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**The Criminal Narrative Experience (CNE): Exploring the
Correlates of the CNE within Sexual and Acquisitive
Offending.**

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Dr Laura Hammond
Dr John Synnott**

**A thesis submitted to The University of Huddersfield in
partial fulfilment of the requirements for the degree of
Doctor of Philosophy**

February 2020

Acknowledgements

When I first embarked on this journey I was met with surprise; surprise that I would want to dedicate another 3 years to University, surprise that I would want to interview sex offenders and find out about their experience of offending, and surprise that despite all the horror stories from past students, I would want to lone work on a project which would take up most of my free time (and sanity!). Yes, it has been hard at times, there have been tears, there have been tantrums, but the feeling of relief now it is complete makes it all worthwhile.

I would like to extend my heartfelt gratitude to those who have made this dream a reality. Most of all I would like to thank my main supervisor Maria Ioannou, for all the guidance and support she has given me over the past four years. Her knowledge and expertise in the field has been invaluable, and I really don't think I could have made it through the hard times without her. I would also like to thank my amazing family and friends, especially my other half Ainsley for his pep talks, which gave me the motivation to '*do some work*' when I didn't even feel like opening the laptop. Finally, my Mum and Dad, who have always believed in me and have pushed me to be the best I can be, without them, I doubt I would even have a BSc.

I hope the findings from this research will stretch further than this thesis. The biggest thank you I could give to the participants of the study would be a change in treatment programme availability and effectiveness. There are many offenders out there who want to better themselves, but a) don't know how and b) don't have the resources to change. Labelling criminals based on their socio-economic status, prospects in life and associates is not productive in helping people to change. We need to understand what it is about them which forces them down the path of criminality and help them to remodel their thinking towards a more pro-social and meaningful existence. By achieving this, we can create a safer and more compassionate society, not just for us, but for generations to come.

For now, though, there is one key piece of learning I am taking away from my three-year prison sentence, and that's how to say 'goodbye for now'.... *INABIT!*

Abstract

Introduction

The Criminal Narrative Experience (CNE) is a relatively new phenomenon, which has gained significant momentum in recent years. The framework combines the emotions and narrative roles experienced by the offender during the commission of their offence to develop themes. Through the analysis of 120 offender statements, Ioannou, Canter and Youngs (2017) proposed the following themes of the Criminal Narrative Experience; *The Elated Hero*, *The Calm Professional*, *The Distressed Revenger* and *The Depressed Victim*. These titles were created following the grouping of emotions and narrative roles within Smallest Space Analysis plots. Whilst the Criminal Narrative Experience framework has since gained support from research within various offending samples, there has been little attention paid to the differences in themes across various offence types. There has also been little attention paid to what individual factors correlate with the CNE themes suggested. As a result, the current study aims to explore The Criminal Narrative Experience within a sample of sexual and acquisitive offenders, before examining the individual differences which correlate with the various CNE themes. These individual differences include; personality, criminal thinking, psychopathy, guilt and shame.

Methods

Seventy-three adult male offenders took part in the current study. The sample was collected at a prison within the North West of England between September 2016 and May 2017. The participants were required to complete a nine-part self-report questionnaire, which examined the key elements of their offence, what emotions they experienced during their offending and also what narrative roles they could relate to, before moving on to explore personality traits, criminal thinking, psychopathy, shame-proneness and guilt.

The data collected was first subject to Smallest Space Analysis (SSA) to examine the relationship between each of the variables within the Emotions Statements questionnaire (Ioannou, 2001) and the Narrative Roles questionnaire (Youngs and Canter, 2012), before several correlational analysis was applied to the individual differences and the Criminal Narrative Themes discovered.

Findings

The data analysis took place in two parts, part one aimed to explore the emotions, narrative roles and ultimately Criminal Narrative Experience (CNE) within the two samples of offenders. Whilst part two aimed to explore the correlates of the CNE themes. The results from part one of the analysis found evidence for a two-theme Criminal Narrative Experience model for both sexual, and acquisitive offenders. The themes were titled: The Dejected Revenger-Victim and The Intrepid Professional-Adventurer, due to the presence of similar emotions and narrative roles. Part two of the analysis discovered several significant correlations between the two CNE themes across both offending groups.

Discussion

The findings from the current study provide support for early research which established a link between emotion and narrative role during offending (Ioannou, 2001, 2006; Ioannou, Canter, Youngs and Synnott, 2015; Ioannou, Canter and Youngs, 2017). Whilst the theoretical model of the Criminal Narrative Experience is evidenced, there is a difference in the themes generated. Rather than a four-factor model, the current study only found evidence for two themes of offending: The Dejected Revenger-Victim and The Intrepid Revenger-Victim.

Conclusions

The implications of the current study stretch further than theoretical and methodological concerns and apply to the Criminal Justice field. The findings of the current study are particularly poignant for therapists and treatment managers, who may be providing intervention to groups of sexual and acquisitive offenders. It is key from the findings, that an individualistic approach is needed to the treatment of offenders with similar crime types.

To enhance the findings of this pioneering study, future researchers should aim to capture a wider sample, should adopt more advanced statistics to part two of the analysis, and should consider exploring emotions and narrative roles at a deeper level, considering the benefit that qualitative analysis may bring. By overcoming these limitations through future research, the field will continue to grow, and the Criminal Narrative Framework could provide a rich, and meaningful exploration of offending, from the eyes of the offender himself.

Cover Note

This study is a development of a pilot study which was submitted as part of my MSc studies. The MSc thesis was titled, '*The Criminal Experience: Exploring the Relationship between Narrative Roles and Emotion across Person and Property Offenders*'¹ and was submitted in August 2015 at The University of Huddersfield.

The study used a sample of 29 adult male offenders, and the questionnaire gathered the following self-report data; demographic information, descriptions of crime, emotions and narrative experience. The literature review focussed heavily on Emotions and Narrative Roles, and the discussion explored the implications and applications of The Criminal Narrative Experience.

Due to the pioneering findings of the MSc study, it was warranted that more in-depth analysis was required, and so, the decision was made to enhance the study for PhD research. The thesis submitted here, for PhD, encompasses a fresh sample (no data from the MSc study is used) and gathers data on a further four elements (self-conscious emotions, criminal thinking, personality and psychopathy) to investigate not only the Criminal Narrative Experience, but also the correlates of the various themes.

As a result of the similarities between the MSc thesis and the current PhD thesis, there is some overlap between the two pieces of work, specifically sections within the literature review (due to the exploration of emotions and narrative roles), the aims (due to replication of emotions, narratives and CNE analysis), the methods section (due to replication of data collection, measures and analysis) and discussion (due to similar findings, implications and applications). Footnotes will be used to highlight where within this thesis there is overlap between the submissions

A copy of the MSc Abstract can be found within the Appendix (Appendix VIII).

¹ Clancy, S. (2015). *The Criminal Experience: Exploring the Relationship between Narrative Roles and Emotion across Person and Property Offenders*. University of Huddersfield, UK. Unpublished MSc Dissertation.

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Chapter 1

Introduction

As of Friday 23rd August 2019, there were 83,116 prisoners in custody in England and Wales for a variety of crimes ranging from murder and rape to non-payment of fines and council tax (Ministry of Justice, 2019a). Given that the annual cost to hold a prisoner in the United Kingdom is £33,291, the overall resource expenditure for our government is £2,804,394,939 per annum (Ministry of Justice, 2015). This figure is set to rise, with the need for advanced security measures, the expected overhaul of the Victoria estate, and the ever-evolving requirement for fair and decent conditions.

Historically, prison was used as a method for punishment, however the modern view is that prison can also serve as a means for the reform and rehabilitation of offenders through the use of education, employment, training, therapy and treatment and restorative approaches (Hope, 2017). Whilst politicians and leaders are confident that prison is constructive, records show that current efforts to rehabilitate are poor. In 2018, 44% of adults were reconvicted within one year of release, and for those who served less than 12 months, this figure rose to 59% (Leech, 2018). These findings suggest that while prison has the resources to rehabilitate, the application of these skills is lacking post release.

The current therapy of choice in prisons in England and Wales is Cognitive Behavioural Therapy (CBT), and this approach underlies the majority of the Accredited Offending behaviour (OB) courses offered within the prison estate. The CBT approach emphasises the consequences of behaviour in an attempt to encourage change, through the restructuring of thinking patterns. These techniques

were first introduced to the prison service in 1992 (Friendship, Blud, Erikson and Travers, 2002), and initial findings suggested that those who completed the courses were less likely to reoffend compared to those who had not (Maguire, 1995).

However, inconsistencies in what was being offered across the prison estate, and the publication of 'What Works' framework, which highlighted the key requirements of effective programmes, forced the Home Office to develop a Joint Prison/Probation Service Accreditation Panel (Home Office, 2001). This board was later renamed the Correctional Services Accreditation and Advice Panel (CSAAP)².

The majority of programmes are offered to offenders who fall into a particular offence group, for example, there are five programmes offered to men convicted of sexual offences and four programmes for men with a history of violence. However, there are several programmes which do not differentiate between index offence Ministry of Justice (2019b). These programmes take a more 'generic' approach to therapy and target the thinking and attitudes of men who display anti-social and unhealthy behaviours through various 'self-help' techniques Ministry of Justice (2019b).

Treatment programmes in England and Wales have often fell under scrutiny, however, in 2017 the media amplified this doubt by publishing the results of an impact evaluation which deemed the Sex Offender Treatment Programme (SOTP) ineffective. The findings of the report written by the Ministry of Justice suggested that the SOTP could in fact, 'make offenders worse' as those who had completed the programme had a higher reconviction rate than those who had not completed any treatment programme during their sentence (Mews, Di Bella, Purver, 2017). This resulted in the SOTP being pulled from delivery across all sites, and the

² CSAAP is a non-statutory advisory body for HMPPS. It provides independent expert advice on effective corrections for the Ministry of Justice and HMPPS.

development of new offending behaviour courses, Horizon and Kaizen, which have been accredited but not yet evaluated. The researchers have claimed that one of the possible reasons for the programme's ineffectiveness could be the reductionist view of offending, and the 'group' treatment of all sex offenders (Mews, Di Bella, Purver, 2017).

Andrews and Bonta (2010b) point out during their review of the rehabilitative approach to the criminal justice system, that a better option for promoting rehabilitation is to adhere to the Risk-Need-Responsivity (RNR) model. The model, as described by Andrews and Bonta (2010b), prioritises who should receive services, the appropriate targets for services and the influencing strategies for reducing criminal behaviour. They suggest that crime prevention efforts that '*ignore, dismiss or are unaware of the psychology of human behaviour*' are ineffective, and minimise the impact of the person on their own decision making (p. 40, Andrews and Bonta, 2010b). In their paper, Rehabilitating Criminal Justice Policy and Practice, Andrews and Bonta (2010b), summarise the criminogenic and non-criminogenic needs which must be addressed, before offenders can live pro-social lives. They describe criminogenic needs as 'dynamic risk factors' and consider them the primary target for any effective treatment programme. They list pro-criminal attitudes, anti-social personality and pro-criminal associates and criminal history as the 'big four' risk factors, and provide a comprehensive review and analysis of each of the four within their 2006 book, *The Psychology of Criminal Conduct* (Andrews and Bonta, 2006).

Another approach to rehabilitation is through the application of The Criminal Narrative Experience (CNE). The framework is based largely on the role of emotions, and the power of narrative roles as we become masters of our own world. For a true

understanding of criminal behaviour, Canter (1994) suggests that one must connect the narratives to particular 'roles' and behaviours, and the self-narratives, which are shaped by experiences, can allow us to begin to understand why individuals commit crime and allow us to begin to comprehend the internal stories. Canter states that, *"Through his actions, the criminal tells us about how he has chosen to live his life. The challenge is to reveal his destructive life story, to uncover the plot in which crime appears to play such a significant part"* (Canter, 1994, p.299).

Several previous studies have identified reoccurring themes when exploring The Criminal Narrative Experience (CNE) within samples of offenders. These themes encapsulate varied emotional experience and narrative roles, and have been titled based on the variables present in each of the four themes: The Calm Professional, The Elated Hero, The Distressed Revenger and The Depressed Victim (Ioannou, 2006; Ioannou, Canter and Youngs, 2017). Whilst the findings of these studies suggest strength in the exploration of crime as an experience, there has been no study to date, which explores The Criminal Narrative Experience (CNE) of specific crime types.

Given the lack of an evaluated treatment programme for sexual offenders, and the lack of any tailored programmes for acquisitive offenders, these offence types will be the focus of the current study. Sexual and acquisitive offenders are some of the most prolific, yet 'hard to reach' offenders, mainly due to their need in regard to treatment and lack of understanding in regard to motive and experience. There is also a lack of research which examines the Criminal Narrative Experience of these offence groups, with previous research mainly examining the framework within mixed offence samples.

Therefore, the aim of the current study is to examine the presence of The Criminal Narrative Experience (CNE) framework within a sample of sexual and acquisitive offenders, and the relationship between the themes, and particular individual differences which place offenders at risk off offending. These individual differences were chosen based on Andrew's and Bonta's (2010b) 'big four' model, and current trends in research around psychopathy and self-conscious emotions such as shame and guilt.

This thesis will begin by reviewing the literature around emotions (both basic and self-conscious), narrative roles, personality, psychopathy and criminal thinking, before moving onto to review the analysis of seventy-three completed questionnaires which aim to explore The Criminal Narrative Experience along with the relationship between offending experience and individual differences. The thesis concludes with a review of the findings in the form of discussion, before moving onto a conclusions chapter which lists implications, limitations, ideas for future research and an overall summary.

Chapter 2

Literature Review

2.1 Emotion³

Every great philosopher has attempted to define emotion, and outline the impact emotion has on our behaviour, expression and interaction in day-to-day life (Plutchik, 1962). To date, research and theory lack a uniformed definition of what emotions are, whether they are mental or physiological reactions, or even whether they are under our conscious control (Fehr & Russell, 1984). Repeated failure at arriving at a consistent definition raises the question as to whether defining emotion is possible, give the individualistic nature of such an abstract concept.

2.1.1 The Evolution of Emotions

Plato and Aristotle were the first individuals who devoted their time to help resolve the deliberation of emotion. The debate was triggered by Aristotle's detailed discussions around the nature of emotion. Plato went on to describe the human personality as an everlasting battle to maintain equilibrium between warring components. Consequently, he viewed emotion as an uncontrollable, potentially dangerous, aspect of our human psychology, and metaphorically described emotions as wild horses, which constantly threatened to escape the control of the charioteer, who represented reason. Aristotle, on the other hand, viewed emotions and action

³ As discussed within the cover note, large sections of this Chapter were submitted as part of my MSc Thesis.

depending on reason. In “Rhetoric” (1941), Aristotle described how anger is a result of particular thoughts, cognitive causation that, in turn, motivates aggressive actions (see Cope and Sandys, 2012).

Despite research concerning emotions dating back to the Ancient Greeks, it wasn't until the year 1579 that the word 'emotion' was first recorded (see Dixon, 2003).

Dixon (2003) suggests the word emotion is believed to be an adaptation of the French word *émouvoir* which translates to 'stir up'. Yet it was later still, before the word emerged commonly within the English language (Smith, 2015). In the 1830s the modern concept of emotion replaced what was previously described as 'passions', 'accidents of the soul' and 'moral sentiments' in English language (Smith, 2015) and it was through this discourse that researchers began to take interest in emotion as a field of study.

Darwin was one of the first researchers to pave the way in the study of emotion. His work fell within the evolutionary tradition and was concerned with the experience emotion as a key survival technique. This was later developed by James, a psychophysiological researcher, who believed emotions were simply changes within the body which we 'self-interpret'. However, it wasn't until the likes of Cannon, that emotions were studied scientifically. Cannon researched within the neurological tradition and made a major breakthrough with his study of the hypothalamus and fight or flight. Taking a more psychological approach, Freud studied emotions as by-products of internal conflicts and believed emotional experiences to manifest in childhood, whilst Heider adopted a cognitive approach, studying emotions as by-products of our own beliefs and expectations. The table below (Table 2.1.1) lists the

five major historical traditions within psychology and outlines the key ideas of each of the traditions.

Table 2.1.1.

The five historical traditions related to emotions.

Tradition	Lead	Key Ideas
Evolutionary	Charles Darwin (1809-1882)	Emotional expressions are a pathway for communicating intentions when a situation becomes 'emergency' to survival. The emotions are portrayed as a means to increase the chances of survival.
Psychophysiological	William James (1842-1910)	Humans interpret their own emotions based on changes within the body.
Neurological	Walter B. Cannon (1871-1945)	Emotions are the result of hypothalamic arousal associated with fight or flight. Emotions are subjective.
Psychodynamic	Sigmund Freud (1856-1939)	Emotions are a by-product of internal conflicts, which arise in childhood and early experiences.
Cognitive	Fritz Heider (1896-1988)	Individual beliefs and expectations influence their emotions and the presence of emotions influence beliefs.

Just as there are several historical traditions relating to emotion, there have been several attempts at providing a definition (Gendron, 2010). The Oxford Dictionary defines emotion as '*a strong feeling deriving from one's circumstances, mood or relationships with others*' (Oxford Dictionary, 1989) however, academically, emotions have been defined abstractly as 'multi-component patterns' (Newman, Perkins and Wheeler, 1930) and 'perceptual and cognitive processes' (Spencer, 1855). So complex the matter within psychology, Duffy (1934) questioned the utility of emotion as a scientific term. Duffy (1934) wrote, "*we should study these phenomena in their own right, and under precise labels that do not mean different things on different occasions and to different writers*" (p. 103).

With the lack of a uniformed definition of emotion, and the traditions disagreeing on fundamental issues surrounding emotion, it is unlikely that there will ever be a unanimous decision as to what is emotion is, where it originates and what the purpose of emotions are (Plutchik, 1982). The confusion is reinforced by the individual differences experienced around emotion. The variance among emotions within the person is heightened by language and interpretation. Several studies have attempted to employ mock judges and have challenged them to identify certain English words that express emotions (e.g., Averill, 1975; Shields, 1984; Storm and Storm, 1987). With the exception of a number of terms, there is a great deal of disagreement on precisely which words relate to which emotions and exactly what that emotion means. However, the three elements of emotions, which are considered standard across the research (Smith, 2015), and these are-

1. Emotions vary in intensity,
2. Emotions vary in degree of similarity to one another, and
3. Emotions express opposite or bipolar feelings or actions.

2.1.2 Dimensionality of Emotions

Early theorists viewed emotion as a monopolar factor, which assumes that each emotion is a separate dimension, with a unique set of physiological representations, and an independent cognitive representation (Daly, Lancee and Polivy, 1983).

Researchers who have factor analysed self-reported affective states, generally conclude that there are between six and twelve independent monopolar factors of affect including: sadness, anxiety, anger, elation and tension (Nowlis and Nowlis, 1956; Borgatta, 1961; Hendrick and Lilly, 1970; Izard, 1972). However, as Russell (1979) points out, methodological biases in these early studies may have contributed to correlations suggesting monopolarity (monopolarity being the discrete classification of emotions). Russell (1979) even went as far as suggesting that all emotion is bipolar (the ability to visually represent on scales), and proposed two orthogonal dimensions of Pleasure-Displeasure and Arousal/Non-Arousal, and that these two dimensions account for almost all of the variance.

Later research found support for this bipolarity of affective state. Bipolar dimensions suggest that all emotions are related to one another in a systematic manner, rather than being very independent (Mehrabian and Russell, 1977; Russell, 1979; Daly, Lancee and Polivy, 1983). Bipolarity would suggest for example that misery is inversely related to happiness (with both being on either end of the scale). The most consistently discussed underlying dimension for all emotions is that of pleasure-pain, which has been discussed since early philosophers such as Plato and Epicurus. The original pleasure-pain model was developed by Wundt (1912,1924) and Schlosberg (1941), however, it is most recently represented by Russell (1980), Larsen and Diener (1992) and Reisenzein (1994).

The first major break from this bi-polar approach occurred in 1896, when Wundt postulated three underlying dimensions. Wundt (1896) named these three dimensions pleasantness-unpleasantness, excitement-quiet and tension-relaxation and in the two decades to follow, various attempts were made to identify these dimensions through the use of introspection. During the replication of a number of studies investigating self-reported mood, the existence of positive and negative states consistently emerge. These findings give support to the stability and robustness of positive and negative affect (Watson & Tellegen, 1985).

Many researchers agree that emotions can be categorised into two hedonic values (pleasant or unpleasant) (e.g., Myllyniemi, 1997), and emotional experience are believed to be associated with behavioural experience (harmful events will be encoded as an unpleasant feeling and vice versa). This two 'bipolar dimension' theory has been supported by several different types of research, including the analysis of facial emotional recognition (Abelson and Sermat, 1962), the analysis of vocal emotional recognition (Scholsberg, 1954) and judged similarities and semantic differential ratings of mood terms (Averill, 1975; Russell, 1980).

2.1.3 The Circumplex of Emotion

Russell (1980, 1997) suggested that the whole spectrum of emotions, cannot be adequately described by two words, pleasure and arousal, and that emotion consists of a number of different properties. Russell proposed six properties (see below) and suggested that these properties must be considered together in order to give the full picture of a particular emotion. He described the properties as-

1. A specific instance of an emotion is a member of a category, indeed of many categories.
2. Membership in each emotion category is a matter of degree rather than all or none.
3. Emotion categories are related to each other as described by a circumplex (a circular model in which each emotion is closely linked to another).
4. Emotions may be described in terms of certain broad dimensions such as degree of pleasure or displeasure (hedonic value) and amount of arousal.
5. Emotion categories are understood in terms of a script, which is a prototypical sequence of casually connected and temporally ordered events.
6. Emotion categories are embedded in a 'fuzzy hierarchy' (Russell, 1997)

Russell (1980, 1997) suggests that emotions are best described as a circular order, a circumplex, rather than opposite bipolar axes, as the circumplex represents a kind of 'fuzzy' logic by identifying their varying degrees of overlap. The circumplex is a way of visually representing a continuously varying reality.

Figure 2.1.3 shows a schematic representation of the circumplex of emotion and indicates how emotion, feelings, moods and related states fall into one, continuous order around the perimeter of a two-dimensional space. This circular model is an example of a general class of models for aspects of human experience, first proposed by Guttman (1954) as the basis of his Facet Theory (Canter, 1984). Such circular motions have since been applied to intelligence, social interactions, personality and even criminal behaviour (see Canter and Heritage, 1989).

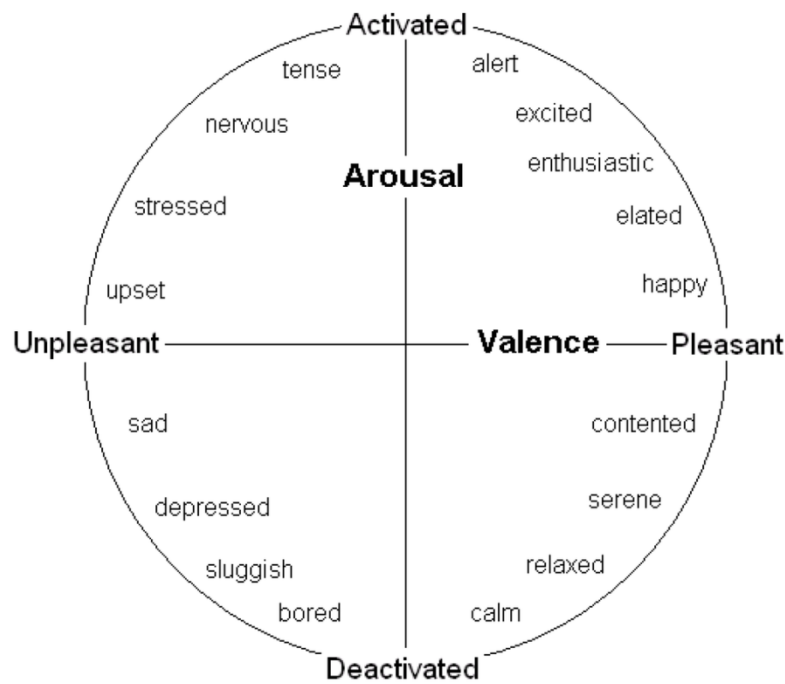


Figure 2.1.3.

Russell's (1997) Circumplex of Emotions.

In a circumplex, the shortest distance from the neutral point (centre) to the location of a particular emotion, represents the intensity of that emotion (so a point towards the outer of the circle indicates high intensity), adjacent categories are believed to share more similarity than non-adjacent categories, and emotions that are similar in meaning, tend to cluster at neighbouring clusters. The circumplex model of emotion (Figure 2.1.3), suggests that emotions fall in a circular order, around the perimeter of space defined by a bipolar *valence (pleasantness)* dimension and an orthogonal dimension labelled *activation or arousal*.

Further research has produced substantial evidence for the circumplex of emotion (Scholsberg, 1941; Plutchik, 1962; Russell, 1980; Watson and Tellegan, 1985; Fisher, Heise, Bohrnstedt and Lucke, 1985; Remington, Fabrigar & Vissar, 2000),

and the evidence supporting circumplex has been replicated using a variety of data and methods of analysis.

2.1.4 Emotion and Crime

Although there is a large body of research investigating the emotions experience by a 'normal' population, there has been little attention paid to the emotional state of criminals. Even more so, there is a lack of research investigating the emotional experience of offenders while they are committing offences, despite motivation being key to the majority of offending theory.

The first published book, which explored the importance of emotions during crime commission, was authored by Katz (1988), and was aptly titled, '*Seductions of Crime*'. Within the book, Katz vividly outlined the emotions experienced by an offender during their crime, and he described the experience as being driven by the 'seductive thrill' of crime (hence the title of the book). The book explored the various types of crimes, and highlighted the prominent roles played by offenders during their offences and examined the way in which emotion can make us 'go against' rational choice. The general hypothesis generated by Katz, was that crime is heavily emotional experience, and by 'achieving' crime, desired emotions could be experienced by the offender. Katz argued that general criminological approaches to crime had ignored the importance of emotions and placed too much emphasis on the role of casual forces, such as demographics and social life.

Intermaur (1996) pushed these ideas forward and studied the emotional narratives of 88 offenders who were convicted of a variety of violent property crimes. The study's key finding was that most offenders described their offending in terms of justifiable

anger, or of being in 'an impossible position'. Their accounts were overall, quiet negative, and focused on a battle between uncontrollable anger and exposing vulnerability. This finding was replicated by Feeney (1999), who found that over 40% of robberies were motivated by the desire to achieve a certain emotional state (rather than financial gain). These findings demonstrate how negative emotional states can motivate an offender to offend, if the outcome of their crime is an increase in positive emotions such as thrill and entitlement.

Another area of research within emotion and crime has focussed on decision-making. Wright, Decker, Redfern and Smith (1999) found strong evidence to support the influence that emotions have on decision making during criminal activity, with strong emotions affecting ability to make decisions. Likewise, Alder (1999) found that the thrill and excitement experienced by drug dealers, is what encourages them to reoffend. These findings illustrate the possible importance of emotions in acquisitive crime, indicating that emotional gain, is as important to the offender as material gain.

An initial study conducted by Canter and Ioannou (2004) suggested that the emotions experienced by an offender, are similar to those experienced by a 'normal' individual, and that offending emotions do reflect the circumplex of emotion proposed by Russell (1997) in a non-offending sample. Their findings were linear to Russell's (1997) in regards to the themes present within the circumplex, however, Canter and Ioannou's (2004) study found a stronger distinction between pleasure/displeasure emotions than the normal range of non-criminal emotional experience. This finding was also supported by a later study conducted by Ioannou (2006) as part of her PhD thesis. Similarly, Ioannou (2006) discovered the circumplex axes of pleasure/displeasure and arousal/no-arousal within an offending sample, with a significantly stronger dominance within the pleasure/displeasure axis. The pioneering

findings generated by this study, allowed the further identification and labelling of four nodes of emotion; *Elation*, *Calm*, *Distress* and *Depression* (Ioannou, 2006), all of which were found to be reported more intensely within a criminal sample in comparison to a non-criminal sample (reflected in their position within the circumplex).

2.2 Self-Conscious Emotions

Self-conscious emotions are key to our ability to regulate thoughts, feelings and behaviours (Tracy, Robins & Tangney, 2007). As a result, self-conscious emotions can enhance performance, for example, Shame, Guilt, Pride and Embarrassment are all believed to be key motivators for effort (Stipek, 1995), encourage people to behave morally and socially in relationships (Retzinger, 1987) and promote reparative behaviours such as empathy (Tangney & Dearing, 2002).

Despite the centrality of these self-conscious emotions to individual behaviour, there has been considerably less attention paid to them, and their influence on behaviour, compared to the six 'basic' human emotions (Campos, 1995; Fischer & Tangeney, 1995). Ekman (1992) lists the six basic emotions as anger, disgust, fear, happiness, sadness, and surprise, and considers them the 'fundamentals' to emotional experience. Self-conscious emotions, on the other hand, are those which operate on a higher level, requiring much more emotional development and awareness. These emotions include shame, pride, guilt, envy and embarrassment (Tracy and Robins, 2004a).

2.2.1 Self-Conscious Emotions in Comparison to Basic Emotions

According to Tracy and Robins (2004a), the difference between self-conscious emotions and basic emotions, can be summarised through five of the major features.

A list of the five features can be found below, along with a brief comparison (Table 2.2.1).

Table 2.2.1.

A table to show the five major features of self-conscious emotions as outlined by Tracy and Robins (2004a), and how they differ to basic emotions.

Feature	Comparison to Basic Emotion
1. <i>Self-conscious emotions require self-awareness and self-representation</i>	Self-conscious emotions must involve self-evaluative processes (Buss, 2001; Tangney & Dearing, 2002; Lewis, Sullivan, Stangor & Weiss, 1989).
2. <i>Self-conscious emotions develop later than basic emotions</i>	During the first 12 months of life, the majority of basic emotions have evolved (Campos, Barrett, Lamb, Goldsmith & Stenberg, 1983), however self-conscious emotions are believed to develop between the 18-24-month stage (Lewis, 2000). The most complex self-conscious emotions (e.g. shame) emerge even later, around the age of three years (Lagattuta & Thompson, 2007; Stipeck, 1995).
3. <i>Self-conscious emotions facilitate the attainment of complex social goals</i>	As basic emotions are believed to exist to achieve survival goals (e.g. fear to avoid death), self-conscious emotions are believed to promote the achievement of social goals (Tracy & Robins, 2004a).

4. <i>Self-conscious emotions cannot be identified by facial expression</i>	<p>The six basic emotions can be identified universally, by an individual's facial expression (Ekman, 2003).</p> <p>The same cannot be said for self-conscious emotions. Research has demonstrated that individuals cannot differentiate self-conscious emotions based on facial expression alone (Tracy and Robins, 2004a).</p>
5. <i>Self-conscious emotions are cognitively complex</i>	<p>As self-conscious emotions require self-evaluations, they take cognitively more time to process than basic emotions, which are a simple appraisal of events (Lewis, 2000).</p>

The table above (Table 2.2.1) highlights the five major distinctions between basic and self-conscious emotions, nonetheless, the two groups are not without shared commonalities. Tracy and Robins (2007) suggest that rather than two distinct classes of emotions, the two groups interact on a gamut from basic emotions to self-conscious emotions, with the level of self-evaluation needed placing each emotion on the spectrum from fear/joy to shame/pride. Therefore, whilst self-conscious emotions are not considered to be included in the realms of basic survival emotions, they are particularly important for individuals to maintain a strong social self-image whilst within their reproductive environment.

2.2.2 Self-Conscious Emotions as a Moral Barometer

Self-conscious emotions are considered to be key in triggering moral reasoning, and this is believed to be down to their ability to evoke self-reflection and self-evaluation (Tracy, Robins, & Tangney, 2007). As the self reflects on their own actual or planned actions, these emotions provide immediate self-punishment (through the discomfort of emotion). The intensity and valence of this self-imposed reflective consequence is based on both the ethics surrounding the behaviour (effect on others) and an assessment of what the behaviour reflects onto the self (how the action will represent the self to others around) (Tangney, Stuewig, & Mashek, 2007).

Key to self-conscious emotions and morality is the ability for one to experience the emotion without displaying the actual behaviour. Individuals are able to predict their probable emotional responses as they deliberate behavioural alternatives. Therefore, self-conscious emotions can influence the display of behaviour both proactively (prior to action- '*anticipatory*') and reactively (following action- '*consequential*'). The intensity of these self-conscious emotional reactions to thought and behaviour are believed to be regulated by dispositional factors, such as temperament and parental experience (as discussed above) (Tangney, 1990).

Of the many self-conscious emotions, shame, guilt and embarrassment are widely recognised as playing a pivotal role in moral self-regulation, they are described as the 'triad' of 'negatively valenced self-conscious emotions' (Tangney, Stuewig, & Mashek, 2007). Of the three, shame and guilt are believed to play the ultimate role in reinforcing behaviour and action. Therefore, it is not surprising that these are the two emotions that have been the subject of most interest surrounding the display of moral and immoral behaviour.

2.2.3 Shame

Shame is believed to be triggered when an individual experience a sense of exposure, particularly exposure of their self-considered 'flaws' or imperfections (Tangney & Fischer, 1995). It is described as an emotion associated with the 'private self' (Smith, Webster, Parrott & Eyre, 2002), as it concerns revelation of something about ourselves for which we feel negatively. Shame has been ranked as the primary emotional response to thoughts of low social attractiveness, low social attention and/or decline in social status and has been referred to as 'the premier social emotion' (Scheff, 2003).

Shame experiences are also considered to be exceptionally sensitive to social situations. Support from phenomenological studies suggest that feelings and experiences of shame are directly related to, and are a signal of, feelings of threat towards our social self. Individuals have frequently described a sense of 'social isolation', a 'desire to hide from others' and report feelings of 'being small' or 'being inferior' to others, in conjunction to shame experiences (Tangney, Miller, Flicker & Barlow, 1996). These statements highlight the perception of *damage* upon the social self when feelings of shame are experienced. Exploring the effects of Shame, Kelter and Buswell (1996) found poor performance, hurting others emotionally, failing to meet others' expectations, role-inappropriate behaviour and disappointment in oneself often followed experiences of shame, and this suggests that shame has a negative effect on our behaviour and experiences (Kelter & Buswell, 1996).

2.2.4 Guilt

Unlike shame, guilt is considered to arise in response to an undesirable behaviour or action committed by the individual. These undesirable behaviours, which elicit guilt, are believed to relate to actions which may violate social standards, such as lying, cheating and neglecting responsibility (for a full review see Keltner & Buswell, 1996), but have also been identified following poor performance through effort (e.g. failing exams due to effort exerted) (Tracy & Robins, 2007). Several studies have examined the difference between the two self-conscious emotions, and the general consensus is that individuals who fail to meet social standards due to personal effort are likely to experience feelings of guilt, whereas participants who fail to meet social standards due to ability are more likely to experience emotions relating to shame (Tracy and Robins, 2006).

When asked how one could eradicate feelings of guilt, individuals frequently report the desire to change previous behaviours (Niedenthal, Tangney & Gavanski, 1994). This demonstrates how guilt has a heavy component in behaviour and action, and to adjust feelings of guilt, the individual would need to make changes to behaviour (for example, effort), rather than changing aspects of the self (for example, skill) (which coincides with the shame response). This suggestion has evoked a number of empirical studies, which have demonstrated that guilt is the more adaptive emotion (compared to shame), as it benefits individuals and their relationships with those around them (Baumeister, Stillwell, & Heatherton, 1994; Tangney & Dearing, 2002). Within Tracy, Robins and Tangney's (2007) book, *The Self-Conscious Emotions: Theory and Research*, Tangney, Stuewig and Mashek review five key areas of research that explore the 'adaptive functions of guilt', in contrast to the 'hidden costs

of shame' (Tangney, Stuewig, & Mashek, 2007). An overview of these five lines of research can be found summarised in the table below (Table 2.2.4).

Table 2.2.4.

The five lines of research which illustrate the adaptive functions of guilt, in contrast to shame, according to Tangney, Stuewig and Mashek (2007).

Line of Research	Key Idea	Comparison to Shame
Hiding vs Amending	Shame and guilt lead to contrasting action motivations.	Shame motivates efforts to deny, hide or escape the situation, whereas guilt motivates reparative action (Ketelaar & Au, 2003; Lindsay-Hartz, 1984; Tangney, Miller, Flicker & Barlow, 1996).
Other-Oriented Empathy vs Self- Orientated Distress	Shame and guilt are differentially related to empathy.	Guilt goes hand in hand with other-orientated empathy, as feelings of shame inhibit an individual's ability to form empathetic connections with others (Joireman, 2004; Leith & Baumeister, 1998; Tangney, 1991; Tangney & Dearing, 2002).
Constructive vs Destructive	Shame and guilt proneness associate	Proneness to shame is positively correlated with anger hostility, and the propensity to blame others

Reactions to Anger	with varying displays of anger and hostility.	(Bennett, Sullivan & Lewis, 2005; Harper & Arias, 2004; Tangney & Dearing, 2002), compared to guilt, which is associated to constructive responses to anger (Tangney, Wagner, Barlow, Marschall, & Gramzow, 1996). This difference is believed to be influenced by the shame-prone individual's need to regain control and escape painful feelings of failure by externalising blame during shameful situations (Tangney, Stuewig, & Mashek, 2007).
Psychological Symptoms	Shame and guilt proneness relate to various psychological illnesses.	Shame is repeatedly associated with psychological issues, such as low self-esteem, depression, anxiety and suicidal ideation (Tangney, Stuewig, & Mashek, 2007), compared to guilt, which has no clear correlation to psychological symptoms (Tangney, Stuewig, & Mashek, 2007).

Risky, Illegal and/or Immoral Behaviour	Shame and guilt relate differently to actions of immoral behaviour.	When considering actual moral behaviour, empirical support for the moral functions of guilt is much stronger than for shame (Tangney, Stuewig, & Mashek, 2007).
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2.2.5 The Role of Shame and Guilt in Criminal Behaviour

Stuewig and Tangney (2007) define shame and guilt as 'negative' emotions due to their ability to make an individual feel uncomfortable. The idea that both emotions are 'negative' in response is reinforced by their high correlation to one another.

However, they should not be considered as the same, as there are many conceptual differences between them, and how they interact with other emotions (Tangney, Stuewig & Mashek, 2007; Tracy & Robins, 2006). To summarise, it is believed that the key difference between shame and guilt concerns the distinction between 'the self' and 'the behaviour'. Shame is considered to act as a self-evaluator against an individual internalised standards, whilst guilt is said to act as an evaluator of our actions. The two emotions are believed to lead to different outcomes, with guilt motivating individuals to make reparations for the behaviour, and shame encouraging people to feel negative emotion towards themselves (Lindsay-Hartz, 1984).

The feature that both shame and guilt *do* share is their influence on moral behaviour. Stuewig and Tangney (2007) report how both of the two emotions are usually referred to as the 'moral' emotions, as it is these that help us to stay on the correct

moral path, and encourage us to avoid temptation, 'do the right thing' and inhibit aggression. Therefore, it is suggested that these two emotions play an influential part in regulating risky, aggressive, delinquent and/or criminal behaviour (Tracy, Robins, & Tangney, 2007).

There is limited psychological research exploring the impact that Shame and Guilt have on criminal behaviour; however, there has been a number of criminological studies which are particularly relevant (Stuewig & Tangney, 2007). Applying the rational choice model framework, Grasmick and colleagues (Grasmick, Blackwell & Bursik, 1993) found shame to be negatively related to thoughts of engagement in criminal behaviour. Whilst this is an interesting finding, as it allows psychologists to begin to understand the association between the two, what the researchers define as 'shame', relates more closely to what psychologists would define as 'guilt'. Nonetheless, this was the first step in the area to explore the interaction between self-conscious emotions (such as shame and guilt) and criminal behaviour.

2.3 Narratives and Roles⁴

In order to avoid classifying individuals based on their emotional state or assumed motivation, Sarbin (1995) argued we must explore the roles that each individual considers himself, or herself, as playing in the events that form the context of the experience. According to Sarbin (1995), the exploration of roles provides a psychological framework for 'making sense' of emotions and allows us to connect

⁴ As discussed within the cover note, large sections of this Chapter were submitted as part of my MSc Thesis.

broader life narratives to emotional state. Narrative theory proposes that individuals makes sense of their life and experiences by assigning their role to a story, or narrative, with them playing the lead role (Baumeister & Newman, 1994).

2.3.1 The Nature of Narratives

This notion of narrative thinking, or *knowing*, has been polarised as the opposite to paradigmatic knowing, which Bruner (1986) describes as rooted in scientific modes of thought. Narrative knowing, is organised through the stories that people recount about their experiences (McLeod, 1997). The narrative mode of thought is the preferred mode for understanding how human's intentions and desires are translated into human actions, and how those actions play out over time, due to their rich course of explanation, purpose, motivation and emotion. Narratives also provide the cross bridge between life events, motivations and actions, and allow us to understand the significance of events to an individual.

Many disciplines of psychology have utilised the theory of narratives, and since the mid-1980s, there has been an upsurge in the application of narratives to many disciplines, such as cognitive psychology (Schank & Abelson, 1995), social psychology (Murray & Holmes, 1994) developmental psychology (McCabe & Peterson, 1991) and most importantly, investigative psychology (Canter, 1994). Within the realms of developmental psychology, narratives have been explored in order for researchers to better their understanding of how experiences shape identity, morality and other aspects of development. Jung (1969) for example, viewed human development as an intrinsic adventure story, and through such a long and exciting odyssey, one must confront gods, beasts and villains. This view of

'adventure' spread into Erikson's (1963) theory of psychosocial development, which describes the eight stages an individual must progress through in his/her life, in order to develop their personality. These eight stages were viewed as successive chapters in a generic story of human life.

Gergen and Gergen (1983) describe personal narratives as the most internally consistent interpretation of the past, present and future, and a hermeneutic approach to the relation between life and story can be found in the work of MacIntyre (1981). According to MacIntyre (1981), the unity of a person's life is dependent on being a character in an enacted narrative and by living our lives according to the script, we secure that our actions are part of meaningful totality (Josselson & Lieblich, 1993).

2.3.2 Narrative Concepts and Identity

The 'role' that an individual adopts during their narrative story, has been linked to the concept of identity (McAdams, 1988). During adolescent, an individual is believed to develop their sense of identity, and the person is described as becoming the 'biographer of self' (McAdams, 1988). The individual's perception of their life, or their 'biography of the self', can be considered as a narrative, which unfolds over the course of a lifetime, and gives purpose to action. According to McAdams (1988), narratives are the psychosocial constructs that constitute identity, and by assigning ourselves to a specific role, we give purpose to our behaviour. Presser and Sandberg (2015) develop this idea further, stating, "*Our self-stories condition what we will do tomorrow because whatever tomorrow brings, our responses must somehow cohere with the storied identity generated thus far*" (Presser and Sandberg, 2015, p.1).

According to McAdams' Life Story Model (1988), a narrative, which is first introduced during adolescence, and is then repeatedly refined as we move through Eriksonian developmental stages, drawing upon four major components and two basic dimensions. McAdams (1988) proposed that *thematic lines* and *narrative complexity* guide our life stories, and these concepts define the two dimensions. *Thematic lines* are defined as the motivational currents, that waves through our narrative and give the 'story' organisation and flow. For McAdams, the basic motivational structure is the tension between agency (power) and communion (intimacy) in an individual's life, and the battle between these two concepts is what generates motivation. *Narrative complexity*, on the other hand, refers to the structure of the life story itself, and is suggested to be influenced by the development of the ego. The more complex the structure, the more subtly nuances, the more integrative and multi-layered the ego structure of the personality. The four major components that build the Life Story Model (McAdams, 1988), and their definitions, can be found in Table 2.3.2.

Table 2.3.2.

The four components of McAdams' Life Story Model (1988).

Component	Definition
<i>Ideological Settings</i>	Background convictions about 'the way the world is'. Beliefs that the world is just or unjust and that individuals tend to be good or bad.
<i>Nuclear Episodes</i>	The specific memories from our lives to which we refer in telling the narrative of our life stories. Described as distinct moments in an individual's life that promote change or self-affirmation.
<i>Imagoes</i>	The central, dominant characters with whom the individual identifies in the story and which represent the roles they see themselves playing. Regarded as being an idealised and personifies image/concept of the self.
<i>Generativity Scripts</i>	Each life story is concerned with Eriksonian <i>Generativity</i> . Described as the need for a successful end result and feeling of accomplishment, and these life-long desires shape our life story/narrative.

2.3.3 Narrative Roles and Themes

Differentiating the role that each individual may be 'acting out' is difficult, however Polkinghorne (1988) emphasises that there are relatively few narratives to decipher from, and the original 'Theory of Mythos' (outlined by Frye, 1957) categorises only four archetypal mythoi. In his landmark book, *Anatomy of Criticism*, Northrop Frye

(1957) attempted to classify several classic stories from ancient times, focusing on the structure and plot of each storyline. The result of his efforts suggested that there were four fundamental story forms, or '*mythic archetypes*', which he titled *comedy*, *romance*, *tragedy* and *irony*. Frye (1957) argued that these four themes are rooted in the individuals experience of nature, and in particular, the evolution of the seasons (see Table 2.3.3 for a description of each).

Table 2.3.3.

Frye's (1957) four archetypal mythoi and their relation to the four seasons of the year and narratives.

Archetypal Mythoi	Related Season	Link to Season	Link to Narrative
Comedy	Spring (Dawn/Birth)	The awakening of nature in spring gives inspiration to comedy.	The individuals are young hero's, usually in the pursuit of true love or happiness. They are free from anxiety and guilt.
Romance	Summer (Triumph/Zenith)	The wealth and calm of summer gives rise to romance.	The protagonist is an ever-moving adventurer who tries to overcome adversity. He/she embarks on a long and difficult journey in life.
Tragedy	Autumn (Sunset/Death)	During the autumn, people experience the contrast between the life of summer and death	In 'tragedy', the extraordinary victim confronts inescapable dangers pursued by life's nemesis. The

		of the coming winter, and this transition gives rise to tragedy.	'hero' finds himself separated from natural order.
Irony	Winter (Darkness/Dissolution)	The winter is dominated by the apprehension that one is ultimately a captive of the world, rather than its master.	The individual tried to restore or introduce order to chaos. The innocence of 'comedy' has evolved into experience.

According to Frye, "*the fundamental form of narrative processes a cyclic movement*" (Frye, 1957, p.158) and consequently, Tragedy opposes Comedy and Romance opposes Irony (Figure 2.3.3). The structure itself has a strong dynamic quality. The movement is what propels each narrative archetype into the next. It is therefore a classic 'circular order', often known as a 'circumplex' (Guttman, 1954)- as outlined in the previous chapter.

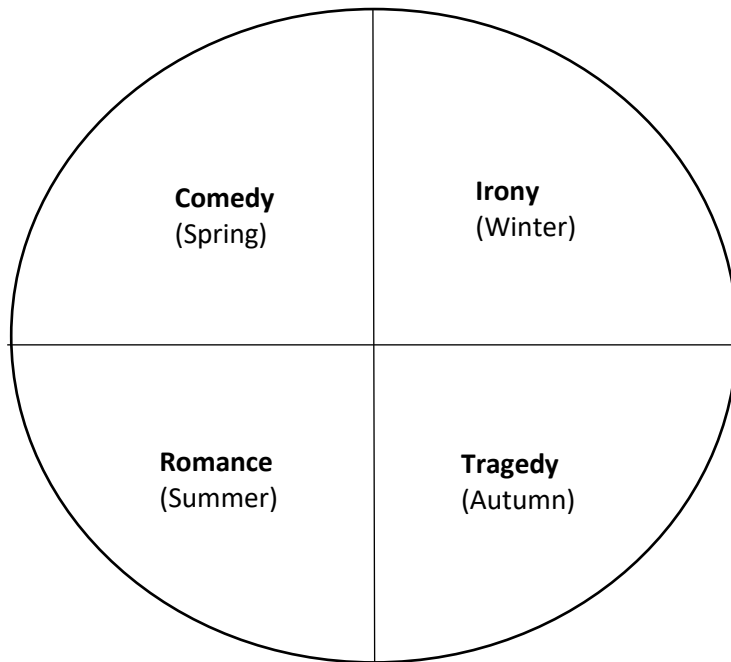


Figure 2.3.3.

Frye's (1957) "Theory of Mythos"

2.3.4 Criminal Narratives

Initially, McAdams' (1988) life story model generally explored the experience of non-criminal individuals and the first application to criminal experience was not introduced until 1994 by Canter. Canter (1994) recognised the potential McAdams' work had on interpreting the psychology that governs behaviour, which is why its application leaned heavily to Investigative Psychology and the study of criminal behaviour. Canter, in his book *Criminal Shadows*, suggested that narrative theory could contribute to, and allow us to understand, the stories that criminal activities revealed through speech. Canter (1994) suggested that criminals were not a random sample of the general population but were individuals whose life stories had become

ill-formed or confused, and like the general population, offenders viewed themselves as playing a particular 'role'. It was therefore hypothesised by Canter (1994) that in any given criminal context there will be a dominant role the criminal would take, that related directly to a recognisable narrative.

The process of embedding the view of the self in an unfolding personal story helps to explain to researchers many aspects of criminal activity, including emotion, motivation and action. Canter (1994) argues that as part of a story or narrative form, motivation and meaning necessarily become the intention to act, and by understanding the narrative, then we get closer to understanding the action, hence its importance within Investigative, and also forensic psychology.

For a true understanding of criminal behaviour, Canter (1994) suggests that one must connect the narratives to particular 'roles' and behaviours, and the self-narratives, which are shaped by experiences, can allow us to begin to understand why individuals commit crime and allow us to begin to comprehend the internal stories. Canter states that, "*Through his actions, the criminal tells us about how he has chosen to live his life. The challenge is to reveal his destructive life story, to uncover the plot in which crime appears to play such a significant part*" (Canter, 1994, p.299).

2.3.5 Research on Criminal Narratives

Initial attempts to explore McAdams (1988) Narrative Theory, and Frye's Theory of Mythos (1957), within an offending sample, generated interesting findings for researchers within the area. Overall, the studies found that the roles played by

criminals, could be categorised into the suggested themes identified by Frye (1957) (Ioannou, 2001; Ioannou, 2006).

Within her MSc and PhD theses, Ioannou (2001, 2006) aimed to explore the narrative experience of offenders. She identified the potential that McAdams' (1988) Narrative Theory and Frye's Theory of Mythos (1957) had on understanding criminal activity and set out to investigate whether the themes identified within a non-offending sample could be identified within a criminal sample.

Ioannou took the initial findings of her MSc thesis (2001) and used the study as a pilot for her PhD thesis, which followed similar suit (2006). One-hundred and twenty convicted criminals participated in her PhD study. They were selected due to opportunity at a prison in northwest England. Each participant was presented with The Narrative Role Questionnaire (NRQ) and was asked to rate how much they agreed or disagreed with 26 statements, each of which reflected one of the four roles identified by McAdams (1988). The questions included; 'It was a manly thing to do', 'I had power' and 'It was interesting' and the scale was measured on 5 points. A type of multidimensional scaling (MDS) analysis called Smallest Space Analysis (SSA) was run on the data generated by the NRQ, and the SSA plot revealed themes similar to those identified in fiction by Frye (1957), and with non-criminals by McAdams (1988). These themes were labelled The Professional (Adventure), The Victim (Irony), The Hero (Quest) and The Revenger (Tragedy) and are discussed in more detail below, in Table 2.3.5.

Table 2.3.5.

The main findings of Ioannou's (2006) exploration of Offenders Crime Narratives.

Theme	Narrative	Example Statements	State	Contrasting Theme
Professional	Adventure	'I always knew it would happen' 'I was like a professional'	Calm, competency and mastery	Revenger
Revenger	Tragedy	'I was getting my own back' 'I didn't care what would happen'	Distress and blame	Professional
Victim	Irony	'I was a victim' 'I was confused'	Disconnectedness and despair	Hero
Hero	Quest	'It was nothing special' 'I was looking for recognition'	Hubris, 'taking on' and overcoming	Victim

Similarly, Youngs and Canter (2012), presented 71 convicted offenders with the Narrative Roles Questionnaire (NRQ). Like Ioannou (2006) they found support for four themes of Criminal Narratives. Nonetheless, the samples used by both Ioannou (2006), and Youngs and Canter (2012), did not differentiate between offence type.

They explored the criminal narratives of a range of offenders included criminals in custody for robbery, rape and violence. Therefore, the results do not examine the roles carried out by offenders within particular crime types.

These findings later gained support from Ioannou, Canter, Youngs and Synnott's (2015), study of the narrative roles experienced by 120 incarcerated offenders during the commission of their index offence. Similarly, these offenders were presented with the Narrative Role Questionnaire (NRQ), and asked to rate how much, or little, they agreed with particular statements relating to one of the four narrative role themes. Again, SSA was applied on the data and the themes generated within the plot were reflective of the themes generated by Ioannou (2006) and Youngs and Canter (2012). However, in order to overcome the limitations identified in the earlier studies, Ioannou, Canter, Youngs and Synnott (2015), explored the presence of roles across various crime types. They discovered that for property offences, the predominant role was Hero (50%), for drug offenders the most highly scored role was Professional (40%), for violence and murder the predominant role was Revenger (50%), and lastly, for sexual offenders, the most frequent role was Victim (45%). Ioannou, Canter, Youngs and Synnott suggest that these findings practically reflect early theories on crime motivation, such as Flemming's (1999) description of property crime being driven by excitement, Brain, Parker and Bottomley's (1998) description of drug offences as a means to sustain 'lifestyle', and Katz's (1988) exploration of violent offenders as individuals who are seeking '*righteousness and vengeance*'.

These studies highlight the potential application of the narrative theory to explore and understand the experience of offending behaviour. The pioneering findings of Ioannou (2006) have moved researchers towards a deeper and richer understanding

of the offender's subjective interpretation of their involvement in crime and have allowed theorists to begin to consider the possible relationship between narrative roles and the emotions that offenders experience.

2.3.6 The Criminal Narrative Experience (CNE)

The studies outlined above suggested that the role themes identified by Frye (1957) and McAdams (1988), could be applied to the criminal context (Ioannou, 2006; Youngs and Canter, 2012; Ioannou, Canter, Youngs and Synnott, 2015).

Within her PhD thesis, Ioannou (2006) also explored the relationship between the four themes of narrative roles and emotional experience, to investigate if there was any relationship between McAdams (1988) Narrative Theory, Frye's (1957) Theory of Mythos and Russell's (1997) Circumplex of Emotions.

Alongside the Narrative Role Questionnaire (NRQ), Ioannou requested participants to complete a measure exploring Emotions. A five-point Likert scale was used to measure the extent to which offenders felt a particular emotion during their experience of crime, ranging from "Not at all" (1) to "Very Much Indeed (5). The emotions statements were developed to cover the full gamut of Russell's (1997) circumplex and was developed from Ioannou's MSc pilot (Ioannou, 2001) and a later study by Canter and Ioannou (2003). Examples of the emotions statements are; "I felt excited", "I felt worried" and "I felt calm".

Through the application of Smallest Space Analysis (SSA) to the data from the NRQ and emotions measure, four themes emerged within the data, and these were titled; *The Elated Hero*, *The Calm Professional*, *The Distressed Revenger* and *The Depressed Victim* (Ioannou, 2006). Ioannou (2006) had successfully discovered a

significant relationship between the four narrative role themes, and the circumplex of emotions generated by Russell (1997) (as discussed in the previous chapter).

Ioannou labelled the framework '*The Criminal Narrative Experience*' (CNE) (Ioannou, 2006) (See Table 2.3.6 for a breakdown of how Ioannou derived at the CNE theme titles).

Table 2.3.6.

Ioannou's (2006) research findings on narrative roles and emotion, which led to the development of The Criminal Narrative Experience (CNE) framework.

Narrative Role	Emotion	Frye's Story Form	CNE Theme	Description of CNE theme
Professional	Calm	Romance	The Calm Professional	This theme describes an expert who calmly embraces the task at hand and strives to complete it in a perfect way. She/he is described as a 'master of their environment'.
Hero	Elated	Comedy	The Elated Hero	As with the calm professional, this theme is one of positivity. However, the Elated Hero is a theme of challenges and conquest. Their experience is one of

				triumph, as they overcome difficulties.
Revenger	Distressed	Tragedy	The Distressed Revenger	In contrast to the above, this theme is associated with a negative emotional state. The offender feels unjust and sees their offence as the only way they can overcome such distress. This theme encapsulates blame and revenge.
Victim	Depressed	Irony	The Depressed Victim	Again, the Depressed Victim is one of negativity. The offender is so overwhelmed with sadness and despair, she/he feels helpless and powerless. As with the Distressed Revenger, the offender attributes blame onto others, but here, it is due to confusion and

			upset rather than vengeance.
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A more recent study, conducted by Ioannou, Canter and Youngs (2017), also found support for the proposed themes. The SSA plot generated in the study can be found in Figure 2.3.6. The four narrative themes were in line with the theoretical framework which was posited for Narrative Offence Roles (Ioannou, 2006; Youngs & Canter, 2012), reflected the four story forms titled by Frye (1957), and also supported the findings of Ioannou's (2006) doctoral dissertation which discovered evidence for Russell's Circumplex of Emotion (1997) within an offending population. This gives rise to the reliability and validity of Ioannou's Criminal Narrative Experience (CNE) model (Ioannou, 2006).

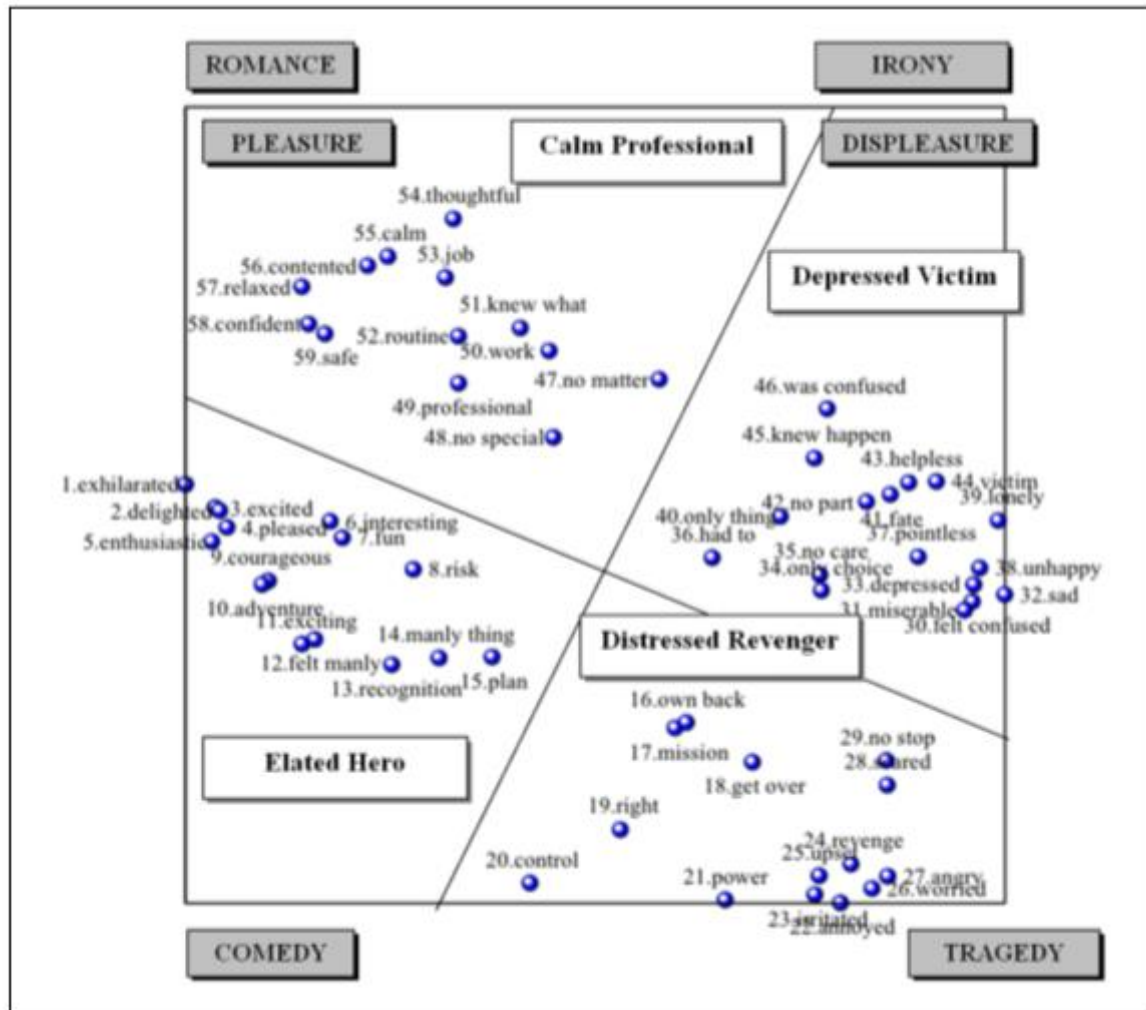


Figure 2.3.6.

One by two projection of the three-dimensional smallest space analysis of emotions and narrative roles with regional interpretation (pleasure–displeasure axis and Frye’s story forms [mythoi]) from Ioannou, Canter and Young’s (2017) study.

Note. Coefficient of Alienation = 0.12486.

Although the studies outlined above provide significant support for the Narrative Theory (McAdams, 1988), Theory of Mythos (Frye, 1957), and their relationship with

Russell's Circumplex of Emotions (1997), further research is needed, which differentiates between index offences. There is no evidence to date, which explores the similarities or differences in the Criminal Narrative Experience (CNE) (Ioannou, 2006; Ioannou, Canter & Youngs, 2017) themes between offence type. By bridging this gap in the literature, researchers could develop a richer, and more detailed picture, of the experience of offending from the perspective of the offender.

2.4 Criminal Thinking

Criminal thinking biases are another group of individual differences that are believed to facilitate offending behaviour (Yochelson & Samenow, 1976; Sykes & Matza, 1970; Walters, 1990; Walters, 2001). This view is based on the notion that the thinking style of criminals, is significantly different to that of a non-criminal, and it is this difference that motivates criminals down a path of delinquency. Some researchers within the area of criminal thinking, argue that its influential impact on criminality makes it one of the primary motivating factors on criminal behaviour. Recently, Andrews and Bonta (2010b) labelled Criminal Thinking as one of the 'Big Four' risk factors for engaging in criminal activity (alongside anti-social behaviour, anti-social personality and anti-social associates) (Andrews & Bonta, 2010b). So, the overwhelming interest that researchers within criminal justice and forensic psychology have in the field comes as no surprise (Walters, 2014).

2.4.1 Thinking

The literature relating to criminal thinking often refers to the term 'cognition' as a description of thinking styles and patterns (Palmer, 2007). The curiosity around human cognition dates back to ancient Greek philosophy, when Plato suggested that the brain was '*the seat of the mental processes*' (Mangles, 2014). However, it wasn't until the 15th century, that the term 'Cognition' was coined (Revlin, 2007). Its definition then, was '*thinking and awareness*', which is a simplistic and minimal explanation of such a complex and intricate subject.

Since then, much theory and research has developed our understanding of what 'makes up' cognition, and consequently the definition has advanced considerably. Cognition is defined in the 2016 Oxford Dictionary as, '*the mental action or process of acquiring knowledge and understanding through thought, experience and the senses*' (Oxford Dictionary, 2016). This definition refers to many processes such as knowledge, attention, evaluation, problem solving and reasoning, decision making and memory, all working simultaneously to achieve a deep understanding of our environment.

According to Minda (2015), thinking is one element of cognition that relates specifically to problem solving, reasoning and decision making. He describes in his book, *The Psychology of Thinking*, how an individual's thinking style can be challenged everyday by multitasking, heuristics and biases, incomplete knowledge and generalisations (Minda, 2015). With this in mind, it is of interest to forensic and criminal psychologists to consider what it is about offenders that enable them to make decisions, and use particular thinking patterns, which are significantly different to non-offenders.

2.4.2 Thinking and Criminal Behaviour

In the mid twentieth century, researchers began exploring the thinking patterns of delinquents to establish what it is that makes them more susceptible to crime (Maruna and Copes, 2005). Cohen (1955) found that delinquent boys rebelled against order by rejecting middle class standards and replacing them with a new set of values. Cohen argued that these 'values' or inner rules allowed individuals to make decisions which go against societal norms (Cohen, 1955). Sutherland (1947) argued similarly, suggesting that through interaction with others, offenders learn the attitudes, techniques and motives for criminal behaviour. Both of these theorists used the foundations of learning theory to develop a new approach for thinking about deviance and the way in offenders move towards crime.

Developing these theories, Sykes and Matza (1970) created their theory of Neutralization. The approach claimed to build directly onto the theory of Differential Association (Sutherland, 1947), and whilst the theory does to some extent acknowledge the influence of social pressures and moral obligation, the root difference is believed to lie within maladaptive cognition, *drift*, and variance in thinking pattern. Through observational studies, Sykes and Matza (1970) concluded that delinquents often expressed guilt over illegal acts, frequently respected law-abiding citizens, are not immune to demands of conformity, and are aware of which individuals they can victimise, and which they cannot. From these observations, Sykes and Matza (1970) created five techniques, by which criminals are believed to be able to justify their criminal acts-

1. Denial of Responsibility - Claims innocence, stating the actions were the result of their environment or circumstances (for which they cannot control)

2. Denial of Injury - Minimises impact of their actions by claiming that the victim was not hurt or that they did not cause any long-term damage
3. Denial of the Victim - Blames the victim for their actions
4. Condemnation of the Condemners - Claims that those who object their behaviour are only doing so out of spite
5. Appeal to Higher Loyalties - Justifies the offence by stating it was done with good intentions, with long term benefits of the action

Sykes and Matza (1970) suggest that it is through the adoption of these five techniques that offenders temporarily neutralise certain values, which would usually prohibit them from acting in such ways, and it is this 'skill', that makes them quantifiably different from non-offenders. It is argued that this difference in cognition can be developed through social conformity, but the thinking pattern, is what causes offenders to offend.

The work of Sykes and Matza (1970) gained significant momentum during the early twenty-first century, and it became one of the most 'frequently cited' explanations of criminal behaviour (Maruna and Copes, 2005). However, as Maruna and Copes (2005) suggest the theory itself remains 'badly underdeveloped'. They claim the reason for this lies within the literature itself, suggesting that the model is pitched as a theory of criminal etiology, making it difficult to test and overwhelming for researchers to tackle. Maruna and Copes (2005) suggest that the theory should be seen as building block in movement from social to anti-social behaviour.

Following on from Sykes and Matza (1970), Yochelson and Samenow (1976) used Freudian techniques to explore what cognitive differences criminals' experience in comparison to non-criminals. They adopted an active approach to research and used

both qualitative and quantitative measures to develop their theory. They conducted interviews over a period of 14 years to explore the root cause of the initial criminal behaviour, and the changes in cognition over time. As a result of their longitudinal study, Yochelson and Samenow concluded 52 different thinking errors were present in criminal cognition, and that these *criminal thinking patterns* could be controlling the life choices of the participants, and offending population likewise. Although this pioneering study paved the way for subsequent models of criminal cognition, it has since been heavily criticised for its high attrition rate, low validity due to subjective interviewing techniques and reductionist view to criminal behaviour.

2.4.3 The Lifestyle Model of Criminal Conduct (Walters, 1990)

The Lifestyle Model of Criminal Conduct was developed by Walters in 1990, in response to several criminological theories that suggested differences in cognition between offenders and non-offenders. Walters (1990) was specifically influenced by Yochelson and Samenow's (1976) listing of particular criminal thinking patterns, which governed criminal behaviour. However, he argued their approach was reductionist, and suggested that criminality was best perceived as a lifestyle, which arises from three influences *condition*, *choice* and *cognition*. He later titled these influences the 'three Cs' given their labels.

According to Walters (1990), *Conditions* are factors, which act as parameters for criminal involvement, as they heighten or reduce vulnerability to offending.

Conditions are typically characterised as internal (e.g., genetics, intelligence, personality), external (family and peers) or interactive (person by situation) in nature, and are suggested to shape future involvement in criminality by enhancing or

inhibiting an individual's options in life (Walters, 1995). Walters (1995) goes on to propose that these conditions do not *cause* criminal behaviour, but they do restrict movement within a social setting and inhibit certain life choices. Walters suggests that this inability leads to an adjustment in thinking that is designed to justify and rationalise the person as decisions and eliminate any guilt that may arise from his or her actions. Through his studies, Walters (1995) was able to categorise the different thinking patterns evident in criminals, and he summarised them into eight 'umbrellas' based on the conditions of each. These maladaptive thinking patterns were labelled mollification, cut-off, entitlement, power orientation, sentimentality, superoptimism, cognitive indolence and discontinuity (Walters, 1995). A description of each of these can be found in the table below (Table 2.4.3).

Table 2.4.3.

A description of the eight thinking patterns which are believed to govern criminal behaviour (Walters, 1995).

Thinking Pattern	Description of Thinking Pattern
Mollification	The justification or rationalisation of one's norm-violating behaviour by focussing on social injustice, minimisation and blame projection. Attributing wrong-doing to external factors.
Cut-off	Immediate elimination of self-conscious emotions to enable an individual to commit criminal action without experiencing negative emotions.
Entitlement	Confusion around wants and needs, and a general attitude of ownership and privilege.
Power Orientation	Outward displays of aggression, which are primarily designed to control and manipulate others.
Sentimentality	Self-centred attempts to atone for one's past criminal violations by performing good deeds.
Superoptimism	Overestimating ones chances of avoiding the negative consequences of a criminal lifestyle.
Cognitive Indolence	Inclination towards lazy-thinking, short-cut problem solving and uncritical acceptance of personal ideas and plans.
Discontinuity	Disruption of thought and inability to follow through.

2.5 Personality

Put simply by Kassin (2003), the word 'Personality' derives from the Latin word 'Persona' which means mask, and although there is no unified definition of personality, it is agreed that the term refers to an individual's thoughts, feelings and behaviours (Phares, and Chaplin, 1997). These factors (i.e., thoughts and feelings) are believed to influence the values, attitudes and expectations of an individual, and are also believed to affect human reaction to problem solving, decision making and stress (Krauskopf, and Saunders, 1994). The description provided by Phares and Chaplin (1997) also suggests that these factors must be evident over a 'period of time' and this is what makes humans relatively predictable.

An individual's personality is also what makes them unique, as Phares and Chaplin (1997) argue '*no individual shares the same 'make up' of personality as another*'. This difference in personality is believed to be what makes an individual more, or less likely to engage in various behaviour. This then leads to the question, what makes some people more inclined to engage in criminal activity, and what factors 'make up' a criminal person?

2.5.1 Theories of Personality

The study of personality has a comprehensive and diverse history in psychological academia, with various disciplines providing conflicting explanations for the individual differences (Maltby, Day and Macaskill, 2017). The major approaches to personality

theory derive from; psychodynamic, humanistic, biological, behaviourist, evolutionary and social learning perspectives (as outlined by Maltby, Day and Macaskill, 2017), however, very few professionals attribute themselves solely to one of the above. Rather, they take an eclectic approach to define personality, and draw upon ideas from several earlier theorists.

Aside from the debate between discipline in regard to approaches to personality theory, there is an ongoing battle between whether personality is categorical (type) or dimensional (trait). The argument of personality being categorised by *type* refers to the notion that each individual share characteristic with another, and these people with shared characterises can be 'grouped'. This notion of thinking originated within the work of Carl Jung (Sharpe, 1987). His model to personality suggested that every individual falls within a certain category, or type, of personality style, and they remain in this class indefinitely, alongside all others who display features of the type. Whilst this approach may create clear, distinguishable types of personality, it disputes the ideology of a continuum, and states that the divide between people is clear cut rather than scaled.

Personality *trait* theory, on the other hand, suggests that an individual's personality is made up of various traits, which are relatively stable over time, but differ in intensity among individuals to influence behaviour. Unlike *type* theories of personality, trait theorists believe that personality factors exist on a gamut, and everyone places somewhere along each of the gamut's (i.e. somewhere between sociable and unsociable). Therefore, unlike type theory (which categorises based on the attendance of one trait or another), trait theory acknowledges attendance, but suggests that it can vary along a scale from absolute existence to not at all. The most common examples of trait theory encompass three to five various dimensions

(or factors) to explore personality, a table describing several of the most influential trait theories of personality can be found below (Table 2.5.1).

Table 2.5.1.

A description of the most influential trait theories used to explain personality and individual differences.

Author	Number of Dimensions/Factors	Dimension Labels
Eysenck (1947)	3 Traits (Three Supertraits)	Extraversion Neuroticism Psychoticism
Cattell (1965)	16 Traits (16PF)	Outgoing-Reserved Intelligence Stable-Emotional Assertive-Humble Happy-go-lucky-Sober Conscientious-Expedient Tender-minded-Tough-minded Suspicious-Trusting Imaginative-Practical Shrewd-Forthright Apprehensive-Placid Experimenting-Conservative Self-sufficiency-Group-tied Controlled-Casual Tense-Relaxed Venturesome-Shy
Costa and McCrae (1992)	5 Dimensions (The Big Five)	Openness to Experience Conscientiousness Extraversion Agreeableness Neuroticism
Ashton & Lee (2008)	6 Dimensions	Honesty-Humility (H) Emotionability (E) Extraversion (X) Agreeableness (A) Conscientiousness (C) Openness to Experience (O)

It is clear from the table above, that several of the major trait theories explore similar dimensions (or 'factors') in their models. For example, Eysenck, Costa & McCrae and Aston & Lee all list extraversion within their dimensions. This supports the reliability and validity of the commonly explored dimensions, given that factor analysis repeatedly discovers these dimensions to be clustered within the data (Maltby, Day & Macaskill, 2017).

Because of the overwhelming literature in support of the trait model of personality, it is considered that this approach is of most empirical validity. The majority of research models and measures rely on this approach, and test for the presence (or absence) of particular dimensions within an individual. It is this type of 'measuring' which leads psychologists to ask questions as to why some individuals are more or less likely to make particular decisions, and are these decisions guided by the presence of traits?

2.5.2 Personality and Criminal Behaviour

As discussed in the previous chapter (Chapter 4- Criminal Thinking), Andrews and Bonta (2010b) condensed the wealth of literature around risk factors and offending and arrived at the 'central eight' risk factors for offending behaviour; history of anti-social behaviour, substance abuse, family/marital relationships, school/work, lack of pro-social recreational activities, anti-social personality pattern, anti-social cognitions and anti-social associates (see work by Andrews and Bonta 2010b for a full review).

Over the years, many researchers have sought to establish and explore the link between personality and crime. The first of these was Eysenck's in 1977, who attempted to examine the presence of his 'Big Three' personality traits within a

criminal sample. Eysenck (1977) found that offenders were more likely than the general population to score *higher* on the measures of Neuroticism, Extroversion and Psychoticism. He suggests that this demonstrated high instability, (high score of neuroticism), high arousal and sensation seeking (high score of extroversion) and high levels of aggression, anti-socialness and were egocentric (high score of psychoticism) (Eysenck, 1977). These findings have received empirical support across various criminal samples, including both male and female offenders (Eysenck and Eysenck, 1973; Caspi, et. al., 1994), adult and delinquent (youth) offenders (Caspi, et. al., 1994), drug and alcohol dependent offenders (Gossop and Kristjansson, 1977) and also cross culturally in various countries and sub-cultures.

More recent models of personality, such as the 'Big Five' (Costa and McCrae, 1992), have received much less attention by criminal psychologists and their associates. As Farrington and Welsh (2007) point out, '*because of its newness, the Big Five personality model has rarely been related to offending*' (Farrington & Welsh, 2007, p.45). Nonetheless, recent work conducted by O'Riordan and O'Connell (2014) demonstrated support for four of the five trait factors of the five-factor model within an offender sample. Intellect was the only one of the five factors which did not significantly correlate with offending behaviour. Alongside its '*newness*', Andrews and Bonta (2010a) argue convincingly that the lack of modern-day research within the area is more to do with political argument (criminal causation) as oppose to validity. At the time of the Costa and McCrae's work (1992), it greater suited political parties to attribute criminal behaviour to the social environment, rather than the person, and so, theories relating to social factors, such as socio-economic status took pursuit. The pursuers undeniably ignored empirical evidence that showed that personality effects were about twice the size of social class background effects

(Waldo & Dinitz, 1967) and quoted that '*social inequality is the main cause of crime*' (DeKeresedy & Schwartz, 1996, p. 463).

When specifically exploring how personality influences criminal behaviours, Canter (1989) argues that an interpersonal approach to personality is needed, and one must review the relationship between offenders and their victims if an understanding of how personality impacts crime is sought. This approach has gained support from Blackburn (1998) who concluded that many of the traits found to differentiate offenders from non-offenders, refer to characteristic styles of relating to others (how individuals interact with others), as oppose to non-interpersonal factors.

2.5.3 Fundamental Interpersonal Relations Orientation (FIRO) Theory (Schutz 1994)

Schutz's (1958; 1992; 1994) Fundamental Interpersonal Relations Orientation (FIRO) Theory considers both the actual experience of interpersonal contact, and the desired contact within an individual. The approach considers how much, or how little an individual seeks contact with others, and also how much they desire that contact, and uses this self-reported information to explain and explore personality.

Within his theory and research, Schutz identified three core personality factors, which he titled: *Control*, *Inclusion* and *Openness* (Schutz, 1958). According to the theory, the control dimension is concerned with power, dominance and control and is interested in not only the need to exert power over others, but also how comfortable they are *receiving control* from those around them. Schutz postulates that the received control dimension can more readily be understood as submission versus resistance paradigm, as those with low tendency to *receive control* are resistant to others, whereas those who have a high tendency can be considered submissive.

Inclusion, on the other hand, is described as '*the desire to be given attention, to interact, to belong, to be unique*' (Schutz, 1994, p. 28). Again, this facet is concerned with both the tendency to *received inclusion* (prominent interpersonal relations) and to *express inclusion*. Finally, Schutz claims that *openness* refers to the tendency of affection and closeness and suggests that individuals who are comfortable with becoming emotionally involved with others, would score highly on the dimension of *expressed openness*. *Received openness* in comparison, is the longing of others to demonstrate affection and intimacy towards us.

Youngs (2004) has explored the relationship between offence styles and the various dimensions of the Fundamental Interpersonal Relations Orientation (FIRO) Theory Schutz's (1958; 1992; 1994). The research primarily focussed on the differences between person/property offences and instrumental/expressive offending styles, and their received and expressed interpersonal traits. The study found that high levels of expressed interpersonal control, was related to expressive-person style of offending. Given the definitions provided by Schutz, this finding is of no surprise, given that the offence style specifically relates to the use of power to target people in a direct way. The study also found that offenders who committed person crimes, were more likely to receive high levels of emotional closeness from others. This finding has been considered a display of skill, those offenders who are used to, and are comfortable eliciting intimacy from others, tend to use it to their advantage for a source of criminal gains (Youngs, 2004). This piece of research was the first of its kind to explore the interpersonal differences in personality and offence styles. The work is extremely pivotal for researchers concerned with exploring the offence as an experience, as much of the individual differences that influence everyday life, also influence criminal behaviours.

2.6 Psychopathy

The word psychopathy defines itself, as *psyche* generally refers to the soul or the mind, and *pathy* refers to disease or suffering. The term psychopathy has been around since the 19th century, but its development as a stand-alone diagnosis originated in the work of Cleckley (1941). Since then, psychopathy has been coined as a 'clinical construct', which is typically categorised by a combination of interpersonal, emotional and behavioural features (Dhingra & Boduszek, 2013). The features of psychopathy are suggested to be genetically influenced, are believed to develop in childhood and are considered to remain relatively stable over time (Dhingra & Boduszek, 2013). The features are also believed to exist on a continuum within the general population (Hare, 1970).

2.6.1 Classification of Psychopathy

As stated above, the origins of psychopathy as a diagnosis derive from the work of Cleckley (1941). Before this, the term was used loosely to describe someone demonstrating deviance, anti-social tendencies or a general 'mental illness' (Millon, 2002).

Working as a psychiatrist, Cleckley (1941) detailed the characteristics of several of his incarcerated in-patients whom he believed shared similar features, and from this he was able to conclude 16 criteria for a diagnosis which he considered to be psychopathy. In Cleckley's (1941) book, *The Mask of Sanity*, the 16 criteria are

described in detail, and examples of their presentation within an individual are explained. A summary of these 16 criteria can be found in the table below (Table 2.6.1a).

Table 2.6.1a.

The 16 criteria outlined by Cleckley (1941) for the diagnosis of psychopathy.

Cleckley's (1941) 16 Criteria for the Diagnosis of Psychopathy

1. Superficial charm and good intelligence
2. Absence of delusions and other signs of irrational thinking
3. Absence of nervousness or psychoneurotic manifestations
4. Unreliability
5. Untruthfulness and insincerity
6. Lack of remorse and shame
7. Inadequately motivated antisocial behaviour
8. Poor judgment and failure to learn by experience
9. Pathologic egocentricity and incapacity for love
10. General poverty in major affective reactions
11. Specific loss of insight
12. Unresponsiveness in general interpersonal relations
13. Fantastic and uninviting behaviour with drink and sometimes without
14. Suicide threats rarely carried out
15. Sex life impersonal, trivial, and poorly integrated
16. Failure to follow any life plan

Taking influence from the above criteria, which were originally outlined by Cleckley (1941), and from his own clinical observations, Robert Hare (1980) devised the first formalised psychopathy checklist (The Psychopathy Checklist, PCL; Hare, 1980). The checklist was devised as a tool that could be used to assess and ultimately diagnose the syndrome in adults. The checklist comprises 20 items, most of which reflect those described by Cleckley (1941) (the criteria can be found listed below in Table 2.6.1b), and the similarities between the two have been well documented (Hall, Benning and Patrick, 2004; Dhingra and Boduszek, 2013).

Table 2.6.1b.

The 20 items belonging to Hare's Psychopathy Check-List (PCL) (Hare, 1980).

<i>Criteria Number</i>	<i>Criteria</i>
1	Glib/Superficial charm
2	Grandiose self- worth
3	<i>Seeks Stimulation/ Prone to Boredom</i>
4	<i>Pathological Lying</i>
5	<i>Conning and Manipulative</i>
6	<i>Lack of Remorse or Guilt</i>
7	<i>Shallow Affect</i>
8	<i>Callousness and Lack of Empathy</i>
9	<i>Parasitic Lifestyle</i>
10	<i>Poor Behavioural Control</i>
11	<i>Promiscuous Sexual Behaviour</i>
12	<i>Early Behavioural Problems</i>
13	<i>Lack of Realistic, Long-term Goals</i>
14	<i>Impulsivity</i>
15	<i>Irresponsibility</i>
16	<i>Failure to Accept Responsibility for Own Actions</i>
17	<i>Many Short-Term Marital Responsibility</i>
18	<i>Juvenile Delinquency</i>
19	<i>Revocation on Condition Release</i>
20	<i>Criminal Versatility</i>

Harpur, Hakstian and Hare (1988) explored the factor analysis of the items within the original PCL and suggested that two correlated factors upheld the measure. Harpur, Hakstian and Hare (1988) titled these factors Interpersonal/Affective items (Factor 1) and Impulsive/Antisocial Lifestyle Items (also documented as social deviance) (Factor 2).

Subsequently, the checklist has since been revised, and the latest version is titled the Psychopathy Checklist- Revised (PCL-R) (Hare, 1991). The new two-factor structure of the PCL-R has been replicated in eight studies, involving over 900 prisoners and 350 forensic patients, and has been supported with findings cross culturally, including samples from Spain, Belgium, Scotland and England (see Dhingra and Boduszek (2013) for a review).

2.6.2 Psychopathy and criminal behaviour

Since its categorisation in the late 19th century, there has been a demonstrable link between psychopathy and criminal behaviour. Within the general population, almost 1% of individuals are believed to possess characteristics that would meet the criteria for psychopathy (Hare, 1994), in contrast to this, almost 20% of the prison population are believed to meet the same criteria (Hare, 1994). This suggests that those individuals who meet the criteria are more likely to be incarcerated than living within the community.

What is unclear, however, is whether psychopathy causes individuals to engage in criminal behaviour, or whether there is an overlap between the two constructs, and one is unlikely to be evident without the other. Hart and Hare (1997) summarise this conundrum well, explaining how certain psychopathic traits (such as impulsivity and

lack of empathy) “*both increase the likelihood that affected individuals will consider engaging in criminal conduct and decrease the likelihood that the decision to act will be inhibited*” (Hart & Hare, 1997, p.31).

Nonetheless, compared to non-psychopathic offenders, those who meet the criteria guidelines are: more likely to begin their criminal career at an earlier age (Anderson et. al., 1999; Molto et. al., 2000); commit higher frequency of offences and offence types (versatility) (Hare, 2003; Molto et. al., 2000); engage in institutional misconduct (Guy et. al., 2005); reoffend more frequently (Steadman et. al., 2000); and express greater pride in their antisocial behaviour (Simuord and Hoge, 2000).

Specifically, psychopathic offenders are overrepresented in several of the criminal offence types, including violent offending, sexual offending and homicide. Among homicide offenders, it is suggested that up to 30% of the population meet the criteria for psychopathy (Woodhouse & Porter, 2002; Laurell & Daderman, 2007), and in one Canadian study, researchers found that psychopathic offenders were twice as likely (93.3%) to commit an instrumental homicide than non-psychopathic offenders (48.4%) (Woodworth & Porter, 2002). This association between specific offence types and psychopathic traits, is suggested to be attributed to the instrumental aspect of the offence types (within violent, sexual and homicidal offences) and the motivation for thrill seeking behaviour among the sample group (Dhingra and Boduszek, 2013).

2.7 The Present Study⁵

⁵ As discussed within the cover note, objectives 1, 2 and 3 are replication of work which was submitted as part of my MSc Thesis.

The present study aims to explore the narratives and emotions of an offender during the commission of their offence, and also whether The Criminal Narrative Experience (CNE) framework proposed by Ioannou (2006) and replicated by Ioannou, Canter and Youngs (2017) could be identified within a sample of sexual and acquisitive offenders. The study also aims to investigate whether there are any correlates of The Criminal Narrative Experience (CNE) (Ioannou, 2006; Ioannou, Canter and Youngs, 2017), using measures such as FIRO, PICTS, GASP, and Tri-PM to explore individual differences within the two crime types (sexual and acquisitive offending).

Ultimately, there are seven objectives to the proposed research, which reflect the two parts of the study outlined above. The seven objectives are as follows-

1. To determine whether the overall structure of emotions that are experienced by sexual and acquisitive offenders when committing their crimes, can be differentiated in terms of different emotion themes (for example, elation, calm, distress, depression) and to explore the differences/similarities between the two crime types.
2. To determine whether the overall structure of narrative roles that sexual and acquisitive offenders see themselves as acting out when committing their crimes, can be differentiated in terms of different roles themes (for example, adventurer, professional, revenger, victim) and to explore the differences/similarities between the two crime types.
3. To examine the relationship between the emotions and narrative roles experienced by sexual and acquisitive offenders as per the Criminal Narrative Experience (CNE) and the differences/similarities between these crimes.
4. To establish whether sexual and acquisitive offenders with different criminal thinking styles, typically draw on different narrative roles and related

emotions, and to explore the differences/similarities between the two crime types.

5. To establish whether sexual and acquisitive offenders with different personality styles, typically draw on different narrative roles and related emotions, and to explore the differences/similarities between the two crime types.
6. To examine the relationship between psychopathy and narrative roles and related emotions for sexual and acquisitive offenders, and the differences/similarities between these crimes.
7. To examine the relationship between self-conscious emotions, specifically shame/guilt and narrative roles and related emotions for sexual and acquisitive offenders, and the differences/similarities between these crimes.

Chapter 3

Methodology

3.1 The Prison Estate

The prison estate in England and Wales comprises of 117 publicly and privately-run prisons (Beard, 2019). The prisons detain offenders who are remanded and awaiting court appearances, as well as those who have been sentenced to serve a custodial sentence (Beard, 2019). The latest reporting on prison population totalled the number of incarcerated offenders at 83,116 (Ministry of Justice, 2019a).

Each of the 117 prisons are categorised based on the risk of the population. They range from Category A (highest risk population, those who have the potential to cause the greatest harm to the public) to Category D (lowest risk population, those who are least likely to cause harm to the public), with separate categorisation for young offenders institutes and female estates (both of which remain un-banded) (Beard, 2019).

The prisons range dramatically up and down the country, from smaller, female prisons such as Askham Grange which holds up to 128 offenders (Justice, 2019a), to large busy reception prisons such as Wandsworth, which holds up to 1628 prisoners (Justice, 2019b). However, they all serve the same purpose, to protect the public, to punish and to rehabilitate (Beard, 2017).

3.2 Access to the Prison Population

The data used in the present study was collected via questionnaire in a privately prison in the north west of England. The prison was selected due to opportunity, the director's ability to grant access to research⁷ and due to its large number of both sexual and acquisitive offenders (mixed population). The population of the prison at the time of research was 1373. The prison was a category B, local prison, with most of its population being on remand, awaiting sentencing at local courts.

The access to the prison population for research purposes was initially obtained through informal conversation between the researcher and senior management, during which the researcher explained the nature of the study. The researcher was then asked to produce an official application for consent, explaining the details of the study, the procedures for data collection, a copy of the questionnaire, and how any ethical issues would be managed. The Application for Consent letter, which was sent to the director of the prison, can be found in Appendix 2. The director of the prison granted conditional permission given that the researcher presented the findings of the research to the senior management team (SMT) at the end of the research project, and providing the researcher remained anonymous throughout data collection (this condition was necessary due to the researcher's employment within the prison and the obvious conflict in roles).

3.3 The Sample

Seventy-three adult male offenders took part in the study. The age of the sample ranged from 18 to 63 years, with the mean age totalling 36 ($M= 35.88$, $SD= 12.07$). The majority of participants were White British ($N= 68$, 93.1%), however there were

⁷ As oppose to public sector prisons, where approval is needed from the Ministry of Justice.

participants representing Black Caribbean ($N= 2$, 2.7%), Black African ($N= 1$, 1.4%) and Pakistani ($N= 1$, 1.4%) ethnicities.

Participants were initially approached via a wing to wing letter drop, where they were told the main aims of the study and the eligibility criteria (willingness to take part, index offence being acquisitive or sexual and ability to read and write). Participants were advised that there was no criteria around sentencing status (sentenced or remand), sentencing length or time served, but only sexual offenders and burglary offenders were approached. By approaching only these two types of offenders, the differences between acquisitive and sexual crimes could be examined. As a result, twenty-six were in custody for sexual offences, whilst 47 were in custody for acquisitive offences.

Out of the 1,373 offenders housed at the establishment at the time of data collection, approximately 131 were in custody for a sexual offence. Aside from index offence criteria, the other mandatory requirement for participation was ability to read and write. The main reasons for this were time constraints and researcher anonymity. Recent research from the Shannon's Trust (a charity which provides reading and writing classes to prisoners) states that approximately 50% of UK offenders are functionally illiterate (Hopkins & Kendall, 2017). This decreased the eligible individuals within the target prison from 131 to 66 (50% of the 131 sexual offenders within the prison). Although the sample size obtained in the current study appears low ($N= 26$), , this figure was 40% of the total target population. This means that 2/5s of the target population of sexual offenders volunteered to take part in the current study. This was a large amount.

3.4 Measures

Two questionnaires were used within the study. One was given to sexual offenders to complete and one was given to acquisitive offenders to complete (this was determined by location in the prison, with sexual offenders being grouped in isolation, away from the general population for their own protection). The only differences in the two questionnaires in within section 2, 'description of crime'.

The questionnaire contained a total of 9 sections, the first 2 were developed for the purpose of this study, whilst the later 7 were established measures. A full description and reference for each can be found below.

1. Demographics and Offending History

Firstly, participants were asked to record basic demographics about themselves, including their age, ethnicity, previous convictions and educational history.

Participants were also asked to record information about their family background, including who they lived with during childhood, their parents' education and qualifications, family members convictions and sibling demographics.

2. Description of Crime

Participants were then asked a series of questions relating to their offence, including; what the events were leading up to the crime, what happened during and after the offence, what measures they took to avoid detection and how reliable their memories were of the incident. The role of this section was to give participants the opportunity to recall the offence in detail, this would have allowed for better recall of emotional state and narrative roles later on in the questionnaire. There was some variation in

the questions asked within this section, depending if the respondent was describing a sexual or acquisitive offence.

3. Emotions Statements

The third section of the questionnaire consisted of twenty-six emotions statements. The statements aimed to represent the full gamut of Russell's (1997) circumplex, and were initially developed from pilot research (Odale, 1997; Cross, 1998; Murray, 1998; Ioannou, 2001). The results from the pilot research indicated that emotions made sense to criminals as possible descriptions of their feelings during the crime, as long as the crime in question could be clearly remembered. A five-point Likert scale was used to measure the extent to which the offenders felt the emotion during their experience of crime. The scale ranged from "Not at all" (1) to "Very much indeed" (5), with (2) reflecting "Just a little" "Some" (3) being the midpoint and 4 suggesting "A lot". By using a Likert scale, participants were given the opportunity to elaborate on their answers compared to a simple yes/no format. Examples of the emotion statements include: "I felt lonely", "I felt scared", "I felt excited" and "I felt courageous".

4. Narrative Roles Questionnaire (NRQ v1) (Youngs and Canter, 2012)

A list of thirty-three statements represented the different types of roles. The roles statements were developed after considering Frye's Archetypal mythoi (1957), Narrative theory (McAdams, 1988) and role narratives that were identified from work conducted by Canter, Kaouri and Ioannou (2003), Canter and Youngs (2012) and previously by Ioannou (2001, 2006). A five-point Likert scale was used, in which offenders selected how much they agreed with the statement in regard to their experience. The statements described what it was like while they were committing

the crime and included statements such as, “It was like being a professional”, “I had power”, “I knew I was taking a risk” and “I was a victim”. The scale indicated the extent to which the participant agreed and ranged from “Not at all” (1) to “Very much ” (5), with “Some” (3) being the midpoint. Such a scale, allows for participants to elaborate on their answers rather than only being given the opportunity to respond yes/no.

5. *Fundamental Interpersonal Relations Orientation (FIRO) (Schutz, 1994)*

FIRO is a type of personality test that is focussed upon on interpersonal relationship. The measure was first developed in 1958 by Schutz, and it based on the theory that ‘people need people’, and individuals seek to establish compatible relationships with others via their social interactions (Schutz, 1958, 1992, 1994). The three interpersonal needs which are explored via the FIRO are: affection/openness, control and inclusion. The questionnaire explores the desire to *express the need*, and the desire to *receive the needed behaviour* from s as well as the *actual presence* of the factor within the participants social interactions. The 12 domains are titled as follows: Actual Expressed Openness (AEO), Actual Expressed Inclusion (AEI) and Actual Expressed Control (AEC), Actual Received Openness (ARO), Actual Received Inclusion (ARI) and Actual Received Control (ARC), Wanted Expressed Openness (WEO), Wanted Expressed Inclusion (WEI) and Wanted Expressed Control (WEC), Wanted Received Openness (WRO), Wanted Received Inclusion (WRI) and Wanted Received Control (WRC).

The domains are measured by presenting the participant with phrases such as ‘I prefer working with a small group of people’ and ‘I include others and like to be included’. The participant is then asked to rate, on a 6-point Likert scale, how much they agree or disagree with the statement. In total there are 108 items with the

questionnaire, 54 measuring the 'Actual' presence and 54 measuring the 'Wanted' presence. Each of the 12 domains is reflected by 9 questions.

6. *The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS)*
(Walters, 2001)

The next section of the questionnaire examined the criminal thinking style of each offender, through the application of The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS) (Walters, 1996). The PICTS is an 80 item, self-report measure of the criminal cognitions and thinking styles purported to offending and recidivism. The PICTS provides scores on two 'general test taking' or validity scales, Confusion (Cf-r) and Defensiveness (Df-r), and eight thinking style scales, Mollification (Mo), Cutoff (Co), Entitlement (En), Power Orientation (Po), Sentimentality (Sn), Superoptimism (So), Cognitive Indolence (Ci) and Discontinuity (Ds), each of which have been considered instrumental in protecting and maintaining a criminal lifestyle (Walters, 1990). Within the PICTS, participants are presented with a range of statements relating to one of the above thinking styles, and are asked to report how much they agree, or disagree, on a four point Likert scale. Statements include phrases such as, 'I see no reason to change my behaviour at this point' (Df), 'The way I look at it, I've paid my dues and am therefore justified in taking what I want' (En), and 'When not in control of a situation I feel weak and helpless and experience a desire to exert power over others' (Po).

In 2002, Walters set out to review the validity and reliability of his research into Criminal Thinking and the application of the Psychological Inventory of Criminal Thinking Styles (PICTS) (Walters, 1995) (which was a development of his earlier 'Lifestyle Model of Criminal Conduct' [Walters, 1990] as described below). In his

meta-analysis, Walters (2002) combined the data from over 16 studies and found that the internal consistency, test re-test reliability, and temporal stability of the PICTS scales were 'reasonably well established' (Walters, 2001).

7. The PICTS validity scales were added by Walters to assess the response style and sets (Walters, 2001). The Confusion scale (Cf-r) was designed to identify a '*fake-bad*' response from the participant, something which Walters refers to as a '*yea-saying*' (Walters, 2001, p. 279). An example of this scale includes the statement, '*Strange odors, for which there is no explanation, come to me for no apparent reason*', Walters hypothesis was that participants who scored highly on this type of question, are responding with 'yea-saying' responses (Walters, 2001). He suggests this type of response set is usually associated with poor concentration, comprehension difficulties and limited confidence with the English language (Walters, 2000). The Defensiveness scale (Df-r) is sensitive to '*fake good*' responses from participants. Walters described a 'fake-good' response as an answer from a participant which aims to 'create overly favourable impressions' of themselves (Walters, 2001). Previous research exploring data provided by both male and female offenders has been summarised in a recent paper by Walters (Walters, 2001). Summary of the evidence suggests that the eight 'thinking style' scales attain stability coefficients between .73 and .93 after 2 weeks, and between .47 and .86 after 12 weeks (Walters, 2001). The paper also concluded that the eight thinking styles correlate with measures of past offending, and that they accurately predict future disciplinary and release outcome (Walters, 2001). *The Triarchic Psychopathy Measure (Tri-PM) (Patrick, 2010)*

The Triarchic Psychopathy Measure (Tri-PM) is a 58-item measure which explores the three phenotypic constructs which are closely related to Psychopathy: Boldness, Meanness and Disinhibition (Patrick, Fowles, & Krueger, 2009; Patrick, 2010). Within the Tri-PM literature, boldness is defined as the nexus of high dominance, low anxiousness, and venturesomeness, whereas meanness is described as reflecting tendencies toward callousness, cruelty, predatory aggression, and excitement seeking; and disinhibition is described as reflecting tendencies toward impulsiveness, irresponsibility, oppositionality, and anger/hostility (Patrick, Fowles, & Krueger, 2009; Patrick, 2010). These three constructs relate significantly to those criteria found in the current edition of the *DSM-5* (American Psychiatric Association, 2013), and have foundations in the historic conceptualisations of the disorder. The 58 items are all presented as statements, which the participant had to rate on a four point Likert scale, how strongly they agree, or disagree, with the statement. The statements, for example, include 'I Am a Born Leader', and the participant would respond; True, Somewhat True, Somewhat False, or False.

8. *The Guilt and Shame Proneness Scale (GASP) (Cohen, Wolf, Panter and Insko, 2011)*

Participants were then presented with the Guilt and Proneness Scale (GASP). The GASP was devised in 2011 by four American Psychologists: Cohen, Wolf, Panter and Insko (2011), and was developed in response to an acknowledged gap in the field's ability to define, differentiate and measure the two self-conscious emotions; shame and guilt. The scale itself measures differences in an individual's propensity to experience guilt and shame across a range of personal transgressions (Cohen, Wolf, Panter & Insko, 2011). The GASP contains two guilt subscales (Negative Behaviour-Evaluations (NBEs) and Guilt-Repair) and two shame subscales

(Negative Self-Evaluations (NSEs) and Shame-Withdraw). Both guilt subscales have been found to highly correlate with one another (Cohen, Wolf, Panter & Insko, 2011), and negatively correlate with unethical decision making, suggesting those who are prone to feelings of guilt, are less likely to engage in unethical and antisocial behaviour (Cohen, Wolf, Panter & Insko, 2011). In comparison, shame-NSE negatively correlated with unethical decision making, whilst shame-withdraw did not. This suggests that shame-NSE has a positive effect on the desistance to immoral behaviours, whilst shame-withdraw does not.

The measure is a scenario-based, self-report questionnaire in which participants read about situations that people may encounter day to day, and were asked to rate, on a 7 point Likert scale, how likely it would be to experience a particular response. For example, question 16 reads “*You lie to people but they never find out about it. What is the likelihood that you would feel terrible about the lies you told?*” In the present study, the participant was asked to respond on a 7 point scale, how likely it was that they would ‘feel terrible’ about their wrongdoing, with 1 being ‘Very Unlikely’ and 7 being ‘Very likely’. There are 16 items on the questionnaire, four for each sub classification.

9. *The Guilt Inventory (GI) (Kugler & Jones, 1992; Jones, Schratter & Kugler, 2000)*

Finally, section nine of questionnaire aimed to explore feelings of guilt among the offender, both currently, and over the past 12 months. The Guilt Inventory (GI) (Kugler & Jones, 1992; Jones, Schratter & Kugler, 2000) has a total of 45 items measuring trait guilt (N=20), state guilt (N=10) and moral standards (N=15). The scale uses phrases such as ‘Lately, I have felt good about myself’ (which is

reversed) to measure state guilt, and phrases such as 'I often have a strong sense of regret' to measure trait guilt.

The participants were asked how much they agree or disagree with the statements on a five-point Likert scale. The response options were Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The responses provided to each of the 45 items were analysed to identify the level of guilt (across the three dimensions) which the individual holds.

The full questionnaires can be found in Appendix 6 (sexual offender's questionnaire) and Appendix 5 (burglary offender's questionnaire). The differences in the questionnaires relate to the questions concerning the description of the crime.

3.5 Procedure

All the prisoners housed within the target prison were approached via letter and were asked to take part in the study. They were informed of the details and aims of the study, along with information regarding confidentiality and anonymity (see Appendix 3). If the prisoner wished to take part in the study, they were given the opportunity to reply to the letter and request a copy of the relevant questionnaire. An advert was also placed on the prisoner kiosk (which is an electronic computer on the wing, on which prisoners choose meals, apply for jobs and make appointments). There were 137 applications placed on the kiosk. Unfortunately, 10 of these applications were rejected due to their index offence not being that of sexual or acquisitive nature, however 127 applications were approved and were subsequently posted an initial letter.

It was important to provide the prisoners with sufficient information prior to requesting a copy of the questionnaire, in order to allow them to make an informed decision regarding their participation. In the initial letter, it was made clear that their participation was voluntary, and they could retract their questionnaire at any point, should they wish. It was also emphasised that their responses were completely confidential to the researcher, and there would be no repercussions following the answers they provided. Anonymity was discussed during the initial letter in order to ensure that the participants knew their answers would not be associated to them, or their offences (a copy of the information sheet can be found in Appendix 3).

The ability for the research to withdraw questionnaires at a later stage was due to complex coding on both the hard copy of the questionnaires and the coding on the computerised data set. The opportunity to withdraw from the research at any stage provided participants with confidence in their decision to take part in the study.

Once a reply was received, and the participant identified their decision to take part in the study, the researcher returned a consent form (see Appendix 4) and a copy of the relevant questionnaire (see Appendix 5 and 6) (the questionnaire selected depended on the index offence and prisoner location). The participant was asked to complete all nine sections of the questionnaire to the best of their ability, and then return it in the self-addressed envelope provided. The questionnaire followed the order listed below-

1. Demographics
2. Description of Crime
3. Emotions Statements (Ioannou, 2001)
4. Narrative Roles Questionnaire (NRQ) (Youngs and Canter, 2012)

5. Fundamental Interpersonal Relations Orientation (FIRO) (Schutz, 1994)
6. The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS) (Walters, 2001)
7. The Triarchic Psychopathy Measure (Tri-PM) (Patrick, 2010)
8. The Guilt and Shame Proneness Scale (GASP) (Cohen, Wolf, Panter and Insko, 2011)
9. The Guilt Inventory (GI) (Kugler & Jones, 1992; Jones, Schratte & Kugler, 2000)

Once the completed questionnaire was returned to the researcher, a debrief was posted to the participant's cell number (see Appendix 7). The debrief thanked the participant for taking part in the study and contained information about the researcher, how to access the findings of the research and the information of agencies which support individuals with various issues such as drug/alcohol abuse, deviant sexual thought and suicidal feelings, should they have felt psychologically distressed by the questions in the study. The researcher did not envisage any immediate psychological distress caused by the questionnaires, but the information was provided as a safety precaution. The participant was reminded that their answers would remain anonymous and confidential and were given the information of how to withdraw from the research. Throughout data collection, the researcher encountered no relevant problems or interferences.

3.6 Self-report Measures

Using self-report measures, to gather data regarding criminal activity, overcomes some of the difficulties that have been associated with obtaining information from

official data. Scepticism surrounding the adequacy of official data as a measure of the distribution of criminal behaviour has a long history in criminology. The inadequacies have been arguably associated with under-representation and biases in recording of information and these issues have been frequently studied and catalogued (Sellin & Wolfgang, 1964; Lab & Allen, 1984; Bulmstein and Cohen, 1986; Mackenzie, Baunach and Roberg, 1990). The Home Office are not ignorant to these arguments, as they reported in their 2002 edition of 'Criminal Statistics for England and Wales' that only 23% of reported crimes are detected, and from that, only 14% of offenders are charged. Therefore, by relying solely on conviction information, a large proportion of offending information is not obtained (Williams & Gold, 1972; Jensen & Rojek, 1980; Bennett and Wright, 1984), hence the reason why self-reported measures are popular within the field.

Self-reported measures were used within the current study to not only obtain information regarding criminal activity, but also to gather sensitive information which would have been subject to social desirability, should the question have been asked during interview techniques. However, the self-report method is not without its problems, most of which have related to the issues of reliability and validity (Elliot & Ageton, 1980; Hindlelang, Hirschi and Weis, 1981; Bruce & Desmond, 1997).

Reliability can be defined as the ability to replicate results over various places and time; it is the extent to which a measuring procedure yields the same results on repeated trials. In a study of the reliability of self-reported measures, Hindelang, Hirschi and Weis (1981), examined the reliability of various scoring procedures within different sex, race and police court record groups. All but one group had test-retest reliabilities in the range of 0.84-0.97. Similarly, Moffitt (1990) reports a Pearson's correlation of 0.85, in their attempt to test the reliability of self-reported

measures. Finally, in The National Youth Survey, conducted by Huzinga and Elliott (1986), test-retest reliabilities ranged from 0.65 to 1.00. Therefore, the majority of studies indicate that although the information provided in self-reported measures is subject to the participant, the answers they provide are usually consistent with the truth, given that the average reliability rate lies in the eighties and nineties (Huzinga & Elliott, 1986). These findings are applicable between various age ranges as well as cross culturally (Huzinga & Elliott, 1986).

The validity of self-reported data has also found itself under great scrutiny.

Researchers have repeatedly questioned the ability for individuals to produce socially desirable answers and inaccurate information during the completion of the questionnaire (Palmer & Hollin, 2001). However, when validity checks have been conducted, the general conclusion is that self-reported questionnaires are capable of yielding accurate information (Palmer & Hollin, 2001; Connell & Farrington, 1997).

3.7 Ethical Considerations

The proposed research was conducted in line with the British Psychological Society (BPS) Code of Conduct (BPS, 2009), and gained full ethical approval by the School Research Ethics Panel (SREP) within the School of Human and Health Sciences at The University of Huddersfield (see Appendix 1). Consent was also granted by the prison director, and a signed copy of this consent form was attached to the SREP application. All data collected at the prison remained confidential and participant identity was, and continues to be, anonymous. The only instances where confidentiality could have been breached is where a significant risk was evident. There were no cases of this. Participants were required to give informed consent and

were fully briefed, both before and after participation. All data was stored in line with ethical guidelines, and confidentiality was maintained at the highest level. Researcher identity was kept anonymous throughout the study, as not to heighten the risk for her at her place of work, and this was one of the stipulations outlined by the director when permission was granted.

The plans for achieving these commitments were as follows-

- Participants were given information about the research with the initial letter and prior to completing the questionnaire.
- Full consent was obtained through a consent form. Participants were required to read, sign and date the form, prior to completing the questionnaire.
- Participants had the opportunity to ask any questions beforehand (via letter) and were given the details of who to contact should they have further questions once they have commenced participation.
- Participants were debriefed after the questionnaire has been returned through a debrief letter. They were thanked for their time and given the details of who to contact should they have any questions or if they have been exposed to any psychological discomfort.
- If the participants felt they required psychological support following participation, they were to be directed to the prison chaplain (who had agreed to offer 1-1 support to participants, should they need it), to the Samaritans (who prisoners had access to 24/7 whilst in custody) or to the in-house mental health and counselling teams. Due to the researcher's role within the prison, she was able to refer participants to these services via staff emails. Positively, no one required such intervention following participation.

- All data stored electronically was saved under password protected files on personal storage space on the University of Huddersfields drive and on a password protected memory stick. Once loaded, this USB stick remained in a locked draw. There was no other store of electronic data. To maximise protection, each file was also encrypted.
- Paper copies of the questionnaire were kept in a locked room on campus at the University of Huddersfield.
- Only the researcher and the research support team, had access to the data.
- All completed consent forms and questionnaires were number coded, then stored in separate locations. The number coding was not transferred onto electronic copies.
- The place of study will be kept anonymous throughout research dissemination and will be referred to as 'a prison north west England'.

Through practising these commitments, and ensuring responsivity to dynamic issues, all proposed ethical considerations were protected.

In the future, ethical consideration must be taken to those who read the thesis itself.

The language used within some of the measures, specifically the Emotions statement (Ioannou, 2001) and the Narrative Roles Questionnaire (Youngs and Canter, 2012) may cause distress to readers. The study itself aimed to explore the experience of offending, from the perspective of the offender, and so, a gamut of emotions is explored, both positive and negative. Words such as 'intrepid' when describing the narrative role theme reflect the experience of the offender as described within the theme.

3.8 Analysis

Smallest Space Analysis (SSA) is a non-metric, multidimensional scaling procedure (Lingoes, 1973), based on the assumption that the underlying structure will most readily be appreciated if the relationship between every variable and every other variable is examined (Canter, 1985). An examination of the raw mathematical relationship between all the variables would be difficult to interpret, so a geometric (visual) representation is produced.

The SSA procedure is given its title as it produces a solution of the smallest dimensionality, compared to any other forms of multidimensional scaling; this is primarily because it operates on the rank order of the original correlations, rather than their absolute values (Canter & Heritage, 1989). A measure of stress, called the co-efficient of alienation (see Borg & Lingoes, 1987, for details), indicates how closely the rank orders of the distances between the points in the spatial representation relate to the rank orders or the correlations between the variables. A coefficient of alienation equal to '0' would indicate a perfect fit, while '1' would indicate no relation at all. Each variable is plotted on the graph in relation to every other variable, depending upon the associated correlations. The more highly correlated the variables are, the closer they will appear within the SSA plot (Canter & Heritage, 1989).

SSA provides a visual representation of the relationships between a set of variables, which can allow researchers to readily identify those variables, which occur together, and ultimately identify themes in the data. The classification of variables is determined by examining the regional structure, and this approach to research is known as The Facet Theory (Canter, 1985). The 'Facets' are the overall

classification of types of variables. The SSA plot offers a basis for testing and developing hypothesis about the structure of the relationships between offence behaviours. However, the postulation of facets goes beyond the rather arbitrary proposal of 'grouping', by using the principle of contiguity.. Therefore, items with the same facet elements can be found in the same region of space. This gives rise to the ability to classify behaviours.

Though there are many aspects of SSA in common with factor analysis, there are also several differences, the most important being the way they model the structure in a correlation or association matrix, and how this structure is represented (Ioannou, 2006).

In SSA, information about the structure is contained in the order of similarities among the variables in the association matrix; factor analysis considers the mathematical linear combination of the factors, and in doing so, according to Donald (1985), fails to reveal the qualitative nature of the inter-relationships between variables. On the contrary, SSA simply translates the similarities in the association matrix into distances in the geometric representation. Also, an SSA operates on the rank order of the correlations, rather than their absolute values (Guttman, 1968), thus allowing a production of the smallest dimensionality which compensates for some of the noise found in 'real-world' data. The resulting configuration of points on an SSA is developed from relationships among variables and not from their relationship to some given axes, as in factor analysis. Therefore, the configuration can be examined directly without assuming underlying orthogonal dimensions (Canter & Heritage, 1989).

In the present study, SSA was preferred over factor analysis, due to the fact that SSA is related to an association matrix, rather than to a linear combination of factors. SSA was also given weight as the procedure considers low and highly correlated variables, grouped according to facet (theme), while factor analysis tends to ignore variables that do not correlate with the factors extracted. SSA was also preferred due to the application of the method of analysis within investigative psychology. A number of studies, from suicide notes (e.g. Ioannou & Debowska, 2014; Synnott, Ioannou & Coyne, 2017) to criminal actions (e.g. Canter and Heritage, 1990; Canter and Fritzon, 1999; Canter & Ioannou, 2004; Ioannou, Hammond & Simpson, 2015; Ioannou and Oostinga, 2015; Ioannou, Synnott, Reynolds, Pearson, 2018; Youngs & Ioannou, 2013; Youngs, Ioannou & Eagles, 2016) have found such MDS models to be productive. Previous research surrounding The Criminal Narrative Experience (CNE) (Ioannou, 2006; Ioannou, Canter & Youngs, 2017) also adopted SSA and replication of the methods of analysis used, allows for comparison across the results.

Smallest Space Analysis (SSA) was used within the current study to test the relationship between different variables concerning the criminal narrative experience: these included both emotions and narrative roles. As a result of this, 6 separate SSA plots were produced, two of these explored emotions (one for sexual offenders, one for acquisitive offenders), two explored narrative roles (again, one for sexual offenders, one for acquisitive offenders) and two explored the criminal narrative experience (one for sexual offenders, one for acquisitive offenders). The SSA plots were produced following analysis of the data provided in the Likert scales of both section 3 (Emotions Statements, Ioannou, 2001) and section 4 (Narrative Role Questionnaire, Youngs and Canter, 2012) of the questionnaire (see above). As a result, plots 1 and 2 used the Likert scale responses to the 26 emotions statements,

plots 3 and 4 used the data provided in the narrative role questionnaire (which was 33 Likert scale responses) and plots 5 and 6 combined the data from both of the data sets. The aim of this analysis was to test the relationship between each of the variables. Close relationship would be demonstrated by the variables being placed closely together within the plot, whilst no relationship would be presented through distance on the plot. In essence, the null hypothesis was that the variables would have no clear relationship to one another. The results chapter to follow details the findings from each of the six applications of smallest space analysis.

Chapter 4

Results

4.1 Basic Demographics

Seventy-three male offenders took part in the study from September 2016 to May 2017. Out of the 73 participants, the age ranged from 18 to 63 years, with the mean age averaging 36 ($M= 35.88$, $SD= 12.07$). Figure 44.1.1 shows the distribution of age within the sample.

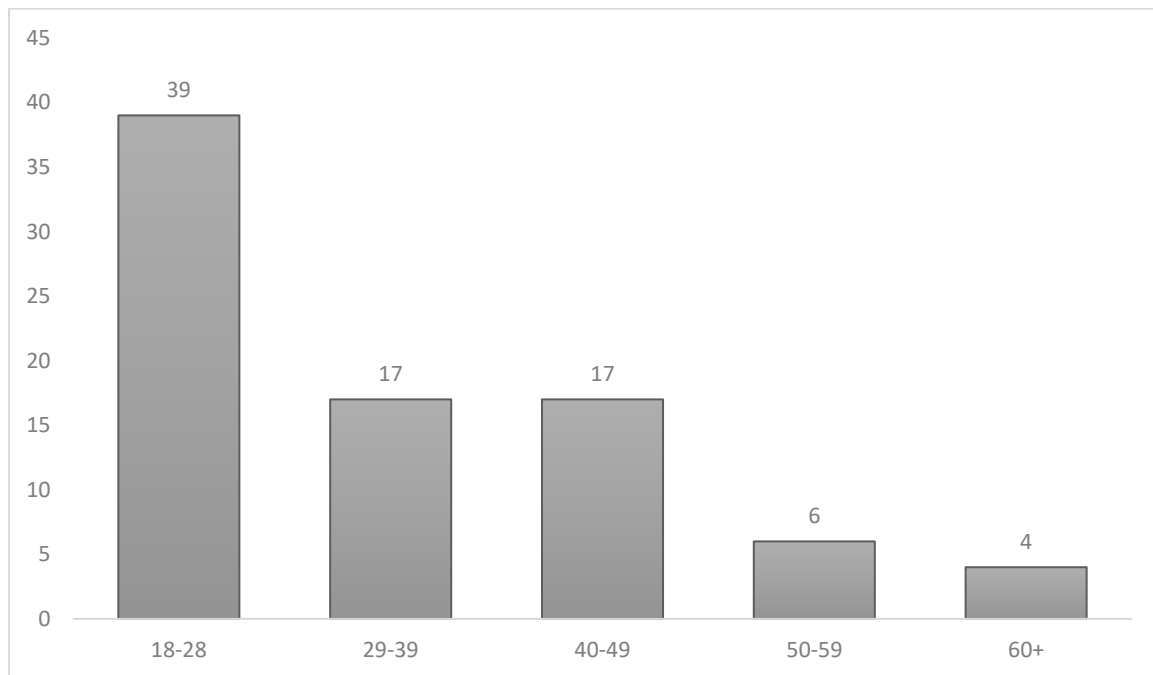


Figure 4.1.1.

A graph to show the distribution of age within the sample.

In terms of ethnicity, 93.2% of offenders were White British male's ($N= 68$, 93.1%), with a small proportion representing Black Caribbean ($N= 2$, 2.7%), Black African ($N= 1$, 1.4%) and Pakistani ($N=1$, 1.4%) ethnicities.

The study aimed to gather a sample of offenders who had committed a range of acquisitive offences and sexual offences. This was achieved through completion of a letter drop on each houseblock of the prison (see methods section for a more detailed description of how this was achieved). Out of the 73 offenders who volunteered to take part in the study, 26 were in custody for a sexual offence, whilst 47 offenders were in custody for acquisitive offences. A breakdown of the offence types per group can be found in the table below (Table 4.1.1).

Table 4.1.1.

A table to show the frequencies for each crime type represented within the sample.

Category	Offence	Frequency
Sexual Offence	Indecent Images	7
	Sexual Assault	7
	Breach of Sexual Offences Prevention Order (SOPO) ⁸	4
	Rape	3
	Underage Sex	2
	Attempted Rape	1
	Child Abduction	1
	Entice Sexual Activity with a Minor	1

⁸ Behaviours which amount to breach of a SOPO include any actions which do not adhere to restrictions stipulated by a probation officer. As an example, this may include contacting under 18s.

Acquisitive	Burglary	28
Offence	Robbery	8
	Theft	5
	Armed Robbery	5
	Fraud	1

The total sentence length being served ranged from 2 months to life sentences, with the average sentence length being 168 months ($M= 168.18$, $SD= 319.25$). The average sentence length was calculated using the time scale reported by participants. In the UK even life sentences hold a minimum tariff, and for the purpose of this calculation this figure was used as the participants sentence length. Most participants had already served an average of 55 months at the time of participation ($M= 54.68$, $SD= 169.87$).

4.2 Upbringing

Growing up, 42.5% of participants lived with their mother and father ($N= 31$, 42.5%). Others lived with just one parent ($N= 13$, 17.8%), whilst some lived with a biological parent and stepparent ($N= 8$, 10.9%). The remainder reported living with relatives ($N= 4$, 5.5%), foster parents ($N= 1$, 1.4%) or adopted parents ($N= 14$, 19.1%).

When asked to recall whether their parents had any criminal convictions, 30% of participants stated “Yes” ($N= 22$, 30%). The range of offences varied greatly from violent offences ($N=13$), to drug offences ($N=5$) and acquisitive offences ($N= 6$). Two

participants reported their parents had convictions for sexual offences ($N=2$) (these individuals were also sexual offenders).

The highest level of education within the sample was postgraduate ($N=2$), followed by undergraduate ($N=2$). Most of the sample were educated to college/A-Level standard ($N=30$). Nine participants reported having no formal education.

4.3 Criminal Background

Two males within the sample population identified the offence for which they were in custody as their first offence, the remainder of the population reporting having previous convictions. The number of previous convictions ranged from 1 to 160. The average number of previous convictions was 30 ($M=30.21$, $SD=34.98$). A breakdown of previous convictions and the type can be found in the table below (Table 4.3.1).

Table 4.3.1.

Frequency of previous conviction types within the sample population ($N=73$).

Previous Conviction Type	Frequency within the Sample
Theft/Burglary	48
Violence	36
Robbery	20
Contact Sexual Offences	19
Fraud	14
Driving Offences	13
Drug Offences	11

Non-Contact Sexual Offences	8
Criminal Damage	7
Murder	3
Arson	3

Fifty-five participants reported having been on probation before ($N= 55$), and 56 reported having been to prison or young offenders institute before ($N= 56$). The average previous sentence length was 90 months ($M=90.81$, $SD= 252.22$).

The age in which offenders were first given a warning by the police ranged from 7 to 62 years, with a mean age of 16 years ($M= 16.71$, $SD= 11.09$), and the age in which they were first found guilty of a crime in court ranged from 10 to 62, with a mean age of 19 ($M= 19.42$, $SD= 11.28$). The types of first convictions ranged greatly, and the frequencies of each can be found in the table below (Table 4.3.2).

Table 4.3.2.

Frequency of first conviction types within the sample population ($N=73$).

Previous Conviction Type	Frequency within the Sample
Theft/Burglary	32
Violence	11
Contact Sexual Offences	10
Non-Contact Sexual Offences	6
Fraud	5
Criminal Damage	4
Drug Offences	2

Driving Offences	1
Weapon	1
Arson	1

4.4 Differences between Acquisitive Offenders and Sexual Offenders

Out of the 73 offenders that participated in the study, 26 were in custody for sexual offences and 47 were in custody for acquisitive crimes. The mean age of sexual offenders was 32 (M= 31.65, SD= 12.82) and the mean age of acquisitive offenders was 38 (M= 38.21, SD= 11.09). The mean age of sexual offenders was higher than acquisitive offenders, and this finding reflects the current trends in ages within the prison population (notably influenced by the rise in older offenders receiving custodial sentences for historic sexual offences). Aside from age, several other notable differences were recorded between the acquisitive and sexual offenders.

Sexual offenders were, on average, educated to a higher level than acquisitive offenders (see Table 4.4.1a below).

Table 4.4.1a.

A table to show the education levels reported between the two offending groups.

Education Level	Type of Offender	Percent
No formal education	Sexual Offender	7.7%
	Acquisitive Offender	14.9%
Up to Secondary	Sexual Offender	34.6%
	Acquisitive Offender	44.7%

College/A-Level	Sexual Offender	53.8%
	Acquisitive Offender	34%
University level	Sexual Offender	3.8%
	Acquisitive Offender	6.4%

Acquisitive offenders reported receiving their first warning ($M= 14.41$, $SD= 9.09$) and first guilty in a court ($M= 17.33$, $SD= 9.47$) at a younger age than sexual offenders did (first warning, $M= 20.77$, $SD= 13.14$; first guilty in a court, $M= 23.12$, $SD= 13.35$). Acquisitive offenders had, on average, four times the amount of previous convictions compared to sexual offenders (see Table 4.4.1b below).

Table 4.4.1b.

A table to show the difference in criminal background between the two offence types.

Variable	Type of Offender	Min	Max	Mean	SD
Age of First Warning	Sexual Offender	9	62	20.77	13.14
	Acquisitive Offender	7	61	14.41	9.09
First Guilty in Court	Sexual Offender	11	62	23.12	13.35
	Acquisitive Offender	10	61	17.33	9.47
Number of	Sexual Offender	1	70	9.00	14.78
Convictions in Total	Acquisitive Offender	0	160	42.47	37.45

The criminal careers of acquisitive offenders appear more chaotic than that of sexual offenders, with court appearances, custodial sentences and probationary periods for acquisitive offenders being significantly higher than that of sexual offenders. Acquisitive offenders were also more likely to have been to prison or young offenders institute before (sexual offenders 50% had been to prison or young offenders institute before compared to 91.5% of acquisitive offenders).

When exploring the nature of previous convictions, acquisitive offenders were more likely to have a previous conviction in all categories beside sexual offences in comparison to sexual offenders, and this is represented in the graph below (Figure 4.4.1).

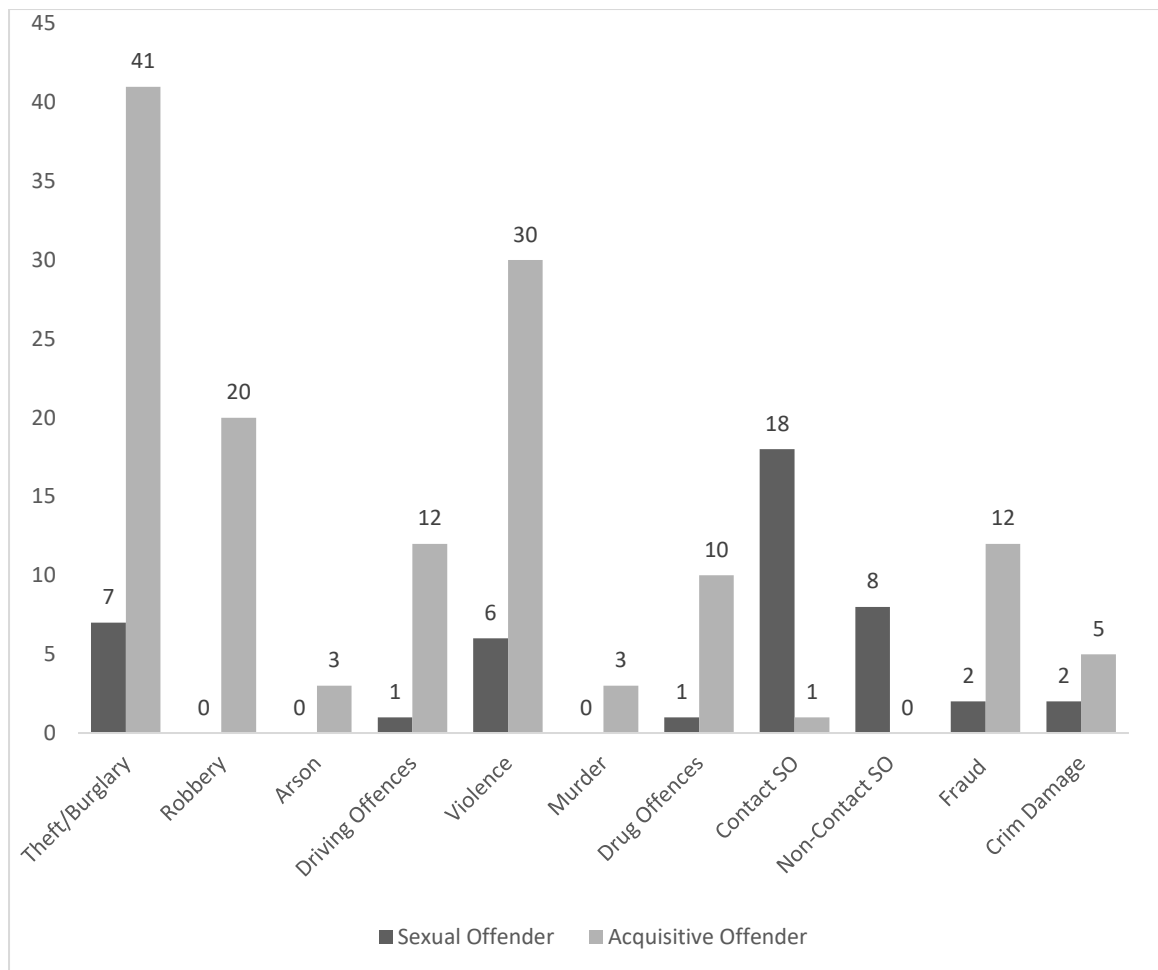


Figure 4.4.1.

A graph to show the frequency of previous offences between the two crime types.

Despite having a lower number of previous convictions, sexual offenders reported having spent more time in custody in total for their previous offences ($M=161.92$, $SD= 364.155$) compared to acquisitive offenders ($M=51.47$, $SD= 151.86$). Sexual offenders were also serving longer sentence for their index offence ($M=196.62$, $SD= 354.17$) compared to acquisitive offenders (152.46 , $SD= 301.08$). This demonstrates the severity of punishment for sexual crimes in comparison to acquisitive crimes.

4.5 Emotions

The first area of exploration within the current study was concerned with the emotional experience of the offender during the commission of their offence. The analysis aimed to investigate whether the emotional themes and the circumplex of emotion, highlighted by Russell (1997), could be identified in a sample of acquisitive offenders, and also in a sample of sexual offenders.

Table 4.5.1a.

The 26 emotion items and the analysis label attached

Question Number	Question	Analysis Label
1	I felt lonely	Lonely
2	I felt scared	Scared
3	I felt exhilarated	Exhilarated
4	I felt confident	Confident
5	I felt upset	Upset
6	I felt pleased	Pleased
7	I felt calm	Calm
8	I felt safe	Safe
9	I felt worried	Worried
10	I felt depressed	Depressed
11	I felt enthusiastic	Enthusiastic
12	I felt thoughtful	Thoughtful
13	I felt annoyed	Annoyed
14	I felt angry	Angry
15	I felt sad	Sad
16	I felt excited	Excited
17	I felt confused	Confused
18	I felt miserable	Miserable
19	I felt irritated	Irritated
20	I felt relaxed	Relaxed

21	I felt delighted	Delighted
22	I felt unhappy	Unhappy
23	I felt courageous	Courageous
24	I felt contented	Contented
25	I felt manly	Manly
26	I felt pointless	Pointless

4.5.1 Smallest Space Analysis on Emotional Experience of Sexual Offenders

The emotional experience of sexual offenders was explored first. The 2-dimensional SSA solution produced a Guttman-Lingoes coefficient of alienation 0.19 in 16 iterations, showing good fit between the Pearson's coefficients of the emotion variables and their corresponding geometric distances in the configuration. The two-dimensional solution was adopted due to its coefficient of alienation and description of the pattern of variables (as opposed to the other SSA plots). Figure 4.5.1 shows the projection of vector 1 by vector 2 of the two-dimensional space. The labels are brief summaries of the full questions, and these can be found in Table 4.5.1a.

SSA of Emotions in Sexual Offenders

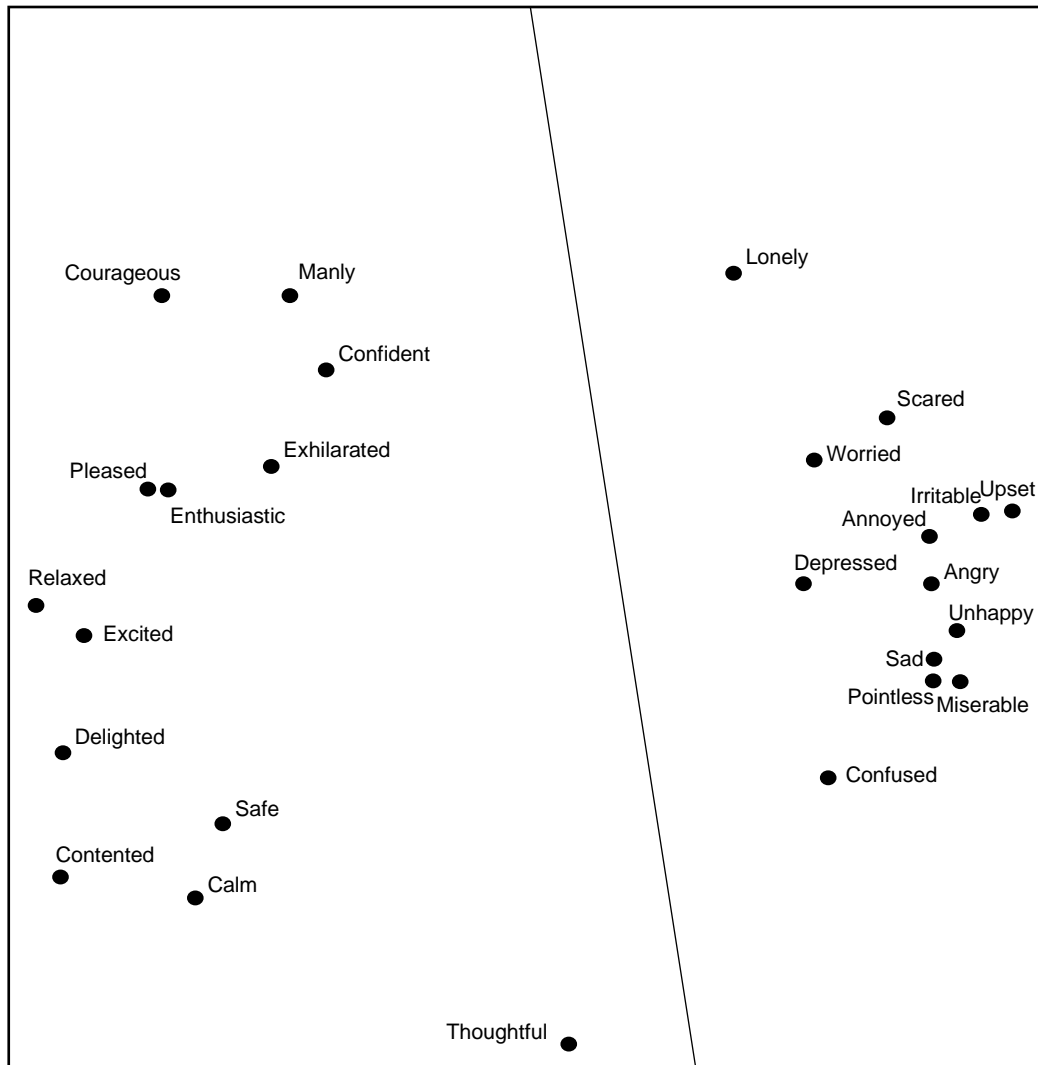


Figure 4.5.1.

1 by 2 projection of the two-dimensional Smallest Space Analysis (SSA) of emotions in sexual offenders.

Coefficient of alienation= 0.19

The first stage in the interpretation of the SSA was to test the hypothesised structure of the emotional experience by examining the SSA configuration. The regional hypothesis states that items that have a common theme will be found in the same

region of space. The approach used to interpret the SSA was to carefully study the resulting pattern and identify whether or not the variables formed distinct themes. Initial examination of the configuration of points suggests that there were two very distinct emotional themes.

The next stage in the interpretation was to examine the grouping of variables to determine whether or not each of the groups could be defined by a common theme. The variables in the right of the region were; 'miserable', 'angry', 'sad', 'scared' and 'annoyed', variables that one would associate with displeasure, hence the theme of this region was titled 'Displeasure'. Contrastingly, the variables found in the left side of the region were; 'excited', 'delighted', 'confident', 'enthusiastic', and 'pleased', variables that one would associate with pleasure. Therefore, the title of this theme was 'Pleasure'. Within the SSA plot there appeared to be a clear distinction between pleasure variables and displeasure variables. This suggests that the displeasure variables were likely to occur together, but not likely to occur alongside the pleasure variables, and vice versa. A full breakdown of variable and theme can be found in the table below (Table 4.5.1b).

Table 4.5.1b.

Emotion variable and its corresponding theme within Sexual Offending.

Variable	Theme
1. Lonely	Displeasure
2. Scared	Displeasure
3. Exhilarated	Pleasure
4. Confident	Pleasure
5. Upset	Displeasure
6. Pleased	Pleasure
7. Calm	Pleasure
8. Safe	Pleasure
9. Worried	Displeasure
10. Depressed	Displeasure
11. Enthusiastic	Pleasure
12. Thoughtful	Pleasure
13. Annoyed	Displeasure
14. Angry	Displeasure
15. Sad	Displeasure
16. Excited	Pleasure
17. Confused	Displeasure
18. Miserable	Displeasure
19. Irritated	Displeasure
20. Relaxed	Pleasure
21. Delighted	Pleasure

22. Unhappy	Displeasure
23. Courageous	Pleasure
24. Contented	Pleasure
25. Manly	Pleasure
26. Pointless	Displeasure

To test the reliability of the two suggested themes, Cronbach's alpha was applied to the data reported by sexual offenders. Scale scores were derived from the questionnaire as follows; "Not at all" (1), "Just a little" (2), "Some" (3), "A Lot" (4) and "Very much indeed" (5). The 13 emotions relating to the Pleasure theme produced the alpha coefficient of 0.86, whilst the 13 emotions relating to the Displeasure theme produced the alpha coefficient of 0.94. These scores indicated a high degree of association between the variables within each of the two themes and provided supplementary support for the two themes.

Although two distinct themes were identified within the SSA plot, there was no evidence of the circumplex of emotions, as suggested by Russell (1997). In contrast to the circumplex, there is a clear pleasure/displeasure divide, but no evidence of the four distinct themes that Russell titles elation, calm, distress and depression. Nonetheless, the division that the SSA does produce, accords directly with the dominant axis in Russell's model of pleasure-displeasure, but shows no support for the arousal axis.

4.5.2 Assigning Sexual Offender Cases to Themes

In order to test the regional thematic split of the SSA for sexual offenders (two identified themes, Pleasure and Displeasure, see Figure 3.10.1), each of the 26 cases were individually examined to ascertain whether they could be assigned to one of the two themes. This further analysis was conducted due to the inability of SSA to assign cases to themes. The SSA plot purely generates a visual representation of the relationship between each variable and every other, and provides no information relating to quantities of cases in any given region.

To begin, every case was given a percentage score for each of the two themes, Pleasure and Displeasure. Cases having a higher percent of occurrence in one of the two themes naturally assigned to the higher percentage theme. Using this criterion, almost all the cases ($N= 96\%$) could be classified as either Pleasure ($N=6$) or Displeasure ($N=19$). The findings of this analysis can be found in the table below (Table 4.5.2)

Table 4.5.2.

Number and percentage of cases in each of the two emotion themes for sexual offenders.

Theme	Number	Percentage
Displeasure	19	73
Pleasure	6	23
Hybrid	1	4

In the current study, a case was considered hybrid between the two themes if it contained the same proportion of variables for each of the themes, this was the

result of the offender expressing as many Pleasure emotions as Displeasure emotions. There was 1 case which was reported as hybrid (this 1 case totalled 4% of the cases). These findings support the validity of the SSA plot, by reinforcing the suggestion that a sexual offender's emotional experience could be thematically classified in reference to one of the two emotional themes; Pleasure or Displeasure.

4.5.3 Smallest Space Analysis on Emotional Experience of Acquisitive Offenders

The analysis was then repeated on the data provided by acquisitive offenders. The 2-dimensional SSA solution has a Guttman-Lingoes coefficient of alienation 0.15 in 20 iterations, showing good fit between the Pearson's coefficients of the emotion variables and their corresponding geometric distances in the configuration. The two-dimensional solution was adopted due to its coefficient of alienation and description of the pattern of variables (as opposed to the other SSA plots). Figure 4.5.3 shows the projection of vector 1 by vector 2 of the two-dimensional space. The labels are brief summaries of the full questions, and these can be found in table 4.5.1a.

SSA of Emotions in Acquisitive Offenders

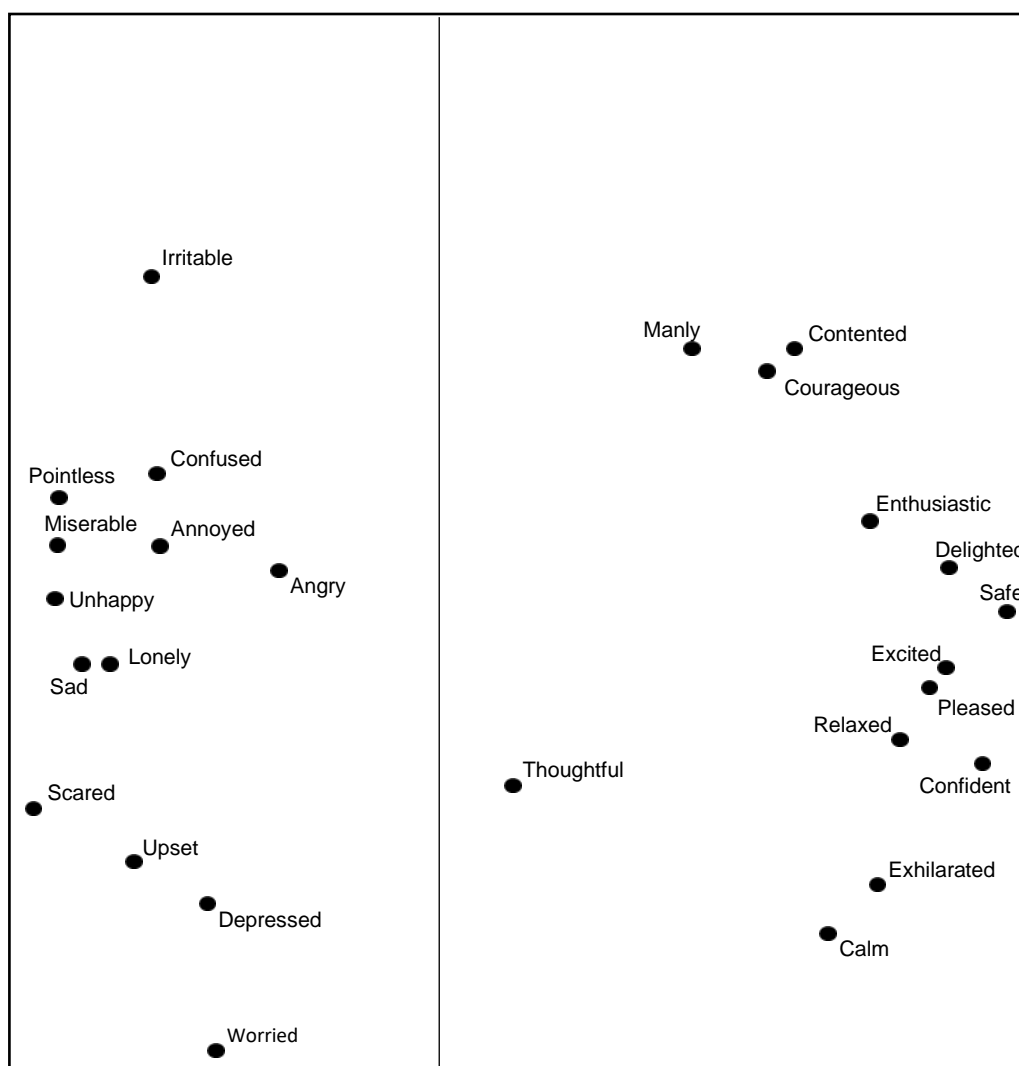


Figure 4.5.3.

1 by 2 projection of the two-dimensional Smallest Space Analysis (SSA) of emotions in acquisitive offenders.

Coefficient of alienation= 0.15

As with the interpretation of the sexual offender's emotion's SSA, the first stage in the interpretation was to test the hypothesised structure of the emotional experience by examining the SSA configuration. The approach used to interpret the SSA was to

carefully study the resulting pattern and identify whether or not the variables formed distinct themes. Initial examination of the configuration of points suggests that like the emotion's SSA for sexual offenders, there were two very distinct emotional themes.

The next stage in the interpretation was to examine the grouping of variables to determine whether or not each of the groups could be defined by a common theme. The variables in the left of the region were; 'miserable', 'angry', 'sad', 'scared' and 'annoyed', variables that one would associate with displeasure, hence the theme of this region was titled 'Displeasure'. Contrastingly, the variables found in the right side of the region were; 'excited', 'delighted', 'confident', 'enthusiastic', and 'pleased', variables that one would associate with pleasure. Therefore, the title of the theme of this region was titled 'Pleasure'. Within the SSA plot there appeared to be a clear distinction between pleasure variables and displeasure variables. This suggests that the displeasure variables were likely to occur together, but not likely to occur alongside the pleasure variables, and vice versa. This reflected the themes which were identified within the SSA plot of emotion variables for sexual offenders. A full breakdown of variable and theme can be found in the table below (Table 4.5.3).

Table 4.5.3.

Emotion variable and its corresponding theme within Acquisitive Offending.

Variable	Theme
1. Lonely	Displeasure
2. Scared	Displeasure
3. Exhilarated	Pleasure
4. Confident	Pleasure
5. Upset	Displeasure
6. Pleased	Pleasure
7. Calm	Pleasure
8. Safe	Pleasure
9. Worried	Displeasure
10. Depressed	Displeasure
11. Enthusiastic	Pleasure
12. Thoughtful	Pleasure
13. Annoyed	Displeasure
14. Angry	Displeasure
15. Sad	Displeasure
16. Excited	Pleasure
17. Confused	Displeasure
18. Miserable	Displeasure
19. Irritated	Displeasure
20. Relaxed	Pleasure
21. Delighted	Pleasure

22. Unhappy	Displeasure
23. Courageous	Pleasure
24. Contented	Pleasure
25. Manly	Pleasure
26. Pointless	Displeasure

As with the two themes identified for emotions during sexual offending, Cronbach's alpha was applied to the data provided by acquisitive offenders, to test the reliability of the two suggested themes. Scale scores were derived from the questionnaire as follows; "Not at all" (1), "Just a little" (2), "Some" (3), "A Lot" (4) and "Very much indeed" (5). The 13 emotions relating to the Pleasure theme produced the alpha coefficient of 0.86, whilst the 13 emotions relating to the Displeasure theme produced the alpha coefficient of 0.88. These scores indicated a high degree of association between the variables within each of the two themes and provided supplementary support for the two themes.

Like the SSA plot for sexual offenders, there were two distinct themes within the plot. There was no evidence of the circumplex suggested by Russell (1997). There was a clear pleasure/displeasure divide, but no evidence of the four distinct themes that Russell titles elation, calm, distress and depression. The division that the SSA does produce, accords directly with the dominant axis in Russell's model of pleasure-displeasure, but demonstrates no support for the arousal axis.

4.5.4 Assigning Acquisitive Offender Cases to Themes

In order to test the regional thematic split of the SSA for acquisitive offenders (two identified themes, Pleasure and Displeasure, see Figure 3.10.3), as conducted above for sexual offenders, each of the 47 cases were individually examined to ascertain whether they could be assigned to one of the two themes.

To begin, every case was given a percentage score for each of the two themes, Pleasure and Displeasure. Cases having a higher percent of occurrence in one of the two themes naturally assigned to the higher percentage theme. Using this criterion, all of the cases (100%) could be classified as either Pleasure ($N=23$) or Displeasure ($N=24$). The findings of this analysis can be found in the table below (Table 4.5.4)

Table 4.5.4.

A Table to show the number and percentage of cases in each of the two emotion themes for acquisitive offenders.

Theme	Number	Percentage
Displeasure	24	51
Pleasure	23	49

As with sexual offenders, these findings support the validity of the SSA plot, by reinforcing the suggestion that an acquisitive offender's emotional experience could be thematically classified in reference to the two emotional themes; Pleasure and Displeasure.

4.5.5 Comparing the Emotional Experience of Sexual Offenders and Acquisitive Offenders

The final aim in this area of the study was to explore the similarities and differences in emotional experience between acquisitive and sexual offenders. The two SSA plots presented above, suggest that both acquisitive and sexual offenders experience offending in one of two states, Pleasure or Displeasure. To test this hypothesis further, statistical analysis was conducted on the raw data to identify more closely, the comparisons between the experience of the two offence types. The average score for each of the variables between sexual and acquisitive offenders can be found in the table below (Table 4.5.5a).

Table 4.5.5a.

A table to show the mean and standard deviation for each emotion variable tested, between sexual and acquisitive offenders.

Variable	Offence Type	Mean (M)	Standard Deviation (SD)
1. Lonely	Sexual Offenders	3.31	1.49
	Acquisitive Offenders	2.19	1.44
2. Scared	Sexual Offenders	2.85	1.43
	Acquisitive Offenders	2.81	1.23
3. Exhilarated	Sexual Offenders	2.23	1.45
	Acquisitive Offenders	2.70	1.45
4. Confident	Sexual Offenders	2.31	1.41
	Acquisitive Offenders	3.21	1.44
5. Upset	Sexual Offenders	2.73	1.51
	Acquisitive Offenders	2.38	1.41
6. Pleased	Sexual Offenders	1.81	1.06
	Acquisitive Offenders	2.47	1.48
7. Calm	Sexual Offenders	2.00	1.09
	Acquisitive Offenders	2.66	1.29
8. Safe	Sexual Offenders	2.27	1.31
	Acquisitive Offenders	2.47	1.44
9. Worried	Sexual Offenders	3.12	1.37
	Acquisitive Offenders	2.96	1.37
10. Depressed	Sexual Offenders	3.58	1.45
	Acquisitive Offenders	2.77	1.51
11. Enthusiastic	Sexual Offenders	1.92	1.20
	Acquisitive Offenders	2.64	1.37
12. Thoughtful	Sexual Offenders	2.42	1.58
	Acquisitive Offenders	2.72	1.47
13. Annoyed	Sexual Offenders	2.81	1.36
	Acquisitive Offenders	2.47	1.46

14. Angry	Sexual Offenders Acquisitive Offenders	2.77 2.60	1.63 1.56
15. Sad	Sexual Offenders Acquisitive Offenders	3.54 2.40	1.45 1.33
16. Excited	Sexual Offenders Acquisitive Offenders	2.35 2.70	1.57 1.50
17. Confused	Sexual Offenders Acquisitive Offenders	3.27 2.19	1.61 1.14
18. Miserable	Sexual Offenders Acquisitive Offenders	3.31 2.04	1.54 1.22
19. Irritated	Sexual Offenders Acquisitive Offenders	2.09 2.12	1.19 1.37
20. Relaxed	Sexual Offenders Acquisitive Offenders	2.12 2.26	1.37 1.42
21. Delighted	Sexual Offenders Acquisitive Offenders	1.81 2.17	1.33 1.40
22. Unhappy	Sexual Offenders Acquisitive Offenders	3.23 2.47	1.58 1.44
23. Courageous	Sexual Offenders Acquisitive Offenders	1.69 2.36	1.05 1.37
24. Contented	Sexual Offenders Acquisitive Offenders	1.58 2.15	0.99 1.25
25. Manly	Sexual Offenders Acquisitive Offenders	1.62 2.34	1.10 1.48
26. Pointless	Sexual Offenders Acquisitive Offenders	2.92 2.23	1.62 1.32

The table above highlights some of the differences and similarities in the mean score of emotions between sexual and acquisitive offenders. It is evident from the mean scores that the emotions experienced by a sexual offender differ greatly compared to that of an acquisitive offender. For example, sexual offenders report higher scores for variables relating to displeasure than acquisitive offenders. Lonely, Scared,

Upset, Worried, Depressed, Annoyed, Angry, Sad, Confused, Miserable, Unhappy and Pointless were all scored higher by sexual offenders than acquisitive offenders. On the other hand, acquisitive offenders reported higher scores for variables related to pleasure than sexual offenders. Exhilarated, Confident, Pleased, Calm, Safe, Enthusiastic, Thoughtful, Excited, Relaxed, Delighted, Courageous, Contented and Manly were all rated higher by acquisitive offenders than sexual offenders. One variable of note which does not follow this pattern is Irritated, which was interestingly scored on average higher by acquisitive offenders than sexual offenders, despite it falling within the displeasure theme.

An independent samples t-test was then applied to the data to investigate whether the differences in means were significant between the two samples of offenders (sexual and acquisitive). Fourteen of twenty-six differences in mean score per variable were significant, and these can be found in the table below (Table 4.5.5b).

Table 4.5.5b.

T-test results for the differences in emotion between sexual and acquisitive offenders.

Emotion Variable	t-value	df	sig
Lonely	3.13	71	0.00***
Pleased	-2.03	71	0.05*
Calm	-2.20	71	0.03*
Depressed	2.23	71	0.03*
Enthusiastic	-2.27	71	0.03*
Sad	3.38	71	0.00***
Confused	3.33	71	0.00***
Miserable	3.86	71	0.00***
Irritated	2.519	71	0.01**
Unhappy	2.09	71	0.04*
Courageous	-2.16	71	0.03*
Contented	-2.01	71	0.05*
Manly	-2.186	71	0.03*
Pointless	1.964	71	0.05*

* $p < 0.05$

** $p < 0.01$

*** $p > 0.001$

The final area which was examined for similarities and differences, related to the assigning of cases to themes. In total, six sexual offenders were assigned to the

pleasure theme, whilst 19 were assigned to displeasure. This contrasts with 23 acquisitive offenders who were assigned to the pleasure theme and 24 to the displeasure theme (see Table 3.10.5c). The findings suggest that across the both crime types, offenders were more likely to experience displeasure emotions (sexual offenders 73% and acquisitive offenders 51%). However, the split between the theme frequencies across the two offence types, was more prominent for sexual offending. Only 1 hybrid case was assigned for a sexual offender.

Table 4.5.5c.

The frequencies of cases assigned to the two themes.

Offence Type	Emotion Theme	Number	Percentage
Sexual Offenders	Displeasure	19	73
	Pleasure	6	23
	Hybrid	1	4
Acquisitive Offenders	Displeasure	24	51
	Pleasure	23	49
	Hybrid	0	0

4.5.6 Summary

It appears both sexual and acquisitive offenders experience the commission of their offence in one of two states, 'Pleasure' or 'Displeasure'. Seventy-two of the 73 offenders could be categorised in one of the two emotion themes. The split between the two themes was similar for acquisitive offenders (Pleasure N= 23, 31.5%; Displeasure N=24, 32.9%). However, sexual offenders were more likely to experience Displeasure (N=19, 26%), than Pleasure (N=6, 8.2%).

4.6 Narrative Roles

The second objective of the current study was to investigate whether the overall structure of roles that sexual and acquisitive offenders see themselves acting out when committing their crimes could be differentiated in terms of different role themes as suggested by McAdams (1988) and Youngs and Canter (2012) (e.g. Adventure, Professional, Revenger, Victim), and Frye's (1957) archetypal stories (mythoi).

Table 4.6.1.

The role statement and analysis label.

Question Number	Question	Analysis Label
1	It was interesting	Interesting
2	It was fun	Fun
3	I knew I was taking a risk	Risk
4	It was like an adventure	Adventure
5	It was exciting	Exciting
6	I was looking for recognition	Recognition
7	It was a manly thing to do	Manly
8	It all went to plan	Plan
9	I was in control	Control
10	It was right	Right
11	I had power	Power
12	I was trying to get revenge	Revenge
13	I just wanted to get it over with	Get over
14	It was a mission	Mission
15	I was getting my own back	Own back
16	I couldn't stop myself	No stop
17	I had to do it	Had to
18	It was my only choice	Only choice
19	I didn't care what would happen	No care

20	It was like I wasn't part of it	No part
21	I guess I always knew it was going to happen	Knew happen
22	What was happening was just fate	Fate
23	I was helpless	Helpless
24	It was the only thing I could think of doing	Only thing
25	I was confused about what was happening	Confused
26	I was a victim	Victim
27	Nothing else mattered	No matter
28	I knew what I was doing	Knew what
29	I was doing a job	Job
30	For me it was just like a usual day's work	Work
31	I was like a professional	Professional
32	There was nothing special about what	No special
33	It was routine	Routine

4.6.1 Smallest Space Analysis on Narrative Roles of Sexual Offenders

The 2-dimensional SSA solution had a Guttman-Lingoes coefficient of alienation 0.25 in 12 iterations, showing very good fit between the Pearson's coefficients of the role variables and their corresponding geometric distances in the configuration. The two-dimensional solution was adopted due to its coefficient of alienation and description of the pattern of variables (as opposed to the other SSA plots). Figure 4.6.1 shows the projection of vector 1 by vector 2 of the two-dimensional space. The labels are brief summaries of the full questions, and these can be found in table

4.6.1.

SSA of Narrative Roles of Sexual Offenders

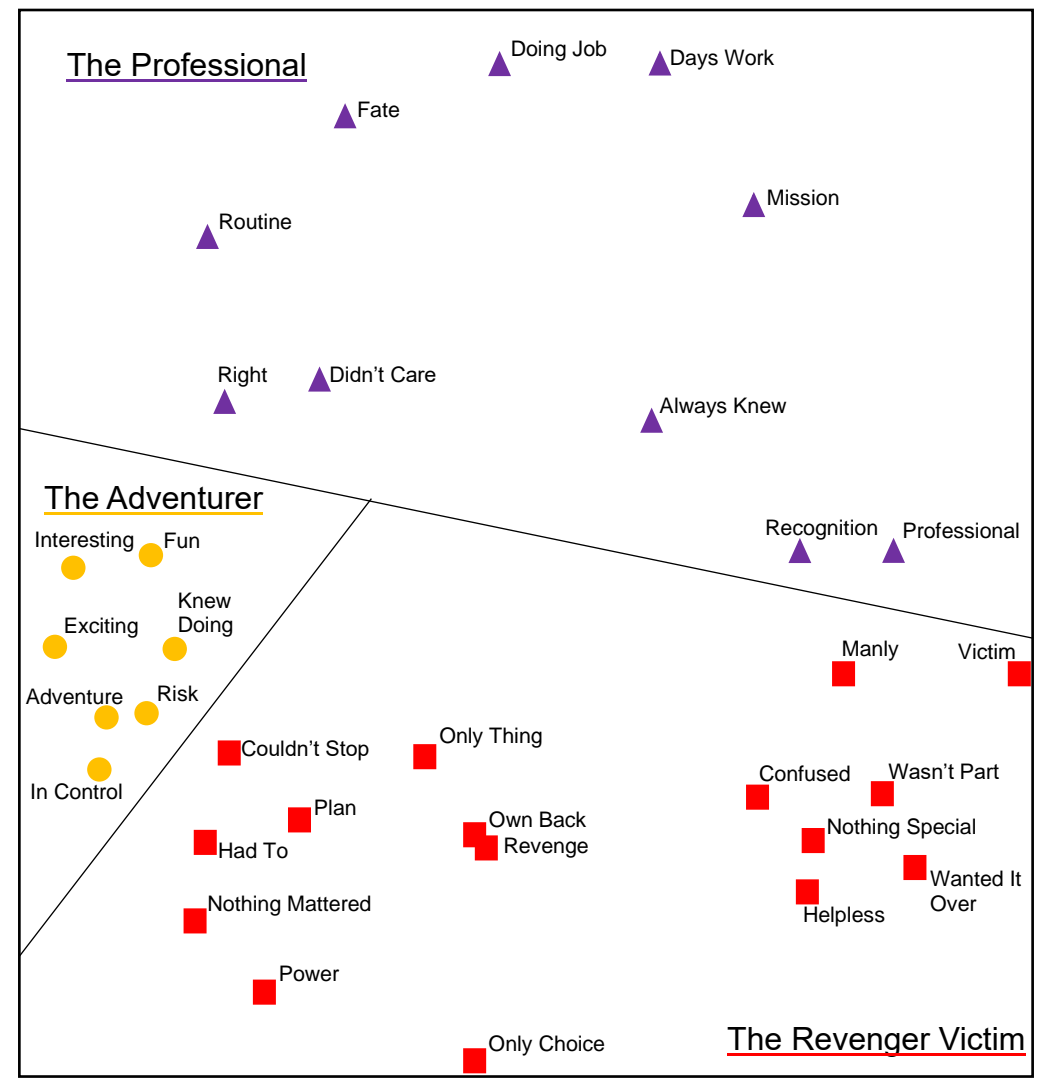


Figure 4.6.1.

1 by 2 projection of the two-dimensional Smallest Space Analysis (SSA) of Narrative Roles in Sexual Offenders.

Coefficient of alienation= 0.25

The first stage in the interpretation of the SSA was to test the hypothesised structure of the narrative roles by examining the SSA configuration. It was hypothesised that

the roles would form identifiable regions and these regions would imply generalised narratives. The regional hypothesis states that items, which have a common theme, will be found in the same region of space. The approach used to interpret the SSA was to carefully study the resulting pattern and identify whether or not the variables formed distinct themes. Initial examination of the configuration of points suggests that there were three distinct themes of narrative roles.

The next stage in the interpretation was to examine the grouping of variables to determine whether or not each of the groups could be defined by a common theme. The variables were colour coded based on narrative role theme to identify visually, the grouping of the variables. This method further supported the idea that three distinct themes were present within the SSA plot.

The Professional

The ten elements that were conceptually linked as the Professional role type were evident in the upper region of the plot and for ease of interpretation, the variables are colour coded purple. The variables that were linked to the professional theme were-

- I was like a professional
- I didn't care what would happen
- I always knew it would happen
- It was right
- I was looking for recognition
- I was doing a job
- It was just like a usual day's work
- It was routine
- I was on a mission

- It was fate

This offender perceived himself as acting out a professional role. For him, it was just like a job, and what he did was routine, just like a usual day's work. For him, the offence was right, he was seeking recognition and that was his mission. However, the professional offender feels as though his task was fate, he knew, deep down it would always happen, and he simply didn't care what would happen to him. This role reflects Frye's (1957) romance story form, in which the main character is embarking on a quest and fights for revenge by taking control of the dangers.

The Adventurer

The eleven elements that were conceptually linked as the Adventurer role type were evident in the left region of the plot, and for ease of interpretation, these variables were colour coded orange. The variables which were linked to the adventure theme were-

- It was fun
- It was exciting
- It was interesting
- I knew what I was doing
- Nothing else mattered
- I couldn't stop
- It was the only thing to do
- Everything went to plan
- I was in control
- It was an adventure
- I knew I was taking a risk

This type of offender would be described as an individual who perceived the experience of crime as an adventure, as an interesting and exciting plan that he couldn't stop himself from acting out, despite knowing the risks associated. This role reflects Frye's (1957) *comedy* story form, in which the main character is trying to find fun and interest in life, and through others, by overcoming environmental obstacles.

Revenger-Victim

The remaining ten elements that were conceptually linked as Revenger-Victim type roles was found in the lower right region of the plot, and for ease of interpretation, the variables were colour coded red. Those variables that were linked to the revenger-victim theme were-

- I had power
- It was a manly thing to do
- It was my only choice
- I was helpless
- I was confused
- I was the victim
- It felt like I wasn't part of it
- I had to do it
- I just wanted to get it over with
- I wanted to get revenge
- I wanted to get my own back
- It was nothing special

This type of offender justified his criminal behaviour through revenge; revenge to overcome his victimisation within his world. The offence gave the individual power.

He felt like it was a manly thing, which he just had to do in order to get his own back at the world. He was helpless in the sequence of events, backed into a corner and confused, forced to commit the crime as it was his only choice. The offender claimed he just wanted to get it over with, he felt like he wasn't really a part of it and in hindsight, it wasn't anything special.

This role reflects a combination of Frye's (1957) *tragedy* and *irony* story forms, in which the individual is defeated by life's punishment, which is not wholly deserved, and the individual is trying to gain a perspective on the discrepancy between appearance and reality. The experience is perceived as being an instrument of divine external factors, which are resigned to 'God, god's, fortune, necessity, circumstance, fate, accident or any combination of these' (Frye, 1957, p.207).

To test the reliability of the three suggested themes, Cronbach's alpha was applied to the data reported by sexual offenders. Scale scores were derived from the questionnaire as follows; "Not at all" (1), "Just a little" (2), "Some" (3), "A Lot" (4) and "Very much indeed" (5). The 10 narrative role statements relating to the Professional role theme produced the alpha coefficient of 0.69, whilst the 7 narrative role statements relating to the Adventurer theme produced the alpha coefficient of 0.90. The 16 narrative role themes relating to the Revenger/Victim role theme produced the alpha coefficient of 0.85. These scores indicated a high degree of association between the variables within each of the three themes and provided supplementary support for the themes suggested.

4.6.2 Assigning Sexual Offender Cases to Themes

In order to test the regional thematic split of the SSA for sexual offenders (three identified themes, The Professional, The Adventurer and The Revenger/Victim, see Figure 3.11.1), each of the 26 cases were individually examined to ascertain whether they could be assigned to one of the three themes. This further analysis was conducted due to the inability of SSA to assign cases to themes. The SSA plot purely generates a visual representation of the relationship between each variable and every other, and provides no information relating to quantities of cases in any given region.

To begin, every case was given a percentage score for each of the three themes, The Professional, The Adventurer and The Revenger/Victim. Cases having a higher percent of occurrence in one of the three themes naturally assigned to the higher percentage theme. Using this criterion, 65% of the cases could be classified into one of the three themes. The findings of this analysis can be found in the table below (Table 4.6.2)

Table 4.6.2.

Number and percentage of cases in each of the three narrative role themes for sexual offenders.

Theme	Number	Percentage
The Adventurer	10	38.46
The Revenger-Victim	6	23.07
The Professional	1	3.84
<i>Not Classified</i>	9	34.61

The table above (Table 3.11.2) indicates that there were 9 cases that were unable to be classified to one of the three narrative role themes. In the current study, a case was considered hybrid between two themes if it contained the same proportion of variables for each of the themes. Out of the 9 unclassified cases, there were 2 cases that was Professional-Adventurer hybrid, 1 case which was Adventurer-Revenger hybrid and 1 case reported as Professional-Revenger hybrid (these 4 cases totalled 15.38% of all 26 cases).

These findings support the validity of the SSA plot, by reinforcing the suggestion that a sexual offender's narrative role theme could be thematically classified in reference to three narrative role themes; The Adventurer, The Professional and The Revenger-Victim.

4.6.3 Smallest Space Analysis on Narrative Roles of Acquisitive Offenders

The analysis was then repeated on the data provided by acquisitive offenders. The 2-dimensional SSA solution has a Guttman-Lingoes coefficient of alienation 0.22 in 12 iterations, showing a good fit between the Pearson's coefficients of the emotion variables and their corresponding geometric distances in the configuration. The two-dimensional solution was adopted due to its coefficient of alienation and description of the pattern of variables (as opposed to the other SSA plots). Figure 3.11.3 shows the projection of vector 1 by vector 2 of the two-dimensional space. The labels are brief summaries of the full questions, and these can be found in table 4.6.3

SSA of Roles of Acquisitive Offenders



Figure 4.6.3.

1 by 2 projection of the two-dimensional Smallest Space Analysis (SSA) of Narrative Roles in Acquisitive Offenders.

Coefficient of alienation= 0.22

The first stage in the interpretation of the SSA was to test the hypothesised structure of the narrative roles by examining the SSA configuration. It was hypothesised that the roles would form identifiable regions and these regions would imply generalised

narratives. The regional hypothesis states that items, which have a common theme, would be found in the same region of space. The approach used to interpret the SSA was to carefully study the resulting pattern and identify whether or not the variables formed distinct themes. Initial examination of the configuration of points suggests that there were two distinct themes of narrative roles.

The next stage in the interpretation was to examine the grouping of variables to determine whether or not each of the groups could be defined by a common theme. The variables were colour coded based on narrative role theme to identify visually, the grouping of the variables. This method further supported the idea that two distinct themes were present within the SSA plot.

The Professional-Adventurer

The fifteen elements that were conceptually linked as the Professional-Adventurer role type were evident in the right region of the plot, and for ease of interpretation the variables are colour coded blue. The variables that were linked to the professional-adventurer role theme were-

- I knew what I was doing
- I was doing a job
- It was routine
- It was just like a usual day's work
- I was like a professional
- I was in control
- Everything went to plan
- I didn't care what would happen
- I was on a mission

- It was fun
- It was exciting
- It was an adventure
- It was interesting
- It was fate
- It was right

This offender perceived himself as acting out a professional role, whilst on an adventure in life. For him, it was just like doing a job, and what he did was routine, just like a usual day's work. He knew exactly what he was doing, he was in control and it all went to plan and for him. The offence was the right thing to do. His involvement in the task was fate and the offender believed he was on a mission in life, he didn't care what would happen to him because it was fun. He felt the task was interesting and exciting. This role reflected Frye's (1957) *romance* story form, combined with the *comedy* story form, in which the main character is embarking on a quest and fights for revenge by taking control of the dangers, and is trying to find fun and interest in life and through others, by overcoming environmental obstacles.

Revenger-Victim

The remaining eighteen elements that were conceptually linked as Revenger-Victim type roles were found in the left region of the plot, and for ease of interpretation, the variables were colour coded red. Those variables that were linked to the revenger-victim theme were-

- I knew I was taking a risk
- I just wanted to get it over with
- Nothing else mattered

- I couldn't stop
- It was the only thing to do
- I was looking for recognition
- I always knew it would happen
- I had power
- It was a manly thing to do
- It was my only choice
- I was helpless
- I was confused
- I was the victim
- It felt like I wasn't part of it
- I had to do it
- I wanted to get revenge
- I wanted to get my own back
- It was nothing special

This type of offender justified his criminal behaviour through revenge; revenge to overcome his victimisation within his world. The offence gave the individual power. He felt like it was a manly thing, which he just had to do, in order to get his own back at the world. He always knew it would happen and the task allowed him to achieve recognition which he had always been seeking. He was helpless in the sequence of events, backed into a corner and confused, forced to commit the crime as it was his only choice. The offender claimed he just wanted to get it over with, he felt like he wasn't really a part of it and in hindsight, it wasn't anything special. He knew at the

time he was taking a risk, but nothing else mattered to him. He couldn't stop doing what he was doing as it was, for him, the only thing to do.

This role reflects a combination of Frye's (1957) *tragedy* and *irony* story forms, in which the individual is defeated by life's punishment, which is not wholly deserved, and the individual is trying to gain a perspective on the discrepancy between appearance and reality. The experience is perceived as being an instrument of divine external factors, which are resigned to 'God, god's, fortune, necessity, circumstance, fate, accident or any combination of these' (Frye, 1957, p.207).

To test the reliability of the two suggested themes, Cronbach's alpha was applied to the data reported by acquisitive offenders. Scale scores were derived from the questionnaire as follows; "Not at all" (1), "Just a little" (2), "Some" (3), "A Lot" (4) and "Very much indeed" (5). The 15 narrative role statements relating to the Professional-Adventurer role theme produced the alpha coefficient of 0.90, whilst the 18 narrative role statements relating to the Revenger-Victim theme produced the alpha coefficient of 0.86. These scores indicated a very high degree of association between the variables within each of the three themes and provided supplementary support for the themes suggested.

4.6.4 Assigning Acquisitive Offender Cases to Themes

In order to test the regional thematic split of the SSA for acquisitive offenders (two identified themes, Professional-Adventurer and Revenger-Victim, see Figure 3.11.3), each of the 47 cases were individually examined to ascertain whether they could be assigned to one of the two themes.

To begin, every case was given a percentage score for each of the two themes, Professional-Adventurer and Revenger-Victim. Cases having a higher percent of occurrence in one of the two themes naturally assigned to the higher percentage theme. Using this criterion, 96% of cases could be classified as one of the two role themes. The findings of this analysis can be found in the table below (Table 4.6.4)

Table 4.6.4.

A Table to show the number and percentage of cases in each of the two Narrative Role themes for Acquisitive Offenders.

Theme	Number	Percentage
The Revenger-Victim	24	51.06
The Professional-Adventure	21	44.68
<i>Not Classified</i>	2	4.25

These findings support the validity of the SSA plot, by reinforcing the suggestion that an acquisitive offender's narrative role theme could be thematically classified in reference to two narrative role themes; the Professional-Adventurer and the Revenger-Victim

4.6.5 Comparing the Narrative Roles of Sexual Offenders and Acquisitive Offenders

The final area of narrative role exploration was to investigate the similarities and differences in roles that criminals see themselves acting out, between sexual and acquisitive offenders. The SSA plots presented above suggested that while three

narrative role themes were evident during sexual offending, there were only two themes evident during acquisitive offending. The Revenger-Victim theme was present in both samples. However, for acquisitive offenders the Professional and Adventurer themes evident in sexual offending, were combined to produce a Professional-Adventurer theme.

To further test the comparison between the narrative roles of sexual and acquisitive offenders, the average scores per role statement were compared. The average score for each of the variables between sexual and acquisitive offenders can be found in the table below (Table 4.6.5a).

Table 4.6.5a.

A table to show the mean and standard deviation for each role variable, between sexual and acquisitive offenders.

Narrative Role Variable	Offence Type	Mean (M)	Standard Deviation (SD)
It was interesting	Sexual Offenders	2.19	1.47
	Acquisitive Offenders	1.96	1.33
It was fun	Sexual Offenders	2.12	1.48
	Acquisitive Offenders	1.70	1.20
I knew I was taking a risk	Sexual Offenders	2.88	1.40
	Acquisitive Offenders	3.72	1.54
It was like an adventure	Sexual Offenders	2.12	1.53
	Acquisitive Offenders	2.15	1.32
It was exciting	Sexual Offenders	2.27	1.49
	Acquisitive Offenders	2.57	1.49
I was looking for recognition	Sexual Offenders	1.65	1.20
	Acquisitive Offenders	1.85	1.27
It was a manly thing to do	Sexual Offenders	1.31	0.84
	Acquisitive Offenders	1.55	1.00
It all went to plan	Sexual Offenders	1.35	0.85
	Acquisitive Offenders	2.26	1.44
I was in control	Sexual Offenders	2.19	1.39

	Acquisitive Offenders	2.72	1.50
It was right	Sexual Offenders	1.88	1.24
	Acquisitive Offenders	1.68	1.09
I had power	Sexual Offenders	1.92	1.38
	Acquisitive Offenders	2.53	1.46
I was trying to get revenge	Sexual Offenders	1.38	1.13
	Acquisitive Offenders	1.70	1.12
I just wanted to get it over with	Sexual Offenders	1.85	1.32
	Acquisitive Offenders	3.45	1.50
It was a mission	Sexual Offenders	1.46	1.03
	Acquisitive Offenders	2.64	1.61
I was getting my own back	Sexual Offenders	1.38	1.13
	Acquisitive Offenders	1.81	1.18
I couldn't stop myself	Sexual Offenders	1.96	1.40
	Acquisitive Offenders	2.47	1.33
I had to do it	Sexual Offenders	1.81	1.30
	Acquisitive Offenders	2.96	1.62
It was my only choice	Sexual Offenders	2.19	1.55
	Acquisitive Offenders	2.68	1.49
I didn't care what would happen	Sexual Offenders	2.27	1.56
	Acquisitive Offenders	2.77	1.61

It was like I wasn't part of it	Sexual Offenders	2.23	1.53
	Acquisitive Offenders	2.13	1.39
I guess I always knew it was going to happen	Sexual Offenders	1.85	1.29
	Acquisitive Offenders	2.66	1.51
What was happening was just fate	Sexual Offenders	1.62	1.24
	Acquisitive Offenders	1.94	1.34
I was helpless	Sexual Offenders	2.15	1.49
	Acquisitive Offenders	1.85	1.18
It was the only thing I could think of doing	Sexual Offenders	1.88	1.24
	Acquisitive Offenders	2.49	1.47
I was confused about what was happening	Sexual Offenders	2.62	1.50
	Acquisitive Offenders	1.87	1.23
I was a victim	Sexual Offenders	2.12	1.58
	Acquisitive Offenders	1.87	1.30
Nothing else mattered	Sexual Offenders	2.08	1.48
	Acquisitive Offenders	2.68	1.63
I knew what I was doing	Sexual Offenders	2.96	1.71
	Acquisitive Offenders	3.51	1.47
I was doing a job	Sexual Offenders	1.54	1.17
	Acquisitive Offenders	2.70	1.60
For me it was just like a usual days work	Sexual Offenders	1.19	0.80
	Acquisitive Offenders	2.43	1.54

I was like a professional	Sexual Offenders	1.19	0.49
	Acquisitive Offenders	2.53	1.54
There was nothing special about what happened	Sexual Offenders	2.27	1.54
	Acquisitive Offenders	2.49	1.65
It was routine	Sexual Offenders	1.69	1.19
	Acquisitive Offenders	2.30	1.41

The average score per role statement listed in the table above explores the mean score for each offence type on all 33 roles statements. Aside from 8 variables, acquisitive offenders scored themselves higher than sexual offenders on each of the roles statements. This suggests that acquisitive offenders felt higher congruence to each of the statements during their offence. The 8 variables which sexual offenders scored themselves higher than acquisitive offenders on were, 'It was interesting', 'It was fun', 'It was right', 'It was like I wasn't part of it', 'I was helpless', 'I was confused about what was happening' and 'I was a victim'.

Overall, the three highest scoring variables for acquisitive offenders were, 'I knew what I was doing', 'I knew I was taking a risk' and 'I just wanted to get it over with'. The lowest scoring variables for acquisitive offenders were, 'It was a manly thing to do', 'It was right' and 'I was helpless'. For sexual offenders, the highest scoring variables were, 'I knew I was taking a risk', 'I knew what I was doing' and 'I was confused about what was happening'. The lowest scoring variables for sexual offenders were, 'I felt like I was a professional', 'For me, it was just like a usual days work' and 'It was a manly thing to do'.

An independent samples t-test was then applied to the data to investigate whether the differences in means were significant between the two samples of offenders

(sexual and acquisitive). Ten of the 33 narrative role statement responses were significantly different between sexual offenders and acquisitive offenders, and these can be found in the table below (Table 4.6.5b).

Table 4.6.5b.

T-test results for the differences in Narrative Role Statements between Sexual and Acquisitive Offenders.

Narrative Role Variable	t-value	df	sig
I was a professional	-4.29	71	0.00***
I had to do it	-3.12	71	>0.00**
I was doing a job	-3.32	71	>0.00**
I was on a mission	-3.37	71	>0.00**
I was confused	2.29	71	0.03*
I wanted to get it over with	-4.55	71	0.00***
It all went to plan	-2.95	71	>0.00**
It was like a days work	-3.80	71	0.00***
I knew I was taking a risk	-2.30	71	0.02*
I always knew it was going to happen	-2.32	71	0.02*

* $p < 0.05$

** $p < 0.01$

*** $p > 0.001$

The final area which was examined for similarities and differences, related to the assigning of cases to themes. In total, 10 sexual offenders were assigned to the Adventurer theme and 1 was assigned to the Professional theme. Within acquisitive offenders, these role variables were evident in the same area of the SSA plot, thus the theme was titled the Professional-Adventurer, 21 acquisitive offenders were

assigned to this role theme. The Revenger-Victim role theme was evident in both sexual and acquisitive offending. Six sexual offenders and 24 acquisitive offenders were assigned to the Revenger-Victim role theme.

Table 4.6.5c.

The frequencies of cases assigned to the Narrative Role themes.

Offence Type	Emotion Theme	Number	Percentage
Sexual Offenders	Adventurer	10	38.46
	Revenger-Victim	6	23.08
	Professional	1	3.84
	<i>Not Classified</i>	9	34.62
Acquisitive Offenders	Revenger-Victim	24	51.06
	Professional-Adventurer	21	44.68
	<i>Not Classified</i>	2	4.26

4.6.6 Summary

Whilst sexual offenders fell into one of three narrative role themes (The Adventurer, The Professional or The Revenger-Victim), there were only two themes present within the SSA plot for acquisitive offenders (The Professional-Adventurer and The Revenger-Victim). Overall, acquisitive offenders scored themselves higher for the majority of variables, suggesting higher congruence to the statements. The three highest scoring variables for acquisitive offenders were, 'I knew what I was doing', 'I knew I was taking a risk' and 'I just wanted to get it over with'. Whilst the three

highest scored variables for sexual offenders were, 'I knew I was taking a risk', 'I knew what I was doing' and 'I was confused about what was happening'.

4.7 The Criminal Narrative Experience

The third objective of the current study was to investigate the presence of The Criminal Narrative Experience (CNE) across the two offence types; sexual and acquisitive offenders. The twenty-six emotions variables and the thirty-three roles variables were combined to form a new data set, titled The Criminal Narrative Experience, and the data were subject to two SSAs. Because an SSA plots closely together the variables, which are associated, the hypothesis was that emotions, which are closely related to certain roles, would co-occur in the same region of the plot. A list of the emotion and role variables, and their corresponding labels can be found in the table below (Table 4.7.1a). Due to the number of variables within the plot, a numerical label was used within the SSA plot rather than the analysis label.

Table 4.7.1a.

A table to show the emotion and narrative role variables which form The Criminal Narrative Experience, and their corresponding labels used within the current study.

Question Number	Question	Analysis Label	SSA Label
1	I felt lonely	Lonely	1
2	I felt scared	Scared	2
3	I felt exhilarated	Exhilarated	3
4	I felt confident	Confident	4
5	I felt upset	Upset	5
6	I felt pleased	Pleased	6
7	I felt calm	Calm	7
8	I felt safe	Safe	8
9	I felt worried	Worried	9
10	I felt depressed	Depressed	10
11	I felt enthusiastic	Enthusiastic	11
12	I felt thoughtful	Thoughtful	12
13	I felt annoyed	Annoyed	13
14	I felt angry	Angry	14
15	I felt sad	Sad	15
16	I felt excited	Excited	16
17	I felt confused	Confused	17
18	I felt miserable	Miserable	18
19	I felt irritated	Irritated	19

20	I felt relaxed	Relaxed	20
21	I felt delighted	Delighted	21
22	I felt unhappy	Unhappy	22
23	I felt courageous	Courageous	23
24	I felt contented	Contented	24
25	I felt manly	Manly	25
26	I felt pointless	Pointless	26
27	It was interesting	Interesting	27
28	It was fun	Fun	28
29	I knew I was taking a risk	Risk	29
30	It was like an adventure	Adventure	30
31	It was exciting	Exciting	31
32	I was looking for recognition	Recognition	32
33	It was a manly thing to do	Manly	33
34	It all went to plan	Plan	34
35	I was in control	Control	35
36	It was right	Right	36
37	I had power	Power	37
38	I was trying to get revenge	Revenge	38
39	I just wanted to get it over with	Get over	39
40	It was a mission	Mission	40
41	I was getting my own back	Own back	41
42	I couldn't stop myself	No stop	42
43	I had to do it	Had to	43
44	It was my only choice	Only choice	44
45	I didn't care what would happen	No care	45
46	It was like I wasn't part of it	No part	46
47	I guess I always knew it was going to happen	Knew	47
48	What was happening was just fate	Fate	48
49	I was helpless	Helpless	49
50	It was the only thing I could think of doing	Only thing	50
51	I was confused about what was happening	Confused	51
52	I was a victim	Victim	52
53	Nothing else mattered	No matter	53
54	I knew what I was doing	Knew what	54

55	I was doing a job	Job	55
56	For me it was just like a usual day's work	Work	56
57	I was like a professional	Professional	57
58	There was nothing special about what	No special	58
59	It was routine	Routine	59

4.7.1 The Criminal Narrative Experience within Sexual Offending

First, the data provided by sexual offenders was explored. The 2-dimensional SSA solution has a Guttman-Lingoes coefficient of alienation 0.24 in 10 iterations, showing a good fit between the Pearson's coefficients of the role variables and their corresponding geometric distances in the configuration. The two-dimensional SSA solution was used as it was considered to illustrate the pattern of the relationships between emotions and roles variables better than the other, three-dimensional solutions. Figure 4.7.1 shows the projection of vector 1 by vector 2 of the two-dimensional space.

SSA of The Criminal Narrative Experience in Sexual Offenders

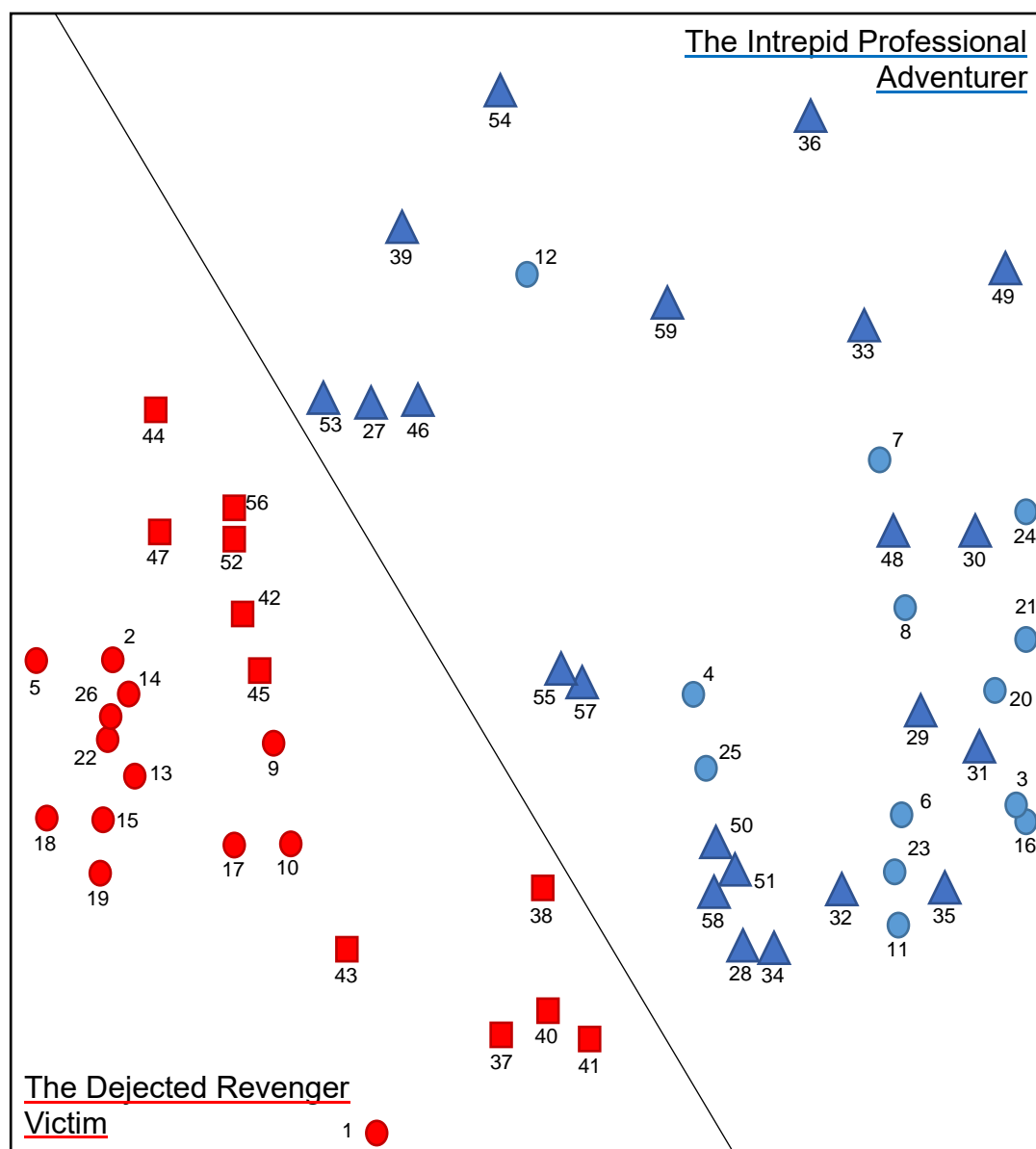


Figure 4.7.1.

1 by 2 projection of the two-dimensional Smallest Space Analysis (SSA) of The Criminal Narrative Experience in Sexual Offending.

Coefficient of Alienation= 0.24

The first stage in the interpretation of the SSA was to test the hypothesis that the emotions and roles would form identifiable regions. It was clear from initial visual interpretation that there were two clusters evident in the plot, one on the right side of the SSA plot, and one on the left. Before looking for identifiable themes, the SSA was colour coded based on Pleasure/ Displeasure emotions and the three role themes identified within the sample of sexual offenders which were discovered earlier in the study (Chapter 11); The Professional, The Adventurer and The Revenger-Victim. By examining the space based on colour coding, themes began to emerge in the plot.

The left region of the space was dominated by displeasure emotions whilst the right region was dominated in pleasurable emotions. In terms of themes within the roles, there appeared to be no distinct cluster per role, but rather groupings of similar role themes. The left region appeared to house role variables associated with the Revenger-Victim theme, whilst the right region housed role variables associated with Adventure and Professional themes. When dividing the plot based on these themes it became clear that there were two main themes of sexual offending experience. Those who offend for pleasure, adopting a positive narrative role, and those who offend out of displeasure, adopting negative narrative roles. As a result of the variables present within the two themes, they were subsequently titled The Intrepid Professional-Adventurer and The Dejected Revenger-Victim.

The Intrepid Professional-Adventurer

The 24 elements that can be conceptually linked as The Intrepid Professional-Adventurer CNE can be found in the table below (Table 4.7.1b). This region consists of the Adventurer and Professional role themes and the pleasurable emotions. It

could be concluded that this type of offender perceives the experience of crime as a positive thing. An experience which he enjoys. He feels excited and courageous about it, as he embarks on his interesting and fun adventure. This offender views himself as manly (both emotionally and in role) and sees his offence as a mission which he is confident he will achieve.

Table 4.7.1b.

A table to show the Emotions and Role Variables which were associated to The Intrepid Professional-Adventurer CNE Theme for Sexual Offenders.

The Intrepid Professional-Adventurer		
	Emotions Variables	Narrative Role Variables
Sexual Offenders	3. Exhilarated	27. I was like a professional
	4. Confident	28. I had to do it
	6. Pleased	29. It was fun
	7. Calm	30. It was right
	8. Safe	31. It was interesting
	11. Enthusiastic	32. It was like an adventure
	12. Thoughtful	33. It was routine
	16. Excited	34. I was in control
	20. Relaxed	35. It was exciting
	21. Delighted	36. I was doing a job
	23. Courageous	39. It was a mission
	24. Contented	43. It was my only choice
	25. Manly	46. I was looking for recognition
		49. What was happening was just fate
		50. It all went to plan
		51. I couldn't stop myself
		53. It was a manly thing to do
		54. For me it was just like a usual day's work
		55. I was trying to get revenge

57. I was getting my own back

58. I knew I was taking a risk

59. I guess I always knew it was going to
happen

As demonstrated by the table above (Table 3.12.1a), the experience for this type of offender is positive, it is an experience which he enjoys. He feels excited and courageous about it, as he embarks on his interesting and fun adventure. This offender views himself as manly (both emotionally and in role) and sees his offence as a mission which he is confident he will achieve.

To test the reliability of the suggested theme, Cronbach's alpha was applied to the data reported by sexual offenders. Scale scores were derived from the questionnaire as follows; "Not at all" (1), "Just a little" (2), "Some" (3), "A Lot" (4) and "Very much indeed" (5). The Cronbach's alpha was used to examine the reliability coefficient of the sets of emotions and role that define the region. The 22 items for The Intrepid Professional-Adventurer CNE theme for sexual offenders had an alpha coefficient of 0.92. This suggests a high degree of association between the variables within the theme, which further supports the existence of the theme within the SSA plot.

The Dejected Revenger-Victim

The second theme which was evident within the SSA plot for sexual offenders was titled The Dejected Revenger-Victim, as it appeared to house the variables which associated to displeasure emotions and negative role themes. The 35 elements that can be conceptually linked as The Dejected Revenger-Victim CNE can be found in the table below (Table 4.7.1c). This region consists of the Revenger-Victim role

theme and the displeasure emotions. It could be concluded that this type of offender perceives the commission of his crime as a negative experience.

Table 4.7.1c.

A table to show the Emotions and Role Variables which were associated to The Dejected Revenger-Victim CNE Theme for Sexual Offenders.

The Dejected Revenger-Victim		
	Emotions Variables	Narrative Role Variables
Sexual Offenders	1. Lonely	37. I knew what I was doing
	2. Scared	38. It was the only thing I could think of doing
	5. Upset	40. Nothing else mattered
	9. Worried	41. I had power
	10. Depressed	42. I was helpless
	13. Annoyed	44. I was a victim
	14. Angry	45. I was confused about what was
	15. Sad	happening
	17. Confused	47. I just wanted to get it over with
	18. Miserable	48. I didn't care what would happen
	19. Irritated	52. It was like I wasn't part of it
	22. Unhappy	56. There was nothing special about what
	26. Pointless	happened

As demonstrated by the table above (Table 4.7.1c), this offender described his offence as an unhappy occasion. He described feeling confused (both emotionally

and through role theme) and suggested that it was the only thing he could think of doing. He stated he was helpless in the sequence of events, and he just wanted to get it over with as he was worried. He identified with emotions such as lonely, scared, upset and depressed, which reflect the persona of a helpless victim.

To test the reliability of the suggested theme, Cronbach's alpha was applied to the data reported by sexual offenders. Scale scores were derived from the questionnaire as follows; "Not at all" (1), "Just a little" (2), "Some" (3), "A Lot" (4) and "Very much indeed" (5). The Cronbach's alpha was used to examine the reliability coefficient of the sets of emotions and role that define the region. The 35 items for The Dejected Revenger-Victim CNE theme for sexual offenders had an alpha coefficient of 0.93. Which again, suggests a very high degree of association between the variables within the theme, which further supports the existence of the theme within the SSA plot.

4.7.2 Assigning Cases to themes within Sexual Offending

In order to test the regional thematic split of the SSA for sexual offenders (two identified CNE themes, The Intrepid Professional-Adventurer and The Dejected Revenger-Victim, see Figure 4.7.1), each of the 26 cases were individually examined to ascertain whether they could be assigned to one of the two themes. This further analysis was conducted due to the inability of SSA to assign cases to themes. The SSA plot purely generates a visual representation of the relationship between each variable and every other, and provides no information relating to quantities of cases in any given region.

To begin, every case was given a percentage score for the two themes. Cases having a higher percent of occurrence in one of the two themes naturally assigned to the higher percentage theme. Using this criterion, all but one of the cases could be classified into one of the two themes. The findings of this analysis can be found in the table below (Table 4.7.2)

Table 4.7.2.

A Table to show the number and percentage of cases in the two CNE Themes for Sexual Offenders.

Theme	Number	Percentage
The Dejected Revenger-Victim	20	77
The Intrepid Professional-Adventurer	5	19
Not Classified	1	4

The table above (Table 4.7.2) indicates that there was one case did not classify into one of the two CNE themes. This was due to the scores being identical for the two themes. This case remained unclassified.

The findings of this step of analysis support the suggestions made by the SSA plot, by reinforcing the proposal that sexual offenders experience their offence as either a pleasurable or displeasure experience. All but one of the cases could be categorised into one of the two themes.

4.7.3 The Criminal Narrative Experience within Acquisitive Offending

The second area of exploration was to examine the relationship between the emotions and roles experienced by acquisitive offenders. The 2-dimensional SSA solution had a Guttman-Lingoes coefficient of alienation 0.21 in 14 iterations, showing a good fit between the Pearson's coefficients of the role variables and their corresponding geometric distances in the configuration. The two-dimensional SSA solution was used as it was considered to illustrate the pattern of the relationships between emotions and roles variables better than the other three-dimensional solutions. Figure 4.7.3 shows the projection of vector 1 by vector 2 of the two-dimensional space.

SSA of The Criminal Narrative Experience in Acquisitive Offenders

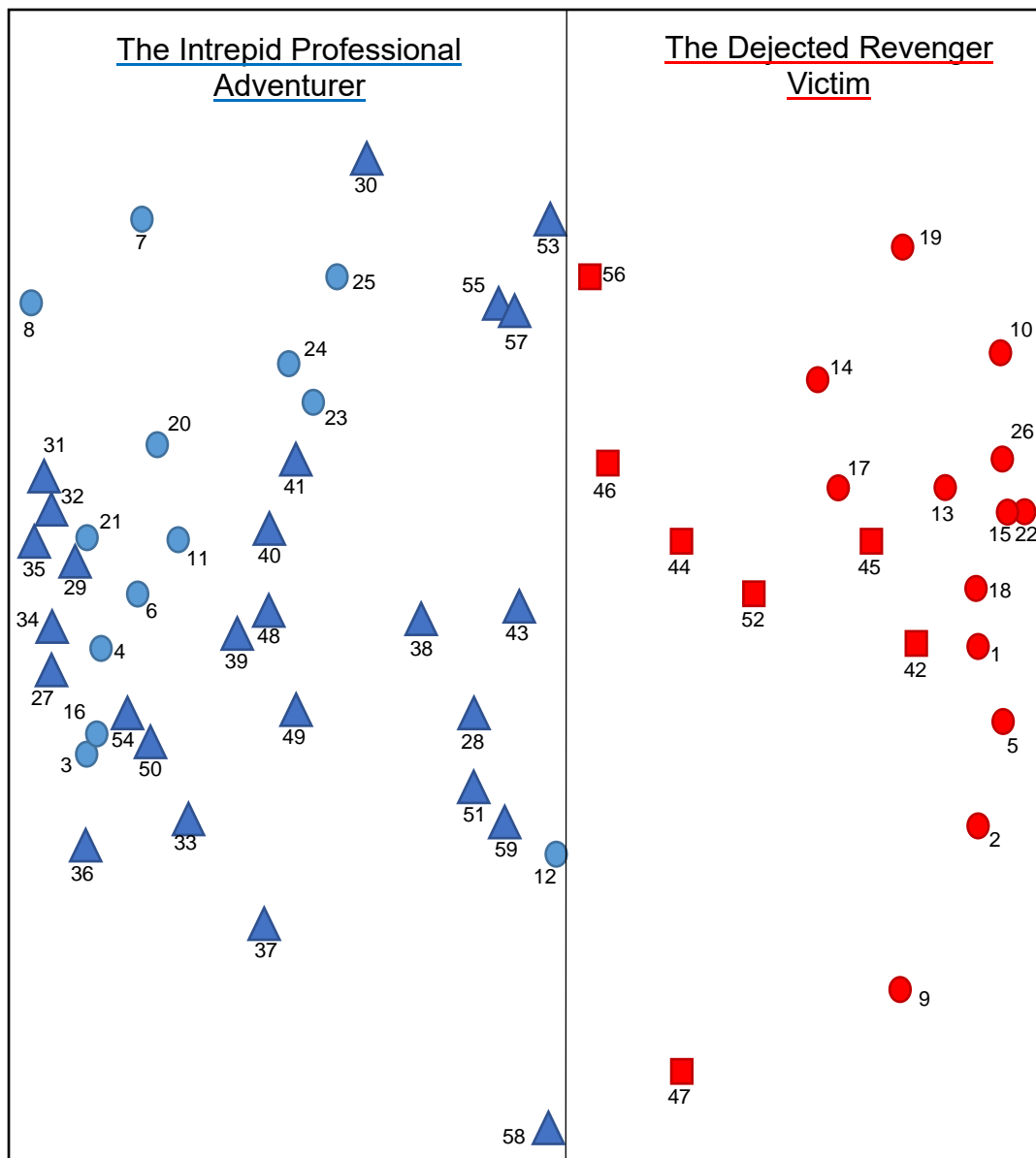


Figure 4.7.3

1 by 2 projection of the two-dimensional Smallest Space Analysis (SSA) of The Criminal Narrative Experience in Acquisitive Offending.

Coefficient of Alienation= 0.21

The first stage in the interpretation of the SSA was to test the hypothesis that the emotions and roles would form identifiable regions. From an initial visual interpretation, it appeared that there were again two identifiable regions in the plot. The second stage of interpretation was to test the regional hypothesis that the items, which have a common theme, would be found in the same region of space. Before looking for identifiable themes, the SSA was colour coded based on Pleasure/Displeasure emotions and the two roles which were found earlier in the study, the Professional-Adventurer and the Revenger-Victim. By examining the space based on colour coding, there were two recognisable clusters.

The left region of the space was dominated by pleasure emotions whilst the right region was dominated by displeasure emotions. In terms of themes within the roles, the left region appeared to house role variables associated with the Professional-Adventure theme, whilst the right region housed role variables associated with Revenger-Victim. When dividing the plot based on these themes it became clear that there were two main themes of acquisitive offending experience. Those who offend for pleasure, adopting positive role themes, and those who offend out of displeasure, adopting negative role themes. As a result of the variables present within the two themes, and the findings from the SSA plot of sexual offenders, the two themes present were subsequently titled The Intrepid Professional-Adventurer and The Dejected Revenger-Victim.

The Intrepid Professional-Adventurer

The 37 elements that can be conceptually linked as The Intrepid Professional-Adventurer CNE for acquisitive offenders can be found in the table below (Table 4.7.3a). This region consists of the Professional-Adventure role theme and the

positive emotions. It could be concluded that this type of offender perceives the experience of crime as a positive thing.

Table 4.7.3a.

A table to show the Emotions and Role Variables which were associated to The Intrepid Professional-Adventurer CNE Theme for Acquisitive Offenders.

The Intrepid Professional-Adventurer		
	Emotions Variables	Narrative Role Variables
Acquisitive Offenders	3. Exhilarated	27. I was like a professional
	4. Confident	28. I had to do it
	6. Pleased	29. It was fun
	7. Calm	30. It was right
	8. Safe	31. It was interesting
	11. Enthusiastic	32. It was like an adventure
	16. Excited	33. It was routine
	20. Relaxed	34. I was in control
	21. Delighted	35. It was exciting
	23. Courageous	36. I was doing a job
	24. Contented	37. I knew what I was doing
	25. Manly	38. It was the only thing I could think of doing
		39. It was a mission
		40. Nothing else mattered
		41. I had power
		48. I didn't care what would happen
		49. What was happening was just fate

-
- 50. It all went to plan
 - 51. I couldn't stop myself
 - 53. It was a manly thing to do
 - 54. For me it was just like a usual day's work
 - 55. I was trying to get revenge
 - 57. I was getting my own back
 - 58. I knew I was taking a risk
 - 59. I guess I always knew it was going to happen

Again, as demonstrated by the table above (Table 4.7.3a), it is clear that this experience is one which the offender enjoys. He feels excited and courageous about it, as he embarks on his interesting and fun adventure. This offender views himself as manly (both emotionally and in role) and sees his offence as a mission which he is confident he will achieve.

To test the reliability of the suggested theme, Cronbach's alpha was applied to the data reported by acquisitive offenders. Scale scores were derived from the questionnaire as follows; "Not at all" (1), "Just a little" (2), "Some" (3), "A Lot" (4) and "Very much indeed" (5). The Cronbach's alpha was used to examine the reliability coefficient of the sets of emotions and role that define the region. The 35 items for The Intrepid Professional-Adventurer CNE theme for acquisitive offenders had an alpha coefficient of 0.93. This suggests a very high degree of association between the variables within the theme, which further supports the existence of the theme within the SSA plot.

The Dejected Revenger-Victim

The second theme which was evident within the SSA plot for acquisitive offenders was titled The Dejected Revenger-Victim as it appeared to house the variables which associated to displeasure emotions and negative role themes. The 22 elements that can be conceptually linked as Displeasure CNE can be found in the table below (Table 4.7.3b). It could be concluded that this type of offender perceives the experience of crime as a negative thing.

Table 4.7.3b.

A table to show the Emotions and Role Variables which were associated to The Dejected Revenger-Victim CNE Theme for Acquisitive Offenders.

The Dejected Revenger-Victim		
	Emotions Variables	Narrative Role Variables
Acquisitive	1. Lonely	42. I was helpless
Offenders	2. Scared	43. It was my only choice
	5. Upset	44. I was a victim
	9. Worried	45. I was confused about what was
	10. Depressed	happening
	12. Thoughtful	46. I was looking for recognition
	13. Annoyed	47. I just wanted to get it over with
	14. Angry	52. It was like I wasn't part of it
	15. Sad	56. There was nothing special about
	17. Confused	what happened
	18. Miserable	
	19. Irritated	
	22. Unhappy	
	26. Pointless	

As demonstrated by the table above (Table 4.7.3b), this offender describes his offence as an unhappy occasion. He described feeling confused (both emotionally and through role theme) and suggested that it was his only choice. He stated he was

helpless in the sequence of events, and he just wanted to get it over with as he was worried. He identifies with emotions such as lonely, scared, upset and depressed which correlate with this persona of a helpless victim.

To test the reliability of the suggested theme, Cronbach's alpha was applied to the data reported by sexual offenders. Scale scores were derived from the questionnaire as follows; "Not at all" (1), "Just a little" (2), "Some" (3), "A Lot" (4) and "Very much indeed" (5). The Cronbach's alpha was used to examine the reliability coefficient of the sets of emotions and role that define the region. The 22 items for The Dejected Revenger-Victim CNE theme for acquisitive offenders had an alpha coefficient of 0.87. Which again, suggests a high degree of association between the variables within the theme. This further supports the existence of the theme within the SSA plot.

4.7.4 Assigning Cases to themes within Acquisitive Offending

In order to test the regional thematic split of the SSA for acquisitive offenders (two identified CNE themes, The Dejected Revenger Victim and The Intrepid Professional Adventurer, see Figure 4.7.3), each of the 47 cases were individually examined to ascertain whether they could be assigned to one of the two themes. This further analysis was conducted due to the inability of SSA to assign cases to themes.

To begin, every case was given a percentage score for the two themes, The Intrepid Professional-Adventurer and The Dejected Revenger-Victim. Cases having a higher percent of occurrence in one of the two themes naturally assigned to the higher percentage theme. Using this criterion, 100% of the cases could be classified into

one of the two themes. The findings of this analysis can be found in the table below (Table 4.7.4)

Table 4.7.4.

A Table to show the number and percentage of cases in the two CNE Themes for Acquisitive Offenders.

Theme	Number	Percentage
The Dejected Revenger-Victim	26	55
The Intrepid Professional- Adventurer	21	45

The findings of this step of analysis support the suggestions made by the SSA plot, by reinforcing the proposal that acquisitive offenders experience their offence as either a pleasurable or displeasure experience. All 47 cases could be categorised into one of the two CNE themes.

4.7.5 Comparing the Criminal Narrative Experience between Sexual and Acquisitive Offending

The final area of exploration was to examine the similarities and differences in relationship between The Criminal Narrative Experience among sexual and acquisitive offenders. When comparing the results from the SSA, it became apparent that both samples of offenders had two distinct themes within the SSA plot. The Intrepid Professional-Adventurer (which housed variables associated with

pleasurable emotions and positive role themes) and The Dejected Revenger-Victim (which contained displeasure emotion variables and negative role themes).

When exploring the two themes across the two offence types, some differences in emotion and narrative role variables became apparent. For emotions, 'thoughtful' was categorised as pleasurable for sexual offenders and displeasure for acquisitive offenders. This may be the extent to which the offenders choose to 'think about' their offence. Sexual offenders appear to take an active approach to thinking through their offence, and this is a positive thing for them. Whilst acquisitive offenders would rather not consciously think about their offence as they commit it, and when they do, it is regarded as a negative thing. The remaining 25 emotions were consistent in their categorisation across the two offence types.

In regard to narrative role variables, there were a handful of differences between the two themes across offence type ($N=7$). When exploring The Intrepid Professional-Adventurer CNE theme variables within the SSA plot for sexual offenders, it appeared 'recognition' and 'only choice' were present with the other positive role theme variables. These were within the negative region for acquisitive offenders. This suggests that for acquisitive offenders, the crime is a last resort, and this is viewed as a negative thing for them. The finding also suggests that seeking recognition for sexual offenders is a positive thing, they take credit in gaining recognition for their offence as this contradicts how they believe they have been treated by society. This is something which acquisitive offenders appear to disprove of (gaining recognition). When exploring The Intrepid Professional-Adventurer theme for Acquisitive offenders, they had 'knew doing', 'only thing to do', 'nothing else mattered', 'didn't care' and 'I had power' as positive narrative role variables within their SSA plot, and these were within the negative region for sexual offenders.

Acquisitive offenders appear to take pride in their ability to offend professionally; they state they know exactly what they are doing, and they don't really care what happens as a result.

The final difference evident between the two offence types was the frequency of cases assigned to the two themes. Within sexual offending the split was 20 cases experiencing The Dejected Revenger-Victim CNE, and only 5 cases experiencing The Intrepid Professional-Adventurer CNE. This suggested that sexual offenders were four times more likely to experience offending as a negative, adverse experience than a positive one. When exploring the frequency of cases for acquisitive offending, the divide was more even; 26 cases assigned to The Dejected Revenger-Victim, and 21 assigned to The Intrepid Professional-Adventurer. This suggested that acquisitive offenders were more likely to experience pleasure during their offending than sexual offenders. Nonetheless, there was still a higher number of The Dejected Revenger-Victim CNE theme in acquisitive offending (as with sexual offending), which suggested that overall, the majority of offenders report their experience as a negative one, with displeasure emotions and negative narrative role themes.

4.7.6 Summary

Both sexual and acquisitive offenders experienced one of two Criminal Narrative Experience (CNE) themes: The Intrepid Professional-Adventurer or The Dejected Revenger-Victim. For both groups of offenders, The Intrepid Professional-Adventurer experienced pleasurable emotions and positive narrative roles, whilst The Dejected Revenger-Victim experienced displeasure emotions and negative narrative roles.

There was some variation in variable location within the plot's however the majority of variables remained consistent between the two offence types. The Dejected Revenger-Victim was the most common CNE theme within the sample of offenders ($N= 46$). However, the difference in frequency between the two themes was greater for sexual offenders, with 80% reporting congruence to The Dejected Revenger-Victim theme, compared to only 55% of acquisitive offenders. This suggests that for the majority of offenders, the commission of their crime is a negative experience.

4.8 Correlates of the Criminal Narrative Experience

The final area of exploration within the current study was concerned with the individual differences that correlate with the established themes of the Criminal Narrative Experience. The remaining results chapter explores the correlates within the CNE themes of sexual offending, and then the CNE themes of acquisitive offending.

4.8.1 Correlates of the CNE within Sexual Offenders

First, the sample's offending background was explored to examine the correlates of criminal history and the two themes of CNE within sexual offenders (seen Table 4.8.1a for the results of this analysis).

Table 4.8.1a.

A table to show the results from correlational analysis between various offender background demographics and the two CNE themes for sexual offenders.

	The Intrepid Professional-Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
Age of Participant	0.325	0.105	0.56	0.786
Number of Convictions	-0.183	0.370	-0.403	0.041*
Age of First Warning	0.415	0.035*	0.052	0.800
Age of First Conviction	0.378	0.057	0.160	0.433

* $p < 0.05$

The results from Pearson's correlations between the two CNE themes and the four criminal history variables found two significant correlations. Age of first warning was positively correlated with The Intrepid Professional-Adventurer ($r = 0.415$, $n = 26$, $p = 0.035$), which suggests that offenders who received their first warning at an older age, were more likely to relate to The Intrepid Professional-Adventurer CNE theme. There was also a significant correlation between the number of convictions and The Dejected Revenger-Victim ($r = -0.403$, $n = 26$, $p = 0.041$). The nature of the correlation

was negative, which suggests the higher the number of convictions an offender has, the less likely they were to score highly on The Dejected Revenger-Victim CNE theme.

Next, the results of the five measures of individual differences were subject to correlational analysis with the two CNE themes for sexual offenders. The personality measure FIRO generated one significant correlation between the 12 domains and the two CNE themes. This was between *Wanted Received Inclusion* and The Intrepid Professional-Adventurer ($r = -0.433$, $n = 26$, $p = 0.027$) (see Table 4.8.1b for results of the analysis). This suggested that sexual offenders who score highly for The Intrepid Professional-Adventurer CNE theme were more likely to express desire to *receive inclusion* from people in their social circle.

Table 4.8.1b.

A table to show the results from correlational analysis between the FIRO personality measure and the two CNE themes for sexual offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
AEI	0.133	0.516	0.025	0.905
AEO	-0.196	0.336	0.081	0.695
AEC	-0.092	0.655	0.016	0.937
ARC	-0.097	0.638	0.072	0.726
ARI	-0.138	0.500	-0.070	0.733
ARO	0.025	0.905	-0.122	0.553
WEI	0.312	0.121	0.047	0.818
WEO	-0.038	0.855	0.098	0.634
WEC	0.191	0.350	-0.049	0.811
WRI	0.433	0.027*	0.244	0.230
WRO	-0.023	0.910	0.265	0.191
WRC	-0.068	0.742	0.132	0.519

* p<0.05

The measure of criminal thinking, PICT, was then examined against the two CNE themes using Pearson's correlational analysis. There were two significant correlations found within the data. These were between The Intrepid Professional-

Adventurer and Defensive (Df-r) validity scale ($r = -0.392$, $n = 26$, $p = 0.048$) and between The Dejected Revenger-Victim and Fear of Change (FOC) ($r = -0.409$, $n = 26$, $p = 0.038$) (see Table 4.8.1c for the full results).

Table 4.8.1c.

A table to show the results from correlational analysis between the PICT Criminal Thinking measure and the two CNE themes for sexual offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
Cf-r	0.139	0.500	0.292	0.147
Df-r	-0.392	0.048*	-0.330	0.100
Mo	0.126	0.540	-0.046	0.825
Co	0.232	0.254	0.123	0.548
En	0.033	0.873	-0.244	0.230
Po	0.131	0.522	-0.009	0.964
Sn	0.069	0.738	0.111	0.590
So	0.206	0.313	-0.014	0.947
Ci	0.376	0.058	0.274	0.175
Ds	0.245	0.228	0.232	0.254
CUR	0.327	0.103	0.275	0.175
HIS	0.176	0.390	-0.101	0.624
PRB	0.271	0.180	0.241	0.236
INF	-0.211	0.300	0.025	0.903
AST	0.218	0.284	-0.201	0.324
DNH	0.222	0.276	0.056	0.785
P	0.138	0.501	-0.085	0.679

R	0.298	0.139	0.219	0.283
GCT	0.228	0.263	0.060	0.771
FOC	0.103	0.617	0.409	0.038*

* $p < 0.05$

These findings suggest that sexual offenders who scored highly for The Intrepid Professional-Adventurer were less likely to respond on the PICT with 'fake good' responses, which Walters defines as responses which 'aim to create overly favourable impressions of the participants psychological stability' (Walters, 1995).

The second significant correlation was between The Dejected Revenger-Victim CNE theme and the Fear of Change scale. This suggests that sexual offenders who attribute to The Dejected Revenger-Victim theme are more likely to experience apprehension with the thought of adopting new thinking patterns.

The scores of the Tri-PM Psychopathy scale and the three Tri-PM sub-scales were then correlated with the two CNE themes. No significant correlations were found within the data for sexual offenders, which suggests no relationship between psychopathy and the two CNE themes (see Table 4.8.1d for the full results).

Table 4.8.1d.

A table to show the results from correlational analysis between the Tri-PM

Psychopathy scale and the two CNE themes for sexual offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
Boldness	-0.155	0.449	-0.357	0.073
Meanness	-0.159	0.439	-0.115	0.578
Disinhibition	-0.031	0.881	0.017	0.935
Psychopathy	-0.144	0.483	-0.182	0.372

Finally, scores from the Guilt Inventory (GI) and the Guilt and Shame Proneness Scale (GASP) were correlated with the two CNE themes to investigate if there were any relationships between guilt, shame and the two CNE themes. Results from the correlational analysis between the GI and the two CNE themes generated two significant correlations. These were found between The Dejected Revenger-Victim, State Guilt ($r = -0.432$, $n=26$, $p = 0.027$) and Trait Guilt ($r = -0.392$, $n=26$, $p = 0.048$).

Table 4.8.1e.

A table to show the results from correlational analysis between the Guilt Inventory (GI) and the two CNE themes for sexual offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
State Guilt	-0.321	0.109	-0.432	0.027*
Trait Guilt	-0.247	0.223	-0.571	0.002**
Moral Standards	0.027	0.897	-0.100	0.635

* p<0.05

** p<0.01

These findings suggest that sexual offenders who scored highly on The Dejected Revenger-Victim theme, were less likely to experience higher levels of state guilt and higher levels of trait guilt (as scores from The Dejected Revenger-Victim CNE theme increase, scores on State Guilt and Trait Guilt decreased). There were no significant correlations found between the four subscales of Guilt and Shame Proneness (GASP) and the two CNE themes (see Table 3.13.3f below).

Table 4.8.1f.

A table to show the results from correlational analysis between the Guilt and Shame Proneness Scale (GASP) and the two CNE themes for sexual offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
NBE	-0.089	0.666	0.210	0.303
GR	0.095	0.644	0.199	0.330
NSE	0.163	0.426	0.135	0.510
SW	0.228	0.263	-0.277	0.171

4.8.2 Correlates of the CNE within Acquisitive Offenders

First, the sample's offending background was explored to examine the correlates of criminal history and the two themes of CNE within acquisitive offenders (seen Table 4.8.2a for the results of this analysis).

Table 4.8.2a.

A table to show the results from correlational analysis between various offender background demographics and the two CNE themes for acquisitive offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
Age of Participant	-0.006	0.968	0.328	0.025*
Number of Convictions	0.285	0.058	-0.064	0.676
Age of First Warning	-0.175	0.244	0.402	0.006**
Age of First Conviction	-0.104	0.492	0.317	0.032*

* $p < 0.05$

** $p < 0.01$

The results from Pearson's correlations between the two CNE themes and the four criminal history variables generated three significant correlations. Age of participant was positively correlated with The Dejected Revenger-Victim ($r = 0.328$, $n = 47$, $p = 0.025$), which suggests that the older and offender is, the higher their scores were for The Dejected Revenger-Victim CNE theme. There was also a significant correlation between the Age of First Warning and The Dejected Revenger-Victim ($r = 0.402$,

$n=47$, $p= 0.006$), which suggests the older an offender was when they received their first warning, the higher their scores for The Dejected Revenger-Victim CNE theme. Finally, there was a significant correlation between Age of First Conviction and The Dejected Revenger-Victim ($r= 0.317$, $n=47$, $p= 0.032$), which suggests the older an offender was when they received their first conviction, the higher their scores for The Dejected Revenger-Victim CNE theme. Overall, the older the offender was when they received their first warning, first conviction and current conviction, the higher their scores for The Dejected Revenger-Victim CNE theme.

Next, the results of the five measures of individual differences were subject to correlational analysis with the two CNE themes for acquisitive offenders.

Results from the Pearson's correlation analysis between the two CNE themes and the 12 dimensions of the FIRO personality measure are presented in the table below (Table 3.13.2b). As demonstrated in the table, four significant correlations were found. For The Intrepid Professional-Adventurer, there were two significant correlations, one with Actual Expressed Control ($r= 0.406$, $n=47$, $p= 0.005$) and one with Wanted Expressed Control ($r= 0.434$, $n=47$, $p= 0.002$). This suggests that the higher the scores for The Intrepid Professional-Adventurer CNE theme, the more the participants actually expressed control towards others, and also the more they desired to express control towards others. For The Dejected Revenger-Victim, there was also two significant correlations, these were related to received control. There was a significant correlation between actual received control (ARC) and The Dejected Revenger-Victim CNE theme ($r= 0.304$, $n=47$, $p= 0.038$), and also between wanted received control (WRC) and The Dejected Revenger-Victim CNE theme ($r= 0.362$, $n=47$, $p= 0.012$). This suggests that individuals who scored highly for The

Dejected Revenger-Victim CNE theme were more likely to receive control from others, and also expressed more desire to receive control from others.

Table 4.8.2b.

A table to show the results from correlational analysis between the FIRO personality measure and the two CNE themes for acquisitive offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
AEI	0.216	0.144	0.190	0.200
AEO	0.023	0.876	-0.033	0.824
AEC	0.406	0.005***	0.032	0.833
ARC	0.195	0.189	0.304	0.038*
ARI	0.112	0.454	-0.067	0.655
ARO	0.252	0.088	-0.179	0.228
WEI	0.083	0.580	0.248	0.093
WEO	-0.063	0.674	0.192	0.197
WEC	0.434	0.002***	0.225	0.128
WRI	0.155	0.298	0.050	0.738
WRO	0.225	0.128	0.096	0.520
WRC	0.148	0.322	0.362	0.012*

* $p < 0.05$

** $p < 0.01$

*** $p < 0.005$

The measure of criminal thinking, PICT, was then examined against the two CNE themes, again using Pearson's correlational analysis. There were thirteen significant correlations found within the data, all of which related to The Intrepid Professional-Adventurer CNE theme. The results from the analysis can be found in the table below (Table 4.8.2c).

Table 4.8.2c.

A table to show the results from correlational analysis between the PICT Criminal Thinking measure and the two CNE themes for acquisitive offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
Cf-r	0.458	0.001***	0.056	0.710
Df-r	-0.127	0.400	0.047	0.757
Mo	0.436	0.002***	-0.080	0.598
Co	0.368	0.012**	-0.138	0.361
En	0.468	0.001***	0.005	0.972
Po	0.466	0.001***	0.132	0.383
Sn	0.489	0.001***	0.180	0.231
So	0.527	0.000***	-0.019	0.901
Ci	0.114	0.449	-0.016	0.917
Ds	0.238	0.111	-0.066	0.662
CUR	0.233	0.119	-0.112	0.459
HIS	0.524	0.000***	-0.134	0.373
PRB	0.188	0.211	-0.071	0.641
INF	0.481	0.001***	0.115	0.446
AST	0.569	0.000***	-0.074	0.625
DNH	0.475	0.001***	0.101	0.502
P	0.534	0.000***	0.015	0.919

R	0.278	0.062	-0.084	0.579
GCT	0.463	0.001***	-0.027	0.857
FOC	0.062	0.684	0.060	0.693

* $p < 0.05$

** $p < 0.01$

*** $p < 0.005$

The significant correlations were found between The Intrepid Professional-Adventurer and the Confusion (Cf-r) validity scale ($r = 0.458$, $n = 47$, $p = 0.001$), Mollification ($r = 0.458$, $n = 47$, $p = 0.001$), Cut-off ($r = 0.368$, $n = 47$, $p = 0.012$), Entitlement ($r = 0.468$, $n = 47$, $p = 0.001$), Power orientation ($r = 0.66$, $n = 47$, $p = 0.001$), Sentimentality ($r = 0.489$, $n = 47$, $p = 0.001$), Superoptimism ($r = 0.527$, $n = 47$, $p = 0.000$) and with Historical Criminal Thinking Scale (HIS) ($r = 0.524$, $n = 47$, $p = 0.00$), INF ($r = 0.481$, $n = 47$, $p = 0.001$), Self-Assertion/Deception Scale (AST) ($r = 0.529$, $n = 47$, $p = 0.00$), Denial of Harm Scale (DNH) ($r = 0.475$, $n = 47$, $p = 0.001$), P ($r = 0.534$, $n = 47$, $p = 0.000$) and GCT ($r = 0.463$, $n = 47$, $p = 0.001$).

The number of significant correlations between The Intrepid Professional-Adventurer and the dimensions of the PICTS demonstrates the relationship between the CNE theme and criminal thinking within acquisitive offenders. The individuals appear to facilitate their own criminal life style through the use of thinking biases which promote and encourage criminal behaviour.

The scores of the Tri-PM Psychopathy scale and the three Tri-PM sub-scales were then correlated with the two CNE themes for acquisitive offenders. Five significant

correlations were found within the data and these can be found in the table below (see Table 4.8.2d for the full results).

Table 4.8.2d.

A table to show the results from correlational analysis between the Tri-PM

Psychopathy scale and the two CNE themes for acquisitive offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
Boldness	0.295	0.046*	-0.043	0.775
Meanness	0.478	0.001***	-0.182	0.226
Disinhibition	0.121	0.4521	-0.379	0.009**
Psychopathy	0.467	0.001***	-0.341	0.020**

* $p < 0.05$

** $p < 0.01$

*** $p < 0.005$

For The Intrepid Professional-Adventurer CNE theme, three significant correlations were found. These were with two of the sub-scales Boldness ($r = 0.295$, $n = 47$, $p = 0.045$) and Meanness ($r = 0.478$, $n = 47$, $p = 0.001$) and with overall Psychopathy ($r = 0.467$, $n = 47$, $p = 0.001$).

For The Dejected Revenger-Victim CNE theme, two significant correlations were found. These were between the CNE theme and the subscale Disinhibition ($r = -$

0.379, $n=47$, $p= 0.009$) and with overall Psychopathy ($r= -0.341$, $n=47$, $p= 0.020$).

The nature of these correlations were negative, which suggests that for acquisitive offenders who scored highly for The Dejected Revenger-Victim theme, scored lowly for Disinhibition and Psychopathy.

There were no significant correlations found between the two CNE themes, and the three subscales of the Guilt Inventory (GI) within acquisitive offending (see Table 4.8.2e below).

Table 4.8.2e.

A table to show the results from correlational analysis between the Guilt Inventory (GI) and the two CNE themes for acquisitive offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
State Guilt	0.226	0.127	0.052	0.728
Trait Guilt	0.207	0.164	-0.095	0.525
Moral Standards	0.275	0.061	0.031	0.836

Finally, Pearson's correlational analysis was applied to the data for the two CNE themes and the GASP, Guilt and Shame Proneness scale. Both CNE themes correlated significantly with NBE (The Intrepid Professional-Adventurer; $r= -0.294$, $n=47$, $p= 0.047$ and The Dejected Revenger-Victim; $r= 0.364$, $n=47$, $p= 0.013$).

Table 4.8.2f.

A table to show the results from correlational analysis between the Guilt and Shame Proneness Scale (GASP) and the two CNE themes for acquisitive offenders.

	The Intrepid Professional- Adventurer		The Dejected Revenger-Victim	
	Pearson's Correlation	Sig.	Pearson's Correlation	Sig.
NBE	-0.294	0.047*	0.364	0.013*
GR	-0.203	0.177	0.167	0.266
NSE	-0.023	0.882	0.180	0.232
SW	0.026	0.864	0.212	0.157

* p<0.05

This suggests that for acquisitive offenders, the higher the score for The Intrepid Professional-Adventurer, the lower the scores for NBE, whilst the higher the scores for The Dejected Revenger-Victim, the higher the scores for the NBE.

4.8.3 Summary

When comparing the individual differences between the criminal narrative experience themes and the two groups of offenders, sexual and acquisitive, there are some key differences to note. Firstly, for sexual offenders falling within The Intrepid Professional- Adventurer, their scores on the FIRO suggests they want to 'receive inclusion'. That is, they want to feel belonging to others. Acquisitive

offenders on the other hand, scored highly for questions relating to control. The acquisitive offenders who fell into the theme of The Intrepid Professional- Adventurer, score highly on questions concerning the actual expression, and desired expression of control. They do, and continue to want to, express control towards those around them. The acquisitive offenders scoring highly for The Dejected Revenger-Victim also scored highly on questions relating to control, but their want is to receive control. They do, and continue to want to, receive control from others.

Secondly, scores on the PICT suggests differences between the two groups. For acquisitive offenders within The Intrepid Professional- Adventurer theme, there were 13 significant correlations. This suggests that for acquisitive offenders who categorise into The Intrepid Professional- Adventurer theme, their criminal thinking is more pronounced. However, for sexual offenders who fall into this CNE theme, the only significant correlation concerned response style. They were less likely to score 'fake good' responses. They were less likely to lie. For The Dejected Revenger-Victim on the other hand, there were no significant correlations for acquisitive offenders, but a significant correlation for sexual offenders and the Fear of Change scale. This suggests that sexual offenders who attribute to The Dejected Revenger-Victim CNE theme are more likely to experience apprehension and fear around change, and the thought of change.

For the Psychopathy scale, there were no significant correlations for either of the CNE themes within sexual offenders. However, for acquisitive offenders, both CNE themes generated significant correlations. The Intrepid Professional-Adventurers scored highly on Boldness, Meanness and overall Psychopathy. Whilst The Dejected Revenger-Victim recorded negative correlations with Disinhibition and Psychopathy. This suggests that the acquisitive offenders attributing to The Dejected Revenger-

Victim theme, were less likely to score high on Psychopathy scales, specifically those concerning disinhibition. As with the result discussed above for criminal thinking, The Intrepid Professional-Adventurer within acquisitive offending appears to display attitudes and thinking styles which are supportive of criminal and anti-social behaviour.

Lastly, the scores for both the Guilt scale and the Shame scale revealed mixed results. Sexual offenders who fall within The Dejected Revenger-Victim theme scored low for both state and trait guilt, suggesting they are less likely to experience guilt. This was also reflected in acquisitive offenders within The Dejected Revenger-Victim theme. They scored highly on the GASP scale for Negative Behavioural Experiences (NBE). This scale is characterised by regret and guilt. In contrast to this, acquisitive offenders who fall into The Intrepid Professional-Adventurer CNE theme scored low for this scale. There were no significant correlations for sexual offenders within The Intrepid Professional-Adventurer CNE theme for guilt or shame. The exploratory findings compared above suggest that there are some underlying differences between both CNE themes across the two offending groups. The initial findings suggest differences in personality, criminal thinking, psychopathy, shame and guilt.

Chapter 5

Discussion⁹

The current study aimed to investigate The Criminal Narrative Experience (CNE) framework in a sample of sexual and acquisitive offenders. The study also aimed to examine the relationship between various individual differences and the themes of the CNE.

The study was the first attempt to investigate the relationship between personality, criminal thinking, psychopathy, shame and guilt and the Criminal Narrative Experience (CNE). Because of this, there is a limited pool of previous research to compare the current findings with. The findings of the current research can serve as a 'first step' to researchers beginning to understand the role of the CNE in crime, and the relationship between individual differences and CNE theme.

5.1 Emotions

First, the emotional experience of the two samples of offenders was explored, to determine whether the emotional themes and the circumplex of emotion, highlighted by Russell (1997) could be identified. Results from Smallest Space Analysis (SSA) found evidence for two distinct themes within both of the data sets. These two themes of emotions, which were evident in the SSAs, appeared to share the same underlying themes of affect; pleasure/displeasure. Whilst this provides support for

⁹ As discussed within the cover note, large sections of this Chapter were submitted as part of my MSc Thesis.

Russell's (1997) affect axis, there was no evidence for the arousal axis, which ultimately generates the 'circumplex'.

The pleasure/displeasure model, which has received support within the current study, is not a new phenomenon. In fact, Wundt (1912) was one of the first to suggest that emotion could be explained through a bipolar model of affective state; however, he titled his dimension as pleasure/pain. It was not until Russell, in 1980, that the dimensions were renamed pleasure/displeasure. Nonetheless, when exploring the two models in detail, the underlying emotions within each of the dimension are the same.

Many researchers have found support for the two hedonic values within non-offending samples (Myllyniemi, 1997; Reisenzein, 1994). However, there is little outstanding research that has investigated the emotional experience within an offending sample. The only research to date that has explored the emotional circumplex within an offending population, also found no support for the circumplex of emotion, but rather a clear distinction between pleasure/displeasure offending (Canter and Ioannou, 2004). This adds further weight to the bipolar model of affective state.

Between the two groups of offenders, sexual and acquisitive, there were some notable differences. Overall, sexual offenders reported higher scores for displeasure emotions, whilst acquisitive offenders scored higher for pleasurable emotions. This finding suggested that during the commission of their offences, sexual offenders were more likely to experience displeasure, and acquisitive offenders were more likely to experience pleasure. This finding supports earlier work by Canter and Ioannou (2004), which found that offenders who offended against the person

(including sexual offenders) were more likely to experience displeasure emotions, whilst offenders who offended against property (acquisitive offenders) were likely to experience pleasure. However, when cases were assigned to themes in the current study, the difference in the emotional experience between the two groups of offenders was not as obvious. For sexual offenders 73% of offenders assigned to displeasure, but for acquisitive offenders only 49% assigned to pleasure. This discrepancy suggests that whilst sexual offenders reported higher levels of displeasure and were more likely to assign to the displeasure theme, acquisitive offenders were more varied in their experience.

Acquisitive offenders who did experience pleasure, scored the pleasurable emotions highly, and these results increased the samples overall scoring. However, when the cases were assigned to themes, the split was fairly evenly between the two; Pleasure reflected 49% of the sample and Displeasure reflect 51% of the sample.

Nonetheless, what can be concluded from the data, is that for the majority of offenders, both sexual and acquisitive, crime is a negative experience. Out of the 73 offenders who participated in the study, 43 assigned to the displeasure theme, which represents 59% of the sample.

5.2 Narrative Roles

Next, the narrative roles experienced by the two sample of offenders during the commission of their offences was explored, to investigate whether the narrative role themes proposed by Ioannou (2006) and Ioannou, Canter and Youngs (2017), and Frye's (1957) archetypal stories, could be identified.

Smallest space analysis (SSA) on the data provided by sexual offenders found support for three themes of narrative roles. The first theme found within the SSA plot related directly to the Professional narrative role theme identified by Ioannou (2006). This offender viewed himself as acting out a specialised role. For him, it was just like a job, and what he did was routine, just like a usual day's work. For him, the offence was right, he was seeking recognition and that was his mission. However, the professional offender felt as though his task was the result of fate, he knew, deep down it would always happen, and he simply didn't care what would happen to him. This role reflected Frye's (1957) romance story form, in which the main character is embarking on a quest and fights for revenge by taking control of the dangers.

The second theme found within the plot related directly to the Adventure narrative role, identified by Ioannou (2006). This type of offender perceived the experience of crime as an escapade, which was governed by an interesting and exciting plan, which he always knew he would act out. The offender is willing to undertake the journey, despite knowing the risks associated. This individual perceives himself as a 'young hero', who is in the pursuit of happiness without holding any anxiety or guilt. This narrative role reflects Frye's (1957) *comedy* story form, in which the main character is trying to find fun and interest within his life and those who are around him. In order to find the entertainment, the offender must overcome environmental obstacles, regardless of the danger.

The final theme found within the plot mirrored the Revenger narrative role theme, and the Victim narrative role theme, which were identified as separate role themes by Ioannou (2006). In the current study, this theme was titled, The Revenger-Victim, given its hybrid between the two original narrative role themes. This type of offender justified his criminal behaviour through revenge; revenge to overcome his

victimisation within his world. The offence gave the individual power. He felt like it was a manly thing, which he just had to do in order to get his own back at the world. Despite this, he felt as though he was helpless in the overall sequence of events, backed into a corner and confused, forced to commit the crime as it was his only choice in the crossroads of his life. The offender claimed he just wanted to get it over with, he felt like he wasn't really a part of it and in hindsight, it wasn't anything special. This role reflected a combination of Frye's (1957) *tragedy* and *irony* story forms, in which the individual is defeated by life's punishment, which is not wholly deserved, and the individual is trying to gain perspective on the discrepancy between appearance and reality. The experience is perceived as being an instrument of divine external factors, which are resigned to 'God, god's, fortune, necessity, circumstance, fate, accident or any combination of these' (Frye, 1957, p.207).

When exploring the narrative role themes of acquisitive offenders, only two themes of narrative roles were present within the SSA plot. These were titled The Professional-Adventurer and The Revenger-Victim, given their relation to the framework proposed by Ioannou (2006).

The Professional-Adventurer perceived himself as acting out a professional role, whilst on an adventure in life. For him, it was just like doing a job, and what he did was routine, just like a usual day's work. He knew exactly what he was doing, he was in control and it all went to plan and for him. The offence was the right thing to do. His involvement in the task was fate and the offender believed he was on a mission in life, he didn't care what would happen to him because it was fun. He felt the task was interesting and exciting. This role reflected Frye's (1957) *romance* story form, combined with the *comedy* story form, in which the main character is embarking on a quest and fights for revenge by taking control of the dangers, and is

trying to find fun and interest in life and through others, by overcoming environmental obstacles.

The Revenger-Victim theme mirrored that found through analysis of the SSA plot for sexual offenders. As discussed earlier, this offender appears to have justified his criminal behaviour through revenge; revenge to overcome his victimisation within his world.

When comparing the narrative role themes across the two offence types, there were some key similarities and differences. For both offences, the Revenger-Victim theme was present, however for acquisitive offenders, the Professional and Adventurer role themes were combined, to produce a new role theme, The Professional Adventurer. The most prevalent theme for sexual offenders was Adventurer, whilst acquisitive offenders were more likely to assign to the Revenger-Victim role. In comparison to previous research such as Ioannou (2006), which aimed to investigate narrative roles within criminal populations, there are some conflicting results. The findings of the current study support Ioannou's (2006) evidence for themes of narrative roles within a criminal population, however, Ioannou's model found support for four distinct themes: The Professional, The Adventurer, The Victim and The Hero. The current study found evidence for a combined theme of Revenger-Victim within both sample types, and a combined theme of Professional-Adventurer within acquisitive offending. The difference in findings may be attributed to the current study dividing the sample based on index offence. In Ioannou's (2006) study, the sample of offenders was mixed (index offence), and so, this produced a general picture of themes within a criminal sample rather than a view of themes per offence type.

5.3 The Criminal Narrative Experience (CNE)

The final area of exploration within this element of the study was concerned with the investigation of the proposed relationship between emotions and narrative roles as outlined by Ioannou (2006), and replicated by Ioannou, Canter and Youngs (2017).

The plot generated via Smallest Space Analysis (SSA) for both sexual and acquisitive offenders, suggested two themes were evident across the data sets: The Intrepid Professional-Adventurer or The Dejected Revenger-Victim. These themes were titled descriptively, given the grouping of displeasure emotions with the Revenger-Victim role themes, and the grouping of pleasurable emotions with the Professional Adventurer role themes.

A recent study conducted by Ioannou, Synnott, Lowe and Tzani-Pepelasi (2018) also found support for mixed Revenger-Victim CNE theme. They found that the revenger and victim narrative role themes existed in the same regional space of the SSA, and they were present alongside the array of displeasure emotions. This supports the notion that The Dejected Revenger-Victim exists as a standalone theme, rather than two separate themes. Nonetheless, they continued to report the Professional and Adventurer as two separate CNE themes (despite the variables existing closely together on the SSA plot), which conforms with the findings of earlier studies (Ioannou, 2006; Ioannou, Canter & Youngs, 2017).

When exploring the impact of these CNE themes on the experience of offending, it became apparent that the themes related to motivation to act. Those offenders, who were experiencing The Dejected Revenger-Victim theme, generally rated highly for displeasure emotions, and also reported themselves highly for role variables, which described them as 'victims' of the world who need to 'seek revenge', and take 'power

and control' of the situation around them. These offenders who reported experiencing a type of vengeance-victim motivation present their crimes as a *need*. A need that had to be fulfilled through offending, a need that was no fault of their own, but rather forced upon them by the world. These types of offenders saw no other way out and felt as though they needed to commit the offence in order to accomplish their irrepressible need. The second theme which emerged from both of the SSA plots was The Intrepid Professional-Adventurer, and these individuals portrayed crime as a positive experience. They reported experiencing mainly pleasurable emotions, and viewed themselves as a hero, who was on an adventure, carrying out a professional role which they claim to be exciting and interesting. These offenders described their offence with so much enjoyment, that for them it appears more of a choice, a *want* to commit the crime. The individuals committing these types of pleasurable offences appear to be motivated by the thrill; they take from the crime enjoyment and use the adventure/professional roles as an excuse to offend.

Despite the two offence types generating evidence for two CNE Themes, there was some variation in frequency within the samples. The Dejected Revenger-Victim was the most common CNE theme within the overall sample of offenders. However, the difference in frequency between the two themes when the data was split per offence was greater for sexual offenders, with 80% reporting congruence to The Dejected Revenger-Victim theme, compared to only 55% of acquisitive offenders. These findings provide support to earlier research on narrative roles per offence type. Ioannou et al (2015), found that for acquisitive offenders, the most prevalent themes related to the adventurer (50%), the professional (35%), whilst sexual offenders were more likely to assign to victim (45%) and revenger (25%) role themes. They propose

that the excitement that acquisitive offending presents, is what 'seduces' the adventurer to engage in the crime (as suggested earlier by Flemming, 1999; Katz, 1988; McCarthy, 1995), and the *skill* of the offence entices the professional (as suggested earlier by Cronwell, Olson, & Avery, 1991; Maguire and Bennett, 1982; Merry & Harsent, 2002; Walsh, 1986). For sexual offending, Ioannou et al (2015) draw upon Canter's (1994) victim role model. They postulate that the high prevalence of victim and revenger role themes within sexual offending relates to the need of the offender. They suggest the offender exploits the role of victim as a method for them to achieve intimacy and express repressed emotion. The similarities between the current study, and the findings of Ioannou et al. (2015), provide evidence for various themes being more prevalent within certain crime types.

5.4 Correlates of The Criminal Narrative Experience (CNE)

Finally, the individual differences of each of the participants were correlated with the two CNE themes to examine whether there were any significant associations between personality, criminal thinking, psychopathy, shame and guilt, and the two CNE themes, The Intrepid Professional-Adventurer and The Dejected Revenger-Victim.

Overall, sexual offenders who experienced The Intrepid Professional-Adventurer were most likely to have been given their first warning at an older age. This suggests offenders who fall within this theme, begun displaying anti-social behaviour at an older age. Sexual offenders who experienced The Dejected Revenger-Victim were also more likely to have high numbers of criminal convictions. This indicates that

whilst The Dejected Revenger-Victim begun their career later, their recidivism rates were greater.

When exploring personality within the sample of sexual offenders, there was only one significant correlation found. The Intrepid Professional-Adventurer was significantly correlated with Wanted-Received Inclusion. This suggests that sexual offenders who experienced The Intrepid Professional-Adventurer were more likely to want inclusion from their peers. This finding supports that of Ford and Linney (1995), who reported that sexual offenders scored highly on the FIRO's personality measure of interpersonal need for inclusion.

Upon exploring the correlations between the two CNE themes for sexual offenders and criminal thinking, the only significant correlation of note was with Fear of Change dimension. This finding suggests that those sexual offenders who experience The Dejected Revenger-Victim, are likely to experience fear around the prospect of change. This suggests that this group of offenders could have particular difficulty in rehabilitation and resettlement in the community due to their anxiety and avoidance of changing their behaviour and thought process. This group of offenders would therefore require some advanced treatment to address their Fear of Change thinking bias.

When it comes to investigating the guilt experienced by the two CNE themes, there were significant correlations found between sexual offenders who assigned to The Dejected Revenger-Victim and both state and trait guilt. This suggests that those sexual offenders who reported their crime as a negative experience, were likely to experience high levels of guilt. This demonstrates further, how this group of sexual

offenders perceived their offence as a negative experience, something which they had 'no choice in', but are subsequently burdened by.

There were no significant correlations found between psychopathy and the two CNE themes for sexual offenders, nor were there any found between the two CNE themes and shame. Whilst there has been no direct investigation of sexual offenders CNE theme and psychopathy, there has been some evidence to suggest a link between the specific sexual crime types and psychopathy. For example, high psychopathic traits have been found among samples of rapists (Porter et al., 2000; Woodworth et al., 2013). Nonetheless, when sexual offences are grouped, there appears to be no correlation between the two variables, as suggested by the current study, and previous studies of a similar kind (Hare et al., 2000; Knight & Guay, 2006). The current study takes this hypothesis one step further and suggests that there are no correlations between either of the sexual offender CNE themes and psychopathy, despite some elements of psychopathy being descriptively similar of some narrative role variables (i.e., lack of empathy, emotional pleasure during the offence, thrill-seeking behaviour and impulsiveness). Further research is needed, to explore the relationship with the narrative role themes and elements of psychopathy, to investigate whether any correlations are evident, irrespective of CNE theme.

Acquisitive offenders generated remarkable different findings. The Dejected Revenger-Victim significantly correlated with age, age of first warning and age of first conviction, suggesting that this group of offenders were likely to be older at the time of current conviction, first warning and first conviction. These findings suggest that acquisitive offenders who begin their career at an older age, are more likely to experience negativity when they offend. It can be assumed from the narrative role questionnaire findings, that these offenders view crime as 'the only thing to do' to

overcome their current situation. It may be that older offenders feel negatively about their movement towards a criminal career in comparison to young people.

The findings of the personality correlates were also of particular interest. Offenders who scored highly for The Dejected Revenger-Victim, also scored high for both Actual Received Control and Wanted Received Control. Whilst The Intrepid Professional-Adventurer's were likely to score highly on Actual Expressed Control and Wanted Expressed Control. These findings suggest that for The Dejected Revenger-Victim, receiving control is something obtained, and also desired, but for individuals scoring highly for The Intrepid Professional-Adventurer theme, expressing the control was of greatest importance. These findings support an early study conducted by Youngs and Canter (2012), who investigated 'self-awareness and interpersonal identity' within the narrative role themes. They concluded from their research findings that offenders who experienced Revenger or Victim role themes were likely to view themselves as 'weak' (evidenced by attribution to role variables such as helpless) and were also like to place significance on the importance of other people. This may explain why participants in the current study, who were assigned to The Dejected Revenger-Victim), were likely to report on the FIRO that they frequently 'obtain control' from other people as well as 'desire control' from other people. In contrast, Youngs and Canter (2012) found that the Professional and Adventurer (titled Hero in their study) role themes viewed themselves as 'strong' individuals and placed little significance on the importance of others. This theory corroborates with the current study's findings, which suggest that The Intrepid Professional-Adventurer expressed high levels of control, as well as a desire to further express high levels of control. This offender views their own significance more greatly than that of those in their environment.

There were 13 significant correlations between the 20 dimensions of the criminal thinking measure, PICTS, and The Intrepid Professional-Adventurer theme. For acquisitive offenders who scored highly on The Intrepid Professional-Adventurer CNE theme, their PICTS scores were also high. This suggests a higher likelihood in recidivism, given the key finding of the PICTS measure is that high PICTS scores equal high recidivism rates in various samples (Walters, 1990).

The psychopathy scores of acquisitive offenders were also highly correlated with The Intrepid Professional-Adventurer CNE theme. Boldness, Meanness and overall Psychopathy scores were significantly correlated with the CNE theme. Yet for The Dejected Revenger-Victim, Disinhibition and overall Psychopathy scores were significantly correlated. This suggests that whilst both CNE themes positively correlated with overall psychopathy, for The Intrepid Professional-Adventurer CNE theme this was focussed on Boldness and Meanness, whilst for The Dejected Revenger-Victim the focus was around disinhibition.

There were no significant correlations found between guilt and the two CNE themes for acquisitive offenders, and only one between Negative Behavioural Experiences of shame (GASP measure) and both the CNE themes.

Chapter 6

Conclusions

6.1 Implications

Whilst the current study has provided research findings which enhance and develop the field of investigative psychology, there are implications which stretch outside of the literature concerning the criminal narrative experience. This final section concludes the thesis by reviewing the implications, from a theoretical and methodological perspective as well as field (chapter 15), before reviewing the limitations of the study (chapter 16) and the suggested direction for future research (chapter 17).

6.1.1 Theoretical Implications

Most existing social science explanations of crime, emphasise the social context and antecedent events as the motivation for a 'normal' individual making the decision to enter a criminal lifestyle. Yet both the legal processing of offenders, and the rehabilitation efforts post-sentencing, focus on the conscious intent and agency of the individual committing the criminal act. The results of the current study can therefore be understood as an attempt to bridge the gap between the legal and social science perspective on criminality.

The study of the Criminal Narrative Experience (CNE) signifies an important development in the understanding of crime, and therefore generates a number of

implications for perception of crime as it stands (Ioannou, 2006). The study of the criminal experience as an individual journey, helps us to move away from traditional explanations of crime, and enhances our psychological understanding of the impact of emotions on offending behaviour and repeat offending behaviour. The study of emotions, and the development of theories applying the influence of emotion to crime, has implications, which spread wider than the realms of academia.

The current study provides support to the CNE framework, which has gained momentum since its coining in 2006 by Ioannou. The theory is becoming one of controversy, due to the findings produced by the limited number of research studies to date, and the exploration of the experience of offender from the perspective of the offender. The evidential support for the CNE model brings question to other, more traditional, theories of criminal experience and this movement should not be underestimated by researchers within the field.

61.2 Methodological Implications

The current study employed a Multi-Dimensional Scaling (MDS) procedure, Smallest Space Analysis (SSA), to explore the relationship between the Emotions and Narrative Roles variables. The effective use of these techniques strengthens their power and demonstrates how useful MDS and SSA can be to explore relationships between variables. By adopting these methodologies, the current research was able to understand if, and how, the various variables co-occurred, and was subsequently able to identify visually, any themes that arose within the data recorded. This led to the discovery of themes within both the emotion, and narrative roles data.

In addition to this, the use of SSA within the current study allowed for a much richer, and deeper understanding of the data in relation to the Criminal Narrative Experience, and has opened up new possibilities, not only for the study of offending behaviour, but also the study of emotions and narrative roles within a non-offending population in other areas of psychology and wider.

6.1.3 Implications for Clinical Interventions in Prison

At present, the favoured method for intervention, or 'therapy', in prisons is the application of Cognitive Behavioural Therapy (CBT), which aims to emphasise the consequences of behaviour in an attempt to encourage change through the restructuring of thinking patterns. Her Majesties Prison and Probation Service (HMPPS) delivers the majority of its Offending Behaviour Programmes (OBPs) through the use of CBT techniques, and does so in a group setting of approximately ten prisoners. Many researchers, however, criticise the use of CBT in all cases, as it undervalues the emotional significance of crimes to offenders (Ioannou, 2014). By linking CBT and the influence of the Criminal Narrative Experience, therapists can uncover the offender's emotions, and recognise the significance of the event to the individual and aim to remodel their view of themselves within the world into a more pro-social and positive individual. As Ioannou (2014) notes, therapy is ultimately aimed at modifying a select human behaviour, and by understanding the emotional attachment to the behaviour, the treatment itself can become an extremely powerful tool.

The current study also emphasises the variation of the Criminal Narrative Experience not only across the whole offending population (as evidenced by Ioannou, 2006,

Youngs and Canter, 2012 and Ioannou, Canter, Youngs and Synnott, 2015), but also within the same crime type. This stresses the need for interventions to be tailored to meet the needs of the individual. At present, individuals are 'categorised' based on index offence and treatment need, and same offence offenders, are subsequently offered the same intervention if all the relevant boxes are ticked. This method ignores the significant difference in experience between offenders of the same crime. For example, for high risk sexual offenders, the programme of most suitability would be the newly written KAIZEN¹⁰. Two sexual offenders may be referred to the programme with the same index offence and will be exposed to the same intervention throughout the course, in the hopes that they will be 'rehabilitated'. Despite these offenders committing a similar offence, their experience of the offence could be significantly different. Two rapists, for example, could be polar opposite in terms of experience (i.e. one experiencing The Dejected Revenger-Victim, whilst one experiences The Intrepid Professional-Adventurer), and this needs to be 'treated' through different approaches and methods. This study highlights that a 'one size fits all' approach to crime specific interventions may not be the most effective approach, and researcher should explore the possibility of developing an intervention which recognises and challenges the impact that the Criminal Narrative Experience has on decision making and criminal behaviour.

6.1.4 Implications for the wider Criminal Justice System

¹⁰ KAIZEN is a treatment programme designed by the Ministry of Justice. The programme aims to use strength-based, goal orientated exercises to reduce reoffending within a sample of high-risk sexual offenders (Ministry of Justice, 2019b).

The model of criminal experience also has implications for the ways in which the criminal justice system understand crime. By increasing the general understanding of crime, and the motivations and significance for the offender, appropriate investigation and sentencing decisions can be made. This implication relates to the notion of *intention*, which is defined in criminal law as, '*the determination for an individual to act in a certain way, despite knowing the consequences of their actions*' (Foster, 2004). The association of feelings, and narrative roles, can broaden the legal perspective by providing a richer understanding of what makes up the experience for the offender. This may also provide police officers with an alternative framework for thinking about crime, which has direct implications for the handling of cases and management of offenders in different ways. For example, police officers faced with rape case may intrinsically follow a specific set of steps or procedural routine. By narrowing down the pool of likely offenders based on behaviours exhibited at the crime scene, and the likely narrative role and emotion of such offenders, police may be able to narrow their searches at an earlier stage. This is because the narratives roles model begins to answer the question of '*why this action here and now?*' (Presser, 2009, p.189), and by exploring the intention to act through the four narrative role themes, our understanding of the processes through which the action is instigated and sustained through the offence is widened (Canter, 1994).

6.2 Limitations

The present study has generated significant findings which contribute to the limited pool of studies within the area. The study has highlighted a number of important

issues in relation to our current understanding of crime and its meaning for the offender himself. However, there are a number of limitations of the current study and these will be addressed in the current chapter.

6.2.1 The Sample

To begin, seventy-six male offenders participated in the study. Given that the offending population for England and Wales in 2017 was just short of 85,863 (Office of National Statistics, 2017), the sample used in the current study cannot be representative of the offending populace. The study reflects a small proportion of the full offending population, and whilst its findings are somewhat pioneering, future research which improves the validity would strengthen its argument. The study also took place within only one of the 114 prisons within England and Wales and represents one region out of a total of 15. This questions the ability for the study to be generalised cross region as well as cross culturally. There may be differences across local, national and international cultures which would generate different findings.

The study also explored the criminal narrative experience of male offenders. There was no data captured from female offenders. This was mainly due to opportunity, however this study was the first of its kind to investigate the Criminal Narrative Experience of offenders within specific crime types (sexual offending and acquisitive crimes).

The sample within the current study also featured predominantly repeat offenders, 97% of participants had a previous conviction prior to their index and the average number of convictions within the sample was 30. Compared to official statistics, the

sample used within the current study was atypical of the general population. Figures from January to March 2018 recorded the rate of proven reoffending at 62% for adult male offenders who had recently been released from custody (Ministry of Justice, 2020).

Not only does the high reoffending rate in the current study impact the findings generalisation, the high reoffending rates could have influenced individual responses on the emotional statement measure and the Narrative Roles Questionnaire.

Different crime occasions could have influenced memory, especially when many of the offenders who participated in the study were also substance misuse clients (recent statistics report that 70% of the prison population report drug or alcohol misuse prior to prison; Home Affairs Committee, 2012). The responses reported in part one of the questionnaires could have reflected how they 'generally' felt during their offending, as opposed to one specific offence. Bernasco (2013) notes how, over time, an offender's ability to recall crime specific details deteriorates, and that altered memories are a risk of retrospective research. He goes on to suggest that present biases influence an offender's perception of the past, and as time passes and people age, their memories are presented in the current context and scenario (Bernasco, 2013). It could well be that the offender's recollection of their index offence has merged into their typical style of offending, and rather than recalling the specific details of their index offence, they are recalling information based on their *typical* offending pattern.

The acquisitive offenders who participated in the study were predominantly substance misuse clients (identified by their description of motive relating to funding drug addiction). This could have substantially affected the findings of the current study, given the association between prolonged substance addiction and inhibited

cognitive processes is high (Gould, 2010). The full extent of the impact of drugs on cognition is not yet known, but research indicates that addicted individuals have alterations in brain regions including the striatum, prefrontal cortex, amygdala, and hippocampus (Jones and Bonci, 2005; Kalivas and Volkow, 2005; Kelley, 2004; Le Moal and Koob, 2007). These same regions underlie declarative memory — the memories that define an individual, without which it would be difficult to generate and maintain a concept of self (Cahill and McGaugh, 1998; Eichenbaum, 2000; Kelley, 2004; Setlow, 1997). This suggests that during the present study, offenders could have had difficulties in remembering the emotions and roles, which they experience during their offence, as their long-term memories may well have been inadequately stored. This again, gives rise to the hypothesis that offenders were recalling their *typical* offending behaviour, rather than index offence specific behaviour, due to the inability to differentiate.

Worth noting is the limitation that the current study only explores the criminal narrative experience of incarcerated offenders. The experiences, both emotional and through narrative roles, and the individual differences of these individuals, can only stretch as wide as those offenders who have been caught for their offences. What is yet to be explored is whether the experience and individual differences of non-incarcerated offenders would be any different. However, exploring these factors within offenders who are willing to discuss the offending experience for crimes which they are yet to be caught for would be extremely complex, both methodologically, legally and ethically.

6.2.3 Statistical and methodological limitations

In regard to limitations both statically and methodologically, the current study applied only correlational analysis to data within the later part of the investigation. This was primarily due to the current study being an initial exploration of correlates of the CNE.

As discussed in chapter 3, section 6.5, the data captured within the current study was self-report. Whilst this brings its own benefits (as discussed earlier in the thesis), the material is only as reliable as the reporter. Moving forward, researchers should aim to validate the responses using official documents such as court reports, post-programmes reports and parole reports.

6.3 Future Research

The current study was the first exploration of the Criminal Narrative Experience across Sexual and Acquisitive offending. The study was also the first of its kind to explore the individual differences of offenders within the two themes, across the two crime types. Whilst the findings discussed above suggests remarkable similarities and differences between the crime types and their criminal narrative experience theme, further research is needed to enhance both the validity of the findings within the current study and to enhance and develop the current findings.

6.3.1 Future research to enhance validity of findings

Firstly, issues surrounding the generalisation of the current findings should be addressed. This could be achieved by encapsulating a wider variety of population,

including; female offenders, offenders within other areas of the UK as well as overseas, offenders with a limited offending history and offenders from within other crime types (i.e. violent offenders). By addressing these issues, researchers could explore possible gender differences, regional and cultural differences and the impact of repeat offending on emotions and narrative roles.

Alongside the above, researchers should aim to measure and overcome some of the possible effects of substance misuse and chronic repeat offending on memory and recall. Despite offenders within the current study being asked to recall and describe an offence which they have good memory of, there needs to be a more enhanced way of exploring the offender's ability to recall and also its effect on scoring. This could also be overcome by capturing data upon recall or sentencing to prison (possibly within the first few days of arrival at custody).

As noted above, the later part of the investigation aimed to explore the associations between the reported individual differences and the two CNE themes. The study used correlational analysis to achieve these aims. Future research should aim to use more advanced inferential analysis to overcome this limitation.

Finally, the researcher proposes that cross referencing between the self-reported information obtained within the questionnaire and also the Crown Prosecution Service or Police report of the offence may be useful. This could not only determine the validity of the information provided, but also indicate the degree of self-conscious emotions experienced by the offender post offence, for example Shame and Guilt. By cross referencing the self-report data with the official records, researchers may also determine any biases or manipulation on the behalf of the offender, which may

relate to particular narrative roles or personality styles. This suggestion would benefit from future exploration.

6.3.2 Future research to develop current findings

As discussed above, the findings of the current study can only be regarded as a first step towards the development of an established model of the criminal narrative experience. Future research in several areas would enhance the current findings and provide researchers with richness and clarity around some of the findings generated. For example, further research is needed to explore the pleasure/displeasure model in greater detail. More enhanced measures could be adopted which determine the emotional experience of offenders accurately, as oppose to relying on self-reporting in retrospect. This is also true for narrative roles. More advanced techniques could be adopted which explore narratives and role in detail. This could be through qualitative analysis, which would provide greater depth.

Finally, the current study explored the CNE and individual differences of sexual and acquisitive offenders only. Future research should consider the exploration of these themes and the individual differences of a wider variety of offender types, such as violence, and could even differentiate between seriousness of offending.

6.4 Summary

“If such an enormous life transformation is to be believed, the person needs a coherent narrative to explain and justify this turnaround”

(Maruna, 2001, p.85)

Everybody wants to 'cure' the offender; to find a way to rid them of their flawed cognition and desensitisation, and move them towards a crime-free, purposeful life. Previous attempts at doing so have proven sketchy, given that the reconviction rates of individual released from custody is 69% (Office of National Statistics, 2017). However, if narratives are the personal stories which guide and motivate human behaviour, then the narratives of criminals need reforming as a first. The current study aimed to examine the narratives of offenders, to being to understand the role they play in crime. The current study has also demonstrated how intrinsically linked narratives are to emotions, and so, the impact that the emotional experience can have for an offender during their offence should not be overlooked. The combination of both these factors, narratives and emotions, are considered to epitomise The Criminal Narrative Experience.

Several individual differences were explored during the current study, to investigate the correlates of The Criminal Narrative Experience to provide insight to researches who may be interested in the management and treatment of offenders.

The current study demonstrated two distinct themes of The Criminal Narrative Experience; The Intrepid Professional-Adventurer and The Dejected Revenger-Victim, and for treatment to be effective, the CNE of the offender must be taken into account. The reforming of a positive, Intrepid Professional-Adventurer, requires different methods and approaches than the reforming of a negative, Dejected Revenger-Victim.

This thesis should be considered as an initially step in the investigation of the CNE themes across specific crime types, and also the relationship between various individual differences and the themes presented. Further research should aim to

address the limitations discussed earlier, whilst building upon the current study as a solid foundation.

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APPENDIX

Appendix I- Approved SREP Application Form for Ethical Approval

THE UNIVERSITY OF HUDDERSFIELD

School of Human and Health Sciences – School Research Ethics Panel

OUTLINE OF PROPOSAL

Please complete and return via email to:
Kirsty Thomson SREP Administrator: hhs_srep@hud.ac.uk

Name of applicant: **Shannon Clanc**

Title of study: **The Criminal Experience: Exploring the Experience of Offending between Person and Property Crimes, and the effect of Individual Differences on the Perception of Experience**

Department: **Investigative Psychology**

Date sent: **January 2016**

Issue	Please provide sufficient detail for SREP to assess strategies used to address ethical issues in the research proposal
Researcher(s) details	Shannon Clancy, postgraduate researcher at the University of Huddersfield. Currently in year 1 of PhD programme.
Supervisor details	Dr Maria Ioannou and Dr Laura Hammond

Aim / objectives	<p>To summarise, the current study aims to explore offending behaviour as an experience, of which the criminal is the interpreter, and of which personal traits influence. Therefore, the purpose of the proposed study is to explore the criminal experience from the perspective of the offender, and the influence that individual differences have on the individual's self-conscious interpretation of events. There are eight aims to the proposed research, each of which can be found below-</p> <ol style="list-style-type: none"> 1. To determine whether the overall structure of emotions that are experienced by sexual and acquisitive crime offenders when committing their crimes, can be differentiated in terms of different emotion themes (e.g. elation, calm, distress, depression) and to explore the differences/similarities between the two crime types. 2. To determine whether the overall structure of narrative roles that sexual and acquisitive crime offenders see themselves as acting out when committing their crimes, can be differentiated in terms of different roles themes (e.g. adventurer, professional, revenger, victim) and to explore the differences/similarities between the two crime types. 3. To examine the relationship between the emotions and narrative roles experienced by sexual and acquisitive crime offenders and the differences/similarities between these crimes. 4. To establish whether sexual and acquisitive crime offenders with different criminal thinking styles, typically draw on different narrative roles and related emotions, and to explore the differences/similarities between the two crime types. 5. To establish whether sexual and acquisitive crime offenders with different personality traits, typically draw on different narrative roles and related emotions, and to explore the differences/similarities between the two crime types. 6. To examine the relationship between psychopathy and narrative roles and related emotions for sexual and acquisitive crime offenders, and the differences/similarities between these crimes. 7. To examine the relationship between shame/guilt and narrative roles and related emotions for sexual and acquisitive crime offenders, and the differences/similarities between these crimes. 8. To explore the predictor value of personality, psychopathy, criminal thinking styles, shame/guilt and emotions on criminal narratives within sexual and acquisitive crime offenders, and to explore the differences/similarities between the two crime types in order to develop a model of The Criminal Experience.
Brief overview of research methodology	<p>Participants will be approached by letter at HMP Forest Bank and will be given preliminary information about the nature of the study. They will then be given the opportunity to reply to the letter and give initial consent of participation. Once this is received, the researcher will post a full consent form and questionnaire to their cell number and advise the participant on how long they have to complete the pack, and how they are to return material. The questionnaire will follow the below structure, and a full copy can be found in Appendix 4.</p> <ol style="list-style-type: none"> 1. <i>Demographics and Offending History</i> Firstly, participants will be asked to recall their basic demographics, including their age, ethnicity, previous convictions and educational history. Participants will also be asked to recall information about their family background, including who they lived with during childhood, their parents education and qualifications, family members convictions and sibling demographics. 2. <i>Emotions Statements</i> The second section of the questionnaire will consist of twenty-six emotions statements. The statements will aim to represent the full Gamut of Russell's (1997) circumplex, and were initially developed from pilot research (Odale, 1997; Cross, 1998; Murray, 1998; Ioannou, 2001; Canter and Ioannou, 2004). The results from the pilot research indicated that emotions made sense to criminals as possible descriptions of their feelings during the crime, as long as the crime in question could be clearly remembered. A five-point Likert scale will be used to measure the extent to which the offenders felt the emotion during their experience of crime. The scale ranges from "Not at all" (1) to "Very much indeed" (5), with "Some" (3) being the midpoint. By using a Likert scale, participants are

	<p>given the opportunity to elaborate on their answers compared to a simple yes/no format. Examples of the emotion statements include: "I felt lonely", "I felt scared", "I felt excited" and "I felt courageous".</p> <p>3. <i>Narrative Roles Questionnaire (NRQ)</i> Next, participants will be presented with a list of thirty-three statements representing the different types of roles. The roles statements were developed after considering Frye's Archetypal mythoi (1957), Narrative theory (McAdams, 1988) and role narratives that were identified from recent work conducted by Canter, Kaouri and Ioannou (2003) and Ioannou (2001). A five-point Likert scale will be used, in which offenders can share how much they agree with the statement in regards to their experience. The statements describe what it was like while they were committing the crime and included statements such as, "It was like being a professional", "I had power", "I knew I was taking a risk" and "I was a victim". The scale indicates the extent to which the participant experienced the narrative role, and responses range from "Not at all" (1) to "Very much" (5), with "Some" (3) being the midpoint.</p> <p>4. <i>Fundamental Interpersonal Relations Orientation (FIRO)</i> Section 4 will be an application of the Fundamental Interpersonal Relations Orientation (FIRO) test. The FIRO is a type of personality test that focus' on interpersonal relationship, and was designed to examine what motivates interpersonal relations within an individual. The measure explores six domains, which relate to the expression and want of certain social interaction. The domains are; Expressed Inclusion (ei), Wanted Inclusion (wi), Expressed Control (eC), Wanted Control (wC), Expressed Affection (aE) and Wanted Affection (wA). The domains are measured by presenting the participant with a phrase such as 'I prefer working with a small group of people' and 'I include others and like to be included'. The participant will then be asked to rate, on a Likert scale, how much they agree or disagree with the statement. In total there are 54 items with seven items per domain.</p> <p>5. <i>The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS)</i> The next section of the questionnaire will aim to examine the criminal thinking style of each offender, through the application of The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS) (Walters, 1996). The PICTS is an 80 item, self-report measure of the criminal cognitions and thinking styles purported to offending and recidivism.</p> <p>6. <i>The Psychopathy Checklist- Revised (PCL-R)</i> The Psychopathy Checklist Revised (PCL-R; Hare, 1991, 2003) will then be administered in order to investigate the levels of psychopathy within the sample. The measure consists of 20 items, scored on the basis of extensive interview and file information. Each item is rated as 0 (not present), 1 (possibly present), or 2 (defiantly present). The total score can therefore range from 0 to 40; however, a cut of score of 30 is typically used to distinguish individuals with psychopathy (Hare, 1991, 2003).</p> <p>➤ <i>This scale is yet to be purchased and is therefore not attached to the questionnaire below. An alternative measure may be used depending on funds, and this will be the Triarchic Psychopathy Measure (Tri-PM) (Patrick, Fowles, & Krueger, 2009) (Please find it attached in Appendix 6).</i></p> <p>7. <i>The Guilt Inventory (GI)</i> Section 7 of the interview schedule aims to explore feelings of guilt among the offender, both currently and over the past 12 months. The Guilt Inventory (GI) (Jones, Schratte & Kugler, 2000) has a total of 45 items measuring trait guilt (N=20), state guilt (N=10) and moral standards (N=15). The scale uses phrases such as 'Lately, I have felt good about myself' (which is reversed) to measure state guilt, and phrases such as 'I often have a strong sense of regret' to measure trait guilt. The participant will be then be asked how much they agree with the statements on a five point Likert scale, and the items will be analysed to identify the level of guilt (across the three dimensions) which the individual holds.</p> <p>8. <i>The Gudjonsson Blame Attribution Inventory- Revised (GBAI-R)</i></p>
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	<p>Finally, participants will be asked questions relating to their blame attribution, taken directly from The Gudjonsson Blame Attribution Inventory- Revised (GBAI-R) (Gudjonsson & Singh, 1989). Blame attribution refers to the process of attempting to construct casual explanations for behaviour displayed by themselves and others. The GBAI-R was specifically designed for use with offenders, and frames the statements in relation to the attribution of their index offence. The inventory measures three factors: mental element attribution (blaming responsibility for the crime on mental illness or poor self-control), external attribution (blaming the crime on social circumstances, victims, or society), and guilt feeling attribution (feelings of regret and remorse concerning the offence). Again, phrases will be presented to the participant and they will be asked to report whether or not they would agree with the statement at hand. For example, the participant may be asked 'I deserved to be caught for what I did', and they will be asked to rate, on a scale, how much they agree or disagree. This measure will allow the researcher to explore the individual's perception of responsibility for their offence.</p> <p>Upon completing and handing back the questionnaire, each participant will be posted a debrief sheet. The sheet will thank the participant for taking part, will include contact details of researchers should they have any questions, and will include the details of any relevant agencies, should they require support post participation. Participants will be signposted to support services which are available in custody, such as the chaplain, the Samaritans, mental health services and counselling as well as external agencies.</p>
Study Start & End Date	<p>Start Date: March 2016</p> <p>End Date: March 2017</p>
Permissions for study	<ul style="list-style-type: none"> <input type="checkbox"/> Pilot study for proposed research was conducted in summer 2015, as part of MSc dissertation. <input type="checkbox"/> Permission was gained via prison governor at HMP Forest Bank, who has since supported further research. <input type="checkbox"/> I currently work at HMP Forest Bank as an Operational Support Officer. <input type="checkbox"/> Hand written confirmation will be gained again prior to study.
Access to participants	<p>As stated above, this research was piloted as part of my MSc thesis in summer 2015. Permission was gained via prison governor, who has since granted permission to continue study at further level. Again, a hand written letter confirming permission will be gained again prior to study.</p>
Confidentiality	<ul style="list-style-type: none"> <input type="checkbox"/> All data will be stored electronically, under password protected files. <input type="checkbox"/> Paper copies of the questionnaire will be kept in a locked room on campus at The University of Huddersfield. <input type="checkbox"/> Only myself, and supervisors will have access to the data.
Anonymity	<p>All completed consent forms and questionnaires will be number coded then stored in separate locations.</p> <p>The place of study will be kept anonymous, and will be referred to as 'a prison in the north west of England'.</p>
Data Storage	<ul style="list-style-type: none"> <input type="checkbox"/> All hard and electronic copies will be stored for five years and this is communicated clearly on the consent form. <input type="checkbox"/> Hard copies of completed questionnaires and consent forms will be stored in a locked room on campus at The University of Huddersfield. <input type="checkbox"/> Electronic copies of data will be saved on a pen drive and will be stored within a locked draw.

Psychological support for participants	If the participants feel they require psychological support following participation, they will be directed to the prison chaplain (who has agreed to offer 1-1 support to participants, should they need it), the Samaritans (who prisoners have access to 24/7 whilst in custody) and for those who feel distressed will be forwarded to mental health and counselling teams. Due to my role within HMP Forest Bank, I am able to refer participants to these services as a member of staff.
Researcher safety / support (attach complete University Risk Analysis and Management form)	RAM attached below (Appendix 1)
Identify any potential conflicts of interest	I currently work as a member of staff at HMP Forest Bank. Nonetheless, my current position has very little prisoner contact and it is therefore extremely unlikely that my role will impact on the data collection. The Director (governor) has requested that as a precautionary measure, all material is posted to cell doors during night state; I will remain anonymous to participants.
Please supply copies of all relevant supporting documentation electronically. If this is not available electronically, please provide explanation and supply hard copy	
Information sheet	Information sheet attached below (Appendix 2)
Consent form	Consent form attached below (Appendix 3)
Letters	Debrief Form's (Appendix 5) will be sent to each participant post-completion with advice on how to withdraw from research, how to access findings and who to contact should they feel they need support following participation.
Questionnaire	Questionnaire attached below (Appendix 4)
Interview guide	None
Dissemination of results	<p>Research is part of a planned programme, and therefore the results from the proposed study will be presented in my PhD Thesis.</p> <p>It is envisaged that findings will be submitted to relevant journals and will be presented at conferences.</p> <p>The findings from the current study also plan to be disseminated to Senior Management at HMP Forest Bank in the form of presentation in September 2018, will be presented at the PGR conference at the University of Huddersfield, and participants will be able to request for a hard copy of the findings to be sent to their prison address.</p>
Other issues	None
Where application is to be made to NHS Research Ethics Committee / External Agencies	None

All documentation has been read by supervisor (where applicable)	Please confirm. This proposal will not be considered unless the supervisor has submitted a report confirming that (s)he has read all documents and supports their submission to SREP
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All documentation must be submitted to the SREP administrator. All proposals will be reviewed by two members of SREP.

If you have any queries relating to the completion of this form or any other queries relating to SREP's consideration of this proposal, please contact the SREP administrator (Kirsty Thomson) in the first instance – hhs_srep@hud.ac.uk

Appendix

1. University Risk Analysis and Management form

THE UNIVERSITY OF HUDDERSFIELD: RISK ANALYSIS & MANAGEMENT

ACTIVITY: PhD Research				Name: Shannon Clancy	
LOCATION: School of Human and Health Sciences- Investigative Psychology				Date: 27-01-2016	Review Date:
Hazard(s) Identified	Details of Risk(s)	People at Risk	Risk management measures	Other comments	
Safety of Researcher	Safety of researcher may be compromised when collecting data at HMP Forest Bank	Researcher	<input type="checkbox"/> To collect a radio when arriving at HMP Forest Bank and to update communications team with work location <input type="checkbox"/> To demonstrate security awareness at all times <input type="checkbox"/> To demonstrate the skills learnt on training courses at HMP Forest Bank to ensure personal safety	Wing officers to be aware of researchers location at all times when on house blocks.	

Loss/ theft of data	Security of data	Participants	<input type="checkbox"/> Electronic data to be stored on password secured storage devices (USB pen) <input type="checkbox"/> Hard copy questionnaires to be stored on campus in lockable cupboard	<p>Electronic data storage devices (USB pen) to be stored in locked draw when not in use.</p> <p>The hard copies of each questionnaire will be stored in the IP lockable room in Ramsden building when not in use.</p>
Manual handling	Personal injury as a result of poor handling	Researcher	<input type="checkbox"/> To move and carry equipment with consideration of personal health and well-being	To use a wheeled trolley to transport completed questionnaires in bulk.
Display screen equipment	Poor posture sat working for prolonged periods resulting in musculoskeletal problems, visual/physical fatigue	Researcher	<input type="checkbox"/> All work stations subject to DSE assessment process	Use appropriate equipment to improve posture at work station.
Slips, trips or falls	Obstructions, trailing cables etc. on thoroughfares throughout University campus and HMP Forest Bank	Researcher	<input type="checkbox"/> Researcher vigilance in public areas on campus and when collecting data at HMP Forest Bank <input type="checkbox"/> Regular review of working space to ensure health and safety	Report health and safety hazards using DATIX when collecting data at HMP Forest Bank

Miss Shannon Clancy
PhD Researcher
The International Research Center for Investigative Psychology
The University of Huddersfield
HD1 3DH
Monday 29th February 2016

Dear Mr M. Spencer,

RE: Application for Consent

I am currently in the initial stages of data collection, for a research project that is taking place at The International Research Centre for Investigative Psychology. The research will form the basis for my PhD Research and will be an adaptation of MSc research which was conducted here at HMP Forest Bank in the summer of 2015. The current research will develop previous research findings, and is specifically concerned with the experience of sexual and acquisitive offending, from the perspective of the offender. The study also aims to investigate whether various personality traits are associated to the type of experience reported by the offender, and whether remorse is implicated in the offending experience.

To my knowledge, there is a large proportion of both sexual and acquisitive offenders here at HMP Forest Bank, I wish to approach these individuals and ask them a series of questions relating to their offence, their thinking styles and personality traits. The aims of the proposed research are as follow-

1. To determine whether the overall structure of emotions that are experienced by sexual and acquisitive crime offenders when committing their crimes, can be differentiated in terms of different emotion themes (e.g. elation, calm, distress, depression) and to explore the differences/similarities between the two crime types.
2. To determine whether the overall structure of narrative roles that sexual and acquisitive crime offenders see themselves as acting out when committing their crimes, can be differentiated in terms of different roles themes (e.g. adventurer, professional, revenger, victim) and to explore the differences/similarities between the two crime types.
3. To examine the relationship between the emotions and narrative roles experienced by sexual and acquisitive crime offenders and the differences/similarities between these crimes.
4. To establish whether sexual and acquisitive crime offenders with different criminal thinking styles, typically draw on different narrative roles and related emotions, and to explore the differences/similarities between the two crime types.
5. To establish whether sexual and acquisitive crime offenders with different personality styles, typically draw on different narrative roles and related emotions, and to explore the differences/similarities between the two crime types.
6. To examine the relationship between psychopathy and narrative roles and related emotions for sexual and acquisitive crime offenders, and the differences/similarities between these crimes.
7. To examine the relationship between shame/guilt and narrative roles and related emotions for sexual and acquisitive crime offenders, and the differences/similarities between these crimes.
8. To explore the predictor value of personality, psychopathy, criminal thinking styles, shame/guilt and emotions on criminal narratives within sexual and acquisitive crime offenders, and to explore the differences/similarities between the two crime types in order to develop a model of The Criminal Experience.

If I was to be successful in gaining access to a sample here at HMP Forest bank my proposed ethical considerations and procedures are outlined below. I would be hoping to gather data during my own time over the summer period (June- September). As the study is questionnaire only, I need no face to face contact with any prisoners and can remain anonymous to them.

Ethical Considerations

The proposed research will be conducted in line with the British Psychological Society (BPS) Code of Conduct (BPS, 2009) and has already been approved by the Ethics Committee at The University of Huddersfield (approved- 23rd February providing consent is granted by establishment Director). All data collected will be confidential and participants will remain anonymous. The only instances where confidentiality can be breached is where risk is evident. This risk could be to staff, to themselves or to an immediate member of the public. Participants will be required to give informed consent and will be fully briefed, both before and after participation. All data will be stored in line with ethical guidelines, and confidentiality will be maintained at the highest level. The plans for achieving these commitments are as follow-

- Participants will be given information about the research with the initial letter and prior to completing the questionnaire.
- Full consent will be obtained through a consent form. Participants will be required to read, sign and date the form, prior to completing the questionnaire.
- Participants will have the opportunity to ask any questions beforehand, and will be given the details of who to contact should they have further questions once they have commenced participation.
- Participants will be debriefed after the questionnaire has been returned through a debrief letter. They will be thanked for their time and given the details of who to contact should they have any questions or if they have been exposed to any psychological discomfort.
- All data stored electronically will be saved under password protected files within my own personal storage space on The University of Huddersfield's drive.
- Paper copies of the questionnaire will be kept in a locked room on campus at The University of Huddersfield.
- Only myself, and the research support team will have access to the data.
- All completed consent forms and questionnaires will be number coded then stored in separate locations. The number coding will not be transferred onto electronic copies.
- The place of study will be kept anonymous throughout research dissemination, and will be referred to as 'a prison in the north west of England'.
- All hard and electronic copies will be stored for a maximum of five years, and this is communicated clearly on the consent form.

Procedure

Participants will be approach by letter, and will be given preliminary information about the nature of the study. They will then be given the opportunity to reply to the letter and give initial consent of participation. Once this is received, the researcher will post a full consent form and questionnaire to their cell number, and advise the participant on how long they have to complete the pack, and how they are to return material.

1. Demographics and Offending History

Firstly, participants will be asked to recall their basic demographics, including their age, ethnicity, previous convictions and educational history. Participants will also asked to recall information

about their family background, including who they lived with during childhood, their parents education and qualifications, family members convictions and sibling demographics.

2. *Emotions Statements*

The second section of the questionnaire will consist of twenty-six emotions statements. The statements will aim to represent the full Gamut of Russell's (1997) circumplex, and were initially developed from pilot research (Odale, 1997; Cross, 1998; Murray, 1998; Ioannou, 2001; Canter and Ioannou, 2004). The results from the pilot research indicated that emotions made sense to criminals as possible descriptions of their feelings during the crime, as long as the crime in question could be clearly remembered. A five-point Likert scale will be used to measure the extent to which the offenders felt the emotion during their experience of crime. The scale ranged from "Not at all" (1) to "Very much indeed" (5), with "Some" (3) being the midpoint. By using a Likert scale, participants are given the opportunity to elaborate on their answers compared to a simple yes/no format. Examples of the emotion statements include: "I felt lonely", "I felt scared", "I felt excited" and "I felt courageous".

3. *Narrative Roles Questionnaire (NRQ)*

Next, participants will be read a list of thirty-three statements representing the different types of roles. The roles statements were developed after considering Frye's Archetypal mythoi (1957), Narrative theory (McAdams, 1988) and role narratives that were identified from recent work conducted by Canter, Kaouri and Ioannou (2003) and Ioannou (2001). A five-point Likert scale will be used, in which offenders can share how much they agree with the statement in regards to their experience. The statements describe what it was like while they were committing the crime and included statements such as, "It was like being a professional", "I had power", "I knew I was taking a risk" and "I was a victim". The scale indicates the extent to which the participant experienced the narrative role, and responses range from "Not at all" (1) to "Very much" (5), with "Some" (3) being the midpoint.

4. *Fundamental Interpersonal Relations Orientation (FIRO)*

Section 4 will be an application of the Fundamental Interpersonal Relations Orientation (FIRO) test. The FIRO is a type of personality test that focus' on interpersonal relationship, and was designed to examine what motivates interpersonal relations within an individual. The measure explores six domains, which relate to the expression and want of certain social interaction. The domains are; Expressed Inclusion (eI), Wanted Inclusion (wI), Expressed Control (eC), Wanted Control (wC), Expressed Affection (aE) and Wanted Affection (wA). The domains are measured by presenting the participant with a phrase such as 'I prefer working with a small group of people' and 'I include others and like to be included'. The participant will then be asked to rate, on a Likert scale, how much they agree or disagree with the statement. In total there are 54 items with seven items per domain.

5. *The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS)*

The next section of the questionnaire will aim to examine the criminal thinking style of each offender, through the application of The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS) (Walters, 1996). The PICTS is an 80 item, self-report measure of the criminal cognitions and thinking styles purported to offending and recidivism.

6. *The Psychopathy Checklist- Revised (PCL-R)*

The Psychopathy Checklist Revised (PCL-R; Hare, 1991, 2003) will then be administered, in order to investigate the levels of psychopathy within the sample and its relationship with other variables

(such as guilt, responsibility and personality). The measure consists of 20 items, scored on the basis of extensive interview and file information. Each item is rated as 0 (not present), 1 (possibly present), or 2 (defiantly present). The total score can therefore range from 0 to 40; however, a cut of score of 30 is typically used to distinguish individuals with psychopathy (Hare, 1991, 2003).

7. *The Guilt Inventory (GI)*

Section 7 of the interview schedule aims to explore feelings of guilt among the offender, both currently and over the past 12 months. **The Guilt Inventory (GI) (Jones, Schratter & Kugler, 2000) has a total of 45 items measuring trait guilt (N=20), state guilt (N=10) and moral standards (N=15). The scale uses phrases such as 'Lately, I have felt good about myself' (which is reversed) to measure state guilt, and phrases such as 'I often have a strong sense of regret' to measure trait guilt. The participant will be then be asked how much they agree with the statements on a five point Likert scale, and the items will be analysed to identify the level of guilt (across the three dimensions) which the individual holds.**

8. *The Gudjonsson Blame Attribution Inventory- Revised (GBAI-R)*

Finally, participants will be asked questions relating to their blame attribution, taken directly from The Gudjonsson Blame Attribution Inventory- Revised (GBAI-R) (Gudjonsson & Singh, 1989). Blame attribution refers to the process of attempting to construct casual explanations for behaviour displayed by themselves and others. The GBAI-R was specifically designed for use with offenders and frames the statements in relation to the attribution of their index offence. The inventory measures three factors: mental element attribution (blaming responsibility for the crime on mental illness or poor self-control), external attribution (blaming the crime on social circumstances, victims, or society), and guilt feeling attribution (feelings of regret and remorse concerning the offence). Again, phrases will be presented to the participant and they will be asked to report whether or not they would agree with the statement at hand. For example, the participant may be asked 'I deserved to be caught for what I did', and they will be asked to answer true or false based on whether they agree. This measure will allow the researcher to explore the individual's perception of responsibility for their offence.

Upon completing the questionnaire, participants will be given a debrief sheet, which thanks them for taking part, includes the contact details of researchers should they have any questions, and includes the details of any relevant agencies, should they require support post participation. Participants will be signposted to support services which are available in custody, such as the chaplain, the Samaritans, mental health services and counselling.

I hope I have provided you with enough information about my research ideas. However, if I have not, please contact me and I will be happy to answer any questions which you may have. My university email address is Shannon.Clancy@hud.ac.uk and my work email is Shannon.clancy@sodexojusticeservices.co.uk. Alternatively, you can contact either of my supervisors at The University of Huddersfield and their contact details are as follows- Dr Maria Ioannou- m.ioannou@hud.ac.uk, **telephone number 01484471175** or Dr Laura Hammond- **l.hammond@hud.ac.uk, telephone number also 01484471175.**

Many thanks,

Miss Shannon Clancy, BSc, MSc.



Dear Mr _____,

You are being invited to take part in a piece of academic research

The research is being conducted on behalf of the International Research Centre for Investigative Psychology. If you choose to accept the invitation, you will be sent a questionnaire pack and will be asked to return it in a self-addressed envelope. The questionnaire will take approximately 30 minutes of your time to complete.

To take part in the study you must be an adult male in custody at HMP Forest Bank. You must also have been suspected, charged or convicted of a sexual or acquisitive offence and you must be happy to document the situation surrounding the event.

If you tick all of the above criteria... please read on...

All of the information you provide will be **ANONYMOUS** and **CONFIDENTIAL**.
(That means your identity will be removed from any information, and the answers you provide will remain confidential to the researcher!)

The answers you provide in the study will be **extremely valuable** to Investigative Psychological research, and the information that you provide may help shape the support offenders are provided with in the future!

Please find the information sheet attached which might answers some questions you may have.

If you agree to take part in the study, then please fill in the slip below; tear it across the dotted line and place under your door between 8pm and 6am no later than Sunday 26th June ☺

I _____(name) would like to take part in the study, which aims to investigate-

THEMES OF OFFENDING, EMOTIONS AND PERSONALITY

Please send me a consent form and questionnaire pack to _____ (house block location and cell number) and I will complete it and send it back in the self-addressed envelope.

Signed- _____

THEMES OF OFFENDING, EMOTIONS AND PERSONALITY

INFORMATION SHEET

You are being invited to take part in a study, which aims to investigate the relationship between types and themes of offending, emotion and personality. Before you decide to take part it is important that you understand why the research is being done and what it will involve. Please take time to read the following information carefully and please do not hesitate to ask if there is anything that is not clear or if you would like more information.

What is the study about?

The purpose of this study is to investigate if there is a relationship between the type of offence, the theme of offending and the emotions and personality involved. The research aims to combine the findings of previous research, which have concluded that not all offences are the same, not all offenders feel the same about the crime which has occurred and that different types of offenders share various personality traits.

Why I have been approached?

You have been asked to participate in the research because you are an adult male, currently on remand, or serving a custodial sentence at HMP Forest Bank.

Do I have to take part?

It is your decision whether or not you take part. If you decide to take part you will be asked to sign a consent form, and you will be free to withdraw from the study at any time and without giving a reason. A decision to withdraw at any time, or a decision not to take part, will not affect you in any way.

What will I need to do?

If you agree to take part in the research you will be sent a consent form, which you will be expected to read and send back. With this, you will be sent a questionnaire which comprises of a mixture of tick box and short answer questions. You do not have to answer questions which you are not comfortable with, simply leave them blank. I envisage that it will take about 30 minutes of your time.

Will my identity be disclosed?

All information disclosed within the questionnaire will be kept confidential and anonymous.

What will happen to the information?

All information collected from you during this research will be kept secure and any identifying material, such as names, will be removed in order to ensure anonymity. It is anticipated that the research may be published in a journal or report. However, should this happen, your anonymity will be ensured. The information you provide in the questionnaires hold no legal or social repercussions. There will be no punishment following the information you provide.



CONSENT FORM

It is important that you read, understand and sign the consent form. Your contribution to this research is entirely voluntary and you are not obliged in any way to participate, if you require any further details please contact your researcher.

I have been fully informed of the nature and aims of this research	
I consent to taking part in it	
I understand that I have the right to withdraw from the research at any time without giving any reason	
I give permission for my words to be quoted (by use of pseudonym)	
I understand that the information collected will be kept in secure conditions for a period of five years at The University of Huddersfield	
I understand that no person other than the researcher/s and facilitator/s will have access to the information provided	
I understand that my identity will be protected by the use of pseudonym in the report and that no written information that could lead to me being identified will be included in the report	

If you are satisfied that you understand the information and are happy to take part in this project please put a tick in the box aligned to each sentence and print and sign below.

Signature of Participant:	Signature of Researcher:
_____	_____
Print:	Print:
_____	_____
Date:	Date:
_____	_____

--	--

(x1 copy to be retained by Participant / x1 copy to be retained by Researcher)

PART ONE

Firstly, I would like to ask you some general questions about you, your lifestyle and background...

How old are you? _____

What ethnicity are you? Please tick the appropriate box below.

White	Black-Caribbean	Black-African	Indian	Chinese	Pakistani	Bangladeshi	Other (Please say what)

What is your highest level of education? Please tick the appropriate box below.

No formal education	Primary Level	Secondary Level (GCSEs)	College/A-Levels	Undergraduate	Postgraduate

What do you have convictions for? Please write **all the different types** of convictions that you have.

How old were you when you were first given an official warning by the police? _____

How old were you when you were first found guilty of a crime in court? _____

What was this for? _____

About how many convictions have you got in total (include everything)? _____

Do either of your parents or step-parents have convictions? _____

If yes, what for? _____

Have you been to a prison or a Young Offender's Institution before? _____

If yes, how long were you away for before? _____ months

How long was the sentence you have been given this time? _____ months

How much of this have you served so far? _____ months

Have you been on probation before? _____

As a child who did you live with? Please tick the appropriate box below.

Mum and Dad	One Parent	Mum and Step-Dad	Dad and Step-Mum	Other Relative (Please state who)	Foster Parents	Children's Home	Other (Please state)

Next, I would like you to describe the incident, which you are now in prison for. Please describe the situation honestly and in as much detail as you can. Remember, all of your answers are confidential...

BEFORE

What were the events leading up to you committing the crime (what made you commit the offence)?

What preparations, if any, did you make?

What type of place or person did you pick?

Who did you go with?

What did you take with you?

What did you do before you started?

How did you start the crime?

Did anyone see you starting the crime? Yes_____ No_____

If someone saw you starting the crime what did you do?

DURING: THE DETAIL OF THE MAIN EVENT

What were your reason or 'goal' for this offence? How did you go about trying to achieve this?

So what did you actually do (what did you do to the person, or what did you steal)?

How did you get in?

What did you do as soon as you were inside the house?

Then what happened next?

What did you do to make sure you were safe from the people that lived there?

Did the people living in the house come across you? Yes_____ No_____

If yes, what did you do?

What other things could you have done? (e.g. different way in or different outcome)

Why didn't you do this?

When or where might you have had to consider these differences?

What stuff did you leave behind that you could have taken?

So why did you stop/ leave it there?

You said your main reasons/ purpose was.... Why did you choose this/ get this by doing this particular crime, rather than another type?

Did you change what you planned to do during the course of the crime at all? (If so, how and why?)

Did anything unexpected happen? How did this change what you did?

Was there anything in the place or about the place that you didn't expect? If so, what did they do and how did you overcome it?

ENDING

What did you do to make sure you didn't get caught?

How did you get out or away?

What did you do as soon as you got out or away? Where did you go?

How long did the incident last?

How strong are your memories of the incident? Please tick a box

VERY STRONG	STRONG	QUITE STRONG	WEAK	VERY WEAK

Next, I would like you to discuss how you felt during the incident you have described above. Please circle the extent to which each emotion was present¹¹...

¹¹ Emotions Statements developed by Ioannou, 2001.

	Not at all	Just a little	Some	A lot	Very Much
1. Lonely	1	2	3	4	5
2. Scared	1	2	3	4	5
3. Exhilarated	1	2	3	4	5
4. Confident	1	2	3	4	5
5. Upset	1	2	3	4	5
6. Pleased	1	2	3	4	5
7. Calm	1	2	3	4	5
8. Safe	1	2	3	4	5
9. Worried	1	2	3	4	5
10. Depressed	1	2	3	4	5
11. Enthusiastic	1	2	3	4	5
12. Thoughtful	1	2	3	4	5
13. Annoyed	1	2	3	4	5
14. Angry	1	2	3	4	5
15. Sad	1	2	3	4	5
16. Excited	1	2	3	4	5
17. Confused	1	2	3	4	5
18. Miserable	1	2	3	4	5
19. Irritated	1	2	3	4	5
20. Relaxed	1	2	3	4	5
21. Delighted	1	2	3	4	5
22. Unhappy	1	2	3	4	5
23. Courageous	1	2	3	4	5
24. Contented	1	2	3	4	5
25. Manly	1	2	3	4	5
26. Pointless	1	2	3	4	5

Thinking about these emotions, and how you felt during the incident, please circle the statements, which best describe your experience. There is no right or wrong answer and this is just to get an idea of your interpretation of events¹²...

	Not at all	Just a little	Some	A lot	Very Much
1. I was like a professional	1	2	3	4	5
2. I had to do it	1	2	3	4	5
3. It was fun	1	2	3	4	5
4. It was right	1	2	3	4	5
5. It was interesting	1	2	3	4	5
6. It was like an adventure	1	2	3	4	5
7. It was routine	1	2	3	4	5
8. I was in control	1	2	3	4	5
9. It was exciting	1	2	3	4	5
10. I was doing a job	1	2	3	4	5
11. I knew what I was doing	1	2	3	4	5
12. It was the only thing to do	1	2	3	4	5
13. It was a mission	1	2	3	4	5
14. Nothing else mattered	1	2	3	4	5
15. I had power	1	2	3	4	5
16. I was helpless	1	2	3	4	5
17. It was my only choice	1	2	3	4	5
18. I was a victim	1	2	3	4	5
19. I was confused about what was happening	1	2	3	4	5
20. I was looking for recognition	1	2	3	4	5
21. I just wanted to get it over with	1	2	3	4	5
22. I didn't care what would happen	1	2	3	4	5
23. What was happening was just fate	1	2	3	4	5
24. It all went to plan	1	2	3	4	5
25. I couldn't stop myself	1	2	3	4	5
26. It was like I wasn't part of it	1	2	3	4	5
27. It was a manly thing to do	1	2	3	4	5
28. For me, it was like a usual days work	1	2	3	4	5
29. I was trying to get revenge	1	2	3	4	5
30. There was nothing special about what happened	1	2	3	4	5

¹² Narrative Roles Questionnaire (NRQ v1) developed by Youngs and Canter 2012.

31. I was getting my own back	1	2	3	4	5
32. I knew I was taking a risk	1	2	3	4	5
33. I guess I always knew it was going to happen	1	2	3	4	5

PART
TWO

The last few pages consist of general questions about you. In this first section, you are asked to read each statement, then put an X in one of the 6 boxes to show how much you agree that the statement is *true*¹³. The more you agree it is true, the nearer your X should be to the AGREE side.

	DISAGREE					AGREE
I seek out people to be with						
I want other people to decide what to do when we are together						
I am totally honest with my close friends						
I want people to invite me to do things						
I am the dominant person when I am with people						
I want my close friends to tell me their real feelings						
I join social groups						
I want people to have a strong influence on my actions						
I confide in my close friends						
I want people to invite me to join their activities						
I get other people to do the things I want done						
I want my close friends to tell me about private matters						
I join social organisations						
I want people to control my actions						
I am more comfortable when people do not get too close emotionally						
I want people to include me in their activities						
I have a strong influence on other people's actions						
I do not want my close friends to tell me about themselves						

¹³ The Fundamental Interpersonal Relations Orientation (FIRO), developed by Schutz 1994

	DISAGREE					AGREE
I get myself included in informal social activities						
I want to be easily led by people						
People should keep their private feelings to themselves						
I want people to invite me to participate in their activities						
I take charge when I am with people socially						
I want my close friends to let me know their real feelings						
I include other people in my plans						
I want people to decide things for me						
There are some things I do not tell anyone						
I want people to include me in their social activities						
I get people to do things the way I want them to do						
I want my closest friends to keep secrets from me						
I have people around me						
I want people to have a strong influence on me						
There are some things I would not tell anyone						
I want people to ask me to participate in their discussions						
I take charge when I am with people						
I want my friends to confide in me						
When people are doing things together I join them						
I want to be strongly influenced by what people say						
I have at least one friend to whom I can tell anything						
I want people to invite me to parties						

	DISAGREE					AGREE
I have a strong influence on other people's ideas						
I want my close friends to keep their feelings a secret from me						
I look for people to be with						
I want other people to take charge when we work together						
There is a part of myself I keep private						
I want people to invite me to join them when we have free time						
I take charge when I work with people						
I want at least two of my friends to tell me their true feelings						
I participate in group activities						
I want people to cause me to change my mind						
I have close relationships with just a few people						
I want people to invite me to do things with them						
I see to it that people do things the way I want them done						
I want my friends to tell me about their private lives						
I want to seek out people to be with						
Other people decide what to do when we are together						
I want to be totally honest with my close friends						
People invite me to do things						
I want to be the dominant person when I am with people						
My close friends tell me their real feelings						
I want to join social groups						
People have a strong influence on my actions						

	DISAGREE					AGREE
I want to confide in my close friends						
People invite me to join their activities						
I want to get other people to do the things I want done						
My close friends tell me about private matters						
I want to join social organisations						
People control my actions						
I prefer it when people do not get too close emotionally						
People include me in their activities						
I want to have a strong influence on other people's actions						
My close friends do not tell me all about themselves						
I want to get myself included in informal social activities						
I am easily led by people						
I want people to keep their private feelings to themselves						
People invite me to participate in their activities						
I want to take charge when I am with people socially						
My close friends let me know their real feelings						
I want to include other people in my plans						
People decide things for me						
There are some things I do not want to tell anyone						
People include me in their social activities						
I want to get people to do things the way I want them done						
My closest friends keep secrets from me						

	DISAGREE					AGREE
I want to have people around me						
People have a strong influence on my ideas						
There are some things I would not want to tell anyone						
People ask me to participate in their discussions						
I want to take charge when I am with people						
My friends confide in me						
When people are doing things together I want to join them						
I am strongly influenced by what people say						
I want to have at least one friend to whom I can tell anything						
People invite me to parties						
I want to have a strong influence on other people's ideas						
My close friends keep their feelings a secret from me						
I want to look for people to be with						
Other people take charge when we work together						
I want to keep a part of myself private						
People invite me to join them when we have free time						
I want to take charge when I work with people						
At least two of my friends tell me their true feelings						
I want to participate in group activities						
People often cause me to change my mind						
I want to have close relationships with just a few people						
People invite me to do things with them						

	DISAGREE					AGREE
I want to see to it that people do things the way I want them done						
My friends tell me about their private lives						

For these questions, answer by selecting on a scale, how strongly you agree or disagree with the statement made¹⁴. Again, when selecting your response consider how you currently behave and not how you 'think' you should behave and remember, there are no better or worse responses.

4= Strongly Agree, 3= Agree, 2= Uncertain, 1= Disagree

I will allow nothing to get in the way of me getting what I want	4	3	2	1
I find myself blaming society and external circumstances for the problems I have had in life	4	3	2	1
Change can be scary	4	3	2	1
Even though I may start out with the best of intentions I have trouble remaining focused and staying "on track"	4	3	2	1
There is nothing I can't do if I try hard enough	4	3	2	1
When pressured by life's problems I have said "the hell with it" and followed this up by using drugs or engaging in crime	4	3	2	1
It's unsettling not knowing what the future holds	4	3	2	1
I have found myself blaming the victims of some of my crimes by saying things like "they deserved what they got" or "they should have known better"	4	3	2	1
One of the first things I consider in sizing up another person is whether they look strong or weak	4	3	2	1
I occasionally think of things too horrible to talk about	4	3	2	1
I am afraid of losing my mind	4	3	2	1
The way I look at it, I've paid my dues and am therefore justified in taking what I want	4	3	2	1

¹⁴ The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS) developed by Walters, 2001

The more I got away with crime the more I thought there was no way the police or authorities would ever catch up with me	4	3	2	1
I believe that breaking the law is no big deal as long as you don't physically hurt someone	4	3	2	1
I have helped out friends and family with money acquired illegally	4	3	2	1
I am uncritical of my thoughts and ideas to the point that I ignore the problems and difficulties associated with these plans until it is too late	4	3	2	1
It is unfair that I have been imprisoned for my crimes when bank presidents, lawyers, and politicians get away with all sorts of illegal and unethical behaviour every day	4	3	2	1
I find myself arguing with others over relatively trivial matters	4	3	2	1
I can honestly say that the welfare of my victims was something I took into account when I committed my crimes	4	3	2	1
When frustrated I find myself saying "fuck it" and then engaging in some irresponsible or irrational act	4	3	2	1
New challenges and situations make me nervous	4	3	2	1
Even when I got caught for a crime I would convince myself that there was no way they would convict me or send me to prison	4	3	2	1
I find myself taking shortcuts, even if I know these shortcuts will interfere with my ability to achieve certain long-term goals	4	3	2	1
When not in control of a situation I feel weak and helpless and experience a desire to exert power over others	4	3	2	1
Despite the criminal life I have led, deep down I am basically a good person.	4	3	2	1
I will frequently start an activity, project, or job but then never finish it	4	3	2	1
I regularly hear voices and see visions which others do not hear or see	4	3	2	1
When it's all said and done, society owes me	4	3	2	1
I have said to myself more than once that if it wasn't for someone "snitching" on me I would have never gotten caught	4	3	2	1
I tend to let things go which should probably be attended to, based on my belief that they will work themselves out	4	3	2	1
I have used alcohol or drugs to eliminate fear or apprehension before committing a crime	4	3	2	1
I have made mistakes in life	4	3	2	1
On the streets I would tell myself I needed to rob or steal in order to continue living the life I had coming	4	3	2	1

I like to be on center stage in my relationships and conversations with others, controlling things as much as possible	4	3	2	1
When questioned about my motives for engaging in crime, I have justified my behaviour by pointing out how hard my life has been	4	3	2	1
I have trouble following through on good initial intentions	4	3	2	1
I find myself expressing tender feelings toward animals or little children in order to make myself feel better after committing a crime or engaging in irresponsible behaviour	4	3	2	1
There have been times in my life when I felt I was above the law	4	3	2	1
It seems that I have trouble concentrating on the simplest of tasks	4	3	2	1
I tend to act impulsively under stress	4	3	2	1
Why should I be made to appear worthless in front of friends and family when it is so easy to take from others	4	3	2	1
I have often not tried something out of fear that I might fail	4	3	2	1
I tend to put off until tomorrow what should have been done today	4	3	2	1
Although I have always realized that I might get caught for a crime, I would tell myself that there was "no way they would catch me this time"	4	3	2	1
I have justified selling drugs, burglarizing homes, or robbing banks by telling myself that if I didn't do it someone else would	4	3	2	1
I find it difficult to commit myself to something I am not sure of because of fear	4	3	2	1
People have difficulty understanding me because I tend to jump around from subject to subject when talking	4	3	2	1
There is nothing more frightening than change	4	3	2	1
Nobody tells me what to do and if they try I will respond with intimidation, threats, or I might even get physically aggressive	4	3	2	1
When I commit a crime or act irresponsibly I will perform a "good deed" or do something nice for someone as a way of making up for the harm I have caused.	4	3	2	1
I have difficulty critically evaluating my thoughts, ideas, and plans	4	3	2	1
Nobody before or after can do it better than me because I am stronger, smarter, or slicker than most people	4	3	2	1
I have rationalized my irresponsible actions with such statements as "everybody else is doing it so why shouldn't I"	4	3	2	1
If challenged I will sometimes go along by saying "yeah, you're right," even when I know the other person is wrong, because it's easier than arguing with them about it	4	3	2	1

Fear of change has made it difficult for me to be successful in life	4	3	2	1
The way I look at it I'm not really a criminal because I never intended to hurt anyone	4	3	2	1
I still find myself saying "the hell with working a regular job, I'll just take it	4	3	2	1
I sometimes wish I could take back certain things I have said or done	4	3	2	1
Looking back over my life I can see now that I lacked direction and consistency of purpose	4	3	2	1
Strange odours, for which there is no explanation, come to me for no apparent reason	4	3	2	1
When on the streets I believed I could use drugs and avoid the negative consequences (addiction, compulsive use) that I observed in others	4	3	2	1
I tend to be rather easily side tracked so that I rarely finish what I start	4	3	2	1
If there is a short-cut or easy way around something I will find it	4	3	2	1
I have trouble controlling my angry feelings	4	3	2	1
I believe that I am a special person and that my situation deserves special consideration	4	3	2	1
There is nothing worse than being seen as weak or helpless	4	3	2	1
I view the positive things I have done for others as making up for the negative things	4	3	2	1
Even when I set goals I frequently do not obtain them because I am distracted by events going on around me	4	3	2	1
There have been times when I tried to change but was prevented from doing so because of fear	4	3	2	1
When frustrated I will throw rational thought to the wind with such statements as "fuck it" or "the hell with it"	4	3	2	1
I have told myself that I would never have had to engage in crime if I had had a good job	4	3	2	1
I can see that my life would be more satisfying if I could learn to make better decisions	4	3	2	1
There have been times when I have felt entitled to break the law in order to pay for a vacation, new car, or expensive clothing that I told myself I needed	4	3	2	1
I rarely considered the consequences of my actions when I was in the community	4	3	2	1
A significant portion of my life on the streets was spent trying to control people and situations	4	3	2	1

When I first began breaking the law I was very cautious, but as time went by and I didn't get caught I became overconfident and convinced myself that I could do just about anything and get away with it	4	3	2	1
As I look back on it now, I was a pretty good guy even though I was involved in crime	4	3	2	1
There have been times when I have made plans to do something with my family and then cancelled these plans so that I could hang out with my friends, use drugs, or commit crimes	4	3	2	1
I tend to push problems to the side rather than dealing with them	4	3	2	1
I have used good behaviour (abstaining from crime for a period of time) or various situations (fight with a spouse) to give myself permission to commit a crime or engage in other irresponsible activities such as using drugs	4	3	2	1

Here, you are asked to read statements that different people might use to describe themselves and mark an X in the box that describes you best¹⁵. There are no right or wrong answers; just choose the option that best describes you.

	False	Somewhat False	Somewhat True	True
1. I'm optimistic more often than not.				
2. How other people feel is important to me.				
3. I often act on immediate needs.				
4. I have no strong desire to parachute out of an airplane.				
5. I've often missed things I promised to attend.				
6. I would enjoy being in a high-speed chase.				
7. I am well-equipped to deal with stress.				
8. I don't mind if someone I dislike gets hurt.				
9. My impulsive decisions have caused problems with loved ones.				
10. I get scared easily.				
11. I sympathize with others' problems.				
12. I have missed work without bothering to call in.				
13. I'm a born leader.				

¹⁵ The Triarchic Psychopathy Measure (Tri-PM) developed by Patrick, 2010

	False	Somewhat False	Somewhat True	True
14. I enjoy a good physical fight.				
15. I jump into things without thinking.				
16. I have a hard time making things turn out the way I want.				
17. I return insults.				
18. I've gotten in trouble because I missed too much school.				
19. I have a knack for influencing people.				
20. It doesn't bother me to see someone else in pain.				
21. I have good control over myself.				
22. I function well in new situations, even when unprepared.				
23. I enjoy pushing people around sometimes.				
24. I have taken money from someone's purse or wallet without asking.				
25. I don't think of myself as talented.				
26. I taunt people just to stir things up.				
27. People often abuse my trust.				
28. I'm afraid of far fewer things than most people.				
29. I don't see any point in worrying if what I do hurts someone else.				
30. I keep appointments I make.				
31. I often get bored quickly and lose interest.				
32. I can get over things that would traumatize others.				
33. I am sensitive to the feelings of others.				
34. I have conned people to get money from them.				
35. It worries me to go into an unfamiliar situation without knowing all the details.				
36. I don't have much sympathy for people.				
37. I get in trouble for not considering the consequences of my actions.				
38. I can convince people to do what I want.				
39. For me, honesty really is the best policy.				
40. I've injured people to see them in pain.				
41. I don't like to take the lead in groups.				
42. I sometimes insult people on purpose to get a reaction from them.				
43. I have taken items from a store without paying for them.				

	False	Somewhat False	Somewhat True	True
44. It's easy to embarrass me.				
45. Things are more fun if a little danger is involved.				
46. I have a hard time waiting patiently for things I want.				
47. I stay away from physical danger as much as I can.				
48. I don't care much if what I do hurts others.				
49. I have lost a friend because of irresponsible things I've done.				
50. I don't stack up well against most others.				
51. Others have told me they are concerned about my lack of self-control.				
52. It's easy for me to relate to other people's emotions.				
53. I have robbed someone.				
54. I never worry about making a fool of myself with others.				
55. It doesn't bother me when people around me are hurting.				
56. I have had problems at work because I was irresponsible.				
57. I'm not very good at influencing people.				
58. I have stolen something out of a vehicle.				

In this questionnaire you will read about situations that people are likely to encounter in day-to-day life, followed by common reactions to those situations. As you read each scenario, try to imagine yourself in that situation¹⁶. Then indicate the likelihood that you would react in the way described.

1= Very Unlikely, 2= Unlikely, 3= Slightly Unlikely, 4= About 50%, 5= Slightly Likely, 6= Likely, 7= Very Likely

_____ 1. After realizing you have received too much change at a store, you decide to keep it because the salesclerk doesn't notice. What is the likelihood that you would feel uncomfortable about keeping the money?

¹⁶ The Guilt Inventory (GI) developed by Kugler and Jones in 1992, before enhancements in 2000 by Schratter and Kugler

- _____ 2. You are privately informed that you are the only one in your group that did not make the honour society because you skipped too many days of school. What is the likelihood that this would lead you to become more responsible about attending school?
- _____ 3. You rip an article out of a journal in the library and take it with you. Your teacher discovers what you did and tells the librarian and your entire class. What is the likelihood that this would make you would feel like a bad person?
- _____ 4. After making a big mistake on an important project at work in which people were depending on you, your boss criticizes you in front of your co-workers. What is the likelihood that you would feign sickness and leave work?
- _____ 5. You reveal a friend's secret, though your friend never finds out. What is the likelihood that your failure to keep the secret would lead you to exert extra effort to keep secrets in the future?
- _____ 6. You give a bad presentation at work. Afterwards your boss tells your co-workers it was your fault that your company lost the contract. What is the likelihood that you would feel incompetent?
- _____ 7. A friend tells you that you boast a great deal. What is the likelihood that you would stop spending time with that friend?
- _____ 8. Your home is very messy and unexpected guests knock on your door and invite themselves in. What is the likelihood that you would avoid the guests until they leave?
- _____ 9. You secretly commit a felony. What is the likelihood that you would feel remorse about breaking the law?
- _____ 10. You successfully exaggerate your damages in a lawsuit. Months later, your lies are discovered and you are charged with perjury. What is the likelihood that you would think you are a despicable human being?
- _____ 11. You strongly defend a point of view in a discussion, and though nobody was aware of it, you realize that you were wrong. What is the likelihood that this would make you think more carefully before you speak?
- _____ 12. You take office supplies home for personal use and are caught by your boss. What is the likelihood that this would lead you to quit your job?
- _____ 13. You make a mistake at work and find out a co-worker is blamed for the error. Later, your co-worker confronts you about your mistake. What is the likelihood that you would feel like a coward?
- _____ 14. At a co-worker's housewarming party, you spill red wine on their new cream coloured carpet. You cover the stain with a chair so that nobody notices your mess. What is the likelihood that you would feel that the way you acted was pathetic?
- _____ 15. While discussing a heated subject with friends, you suddenly realize you are shouting though nobody seems to notice. What is the likelihood that you would try to act more considerately toward your friends?
- _____ 16. You lie to people but they never find out about it. What is the likelihood that you would feel terrible about the lies you told?

For these questions, answer by ticking the relevant box which identifies how strongly you agree or disagree, with the statement made¹⁷. There is no right or wrong answer and you should not feel obliged to give a certain response, despite your current circumstances.
Your answers will always remain confidential.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I believe in a strict interpretation of right and wrong.					
2. I have made a lot of mistakes in my life.					
3. I have always believed strongly in a firm set of moral-ethical principles.					
4. Lately, I have felt good about myself and what I have done.					
5. If I could do certain things over again, a great burden would be lifted from my shoulders.					
6. I have never felt great remorse or guilt.					
7. My goal in life is to enjoy it rather than to live up to some abstract set of moral principles.					
8. There is something in my past that I deeply regret.					
9. Frequently, I just hate myself for something I have done.					
10. My parents were very strict with me.					
11. There are only a few things I would never do.					
12. I often feel not right with myself because of something I have done.					
13. My ideas of right and wrong are quite flexible.					
14. If I could live my life over again, there are a lot of things I would do differently.					
15. There are many things I would just never do because I believe they are wrong.					
16. I have recently done something that I deeply regret.					
17. Lately, it hasn't been easy being me.					
18. Morality is not as "black and white" as many people would suggest.					

¹⁷ The Guilt and Shame Proneness Scale (GASP) developed by Cohen, Wolf, Panter and Insko, 2011

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
19. Lately, I have been calm and worry-free.					
20. Guilt and remorse have been a part of my life for as long as I can recall.					
21. Sometimes, when I think about certain things I have done, I almost get sick.					
22. In certain circumstances there is almost nothing I wouldn't do					
23. I do not believe that I have made a lot of mistakes in my life.					
24. I would rather die than commit a serious act of wrongdoing.					
25. I feel a strong need to live up to my moral values.					
26. I often have a strong sense of regret.					
27. I worry a lot about things I have done in the past.					
28. I believe that you can't judge whether something is right or wrong without knowing the motives of the people involved and the situation in which they are acting.					
29. There are few things in my life that I regret having done.					
30. If I could relive the last few weeks or months, there is absolutely nothing I have done that I would change.					
31. I sometimes have trouble eating because of things I have done in the past.					
32. I never worry about what I do; I believe life will take care of itself.					
33. At the moment, I don't feel particularly guilty about anything I have done.					
34. Sometimes I can't stop myself from thinking about things I have done which I consider to be wrong.					
35. I never have trouble sleeping.					
36. I would give anything if, somehow, I could go back and retry some things I have recently done wrong.					
37. There is at least one thing in my recent past that I would like to change.					
38. I am immediately aware of it when I have done something morally wrong.					
39. What is right or wrong depends on the situation.					
40. Guilt is not a particular problem for me.					
41. There is nothing in my past that I deeply regret.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
42. I believe that moral values are absolute.					
43. Recently, my life would have been much better if only I hadn't done what did.					
44. If I had my life to begin over again, I would change very little, if anything.					
45. I have been worried and distressed lately.					

PART ONE

Firstly, I would like to ask you some general questions about you, your lifestyle and background...

How old are you? _____

What ethnicity are you? Please tick the appropriate box below.

White	Black-Caribbean	Black-African	Indian	Chinese	Pakistani	Bangladeshi	Other (Please say what)

What is your highest level of education? Please tick the appropriate box below.

No formal education	Primary Level	Secondary Level (GCSEs)	College/A-Levels	Undergraduate	Postgraduate

What do you have convictions for? Please write **all the different types** of convictions that you have.

How old were you when you were first given an official warning by the police? _____

How old were you when you were first found guilty of a crime in court? _____

What was this for? _____

About how many convictions have you got in total (include everything)? _____

Do either of your parents or step-parents have convictions? _____

If yes, what for? _____

Have you been to a prison or a Young Offender's Institution before? _____

If yes, how long were you away for before? _____ months

How long was the sentence you have been given this time? _____ months

How much of this have you served so far? _____ months

Have you been on probation before? _____

As a child who did you live with? Please tick the appropriate box below.

Mum and Dad	One Parent	Mum and Step-Dad	Dad and Step-Mum	Other Relative (Please state who)	Foster Parents	Children's Home	Other (Please state)

Next, I would like you to describe the incident, which you are now in prison for. Please describe the situation honestly and in as much detail as you can. Remember, all of your answers are confidential...

What is your index offence (the crime you are currently in custody for)?

And are you currently on remand or sentenced? _____

If you are sentenced, or are due to be sentenced, did/are you pleading guilty or not guilty? _____

And why did you/ have you decided to plead this way?

What were the events leading up to the incident (this could be the months or days prior)?

What type of place did it happen in? (i.e., my house, their house, friend's house, park, street...)

Roughly how old was the person? Please tick a box

Young Child (0-12)	Older Child (12-16)	Young Adult (16-21)	Adult (21-40)	Older Adult (40+)

Did you know the person? If so, please state the nature of the relationship (e.g., partner, ex-partner, friend, stranger...)

Did anyone see what happened at the time?

Did you take anything with you, if so what?

How did you initiate contact with the person?

Did you steal anything from the scene?

What stuff did you leave behind that you could have taken?

What did you do to make sure you didn't get caught?

Did you ejaculate during the incident? _____

How did you get out or away?

What did you do as soon as you got out or away?

How long did the incident last?

How strong are your memories of the incident? Please tick the appropriate box.

Very Strong	Strong	Can Remember Some	Vague Memories	Not Very Strong	Cannot Remember Anything
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Overall, do you believe you are guilty of the offence, which you are/were accused of? _____

Do you think the sentence you have received was fair? _____

If not, why not?

On a scale, how guilty do you believe yourself to be, of committing a **sexual offence**? Please tick a box

Definitely Not Guilty	Maybe Not Guilty	Unsure	Maybe Guilty	Defiantly Guilty

What makes you arrive at the answer you recorded above?

On a scale, how guilty do you believe yourself to be, of committing a **violent offence**? Please tick a box

Definitely Not Guilty	Maybe Not Guilty	Unsure	Maybe Guilty	Defiantly Guilty

What makes you arrive at the answer you recorded above?

Do you believe yourself to be 'more guilty' of a sexual offence or a violent offence? _____

Why? _____

Do you think the other person was harmed, either physically or psychologically? _____

Why do you think this?

Do you think they will be affected long term (for the next few years or duration of their life? And Why?

How harmed do you think they are/were?

No Harm At All	Slightly Distressed	Distressed	Long Term Harm Caused	Serious Long Term Harm Caused

In your opinion, why do you think the incident took place?

Do you think you are fully responsible for the incident?

Do you think the other person holds any responsibility? _____

Why do you think that?

Did you plan the situation? _____

Did you fantasise about the situation beforehand? _____

Did you fantasise about the situation afterwards? _____

Do you think you could ever end up in a similar situation? If so, why?

Are you sorry for what happened? _____

Next, I would like you to discuss how you felt during the incident you have described above¹⁸. Please circle the extent to which each emotion was present...

¹⁸ Emotions Statements developed by Ioannou, 2001.

	Not at all	Just a little	Some	A lot	Very Much
1. Lonely	1	2	3	4	5
2. Scared	1	2	3	4	5
3. Exhilarated	1	2	3	4	5
4. Confident	1	2	3	4	5
5. Upset	1	2	3	4	5
6. Pleased	1	2	3	4	5
7. Calm	1	2	3	4	5
8. Safe	1	2	3	4	5
9. Worried	1	2	3	4	5
10. Depressed	1	2	3	4	5
11. Enthusiastic	1	2	3	4	5
12. Thoughtful	1	2	3	4	5
13. Annoyed	1	2	3	4	5
14. Angry	1	2	3	4	5
15. Sad	1	2	3	4	5
16. Excited	1	2	3	4	5
17. Confused	1	2	3	4	5
18. Miserable	1	2	3	4	5
19. Irritated	1	2	3	4	5
20. Relaxed	1	2	3	4	5
21. Delighted	1	2	3	4	5
22. Unhappy	1	2	3	4	5
23. Courageous	1	2	3	4	5
24. Contented	1	2	3	4	5
25. Manly	1	2	3	4	5
26. Pointless	1	2	3	4	5

Thinking about these emotions, and how you felt during the incident, please circle the statements, which best describe your experience¹⁹. There is no right or wrong answer and this is just to get an idea of your interpretation of events...

	Not at all	Just a little	Some	A lot	Very Much
1. I was like a professional	1	2	3	4	5
2. I had to do it	1	2	3	4	5
3. It was fun	1	2	3	4	5
4. It was right	1	2	3	4	5
5. It was interesting	1	2	3	4	5
6. It was like an adventure	1	2	3	4	5
7. It was routine	1	2	3	4	5
8. I was in control	1	2	3	4	5
9. It was exciting	1	2	3	4	5
10. I was doing a job	1	2	3	4	5
11. I knew what I was doing	1	2	3	4	5
12. It was the only thing to do	1	2	3	4	5
13. It was a mission	1	2	3	4	5
14. Nothing else mattered	1	2	3	4	5
15. I had power	1	2	3	4	5
16. I was helpless	1	2	3	4	5
17. It was my only choice	1	2	3	4	5
18. I was a victim	1	2	3	4	5
19. I was confused about what was happening	1	2	3	4	5
20. I was looking for recognition	1	2	3	4	5
21. I just wanted to get it over with	1	2	3	4	5
22. I didn't care what would happen	1	2	3	4	5
23. What was happening was just fate	1	2	3	4	5
24. It all went to plan	1	2	3	4	5
25. I couldn't stop myself	1	2	3	4	5
26. It was like I wasn't part of it	1	2	3	4	5
27. It was a manly thing to do	1	2	3	4	5
28. For me, it was like a usual days work	1	2	3	4	5
29. I was trying to get revenge	1	2	3	4	5
30. There was nothing special about what happened	1	2	3	4	5

¹⁹ Narrative Roles Questionnaire (NRQ v1) developed by Youngs and Canter 2012.

31. I was getting my own back	1	2	3	4	5
32. I knew I was taking a risk	1	2	3	4	5
33. I guess I always knew it was going to happen	1	2	3	4	5

PART
TWO

The last few pages consist of general questions about you. In this first section, you are asked to read each statement, then put an X in one of the 6 boxes to show how much you agree that the statement is *true*. The more you agree it is true, the nearer your X should be to the AGREE side²⁰.

	DISAGREE					AGREE
I seek out people to be with						
I want other people to decide what to do when we are together						
I am totally honest with my close friends						
I want people to invite me to do things						
I am the dominant person when I am with people						
I want my close friends to tell me their real feelings						
I join social groups						
I want people to have a strong influence on my actions						
I confide in my close friends						
I want people to invite me to join their activities						
I get other people to do the things I want done						
I want my close friends to tell me about private matters						
I join social organisations						
I want people to control my actions						
I am more comfortable when people do not get too close emotionally						
I want people to include me in their activities						
I have a strong influence on other people's actions						
I do not want my close friends to tell me about themselves						

²⁰ The Fundamental Interpersonal Relations Orientation (FIRO), developed by Schutz 1994

	DISAGREE					AGREE
I get myself included in informal social activities						
I want to be easily led by people						
People should keep their private feelings to themselves						
I want people to invite me to participate in their activities						
I take charge when I am with people socially						
I want my close friends to let me know their real feelings						
I include other people in my plans						
I want people to decide things for me						
There are some things I do not tell anyone						
I want people to include me in their social activities						
I get people to do things the way I want them to do						
I want my closest friends to keep secrets from me						
I have people around me						
I want people to have a strong influence on me						
There are some things I would not tell anyone						
I want people to ask me to participate in their discussions						
I take charge when I am with people						
I want my friends to confide in me						
When people are doing things together I join them						
I want to be strongly influenced by what people say						
I have at least one friend to whom I can tell anything						
I want people to invite me to parties						

	DISAGREE					AGREE
I have a strong influence on other people's ideas						
I want my close friends to keep their feelings a secret from me						
I look for people to be with						
I want other people to take charge when we work together						
There is a part of myself I keep private						
I want people to invite me to join them when we have free time						
I take charge when I work with people						
I want at least two of my friends to tell me their true feelings						
I participate in group activities						
I want people to cause me to change my mind						
I have close relationships with just a few people						
I want people to invite me to do things with them						
I see to it that people do things the way I want them done						
I want my friends to tell me about their private lives						
I want to seek out people to be with						
Other people decide what to do when we are together						
I want to be totally honest with my close friends						
People invite me to do things						
I want to be the dominant person when I am with people						
My close friends tell me their real feelings						
I want to join social groups						
People have a strong influence on my actions						

	DISAGREE					AGREE
I want to confide in my close friends						
People invite me to join their activities						
I want to get other people to do the things I want done						
My close friends tell me about private matters						
I want to join social organisations						
People control my actions						
I prefer it when people do not get too close emotionally						
People include me in their activities						
I want to have a strong influence on other people's actions						
My close friends do not tell me all about themselves						
I want to get myself included in informal social activities						
I am easily led by people						
I want people to keep their private feelings to themselves						
People invite me to participate in their activities						
I want to take charge when I am with people socially						
My close friends let me know their real feelings						
I want to include other people in my plans						
People decide things for me						
There are some things I do not want to tell anyone						
People include me in their social activities						
I want to get people to do things the way I want them done						
My closest friends keep secrets from me						

	DISAGREE					AGREE
I want to have people around me						
People have a strong influence on my ideas						
There are some things I would not want to tell anyone						
People ask me to participate in their discussions						
I want to take charge when I am with people						
My friends confide in me						
When people are doing things together I want to join them						
I am strongly influenced by what people say						
I want to have at least one friend to whom I can tell anything						
People invite me to parties						
I want to have a strong influence on other people's ideas						
My close friends keep their feelings a secret from me						
I want to look for people to be with						
Other people take charge when we work together						
I want to keep a part of myself private						
People invite me to join them when we have free time						
I want to take charge when I work with people						
At least two of my friends tell me their true feelings						
I want to participate in group activities						
People often cause me to change my mind						
I want to have close relationships with just a few people						
People invite me to do things with them						

	DISAGREE					AGREE
I want to see to it that people do things the way I want them done						
My friends tell them about their private lives						

For these questions, answer by selecting on a scale, how strongly you agree or disagree with the statement made²¹. Again, when selecting your response consider how you currently behave and not how you 'think' you should behave and remember, there are no better or worse responses.

4= Strongly Agree, 3= Agree, 2= Uncertain, 1= Disagree

I will allow nothing to get in the way of me getting what I want	4	3	2	1
I find myself blaming society and external circumstances for the problems I have had in life	4	3	2	1
Change can be scary	4	3	2	1
Even though I may start out with the best of intentions I have trouble remaining focused and staying "on track"	4	3	2	1
There is nothing I can't do if I try hard enough	4	3	2	1
When pressured by life's problems I have said "the hell with it" and followed this up by using drugs or engaging in crime	4	3	2	1
It's unsettling not knowing what the future holds	4	3	2	1
I have found myself blaming the victims of some of my crimes by saying things like "they deserved what they got" or "they should have known better"	4	3	2	1
One of the first things I consider in sizing up another person is whether they look strong or weak	4	3	2	1
I occasionally think of things too horrible to talk about	4	3	2	1
I am afraid of losing my mind	4	3	2	1
The way I look at it, I've paid my dues and am therefore justified in taking what I want	4	3	2	1

²¹ The Psychological Inventory of Criminal Thinking Styles (Version 4) (PICTS) developed by Walters, 2001

The more I got away with crime the more I thought there was no way the police or authorities would ever catch up with me	4	3	2	1
I believe that breaking the law is no big deal as long as you don't physically hurt someone	4	3	2	1
I have helped out friends and family with money acquired illegally	4	3	2	1
I am uncritical of my thoughts and ideas to the point that I ignore the problems and difficulties associated with these plans until it is too late	4	3	2	1
It is unfair that I have been imprisoned for my crimes when bank presidents, lawyers, and politicians get away with all sorts of illegal and unethical behaviour every day	4	3	2	1
I find myself arguing with others over relatively trivial matters	4	3	2	1
I can honestly say that the welfare of my victims was something I took into account when I committed my crimes	4	3	2	1
When frustrated I find myself saying "fuck it" and then engaging in some irresponsible or irrational act	4	3	2	1
New challenges and situations make me nervous	4	3	2	1
Even when I got caught for a crime I would convince myself that there was no way they would convict me or send me to prison	4	3	2	1
I find myself taking shortcuts, even if I know these shortcuts will interfere with my ability to achieve certain long-term goals	4	3	2	1
When not in control of a situation I feel weak and helpless and experience a desire to exert power over others	4	3	2	1
Despite the criminal life I have led, deep down I am basically a good person.	4	3	2	1
I will frequently start an activity, project, or job but then never finish it	4	3	2	1
I regularly hear voices and see visions which others do not hear or see	4	3	2	1
When it's all said and done, society owes me	4	3	2	1
I have said to myself more than once that if it wasn't for someone "snitching" on me I would have never gotten caught	4	3	2	1
I tend to let things go which should probably be attended to, based on my belief that they will work themselves out	4	3	2	1
I have used alcohol or drugs to eliminate fear or apprehension before committing a crime	4	3	2	1
I have made mistakes in life	4	3	2	1
On the streets I would tell myself I needed to rob or steal in order to continue living the life I had coming	4	3	2	1

I like to be on center stage in my relationships and conversations with others, controlling things as much as possible	4	3	2	1
When questioned about my motives for engaging in crime, I have justified my behaviour by pointing out how hard my life has been	4	3	2	1
I have trouble following through on good initial intentions	4	3	2	1
I find myself expressing tender feelings toward animals or little children in order to make myself feel better after committing a crime or engaging in irresponsible behaviour	4	3	2	1
There have been times in my life when I felt I was above the law	4	3	2	1
It seems that I have trouble concentrating on the simplest of tasks	4	3	2	1
I tend to act impulsively under stress	4	3	2	1
Why should I be made to appear worthless in front of friends and family when it is so easy to take from others	4	3	2	1
I have often not tried something out of fear that I might fail	4	3	2	1
I tend to put off until tomorrow what should have been done today	4	3	2	1
Although I have always realized that I might get caught for a crime, I would tell myself that there was "no way they would catch me this time"	4	3	2	1
I have justified selling drugs, burglarizing homes, or robbing banks by telling myself that if I didn't do it someone else would	4	3	2	1
I find it difficult to commit myself to something I am not sure of because of fear	4	3	2	1
People have difficulty understanding me because I tend to jump around from subject to subject when talking	4	3	2	1
There is nothing more frightening than change	4	3	2	1
Nobody tells me what to do and if they try I will respond with intimidation, threats, or I might even get physically aggressive	4	3	2	1
When I commit a crime or act irresponsibly I will perform a "good deed" or do something nice for someone as a way of making up for the harm I have caused.	4	3	2	1
I have difficulty critically evaluating my thoughts, ideas, and plans	4	3	2	1
Nobody before or after can do it better than me because I am stronger, smarter, or slicker than most people	4	3	2	1
I have rationalized my irresponsible actions with such statements as "everybody else is doing it so why shouldn't I"	4	3	2	1
If challenged I will sometimes go along by saying "yeah, you're right," even when I know the other person is wrong, because it's easier than arguing with them about it	4	3	2	1

Fear of change has made it difficult for me to be successful in life	4	3	2	1
The way I look at it I'm not really a criminal because I never intended to hurt anyone	4	3	2	1
I still find myself saying "the hell with working a regular job, I'll just take it	4	3	2	1
I sometimes wish I could take back certain things I have said or done	4	3	2	1
Looking back over my life I can see now that I lacked direction and consistency of purpose	4	3	2	1
Strange odours, for which there is no explanation, come to me for no apparent reason	4	3	2	1
When on the streets I believed I could use drugs and avoid the negative consequences (addiction, compulsive use) that I observed in others	4	3	2	1
I tend to be rather easily side tracked so that I rarely finish what I start	4	3	2	1
If there is a short-cut or easy way around something I will find it	4	3	2	1
I have trouble controlling my angry feelings	4	3	2	1
I believe that I am a special person and that my situation deserves special consideration	4	3	2	1
There is nothing worse than being seen as weak or helpless	4	3	2	1
I view the positive things I have done for others as making up for the negative things	4	3	2	1
Even when I set goals I frequently do not obtain them because I am distracted by events going on around me	4	3	2	1
There have been times when I tried to change but was prevented from doing so because of fear	4	3	2	1
When frustrated I will throw rational thought to the wind with such statements as "fuck it" or "the hell with it"	4	3	2	1
I have told myself that I would never have had to engage in crime if I had had a good job	4	3	2	1
I can see that my life would be more satisfying if I could learn to make better decisions	4	3	2	1
There have been times when I have felt entitled to break the law in order to pay for a vacation, new car, or expensive clothing that I told myself I needed	4	3	2	1
I rarely considered the consequences of my actions when I was in the community	4	3	2	1
A significant portion of my life on the streets was spent trying to control people and situations	4	3	2	1

When I first began breaking the law I was very cautious, but as time went by and I didn't get caught I became overconfident and convinced myself that I could do just about anything and get away with it	4	3	2	1
As I look back on it now, I was a pretty good guy even though I was involved in crime	4	3	2	1
There have been times when I have made plans to do something with my family and then cancelled these plans so that I could hang out with my friends, use drugs, or commit crimes	4	3	2	1
I tend to push problems to the side rather than dealing with them	4	3	2	1
I have used good behaviour (abstaining from crime for a period of time) or various situations (fight with a spouse) to give myself permission to commit a crime or engage in other irresponsible activities such as using drugs	4	3	2	1

Here, you are asked to read statements that different people might use to describe themselves and mark an X in the box that describes you best²². There are no right or wrong answers; just choose the option that best describes you.

	False	Somewhat False	Somewhat True	True
1. I'm optimistic more often than not.				
2. How other people feel is important to me.				
3. I often act on immediate needs.				
4. I have no strong desire to parachute out of an airplane.				
5. I've often missed things I promised to attend.				
6. I would enjoy being in a high-speed chase.				
7. I am well-equipped to deal with stress.				
8. I don't mind if someone I dislike gets hurt.				
9. My impulsive decisions have caused problems with loved ones.				
10. I get scared easily.				
11. I sympathize with others' problems.				
12. I have missed work without bothering to call in.				

²² The Triarchic Psychopathy Measure (Tri-PM) developed by Patrick, 2010

	False	Somewhat False	Somewhat True	True
13. I'm a born leader.				
14. I enjoy a good physical fight.				
15. I jump into things without thinking.				
16. I have a hard time making things turn out the way I want.				
17. I return insults.				
18. I've gotten in trouble because I missed too much school.				
19. I have a knack for influencing people.				
20. It doesn't bother me to see someone else in pain.				
21. I have good control over myself.				
22. I function well in new situations, even when unprepared.				
23. I enjoy pushing people around sometimes.				
24. I have taken money from someone's purse or wallet without asking.				
25. I don't think of myself as talented.				
26. I taunt people just to stir things up.				
27. People often abuse my trust.				
28. I'm afraid of far fewer things than most people.				
29. I don't see any point in worrying if what I do hurts someone else.				
30. I keep appointments I make.				
31. I often get bored quickly and lose interest.				
32. I can get over things that would traumatize others.				
33. I am sensitive to the feelings of others.				
34. I have conned people to get money from them.				
35. It worries me to go into an unfamiliar situation without knowing all the details.				
36. I don't have much sympathy for people.				
37. I get in trouble for not considering the consequences of my actions.				
38. I can convince people to do what I want.				
39. For me, honesty really is the best policy.				
40. I've injured people to see them in pain.				
41. I don't like to take the lead in groups.				
42. I sometimes insult people on purpose to get a reaction from them.				

	False	Somewhat False	Somewhat True	True
43. I have taken items from a store without paying for them.				
44. It's easy to embarrass me.				
45. Things are more fun if a little danger is involved.				
46. I have a hard time waiting patiently for things I want.				
47. I stay away from physical danger as much as I can.				
48. I don't care much if what I do hurts others.				
49. I have lost a friend because of irresponsible things I've done.				
50. I don't stack up well against most others.				
51. Others have told me they are concerned about my lack of self-control.				
52. It's easy for me to relate to other people's emotions.				
53. I have robbed someone.				
54. I never worry about making a fool of myself with others.				
55. It doesn't bother me when people around me are hurting.				
56. I have had problems at work because I was irresponsible.				
57. I'm not very good at influencing people.				
58. I have stolen something out of a vehicle.				

In this questionnaire you will read about situations that people are likely to encounter in day-to-day life, followed by common reactions to those situations. As you read each scenario, try to imagine yourself in that situation. Then indicate the likelihood that you would react in the way described²³.

1= Very Unlikely, 2= Unlikely, 3= Slightly Unlikely, 4= About 50%, 5= Slightly Likely, 6= Likely, 7= Very Likely

²³ The Guilt Inventory (GI) developed by Kugler and Jones in 1992, before enhancements in 2000 by Schratter and Kugler

- _____ 1. After realizing you have received too much change at a store, you decide to keep it because the salesclerk doesn't notice. What is the likelihood that you would feel uncomfortable about keeping the money?
- _____ 2. You are privately informed that you are the only one in your group that did not make the honour society because you skipped too many days of school. What is the likelihood that this would lead you to become more responsible about attending school?
- _____ 3. You rip an article out of a journal in the library and take it with you. Your teacher discovers what you did and tells the librarian and your entire class. What is the likelihood that this would make you would feel like a bad person?
- _____ 4. After making a big mistake on an important project at work in which people were depending on you, your boss criticizes you in front of your co-workers. What is the likelihood that you would feign sickness and leave work?
- _____ 5. You reveal a friend's secret, though your friend never finds out. What is the likelihood that your failure to keep the secret would lead you to exert extra effort to keep secrets in the future?
- _____ 6. You give a bad presentation at work. Afterwards your boss tells your co-workers it was your fault that your company lost the contract. What is the likelihood that you would feel incompetent?
- _____ 7. A friend tells you that you boast a great deal. What is the likelihood that you would stop spending time with that friend?
- _____ 8. Your home is very messy and unexpected guests knock on your door and invite themselves in. What is the likelihood that you would avoid the guests until they leave?
- _____ 9. You secretly commit a felony. What is the likelihood that you would feel remorse about breaking the law?
- _____ 10. You successfully exaggerate your damages in a lawsuit. Months later, your lies are discovered and you are charged with perjury. What is the likelihood that you would think you are a despicable human being?
- _____ 11. You strongly defend a point of view in a discussion, and though nobody was aware of it, you realize that you were wrong. What is the likelihood that this would make you think more carefully before you speak?
- _____ 12. You take office supplies home for personal use and are caught by your boss. What is the likelihood that this would lead you to quit your job?
- _____ 13. You make a mistake at work and find out a co-worker is blamed for the error. Later, your co-worker confronts you about your mistake. What is the likelihood that you would feel like a coward?
- _____ 14. At a co-worker's housewarming party, you spill red wine on their new cream coloured carpet. You cover the stain with a chair so that nobody notices your mess. What is the likelihood that you would feel that the way you acted was pathetic?
- _____ 15. While discussing a heated subject with friends, you suddenly realize you are shouting though nobody seems to notice. What is the likelihood that you would try to act more considerately toward your friends?

_____ **16.** You lie to people but they never find out about it. What is the likelihood that you would feel terrible about the lies you told?

For these questions, answer by ticking the relevant box which identifies how strongly you agree or disagree, with the statement made²⁴. There is no right or wrong answer and you should not feel obliged to give a certain response, despite your current circumstances.

Your answers will always remain confidential.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I believe in a strict interpretation of right and wrong.					
2. I have made a lot of mistakes in my life.					
3. I have always believed strongly in a firm set of moral-ethical principles.					
4. Lately, I have felt good about myself and what I have done.					
5. If I could do certain things over again, a great burden would be lifted from my shoulders.					
6. I have never felt great remorse or guilt.					
7. My goal in life is to enjoy it rather than to live up to some abstract set of moral principles.					
8. There is something in my past that I deeply regret.					
9. Frequently, I just hate myself for something I have done.					
10. My parents were very strict with me.					
11. There are only a few things I would never do.					
12. I often feel not right with myself because of something I have done.					
13. My ideas of right and wrong are quite flexible.					
14. If I could live my life over again, there are a lot of things I would do differently.					
15. There are many things I would just never do because I believe they are wrong.					
16. I have recently done something that I deeply regret.					

²⁴ The Guilt and Shame Proneness Scale (GASP) developed by Cohen, Wolf, Panter and Insko, 2011

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. Lately, it hasn't been easy being me.					
18. Morality is not as "black and white" as many people would suggest.					
19. Lately, I have been calm and worry-free.					
20. Guilt and remorse have been a part of my life for as long as I can recall.					
21. Sometimes, when I think about certain things I have done, I almost get sick.					
22. In certain circumstances there is almost nothing I wouldn't do					
23. I do not believe that I have made a lot of mistakes in my life.					
24. I would rather die than commit a serious act of wrongdoing.					
25. I feel a strong need to live up to my moral values.					
26. I often have a strong sense of regret.					
27. I worry a lot about things I have done in the past.					
28. I believe that you can't judge whether something is right or wrong without knowing the motives of the people involved and the situation in which they are acting.					
29. There are few things in my life that I regret having done.					
30. If I could relive the last few weeks or months, there is absolutely nothing I have done that I would change.					
31. I sometimes have trouble eating because of things I have done in the past.					
32. I never worry about what I do; I believe life will take care of itself.					
33. At the moment, I don't feel particularly guilty about anything I have done.					
34. Sometimes I can't stop myself from thinking about things I have done which I consider to be wrong.					
35. I never have trouble sleeping.					
36. I would give anything if, somehow, I could go back and retry some things I have recently done wrong.					
37. There is at least one thing in my recent past that I would like to change.					
38. I am immediately aware of it when I have done something morally wrong.					
39. What is right or wrong depends on the situation.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
40. Guilt is not a particular problem for me.					
41. There is nothing in my past that I deeply regret.					
42. I believe that moral values are absolute.					
43. Recently, my life would have been much better if only I hadn't done what did.					
44. If I had my life to begin over again, I would change very little, if anything.					
45. I have been worried and distressed lately.					

Appendix VII- Participant Debrief



Thank you for completing your questionnaire!

The information you have disclosed will remain completely anonymous and will be treated with the strictest of confidence. All the information will be stored securely and there will be NO repercussions following any of the disclosures you have made.

However, if at any time you feel you want your questionnaire retracting and destroyed then please contact me. You can do so by sending a letter to-

*The International Research Centre for Investigative Psychology
The University of Huddersfield
Queensgate
Huddersfield
HD1 3DH*

If you feel as though you have been affected by the research then there are several in house services, which you can go to for support, these include; The Chapel, The Recovery Team (for any drug and/or alcohol abuse), In-reach Mental Health Services, your Personal Officer, your Wing Staff or Listener. Aside from these services, you could also access outside agencies that are available, and these include;

The Samaritans

The Samaritans is available 24 hours a day, 365 days a year to provide confidential emotional support for people who are experiencing feelings of distress. You can contact The Samaritans on 08457 90 90 90.

Crimestoppers.

Crimestoppers is an independent charity working to fight crime. You can call Crimestoppers anonymously on 0800 555 111.

FRANK

Frank provides a confidential, free service to anyone wanting information, advice or support about any aspect of substance misuse. To get the facts talk to FRANK on 0800 77 66 00. The helpline is available 24 hours 7 days a week, in over 170 languages.

Stop it Now!

Stop it Now! reaches out to adults who are concerned about their own behaviour towards children. They offer a free confidential advice line on 0808 1000 900.

Regards,

The International Research Centre for Investigative Psychology
Appendix VIII- MSc Abstract²⁵

The experience of the offence for the offender is an area of research, which has until recently, been overlooked. The present study investigates the narrative roles and emotions that are experienced by offenders across person and property offences. The objectives of the current study were derived from the Circumplex of Emotions (Russell, 1997), Frye (1957), Narrative Theory (McAdams, 1988) and its link with Investigative Psychology (Canter, 1994). Twenty-nine, male offenders completed a four-part questionnaire exploring background characteristics, index offence details, emotions and narrative roles experienced during the crime. Fourteen participants were in custody for Sexual Offences (Person Crime) and fifteen participants were in custody for Acquisitive Offences (Property Crime). Overall, the data was subject to six Smallest Space Analyses (SSA), which explored the themes of emotions, the narrative role experience and the relationship between the two, across the person and property offenders. Two themes of emotion were present between each of the crime types and due to their underlying association, they were

²⁵ Clancy, S. (2015). *The Criminal Experience: Exploring the Relationship between Narrative Roles and Emotion across Person and Property Offenders*. University of Huddersfield, UK. Unpublished MSc Dissertation.

titled Pleasure and Displeasure. The four narrative role themes identified by McAdams (1988) were identified within the data provided by Sexual Offenders (person crime), and each related to Frye's (1957) mythoi story forms. The themes were titled; The Adventure (Hero): Comedy, The Professional: Romance, The Revenger: Tragedy and The Victim: Irony. There was no evidence for Narrative Role themes within acquisitive offenders. The relationship between emotions and narrative roles within sexual offending highlighted a clear divide between those who experienced positive state offending and those who experienced negative state offending. The implications of these findings for understanding crime are discussed, and important future directions for the study of emotions and narrative roles are outlined.

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