

From the Perspectives of Experiential Peers: The Working Elements of Experiential Peer Support for Adolescents Whom Desist From Crime

Lisa Dijkhoff

6242529

Utrecht University

Faculty of Interdisciplinary Social Sciences

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Prof. dr. T.F.M. ter Bogt

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Utrecht University



Abstract

Experiential peers (EP's) are increasingly involved in the development of interventions for adolescents with a delinquent background. However, little is known about the effects on desistance, or the mechanisms that clarify these mechanisms. Therefore, the current study examined seven proposed mechanisms (*empathy & acceptance, narrative & identity formation, social learning, social control, social bonding, hope & perspective and translation & connection*) that might play a role in the effects. Semi-structured interviews led to a variety of outcomes of 11 EP's. Because of their own experiences with criminal behavior, incarceration and formal care, EP's believed they had an advantage in social bonding with their clients, as opposed to other professionals, which led to a development of the other six mechanisms. Additionally, the respondents suggested numerous prerequisites for EP's: incarceration, crime free, able to reflect and vulnerability. Lastly, several respondents emphasized the importance of educational programs for EP's because it helped them to leave the past behind and gave them tools to support others. However, the majority received positive reactions of other professionals, they sometimes still feel they were treated as 'outsiders' and experienced difficulties with their position.

Introduction

During late adolescence a peak in delinquent behavior can be observed, but the majority of adolescents tend to desist from crime after adulthood is reached (Farrington, 1986). However, criminal behavior can be more severe for a minority and persists in adulthood (Jennings & Reingle, 2012). Subsequently, desistance might not be a natural development for these adolescents. The IVO Research Institute considers *desistance* as a process, rather than a clear end point (LeBel, Burnet, Maruna & Bushway, 2008), and emphasizes that it does not only focus on quitting criminal behavior, but also on resilience and rehabilitation (Ronel & Elisha, 2018).

Although desistance can be enhanced by several interventions, the IVO was particularly interested in the effects of experiential peers (EP's) and mechanisms that could explain these effects. The concept of 'experiential expertise' has been significantly explored as an intervention strategy in mental health care and showed positive results (Kortteisto, Laitila & Pitkänen, 2018). Yet, peer intervention approaches with a specific focus on stimulating, accelerating and supporting the process of desistance have not been systematically implemented as a way to aid adolescents with a delinquent background. The aim of this current study was to research elements that could explain desistance-related outcomes, and whether EP's as aid workers are a significant addition in intervention strategies for adolescents whom desist from crime. Note that, in this paper, *adolescents with a delinquent background* refer to individuals between the age of 16 and 30 years with different felonies.

Prior studies

Currently, there is limited knowledge about the effects that EP's have had on adolescents with a delinquent background. Yet, there is a rise in using this particular intervention strategy in mental health care settings (Kortteisto, Laitila & Pitkänen, 2018).

Simoni and colleagues (2011) summarized a few theoretical perspectives that support the choice of peers as actors in health education interventions. Firstly, the *dynamic social impact theory* (DSIT) suggested that communication could effectively increase an individual's likelihood of changing behavior. This relied on the similarity and credibility of the communicator and whether there were multiple persuasive change agents communicating about a new practice, because this added credibility (Simoni, Franks, Lehavot & Yard, 2011). Thus,

through communication, similar peers had a great influence on behavioral change. Secondly, the *social comparison theory* (SCT) explained that people use information assembled from interactions with others for at least three main purposes: (1) self-evaluation to measure the correctness of their opinions and capabilities for action; (2) self-enhancement to increase their self-esteem by comparing themselves to others who are worse off; and (3) self-improvement purposes to learn and get inspired by comparing themselves to others who are doing better (Simoni et al., 2011). Overall, EP's can contribute to behavioral change for adolescents with a delinquent background via communication, by being a role model, and by providing social and emotional support.

Most empirical studies on experiential peer support were performed in mental health services settings and showed positive results of experiential peer support regarding relapse rates, empowerment, social functioning and mental health (Repper & Carter, 2011). Although these results may, to some extent, be valid for the forensic setting, it remains relevant to examine mechanisms that occur specifically within the group of adolescents with a delinquent background, because every group has its own unique aspects.

These adolescents often do not want to receive any help, especially from professionals who often do not share a similar background, since they are higher educated and have little or no experience in criminal behavior (Mitchell & Lassiter, 2006; Gulliver, Griffiths & Christensen, 2010). This gap can result in a mismatch, which is likely to decrease the quality of the relationship between client and practitioner, and eventually interrupts the process of desistance (Burnett & McNeill, 2005). Perhaps, this mismatch could be resolved if knowledge, experiences and perspectives on support from experiential peers themselves are taken into consideration throughout the development of intervention strategies for desistance (Hughes, 2012). Therefore, it is important to study the mechanisms that could explain desistance-related outcomes when adolescents receive experiential peer support.

Seven proposed mechanisms that can hypothetically play a role in desistance-related outcomes

Lenkens and colleagues (2019) proposed seven mechanisms that might explain the effects EP's can have on desistance-related outcomes. Several mechanisms are related to the receiver of support, others to the supplier. However, the importance lies in the interaction between the two

partakers. These mechanisms do not operate in isolation, they can overlap, interact and influence each other.

Firstly, *empathy and acceptance*. Due to their similar experiences, it is expected that EP's are more capable of demonstrating empathy and are more accepting of others with delinquent behavior (Buck, 2014; South et al., 2014; Bagnall et al., 2015). In addition, EP's are less likely to reject someone in distress and are better equipped to support individuals in agony by understanding their feelings (Suiter, Pillemer & Keeton, 1995; Tolan, Henry, Schoeny, Bass, Lovegrove & Nichols, 2013).

Secondly, *narrative and identity formation* is focused on self-acceptance during identity formation (Maruna, 2001). In the process of desistance narratives change, individuals develop new identities and self-worth, and start to believe more in themselves (Maruna, 2001). To individuals who seek new identities, EP's are a valid example of people who succeeded to manage to desist from crime and developed new narratives regarding their identity.

Through the third mechanism, *social learning*, individuals learn behaviors, skills and attitudes that will support them in their process of desistance. EP's could be seen as more realistic and credible role models than other professionals (Bagnall et al., 2015; South et al., 2014). Additionally, EP's can support individuals in the process of ending certain beliefs, attitudes and behaviors that once were learned as survival mechanisms in settings such as prisons (Davidson & Rowe, 2008; Baillergeau & Duyvendak, 2016).

Social control, refers to interactions within personal relationships involving influence and regulation, and how EP's are able to recognize attitudes and behaviors (Lewis & Rook, 1999). Therefore, they could be better in convincing individuals to quit negative behavior and have greater influence to prevent them from re-offending than other professionals (Lewis & Rook, 1999; De Jong, 2013).

In addition, EP's are also more likely to be trusted than professionals (Bagnall et al., 2015), which leads to *social bonding*. This mechanism can result in a relationship of higher quality than individuals would have with other professionals, which subsequently might influence the process of desistance positively (Laub & Sampson, 2001; Eby et al., 2013).

The sixth mechanism proposed is *hope and perspective*. It is expected that individuals can desist from crime when EP's inspire them and allow them to believe in a brighter future (LeBel, Burnett, Maruna & Bushway, 2008). This could derive from the fact that EP's can be a credible role model, since they went through similar experiences.

Lastly, *translation and connection* refers to the bridging role EP's could fulfill between their clients and other institutions or professionals. Due to the fact that EP's speak the same language as their clients and know the world of formal care, they can translate difficulties to their clients. Additionally, EP's are able to support individuals with important issues as housing and education (Davidson & Rowe, 2008). The relationship between EP's and adolescents with a delinquent background can be seen as one that connects them to opportunities that might be able to help them forward (Lenkens et al., 2019).

Additionally, Davidson and Lowe (2008) indicated the relevance to examine the proper recruitment, training and support of EP's, because they suggested it might help EP's to reflect on their own experiences. Lastly, the prerequisites of both EP's and adolescents with a delinquent background seemed relevant to include, since they might modify the mechanisms (Lenkens et al., 2019). The combination of these essentials were used in this study as they all contributed to the aim, namely to research elements that could explain desistance-related outcomes, and whether EP's as aid workers were a significant addition in intervention strategies for adolescents who desist from crime.

Current study

Initially, the perspectives of adolescents would have been included as well. However, due to practical reasons the current study only provides insights from the perspectives of EP's, guided by the following questions 1) *what are the outlooks of experiential peers on the proposed seven mechanisms within experiential peer support for adolescents who desist from crime?*; 2) *from the perspective of experiential peers, which prerequisites of EP's and their clients might facilitate the process of desistance?*; and 3) *what are the opinions of experiential peers on training and support in order for EP's to aid adolescents with a delinquent background?*.

Positive results on these research questions would be beneficial for both society and science, as this could initiate broader future research trials for peer interventions in the forensic setting. This could eventually lead to specifically designed interventions, tailored to the needs of adolescents with a delinquent background. Additionally, when this intervention strategy becomes more regular in the forensic setting, the position of EP's could be taken more seriously. When organizations and society acknowledge the benefits of motivated EP's who want to aid adolescents who have not yet desisted, it might become easier for EP's to find a job in this setting.

Method

The current study is part of a range of studies initiated by the Erasmus Urban Youth Lab (EUYL), a collaboration between the Erasmus University Rotterdam, IVO Research Institute and Erasmus Medical Center. The EUYL examines the well-being of vulnerable youth in the major cities in The Netherlands. Current study was specific focused on the working elements of experiential peers as an intervention strategy to aid adolescents with a delinquent background to desist from crime.

Procedure

Experiential peers (EP's) were recruited between February 2019 and April 1st 2019 via email, phone calls, LinkedIn and participant referral. They were approached if they met all the inclusion criteria: 1) EP provided support to adolescents or young adults between the age of 16 and 30 years with a delinquent background; 2) EP had been in contact with the police or Department of Justice in the past; and 3) EP spoke and understood the Dutch language.

If the approached EP's agreed to participate, semi-structured interviews were conducted. These were completed between mid-February 2019 and April 1st 2019, and lasted on average 85 minutes. Eight interviews were led one-on-one by my supervisor and three together with me as an intern. They were conducted at various locations, based on what was most convenient for the respondents.

Prior to the interviews, each respondent was introduced to the current research, guaranteed anonymity, and asked if the interview could be recorded. When agreed, the respondents signed an informed consent form and a declaration form for the received €20 compensation for their time (appendix C).

Participants

Among the interviewees (n=11) there are two women and nine men between the ages of 23 and 59 (average age 38). Nine EP's were born in the Netherlands, one was born in Colombia and one was born in Belgium. The parents of one respondent were born in Surinam and of another respondent in Morocco (table 1).

The participants spent a diverse amount of time in prison, since they committed different felonies: theft, gang related behavior, robbery, assault and drug dealing.

Additionally, there was a variation in education and training regarding experiential expertise.

Five respondents finished an educational program or training; one respondent started a program, however due to practical reasons he was not able to finish; and five respondents taught themselves to coach or mentor adolescents. The work environment of the respondents differed as well: five worked in a health care institution/re-integration program; three were entrepreneurs in coaching; and three worked as volunteers for an organization that supports individuals with a delinquent background.

Pseudonym	Age	Country of birth	Description organization	Position	Educational program/training	Date/ location interview
Vera	38	The Netherlands	Organization with variety in care- and living counseling	Residential supervisor	BGE-program	February 6 th and 15 th 2019, Utrecht
Anouar	40	Morocco	Organization to promote psychological, social and societal health	Street lawyer (volunteer)	Administration, no training for EP	February 8 th 2019, Gouda
Kevin	25	The Netherlands	International NGO, provides support to conflicted youth	Coach/ buddy (volunteer)	MBO 2 Sport, no training for EP. Received training on the job: coaching- and conversational skills	February 19 th 2019, The Hague
Manisha	27	Surinam	Organization with trained experienced individuals as buddy for youngsters	Coach/ counsellor	Societal Work & Services (HBO), finishing a social master now	February 20 th 2019, The Hague
Jan	59	The Netherlands	Daytime activities, focused on behavioral change	Counsellor/ art teacher	Started program for EP, could not finish	February 28 th 2019, Rotterdam
Boris	48	Belgium	Forensic addiction clinic that supports people who have been in contact with the Department of Justice	Experiential peer (volunteer)	LEON-program (for EP). Training 'starting with recovery', 'recovery is done by yourself', 'working with experience'. Currently enrolled in Societal Care	March 1 st 2019, Zutphen
Eric	23	The Netherlands	Forensic addiction clinic that supports people who have been in contact with the Department of Justice	Experiential peer (volunteer)	Training 'starting with recovery', 'recovery is done by yourself', 'working with experience'. Currently enrolled in Societal Care	March 1 st 2019, Zutphen
Patrick	29	The Netherlands	Counseling for ex-criminals	Coach	Training 'basic counselling', 'counselling with depression' and 'counselling with addiction'	March 6 th 2019, Vinkeveen
Owen	39	Colombia	Entrepreneur	Coach	Graduated chef, no program for EP	March 13 th 2019, Beverwijk
Ronnie	40	The Netherlands	Music studio for conflicted youth	Mentor	No program for EP. Trained on the job and street	March 20 th 2019, Amsterdam
Victor	51	The Netherlands	Counseling for ex-criminals	Volunteer	No program for EP	March 20 th 2019, Amsterdam

Measurement instrument

Prior to the interviews, a topic list was developed based on outcomes of previous interviews (Lenkens et al., 2019) and relevant scientific literature (appendix D). This topic list led to semi-structured interviews with several open ended questions to enable participants to talk freely.

Analysis strategy

Using Nvivo (a qualitative data analysis software) the pseudonymized transcripts were coded independently by me and my supervisor. After three interviews we compared our codes and searched for overlap and discussed whether they matched the description of the codes. For several codes we adjusted the description and for others we established sub-codes before developing a codebook (appendix E). With this codebook, we explored the first three interviews again and coded interviews four, five and six. We repeated this strategy twice more, once after coding interviews four, five and six, and at last after coding interviews seven until eleven. Ultimately, we reanalyzed all the eleven interviews with the final version of the codebook, which consisted of 74 codes. Subsequently, several codes were integrated into categories and others were eliminated, since they seemed irrelevant to contribute to answer the research questions.

Results

Several factors seemed to be fundamental for EP's to support adolescents with a delinquent background (clients). The majority of the respondents stressed the importance of equality and recognition regarding the relationship with their clients. They argued the fact that they both identified themselves with each other, was important to build an equal relationship. EP's were convinced their clients disclosed more to them than to other professionals, because their relationship was based on equality. Additionally, the open and vulnerable attitude of EP's contributed as well.

The following section is divided into paragraphs based on the three proposed research questions: 1) *what are the outlooks of experiential peers on the proposed seven mechanisms within experiential peer support for adolescents who desist from crime?*; 2) *from the perspective of experiential peers, which prerequisites of EP's and their clients might facilitate*

the process of desistance?; and 3) what are the opinions of experiential peers on training and support in order for EP's to aid adolescents with a delinquent background?.

EP's outlooks on the proposed seven mechanisms

Firstly, *empathy and acceptance*. The majority believed they felt more empathy for their clients than other professionals would, because of their own experiences. Additionally, they stressed the importance of recognizing the feeling of incarceration. All EP's argued that no other professional would understand how it feels to be locked up and what that does to you:

"Then they've felt that position of power, how they're being handled, I myself know how that went, when the door was closed and I heard the guards walking by, and how their keys rattled.. they aren't even aware, but I know how that feels" (Vera, 38 years old)

On the other hand, respondents did not unanimously feel the same way about *acceptance*. A majority accepted their clients as they were and did not judge their (criminal) actions, but a minority said that even though they empathized with a client, they did not accept their behavior:

"I really feel like you should harm nobody (...) for me it has something to do with development, when you're a child I'd accept actions more easily, but when you're over 27 and act like shit and harm people or commit crimes: that is just fucked up and I don't accept that behavior" (Manisha, 27 years old)

It was interesting that the same respondent emphasized the importance of an equal relationship and how every adolescent with a delinquent background should be treated in a human way.

The respondents had difficulties with answering the questions regarding *narrative and identity formation*. Only five of the eleven interviewed EP's believed they contributed to increasing their clients' self-perception by supporting them in every possible way EP's can:

"A lot of times I'm just a mirror and ask them questions like 'would you hire some that looks like you do right now?' and they say 'no, I wouldn't even take that person seriously', then my response is they should take themselves seriously and they should believe in themselves and their abilities" (Kevin, 25 years old)

On the contrary, another respondent felt that EP's have a small contribution regarding their clients' changing identity and they have to be motivated to change their lives:

"I can only make a start and eventually they will become who they want to become (...) I always say 'you have to do it yourself, other people don't just deliver it, you have to create your own new identity', and when they take that seriously, that's a step forward" (Boris, 48 years old)

Additionally, EP Kevin (23 years old) emphasized the importance of looking at the core of the problem, whereby it is important to figure out why someone committed a crime as opposed to just analyzing his or her crimes. In his opinion, that is what is most important for identities to change, and he felt that most other professionals do not look at the onset of criminal behavior when they support adolescents with a delinquent background.

The third mechanism, *social learning* showed a variation about what adolescents might learn from EP's. All respondents believed they are a more credible role model than other professionals due to their own history with delinquency. Additionally, one respondent hoped her clients become more assertive as a result of her support, where nine other respondents referred to the fact that EP's can only 'plant a seed':

"By saying stuff that I think will stick in their minds and they will think about it (...) Most of the time, even when it's months later, they come back to me and want to be taught by me" (Patrick, 29 years old)

Additionally, six respondents believed they taught adolescents practical skills as well. From their own experience, they remember that life on the outside changed when they were incarcerated. The digital development, for example, was something Vera experienced was hard to catch up with when she returned into society. Therefore, she wanted to understand where her clients experienced difficulties and wanted to help them as much as she can:

"One of my clients had an appointment about his debts and he didn't know how to manage it. I helped him to figure everything out and went with him to his appointment, because I wanted that someone stood up for me" (Vera, 38 years old)

EP's had different opinions about the mechanism *social control*. All respondents believed they recognized signals and risky behavior better than other professionals. One respondent said he could foresee when his clients tried to manipulate him or other professionals, because he recognized this from his own previous behavior. However, there were different strategies EP's upheld to confront their clients with their behavior. Five respondents said they talk with their clients upfront and direct, without 'bullshit', as Manisha (27 years old) said. One of these five EP's adapts his strategy for every client: where sometimes he would get angry and sometimes he approached them with care. At the same time, these respondents emphasized the importance of equality, especially while being direct to their clients. They said it is important that EP's don't become an authority figure by not telling them what they must do:

"You can also get through to them in a different way. I'd never say 'you should or should not do this man', but I would say that I would have handled it differently. I must stay close to myself while talking to them otherwise it'll only drive them further away" (Eric, 23 years old)

The fifth mechanism, *social bonding*, seemed to be an important mechanism where the other mechanisms can arise from. All of the respondents stressed the importance of equality, vulnerability, identification and trust. All EP's were very flexible in meeting their clients and EP's adjusted themselves to the needs of their clients. Every respondent met their clients in an informal setting and were all easily reachable via social media (Whatsapp, Snapchat). Other important factors that the respondents suggested were flexibility and availability outside of office hours. Besides these types of social bonding, four respondents believed disclosure made a difference, although EP's did not disclose every aspect of their past, because they do not want to glorify it. Additionally, EP's believed that other experiences in life are also valuable. Manisha thought every professional must show a vulnerable side within the relationship with a client:

"My colleague had just lost her father and one of our clients as well. I suggested to my colleague that she should share this with our client so that he knew he wasn't alone (...) I believe EP's disclose more easily than other professionals because we have nothing to lose" (Manisha, 27 years old)

Three respondents added that EP's, in contrast to other professionals, are sincerely committed to their clients. One said he did not coach adolescents for the money, but he worked from his heart and passion.

All EP's believed they contributed to *hope and perspective*. Through coaching and by being a credible example, they believed adolescents gained hope and perspective and were motivated to move forward. Several EP's experienced that their clients had some difficulties to see what the EP had accomplished and realized it was hard work, but they hope clients got inspired by them:

"(...) that is also my strength: being open. I use everything that I've been through as fuel to inspire them: what you've accomplished, you can use to inspire others (...) and maybe even to reflect on their own actions" (Ronnie, 40 years old)

Lastly, *translation and connection*. Seven respondents explained the bridging role they had between their clients and other professionals and organizations. One EP literally translated between her client and another professional, because of the formal linguistics that were used. She understands both worlds and could explain to her client what the other professional meant. These seven respondents stressed the need to work together with other professionals. However, there were two respondents who did not believe in other institutions and had a lot of faith in their own abilities:

"Sometimes they want to, but they're not able to (...) she was only available for 2 hours because she only got paid for 2 hours, I don't get paid one cent and I spend a lot of energy and time with these kids to help them" (Anouar, 40 years old)

It was interesting that several respondents expressed their distrust in other institutions and professionals and therefore were hesitant to refer their clients to other professionals.

Table 2 <i>Overview main findings per mechanism (RQ1)</i>						
Empathy & acceptance	Narrative & identity formation	Social learning	Social control	Social bonding	Hope & perspective	Translation & connection
EP's recognize motives, the feeling of being incarcerated, communicate at the same level	To change in the future you must understand where behavior comes from	Clients start believing in themselves, hope for better future	EP's are able to keep an eye on clients, available for counselling	Content and considerations disclosure	Disclosure, being honest and real	Bridging role, translation role towards other organizations or professionals
Connect to client, understand labels, relate to client	Clients become more motivated, assertive, serious	EP's are sincere, share (equal) experiences, street code	EP's know when clients manipulate, bullshit, feel vibes	Equality, identification	Just be there for them in a sincere way	Practical help, looking for housing, cooking skills, handle debt
Work from own experience, believe everybody can share, be a human and not always a professional	Clients let mask down, become more vulnerable and open	EP's offer practical help, hope, teach assertiveness and are role models	EP's use different strategies, sometimes angry, direct, no bullshit, no fear to confront clients	Approachability, flexibility, no use of formal setting, connect to needs of client	Teach clients skills	Move along with client
Have best interest at heart, motivated to help clients	EP's can only plant a seed, change is within clients themselves	When EP's are, clients show respect in behavior		Work from your heart and passion, not specifically result-based approach	Be a role model	
Professionals should not judge, you don't need to accept behavior but approach clients without judgement	Clients start to understand and believe in own abilities			Every professional can share own experiences, be human and not always a professional, level with clients		

From the perspective of experiential peers: prerequisites for EP's and clients

On the question which prerequisites EP's need to have, were several answers (table 3).

However, the most important basic essentials, according to the respondents, were that EP's should:

- have been incarcerated.

Note that the respondents showed no consensus on the amount of time one should have spent in prison, as well on the seriousness of the committed crime. The fact that EP's were convicted seemed relevant enough;

- be able to reflect.

EP's believed every EP must regret their actions, show signs of remorse, have to be able to reflect on their actions and must not glorify them;

- be able to be vulnerable.

EP's were better able than other professionals to be vulnerable and disclosed more about their experiences. The respondents argues that every professional could do this;

- be equal to their clients

EP's were never an authority figure and always approached their clients with dignity and without judgement;

- be crime free.

EP's were crime free and believed EP's should no longer be involved in criminal actions when supporting individuals. However, it remains unclear on how far in the past the EP's last crime must have been.

It is interesting that three respondents seemed to have a dual moral on the last mentioned prerequisite:

"I don't do things that aren't allowed, but some things you just have to.. there a different ways to achieve your goal" (Anouar, 40 years old)

Additionally, four respondents emphasized the importance of motivation and two said not everyone is suited to support others. Ronnie (40 years old) believed EP's either already have the right skills or these can be taught in a training or education. It is noteworthy that not all respondents believed education is a basic essential.

It was assumable that age, gender and cultural background could be seen as essentials, however the respondents thought differently. All argued that the same gender could definitely ease the relationship, but it was no necessary commonality. Manisha (27 years old) made a remarkable comment where she suggested that clients should have the option to choose from whom they wanted to receive support:

“ I don’t think it really matters, but cultural diversity within health care is important. The system’s too white, but society isn’t. When you have 5 ‘foreign’ children and 2 white counsellors, the kids don’t have a role model, there’s no one who understands their values and traditions and that they like to eat chicken for example” (Manisha, 27 years old)

Additionally to these basic essentials, respondents also mentioned *additional features*. EP’s should:

- trust in their own abilities;
- know that desistance is a process that might go slowly, therefore, patience is important;
- be able to see risk and signals for recidivism;
- customize approaches for each client;
- be available (not only during office hours) and easily accessible (via social media);
- be able to work flexible (at informal settings and free of protocols).

The respondents were also asked which prerequisites adolescents should have when they receive support from EP’s. Overall, respondents suggested they had to be:

- motivated to change and leave the past behind;
- able to open up, be vulnerable and let down their own mask;
- able to reflect on their actions.

Respondent	Prerequisites EP’s	Prerequisites clients
Vera	Education; able to: be vulnerable, reflect, empathize, guide, understand needs of client; do not overestimate client	Vulnerability, open; no mask; ready for confrontation; wanting to move on with life
Anouar	Everyone could do it when they’re crime free; run the extra mile, think outside the box	Rock-bottom; open towards help; no need to be crime free

Kevin	Don't glorify the past; passionate and motivated to support adolescents; incarcerated; regrets about past; severity of crime doesn't matter; vulnerability	Don't glorify past; able to share and open up; no closed attitude towards support
Manisha	Education; able to reflect and analyze the past; cultural diversity in health care is important; gender and ethnicity are not necessary; don't think in labels; connect with clients; flexibility, no protocols	Understand the value of experiential peer support
Jan	Not everyone is capable; feel regret and sorrow; crimefree; distance from the past; don't be an authority figure; realize desistance is a slow process; calculate relapse; vulnerability	Motivation; wanting to move forward
Boris	Left the past behind; crimefree; education; motivated to support others; be vulnerable and open; able to see risks and signals of recidivism	Vulnerability; open attitude; ready to ask and receive help; wanting a new (crime free) identity; no resistance for support
Eric	Education; crime free; reflect; stable; skills; empathize; severity of crime matters; work without protocols	Vulnerability; dare to share; able to reflect; option to choose which type of support
Patrick	Severity crime matters; crime free; empathize; shared experiences; honesty; no judgement	Everyone should be able to receive EP support
Owen	Not everyone is suited; be open; left the past behind; at least 6 months incarcerated; no formal setting; vulnerability; connect to needs client; money should not be your motivation	Relaxed, open attitude; knowing you're worthy; wanting to move forward
Ronnie	Crime free; left past behind; vulnerability; life in order; regret crimes; empathize; able to confront	Open to change; wanting to share; everyone could benefit from EP's support
Victor	Stable; strong; crime free; no authority figure	Ability to open up and be vulnerable

Opinions of experiential peers on training and support for EP's

As briefly pointed out earlier, there was no consensus amongst respondents on educational programs as a prerequisite for EP's. Four respondents believed EP's should finish an educational program or training in order to be able to support others. One of these four respondents did not finish an educational program, but said “ (...) *it is necessary in order to leave the past behind*” (Kevin, 25 years old). In contrast to another respondent who claimed “*not to believe in degrees*” (Patrick, 29 years old), but finished several training programs about counselling. Three respondents, who did not receive a degree of an experiential peer program, agreed with Patrick's view. Although they seemed to have an open attitude towards educational programs, they also believed they already own skills to support others. Unfortunately, the views of the other three respondents remain unknown.

Additionally, the respondents shared their experiences on received support from their organization, colleagues and other professionals. The EP's who worked in an organization attended supervision meetings and stressed the importance of feeling supported by colleagues and managers. In general, all respondents claimed to have received more positive than negative reactions from colleagues and other professionals. However, colleagues Boris (48

years old) and Eric (23 years old) also mentioned that some of their colleagues made them feel like outsiders. They thought their colleagues acted this way because of ignorance and fear for their own jobs.

Supportive colleagues and positive reactions from other professionals made all respondents feel worthy and needed, and fostered the idea that they contributed to the organization and society. Additionally, several respondents emphasized the need to cooperate and integrate with formal care. They believed it could be beneficial for clients, EP’s and professionals when they learn from each other and work together:

“I’d recommend other professionals to talk to EP’s so they both gain more trust in each other and see what they can learn from one another, instead of judging each other based on their differences”
 (Kevin, 23 years old)

Respondent	Education/training	Believes educational program as necessary	Received support/reactions colleagues/ other professionals	Support from organization
Vera	BGE-program	Yes	Mostly positive, sometimes curious (sensation)	Intervision meetings, equal treatment as non-EP colleagues
Anouar	Administration, no training for EP	Unknown	All positive, is treated with respect	Unknown
Kevin	MBO 2 Sport, no training for EP. Received training on the job: coaching- and conversational skills	Yes	Mostly positive, some skeptical and uninterested	Support from colleagues, ability to share story (at symposia, conferences)
Manisha	Societal Work & Services (HBO), finishing a master now	Yes	Some resistance from colleagues, did not always feel supported, was put in role of victim	Unknown
Jan	Started program for EP, could not finish	Unknown	Mostly positive, feels valued, equal cooperation, does not always feel understood	Unknown
Boris	LEON-program (for EP). Training ‘starting with recovery’, ‘recovery is done by yourself’, ‘working with experience’. Currently enrolled in Societal Care	Yes	Mostly positive, value to the team, others resistant and indifferent	Intervision meetings
Eric	Training ‘starting with recovery’, ‘recovery is done by yourself’, ‘working with experience’. Currently enrolled in Societal Care	Unknown	Mostly positive, value to the team, others resistant, ignorant and indifferent. Feels sometimes underestimated	Intervision meetings
Patrick	Training ‘basic counselling’, ‘counselling with depression’ and ‘counselling with addiction’	No	All positive	Unknown

Owen	Graduated chef, no program for EP	Not definitely, but open for theoretical input	Previously not valued because of history, currently positive and enthusiastic reactions, colleagues show no fear or competition	Ability to share his story, taught himself coaching skills
Ronnie	No program for EP. Trained on the job and street	Not definitely, you can either have the skills or be taught in a program	Mostly positive, warm, sometimes skeptical, judging reactions (thinks because of ignorance)	Taught himself coaching/mentor skills by observing
Victor	No program for EP	Not definitely if EP's recognize signals	Warm, human treatment, equal	Unknown

Discussion

This study aimed to research elements that could explain desistance-related outcomes, and whether EP's as aid workers are a significant addition in intervention strategies for adolescents whom desist from crime. As the analysis of the results progressed, it became clear that vulnerability, equality and mutual identification were the most important factors in a relationship between EP's and their clients. These factors led to social bonding, which shaped a fundament on which the other mechanisms arose. The respondents argued that every professional should be able to be vulnerable and approach clients with equality, because of its benefits for the relationship.

The first research question regarding EP's outlooks on the seven mechanisms provided a rich amount of data. As EP's believed they were better in empathizing with their clients regardless of their actions than other professionals, their visions on *empathy and acceptance* showed similarity with previous studies (Buck, 2014; South et al., 2014; Bagnall et al., 2015). Even though several respondents did not accept their clients' criminal behavior, they still supported them without judgment.

During the interviews, respondents experienced some difficulties answering the questions regarding *narrative and identity formation*. Perhaps, they were unclearly formulated, therefore only five respondents managed to answer these questions. They believed, in contrast to Maruna (2001), that they contributed positively to their clients' self-perception. Additionally, the respondents were convinced that they were a credible role models to their clients. Therefore, *social learning* occurred in different ways. Not only were EP's credible role models as suggested in literature (Bagnall et al., 2015; South et al., 2014), they also taught their clients practical skills as cooking and how to manage money problems. A re-occurring phenomenon in the interviews was that respondents believed they could 'plant a seed' while it remained their clients' responsibility to adapt and change their behavior.

The respondents' outlook on *social control* matched with indications in previous studies. As Lewis and Rook (1999) assumed, EP's were more likely to see through clients' motives and correcting them than other professionals. Additionally, several respondents said they knew when clients were manipulating them or colleagues, because they recognized it from their own previous behavior. EP's felt comfortable to correct their clients when they signaled risky or deviant behavior and they emphasized the importance of equality while doing so. Equality is a factor that re-occurred in every interview and could thereby be seen as a fundament for *social bonding*. From this mechanism the other mechanisms seemed to arise. Previous studies indicated that social bonding enhanced a relationship of higher quality (Eby et al., 2013). The respondents agreed with this view and added that their clients disclosed more when they identified themselves with EP, which subsequently led to more desistance-related outcomes. Through social bonding, *hope and perspective* occurred. As suggested in previous studies (LeBel, Burnett, Maruna & Bushway, 2008), EP's believed they provided hope and enabled their clients to envision an alternative future. Although several respondents experienced some difficulties with clients who were sceptic regarding EP's position as a professional, overall the respondents were convinced their clients gained hope through their support. Lastly, *translation and connection* referred to the bridging role EP's could have between formal care and clients since, amongst others, EP's speak the same language as their clients (Davidson & Rowe, 2008). The respondents had different opinions on this mechanism. Where a majority believed they bridged between their clients and different formal (care) institutions, a minority expressed themselves explicitly not to have trust in other, formal organizations and believed that experiential peer support was the best and only support clients needed.

The second question concerned EP's perspectives on prerequisites of EP's and adolescents with a delinquent background. As literature suggested, when EP's support individuals in their process towards desistance, EP's must be crimefree and able to reflect on their actions (Lenkens et al., 2019). The respondents' view overlapped with these prerequisites and they added the ability to be vulnerable and to approach clients with equality and as important prerequisites. Additionally, they stressed the importance of incarceration, yet there was no unanimous belief on which amount of time spent in prison was necessary for EP's.

The last research question showed interesting views of respondents regarding training and support. Lenkens et al. (2019) proposed that proper recruitment, training and support of EP's was important because it could help them to reflect on their own experiences. Only four of the respondents agreed with this view and believed training or an educational program was necessary for EP's in order to support adolescents with a delinquent background. Remarkably, one of these four respondents did not finish any educational program or training himself.

Another interesting remark was that most respondents received overall positive support from other professionals, however they did not all feel included in their organization and therefore felt like 'outsiders' of the health care system. It raised the question whether education or training should become mandatory for EP's in order to support others and to be seen as worthy professionals. However, respondents claimed the importance of flexibility and availability and how these factors are beneficial for the relationship with their clients. Additionally, most respondents used no fixed procedures in their way of support, contrary to other professionals. Thereby, they believed they became closer to their clients and had more impact than other professionals. Nevertheless, it might be beneficial for both partakers that EP's finished a type of training before supporting individuals. These adding tools could lead to an even better outcome than when EP's provide support only based on their experience. Nevertheless, it remains relevant that EP's keep their unique aspects and do not become as formal as other professionals without a history in delinquent behavior, since that match is significantly important.

Limitations

The described findings must be viewed within the study's limitations. First, due to time constraints the current study only included 11 interviews that were conducted before April 1st 2019, although the data were not saturated yet. Second, this study provides a one-dimensional view, since only EP's perspectives could be included because adolescents did not respond within the period of data collection. Third, the current study did not measure the actual effects of experiential peer support on desistance-related outcomes amongst adolescents.

Implications for future research

Based on the limitations there are several recommendations for future research. An extended period of data collection could firstly be beneficial to reach complete data saturation and

secondly, to the recruitment of adolescents. When the perspectives of adolescents are taken into account as well, it provides a broader view on the topic. Lastly, long-term research is needed in order to measure the actual effects of experiential peer support. When future research trials are initiated with these recommendations and show positive outcome regarding experiential peer support, it could improve imbedding of this intervention strategy in formal care.

Concluding, the small sample of 11 EP's provided first insights that could explain the mechanisms and other elements regarding desistance-related outcomes for adolescents with a delinquent background. Nevertheless, future research is necessary to completely understand the value and effects of this intervention strategy within this specific setting.

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Appendix A

Interdisciplinarity

The theoretical framework as described in *Prior studies*, illustrates several studies from different disciplines within the scope of social sciences. Concepts of theories from sociology, criminology and psychology are described separately, but will be measured together in current study. Therefore, the results are expected to give a broader view on this specific subject.

In addition, the seven proposed mechanisms that hypothetically explain desistance-related outcomes within the group of adolescents with a delinquent background, are assessed for the first time in this specific setting. Because it is the first time within the strategy of peer interventions and adolescents with a delinquent background, current study is therefore a pioneer and relevant because the different disciplines are integrated with each other, instead of assessed individually.

The aim is to give an overview of the perspectives of EP's regarding experiential peer support as an intervention strategy for adolescents with a delinquent background. By integrating different disciplines, it is expected that the results illustrate a broader view of underlying mechanisms and additional factors that might modify these mechanisms.

Appendix B
Contract RIT

Research Project Agreement

Student:	Lisa Dijkhoff
Graduation variant:	RIT/Master's in Youth Studies
Supervising lecturer:	Tom ter Bogt, 0031 302534740/00316 41312215
Faculty:	Interdisciplinary Social Science
Second assessor:	Ina Koning

Internship information

Institution:	Stichting Instituut voor onderzoek naar Leefwijzen & Verslaving
Address:	Koningin Julianaplein 10
Postcode and City:	2500 GV Den Haag
External supervisor:	Gera Nagelhout & Margriet Lenkens
Starting and ending dates:	January 28 th 2019 – mid June 2019

Agreements

Submission date for work plan/research proposal: February 5th 2019
Period during which the lecturer will review the final product and any interim products:
February – June 2019
Number of working days/working hours per week: 2/3 days a week
Topic: The influence of experiential peers on desistance of delinquent adolescents

Agreements concerning papers to be submitted in the interim:
Every chapter will receive feedback from Margriet and/or Gera

The client (host institution or faculty/program) will provide the facilities needed in order to conduct the assignment properly.

If applicable:

Form and frequency of supervision within the host institution:
Every other week, half hour supervision meeting

Number of conferences between the supervising lecturer and the supervisor within the host institution: at least one

Prescriptions concerning the confidentiality of information:

Ownership of the research data, in the event of deviation from the rule (see 16):

Right to publish based on the research data: Agreed with IVO that Lisa can write her thesis based on gained data between February and May 2019, but the paper cannot be published publicly before Margriet Lenkens finishes her PhD research

Signed as approved,

Location/date: Utrecht, January 28th 2019

Signature of the student:

Lisa Dijkhoff



Signature of the supervising lecturer:

Tom ter Bogt



Signature of the external supervisor:

Gera Nagelhout



Signature of the Course Coordinator

Appendix C

Informed consent participants (in Dutch)

Ervaringsdeskundige ondersteuning aan jongeren/jongvolwassenen met crimineel gedrag

Introductie

We doen onderzoek naar de ondersteuning door ervaringsdeskundigen aan jongeren en jongvolwassenen die crimineel gedrag hebben vertoond en/of in aanraking zijn gekomen met politie en justitie.

We zijn benieuwd hoe de ondersteuning die je aan cliënten biedt eruitziet, wat er gebeurt binnen deze relatie, en wat mogelijke effecten zijn op de cliënt. We hopen hierdoor meer te weten te komen over wat werkt in de begeleiding van jongeren en jongvolwassenen die crimineel gedrag hebben vertoond en wat niet.

Dingen die je mij vertelt worden vertrouwelijk behandeld en anoniem verwerkt. Dat betekent dat je naam nergens bij komt te staan. Tijdens het gesprek zullen we af en toe aantekeningen maken. Als je het goed vindt, nemen we het gesprek ook op. De opname gebruiken wij alleen om het interview uit te werken. Als alle interviews zijn uitgewerkt wordt er een onderzoeksrapport gemaakt. Daarin komt je naam dus ook niet voor.

Het interview zal maximaal anderhalf uur duren. Als je een pauze wilt nemen, dan doen we dat. Na afloop ontvang je 20 euro vergoeding. Heb je op dit moment vragen?

We nemen eerst samen de ‘Verklaring van Toestemming’ door en als je het ermee eens bent wil ik je vragen die te ondertekenen. Daarna beginnen we met het interview.

Bedankt voor je deelname!

Margriet Lenkens

Verklaring van Toestemming

Ik werk mee aan het onderzoek naar ervaringsdeskundige ondersteuning van jongeren en jongvolwassenen met crimineel gedrag. Het onderzoek wordt uitgevoerd door onderzoeksinstituut IVO uit Den Haag.

Dit onderzoek bestaat uit een eenmalig interview. Dit interview gaat vooral over de ondersteuning/begeleiding die je aan cliënten biedt. Het gesprek duurt ongeveer 1 tot 1,5 uur en wordt opgenomen op een geluidsrecorder. Na het interview krijg ik €20 als dank voor mijn medewerking.

Ik weet dat meedoen vrijwillig is en dat ik op ieder moment kan beslissen om toch niet mee te doen. Ik weet dat het onderzoeksteam mijn gegevens kan inzien. Anderen kunnen mijn gegevens niet inzien. Ik weet dat alle gegevens anoniem en vertrouwelijk behandeld zullen worden.

Naam:

m v

Datum van ondertekening:

Plaats:

Handtekening:

Ik geef toestemming om later weer contact met mij op te nemen voor aanvullend onderzoek

Ik verklaar hierbij dat ik deze deelnemer volledig heb geïnformeerd over het genoemde onderzoek.

Naam onderzoeker:

Datum van ondertekening:

Plaats:

Handtekening:

Fictieve naam deelnemer:

Bevestiging van ontvangst vergoeding

Ik heb 20 euro ontvangen voor het interview in het onderzoek naar ervaringsdeskundige ondersteuning van jongeren en jongvolwassenen met crimineel gedrag.

Voornaam:

Achternaam:

Handtekening/paraaf:

Datum:

Contactgegevens deelnemer

Telefoonnummer mobiel:

E-mailadres:

Appendix D

Topic list interviews EP's (in Dutch)

Algemeen		
<i>Leefomstandigheden</i>	<ul style="list-style-type: none"> - Geboorteplaats, geboortedatum, woonplaats, gender - Werk, vrijwilligerswerk, opleiding, andere dagbesteding - Voormalige betrokkenheid bij delinquent gedrag --> type, frequentie, ernst, sancties, maatregelen - Hoe lang geleden gestopt? - Waardoor is dit gelukt volgens jou? - Eigen mentorfiguren gehad? Waren dat EPs? Waren er andere overeenkomsten tussen jou en hen? 	
<i>Ondersteuning</i>	<ul style="list-style-type: none"> - Opleiding/training tot ervaringsdeskundige gehad? Vorm, frequentie, duur, inhoud, etc - Nee --> hoe heb je het dan geleerd? - Wat is het belangrijkste dat je hierin geleerd hebt? - Krijg je nu ondersteuning van een organisatie bij je werk als EP? Vorm, frequentie, duur, inhoud 	
Vorm contact en disclosure: Ik zou het nu graag willen hebben over het contact dat je hebt met cliënten		
<i>Contact</i>	<ul style="list-style-type: none"> - Zijn al je cliënten in de leeftijd 16-30? Zo nee, dan wil ik je vragen om bij de rest van het interview vooral de 16-30 jarige cliënten in gedachten te houden. - Hoe vaak heb je contact met deze jongeren? - Welke duur heeft dit contact meestal? - Is dit altijd één-op-één of ook wel eens met meerdere mensen? - Wat doen jullie als je samen zijn? 	Duur, frequentie, vorm, inhoud
<i>Disclosure</i>	<ul style="list-style-type: none"> - In hoeverre vertel je wel eens iets persoonlijks over jezelf? - Wat voor dingen zijn dit dan? <ul style="list-style-type: none"> - Betrokkenheid bij criminele activiteiten in het verleden - De ervaringen die je hebt met hulpverlening, politie of justitie - Hoe je bent opgegroeid of dingen die je hebt meegemaakt of waar je tegenaan bent gelopen - Hoe je met bepaalde moeilijkheden of problemen omgaat - Hoe je tegen bepaalde dingen aankijkt, de gedachten of meningen die je hebt over bepaalde dingen - Is dat bewust of onbewust? - Bewust --> Waarom? Welk deel? - Heeft dit invloed op hoeveel de jongere deelt of vertelt over zichzelf? 	Factual/emotional
Effect Ik zou ook graag van je willen weten of er bepaalde dingen veranderd zijn bij de jongeren met wie je contact hebt (gehad). Dit kunnen dingen zijn die beter zijn geworden, maar ook dingen die slechter zijn geworden.		
<i>Effect</i>	<ul style="list-style-type: none"> - Heb je het idee dat er <u>bepaalde dingen bij de jongeren zijn verbeterd</u> door het contact met jou? Wat zijn deze dingen? 	<ul style="list-style-type: none"> - Leven: school, werk, woning, relaties

	<ul style="list-style-type: none"> - Heb je wel eens gemerkt dat er <u>bepaalde dingen in het leven</u> van jongeren veranderd zijn? - Heb je wel eens gemerkt dat jongeren zich <u>anders zijn gaan gedragen</u> door het contact met jou? - Heb je wel eens gemerkt dat jongeren over bepaalde zaken <u>anders zijn gaan denken</u> door het contact met jou? - Heb je wel eens gemerkt dat jongeren <u>zich anders zijn gaan voelen</u> door het contact met jou? - Heb je het idee dat <u>jouw eigen ervaringen</u> hieraan hebben bijgedragen? Waarom wel/niet? 	<ul style="list-style-type: none"> - Gedrag: delinquent gedrag, ander problematisch gedrag, middelengebruik - Attituden: t.o.v. delinquent gedrag, hulpverlening - Mentale gezondheid: goed in je vel zitten, minder boos, verdrietig of bang,
<i>Negatieve effecten</i>	<ul style="list-style-type: none"> - Zijn er bepaalde dingen slechter geworden sinds het contact met jou? Wat zijn deze dingen? - Heb je het idee dat het contact met jou een rol in heeft gespeeld? 	

Mechanismen

Ik wil het met je hebben over de rol die jouw achtergrond en eigen ervaringen spelen in het contact met jongeren en wat daarbinnen gebeurt. Ik ben ook benieuwd naar hoe dit verschilt of overeenkomt met andere hulpverleners/ondersteuners waar jongeren (mogelijk) mee te maken krijgen.

<i>Verskil met andere hulpverleners/ondersteuners</i>	<ul style="list-style-type: none"> - Heb je over het algemeen het idee dat jij bepaalde dingen, door jouw eigen privé-ervaringen, misschien anders of beter doet dan andere hulpverleners/ondersteuners waar jongeren mogelijk mee te maken hebben? - Zo ja, wat voor verschillen merk je? - Hoe komt dit volgens jou? Heel goed doorvragen 	
<i>Empathy and acceptance</i>	<ul style="list-style-type: none"> - Heb je het idee dat jouw eigen ervaringen bijdragen aan je begrip voor jongeren? Zie je hierin verschillen met andere hulpverleners? Welke? - Heb je het idee dat jouw eigen ervaringen bijdragen aan of je de jongeren accepteert zoals ze zijn of hen niet veroordeelt? Zie je hierin voor verschillen met andere hulpverleners? Welke? - Wat zijn de dingen die jij beter begrijpt dan andere hulpverleners? Zijn er dingen die andere hulpverleners ook nooit kunnen of zullen begrijpen? 	<ul style="list-style-type: none"> - Verplaatsen in jongere - Snappen en begrijpen - Niet veroordelen - De jongere accepteren zoals hij/zij is - Waarderen - Pains of desistance: isolation, goal failure, hopelessness

<p><i>Social learning</i></p>	<ul style="list-style-type: none"> - Heb je het idee dat de jongeren jou, door jouw eigen ervaringen, als rolmodel zien? Zie je hierin verschillen met andere hulpverleners? Welke? - Heb je het gevoel dat de jongere jou door jouw eigen ervaringen meer respecteert? Zie je hierin verschillen met andere hulpverleners? Welke? - Heb je het idee dat de jongere meer van jou kan leren door je eigen ervaringen? Zie je hierin verschillen met andere hulpverleners? Welke? - Zijn er ook dingen die de jongere met jouw hulp heeft afgeleerd? 	<ul style="list-style-type: none"> - Voorbeeld - Respect - Gedrag/vaardigheden: problemen oplossen, coping, omgaan met uitdagingen (peer pressure, financieel) - Houding: t.o.v. delinquent gedrag, wensen voor de toekomst - Kennis:
<p><i>Social bonding</i></p>	<ul style="list-style-type: none"> - Heb je het idee dat jouw ervaringen bijdragen aan het vertrouwen dat jongeren in je hebben? Zie je hierin verschillen met andere hulpverleners? Welke? - Heb je het idee dat jouw ervaringen bijdragen aan de band of relatie die je met jongeren hebt? Zie je hierin verschillen met andere hulpverleners? Welke? 	
<p><i>Social control</i></p>	<ul style="list-style-type: none"> - Heb je het idee dat jouw eigen ervaringen een rol spelen in de manier waarop jij met het negatieve of niet helpende gedrag van de jongeren omgaat? <ul style="list-style-type: none"> - Kun je daar wat meer over vertellen? - <u>Spreek je de jongere sneller aan</u> op zijn/haar gedrag als hij/zij iets niet goed heeft aangepakt? - <u>Heb je het sneller door</u> als hij/zij tegen je liegt tegen of als hij/zij iets doet waar je niet blij mee bent? - Probeer je de jongere wel eens op een bepaalde manier <u>te overtuigen of motiveren</u> om bepaalde dingen anders aan te pakken? - Heb je het idee dat je beter <u>in de gaten kan houden</u> hoe het met de jongere gaat dan bijv andere hulpverleners? Waar ligt dit aan? - Zie je hierin verschillen met andere hulpverleners? Welke? 	
<p><i>Narrative and identity formation</i></p>	<ul style="list-style-type: none"> - Heb je het idee dat je door jouw ervaringen de jongeren kan helpen om een ander soort identiteit 	

	<p>(dan die van ‘crimineel’) op te bouwen? Zie je hierin verschillen met andere hulpverleners? Welke?</p> <ul style="list-style-type: none"> - Heb je het idee dat je door jouw ervaringen eraan kan bijdragen dat de jongere zichzelf op een andere manier bekijkt? Zie je hierin verschillen met andere hulpverleners? Welke? - Hoe kijkt de jongere aan tegen iemand als jij, die gestopt is met crimineel gedrag? Heeft hij/zij daar respect voor? - Geloof je in de jongere en dat hij/zij iets van zijn/haar leven kan maken? Zo ja, laat je dat ook merken? 	
<p><i>Hope and perspective</i></p>	<ul style="list-style-type: none"> - Heb je het idee dat je door je ervaringen de jongeren meer hoop of perspectief op een andere toekomst kunnen geven? Zie je hierin verschillen met andere hulpverleners? Welke? - Heb je het idee dat je door je eigen ervaringen eraan kunt bijdragen dat de jongere vertrouwen heeft in zijn/haar eigen kunnen? Zie je hierin verschillen met andere hulpverleners? Welke? - Heb je het idee dat je door je eigen ervaringen eraan kunt bijdragen dat de jongere de verantwoordelijkheid over zijn/haar eigen toekomst neemt? Zie je hierin verschillen met andere hulpverleners? Welke? 	
<p><i>Translation and connection</i></p>	<ul style="list-style-type: none"> - Heb je het idee dat je door je eigen ervaringen de jongere beter vooruit kan helpen door bijv. hem/haar in contact te brengen met geschikte hulpverlening? Zie je hierin verschillen met andere hulpverleners? Welke? - Heb je het idee dat je door je eigen ervaringen de jongere goed kan helpen om in contact te komen met belangrijke organisaties? Zie je hierin verschillen met andere hulpverleners? Welke? - Heb je het idee dat je door je eigen ervaringen bepaalde zaken goed kan regelen voor de jongeren, of bijv. de jongeren goed kan helpen bij het vinden van werk/dagbesteding/woning? Zie je hierin verschillen met andere hulpverleners? Welke? 	

<i>Herkenning/Overeenkomsten</i>	<ul style="list-style-type: none"> - Heb je het idee dat je dingen gemeen hebt met de jongere? - Wat voor dingen zijn dit dan? <ul style="list-style-type: none"> - Demografische kenmerken (geslacht, culturele achtergrond, leeftijd) - Vergelijkbare situatie opgegroeid - Vergelijkbare problemen gehad - Vergelijkbare gevolgen van problemen - Is dat voor jou belangrijk? Waarom wel/niet? - Heb je het idee dat het iets uitmaakt voor wat de jongere aan de ondersteuning heeft? 	<p>Demografische kenmerken</p> <p>Risk antecedents: gezinssituatie, jeugdzorg/opvoedproblemen, minderheidspositie, armoede, bepaalde soort wijk</p> <p>Risk outcomes: delinquent gedrag, middelengebruik, tienerzwangerschap, schooluitval</p> <p>Risk consequences: betrokkenheid politie en justitie, stoppen met criminaliteit, rehabilitatie/re-integratie, zorg-/hulpverlening, stigmatisering</p>
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Context		
<i>Voorwaarden jongere</i>	<ul style="list-style-type: none"> - Denk je dat het goed zou zijn als elke jongere ondersteuning zou krijgen van EP? Waarom wel/niet? - Wanneer denk je dat een jongere hier open voor staat? - Wanneer denk je dat een jongere hier iets aan kan hebben? 	
<i>Voorwaarden EP</i>	<ul style="list-style-type: none"> - Kan iedereen die betrokken is geweest bij crimineel gedrag jongeren ondersteunen? Waarom wel/niet? - Moeten EP's aan bepaalde voorwaarden voldoen? (opleiding/training, verstreken tijd sinds betrokkenheid bij delinquent gedrag, ernst delinquent gedrag (om respect te krijgen van jongere)) - Als je terugkijkt naar je eigen leven, is er dan een moment waarop je nog geen ondersteuning had kunnen bieden als EP? Wat is er nu anders dan toen? 	
<i>Setting</i>	<ul style="list-style-type: none"> - Hoe kijken tegen je de mensen met wie je samenwerkt (collega's) aan tegen jouw functie/wat jij doet? Wat zijn hiervan positieve en negatieve dingen? Krijg je wel eens negatieve reacties of heb je wel eens het idee dat ze bepaalde negatieve ideeën over je hebben? 	
<i>Training</i>	<ul style="list-style-type: none"> - Zijn er bepaalde dingen die je hebt moeten leren voordat je als EP kon werken? 	

Appendix E

Codebook

Code	Betekenis	Subcodes	
(belang van) tot kern of oorzaak van probleem komen	niet alleen kijken naar toekomst en oplossingen, maar ook naar waar bepaald gedrag vandaan komt en hoe het ontstaat, belang hiervan (werkbaar)		
(bijdrage aan) ontwikkeling EP	EP noemt iets dat hij/zij van cliënten of van het werk als EP leert of hoe het werk als EP bijdraagt aan zijn/haar persoonlijke ontwikkeling of eigen herstel, of bepaalde wensen voor de toekomst mbt ontwikkeling		
(verwachte) negatieve effecten disclosure	bijv. als cliënt EP hierdoor niet serieus neemt of probeert te 'chanteren'		
(verwachte) positieve effecten disclosure	meer openheid bij cliënt, band die kan ontstaan, vertrouwen, wederkerigheid, normalisering,		
(wederzijdse) herkenning	EP herkent zichzelf in cliënten of heeft het idee dat cliënten zich in hem/haar herkennen (van de straat, vastgezeten, bepaalde gevoelens gekend, bepaalde ervaringen gehad, levensloop, demografische kenmerken) + belang van zich in elkaar herkennen	<i>Ervaringen</i>	Vastgezeten, thuissituatie, levensloop, gevoelens, straat, thrill/kick van delicten, moeilijkheden in trajecten
		<i>Demografische kenmerken</i>	Land van herkomst, geslacht, leeftijd
		<i>Belang herkenning</i>	Cliënt kan ervaren dat hij niet de enige is, cliënt kan ervaren dat EP ook heeft gevoeld wat hij nu voelt, het is fijn voor cliënten om dingen te herkennen in EP's verhaal
		<i>Overig herkenning</i>	Hobby's en interesses.
Begeleiding vanuit organisatie	ondersteuning vanuit huidige organisatie waarin EP werkt, al dan niet specifiek gericht op ervaringsdeskundigheid (bijv. intervisie, supervisie, gesprekken)		
Bestempelen van en oordelen over cliënten	het oordelen, in hokjes plaatsen en labelen van cliënten op basis van bijv. hun delictgedrag, mate waarin EP's en collega's dit (niet) doen, gevolgen labelling		
Contact	frequentie, vorm (live, bellen, appen, 1-op-1, in gesprek met meerdere partijen), duur, duurzaamheid		
Disclosure door EP	mate waarin EP dingen deelt over zichzelf naar cliënten toe	<i>Inhoud disclosure</i>	disclosure van delictgeschiedenis, herstelverhaal, persoonlijke achtergrond, gevoelens, gedachten, feitelijkheden

			welke afwegingen maakt EP hierin en waarom, wordt met iedereen evenveel gedeeld, wordt alles gedeeld of worden bepaalde stukken weggelaten. Gaat niet over afweging waarom iemand iets besluit te delen, dat is meer passend bij '(positieve) gevolgen van disclosure'
Discriminatie en racisme	door EP of (volgens EP) door cliënten ervaren discriminatie/racisme, ervaring van 'anders zijn' inzetten	<i>Afwegingen disclosure</i>	
Effecten bij cliënt door contact met EP	wat er volgens EP veranderd is bij cliënt door contact met EP (gedrag, gedachten, gevoelens, houding, beeld van toekomst, motivatie, sociaal netwerk, hulp vragen/benutten, etc.), maar ook in hoeverre de EP hier daadwerkelijk invloed op kan hebben		
Eigen ervaringen	eigen ervaringen op gebied van criminaliteit, hulpverlening, desistance, etc.		
Eigen ontvangen begeleiding of hulpverlening	hulpverlening die EP zelf heeft gehad, met en zonder vergelijkbare ervaringen		
Empathie of inlevingsvermogen t.a.v. cliënten (niet betreffende delictgedrag)	mate waarin EP zich kan verplaatsen in cliënten, in de gevoelens die cliënten ervaren, begrijpen wat zij nodig hebben, specifieke aspecten/situaties waarin EP zich kan verplaatsen, etc. (niet betreffende delictgedrag)		
EP's visie op desistance	Desistance is een proces, met vallen en opstaan, kleine stappen zijn waardevol, lange adem/geduld nodig, desistance is niet voor iedereen hetzelfde, kwartje moet vallen (betreft niet hoe eigen desistance is voorlopen)		
Forensische achtergrond EP	feitelijk justitieel verleden, houding/visie t.a.v. delictverleden, mate waarin EP zichzelf hierin geaccepteerd heeft, mate waarin EP zijn eigen delictgeschiedenis een plek heeft gegeven, contacten met criminele vrienden	<i>Feitelijk justitieel verleden</i>	Sancties/maatregelen, type delicten
		<i>Desistance</i>	Laatste delict, keerpunt, factoren die aan desistance hebben bijgedragen (ouderschap, oog voor slachtoffers, spijt/berouw, effect van sancties/maatregelen, andere visie op delictgedrag, reflecteren op eigen leven en toekomst), plek geven, status, risico's voor terugval
		<i>Oorsprong delictgedrag</i>	Factoren die hebben bijgedragen aan het ontstaan of in stand houden van het delictgedrag (middelengebruik, zelfbeeld, criminele rolmodellen, thuissituatie, etc.)
Gelijkwaardigheid	je als EP niet boven een cliënt plaatsen, 'ik ben een van hen', wederkerigheid, (ervaren) verschillen in machtspositie, maar ook in soort leven of wijze waarop iemand opgegroeid is	<i>Anderen hebben niet-gelijkwaardige positie</i>	EP of cliënt gaat er vanuit dat anderen per definitie een niet-gelijkwaardige positie hebben (bijv. geboren in bepaalde wijk, in gezin met geld, met normale opvoeding, gestudeerd)

		<i>Wederkerigheid en gelijkwaardigheid</i>	Contact/openheid van beide kanten kan bijdragen aan gelijkwaardigheid
		<i>EP ziet zichzelf als een van hen</i>	EP voelt zich niet beter dan cliënt, cliënt is niet de enige, EP ziet zichzelf als een van hen
		<i>Machtsverhouding</i>	Cliënt als volwassene behandelen, serieus nemen, niet autoritair willen zijn
Geloofwaardigheid en authenticiteit	EP wordt door cliënt gezien als iemand die weet waar hij/zij het over heeft, geloofwaardige bron van hoop, wordt meer waarde gehecht aan boodschap als deze van EP komt, echtheid van EP/hulpverlener, cliënt heeft het door als hulpverlener zich anders voordoet		
Hart hebben voor de cliënt	opkomen voor cliënt, kiezen voor kant cliënt, naar cliënt toe duidelijk maken dat je er voor hem/haar bent, niet opgeven, het samen met de cliënt doen, de cliënt een beter leven gunnen, klaarstaan voor cliënt, richten op het positieve van cliënt	<i>Extra inzet</i>	taken die EP doet zonder dat het eigenlijk bij zijn/haar takenpakket hoort, begeleidt cliënten die eigenlijk niet tot doelgroep behoren, neemt dingen over van cliënten, zoekt andere wegen om dingen te regelen
		<i>Meebewegen met cliënt</i>	Meebewegen met mogelijke weerstand van cliënt, aansluiten bij zijn/haar behoeften,
		<i>Richten op het positieve</i>	Richten op positieve aspecten in het leven van cliënt, inzetten op zijn/haar kwaliteiten
		<i>Overig hart hebben voor de cliënt</i>	
Hoe cliënten leren van EP	EP wordt door cliënten gezien als voorbeeld, EP wordt door cliënten gevraagd voor advies of bevestiging/goedkeuring, cliënten kunnen dingen van EP 'afkijken', EP geeft adviezen en tips		
Hoop en (toekomst)perspectief	EP heeft het idee dat hij/zij de cliënt meer hoop kan geven, of dat de cliënt ook echt meer hoop of vertrouwen heeft gekregen, belang van cliënten laten kennismaken met een andere wereld, een ander soort mogelijke toekomst en opties voor de cliënt, andere aspecten van het leven (kinderen, vrijwilligerswerk) laten zien, het idee dat je iets kunt doen met wat je nu meemaakt, EP is hierin een rolmodel ("als jij het kan, kan ik het ook")		
Houding t.a.v. evt delictgedrag cliënt	hoe EP aankijkt tegen het gedrag van cliënt en evt. nieuwe delicten die worden gepleegd, hierop reageert en evt. deelt met collega's, delictgedrag van cliënten in het algemeen, in hoeverre	<i>Begrip</i>	Begrijpelijk dat mensen onder bepaalde omstandigheden tot bepaalde daden komen, belangrijk om te kijken wat de aanloop was naar dit moment, mate waarin het nodig is om delictgedrag van cliënten te kunnen begrijpen

	EP begrip toont voor bepaalde delicten (gezien omstandigheden), etc.	<i>Handelen n.a.v. delictgedrag cliënt</i>	Mate waarin wat EP bij cliënten signaleert deelt met collega's, afweging die hierin gemaakt wordt, doen van aangifte
		<i>Visie t.a.v. jongeren met delictgedrag</i>	Zijn geen slechte mensen, geen verharde criminelen maar jongeren die verkeerde keuze hebben gemaakt,
		<i>Overig houding t.a.v. evt delictgedrag cliënt</i>	
Inhoud begeleiding	wat de EP doet in de begeleiding van cliënten, kan bestaan uit emotionele ondersteuning, praktische hulp, contacten met externen, etc.	<i>Praktische hulp</i>	Heel concrete zaken waarbij EP cliënt ondersteunt (helpen met sollicitatiebrieven, helpen met uitkering aanvragen, etc.)
		<i>Emotionele ondersteuning</i>	Praten, troosten, uitlaatklep voor emoties zijn,
		<i>Brugfunctie</i>	Cliënt verbinden met andere personen of organisaties, doorverwijzen naar hulpverlening of evt. hiervoor motiveren, vertegenwoordiging cliënt bij overleggen etc.
		<i>Vertaalfunctie</i>	Communicatie tussen cliënt en hulpverlening verhelderen, spreekt beide talen, legt aan beide kanten uit wat de ander bedoelt
		<i>Overig inhoud begeleiding</i>	
Invloed EP op team en (externe) collega's	Leren van elkaar, mate waarin mensen open staan voor elkaars werkwijze, team gaat meer doen met ervaringskennis, anderen weten EP te vinden		
Mens-tot-mens benadering	Werken vanuit ervaringen, mens-zijn, kwetsbaar opstellen, van mens tot mens		
Moeilijkheden aan positie of 'stempel' EP	collega's niet willen afvallen, stempel dat EP ontvangt en evt. tegen strijdt, soms nog gezien worden als cliënt		
Opleiding en training	opleiding en training die EP wel of niet heeft gehad, al dan niet gericht op ontwikkelen ervaringsdeskundigheid		
Oprechte betrokkenheid	Echt begaan zijn met cliënt, met de juiste intenties hulpverlenen, het niet/wel voor het geld doen, het alleen maar zien als een baan		
Pa(n)tsergedrag cliënten	Code van de straat, je niet kwetsbaar opstellen, stoerdoenerij, tough blijven, gesloten houding, overlevingsgedrag		
Persoonlijke achtergrond EP	opvoeding, soort gezin waarin EP is opgegroeid, socio-economische status, culturele achtergrond		
Reacties andere professionals	hoe collega's of hulpverleners (binnen en buiten de eigen organisatie) reageren op de positie van EP in het algemeen of op EP's werkwijze		

Realiteitsbesef creëren bij cliënt	belang van het meegeven van een realistisch beeld aan cliënten, van de buitenwereld, van de overgang vanuit detentie en alles wat daarin kan tegenvallen, nadelen en risico's van een crimineel leven, niet mooier maken dan het is		
Respect krijgen van cliënten	mate waarin EP respect door cliënten ervaart en waaraan ze dit merken,		
Risico's en signalen zien	door sociaal wenselijke antwoorden en leugens heen prikken, hier ook wat van zeggen, doorhebben/herkennen als cliënt met foute dingen bezig is, doorhebben dat cliënt zich niet aan toekomstige afspraken zal houden, doorhebben als cliënt EP uittest, verdachte vibes aanvoelen, voelsprietten voor bepaalde situaties		
Status cliënt afzwakken	wanneer cliënten te koop lopen met hun criminele ervaringen en hier status aan (proberen te) ontlenen, dit afzwakken door te laten merken dat ze niet zo stoer of groot zijn als ze denken		
Streng optreden	Cliënten op strenge manier aanspreken op gedrag, confronteren, hard zijn, boos worden, niet pampere, straight zijn		
Terugkeer na detentie	(kennis van) moeilijkheden in de overgang naar de 'normale' wereld vanuit detentie (vrijheid, gebrek aan structuur, regels, technologie, opnieuw beginnen, etc.)		
Toegankelijkheid	bereikbaarheid buiten werktijden, flexibiliteit in contactmomenten, laagdrempeligheid	<i>Bereikbaarheid</i>	In het weekend, 's avonds, 24/7,
		<i>Flexibiliteit</i>	Doet dingen voor cliënt buiten werktijd, let tijdens afspraken niet strikt op tijd, afspraken aanpassen op wanneer het voor cliënt goed uitkomt, ook doorgaan na officiële traject, meer ruimte binnen de rol, minder last van protocollen, etc.
		<i>Laagdrempeligheid</i>	<i>Casual</i> /informeel contact, minder ervaren verschil/afstand in taal/kleding/houding, etc.
Vergelijking met niet-EPs	mate waarin wat EP doet verschilt of juist overeenkomt met wat collega's of professionals zonder eigen ervaringen doen	<i>Geen (systematische) verschillen met niet-Ep's</i>	EP ziet geen systematische verschillen tussen wat EP doet en wat niet-EP's doen, hoe beiden worden gezien door cliënten of op andere vlakken
		<i>Verschillen tov niet-EPs</i>	EP ervaart verschillen tussen wat EP doet en wat niet-EP's doen, hoe beiden worden gezien door cliënten of op andere vlakken
		<i>Geen zicht op verschillen</i>	EP vindt het lastig om aan te geven of er verschillen zijn of heeft hier onvoldoende zicht op

Vertrouwen in eigen kunnen EP	EP geeft aan dat hij/zij zichzelf goed vindt, de beste persoon is om cliënten te helpen, de beste EP is, toont veel vertrouwen in eigen kunnen		
Vertrouwensband met cliënt	mate waarin cliënten EP vertrouwen, waar EP's dat aan merken, het belang daarvan, betrouwbaarheid van EP		
Visie EP op 'systeem' en instanties	mening EP over 'systeem' of instanties (hulpverleners, reclassering, justitie), evt. kritiek, wijze waarop EP zichzelf ziet of hoe cliënten EP zien ten opzichte van instanties of 'het systeem' (bijv. als neutrale buitenstaander)		
Voorwaarden aan (situatie) cliënten	omstandigheden waaronder cliënten open staan voor of kunnen profiteren van ondersteuning door een EP. Heeft vaak te maken met motivatie maar kan ook betrekking hebben op fase van desistance (bijv. dieptepunt bereikt hebben) of setting (bijv. in detentie of nazorg)		
Voorwaarden aan EP	voorwaarden waaraan iemand met een crimineel verleden zou moeten voldoen om als EP ondersteuning te kunnen bieden aan de doelgroep (mentale of sociale afstand tot criminaliteit, jaren sinds laatste delict, opleiding/training, motivatie, ernst crimineel verleden, etc.)		
Waarde van ander soort ervaringen	ander soort ervaringen zijn ook waardevol, iedereen heeft wel dingen meegemaakt in zijn leven, zonde dat sommige mensen (professionals) dit deel van zichzelf niet (durven te) delen		
Wantrouwen cliënten richting hulpverlening	wantrouwen dat speelt bij cliënten (door allerlei ervaringen) en dat een barrière kan vormen, cliënten testen hulpverlening/EP uit		
Wat EP in eigen situatie gemist heeft	EP noemt iets dat hij/zij graag in de eigen situatie had gehad, dit is ook vaak iets dat ze in hun eigen begeleiding van cliënten proberen te bieden		
Werken met een kwetsbare doelgroep	als EP weten wie je doelgroep is en daarop anticiperen, laagdrempelig en begeleiding op niveau		
Zaadje planten	Het idee dat EP een opmerking kan maken of iets kan zeggen waardoor cliënt gaat nadenken of mogelijk tot meer zelfinzicht komt. Hoeft niet meteen het geval te zijn, maar EP plant hierdoor wel een zaadje dat uiteindelijk kan bijdragen aan desistance/herstel		
Zelfinzicht bij cliënten stimuleren	cliënten proberen tot een bepaald zelfinzicht te laten komen, zelfreflectie stimuleren		

Zicht houden op cliënt	beetje zicht op wat cliënt doet, waar hij/zij zich mee bezig houdt, soort kringen waarin hij/zij zich begeeft		
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Appendix F

Tables regarding participants and RQ's

Table F1
Participant information

Pseudonym	Age	Country of birth	Description organization	Position	Educational program/training	Date/ location interview
Vera	38	The Netherlands	Organization with variety in care- and living counseling	Residential supervisor	BGE-program	February 6 th and 15 th 2019, Utrecht
Anouar	40	Morocco	Organization to promote psychological, social and societal health	Street lawyer (volunteer)	Administration, no training for EP	February 8 th 2019, Gouda
Kevin	25	The Netherlands	International NGO, provides support to conflicted youth	Coach/ buddy (volunteer)	MBO 2 Sport, no training for EP. Received training on the job: coaching- and conversational skills	February 19 th 2019, The Hague
Manisha	27	Surinam	Organization with trained experienced individuals as buddy for youngsters	Coach/ counsellor	Societal Work & Services (HBO), finishing a social master now	February 20 th 2019, The Hague
Jan	59	The Netherlands	Daytime activities, focused on behavioral change	Counsellor/ art teacher	Started program for EP, could not finish	February 28 th 2019, Rotterdam
Boris	48	Belgium	Forensic addiction clinic that supports people who have been in contact with the Department of Justice	Experiential peer (volunteer)	LEON-program (for EP). Training 'starting with recovery', 'recovery is done by yourself', 'working with experience'. Currently enrolled in Societal Care	March 1 st 2019, Zutphen
Eric	23	The Netherlands	Forensic addiction clinic that supports people who have been in contact with the Department of Justice	Experiential peer (volunteer)	Training 'starting with recovery', 'recovery is done by yourself', 'working with experience'. Currently enrolled in Societal Care	March 1 st 2019, Zutphen
Patrick	29	The Netherlands	Counseling for ex-criminals	Coach	Training 'basic counselling', 'counselling with depression' and 'counselling with addiction'	March 6 th 2019, Vinkeveen
Owen	39	Colombia	Entrepreneur	Coach	Graduated chef, no program for EP	March 13 th 2019, Beverwijk
Ronnie	40	The Netherlands	Music studio for conflicted youth	Mentor	No program for EP. Trained on the job and street	March 20 th 2019, Amsterdam
Victor	51	The Netherlands	Counseling for ex-criminals	Volunteer	No program for EP	March 20 th 2019, Amsterdam

Table F2
 Overview main findings per mechanism (RQ1)

Empathy & acceptance	Narrative & identity formation	Social learning	Social control	Social bonding	Hope & perspective	Translation & connection
EP's recognize motives, the feeling of being incarcerated, communicate at the same level	To change in the future you must understand where behavior comes from	Clients start believing in themselves, hope for better future	EP's are able to keep an eye on clients, available for counselling	Content and considerations disclosure	Disclosure, being honest and real	Bridging role, translation role towards other organizations or professionals
Connect to client, understand labels, relate to client	Clients become more motivated, assertive, serious	EP's are sincere, share (equal) experiences, street code	EP's know when clients manipulate, bullshit, feel vibes	Equality, identification	Just be there for them in a sincere way	Practical help, looking for housing, cooking skills, handle debt
Work from own experience, believe everybody can share, be a human and not always a professional	Clients let mask down, become more vulnerable and open	EP's offer practical help, hope, teach assertiveness and are role models	EP's use different strategies, sometimes angry, direct, no bullshit, no fear to confront clients	Approachability, flexibility, no use of formal setting, connect to needs of client	Teach clients skills	Move along with client
Have best interest at heart, motivated to help clients	EP's can only plant a seed, change is within clients themselves	When EP's are, clients show respect in behavior		Work from your heart and passion, not specifically result-based approach	Be a role model	
Professionals should not judge, you don't need to accept behavior but approach clients without judgement	Clients start to understand and believe in own abilities			Every professional can share own experiences, be human and not always a professional, level with clients		

Table F3
Prerequisites of EP's/clients (RQ2)

Respondent	Prerequisites EP's	Prerequisites clients
Vera	Education; able to: be vulnerable, reflect, empathize, guide, understand needs of client; do not overestimate client	Able to be vulnerable, open; no mask; ready for confrontation; wanting to move on with life
Anouar	Everyone could do it when they're crime free; run the extra mile, think outside the box	Rock-bottom; wanting to accept help; no need to be crime free
Kevin	Don't glorify the past; passionate and motivated to support adolescents; incarcerated; regrets about past; severity of crime doesn't matter; vulnerability	Don't glorify past; able to share and open up; no closed attitude towards support
Manisha	Education; able to reflect and analyze the past; cultural diversity in health care is important; gender and ethnicity are not necessary; don't think in labels; connect with clients; flexibility, no protocols	Understand the value of experiential peer support
Jan	Not everyone is capable; feel regret and sorrow; crimefree; distance from the past; don't be an authority figure; realize desistance is a slow process; calculate relapse; vulnerability	Motivation; wanting to move forward
Boris	Left the past behind; crimefree; education; motivated to support others; be vulnerable and open; able to see risks and signals of recidivism	Vulnerability; open attitude; ready to ask and receive help; wanting a new (crime free) identity; no resistance for support; phase of incarceration matters
Eric	Education; crime free; reflect; stable; skills; empathize; severity of crime matters; work without protocols	Vulnerability; dare to share; able to reflect; option to choose which type of support
Patrick	Severity crime matters; crime free; empathize; shared experiences; honesty; no judgement	Everyone should be able to receive EP support; phase of detention matters: right from the start
Owen	Not everyone is suited; be open; left the past behind; at least 6 months incarcerated; no formal setting; vulnerability; connect to needs client; money should not be your motivation	Relaxed and open attitude; knowing you're worthy; wanting to move forward
Ronnie	Crime free; left past behind; vulnerability; life in order; regret crimes; empathize; able to confront	Open to change; wanting to share; everyone could benefit from EP's support
Victor	Stable; strong; crime free; no authority figure	Ability to open up and be vulnerable

Table F4

Training, support and education (RQ3)

Respondent	Education/training	Believes educational program as necessary	Received support/reactions colleagues/ other professionals	Support from organization
Vera	BGE-program	Yes	Mostly positive, sometimes curious (sensation?)	Intervision, equal treatment as non-EP colleagues
Anouar	Administration, no training for EP	Unknown	All positive, is treated with respect	Unknown
Kevin	MBO 2 Sport, no training for EP. Received training on the job: coaching- and conversational skills	Yes	Mostly positive, some skeptical and uninterested	Support from colleagues, ability to share story (at symposia, conferences)
Manisha	Societal Work & Services (HBO), finishing a master now	Yes	Some resistance from colleagues, did not always feel supported, was put in role of victim	Unknown
Jan	Started program for EP, could not finish	Unknown	Mostly positive, feels valued, equal cooperation, does not always feel understood	Unknown
Boris	LEON-program (for EP). Training 'starting with recovery', 'recovery is done by yourself', 'working with experience'. Currently enrolled in Societal Care	Yes	Mostly positive, value to the team, others resistant and indifferent	Intervision
Eric	Training 'starting with recovery', 'recovery is done by yourself', 'working with experience'. Currently enrolled in Societal Care	Unknown	Mostly positive, value to the team, others resistant, ignorant and indifferent. Feels sometimes underestimated	Intervision
Patrick	Training 'basic counselling', 'counselling with depression' and 'counselling with addiction'	No	All positive	Unknown
Owen	Graduated chef, no program for EP	Not definitely, but open for theoretical input	Previously not valued because of history, currently positive and enthusiastic reactions, colleagues show no fear or competition	Ability to share his story, taught himself coaching skills
Ronnie	No program for EP. Trained on the job and street	Not definitely, you can either have the skills or be taught in a program	Mostly positive, warm, sometimes skeptical, judging reactions (thinks because of ignorance)	Taught himself coaching/mentor skills by observing
Victor	No program for EP	Not definitely if EP's are able to recognize signals	Warm, human treatment, equal	Unknown

Appendix G

Assessment of ethical aspects of proposed master thesis research

1. Provide a short summary of the background and research question/s.
I applied to an internship at the IVO on the topic ‘vulnerable youth in larger cities in the Netherlands’. Current research is part of a larger scope of studies within this theme. Based on outcomes of previous interviews with adolescents with a delinquent background, the idea arised to research experiential peers. I proposed my own RQ’s based on the information I received from my supervisor at the IVO.
2. Provide a short description of the intended research population/s.
The sample consists of experiential peers, who are former delinquents who nowadays use their knowledge and experiences to support adolescents with a delinquent background. Ideally these adolescents are also part of the sample.
Provide a short description of the proposed research design and method/s.
RQ’s: 1) <i>what are the outlooks of experiential peers on the proposed seven mechanisms in experiential peer support in the process of desistance for adolescents with a delinquent background?;</i> 2) <i>from the perspective of experiential peers, which prerequisites of EP’s and their clients might facilitate the process of desistance?;</i> and 3) <i>what are the opinions of experiential peers on training and support in order for EP’s to aid adolescents with a delinquent background?.</i>
Method: Qualitative, semi-structured interviews. Transcriptions, coding whit Nvivo. After 3 interviews my supervisor and I compare codes and search for overlap
3. Provide a short description of the recruitment strategy/ies:
a. How will potential participants be identified? EP’s must meet the inclusion criteria: speak/understand the Dutch language, must have been in contact with the police or Department of Justice for criminal act(s) and they have to support/coach/mentor adolescents with a delinquent background (or had in the last 5 years)
b. How will potential participants be approached for participation in the research? Via purposive and snowball sampling. Through our network (and of our colleagues and the IVO), via mail, phonecalls and LinkedIn
4. Provide a short description of any risks involved in the research for participants. Also decscribe what measures will be taken to limit the risks for participants?
To make sure there are no risks, anonimity is guaranteed and the transcripts are pseudonymized.
5. Provide a short description of how informed consent will be obtained:
a. How will potential participants be informed about the aims and requirements of the research? Via LinkedIn, email and phonecall by my supervisor
b. How will consent for participation in the research be obtained and recorded? Participants sign an informed consent after my supervisor introduced the study and the participants agreed with all the conditions
6. Provide a short description of how the privacy of participants will be protected and how the confidentiality of information obtained will be ensured.
The transcripts are pseudonymized and all the information about the participants (age, function, age, nationality) are only available for the researchers of this study via a key document.

7. Provide a short description of who will have access to the data, where and how data will be stored during and after the process of data collection and when and how data will be destroyed.

The interviews, key information, coding document and transcripts are saved on the secured drive of the IVO and only available for employees of the IVO. The interviews will be destroyed when the scientific article has been published.