrand, 2000; Maruna, 2001; Ward & Stewart, 2003).

The aim of strength-based perspectives is to seek constructive and collaborative ways of working with offenders on their achievement of pro-social and personally meaningful lives, without neglecting the important task of insuring public safety. In this sense, the focus for the worker is two-pronged: risk management *and* goods promotion. These two factors, however, should not be considered as separate and distinct. In fact arguably, carefully planned and considered application of the goods promotion component directly and effectively works to manage risk, but does so in a positive, approach goal oriented way that inspires investment and motivation from the offender (Ward & Maruna, 2007). This is arguably, a more positive and sustainable way in which to effect behaviour change and manage risk long term.

The Good Lives Model

One strengths based approach that is gaining powerful momentum within the forensic treatment arena is the Good Lives Model of Offender Rehabilitation (GLM). The GLM is essentially a framework for guiding intervention with offenders and is being applied in a broad range of offender treatment programs across a range of jurisdictions internationally. The GLM is a strength-based rehabilitation framework that is responsive to offenders' particular interests, abilities, and aspirations. It also directs practitioners to explicitly construct intervention plans that help offenders acquire the capabilities to achieve things and outcomes that are personally meaningful to them. It assumes that all individuals have similar aspirations and needs and that one of the primary responsibilities of parents, teachers, and the broader community is to help each of us acquire the tools required to make our own way in the world. Criminal behaviour results when individuals lack the internal and external resources necessary to satisfy their values using pro-social means. In other words, criminal behaviour represents a maladaptive attempt to meet life values (Ward and Stewart 2003). Rehabilitation endeavours should therefore equip offenders with the knowledge, skills, opportunities, and resources necessary to satisfy their life values in ways that don't harm others. Inherent in its focus on an offender's life values, the GLM places a strong emphasis on offender agency. That is, offenders, like the rest of us, actively seek to satisfy their life values through whatever means available to them. The GLM's dual attention to an offender's internal values and life priorities and external

factors such as resources and opportunities give it practical utility in desistance-oriented interventions.

The GLM is a theory of offender rehabilitation that contains three hierarchical sets of conceptual underpinnings: *general ideas* concerning the aims of rehabilitation, *etiological underpinnings* that account for the onset and maintenance of offending, and *practical implications* arising from the rehabilitation aims and etiological positioning. Each set of conceptual underpinning will be detailed, followed by an overview of their application in case management.

General Ideas of the GLM
The GLM is grounded in the ethical concept of human dignity (see Ward and Syversen, 2009) and universal human rights, and as such it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as *primary goods*. Following an extensive review of psychological, social, biological, and anthropological research, Ward and colleagues (e.g., Ward and Brown 2004; Ward and Marshall 2004) first proposed nine classes of primary goods. Empirical research performed by Purvis (2006; 2010) tested these etiological assumptions and actually found that relatedness and community required separation, as did excellence in play and excellence in work, thus producing eleven classes of primary goods. These are now defined as: (1) life (including healthy living and functioning), (2) knowledge (how well informed one feels about things that are important to them), (3) excellence in play (hobbies and recreational pursuits), (4) excellence in work (including mastery experiences), (5) excellence in agency (autonomy and self-directedness), (6) inner peace (freedom from emotional turmoil and stress), (7) relatedness (including intimate, romantic, and familial relationships), (8) community (connection to wider social groups), (9) spirituality (in the broad sense of finding meaning and purpose in life), (10) pleasure (the state of happiness or feeling good in the here and now), and (11) creativity (expressing oneself through alternative forms). Whilst it is assumed that all humans seek out all the primary goods to some degree, the weightings or priorities given to specific primary goods reflect an offender's values and life priorities. Moreover, the existence of a number of practical identities, based on, for example, family roles (e.g., parent), work (e.g., psychologist), and leisure (e.g., rugby player) mean that an individual might draw on different value sources in different contexts, depending on the normative values underpinning each practical identity.

Instrumental goods, or s*econdary goods*, provide concrete means of securing primary goods and take the form of approach goals (Ward, Vess et al. 2006). For example, completing an apprenticeship might satisfy the primary goods of knowledge and excellence in work, whereas joining an adult sports team or cultural club might satisfy the primary good of community. Such activities are incompatible with dynamic risk factors, meaning that avoidance goals are indirectly targeted through the GLM's focus on approach goals.

Etiological Underpinnings of the GLM

Recent empirical research which tested the original etiological assumptions of the GLM provided support for the model's etiological underpinnings (see Purvis, 2010). In testing these assumptions, this research also found that there appears to be two primary routes that lead to the onset of offending: direct and indirect. The direct pathway is implicated when an offender actively attempts (often implicitly) to satisfy primary goods through his or her offending behaviour. For example, an individual lacking the competencies to satisfy the good of intimacy with an adult might instead attempt to meet this good through sexual offending against a child. The indirect pathway is implicated when, through the pursuit of one or more goods, something goes array which creates a ripple or cascading effect leading to the commission of a criminal offence. For example, conflict between the goods of intimacy and autonomy might lead to the break up of a relationship, and subsequent feelings of loneliness and distress. Maladaptive coping strategies such as the use of alcohol to alleviate distress might, in specific circumstances, lead to a loss of control and culminate in sexual offending (Ward, Mann et al., 2007).

The GLM argues that there are four types of difficulties or problems that people can have in the way they are currently living their life (i.e. lifestyle) or the life plan they have mentally constructed. A 'way of living' refers to how a person is currently living their life in terms of daily activities, functioning, behaviours, and generally represents a lifestyle that reflects certain individual values and attitudes. A 'life plan' refers to how a person plans (either implicitly or explicitly) to live their life, now and in the future. Often, the way a person lives their life can be very different to the way in which they plan (or planned) to live their life. According to Ward (2002a; 2002b; Ward and Fisher, 2005), there are four primary types of problems that can be evident in a person's way of living or life plan: capacity, scope, means and coherence.

The first problem with ways of living and life plans concerns capacity. There are two types of capacities to consider, *internal capacity* and *external capacity*. *Internal capacity* refers to conditions internal to the individual, such as one's skill level or ability to secure goods; problems with internal capacity are referred to as *internal obstacles*. It may be that an individual lacks the internal conditions necessary to secure certain goods, and as such, the enhancement or acquiring of particular skills or internal conditions should be a focus of treatment. For instance, an individual may wish to emphasise the good of *excellence in work*, however may lack the skills to gain the type of work that he believes will give him the sense of achievement and fulfilment he seeks. Barriers to functioning at one's full potential (capacity) can occur on several levels, cognitive (the individual lacks knowledge or mental ability), psychological (the individual lacks belief in himself and/or has motivational problems), and behavioural (cognitive or psychological issues result in behavioural problems that limit the individual's abilities).

External capacity, on the other hand, relates to those conditions or contexts external to the individual (e.g. availability of social supports, employment opportunities, access to education) that are needed to achieve goals and secure goods. Therefore, problems with external capacity are referred to as *external obstacles*. For example, an individual may want to become an artist (this is the goal, but the good sought may be *excellence in work, excellence in play* or *creativity*), however because he lives in an isolated location (external obstacle) there are no courses nearby that he can enrol in. Internal and external obstacles can therefore govern the means used to secure a good. In the above example, the external obstacle of geographical isolation may direct the

individual to buy an art book and teach himself.   Alternatively, the individual may just resolve to give up and therefore allow the goal and associated goods to go unfulfilled, which may lead to problems in scope.

It should be noted that empirically identified *criminogenic needs* are conceptualised in the GLM as internal or external obstacles that interfere with the acquisition of primary goods (Ward & Maruna, 2007).   That is, internal and external conditions may be viewed as changeable factors that drive offending behaviour (referred to as dynamic risk factors).   This means that people who have many internal and external obstacles, and very few strengths, are at greater risk of engaging in problematic behaviours, such as offending.   This is because they are unable to utilise skills or strengths to seek out desired goods or outcomes in pro-social ways, thus forcing them to resort to anti-social or maladaptive behaviours.   Indeed, as outlined by Ward and Maruna (2007), each of the primary goods can be linked with one or more criminogenic needs. Taking the primary good of agency as an example, impulsivity might obstruct good fulfilment or result in unstable or short-term attainment.   Similarly, poor emotional regulation might block the attainment of inner peace or lead the person to resort to less adaptive means, such as alcohol abuse.

The second problem with ways of living and life plans concerns their *degree of scope*. When a person either fails to strive for or secure (at some level) each of the eleven basic human goods, their life or plan is considered to lack scope.   A lack of scope may lead to a neglect of one of the three clusters of goods, either the body, self, or social life.   A neglect of one such cluster could lead to either physiological dysfunction, psychological distress leading to mental health problems, or social maladjustment (Ward 2002), all of which will invariably lead to decrease one's overall life happiness. Problems in scope can simply be caused by a disinterest in some goods; however a lack of scope is usually caused by problems in capacity.   For example, a lack of interpersonal skills and a distrust of others are likely to cause problems in securing the good of *relatedness* and *community*, and may also create difficulties at work (*excellence at work)* and reduce engagement in leisure activities involving others (*excellence in play*), causing a neglect of a cluster of goods.   This person's life would be said to lack scope, which can have negative impacts on psychological functioning and overall happiness.

The third problem concerns the *appropriateness of means*.   Goods can be sought in any number of ways and sometimes, goods can be sought in a way that hinders one's chances of either securing the good successfully, or receiving the true benefit of the good.   For example, an offender may seek the good of *relatedness* through a sexual relationship with a child.   However children, due to their physical and mental immaturity, are unable to respond to adults in a deeply intimate way (Ward 2002). Therefore, due to the inappropriateness of the means by which the offender is seeking this good, it is unlikely that this good will be properly secured and the offender's needs fulfilled.   Contrary to what he might have hoped for, the offender may experience decreased levels of happiness due to his frustrated efforts at achieving certain goods.

The final problem with ways of living and life plans may be the *coherence of goods*. It is important that in each person's life, goods are ordered and coherently related to each other.   Ward and Stewart (2003) argue that a life that lacks coherence is likely to

lead to frustration and harm to the individual concerned, and may also lead to a life lacking in overall sense of purpose and meaning. There are two types of coherence problems; horizontal coherence and vertical coherence. *Horizontal coherence* refers to the extent to which goods are explicitly related to each other in a mutually consistent and enabling way. Essentially, goods need to complement each other or at least exist harmoniously along side one another, rather than being antagonistic or conflicting. For instance, a person may be committed to securing the primary good of *relatedness* through a romantic relationship, however may also be committed to securing the good of *excellence in agency*. Though the two goods may be equally important, they may also conflict due to the type of means used; the individual wants to feel close and secure with someone, but may also behave oppressively and abusively so as to feel autonomous and in control. The problem is that the means used creates conflict between goods sought. This type of conflict between goods is likely to cause relationship problems, the thwarting of the *relatedness* good, emotional distress, and ultimately, unhappiness. Obviously the problem lies in seeking certain goods in ways that ultimately harm other people, whilst also seeking to be close and connected to people. Conflict between goods can also lead to a lack of scope, and research has found that goal conflict and failure to achieve important personal goals has negative effects on physical well-being (Emmons, 1999).

The second form of coherence, *vertical coherence*, requires hierarchical clarity (i.e. ranking) among goods. Whilst the GLM specifies that all goods should be sought in each person's life, it does not specify the level of importance assigned to each good. This is an entirely individual process, informed by each person's preferences, skills, likes and dislikes, social norms, and cultural values. Individuals need to have an understanding of which goods are most important to them and have the most priority in their life, as this should govern what activities the individual engages in on a daily basis. Someone who weights the good of *relatedness* over *excellence in work* is going to be relatively unhappy if they actually live their life as a single person who works long hours, seven days per week. It is plausible to argue that a lack of vertical coherence causes people to feel unfulfilled in how they live their life, and leads to a sense of meaninglessness and unhappiness, potentially making people focused on immediate gratification over the fulfilment of long-term life goals (Ward and Stewart 2003).

In sum, there are a variety of problems that may be evident in people's ways of living and life plans. It should be the aim of rehabilitation to identify what problems exist so that lifestyles and life plans can be altered to suit each offender's preferences, capabilities, skills, temperament and opportunities. This would then allow the offender to access goods in pro-social ways that are also intrinsically beneficial and meaningful.

Pathways to Offending
The etiological underpinnings of the GLM are represented in Figure 1.0.

There are three parts to this diagram; the first section (beginning on the left side of the diagram) represents the offender's past life, specifically, childhood experiences which had an enduring impact such as parental modelling and trauma. The middle section of the diagram represents the offender's lifestyle, that is, the way they were living their

life around the time of the offence (prior to incarceration). The third section (right side) of the diagram demonstrates the two distinct routes to offending.

Developmental Experiences
The relevance of developmental experiences to later life behaviour has well been considered in criminological and psychological theory. Specifically, considerable academic research and theorising has been allocated toward accounting for the role of developmental experiences in criminality, through approaches such as social learning theories (e.g. differential association theory, see Burgess and Akers 1966; Akers 1996), psychoanalytic theories (Hollin 1989), and developmental and life-course criminological theories (e.g. see Moffitt 1993; Farrington 2003). Furthermore, empirical research has found poor parental supervision, parental aggressiveness (ranging from harsh discipline to child abuse), and parental conflict were significant precursors of violent offending (Farrington 1978; McCord 1979; Farrington 1991; Farrington 1992). In addition, etiological research on sexual offending has also identified developmental experiences as highly influential (e.g. the role of developmentally adverse events in Marshall and Barbaree's Integrated Theory, 1990).

Ways of Living at the time of Offending
This section of the model represents the three different outcomes of goods seeking, and highlights the role of each of the four problems with lifestyles. To reiterate, a person's lifestyle refers to the way in which they live their life, that is, the activities or behaviours they engage in, the goods they seek, the goals they have, and their general day-to-day living which represents their values, commitments, and attitudes (Giordano, Longmore, Schroeder, & Seffrin, 2008)Petersilia, 2003; Laub & Sampson, 2003; Sampson & Laub, 1993). This section of the model was created based on a combination of offender (subjective) judgements on the quality of their life, and researcher (objective) judgements. This was done to ensure the most comprehensive understanding of offenders' way of living around the time of their offence. The quality of a person's life is, of course, subjectively experienced; however, the four problems help to guide an objective assessment of how well an individual is living his or her life, it is possible, after all, for a person to be mistaken about the quality of their life.

The process begins with the desired good, or a related goal of some kind, then (implicit or explicit) consideration is given to the skills, preferences, obstacles and opportunities related to this good. Specifically, the individual has to 'size up' his circumstances and decide which is the best way to go about achieving his goal or securing his good given his circumstances; the selection of a means and the resultant behaviour/action forms the final stage of the process. The process of 'sizing up' can be implicit (subconscious, or automatic) or explicit (there is careful consideration and perhaps consultation with another person). From the means selected, there are three different outcomes in terms of offending behaviour; one is that there is no offending behaviour associated with the goods sought and means used, whilst the other two result in offending (one via a direct route, the other via an indirect route).

Pathways to Offending
In Figure 1.0 graduated greyscale is used to indicate the level of risk of offending. Darkest grey is the colour of the offence and therefore any behaviour that is explicitly related to offending will be highlighted in darkest grey. The indirect route is

graduated greyscale to show the escalating risk of offending. Light grey indicates a potential for offending, mid-grey indicates the increasing likelihood of offending due to negative consequences of means used, this likelihood is determined by how well equipped the person is to deal with their worsening situation. Next, dark grey represents the final step prior to offending (darkest grey) where the offender didn't set out to offend, but ends up offending anyway.

In terms of the direct pathway, the person plans and intends to offend as a means (albeit inappropriate) to securing a particular good. Specifically, if the means for a good is to sexually offend then the seeking of that good follows a direct pathway to offending. For example, taking the good of *relatedness* (representing intimacy and romantic connection to another), Figure 1.1 illustrates the direct route to offending.

Of course, the offender may not be explicitly aware of the actual good he is seeking, but will usually be aware of the goal related to his behaviour, in this case, the intimate relationship. In this example, the person desires intimacy with another person, but because of obstacles like distrust in adults, the belief that children are more accepting than adults, his homosexual/paedophilic preference, coupled with his poor relationships with others, and the fact that those around him reject homosexuality, the means he chooses is to have sexual contact with a male child. The process of deciding on his means and 'sizing up' his circumstances and preferences would likely be an explicit process in the first instance of the offence, but could end up being automatic (implicit) if the person continues offending. Needless to say, sex with a child is an inappropriate means for three reasons, first, it causes harm to the victim, second, it involves criminal behaviour, and third, the goal and good will never be properly realised as children, due to their emotional and physical immaturity, are unable to engage in an intimate relationship.

For the indirect pathway, the person does not have the express intention of offending, but rather, is focused on achieving a certain good through a non-sexual offending means. The problem is that the means is either inappropriate or is non-existent (i.e. due to problems in capacity the person may have no available means for achieving the good, therefore the good goes unsecured, and the related goal unfulfilled). Either way, both the inappropriate means and the lack of means results in the thwarting of the good/goal. This means that the good is essentially unsecured, either by being completely inaccessible or by being secured only temporarily (or minimally) with problematic behaviours, which undermine the true value of the good. The problematic means creates a ripple or spiral effect in the person's life, that is, it makes their life or situation worse and it is these further problems, dissatisfaction and unhappiness, that leads the person to offend. Taking the example of the good of inner peace, Figure 1.2 illustrates the indirect route to offending.

In this example, the person is seeking the good of *inner peace* with the express goal of emotional well-being; put simply the person just wants to feel happier. Unfortunately, he is faced with a number of obstacles. He has very poor problem solving skills due to the poor parental modelling he grew up with, he also suffers from depression, and has no friends. It is likely that the 'sizing up' of his circumstances is implicit (subconscious and automatic) as an explicit consideration would more likely involve the decision to find someone to talk to, or the sourcing of medical help rather than the more automatic response of drinking to suppress the pain, or avoiding thinking about

the situation. The problem with the means is that they do not offer a remedy to the person's situation, and do not help to achieve the good/goal in any long-term or helpful way. Furthermore, there is a ripple/spiral effect, where the existing problems and inappropriate means create further problems for the individual. For example, the use of drugs/alcohol combined with suppressing the problem causes continued depression, relationship problems (e.g. emotional distance, conflict and/or termination), poor performance at one's job, and also financial difficultly (e.g. caused by days off work, drug/alcohol abuse). These problems continue to spiral and the combination of depression, loneliness, and loss of control due to alcohol/drug use, results in a sexual offence.

In examining these direct and indirect pathways to offending, Purvis (2006; 2010) found that most offenders sought a range of goods, that different goals were usually achieved in different ways, and most participants showed a combination of the three types of means in their life (means that were unrelated to offending and did not result in offending, means that formed an indirect pathway to offending, and means that formed a direct pathway). Even offenders who wanted and planned to offend also had indirect routes to offending, however several offenders showed only indirect routes to offending. It was these offenders in particular that struggled to understand why they offended, and expressed significant confusion over how they came to offend. This is most likely because they had no express intention of offending (at least initially) and engaged in little, if any, planning and grooming of the victim. Rather, their offending was the result of a spiral or ripple effect of negative circumstances or events.

Life Plan
The final feature of this section of the diagram is the life plan. The life plan is the plan that people have for their present and future and the steps people take, or plan to take, to realise certain life goals. For example, someone might have a life plan of becoming a mechanic, getting married and having children and being successful at a competitive sport. As with the goods/goals, capacity, means process, a person's life plan can be explicit or implicit. An explicit life plan is one that has been carefully considered and mapped out in terms of goals and strategies (this is usually a purely cognitive process, but some may write down goals and timelines on paper). The implicit life plan is apparent when a person's lifestyle is more haphazard; there is poor organisation in their life, they show little or no contemplation of the future, or have an idea of what they want out of life, but are unable to conceptualise a way of achieving their goals, and therefore rely on strategies like fate or chance to fulfil their life plan.
Life plans contributed to offending in direct or indirect ways, much like the means process just outlined. An explicit life plan can be directly or indirectly related to offending depending on the type of plan. For example, someone could have an explicit life plan which includes sexual offending in the future (directly related). Alternatively, a person might have taken a lot of time to explicitly plan out their 'perfect' future, but when things start to go wrong (e.g. the plan for a loving home and family is in reality much more problematic), this could start a ripple, and without the right coping strategies and choice of means, an indirect route to offending could be followed. An implicit life plan will only lead to an indirect route to offending and it is usually a lack of planning and a sense of hopelessness in one's life that leads to offending.

General Practical Implications of the GLM

To reiterate, the aim of correctional intervention according to the GLM is the promotion of primary goods, or human needs that, once met, enhance psychological well being (Ward and Brown 2004). In applying the GLM, assessment begins with mapping out an offender's good lives conceptualisation by identifying the weightings given to the various primary goods. This is achieved through (i) asking increasingly detailed questions about an offender's core commitments in life and his or her valued day to day activities and experiences, and (ii) identifying the goals and underlying values that were evident in an offender's offence related actions. Once an offender's conceptualisation of what constitutes a good life is understood, future oriented secondary goods aimed at satisfying an offender's primary goods in socially acceptable ways are formulated collaboratively with the offender and translated into a good lives rehabilitation plan. Treatment is individually tailored to assist an offender implement his or her good lives intervention plan and simultaneously address criminogenic needs that might be blocking goods fulfilment. Accordingly intervention might include building internal capacity and skills and maximising external resources and social supports to satisfy primary human goods in socially acceptable ways.

Ward et al. (2007) outlined a group-based application of the GLM based on seven modules typical of current best-practice sex offender treatment programmes: establishing therapy norms, understanding offending and cognitive restructuring, dealing with deviant arousal, victim impact and empathy training, affect regulation, social skills training, and relapse prevention. They highlighted that most modules were associated with an overarching primary good, consistent with the notion that dynamic risk factors can be considered maladaptive means of securing primary goods. For example, an overarching good in the understanding offending and cognitive restructuring module is that of knowledge, attained through providing offenders with an understanding of how their thoughts, feelings, and actions led them to offend. The social skills training module is associated with the overarching goods of friendship, community, and agency. Offenders' individual good lives plans should inform the nature of interventions provided in this module. Some offenders, for example, may value other primary goods such as excellence in play and excellence in work over the good of relatedness, thus basic social skills training will likely suffice. Other offenders however, may highly value intimate relationships, thus intensive therapeutic work on intimacy and relationships might be required.

In sum, the GLM has been adopted as a grounding theoretical framework by several sex offender treatment programs internationally (McGrath, Cumming, Burchard, Zeoli & Ellerby, 2010) and is now being applied successfully in a case management setting for offenders.

A GLM Case Management Approach

In applying the GLM to a case management setting, there are a number of phases and two key practice tools that should be employed to ensure structured, targeted and individualised offender management. These phases and case management tools are presented here and as such provide a general practical guide to GLM therapeutic work with offenders. It should be noted that this paper merely summarises the steps involved in the utility of these tools and that their actual application in real cases is

considerably more complex, requiring comprehensive training and a period of skill development and assessment on behalf of the case manager.

Application phases of the GLM in Case Management
Phase One: Information Gathering
The initial phase of case management is the collection of information about the offender and his circumstances.   Traditionally, in the RNR approach to case management, this has been rather limited in scope, generally focusing on the offender's personal and circumstantial risk areas.   Often, little regard is given to the offender's interests and happiness, as this is deemed as not necessary in the reduction of risk and recidivism. By way of contrast, the GLM approach to case management is more holistic, requiring the case manager to gain a thorough understanding of the offender. It is only via this approach, that a complete understanding of risk emerges (as evidenced in Figure One) exemplified by the discovery of both direct and indirect pathways to offending.   In order for this valuable data to be revealed the case manager must seek out information about all aspects or domains of the offender's life. Beyond the pathways to offending, the offender is likely to have (or previously had) areas of great investment or satisfaction which motivate him and provide him with confidence and opportunities for personal success, unrelated to offending behaviour.
All of this information should be coherently summarised on the offender's individual GLM Mapping Table (see Table 1).

Phase Two: Translation of Information into Intelligence
Intelligence is essentially information that is value-laden.   In terms of case management, intelligence is basically information about the offender which gives the case manager greater understanding of the offender's commitments, priorities, desires, motivations, challenges and strengths.   This data collectively provides the case manager with a conceptualisation of why and how the offender came to offend, what the personal (internal) and environmental (external) contributing factors were, and also, the things about him and his life which are good and right, and therefore the elements that are vital in the offender's construction and living of a pro-social life.

Phase Three: Documentation of Data
The GLM Mapping Table is the first documentation tool case managers will use, in the GLM Case Management Approach. This tool not only summarises the offender's life and experiences, it helps the case manager to sift out the relevant intelligence and translate this data into workable intervention targets.   Further, it helps the case manager to categorise the data into internal and external strengths (capabilities) and weaknesses (obstacles, i.e. criminogenic needs); means (behaviours, including offending); the behaviour's relationship to offending (direct, indirect, protective or unrelated); and the offender's personal weighting (prioritisation) of goods.

Phase Four: Using the Mapping Table to guide Preliminary Intervention
When there is sufficient data represented in the GLM Mapping Table, its contents can immediately be used to tailor intervention goals with the offender. This is extremely valuable as it is vital to commence productive and meaningful work with the offender as soon as possible once he has become subject to case management.   The GLM Mapping Table is, as it is named, a map of the offender's life, and like any map, it shows the case manager where to go in terms of managing the offender. Specifically, the table is designed to guide case managers and to inform the content of the

offender's rehabilitation plan, or management goals, whilst on their correctional order. As such, the aim of the table is to: (a) reveal what is good and right in the offender and his life (these strengths and qualities need to be nurtured and maintained as they are vital to leading a pro-social lifestyle and also helping the offender to build strengths in other weaker areas); (b) highlight all the areas that need to be targeted for improvement and change (obstacles and deficits, i.e. criminogenic needs); and (c) prioritise areas for intervention. Priority is given to targeting those areas that demonstrate a direct pathway to offending (e.g. sexually abusing a child as a means for feeling physical and emotional intimacy forms a direct pathway to offending) then those areas that form indirect pathways to offending (e.g. abusing alcohol as a means for inner peace, with intoxication contributing to offending).

Phase Five: Analysis
The next step requires the case manager to perform some analysis with respect to the GLM concepts of: capacity, means, scope and coherence. These points of analysis are represented in the second GLM case management tool, titled the GLM Analysis Table (see Table 2).

This table also requires that the case manager describe and analyse the offender's past life plan/way of living (around the time of the offence) and his current life plan (these may or may not be the same). As with each good in the mapping table, the life plan may also have a direct or indirect pathway to offending. For example, a life plan that explicitly includes sexual offending in the future has a direct pathway to offending (i.e. it may be inevitable if the offender is truly motivated and there are a lack of environmental constraints). A life plan that has an indirect pathway is likely to include goals or behaviours that are problematic in some way and likely to lead to a spiral of related problems that increase stress and the likelihood of offending.
The purpose of the GLM Analysis Table is to reveal to the case manager the areas of most concern, being: (a) issues related to the offender's previous and current life plan, including pathways to offending; (b) the offender's most pressing individual criminogenic needs, that is, those internal obstacles (and his stage of change in reference to each) and external obstacles that impede his pro-social securing of goods; (c) the level of scope present in the offender's life (and distinction between those goods that are secured pro-socially and those that are sought via inappropriate means, or not sought at all); (d) the nature and degree of horizontal conflict (developing discrepancy between his behaviour and the actual desired outcome using motivational interviewing is the key case management strategy); and (e) the level of vertical coherence of the offender's current life plan (making sure to cross-check with the offender's previous life plan at the time of his offending).

Phase Six: Informed Case Management Plan and Goal Setting
The final phase of the GLM Case Management Approach is the production of a more informed, carefully structured and individualised case management strategy including planning around both short-term and long-term goal setting. The advantage of using this approach over more commonplace offender management and RNR practices is that it equips the case manager with the ability to engage in highly meaningful case management practices for short sentences (such as 12 month orders), through to the increasingly prevalent long-term preventative orders of up to 15 years. While RNR is concerned with long-term intervention its focus is narrower than the GLM. Our point is that the RNR is typically focused on risk reduction and will only consider variables

that are linked to this goal. While the GLM is also concerned with offenders' broader lifestyle and aspirations, and as such it is more holistic in orientation. The aim is to help offenders construct plans for living and to acquire the capabilities required to put this plan into action on a longer term basis. It is anticipated that the cognitive skills required for this goal will generalise and result in individuals becoming more reflective and taking longer term perspectives on their lives and core commitments (Laws & Ward, 2011). A final note on practice is that it should be acknowledged that both the GLM Mapping Table and GLM Analysis Table are permanent works in progress: always changing to reflect the offender's life and behaviours. As such, both documents should be revised and updated periodically.

The GLM Case Management Approach in Operation
The GLM case management approach is utilised by Corrections Victoria, the first to do so, and has been in operation since 2008. Here, the approach is central to the organisation's Specialist Case Management Model (SCMM), a highly specialised offender management practice for serious or high risk sexual offenders. In this sense, Corrections Victoria is demonstrating genuine leadership in both the application of the GLM in community corrections and specialist offender case management. Whilst formal evaluations are yet to be conducted, it is obvious that in addition to strict adherence to the model, several other factors have ensured its apparent success.

Key Support and Policy Factors
Based on preliminary observations of the operation of the SCMM, it seems that success of the GLM case management approach (as with any new program) rests on a number of important factors, these include: high-level support within the organisation; implementation of a quality training program for case managers and senior organisational managers; stable resourcing of the program; regular case management forums and information sharing/peer learning; quality assurance mechanisms and a well planned mentoring program. It should be noted that the GLM case management approach has been implemented in a specialist way, that is, only certain case managers who are supervising certain types of offenders are trained to work within the model. Building competence in using the GLM case management approach requires considerable skill, time, practice and knowledge, but also, the above-mentioned factors are pivotal to success; each factor is now briefly explained.

High-level Organisational Support and Stable Resourcing
It is vital that any new program or model be supported throughout the different management levels within an organisation. This support is central to creating the right attitude and positive organisational culture that encourages staff to commit to the new practice. There is anecdotal evidence within the SCMM to suggest that those managers who are supportive and knowledgeable about the model have staff who produce, on the whole, consistently better work. This is largely due to supportive and trained managers having expectations that their staff will use the model consistently and correctly. Managers who have not participated in training for the model are simply unable to support their staff in a meaningful way, also they are prone to treating its application in case management as optional rather than central and mandatory.

Along with organisational support for the program, there must be a stream of adequate and stable funding. Appropriate resourcing ensures ongoing access to training and

professional development, stability of the specialist case management positions and maintenance of a quality program.

Quality Training
The delivery of quality training to staff is vital to the integrity of the GLM case management approach. Initial training is required in the GLM theory, concepts and practical application and subsequent refresher training is needed on a regular basis to maintain integrity and cement initial learnings. The issue of refresher training is extremely important as research into drift in practice consistently finds that within 12 months of receiving new training, without refreshers or monitoring, almost all new learnings have been completely lost and staff revert to their original practices which existed prior to training (Andrews & Bonta, 1998).

As mentioned above, it is also important to train managers. Anecdotal feedback post-training found that those managers who had undergone the same training as their staff reported feeling better equipped to support their staff in their specialist roles. Also, trained managers had greater confidence in vetting the work and reports of specialist staff and had a greater appreciation for how specialist case managers spent their time at work.

Quality Assurance
The implementation of a quality assurance mechanism has been vital to maintaining the integrity of the GLM case management approach. In the SCMM, this takes the form of an actual quality assurer, namely, a person who occupies a position that is dedicated to monitoring the quality and consistency of case managers' work. The responsibilities of this role are many and varied, however they are expressly responsible for monitoring drift in practice, competency standards, knowledge gaps and training needs and the quality of written case management reports (this oversight is particularly important given the legal implications of such offender reports).

Mentoring Program
Due to the SCMMs highly specialised nature, many case managers working within the model do so in isolation, that is, they are spread out across the State and are in many cases, the only person working with that framework at their particular office. Due to the small numbers of specialist case managers (currently 37 state-wide), Corrections Victoria implemented a mentoring program. This program gives specialist case managers the responsibility of mentoring a generalist case manager in the GLM case management approach. This program appears to decrease feelings of professional isolation, cements the specialist case manager's own learning from training and experience and further, prepares a less experienced case manager for permanent promotion or temporary backfill of their mentor's position when necessary.

Case Management Forums
Case management forums are another practice implemented by Corrections Victoria that requires all specialist case managers to meet on a quarterly basis for the purposes of professional development and peer support. This practice also overcomes professional isolation and assists in preventing drift in practice.

Conclusion

A growing body of research have incorporated principles of the GLM into interventions for sexual and violent offending with positive results (e.g., Gannon, King, Miles, & Lockerbie, in press; Harkins, Flak, & Beech, 2008; Lindsay, Ward, Morgan, & Wilson, 2007; Marshall, Marshall, Serran, & O'Brien, 2011; Simons, McCullar, & Tyler, 2009; Ware & Bright, 2008; Whitehead, Ward, & Collie, 2007), while others have offered support for the GLM's underlying assumptions (e.g., Barnett & Wood, 2008; Bouman, Schene, & de Ruiter, 2009; Willis & Grace, 2008; Willis & Ward, in press; Yates, 2009). Together, these studies suggest that adoption of the GLM enhances treatment engagement and positive therapeutic relationships, as well as the promotion of longer term desistance from offending.

The GLM offers a comprehensive, targeted and individually meaningful framework for rehabilitative work with offenders. Further, the tools presented in this paper offer a concrete and structured way in which to work effectively with this group. These tools signify the translation of empirical research findings into a standard format that can be used for *any offender*, and yet is designed to thoroughly assess and represent the uniqueness of *each offender*, his life, offending and risks.

The GLM is being implemented in a number of clinical practice settings around the world with promising preliminary results. Concerning its application in a purely case management or offender supervision context, it is currently being well-utilised by Corrections Victoria in Australia, who is the first correctional organisation to adopt a GLM case management approach. Specifically, Corrections Victoria demonstrates strict adherence to the approach in their innovative SCMM for sexual offenders, including those on the more serious, long-term, post-release supervision orders. In addition to implementing the new practice, the organisation has been diligent in setting up structures and processes that support the model and operate to maintain its integrity. The effects of this must not be underestimated.

The formal outcomes of the approach still need to be systematically evaluated however the purpose of this paper was to describe the framework. Empirical evaluations of global GLM practices are currently underway but the preliminary evidence is encouraging (see above). Finally, it should be noted that whilst the framework is most often applied to sexual offenders, in reality the utility of this model reaches far beyond this small demographic. The GLM is ultimately a framework for healthy human functioning and as such, should be considered as a necessary approach for therapeutic work with *any* offender or client base. If we are truly serious about not seeing offenders return to the criminal justice system time after time, then we must be holistic in our treatment and case management approach and be committed to equipping offenders to live better, pro-social and personally meaningful lives.

E-mail:
Tony Ward
Tony.ward@vuw.ac.nz

References

Akers, R. L. (1996). "Is Differential Association/Social Learning Cultural Deviance Theory?" Criminology **34**(2): 229-247.

Andrews, A. A. (2006). Enhancing adherence to risk-need-responsivity : making quality a matter of policy. *Criminology and Public policy, 5,* 595-602.

Andrews, D. A., & Bonta, J. (1998). The psychology of criminal conduct (2nd ed.). Cincinnati, OH: Anderson Publishing Co.

Barnett, G. & Wood, J.L. (2008). Agency, relatedness, inner peace, and problem solving in sexual offending: How sexual offenders prioritize and operationalize their good lives conceptions. *Sexual Abuse: Journal of Research and Treatment, 20*, 444-465.

Bonta, J., & Andrews, D. (2010). Viewing offender assessment and rehabilitation through the lens of the risk-needs-responsivity model. In F. McNeill, P. Raynor, & C. Trotter (Eds.), *Offender supervision: New directions in theory, research, and practice* (pp19-40). Abingdon, UK: Willan Publishing.

Bouman, Y.H.A., Schene, A.H., & de Ruiter, C. (2009). Subjective well-being and recidivism in forensic psychiatric outpatients. *International Journal of Forensic Mental Health, 8*, 225-234.

Burgess, R. and R. L. Akers (1966). "A Differential Association Reinforcement Theory of Criminal Behavior." Social Problems **14**: 128-147.

Burnett, R., & McNeill, F. (2005). The place of the officer-offender relationship in helping the offender to desist from crime. *Probation Journal, 52,* 221-242.

Ellerby, L., Bedard, J., & Chartrand, S. (2000). Holism, wellness, and spirituality: Moving from relapse prevention to healing. In D. R. Laws, S. M. Hudson & T. Ward (Eds.), Remaking Relapse Prevention With Sex Offenders: A Sourcebook (pp. 427□452). Thousand Oaks, CA: Sage Publications.

Emmons, R. A. (1999). The psychology of ultimate concerns. New York, Guilford Press.

Farrington, D. P. (1978). The family backgrounds of aggressive youths. Aggression and antisocial behaviour in childhood and adolescence. L. Hersov, M. Berger and D. Shaffer. Oxford, Pergamon**:** 73-93.

Farrington, D. P. (1991). Childhood aggression and adult violence: early precursors and later life outcomes. The development and treatment of childhood aggression. D. J. Pepler and K. H. Rupin. Hillsdale, NJ, Erlbaum**:** 5-29.

Farrington, D. P. (1992). Explaining the beginning, progress and ending of antisocial behaviour from birth to adulthood. Facts, frameworks and forecasts: advances in criminogical theory. J. McCord. New Brunswick, NJ, Transaction**:** 253-286.

Farrington, D. P. (2003). "Developmental and life-course criminology: Key theoretical and empirical issues - the 2002 Sutherland award address." Criminology **41**(2): 221-255.

Gannon, T., King, T., Miles, H., & Lockerbie, L. (in press). Good lives sexual offender treatment for mentally disordered offenders. *British Journal of Forensic Practice*.

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

Giordano, P.C., Longmore, M.A., Schroeder, R.D., & Seffrin, P.M. (2008). A life-course perspective on spirituality and desistance from crime. *Criminology*, 46, 99-132.

Harkins, L., Flak, V.E., & Beech, A.R. (2008) Evaluation of the N-SGOP *Better Lives Programme*. Report prepared for the Ministry of Justice.

Hollin, C. R. (1989). Psychology and crime: An introduction to criminological psychology. London, Routledge.

Hollin, C. R. (1999). Treatment programmes for offenders: Meta-analysis, "what works", and beyond. International Journal of Psychiatry and Law*, **22,** 361-372.

Laub, J.H. & Sampson, R.J. (2003). *Shared beginnings, divergent lives:Delinquent boys to age 70.* Cambridge, MA: Harvard University Press.

Lindsay, W.R., Ward, T., Morgan, T., & Wilson, I. (2007). Self-regulation of sex offending, future pathways and the Good Lives Model: Applications and problems. *Journal of Sexual Aggression, 13*, 37-50.

Lösel, F. (2010). *What works in offender rehabilitation: A global perspective.* Keynote given at the 12th Annual Conference of the International Corrections and Prisons Association, Ghent, Belgium.

Marshall, W. L., & Barbaree, H. E. (1990). An integrated theory of the etiology of sexual offending. In W. L. Marshall, D. R. Laws & H. E. Barbaree (Eds.), Handbook of Sexual Assault: Issues, Theories and Treatment of the Offender (pp. 257-271). New York: Plenum Press.

Marshall, W.L., Marshall, L.E., Serran, G.A., & O'Brien, M.D. (2011). *Rehabilitating sex offenders: A strength-based approach.* Washington, USA: American Psychological Association.

Maruna, S. (2001). Making good: How ex-convicts reform and rebuild their lives. Washington, DC: American Psychological Association.

McCord, J. (1979). "Some child rearing antecedents of criminal behaviour in adult men." Journal of Personality and Social Psychology **37**: 1477-1486.

McGrath, R. J., Cumming, G. F., Burchard, B. L., Zeoli, S., & Ellerby, L. (2010). Current Practices and Emerging Trends in Sexual Abuser Management: The Safer Society 2009 North American Survey. The Safer Society Press: Vermont.

McNeill, F., Raynor, P., & Trotter, C. (2010). Offender Supervision: New Directions in Theory, Research and Practice. Willan Publishing: UK.

Moffitt, T. E. (1993). "Adolescence-limited and life-course persistent antisocial behaviour: A developmental taxonomy." Psychological Review **100**: 675-701.

Petersilia, J. (2003). *When prisoners come home: Parole and prisoner reentry.* New York: Oxford University Press.

Purvis, M. (2006). Seeking a Good Life: Human Goods and Sexual Offending. PhD Manuscript.

Purvis, M. (2010). Seeking a Good Life: Human Goods and Sexual Offending. Published PhD Manuscript. Lambert Academic Press: Germany.

Sampson, R.J. & Laub, J.H. (1993). *Crime in the making: Pathways and turning points through life.* Cambridge, MA: Harvard University Press.

Simons, D.A., McCullar, B., & Tyler, C. (2008). *The Utility of the Self-Regulation Model to Re-Integration Planning.* Paper presented at the 27th Annual Association for the Treatment of Sexual Abusers Research and Treatment Conference.

Ward, T. (2002a). Good lives and the rehabilitation of offenders: Promises and problems. Aggression and Violent Behavior, **7**, 513-528.

Ward, T. (2002b). The Management of Risk and the Design of Good Lives. Australian Psychologist, **37**, 172-179.

Ward, T., & Brown, M. (2003) The Risk-Need Model of Offender Rehabilitation: A Critical Analysis. In Ward, T., Laws, D. R., & Hudson, S. H. (Eds.), Sexual deviance: Issues and controversies (pp338-353). Thousand Oaks, CA: Sage.

Ward, T. and Brown, M. (2004). "The Good Lives Model and conceptual issues in offender rehabilitation." Psychology, Crime & Law **10**: 243-257.

Ward, T., & Fisher, D. D. (2005). New ideas in the treatment of sexual offenders. In W. L. Marshall, Y. Fernandez, L. Marshall & G. A. Serran (Eds.), Sexual offender treatment: Issues and controversies: John Wiley & Sons Ltd.

Ward, T., R. E. Mann, et al. (2007). "The good lives model of offender rehabilitation: Clinical implications." Aggression and Violent Behavior **12**: 87-107.

Ward, T. and W. L. Marshall (2004). "Good lives, aetiology and the rehabilitation of sex offenders: A bridging theory." Journal of Sexual Aggression. Special Issue: Treatment & Treatability **10**: 153-169.

Ward, T.,& Maruna, S. (2007). Rehabilitation: Beyond the risk assessment paradigm. London, UK: Routledge.

Ward, T. and C. A. Stewart (2003). Good lives and the rehabilitation of sexual offenders. Sexual Deviance: Issues and Controversies. T. Ward, D. R. Laws and S. M. Hudson. Thousand Oaks, CA, Sage Publications**:** 21-44.

Ward, T. and C. A. Stewart (2003). "The treatment of sex offenders: Risk management and good lives." Professional Psychology: Research and Practice **34**: 353-360.

Ward, T. and K. Syversen (2009). "Human dignity and vulnerable agency: An ethical framework for forensic practice." Aggression and Violent Behavior **14**: 94-105.

Ward, T., J. Vess, et al. (2006). "Risk management or goods promotion: The relationship between approach and avoidance goals in treatment for sex offenders." Aggression and Violent Behavior **11**: 378-393.

Ware, J. & Bright, D. A. (2008). Evolution of a treatment programme for sex offenders: Changes to the NSW Custody-Based Intensive Treatment (CUBIT). *Psychiatry, Psychology and Law, 15*, 340-349.

Whitehead, P.R., Ward, T., & Collie, R.M. (2007). Time for a change: Applying the Good Lives Model of rehabilitation to a high-risk violent offender. *International Journal of Offender Therapy and Comparative Criminology, 51*, 578-598.

Willis, G.M. & Grace, R.C. (2008). The quality of community reintegration planning for child molesters: effects on sexual recidivism. *Sexual Abuse: A Journal of Research and Treatment, 20*, 218-240.

Willis, G.M. & Ward, T. (in press). Striving for a good life: The Good Lives Model applied to released child molesters. *Journal of Sexual Aggression*.

Yates, P. M. (2009). Using the Good Lives Model to motivate sexual offenders to participate in treatment. In D. S. Prescott (Ed.), *Building Motivation to Change in Sexual Offenders*. Brandon, VT: Safer Society Press.

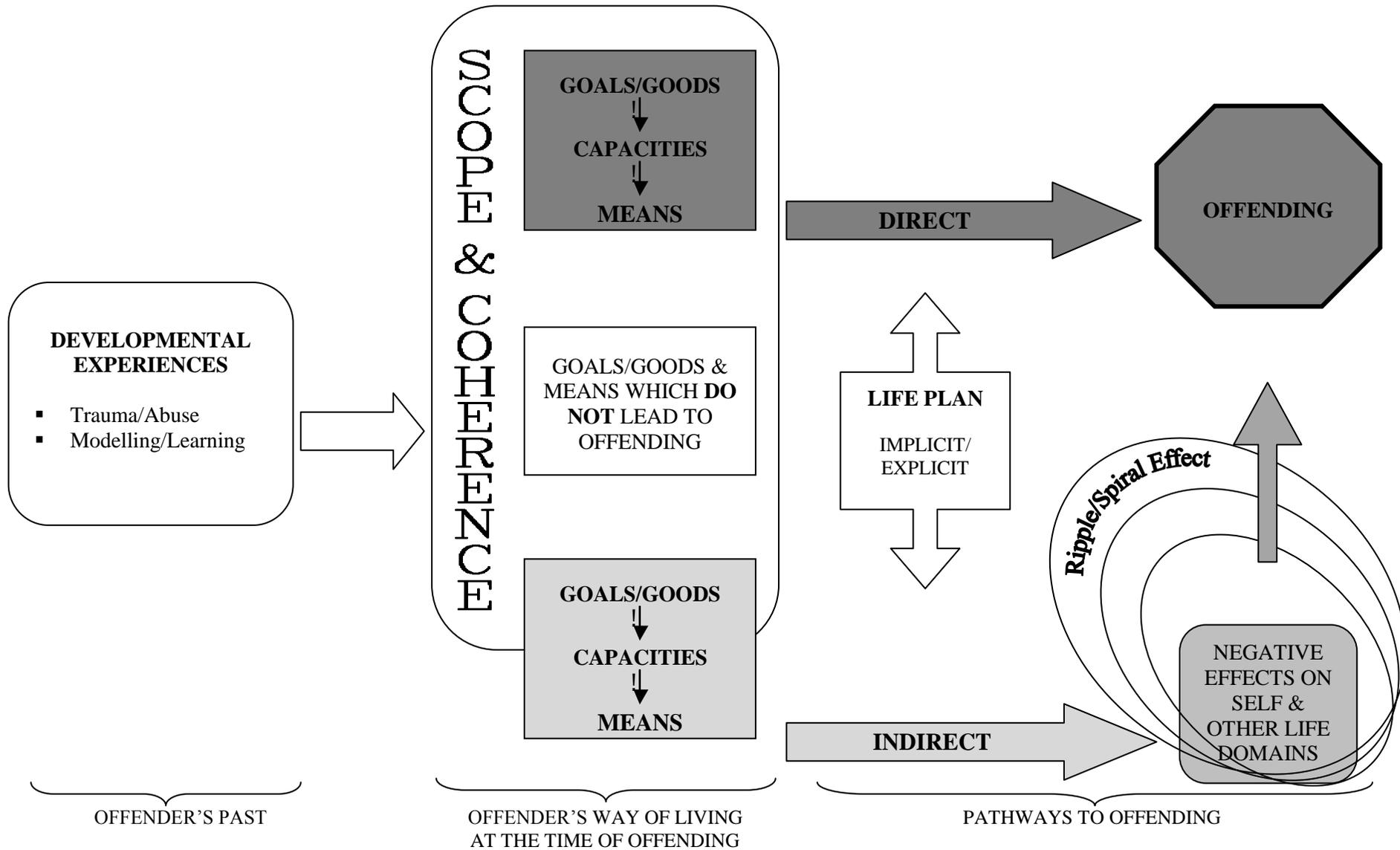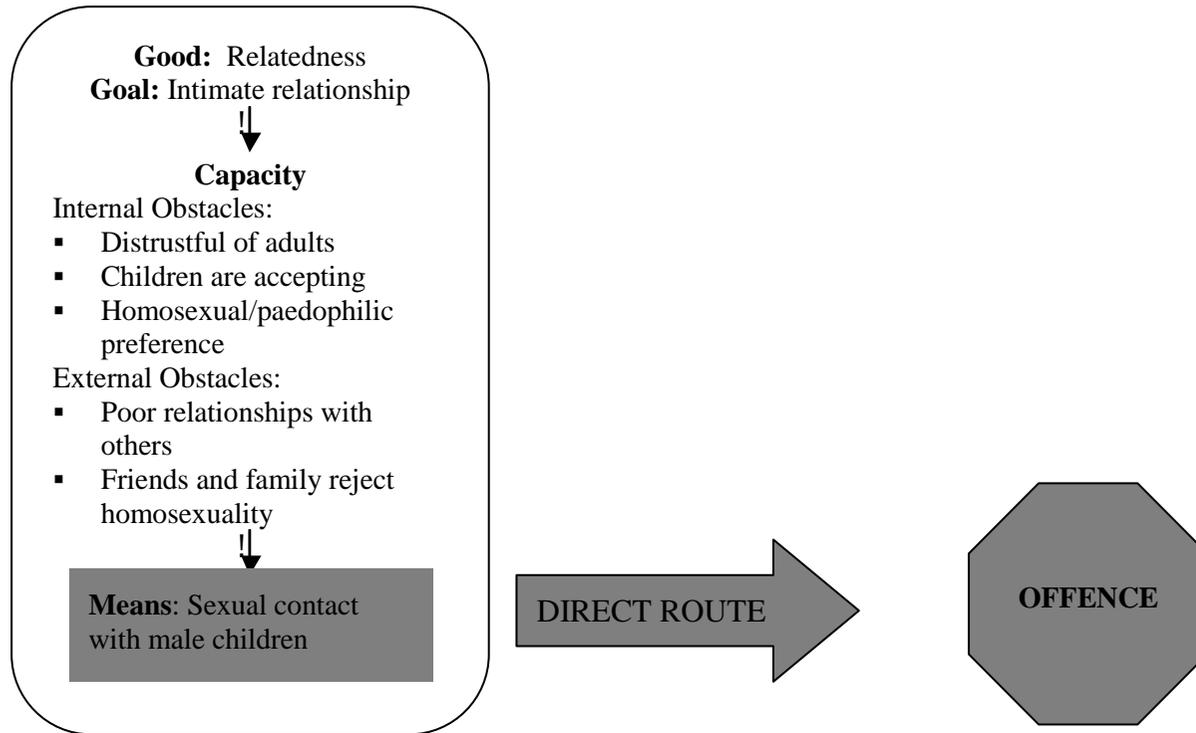Figure 1.0: The Goods Etiological Theory

SCOPE & COHERENCE

GOALS/GOODS
⇓
CAPACITIES
⇓
MEANS

DIRECT → **OFFENDING**

GOALS/GOODS &
MEANS WHICH **DO
NOT** LEAD TO
OFFENDING

LIFE PLAN

IMPLICIT/
EXPLICIT

**DEVELOPMENTAL
EXPERIENCES**

- Trauma/Abuse
- Modelling/Learning

GOALS/GOODS
⇓
CAPACITIES
⇓
MEANS

INDIRECT →

Ripple/Spiral Effect

NEGATIVE
EFFECTS ON
SELF &
OTHER LIFE
DOMAINS

OFFENDER'S PAST

OFFENDER'S WAY OF LIVING
AT THE TIME OF OFFENDING

PATHWAYS TO OFFENDING

Figure 1.1: Direct Route to Offending

Good: Relatedness
Goal: Intimate relationship

Capacity

Internal Obstacles:
- Distrustful of adults
- Children are accepting
- Homosexual/paedophilic preference

External Obstacles:
- Poor relationships with others
- Friends and family reject homosexuality

Means: Sexual contact with male children

DIRECT ROUTE

OFFENCE

Figure 1.2: Indirect Route to Offending

Good: Inner Peace
Goal: Emotional well-being

Capacity
Internal Obstacles:
- Problem solving deficits
- Depression
External Obstacles:
- Poor parental modelling
- No friends

Means:
Suppression & Avoidance
Alcohol/drug use

INDIRECT ROUTE

Ripple/spiral effect:
- Continued depression
- Relationships problems
- Poor work performance
- Financial problems
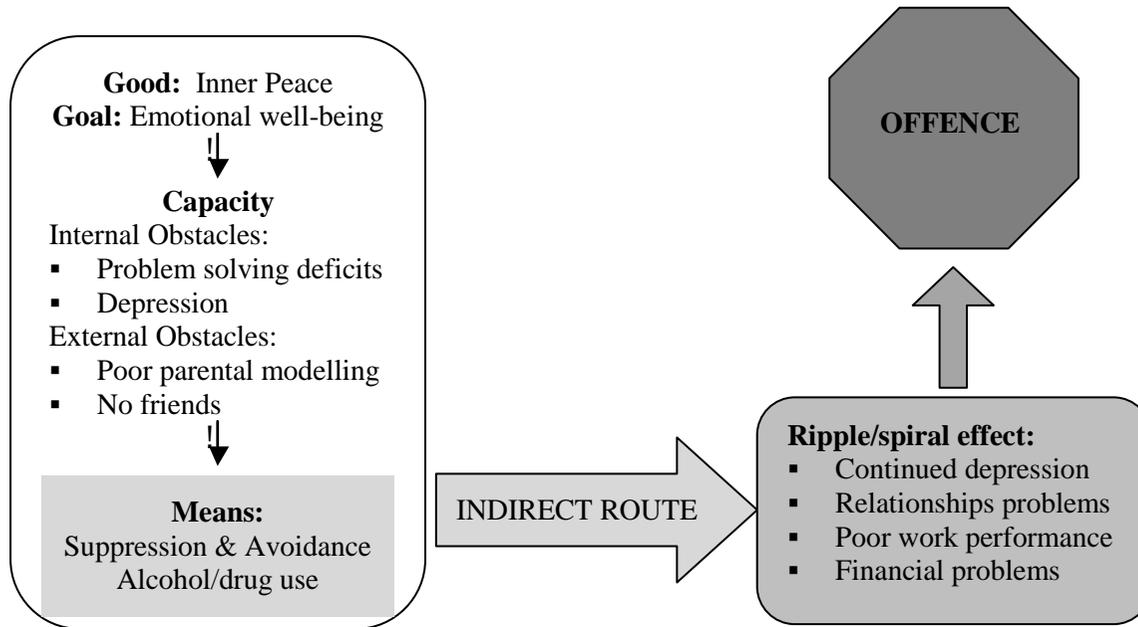
OFFENCE

Table 1.0

THE GLM MAPPING TABLE
\

Name: **Table Number:** _____

Person ID: **Date table commenced:** ____/____/_____

GOODS	WEIGHTING	CAPACITY				MEANS	RELATIONSHIP TO OFFENDING
	(preferences/most valued good/s)	Internal Capabilities (strengths)	Internal Obstacles (deficits)	External Capabilities	External Obstacles	▪ Appropriate vs Inappropriate	▪ Direct or Indirect Pathway ▪ Protective or No Relationship
Relatedness							
Community							
Excellence in Work							
Pleasure							
Inner Peace							
Excellence in Agency							
Creativity							
Knowledge							
Spirituality							
Life							
Excellence in Play							

Table 1.1

THE GLM ANALYSIS TABLE

Name: _____
Person ID: _____

Table Number: _____
Date Commenced: ____ /____ /_____

LIFE PLAN – PAST/TIME OF OFFENDING		LIFE PLAN – PRESENT TIME/FUTURE	
TYPE OF LIFE PLAN:	PATHWAY TO OFFENDING:	TYPE OF LIFE PLAN:	PATHWAY TO OFFENDING:
☐ Explicit – Overt	☐ Direct ☐ Indirect ☐ Undetected	☐ Explicit	☐ Direct ☐ Indirect ☐ Undetected
☐ Explicit – Covert	☐ Direct ☐ Indirect ☐ Undetected	☐ Implicit	☐ Indirect ☐ Undetected
☐ Implicit	☐ Indirect ☐ Undetected		
LIFE PLAN DESCRIPTION AND ANALYSIS:		LIFE PLAN DESCRIPTION AND ANALYSIS:	

SCOPE and MEANS				
Goods Sought and secured via Appropriate Means		Goods Sought via Inappropriate Means		Non-secured Goods
ANALYSIS:				

CAPACITY					
Key strengths: (will be largely presented in goods with appropriate means)		Key obstacles: (will be largely presented in goods with inappropriate means)			New strengths being developed/focused on:
Internal	External	Internal	Stage of Change	External	
ANALYSIS:					

COHERENCE

Horizontal Coherence

Vertical Coherence:	
HIGHEST WEIGHTED GOODS:	PATHWAY TO OFFENDING:
	☐ Direct ☐ Protective ☐ Indirect ☐ Unrelated
	☐ Direct ☐ Protective ☐ Indirect ☐ Unrelated
	☐ Direct ☐ Protective ☐ Indirect ☐ Unrelated
ANALYSIS:	