

Implementation of the Inmate Rehabilitation Assessment System (SPPN) to Reduce Recidivism at the Class I Cipinang Prison in East Jakarta

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Keywords

sppn, recidivism, correctional institutions

Abstract

This study examines the implementation of the Inmate Rehabilitation Assessment System (SPPN) in reducing recidivism at Class I Cipinang Prison, East Jakarta. The background of this research is rooted in the persistent issue of high recidivism rates in Indonesia, indicating that correctional institutions have not fully achieved their rehabilitative goals. The study aims to analyze how SPPN is implemented and to evaluate its effectiveness in shaping inmates' behavior and preventing repeat offenses. This research employed a qualitative descriptive approach, involving purposive sampling of correctional officers and relevant stakeholders. Data were collected through in-depth interviews, direct observation, and documentation review, and analyzed using data reduction, data display, and conclusion drawing supported by qualitative analysis software. The findings reveal that SPPN plays a significant role in fostering behavioral change and moral awareness among inmates through structured programs, emotional approaches, and psychosocial interventions. However, its effectiveness is constrained by structural challenges such as overcapacity, limited human resources, and weak inter-agency coordination. Additionally, external factors, including social stigma and lack of post-release support, contribute to the persistence of recidivism. In conclusion, while SPPN is effective in promoting internal behavioral transformation during incarceration, it has not fully succeeded in reducing recidivism. Strengthening institutional capacity, enhancing cross-sector collaboration, and improving post-release support systems are essential to achieve sustainable rehabilitation outcomes.

INTRODUCTION

Correctional institutions (Lapas) in Indonesia are actually designed not only to be a place of punishment, but also a space for human rebirth, a forum for social rehabilitation so that individuals who have been guilty can find the best version of themselves. However, this idealism is often confronted with a bitter reality: the recidivism rate that continues to emerge seems to confirm that coaching has not fully succeeded in patching up the tearing of the moral consciousness of the prisoners (Cullen et al., 2017; Fazel & Wolf, 2015; Maruna et al., 2004).

According to data from the Directorate General of Corrections, almost one-fifth of inmates in Indonesia are recidivists, or those who return to commit crimes after serving their sentences (Lewoleba, 2024). This figure indicates that the coaching process, which is expected to be a bridge to social reintegration, is still not effective in answering the complexity of the problems surrounding prisoners. Behind the high walls of prisons, coaching seems to be an administrative routine, not a transformative process that is able to build a new ethical and social

consciousness.

Hamamah et al., (2020) emphasized that the coaching system in many correctional institutions has not been able to fully realize the goals of Law Number 12 of 1995 concerning Corrections, which is to make the inmates fully human who realize their mistakes, improve themselves, and do not repeat criminal acts. The lack of trained supervisors, limited facilities, and negative views of the community become invisible walls that hinder social reintegration. As a result, prison sentences lose the expected deterrent effect, often even reinforcing the cycle of crime (Skeem et al., 2011; Taxman et al., 2007; Visher & Travis, 2003).

Tambunan et al., (2023) through a study at the Tebing Tinggi Prison found that although coaching has included skills training, religious activities, and sports, its effectiveness has been hampered by overcapacity and a lack of supervisors. In many prisons, inmates are only passive participants in a uniform and non-individual-oriented coaching program. In fact, each inmate carries a different story and wound, which should require a personal approach, not just a procedural one (Braithwaite, 1989).

The failure of coaching is not only reflected in the high recidivism rate, but also in the weak post-liberation mentoring process. At this point, the role of Community Advisors (PK) is crucial. Research by (Sunariyah et al., 2025) at Bapas Class II Pamekasan shows that PK has a strategic role in reducing recidivism through continuous mentoring, legal counseling, and skills training. However, limited human resources and lack of community social support hinder the effectiveness of this role. A society that still views ex-convicts as "ex-social offenders" is often the biggest inhibiting factor in the reintegration process (Burnett & McNeill, 2005; Creswell, 2018).

The failure of the coaching system also cannot be separated from the structural aspect. Prison overcapacity, as often happens in Cipinang Prison, East Jakarta, results in coaching running formalistically. In a crowded space, every attempt at rehabilitation loses its intimate space, coaching becomes a slogan without substance. Prisons that were supposed to be a place of moral healing turned into a crime school, where perpetrators exchanged strategies to survive in the criminal world (Hamamah et al., 2020).

The factors that affect the occurrence of crime recurrence or recidivism are social, economic and psychological factors. Among the criminal risk factors that participate in recidivism are lack of social support, limited access to employment, to mental disorders and addiction (Bonta & Andrews, 2017). In addition, there is also a social stigma against ex-convicts that makes it difficult for them to get jobs and self-acceptance that they should get in society. This is also one of the reasons for them to recommit the crime (Hidayat, 2020).

However, behind the gloomy narrative lies hope. The Indonesian penitentiary system actually contains noble values that are in line with the idea of universal humanity. As mandated in Law Number 22 of 2022 concerning Corrections, the development of inmates must be carried out in an integrated manner between officers, inmates, and the community. This principle emphasizes that the correctional process is not only the responsibility of the state, but also a shared social commitment to recover human beings from moral decline to a productive and dignified life.

Unfortunately, this idealism still often runs aground at the implementation level. The lack of officer training, limited education and work facilities, and the absence of a psychosocial-based approach make it difficult for inmates to build a new identity after leaving prison. As stated by (Maghfiroh & Lewoleba, 2024), the success of coaching is not only measured by the length of the sentence, but also by the extent to which correctional institutions are able to foster awareness and a sense of social responsibility in inmates.

In this case, the East Jakarta Cipinang Prison as one of the correctional institutions with a high occupancy rate and significant coaching complexity in Jakarta, Cipinang represents the structural challenges faced by many similar institutions in Indonesia (Undang-Undang Nomor

12 Tahun 1995 Tentang Pemasyarakatan, 1995). Cipinang houses thousands of inmates with diverse social backgrounds and criminal acts. Overcapacity, limited coaching staff, and high administrative pressure make coaching in this prison face serious structural challenges. The phenomenon of recidivism that emerges from this prison is not just a statistical number, but a reflection of a system that has lost the touch of humanity in carrying out its rehabilitative function.

The beginning of the implementation of the correctional system was when the Assisted Citizens were detained in the Detention House (Rutan) to conduct coaching in the prison and receive integration programs as clients from the correctional facility (Waloeya & Rahayu, 2023). When inmates are detained, they will receive an initial assessment, namely the treatment of detainees. When they are already in prison, they will receive guidance in the form of ISPN assessments. This assessment is the initial form of inmates being placed and they will also be carried out SPPN (Prisoner Development Assessment System) assessment (Ginting & Simanjuntak, 2024).

This research is associated with several theories, one of which is the theory put forward by John Braithwaite, (1989) related to *reintegrative shaming* which discusses shame which can be a very effective social control tool if applied appropriately as well. In the context of this research, coaching is carried out to restore prisoners to become full human beings and integrate to be accepted in society. However, in the process of *stigmatization*, it often turns into reintegration. According to this theory, *the disintegrative form of shaming* actually exacerbates the problem of making inmates feel isolated and lose positive social identity.

Therefore, the study of the failure of coaching and the phenomenon of recidivism in Cipinang Prison is important not only to understand institutional technical problems, but also to review the meaning of justice and humanity in our legal system. Prisons should not be isolation rooms, but recovery rooms. Prisoners are not just subjects of punishment, but human beings who are in the process of rediscovering themselves.

METHOD

This study employed a qualitative research design with a descriptive approach to explore the implementation of the Prisoner Development Assessment System (SPPN) and its role in reducing recidivism. The population of this research consists of correctional officers and stakeholders involved in inmate development programs at the Class I Cipinang Prison, East Jakarta. The sample is determined using purposive sampling, focusing on key informants who have direct experience and active roles in implementing SPPN, such as coaching officers and supervisory staff. The primary research instrument is the researcher as the main instrument, supported by interview guidelines, observation sheets, and documentation review formats. To ensure data validity, this study applies triangulation techniques, including source triangulation and method triangulation, while reliability is strengthened through consistency in data collection procedures and systematic documentation of findings.

Data collection techniques include in-depth unstructured interviews, direct observation, and literature study to obtain comprehensive and contextual data. Interviews are conducted to capture the perspectives, experiences, and insights of correctional officers regarding the effectiveness and challenges of SPPN implementation. Observations are carried out to understand real conditions within the prison environment, particularly related to coaching activities and assessment processes. Documentation is used to support empirical findings, including institutional reports and policy documents. The research procedure begins with preliminary observations, followed by data collection, data organization, and continuous reflection to ensure alignment between research objectives and findings.

The data analysis technique uses qualitative data analysis, including data reduction, data display, and conclusion drawing. Data reduction is conducted by selecting and simplifying

relevant information from field findings, while data display is presented in narrative form to facilitate interpretation. The final stage involves drawing conclusions and verifying findings to ensure credibility and accuracy. The analysis process is supported by qualitative data processing software such as NVivo or Atlas.ti to assist in coding, categorizing, and identifying patterns in the data. Through this systematic approach, the study aims to generate in-depth insights into the effectiveness of SPPN in shaping inmate behavior and its implications for reducing recidivism.

RESULTS AND DISCUSSION

Implementation System Assessment of Prisoner Development (SPPN) at Cipinang Prison

The implementation of the Prisoner Development Assessment System (SPPN) at the Class I Prison in Cipinang, East Jakarta is a form of systematic effort to assess changes in behavior and social readiness of the inmates ahead of the integration program. Based on the results of the interviews, SPPN is the main instrument for officers to assess the development of inmates' personalities through indicators of discipline, participation in activities, and changes in moral and social values. The officers explained that before the inmates were released, they were gathered in a certain wave to be given *treatment* that was oriented towards internalizing life values and responsibilities. Through this process, SPPN not only assesses external compliance, but also tries to capture the inner changes that occur during the coaching period.

Furthermore, the interviews showed that the implementation of coaching in Cipinang includes a series of thematic activities that run every day, ranging from citizenship, legal awareness, to spiritual activities and physical recreation. This approach seeks to change *mindsets* and build new life motivation for the inmates. One form of approach that officers consider effective is the emotional approach, as experience shows that even the harshest individuals can melt away when touched through symbols of affection and family values. Such methods show the humanistic dimension of coaching which is actually aimed at restoring moral awareness, not just regulating behavior.

However, behind this spirit, the effectiveness of SPPN is often hampered by structural factors. Based on the results of the interview, the officer admitted that the condition of overcapacity and the limited number of coaches caused the assessment process to tend to be formalistic and lose its reflective meaning. "*WeIt has been maximized, but the movement space is limited, there are few officers, while the inmates are thousands,*" said one of the officers in an interview. In such situations, judgment often becomes mere routine administration, while the personal dimension that should be at the heart of moral coaching is neglected. In fact, according to (Andriyati, 2020), the effectiveness of coaching can only be achieved if the approach is individual and touches the deepest aspects of the personality of the inmates.

However, the interviews also show that there is a new awareness among officers about the importance of a psychosocial approach in the implementation of SPPN. A mentor explained that in each coaching session, he tried to instill affirmative phrases such as "*make peace with yourself and the past*", which were repeated intensely to get into the subconscious of the inmates. This approach is in line with (John Braithwaite's, 1989) *theory of Reintegrative Shaming*, which emphasizes that shame can be a moral force if it is positively directed and accompanied by social acceptance. In this case, SPPN in Cipinang is not only a tool for behavior evaluation, but also a medium for moral learning to turn guilt into an encouragement to improve oneself.

Thus, the implementation of SPPN in Cipinang Prison shows the complexity between idealism and structural limitations. On the one hand, this system reflects an effort to restore the moral consciousness of the inmates through a more reflective and humanistic process, on the other hand, limited resources and administrative burdens often obscure that goal. The effectiveness of SPPN, therefore, depends on the institution's ability to maintain a balance

between procedure and humanity, between formal mechanisms and inner recovery processes. As one of the officers put it, *"We don't just foster behavior, we build hope,"* a statement that emphasizes that coaching is not about judging, but growing.

Several previous studies that also discussed SPPN such as the research of Triana Deswita, Elly Sudarti, and Dheny Wahyudi, (2025) showed that the Class IIA Prison in Jambi City applies four coaching variables, namely personality, independence, attitude, and mental condition even though the regulation only requires three variables for this type. This condition occurs due to the absence of data collection based on the risk level of the inmates. In addition, the study found inhibiting factors in the form of excess capacity, limited facilities and infrastructure, and the number of officers that are not proportional to inmates (Deswita et al., 2025).

From the results of the interview with the Head of the guidance and mentoring section of the Cipinang Class 1 Prison, a number of similarities from the obstacle factors with Triana Deswita, (2025) research were found. Excess capacity and limited facilities and infrastructure are also factors that hinder coaches from supervising the inmates.

In contrast to the implementation of SPPN in Class 1 Cipinang Prison, research by Shania Damayanti Waloeya & Mulyani Rahayu, (2023) and (Ida Bagus Made Wedhana Manuaba et al., 2025) shows that the implementation of SPPN policies in Class IIA Women's Prison Tangerang and Class IIA Prison Kerobokan has not run optimally due to the imbalance in the number of correctional guardians with inmates. lack of communication between officers and inmates, as well as the weak effectiveness of coaching in changing the behavior of inmates. Other obstacles found are budget limitations, lack of training for officers, and unstable mental state of inmates, so coaching assessments are often only formalities (Waloeya & Rahayu, 2023).

Although with the same obstacles, from the results of the interview, it was found that the implementation of SPPN in the Cipinang class 1 prison was more effective when compared to other prisons that did not use the SPPN program. The head of the guidance section of the Cipinang Class 1 Prison revealed that even though there is a shortage of personnel for the SPPN program, it can still run smoothly because mentors can overshadow several roles. In addition, the problem of excess capacity can be overcome by dividing coaching sessions in the coaching hall so that supervision can be carried out more effectively.

SPPN in the Formation of Behavior and Moral Awareness

At the Class I Prison in Cipinang East Jakarta, the Prisoner Development Assessment System (SPPN) is carried out with various forms of activities in the form of Growth Room: Religious Counseling & Psychology, Library Room: Literacy Facilities, Skill Development, Learning Room: Community Learning Activity Center (PKBM), Waiting Room: Physical Health & Recreation, and also Pancasila Room: Legal Awareness, Nation and State. From this, it can be seen that the Cipinang Class I Prison has implemented the SPPN assessment according to its implementation schedule in a structured manner.

According to Whitehead (2018), it is argued that behavioral evaluation in the context of inmate development should be seen as an educational process that instills the value of moral responsibility, not just an administrative measurement but also a form of moral and mental development guidelines for inmates. One of the officers said *"We motivate the personality more mentally, we change their mindset first and do it with scheduled activities"*. The application of structured coaching activities such as legal awareness, nationality, spirituality and physical health shows a systematic effort to internalize social and moral values. This is in accordance with the *cognitive-behavioral rehabilitation approach* that focuses on the relationship between moral, emotional, and behavioral learning (Ward & Maruna, 2007).

In addition, changes in criminal behavior often begin with changes in the way individuals think and feel about themselves, the past, and their hopes for the future. Coaching

programs such as the emphasis on compassion and family values are effective in helping inmates to build a new prosocial identity (McNeill, 2019). The argument of the research subjects emphasizes that behavioral change begins with mental transformation. The coaching carried out involves an affective approach that presents the figure of "mother" as a form of affection and strengthens family values.

SPPN also serves to raise moral *awareness* through reflective activities such as *experience sharing*, where inmates recount their cases, their impact on victims, and the moral lessons learned: *"Everyone tells their experiences... So that other inmates can see the impact of other people's cases."* This activity reflects a *restorative justice approach* that is oriented towards restoring moral awareness and empathy for victims (Zehr, 2015). Through reflection and dialogue, inmates are invited to admit mistakes, understand the consequences, and foster social responsibility.

The prison officer in the interview explained that the mentor plays the role of a multidimensional figure to be a father, mother, brother, and friend, this is in line with what one of the officers said: *"He has to change into a father, change into a mother... The knowledge of the mentor must change"*. In addition, *the Conflict Management Training and Lead Management Training activities* facilitated by officers aim to improve the ability of the assisted residents to manage emotions, understand conflicts, and build confidence. This approach is in line with the findings of (Ward & Brown, 2004) that the success of rehabilitation is highly dependent on *the therapeutic alliance* between the inmate and the inmate. Trust-based relationships (*trust building*) serve as the foundation for behavior change and moral internalization.

Based on the results of interviews and literature review, it can be concluded that SPPN is effective in shaping the behavior and moral awareness of prisoners through a holistic and humanistic approach. Motivation-based approaches, moral reflection, and emotional relationships between officers and inmates have been proven to encourage more profound behavioral changes than the mechanical coaching model.

Structural and Institutional Barriers in the Implementation of SPPN

The implementation of the Prisoner Development Assessment System (SPPN) in correctional institutions faces a number of significant structural and institutional obstacles. Structurally, the condition of overcrowding is the main factor that hinders the effectiveness of the implementation of coaching, because the limited space of movement and interaction capacity between officers and inmates causes the personality assessment process to not be carried out optimally.

Limited human resources are also an obstacle, where most of the coaching officers do not have a background in psychology or counseling, but are required to play the role of mentors, counselors, as well as facilitators for the inmates. In addition, from the institutional side, the implementation of SPPN is still hampered by the lack of coordination across agencies. The coaching function that should be holistic has not been properly integrated between institutions, such as the Ministry of Health, the Ministry of Social Affairs, and the Ministry of Religion.

The absence of active involvement of these agencies in the provision of mental health services, certified vocational training, and spiritual guidance causes the responsibility of coaching to be fully focused on the correctional authorities. Another obstacle is the low support of the community and local governments in the social reintegration process, which is characterized by the still strong stigma against former inmates and the lack of public socialization programs.

Overall, these various structural and institutional factors show that the effectiveness of the implementation of SPPN is highly dependent on multi-sector collaboration, human resource capacity building, and systemic support from the state and community.

Analysis of the Relationship between SPPN and Recidivism Rates

The relationship between the implementation of SPPN and recidivism rates basically depends on how far this system is able to be a link between behavioral changes while in the institution and the sustainability of those changes after the inmate returns to society. Based on the results of the interviews, the officers at the Cipinang Prison realized that good judgment administratively was not always in line with the success of the inmates living a new life outside. Not a few of them obtained high coaching results, but eventually returned to commit the same criminal act. This shows that the effectiveness of SPPN is still centered on the internal environment of the institution and has not fully reached social life after liberation.

The officer also emphasized the existence of various external factors that affect the emergence of recidivism. Among them are community stigma, economic limitations, and lack of psychosocial assistance after inmates are released from prison. One of the speakers even said, "*We have fostered as best we can, but when they came out, there was no one to accompany them.*" The statement shows that failures often do not occur because of a weak coaching process, but rather because of a social environment that is not ready to accept former inmates back.

If viewed through the *Reintegrative Shaming* theory of Braithwaite (1989), recidivism can be understood as a result of shame that is not followed by social acceptance. In this case, SPPN plays a role in fostering awareness and moral responsibility during the coaching period, but the results will not last long without social support outside the prison. When society closes the space of acceptance, guilt that should be the starting point for change turns into a psychological burden that makes individuals return to old behaviors.

Thus, SPPN can be said to be quite effective in shaping behavior as long as the inmates are in the institution, but it has not fully succeeded in reducing the recidivism rate. The problem does not only lie in the assessment system, but in the lack of continuity between the coaching process in the prison and the assistance after release. SPPN provides an important basis for assessing behavioral and moral readiness, but without support from the community, community guidance institutions, and decent employment opportunities, the results of coaching fade easily. Preventing recidivism requires joint work between institutions, governments, and communities to truly open up space for a sustainable recovery process.

CONCLUSION

Based on the results of research and discussion on the Implementation of the Prisoner Development Assessment System (SPPN) in Reducing Recidivism in Class I Prison, Cipinang, East Jakarta, it was concluded that this system has an important role in shaping the behavior and moral awareness of inmates, but its implementation is still limited by structural and institutional factors. First, the implementation of SPPN at Cipinang Prison has shown a humanistic coaching direction, with an emotional, spiritual, and psychosocial approach that encourages inmates to reflect on themselves, internalize moral values, and build social responsibility. Through counseling activities, moral reflection, and skills training, SPPN has succeeded in creating a coaching process that is not only administrative, but also educational and therapeutic. Second, the implementation of SPPN in shaping the prosocial behavior of inmates is greatly influenced by the quality of the relationship between officers and inmates. *A strong therapeutic alliance* allows the coaching process to run empathic, create trust, and foster motivation for change from within the inmates. Therefore, SPPN in Cipinang is relatively successful in instilling moral values during the coaching period in the institution. Third, the implementation has not fully impacted the reduction of recidivism. Obstacles such as overcapacity, limited coaching staff, lack of Professional training for officers, as well as weak coordination between agencies, result in coaching often being formalistic. In addition, external factors such as social stigma, economic difficulties, and the absence of assistance after

liberation are also factors that weaken the results of coaching. Thus, recidivism reflects not only individual failures, but also systemic failures in ensuring the sustainability of social reintegration. Thus, SPPN has contributed to fostering moral awareness and positive behavior during the criminal period, but to achieve the goal of correctional life as a whole, which is to form a whole human being who is aware, responsible, and does not repeat criminal acts, stronger structural, social, and cross-sector policy support is needed.

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