



EVALUATION OF EXPERIENCED WELL-  
BEING, NEEDS AND PREFERENCES OF  
YOUNG INMATES TO ENHANCE WELL-  
BEING AND HAPPINESS: A  
QUALITATIVE STUDY

1. Supervisor: Dr. N. Köhle
2. Supervisor: Dr. A.M. Sools

10 EC

Positive Psychology and Technology

2017

University of Twente, Faculty of  
Behavioural Management and Social  
Sciences

## Table of Contents

<b>Abstract</b> .....	2
<b>Samenvatting</b> .....	3
<b>1. Introduction</b> .....	4
<b>2. Method</b> .....	8
2.1. Study Design.....	8
2.2. Participants and Procedures.....	8
2.3. Interview Scheme.....	10
2.4. Data Analysis.....	11
2.4. 1. Procedure and development of the coding scheme.....	11
2.4. 2. Procedure of answering the interview questions.....	12
<b>3. Results</b> .....	14
3.1. Young prisoners meaning of well-being and happiness.....	14
3.2. Young prisoner's evaluation of their three basic needs: autonomy, competence and relatedness.....	17
3.3. Young prisoner's evaluation of their level of well-being and happiness before, during and after incarceration.....	21
3.4. Young prisoner's perception of helpful targets within a well-being and happiness training and their interest to participate.....	24
3.5. Results of the relation between experienced well-being of young prisoners and their basic needs.....	26
<b>4. Conclusion and Discussion</b> .....	27
4.1. Meaning of well-being and happiness for young prisoners.....	28
4.2. Evaluation of the level of the three basic needs: autonomy, competence and relatedness.....	29
4.3. Evaluation of well-being before, during and after incarceration.....	31
4.4. Well-being and happiness training before, during and after incarceration.....	33
4.5. Relations between experienced well-being of young prisoners and their basic needs.....	36
4.6. Strengths and limitations.....	36
4.7. Concluding remarks.....	37
<b>5. References</b> .....	38
<b>6. Appendix</b> .....	43
6.1. Interview-Scheme.....	43

## Abstract

**Objective:** Inmates often experience reduced levels of psychological and physiological well-being. A higher level of stress, depression, drug addiction, suicide risks and insecurity about future prospects are just a few potential consequences which the inmates are exposed to during imprisonment. Additionally, young offenders are likely to repeat serious crime in adulthood and also two times more likely to be problem-inmates than adult ones. Present studies about the health status of young inmates indicate that interventions for inmates have to improve. The current study is dealing with the experienced well-being of young prisoners and how this relates to their basic needs of the self-determination theory: autonomy, competence and relatedness. Additionally, the general definition of well-being and happiness is evaluated and personal needs and wishes regarding an adequate intervention by young prisoners are examined.

**Methods:** In this study multiple methods were used to investigate the main research question regarding how the experienced well-being of young prison inmates relate to their basic needs: autonomy, competence and relatedness. The multiple method approach involves the analysis of quantitative and qualitative data in one study and aims to explore the current data. The current data involves semi-structured interviews with 15 young German inmates, who varied in age, total time of imprisonment, type of crime, IQ and family background. Participants were interviewed by a psychologist, who works in this prison. The 17 interview questions were conducted in different ways, there were both, open and closed questions. Additionally, there were two interview questions, whereas the researchers had prepared thirteen cards with words of potential answer domains. These domains were based on literature and the knowledge of two psychological experts. The participants had to choose out of them and also had the choice to write own domains on one blank card. To answer the main research question, selectively interview questions were evaluated and subordinated to the following sub-research-questions about: (1) what well-being and happiness mean for them, (2) how they evaluate their level of autonomy, competence and relatedness, (3) how they evaluate their well-being before, during and after incarceration, and (4) what they think would enhance their level of well-being and what needs and targets regarding a well-being and happiness training are. The data was coded independently by one coder using an iterative process, which combined deductive and inductive coding.

**Results:** The meaning of well-being and happiness among the young prisoners does not differ much from those of the general population: Relationships to others, especially to family and friends seem to be most important regarding the understanding of well-being and happiness. According to the results of this study, especially the relationships to people outside the prison, are positively influencing the experienced level of well-being and happiness during imprisonment. Nevertheless, the evaluation of the prisoner's level of well-being show that most of the prisoners experienced a lower level of well-being before, than during imprisonment and they expect a significantly higher level of well-being after the imprisonment. Furthermore, this study show that institutionalization possibly influence the level of well-being by impairing the autonomy of the prisoners. Additionally, the basic needs relatedness and competence are experienced as very important factors in the prisoners' lives and despite incarceration, mostly experienced as present. Finally, the appraisal of the questions about a possible well-being and happiness training show that the majority of the participants indicated to be interested to participate in a well-being and happiness training, whereas especially the following topics should be approached: Intrinsic satisfaction, objectives and values, study and education, meaning of happiness and being happy.

**Conclusions:** These findings indicate that promoting mental health among young men is necessary, including preventing crime and recidivism. Due to the current study, especially important to enhance the experience of well-being are the relationships to people outside, as well as inside the prison and the promotion of prisoner's autonomy. The current exploratory study provides important information regarding the personal needs and experienced well-being of young prisoners and show insights in the development of interventions for this kind of target group.

## Samenvatting

**Achtergrond:** Gevangenen tonen vaak een lager niveau van psychologische en fysiologische welbevinden. Een hoger niveau van stress, depressie, drugs verslaving, zelfmoord risico's en onzekerheid over de toekomst zijn slechts enkele mogelijke gevolgen die de gedetineerden worden blootgesteld aan tijdens de gevangenschap. Bovendien is het waarschijnlijk dat jonge delinquenten zware criminaliteit in de volwassenheid herhalen en de kans een probleemgevangene te zijn is twee keer zo hoog als bij volwassenen. Huidige studies over de gezondheidsstatus van jonge gedetineerden geven aan dat interventies voor gevangenen moeten verbeteren. Het huidige onderzoek houdt zich bezig met het ervaren welbevinden en hoe dit zich verhoudt met de drie basisbehoeften volgens de Zelf-Determinatie Theorie: autonomie, competentie en verbondenheid. Daarnaast wordt de algemene definitie van welzijn en geluk geëvalueerd, en persoonlijke behoeften en wensen ten aanzien van een adequate interventie door de jonge gedetineerden onderzocht.

**Methoden:** In het huidige studie is gebruik gemaakt van verschillende methoden om de hoofdonderzoeksvraag te onderzoeken, die zich bezig houdt met het ervaren welbevinden van jonge gevangene en hoe dit gerelateerd is aan hun basisbehoeften: autonomie, competentie en verbondenheid. De verschillende methoden bevatten de analyse van zowel kwantitatieve als ook kwalitatieve data en hebben tot doel de gegeven data te exploreren. De gegeven data houdt semigestructureerd interviews van 15 jonge Duitse gevangenen in, die varieerden in leeftijd, tijd van de gevangenisstraf, soort criminaliteit, IQ en familie achtergrond. De deelnemers werden geïnterviewd door een psycholoog, die werkt in deze gevangenis. De 17 interviewvragen werden op verschillende manieren uitgevoerd en beinhouden zowel gesloten, als ook open vragen. Daarnaast waren er twee interview vragen, waarbij de onderzoekers dertien kaarten hebben voorbereid met potentiële antwoord domeinen. Deze domeinen zijn gebaseerd op literatuur en de kennis van twee psychologische experts. De deelnemers zouden hiervan domeinen kiezen en hadden ook de keuze om eigen domeinen op te schrijven op een lege kaart. Om de hoofd-onderzoeksvraag te beantwoorden, werden de interviewvragen selectief geëvalueerd en ondergeschikt aan de volgende sub-onderzoeksvragen over: (1) hun persoonlijke betekenis van welzijn, (2) de evaluatie van hun mate van autonomie, competentie en verbondenheid, (3) de evaluatie van hun welzijn voor, tijdens en na detentie, en (4) wat zij denken, wat hun mate van welzijn zou kunnen verbeteren en wat hun behoeften en doelstellingen zijn met betrekking tot een geluks-training. Via een iteratief proces werden de gegevens onafhankelijk door een decoder gecodeerd. Tijdens de iteratief proces werd zowel deductieve, als ook inductieve codering gebruikt.

**Resultaten:** De betekenis van welzijn en geluk onder de jonge gedetineerden verschilt weinig van die van de algemene bevolking: Relaties met anderen, vooral met familie en vrienden lijken het meest belangrijk te zijn met betrekking tot het begrip van welzijn en geluk. Volgens deze studie, hebben vooral de relaties met mensen buiten de gevangenis een positieve invloed op de ervaren mate van welzijn en geluk tijdens gevangenschap. Toch laat de evaluatie van het niveau van welzijn zien dat de meeste gevangenen voor de gevangenschap een lager niveau van welzijn ervaren dan tijdens gevangenschap en ze verwachten een aanzienlijk hoger niveau van welbevinden na de gevangenisstraf. Bovendien toont deze studie dat institutionalisering een mogelijke invloed heeft op de mate van welzijn door afbreuk te doen aan de autonomie van de gevangenen. Daarnaast worden de basisbehoeften verbondenheid en competentie ervaren als zeer belangrijke factoren in het leven van gevangenen en meestal ervaren als aanwezig, hoewel ze in het gevangenis zijn. Tenslotte geeft de meerderheid van de deelnemers aan, geïnteresseerd te zijn om deel te nemen aan een gelukstraining, terwijl vooral de volgende onderwerpen zullen worden benaderd: Intrinsieke tevredenheid; doelstellingen en waarden; studie en onderwijs; betekenis van geluk en gelukkig zijn.

**Conclusie:** De resultaten wijzen erop dat de promotie van de geestelijke gezondheid onder jonge mannen noodzakelijk is, onder meer om criminaliteit en recidives te voorkomen. Volgens de huidige studie zijn relaties tot mensen buiten, als ook binnen de gevangenis en de bevordering van autonomie, bijzonder belangrijk in het verhogen van welzijn. Deze studie levert belangrijke informatie over de persoonlijke behoeften en ervaren welzijn van jonge gevangenen en toont inzichten in de ontwikkeling van interventies voor deze specifieke doelgroep.

## **1. Introduction**

Research on juvenile delinquency has gained attention over the years. The number of young offenders – between 15 and 25 years old – that were imprisoned in the Netherlands was about 1885 in 2014 (CBS Statline, 2016). The increased focus on juvenile crime is especially important, because committing crime during adolescence is a predictor of crime in adulthood (Farrington, 2007; National Audit Office, 2010; Bloom, 2006). An English study reports that almost 40% of the young offenders, under-18s, are likely to repeat serious crime in the age of 20 to 25 (Van Domburgh et al., 2009). Mc Shane and Williams (1989) state that juvenile offenders were also twice as likely problem-inmates than adult offenders.

Imprisonment is often linked to reduced levels of psychological and physiological well-being. Previous studies noted that the social and physical environment of prisons adversely affect the health and well-being of inmates, such as overcrowding, violence, lack of privacy, isolation from social networks, lack of meaningful activity, and insecurity about future prospects (De Viggiani, 2007). Prison inmates in general seem to have a higher level of stress, depression, self-destructive behavior, anxiety, and suicide than the general population and an adequate coping with these risk factors is rare among prisoners (Cooper & Berwick, 2001; Liebling & Maruna, 2005; Wooldredge, 1999). Additionally, a Belgian study shows that about half of the prisoners are taking drugs, compared to the general population (Todts & Van Meir, 2011). Janssen (1999) conducted a study about the physical consequences of detention six months in prison, about half of the prisoners reported medical problems. Moreover, about one quarter of the prisoners reported problems during and after detention (Janssen, 1999). Blaauw et al. (2002) also report a high suicidal risk among inmates and that they have to deal with a lot of different traumatic events. All of these reports strongly indicate that interventions for prisoners need to be developed.

A few interventions have already been evolved to enhance the health of prison inmates. An English intervention with young offenders has shown that making music has a great impact on the promotion of health and the prevention of offending (Daykin, et al., 2013). This intervention however is limited by individualistic creativity, deviant behaviors and personal history. Van Harreveld et al. (2007) examined that loneliness seems to be an important factor affecting the well-being of inmates. Visits from friends or family are significantly reducing the feeling of loneliness and that is increasing the general well-being of the prisoners (Van Harreveld

et al, 2007). Lindquist (2000) found contrasting results. In his study the inmates with a small social circle showed overall a higher level of well-being than the inmates with a large social circle. The inmates with less social relationships showed less distress, because they were less suffering from the separation of their social contacts. One reason for this result could be the general lifestyle of the prisoners themselves. Regarding to a study based on literature, people who are living rather alone and learned to cope with the loss of relationships during their life, are feeling less lonely than people, who are living in a community and did not learn to cope with the loss of relationships (Wenger-Stockhammer, 2010). According to a Dutch study with 207 young inmates, social interactions, such as interactions with the staff or other inmates, showed a positive effect on well-being (Van der Laan & Eichelsheim, 2013). These contradicting results indicate that more research is needed to identify the exact needs of prison inmates to improve their well-being. This conclusion is also made by South et al. (2014) who state that more needs to be known about the personal and mental health needs of the inmates in order to improve health in prison settings. Furthermore, most of the existing interventions only focus on one specific problem, such as aggression or addictions (Huynh, et al., 2014). Additionally, according to Koehler et al. (2013), there is no decent evaluation of young offender treatments in Europe at all. These facts all highlight the need for a well-evaluated intervention program implementation in young offender treatments.

A potential approach to deal with the described situation above is the positive criminology, which consists of two different approaches: the correctional psychology and the positive psychology. The correctional psychology on the one side, is focusing on crimes and violence and how it may be prevented (Bartol & Bartol, 2014). The rehabilitation of inmates, such as psychological programs and services to assist the inmates with their needs, and to achieve a more productive lifestyle without offending are the main tasks of correctional psychology (Wormith, et al., 2007). On the other side, positive psychology can be understood as *“the focus of the entire human experience, from loss, suffering, illness and distress through connection, fulfilment, health and well-being”* (Linley, et al., 2006, p.5). The principal point of positive psychology is to identify the life goals and desires of the individual and to help achieving them (Wormith, et al., 2007). Duckworth, Steen and Seligman (2005) state that positive psychology can be defined as *“the scientific study of positive experiences and positive individual traits, and the institutions that facilitate their development”* (p.630). Consequently,

the positive criminology does not focus on reducing negative attributes, but rather focuses on the competencies of the offenders (Seligman & Csikszentmihalyi, 2000). Additionally, interventions within the prison environment should enhance and promote human strengths and the meaning of and purpose in life, instead of only focusing on suffering and weakness (Seligman & Csikszentmihalyi, 2000). Ronel and Segev (2014) state that applying positive criminology can help reduce negative attributes, such as negative emotions and attitudes, and also can reduce recidivism in inmates. Approaches, which are designed to build inmates' strengths and well-being are thus worthy of establishing (Wormith, et al., 2007).

To particularly evaluate what is meant by the term well-being, it will be expanded on it in the following. The term well-being can be described as “*a state characterized by health, happiness and prosperity*” (Random House Dictionary, 2016). There are two crucial approaches to well-being within positive psychology: the *eudemonic* and the *hedonic view* of well-being. The hedonic view of well-being, comprises material, physical and psychological passion. The focus of this view is to experience as much pleasure and passion as possible, while minimizing negative feelings (Veenhoven, 2003). The eudemonic view, describes the “psychological” well-being, and according to Ryff (1989) it consists of self-acceptation, personal development, relations to others, autonomy, and life-goals. The focus of “*eudemonia*” is to live life in a fulfilling and satisfying way, by manifesting one's own strengths (McMahan & Estes, 2011). Keyes (2006) distinguished three levels of well-being: the psychological, the emotional and the social well-being. According to Lamers (2012), psychological well-being includes optimal functioning and the effective handling of life stress. Social well-being focuses on the work efficiency and contribution to society. The third level of well-being, the emotional well-being includes the different components of feelings; which well-being evokes (Lamers, 2012). Keyes (2006) states that people - who are combining these three levels of well-being with the absence of mental disorders - are mentally healthy. This is also called *flourishing*, which is defined as “*the syndrome of symptoms of positive feelings and positive functioning in life*” (Keyes, 2002, p.207). Flourishing thus is an important part of mental health and well-being. The absence of mental health and low levels of well-being is called *languishing*. People, who are neither flourishing, nor languishing are categorized as being moderately mentally healthy (Keyes, 2002).

Deci and Ryan (2001) claim that three psychologically basic needs must be fulfilled in order to experience well-being: *autonomy*, *relatedness* and *competence*. The need for autonomy

involves the quality of self-involvement of the people's own actions (Sheldon, et al., 2001). It means that the more the behavior is volitional and based on one's own choice, the more autonomy is a given. This extends to the opposite: the more the behavior is forced by others or experienced as involuntary, the less autonomy is a given. For the need of relatedness, the self-determination theory focuses on the feeling of being connected to other individuals. Relatedness is present when people are caring for each other and are experiencing the feeling to be needed. Relatedness can be diminished by the ignoring of and isolation from others. The third psychological need is competence, the feeling of being confident and effective in one's actions. To experience competence, opportunities must be given to develop and enhance one's own skills. Competence is hard to fulfill, even though there are plenty of opportunities to perform tasks in order to feel effective (DeHaan, Hirai & Ryan, 2015). According to the self-determination theory these three basic needs cannot occur in all circumstances; the social environment plays a crucial role in fulfilling these needs. On the one hand, the social environment can enhance the needs, which leads to well-being and happiness and on the other hand it can defeat the needs, which can lead to suffering and ill-being (Ryan, et al., 2006). Referring to Park (2004), life events that entail autonomy, competence and relatedness are especially important to youth development programs. The youth faces challenging events, for example drugs and violence, thus they are a risk group for criminal behavior.

Positive Criminology is a new promising approach, which focuses on the well-being and the level of prisoner's mental health. A risk group with various mental health problems and a strong need for mental support are young male inmates. At this moment, it is unclear how life in prison is affecting the prisoner's view on well-being and happiness. Therefore, this study aims to investigate with the knowledge of positive criminology, the understanding of the prisoner's view on well-being. Furthermore, this study tries to figure out in which way the three basic needs of Deci and Ryan (2011) (the need of autonomy, relatedness, and competence) are fulfilled among prisoners, because every human being has several needs, which have to be fulfilled to experience well-being. With the understanding of positive criminology and the findings of this study, recommendations for targets of a well-being and happiness training will be developed to support the needs and strengths of young inmates.



In order to fulfill the aims mentioned above, this study focused on the following main research question:

**How does the experienced well-being of young prisoners relate to their basic needs (autonomy, competence & relatedness)?**

This question will be evaluated by investigating the following sub-research-questions:

1. What does well-being and happiness for young prisoners mean?
2. How do the prisoners evaluate their present level of autonomy, competence and relatedness?
3. How do the prisoners evaluate their well-being before, during and after incarceration?
4. What do the prisoners think which targets of a happiness training would help them to get a higher level of well-being; and would they be interested to participate in such a training?

## **2. Method**

### **2.1. Study Design**

In this study multiple methods were used to investigate, how young prison inmates define happiness and well-being and how their experienced well-being relate to their basic needs. The multiple method approach involves the analysis of quantitative and qualitative data in one study, and aims to explore the current data in different ways.

### **2.2. Participants and Procedures**

Participants were recruited by convenience sampling in the largest German youth prison *Jugendanstalt Hameln*. Convenience sampling is a non-probability sampling technique, whereas the selection of participants takes place by their accessibility and proximity (Emerson, 2015). The convenience sampling was applied by a psychologist, who works in this prison. He informed the inmates about the study, and asked randomly selected prisoners, whom he was in contact with, to participate. Other specific in- or exclusive criteria were thus not applied. Once the prisoners had given their informed consent, they were interviewed. None of the asked prisoners refused to participate in the study. All interviews were conducted in the prison by the prison psychologist. The personal data of the prisoners were anonymized to protect the inmate's privacy. Furthermore, the interviews were not audio-recorded in order to prevent the prisoners from

feeling interrogated. The interviewer wrote down the answers of the prisoners and audio-recorded his notes afterwards. In the context of this study, all audiotapes were transcribed verbatim.

The personal characteristics, indicated by the psychologist of the prison Hameln, of the 15 participants are summarized in Table 1. The participants are all male and German, but varied regarding age, criminal past, treatment experiences and background information, such as family background. To show possible variance in intelligence, results of a CFT-20 test were incorporated in Table 1. The CFT-20 test is a versatile and economical intelligence test for children and adolescents from 8, 5 to 19 years (part 1). The procedure covers the general intellectual level (basic intelligence). The test consists of two identical test parts, each with four subtests, which are both speech-free and intuitive (Weiß, 1998).

**Table 1:** *Personal characteristics of the participants (N=15).*

Characteristics <sup>1</sup>	N	%
<b>Age</b> , mean (SD) [Range in years]	21.8 (2.0) [19-25]	
<b>Total time of imprisonment</b> , mean (SD) [Range in months]	26.7 (9.4) [12-52]	
<b>IQ CFT-20</b> , mean (SD) [Range IQ]	102.6 (15.3) [76-127]	
<b>First-time prisoner</b>		
– Yes	13	86.7
– No	2	13.3
<b>Stay in Children's home</b>		
– Yes	7	46.7
– No	8	53.3
<b>Type of Crime</b>		
– Violent Offense <sup>2</sup>	10	67.0
– Theft	8	53.0
– Other <sup>3</sup>	5	33.0
– Fraud	4	27.0
– Sexual Offense <sup>4</sup>	3	20.0

<sup>1</sup> Informations from participants' files.

<sup>2</sup> Violent Offense includes: all violence against human beings; robbery; extortion under threat of force.

<sup>3</sup> There were four different other types of crime: drug offense; driving without license; incendiary; extortion.

<sup>4</sup> Sexual Offense includes: rape and child rape; exhibitionism.

### **2.3. Interview Scheme**

The interview scheme consists of different elicitation methods, which aimed to gather information about the meaning of happiness and well-being of the young inmates and how the experienced well-being relates to their basic needs. Additionally, the interview is semi-structured and includes 17 questions which consisted of different elicitation parts. The interview scheme was conducted based on a logical order, first open questions were asked and followed by more specific questions. In the following paragraph, the different parts of the interview are described explicitly.

1. The first part of the interview consisted of three open questions about (1) the prisoner's idea about the general meaning and definition of "well-being and happiness", (2) the moments when they are happy, and (3) the things in life that make them happy.

2. The second part was related to the sources of well-being and happiness (question 4).

Researchers had prepared thirteen cards with words of potential sources of happiness. These sources were based on literature and the knowledge of two psychological experts. The topics were: (1) Relationships to others; (2) Studying and Education; (3) Talents and Hobbies; (4) Positive Feelings, Pleasure and Fun; (5) Faith; (6) Intrinsic Satisfaction; (7) Positive Thinking; (8) Self-determination; (9) Objectives and Values; (10) Kindness and Gratefulness; (11) Sports and Motion; (12) Money and Property. One card was left blank in order to encourage participants to add other individual sources of happiness. The prisoners had to select three different cards which were most relevant to them.

3. The third part of the interview addressed the actual situation in the prison referring to the three basic-needs, derived from the Self-determination theory: autonomy, relatedness and competence (Deci & Ryan, 2001). Inmates were asked in which way these needs are fulfilled at the moment (question 5 to 8).

4. Afterwards, the participants were given an illustration of a ladder, on which they were asked to indicate what their personal "best life possible" (top of the ladder) and "worst life possible" (bottom of the ladder) would look like. Subsequently, participants were encouraged to rank their state of well-being on a scale from "0" to "10", "0" means "extremely dissatisfied" and "10" means "extremely satisfied". The participants were asked to explain their answers, on which range they are standing and why not one range higher or lower. The questions refer to what they are thinking about their past (before imprisonment), present (during imprisonment) and future

(after imprisonment) (questions 9 to 12).

5. Questions 13 and 14 were open questions where the participants were asked to explain what they need to be happy, and what possibilities they have to improve their state of happiness and well-being.

6. The next question was about inmates' ideas about which topics should be addressed in a happiness training for inmates. The inmates received thirteen cards with possible topics. The topics were the same as offered to them at the beginning of the interview. One card was blank with the intention, that the participants could write an own topic on it, which is not referring to the given topics. Inmates were asked to make two different stacks of these cards. One stack with topics they found interesting to work on during a happiness training and one stack with topics they did not find interesting.

7. In the last part of the interview, the participants were encouraged to state whether they are interested to participate in a happiness training for inmates, which tends to improve the ability to be happy, and what their wishes and ideas regarding such a training are (questions 16 to 17).

## **2.4. Data Analysis**

### **2.4.1. Procedure and development of the coding scheme**

One coder independently coded all transcripts. The data analysis was an iterative process, in which deductive and inductive coding were used.

First of all, the coder read and reread all transcripts to familiarize herself with the content of the answers. Subsequently, based on the different sections of the interview scheme, relevant fragments for the answer of the questions, were deductively selected. The decision of relevance was based on the suitability to give an accurate answer of the interview questions. Out of the deductive coding, the following main categories were developed to build a preliminary organizing framework: (1) Meaning of well-being and happiness; (2) Moments of being happy; (3) Sources of well-being and happiness; (4) Evaluation of the basic need: autonomy; (5) Evaluation of the basic need: relatedness; (6) Evaluation of the basic need: competence; (7) Best life imaginations; (8) Worst life imaginations; (9) Evaluation of well-being before incarceration; (10) Evaluation of well-being during incarceration; (11) Evaluation of well-being after incarceration; (12) Needs for being happy; (13) Possibilities to enhance well-being and happiness during imprisonment; (14) Interesting topics of a well-being training for prisoners;

(15) Wishes and ideas regarding a well-being training for prisoners; and (16) Interest to participate in a well-being training for prisoners.

The deductive guideline was adjusted by the wide range of individual answers. With inductive content analysis, domains within the main categories were conceptualized using the present data. If the fragments were relevant for answering the questions, was the subjective decision of the coder, but based on the kind of interview question and with the intention to simultaneously operational a wide range of different opinions. Here, domains within the main categories were fragmented. Within the individual answers, it was applicable to select more than just one fragment out of it, if there was more than one indicating opinion. Furthermore, the domains in the whole interviews were adjusted to each other to make it easier to compare the answers with each other. That means, for example, the topics on the cards, which were given at Questions 4 and 15, were example-domains for the rest of the answers. These domains were adjusted to the answers. If one fragment of the answer was not matching to the example-domains, a new code was created by the coder. Additionally, domains, which are related to one of the three basic needs: autonomy, competence or relatedness, were subordinated to them in order to simplify the evaluation of the found results.

#### **2.4.2. Procedure of answering the research questions**

To answer the research questions, selectively interview questions were evaluated and clustered with the aim to give an accurate, comprehensive reflection of the prisoners' opinions.

The first sub-research-question relates to the prisoners' opinion regarding what well-being and happiness mean for them. To answer this research question, the participant's answers to the following five interview questions were considered: (question 1) the prisoner's idea about the general meaning and definition of "well-being and happiness", (question 2) the moments when they are happy, (question 3) the things in life that make them happy, (question 4) the sources of being happy and (question 13) what they need in order to be happy. All questions, except question 4, were open and consequently qualitative analyzed by the coder. The different domains, which were found in the open questions in order to give an answer to the research question, are listed in the Table 2. The frequency of mentioned domains were processed in the paragraph of results. Additionally, the aspects, which are subordinated to the different domains

are added to the Table 2. The fourth question is dealing with different predefined cards, which were evaluated quantitatively and listed from most to least (Table 3).

The second sub-research-question deals with the present evaluation of the three basic needs: autonomy, relatedness and competence. To answer this research question the interview questions 5 to 8 were assessed, where the basic needs are asked (Figure 1). The answers regarding the actual experienced autonomy (question 5) are clustered by “yes”, if the participants answered that they do have a bit of self-direction and they were clustered by “no” if they answered that they do not have any self-direction at the moment. The answers regarding the relationships inside the prison (question 6) are clustered by “yes” if the participants answered they are content with the relationships inside the prison and they are clustered by “no” if they answered they are not content with these relationships. The second question about the basic need relatedness relates to the prisoner’s relationships outside the prison (question 7). The answers of these questions were clustered by “yes” if the prisoner’s stated, that they do have relationships and they were clustered by “no” if they answered, that they do not have any relationships outside the prison. At last the basic need competence was evaluated by the answers to question 8. Here, the answers were qualified by “yes” if the prisoners declared that they know something, where they are good at and they were qualified by “no” if the prisoners did not know something that they can do well. The qualifications, including example quotations are illustrated in Figure 1.

The third sub-research-question is about the evaluation of the prisoners’ experienced well-being before, during and after imprisonment. Qualitative as well as quantitative data is used to evaluate this research question. To be able to give an answer to this research question, four interview questions were analyzed. First of all, the open question about the best and worst life imaginations (question 9) is qualitatively analyzed by the coder. The domains can be found in Figure 2 and the frequency of the domains are portrayed in the paragraph of results. Secondly, the three questions regarding the ranking of being happy (questions 10-12) were quantitatively evaluated by using paired sample t-tests (SPSS Version 22.0, SPSS Inc., Chicago, IL, USA). The results are reported in Table 4.

The fourth sub-research-question aims to evaluate targets of a well-being training, which would help the prisoners to get a higher level of well-being and happiness. To answer this research question, the interview question about the possibilities to enhance well-being (question 14), as

well as interesting topics and wishes of a well-being training (questions 15-16) were evaluated. Finally, the interest among the participants to be part of such a well-being training (question 17) is analyzed. Questions 14 and 16 are qualitatively analyzed by the coder, the domains can be found in Table 5. Interview question 16 is operating with the predefined cards and consequently analyzed by listing the quantity of the different topics and compared to the previous question (question 4) about the sources of being happy (see Table 3). Ultimately interview question 17 is closed-ended and thus quantitatively analyzed. The outcome is illustrated in Figure 3.

The main research question aimed to examine the relation between the experienced well-being of the young prisoners and their basic needs: autonomy, competence and relatedness. On that account, all research questions were elaborated and brought together, to give a broad, detailed image of the prisoner's opinion. By doing this, a *Pearson correlation test* is used to investigate the relationship between the prisoner's experienced levels of well-being before, during and after imprisonment and the experienced level of the three basic needs (SPSS Version 22.0, SPSS Inc., Chicago, IL, USA).

### **3. Results**

#### **3.1. Young prisoners meaning of well-being and happiness**

To answer the first sub-research-question, primarily the interview question about the general meaning of well-being and happiness was evaluated. At this question, most of the participants' answers were referring to more than one domain (see Table 2). The majority of the participants linked the meaning of well-being and happiness to having *relationships* with *family and friends* (n=12), as expressed by this quote: "*Being happy means to me to have a family, to have children, [...].*" (Participant, 24, 2 ½ years incarcerated because of sexual offense). Furthermore, seven of the participants mentioned that being happy means to have *positive feelings*, including the feeling of *satisfaction* (n=2). Another domain which was often stated was referring to an *autonomous life* (n=9). This includes aspects as *being independent* (n=2), *having leisure time* (n=4) and *liberty* (n=3), as the following quote shows: "*[...] to live in freedom.*" (Participant, 24, 2 years incarcerated because of violent offense and fraud). Three participants linked the feeling of well-being and happiness with *having competencies*: "*Being happy means to me, that I reached something, then I have a good feeling. I am also happy, when I reached my personal aims.*" (Participant, 25, 4 years incarcerated because of violent offense and theft). Additionally, two

participants mentioned the domain *education* and respectively one participant connected his meaning of well-being and happiness with one of the following domains: *health, money and property* and *taking drugs and stimulants*.

Secondly, the interview question of prisoner's moments of being happy was evaluated (Table 2). The participants linked happy moments mostly to the domain *relationships* (n=12): "*Visits from my father; when I talked with somebody about my problems; when I get along well with people.*" (Participant, 19, 1 year incarcerated because of sexual offense, theft and drug offense). Furthermore, eight of the participants linked their moments of being happy to *special life events*, including getting *positive news* (n=4), *winning something* (n=2) and *celebrating festivities* (n=2). Six participants mentioned to be happy when they are *autonomous*, including the aspects *liberty* (n=5) and *travelling* (n=1). Moments of being happy were also linked to the domain *competencies* (n=6): "*I am happy, [...] when I finished my apprenticeship successfully or generally finish something [...].*" (Participant, 23, 3 years and 1 month incarcerated because of violent offense). Two participants connected their moments of being happy with the domain *drugs and stimulants* and one participant with the domain *money and property*.

Regarding the sources of well-being participants mentioned that *having relationships with family and friends* (n=11) would be important (Table 2). Sources of well-being were also connected to *competencies*, including *being successful* and *accomplishing aims*, as the following quote reflects: "*It makes me happy when I reach my goals; when I finish something successfully; when friends, family and acquaintances stick by me.*" (Participant, 25, 4 years and 4 months incarcerated because of violent offense and theft.). At last, respectively one participant named *faith* and *drugs and stimulants* as the source of being happy.

At the other question about the sources of well-being, the participants chose all topics of the proposed cards at least once (see Table 3). The answers of this question do not differ much from those of the open question, which was answered before. The main domains among the participants were: *relationships to others* and *positive feelings* (see Table 3). Further frequently chosen domains were *pleasure and fun* and *kindness and gratefulness*. Here, the domains *self-determination* and *faith* are named the least (Table 3).

Likewise the other interview questions, the question about prisoner's needs in order to be happy was also mostly answered with having *relationships* (n=12), as the following quotation shows: "*Intact family; people, who are there for me; others who like me.*" (Participant, 20,



incarcerated because of violent offense, theft, fraud and extortion.). For respectively six participants it is important to have *education and work* and *money and property* to feel well. Furthermore, there were three participants, who mentioned that they need *positive feelings*, in terms of *self-satisfaction* to reach the state of well-being. Only one participant stated that *drugs and stimulants* would make him feel well.

**Table 2.** Domains of the prisoner’s meaning, moments and sources of well-being and happiness.

<b>Domains</b>	<b>Aspects</b>	<b>Description</b>	<b>Example Quotation</b>
<i>Relationships</i>	<ul style="list-style-type: none"> <li>- Family</li> <li>- Friends</li> <li>- Pets</li> </ul>	Statements about their relationships to family, friends and/or pets.	“ <i>Being happy means to me to have my family around. If my father was still here, who died recently, then I would have been happy, too.</i> ”
<i>Autonomous Life</i>	<ul style="list-style-type: none"> <li>- Liberty</li> <li>- Independence</li> <li>- Leisure Time</li> <li>- Travelling</li> </ul>	Statements about how an autonomous life looks to them.	“ <i>When I have a pass, thus when I can go outside, then I am feeling free, also a feeling of happiness.</i> ”
<i>Competencies</i>	<ul style="list-style-type: none"> <li>- Personal goals</li> <li>- Self-enhancement</li> </ul>	Statements about believing in their own strengths and reaching goals.	“ <i>Being happy means to me that I reached something, then I have a good feeling. I am also happy when I reached my personal aims.</i> ”
<i>Special life events</i>	<ul style="list-style-type: none"> <li>- Winning</li> <li>- Positive news</li> <li>- Festivities</li> </ul>	Statements about events, which are important and special for the inmates.	“ <i>I am happy at birthdays, celebrations, festivities. [...]</i> ”
<i>Money &amp; Property</i>		Statements about having and/or receiving money and/or property.	“ <i>Money for sure.</i> ”
<i>Drugs &amp; Stimulants</i>		Statements connected to taking/having drugs and/or stimulants.	“ <i>[...] when I took drugs [...]</i> ”
<i>Positive Feelings</i>	<ul style="list-style-type: none"> <li>- Satisfaction</li> </ul>	Statements about positive validated feelings.	“ <i>I am glad, everything is fine, exudes with joy and laughs.</i> ”
<i>Education &amp; Work</i>		Statements about their own education and job.	“ <i>Being happy means to me, [...] to graduate and to do an apprenticeship, then I am happy and glad.</i> ”
<i>Health</i>		Statements about one’s own health status.	“ <i>When I am in good health [...]</i> ”

**Table 3:** *Relevant topics of the sources of well-being and happiness and possible topics of a well-being and happiness training (N=15/15).*

Topics	N (%)	
	sources <sup>1</sup>	training topics <sup>2</sup>
Relationship to others	8 (17.8)	10 (9.5)
Positive Feelings, Pleasure & Fun	7 (15.6)	7 (6.8)
Kindness & Gratefulness	7 (15.6)	9 (8.6)
Intrinsic Satisfaction	4 (8.9)	12 (11.4)
Objectives & Values	4 (8.9)	12 (11.4)
Money & Property	4 (8.9)	5 (4.8)
Study & Education	3 (6.7)	12 (11.4)
Talents & Hobbies	2 (4.4)	8 (7.6)
Positive Thinking	2 (4.4)	10 (9.5)
Sports & Motion	2 (4.4)	10 (9.5)
Self-Determination	1 (2.2)	8 (7.6)
Faith	1 (2.2)	2 (1.9)

<sup>1</sup> The participants chose each 3 main sources of well-being and happiness.

<sup>2</sup> The participants chose each averaged 7 topics as important for a well-being and happiness training.

### **3.2. Young prisoner’s evaluation of their three basic needs: autonomy, competence and relatedness**

The answer of the second research question concerning the prisoner’s evaluation of the basic needs is illustrated in Figure 1. Regarding the autonomy of the prisoner’s life at the moment of imprisonment, eight participants were clustered by “no” and answered that they do not have any self-direction at the moment and that other people, especially the officers, have the direction over them, as the following quotation show (Figure 1): *“In this moment, I do not have any direction about my life. You cannot direct anything here, others are directing over me.”* (Participant, 22, 1 year and 7 months incarcerated because of violent offense and theft). Seven participants were clustered by “yes” and stated that they do have a bit of self-direction (Figure 1). One of them mentioned that he can decide for example about the choice of education.

*“No, somehow yes, career choice and school choice can be chosen by yourself. But you cannot decide by yourself whether the door gets opened, where you can go. Most of the time the officer is saying what you have to do.”*

(Participant, 24, 2 years incarcerated because of violent offense and fraud)

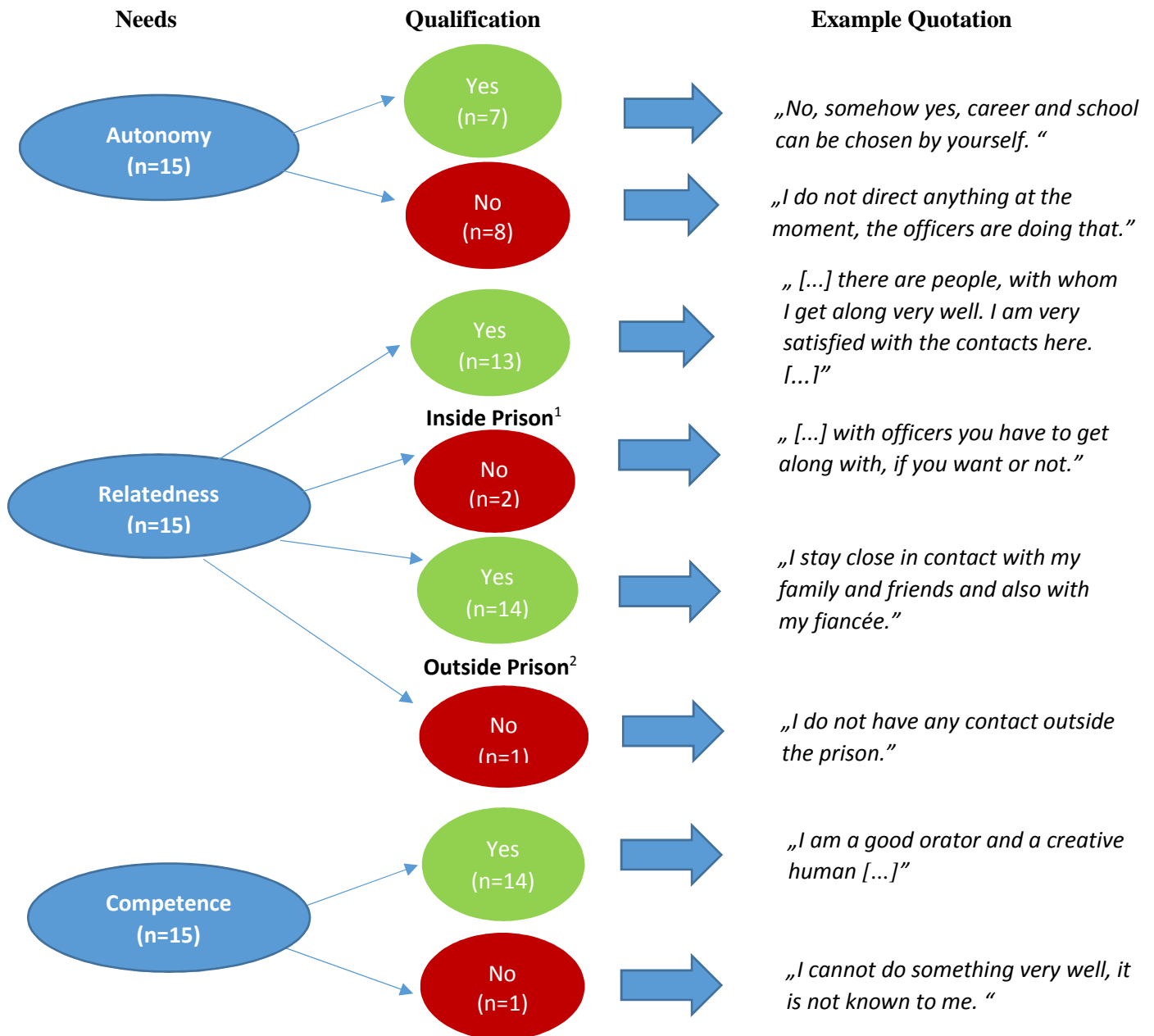
Regarding to the relationships inside the prison, six participants’ answers were clustered by “yes”, they stated that their relations to the officers is good and even two of them mentioned they

have a better relation to the officers than to the other inmates. *“There are people, with whom I get along very well. I am very satisfied with the contacts here. With the officers I even get along better [...]”* (Participant, 21, 2 years incarcerated because of drug offense) (Figure 1). Most of these participants mentioned they have good relations to other inmates (n=10). However, one participant describes that he sees the relations to others not as a friendship, but rather as a friendly relationship. *“Here there are no friendships, but friendly relationships [...]”* (Participant, 21, 1 year and 6 months incarcerated because of fraud and driving without license). Two participant’s answers were clustered by “no”. They stated that they see it rather as a compulsion to get along with the officers inside, as the following quotation shows: *“There are some inmates, with whom I have a good contact. With officers you have to get along with, if you want or not.”* (Participant, 22, 1 year and 7 month incarcerated because of violent offense and theft).

Referring to the relationships outside the prison, most of the participants were qualified by “yes” and stated they do have relationships outside the prison, mostly with their *parents* and *siblings* (n=14; Figure 1). Furthermore, nine of these participants mentioned they still have contact with their *friends* and *acquaintances*. Respectively two participants of them stated they are in contact with their *grandparents* and *partners*. Another participant mentioned he still is in contact with his *business partners*. Just one of the participants’ answer is qualified by “no”, he stated that he has no contact with people outside the prison. *“I do not have any contact outside the prison.”* (Participant, 20, 2 years and 3 months incarcerated because of violent offense, sexual offense and theft).

Concerning the prisoner’s competence, the majority of the participants’ answers were qualified by “yes” (n=14; Figure 1). They mentioned several things which were related mostly to their *hobbies* and *personal traits*. *“I am a good orator and a creative human; I can come up to people well; I am tolerant; you can notice that. I can also improve that.”* (Participant, 21, 1 year and 6 months incarcerated because of fraud and driving without license). One participant was clustered by “no” (Figure 1): *“I cannot do something very well, it is not known to me.”* (Participant, 22, 1 year and 7 months incarcerated because of violent offense and theft). The majority of the participants also mentioned that they can improve their competencies (n=12). Two of them stated that they can improve it through *training* and one stated that he can use it in multiple *different situations*. One participant stated that he cannot improve his competence. *“I am reliable, I can*

work well, I can crochet – one officer showed me that. Others are noticing that, I will probably not succeed much better.” (Participant, 24, 2 years and 6 months incarcerated because of sexual offense).



**Figure 1:** Qualifications of the basic needs.

<sup>1</sup> Relations to people inside the prison, thus to staff members and/or other inmates.

<sup>2</sup> Relations to people outside the prison, thus to family and/or friends.

### 3.3. Young prisoner's evaluation of their level of well-being before, during and after incarceration

The first interview question was about the well-being before imprisonment. On a scale from 0 to 10, the participants rated their level of well-being before imprisonment with an average of 4.3 (n=14; SD=2.0; see Table 4). One participant ranked his well-being with 0 and stated that he was absolutely unhappy before he went to prison: *“When I came here, I felt very bad, I was absolutely unhappy.”* (Participant, 20, 2 years incarcerated because of violent offense).

The average of the score of well-being during incarceration, thus at the moment of interviewing, was 5.1 on a scale from 0 to 10 (n=15; SD=2.3; see Table 4). Here, one participant as well rated his level of well-being with 0, because he had the opinion that in prison he cannot do anything anymore, as the following quotation illustrates: *“0, because I do not have anything in prison, I cannot do absolutely anything.”* (Participant, 20, 2 years and 3 months incarcerated because of violent offense, sexual offense and theft). There were seven participants who ranked their level of well-being at the moment in prison higher than before they went to prison. The reasons for this ranking was mainly because they feel they are getting a chance in prison, for example they can get work and education. The following quotation shows one of these opinions: *“Actually, I can handle it very well here. I graduated, I will start an apprenticeship and there is a lot which I already achieved and I am on a good path.”* (Participant, 24, 2 years and 6 months incarcerated because of sexual offense). There were two participants who stated that their level of well-being at the moment in prison is lower than before they went to prison. One participant stated that he thinks the conditions are bad in prison and the other one mentioned, he has existential fear, anxiety about the future, and he is missing his family.

*“2 – Because I am sitting in jail. I am not sure about how it will go on, existential fear, anxiety about the future. I am clean, but my head is annoying me with some thoughts; leisure time is not the best, missing my family [...].”*

(Participant, 21, 2 years incarcerated because of drug offense)

The average of the expectation scores of well-being after incarceration was 7.6 on a scale from 0 to 10 (n=13; SD=2.3; see Table 4). The scores were higher than the other two scores before and during incarceration (Table 4). Two participants ranked their expectation scores with a 10 and stated that it is important for them to achieve their goals and to be with their family. The

following quotation expresses this opinion: “10, I really want to achieve, to do a lot; to apply myself so that I will reach the 10. That means family, partnership, friends, work; you can live.” (Participant, 25, 4 years incarcerated because of violent offense and theft). Furthermore, one participant declared that he cannot rank his level of well-being for the future now, because he does not know what will happen, and another participant did just not rank his level of well-being after incarceration. He just described that he wants to *finish an apprenticeship, to own a flat, and have a good relation to his fiancée.*

In purpose to answer the third sub-research-question, another interview question is analyzed that is focusing on the future, which the prisoners can imagine: the best and the worst life possible (n=14). The participants mentioned several different domains with which they connected their best and worst life imagination, as described in Figure 2. The left side of the figure illustrates the domains, which were named in the prisoner’s best life imaginations: *positive feelings* (n=1) and *religion* (n=1). In the middle, the domains, which were present in both answers, best and worst life possible, were illustrated: *drugs and stimulants, money and property, health, relationships, education and job* and *autonomy*. On the right side, the domain, which was only mentioned in the worst life imaginations is shown: *negative feelings* (Figure 2). Most of the participants connected their imagination of the best life with *having relationships*, especially with their *family* (n=12). Furthermore, it was important to them to have a finished *education and a job* (n=7). An important role in their best life imagination was also to have *money and property*, like a house or car (n=9). “*Best possible life: I have a roof over the head, I have an apprenticeship, I earn money and I am in touch with my family.*” (Participant, 24, 2 years incarcerated because of violent offense and fraud). For one participant it was important to have a lot of *drugs and stimulants*: “*Best possible life: [...] Infinite stock of drugs [...]*” (Participants, 21, 2 years incarcerated because of drug offense). Furthermore, there were four participants who mentioned immaterial things to be necessary for their best life. Respectively one participant mentioned *positive feelings*, including *being happy* and *finding the center of life*; to be *autonomous*, including *being outside the prison*; and to live his *religion* to be important.

“*Best possible life: To live in the center, not in the one and not in the other direction, that is what would please me. Before I would be rich, I would give it to others. Best would be to have my sister around me [...]*”

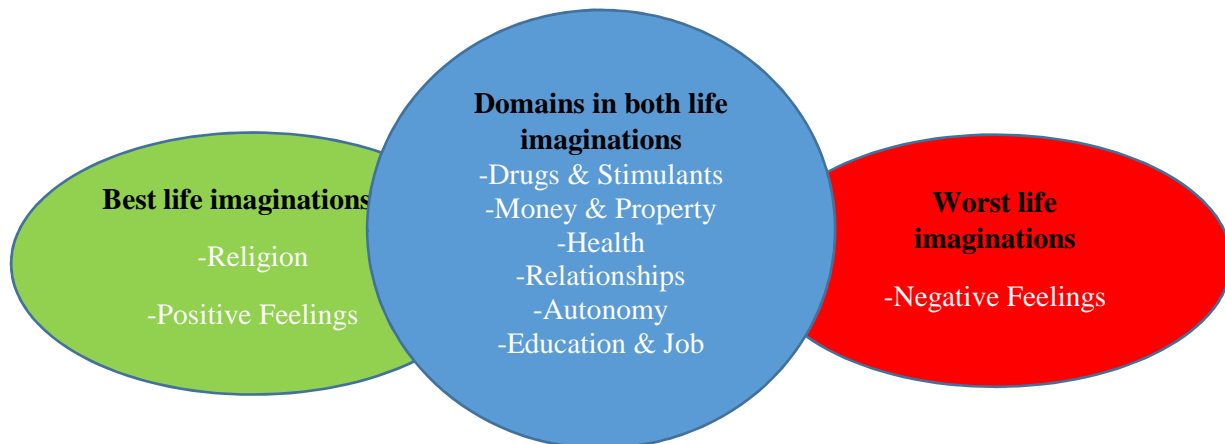
(Participant, 23, incarcerated because of theft and fraud)

The majority of the participants connected the worst possible life with living on the poverty line and not to earn money, so not to have *money and property* (n=11; Figure 2). For eight of the participants it would be the worst if they would not have any *relationships* with family or friends. Respectively three participants connected it with not being *autonomous* and not being *healthy*. Additionally, two participants would imagine their worst possible life with being addicted to *drugs and stimulants*: “*Worst possible life: on the streets, no money and I am taking drugs.*”(Participant, 20, incarcerated because of violent offense, theft, fraud and extortion). Another participant mentioned that he connects the worst possible life with *negative feelings*, especially with being *unsatisfied*. Moreover there was one participant who said he did not know what to say and that “[...] *there are things, which he does not want to give up, but that there are people, who are not even satisfied with 10 million*”. (Participant, 22, 1 year and 7 months incarcerated because of violence and theft).

**Table 4:** Comparison between well-being before, during and after incarceration.

Well-being	mean (SD)	range
Before Incarceration (n=14)	4.3 (2.0)	2-7.5
During Incarceration (n=15)	5.1 (2.3)	0-8
After Incarceration (n=13) <sup>1</sup>	7.6 (2.3)	3-10

<sup>1</sup> By using paired sample t-test is shown that the variance between the evaluation before and after (p=0.000) and the variance between during and after incarceration (p=0.003) is significant.



**Figure 2:** Domains in prisoner’s best and worst life imaginations.

### 3.4. Young prisoner's perception of helpful targets within a well-being and happiness training and their interest to participate

Primarily, the interview question about the possibilities to enhance well-being in the future was evaluated to answer the fourth sub-research-question. There were three of the participants who stated that they do *not know* what possibilities would enhance their well-being: one of them mentioned that since his father died and that he does not know how to enhance his state of well-being, another participant stated that he is very critical, thus he would not know what possibilities there could be and the third participant did not explain his statement. Additionally, there is a wide range of different domains which the participants did see as possibilities to enhance their state of well-being (Table 5). Most of the participants stated that they see the chance of getting an *education* and to successfully complete one's *education* as a possibility to enhance their state of well-being (n=7). Furthermore, six participants state that having *relationships* with their family and a partner would be another possibility to enhance well-being. Also, five participants mentioned that being *autonomous* could enhance their well-being, as the following quotation illustrates. "*After the incarceration I will go to the hospital and to get it right [...]; to gain control over the life [...]*" (Participant, 19, 1 year incarcerated because of sexual offenses and theft). Furthermore, there were seven participants who stated that *competencies*, including especially *self-enhancement*, thus to work on themselves as a possibility to enhance their state of well-being and three more participants mentioned that *staying away* from *drugs and stimulants* would be a possibility. "*I got a second chance; no drugs anymore; to take a therapy; maybe then I will be happy.*" (Participant, 20, incarcerated because of violent offense, theft, fraud and extortion). One other participant mentioned he sees a possibility in *earning money and property* and another participant in *positive feelings*.

Secondly, the interview questions about the interesting topics of a well-being and happiness training were evaluated. All participants chose some of the 12 topics, which would be interesting to work on at a well-being training. Every proposed card was chosen at least twice (see Table 4). The participants mostly empathized with the following topics: *study and education*; *intrinsic satisfaction*, and *objectives and value*. These topics seemed to be very important to most of the participants. Other popular topics among the participants were *relationships to others*; *positive thinking* and *sports and motion* (see Table 4). The blank card for a possible additional topic was not used here. In comparison, with the sources of well-being and



happiness, which the prisoner's rated before, the prisoner's rather want to work on their *intrinsic satisfaction, objectives and values* and *study and education* (see Table 4). The main sources of well-being and happiness were *positive feelings, pleasure and fun; kindness and gratefulness*. *Relationships to others* is important at both factors, sources of happiness and well-being and requested topics of a well-being training (see Table 4).

The participants were also asked to suggest ideas and wishes for a well-being and happiness training. The domains can be found in Table 5 below. There was one participant who gave no answer to this question. Of the remaining participants, four gave the answer that they would *not have any idea*. However, eight of the participants suggested, a well-being and happiness training should teach the participants what *happiness* itself means, as the following quote illustrates: "*My ideas for the well-being and happiness training are: you should teach that money is not making you happy [...]*" (Participant, 24, 2 years incarcerated because of violent offense and fraud) and how to be happy, including to learn how to *love themselves, to be thankful* and how to practice *self-control*. The following quotation illustrates this opinion: "*My wishes are: to learn how to be thankful, how to be friendly, and how to live without violence.*" (Participant, 20, 2 years and 2 months incarcerated because of violent offense and theft). Additionally, one participant stated he would want to talk about things, which are interesting to him, for example about *competencies*, including hobbies. Another participant had the wish to have *special life events*, including *getting surprises* during the well-being and happiness training, like getting cookies and cake.

The second part of the sub-research-question is about the participant's interest to participate in a well-being and happiness training. The spreading of this interview question is illustrated in Figure 3 below. The clear majority of the participants state that they are *interested* in a well-being training (n=12), as the following quotation shows: "*For sure, I would definitely improve myself and learn to be happy.*" (Participant, 19, 1 year incarcerated because of sexual offense, theft and drug offense). Only three participants stated they are *not interested* in a well-being training. Two of them mentioned they are already happy enough at the moment, as the following quotations show: "*No, I have reached everything here that I wanted. I am already overly happy. I have set my goals and I know that I will reach them. Now I reach the goals I set.*" (Participant, 25, 2 years incarcerated because of violent offense and theft). "*I would tend to say no, I am very happy at this moment.*" (Participant, 20, 2 years and 2 months incarcerated because

of violent offense and theft). Another participant had the opinion that it is not possible to be happy inside the prison. *“Actually, I am not interested in a training. Here you cannot be happy; outside it would rather be possible.”* (Participant, 22, 1 year and 7 months incarcerated because of violent offense and theft).

**Table 5.** Domains of possibilities to enhance well-being and ideas regarding a well-being and happiness-training.

<b>Domains</b>	<b>Aspects</b>	<b>Description</b>	<b>Example Quotation</b>
<i>No idea</i>		The prisoners stated, they have no ideas or wishes regarding a training.	<i>“I don’t know how to organize something like this.”</i>
<i>Competencies</i>	- Self-enhancement	The prisoners want to talk about things they are interested or good in.	<i>“To talk about things, I am interested in, which I can talk about, Hobbies. “</i>
<i>Special life events</i>	- Surprises	The prisoners want to experience special life events during a well-being and happiness-training.	<i>“[...] there should be surprises like cookies, coffee and cake, but it has to be a surprise during the training.”</i>
<i>Sense of happiness</i>	- Self-love - Kindness & Thankfulness - Positive Feelings	The prisoners want to learn what happiness is and how to be happy.	<i>“My wishes are: learning how to be thankful, how to be friendly, and how to live without violence.”</i>
<i>Education &amp; Work</i>		The prisoners stated, they want to get education and work to enhance their well-being.	<i>“I see an opportunity to enhance my well-being in finishing my apprenticeship [...]”</i>
<i>Relationships</i>		The prisoners want to improve their relationships to enhance their well-being.	<i>“I always have to work, [...] on starting a family [...]”</i>
<i>Autonomous life</i>		The prisoners want to learn how to get more autonomous in life.	<i>[...]; to gain control over the life [...]</i>
<i>Drugs and Stimulants</i>		The prisoners want to get away from drugs and stimulants.	<i>“I got a second chance; no drugs anymore.”</i>



**Figure 3:** Spreading of the interest to participate in a well-being and happiness training (N=15).

### 3.5. Results of the relation between experienced well-being of young prisoners and their basic needs

The main research question is answered by evaluating all four sub-research-questions. The results of the Pearson correlation test show a correlation ( $r=-.617$ ) between the relationships outside the prison and the experienced well-being at the moment inside the prison ( $p=0.014$ ). Participants with relationships to people outside the prison state a higher well-being at during incarceration than people, who do not have those relationships. Regarding the need *competence*, one of the 15 participants, states that he does not know, which his competencies are. This one also stated that his level of well-being is dropped, in comparison to the level of well-being before incarceration and that a well-being training would not be useful, because one could not be happy inside prison. Additionally, most of the participants state that their autonomy in prison is low to not at all, because one could not decide many things. The low level of autonomy match with the low experienced well-being at the moment of imprisonment.

## **4. Conclusion and Discussion**

The aim of this study was to examine, how the experienced well-being of young prisoners, are related to their basic needs: autonomy, competence and relatedness. This main aim was evaluated by four sub questions. In this chapter the aims and results of this study will be discussed. Finally, limitations for this study will be specified and final conclusions will be given.

### **4.1. Meaning of well-being and happiness for young prisoners**

The first sub-research-question was to investigate how young inmates define well-being and happiness. Most of the participants connected their understanding of well-being and being happy with their family and friends. Furthermore, positive feelings and an autonomous life were important topics in association with well-being and happiness. These findings match the found sources of happiness, which are evaluated by findings of the general population and two psychological experts. The majority of the participants stated that relationships to others is the most important source, followed by kindness and thankfulness, and positive feelings. These findings agree with the findings of Lu and Shih (1997). They investigated the sources of happiness among the general population outside the prison. The main sources of happiness which they found were: harmony of interpersonal relationships, the sense of self-control, pleasure and positive affect (Lu & Shih, 1997). Another study about the difference between men and women showed that family support, personal relationships, and self-satisfaction are the main sources of well-being among men in the general population (Crossley & Langdridge, 2005). The sources of well-being and happiness among young prisoners are thus, referring to these two sources, not differing much from the general population. However, the general population outside the prison is more focused on pleasure and self-control, than the young prisoners. On the one hand, the topic self-control could be explained by the lower experienced level of autonomy of the prisoners, evaluated by this study. On the other hand, imprisonment generally can have a negative impact on the well-being of the prisoners, for example by experiencing a higher level of stress or self-destructive behavior (Cooper & Berwick, 2001). Pleasure is thus ordinarily not a common value in prison.

In moments of being happy, the majority of the participants wanted to be with their family and friends. Additionally, special life events – as receiving positive news or winning –, and to concentrate on one's competencies were mentioned regarding happy moments. One other

important topic among happy moments is to have an autonomous life, including living in liberty. Especially in prison it is obvious that liberty is playing a crucial role, because prisoners have to face restrictions particularly on liberty (Gostin, Vanchieri, Pope & Institute of Medicine (US), 2007). On the question what makes the participants happy and what they need to be happy, the main theme was the same as mentioned above: relationships to family and friends. Additional themes were positive feelings, having competencies – as being successful and accomplishing aims – and education and work. Consequently, the definition and sources of happiness among inmates do not differ much from those of the general population (Crossley & Langdrige, 2005).

These findings indicate that the definition of well-being and happiness does not change in prison circumstances, it rather shows that prisoners have nearly the same values and wishes as the general population. Therefore, fulfilling of the prisoner's needs and values has to gain as much attention as possible. Nevertheless, the findings of this study on well-being and happiness specified for inmates still is important in order to design a well-being and happiness training. The topics listed above should be main themes and aims of the different trainings. Subsequently, further research is necessary to explore the progress and possible success of such a well-being and happiness training.

#### **4.2. Evaluation of the level of the three basic needs: autonomy, competence and relatedness**

Participants in this study assessed their level of autonomy during incarceration as little to none at all. According to the participants, most of the time the officers are deciding what needs to be done. The only domain on which they can decide, would be the choice of education and work. These findings are partially in line with previous findings about the three basic needs among prisoners. Mohr, Mahon & Noone (1998) state for example that institutionalization for teenager can be a traumatic event that involves an impairment of the personal autonomy and self-direction. In this study the personal autonomy and self-direction of the young prisoners is also impaired through the institutionalization. If the time in prison is also a traumatic event for the young prisoners of this study, could be an interesting follow-up question in the future.

The autonomy of the inmates is indeed affected by the institutionalization and possibly also has an influence on their feeling of well-being and happiness, which also showed to be lower than comparative groups as evaluated by a study of young men from Western Europe (Helliwell, Layard & Sachs, 2015). The findings of this study thus show that a great part of the

time in prison is experienced as involuntary and sometimes also as forced by the staff. An intervention or training could help to elaborate the vague points, thus, in which moments the inmates are feeling forced or involuntary. The outcomes could be discussed and eventually contribute to change the ways of communication and cooperation between the prisoners and the correctional staff. An earlier study about the correctional staff from 2009 (Lambert, et al.) shows that it is also important to have a look on the perceptions and skills of the prison staff. Another dyadic study in a prison in England (Liebling & Arnold, 2012) indicated that social relations between the prisoners and the staff is very important to the experienced well-being of the prisoners. The prisoners showed very little trust to the correctional staff, which is experienced as difficult and painful. The low levels of trust of staff by inmates is explained, among other things, by information sharing, lack of confidentiality, inconsistency in the rules and staff attitudes (Liebling & Arnold, 2012). A training for the prison staff could be helpful to not even enhance the satisfaction and self-assurance of the correctional staff, but rather to enhance the cooperation with the inmates themselves. Vroom (1964) states that training can also motivate the employees and established the so-called *Vroom's Expectancy Theory*. This theory declares that employee's performance is based on different individual factors, such as skills, knowledge, experience and abilities (Vroom, 1964). To train the correctional staff could be one option to enhance the well-being of the young prisoners during incarceration.

Furthermore, the results in this study on the basic need of relatedness during incarceration show that the majority of the participants are intended to have good relationships inside, as well as outside the prison. According to the participants, especially contacts with family and friends are still present. It can therefore be concluded that having relationships is not negatively affecting the well-being of the inmates. This contributes to the contrasting findings about the influence of relationships on inmates that exist. Whereas Lindquist (2000) showed that inmates with a smaller social circle are showing a higher level of well-being, because they are suffering less from the separation of their social contacts. In this study his results are not shown as evident. To the contrary, our results are in line with the results of Van Harreveld et al. (2007) and Van der Laan and Eichelsheim (2013), which showed that relationships are playing a crucial role in increasing the well-being of the prisoners. For a well-being and happiness training it could be useful to strengthen relationships to people from inside, as well as outside the prison and also for example to improve the relationships with fellow prisoners and correctional staff.

The third component of the self-determination theory is competence. Almost all participants in this study know what their competencies are. Especially hobbies and personal assets were listed here. Additionally, they stated that they can also improve their competencies or assets. Levesque, et al. (2004) concluded that support on competence is essential for growth and well-being. Therefore, it would be of great value if prison institutions would promote the inmates' individual assets and competencies. This could be part of the well-being and happiness training, for example through talking about their hobbies and competencies. Subsequently, opportunities for discovering own competencies or for educational and sport activities could be discussed and probably implemented. One great example of a training, could be the so-called *social skill training* ("*Gruppentraining sozialer Kompetenzen*"). The social skill training refers to different procedures of behavioral therapy, which aims to increase the social, thus interpersonal abilities by standardized training methods (Pfungsten, 2009). Another effective method could be the *assertiveness training*. Kirchner, Kennedy & Draguns (1979) showed with their study that offenders may assert their "rights, feelings, wants and goals" (p.465) in conflicting situations in a more aggressive way than non-offenders. Assertiveness training could be helpful for the young prisoners to learn asserting their personal values without being aggressive.

Additionally, the basic needs relatedness and competence are experienced as very important factors in the prisoners' lives. According to the study of Conte et al. (2008) and to the results of the current study, the promotion of the three basic needs should indeed be a part of a well-being and happiness training, because having fulfilled basic needs has a clear positive effect on inmates' feelings of well-being and happiness. For example, by promoting the self-determination in prisoners, the natural coping methods of the inmates can be boosted and the inmates are more intrinsically motivated to solve crises (Conte, Snyder & McGuffin, 2008). Further research should explore, how a well-being training with the main aim of increasing fulfillment of the three basic needs (autonomy, competence, and relatedness) is affecting the mental health of young prisoners.

### 4.3. Evaluation of well-being before, during and after incarceration

The evaluation of well-being during incarceration among young inmates in this study showed, that they are ranking their level of well-being as “average”. Most of the participants stated that their level of well-being has risen in regard to their life before prison. These findings are rather contrasting to earlier findings, which showed that imprisonment has a negative psychological and physiological effect on the inmates, including depression, emotional withdrawal or risen suicidal thoughts (Tomar, 2013). One study from 2015 (Helliwell, Layard & Sachs) evaluated the estimated well-being of men and women around the world, also with a scale from 0 (“extreme dissatisfied”) to 10 (“extreme satisfied”). Here, young men from Western Europe are evaluating their well-being around the scale-number 7, that is “above average” (Helliwell, Layard & Sachs, 2015). Compared to this outcome, the young inmates are in fact evaluating their well-being lower than young males outside the prison. Life in prison is thus probably affecting the well-being of young inmates. This leads to the assumption that especially young inmates strongly need to get help regarding their well-being, with a focus on both, psychological and physiological health.

Additionally, the expectations of the inmates’ well-being after incarceration was considerably higher than the evaluation of well-being at the moment of the interview. According to this, the young inmates are remaining hopeful regarding their well-being in the future. It would be useful to provide support to actually get to this expected level of well-being. A possible well-being training could enhance the general level of well-being inside the prison. Furthermore, preparing for the future could be another part of the well-being training. This could, for example, include to help achieving a personal aim, such as applying for a job or renting a flat. One possible procedure could be to build *possible selves*. Possible selves are imagined scenarios of the self in the future. It includes, among others, hoped-for selves, feared-selves and expected-selves (Meek, 2011). Hoped-for selves are reflecting selves, one would like to become. Feared-selves are reflecting selves, one is afraid to become and expected-selves are reflecting selves that one expects to become (Meek, 2011). It has been suggested that “*goal attainment is improved when possible selves are linked to plausible strategies as a form of ‘roadmap’ to achieving desired selves*” (Meek, 2011, p.942) and when it is connected with the own social identity (Oyserman, Bybee, & Terry, 2006). This would be thus one suggestion for a possible well-being training during and also after incarceration, to be prepared for the future and to remain hopeful



during and after incarceration.

At the evaluation of well-being, the imagination of their best and worst possible lives is also playing a role. The inmates imagined their best life mostly with essential things as a family, a finished education, a job, money and property. Their imaginations were highlighted with “down-to-earth” topics. These findings show that the wishes and needs of the inmates for the future are grounded to essentials. The topics of the best possible life imaginations are reflecting the imaginations of the worst possible life. Here, the results show that most of the participants are connecting their worst life imaginations with having no money, no property and no relationships. According to a study conducted by Lake Research Partners (The Imagine Nation, 2008), using imaginative thinking is affecting one’s success and innovation. This could be also a starting point of a well-being and happiness training during and also after incarceration. They could use imaginative thinking to improve the hope and success of the inmates.

#### **4.4. Well-being and happiness training**

This study provided insight in inmates’ interest in a well-being and happiness training during incarceration and their needs and wishes regarding such a training. Most of the participants stated that they would indeed be interested in participating. In comparison to the sources of the prisoner’s sources of being happy, the training topics were slightly different. The mentioned main sources of being happy are probably already experienced by the prisoners: relationships to others, positive feelings, and kindness and gratefulness. Whereas the training topics are needed to be enhanced in order to be happy: intrinsic satisfaction, objectives and values, study and education. These topics thus have to be addressed in a well-being and happiness training to enhance the experienced well-being. Furthermore, the participants expressed a few suggestions and wishes regarding a well-being and happiness training. The main suggestions were concerning learning what happiness is and how to be happy, especially to learn self-love and self-enhancement.

However, there were also participants who indicated that they are not interested in a well-being and happiness training whatsoever. This shows that not all of the participants are convinced that one can be happy in prison and not everybody would participate in a well-being and happiness training. Nevertheless, the majority of the participants indicated to participate in a training regarding well-being and happiness. Consequently it would be useful to develop a

training which gives the inmates a chance to enhance their level of well-being and happiness.

As described earlier, the positive criminology is focusing on the inmates' strengths and well-being (Wortmith et al., 2007). With the findings of this study, a training, based on the aims and targets of positive criminology, could be developed. Due to the likelihood of young offender's repetition of serious crime (Van Domburgh, et al., 2009; Farrington, 2007) it is important not only to provide a training during imprisonment, but also before and after the imprisonment. A training before imprisonment could aim to prevent the juveniles from becoming criminal and consequently go to prison. Furthermore, the results of this study show that the prisoners have a low experienced level of well-being and happiness before imprisonment. It is thus very important to strengthen this experienced level, in cooperation with the strength of the three basic needs (autonomy, competence, relatedness). Additionally, this study evaluated that relationships inside, such as outside the prison are taking an essential part for being happy. Referring to Bloom (2006) a family-focused approach is needed in order to prevent recidivism. This should be thus also an important part in a well-being and happiness training before incarceration. One way to integrate a family-focused approach could be early family/parenting training. This kind of training can reduce behavior problems, including antisocial behavior and delinquency (Piquero, Farrington, Welsh, Tremblay & Jennings, 2009). One example for a family/parenting training is the so-called *parent-management training* (PMT). PMT has the aim to teach parents to understand their children's behavior with its antecedents and consequences (Mabe, Turner & Josephson, 2001). Furthermore, the parents are coached to develop a pro-social behavior in the child by using reinforcement, extinction, and punishment (Mabe, Turner & Josephson, 2001). One example to reinforce the self-confidence and competencies of their children could be the so-called assertiveness training, which is designed to improve the individual beliefs and behaviors and to establish self-confidence and social interactions abilities (Lin et al., 2008). Lange and Jacobowski (1976) defined assertiveness as *standing up for personal rights, expressing thoughts, feelings and beliefs in direct, honest and appropriate ways which respect the rights of other people* (p. 38). An assertiveness training can for example involve cognitive restructuring for challenging negative events or overgeneralizations of performance error or relaxation practicing to reduce anxiety or anger (Duckworth & Mercer, 2006).

According to the results of the current study, a training during imprisonment also has to enhance the three basic needs (autonomy, competence, relatedness) and include the main sources of happiness, as family and friends, positive feelings and education and work. As described above, one part of a training could involve imaginative thinking and thus to build possible selves. Building possible selves can promote and influence the state of well-being and mental health (Averill & Sundararajan, 2005). Especially by identifying one's own life goals and desires, the state of happiness and well-being can be promoted and can help achieving them. Additionally, it is important to promote the competencies, self-compassion and personal assets of the inmates. One example could be a so-called *social skill-training*, as mentioned above. The *social skill-training* in general is dealing with the connection between the personal perception and interpretation of a situation and the resulting feelings and behaviors of the involved persons (Beelmann & Lösel, 2006). Appropriate coping techniques to handle the personal problems in an accurate way, are also main aims of this kind of training (Beelmann & Lösel, 2006). One specified social skill-training developed by Hinsch and Pfungsten (2007), provides that different exercises on cognitive, emotional and motor level are carried out to enhance the relatedness to others, to express their own needs and enforce their own rights. For example through role plays with video feedback, the participants should promote the importance of self-verbalization for one's own condition and behavior (Hinsch & Pfungsten, 2007). By using this kind of skill-training all three basic needs could be enhanced and therefore could reinforce the experience of well-being and happiness.

Additionally, on the question what possibilities they see for themselves regarding enhancement of happiness, the following topics were most commonly mentioned: *complete one's education, having a family and a partner, and to work on their autonomy and competencies*. These topics could be main aims in a training especially after incarceration. One study about a prison training program with 28 inmates and post-release offenders in 2009 (Hunter & Boyce) showed that the training helped to achieve qualifications, work experience and to increase the self-confidence of the participants. The training was conducted in order to turn offenders away from criminal activity by encouraging them to volunteer and take up paid employment, which was arranged by the organization of this study itself. Nonetheless, it was a problem for the organization to saturate the capacity of providing placements for prisoners and post-prisoners (Hunter & Boyce, 2009). Anyway, this could be encouraging for correctional organizations to

prevent recidivism and give the prisoners a chance to participate in such a training in order to achieve new qualifications at work or for example for the juvenile inmates to graduate at school.

The findings of this study on the main themes and aims regarding well-being and happiness can be used as a fundamental framework for the development of such a training, based on the targets of positive criminology. Further research should be used to gain knowledge about the effect of a combined well-being and happiness training, which applies to juveniles before, during and after incarceration.

#### **4.5. Relations between experienced well-being of young prisoners and their basic needs**

The level of the fulfilled basic needs of the young prisoners are predisposing for the experienced well-being. Deci and Ryan (2001) suggest that the three basic needs: autonomy, relatedness and competence must be fulfilled in order to experience well-being. In this study especially the basic need relatedness correlates with the experienced well-being at the moment. The better the relationships outside the prison are, the higher the level of experienced well-being at the moment inside the prison. The importance of relationships can also be seen at the sources of happiness and well-being and requested topics of a possible well-being training; relationships to others is a very important topic in both themes. These findings agree with the findings of Van der Laan & Eichelsheim (2013), who showed that social interactions among inmates have a positive effect on their level of well-being. Furthermore the level of autonomy of the young prisoners is shown as distinctly less to not at all, which can influence the experienced well-being, which tends to be obviously lower than the experienced well-being of comparative groups from Western Europe (Helliwell, Layard & Sachs, 2015).

Due to the fact that just one of the 15 participants stated, he would not know what his competencies are, it is difficult to find a relation to the experienced well-being. However, this participant stated that his level of well-being at the moment in prison decreased to the level of well-being before imprisonment. Additionally, he explained that the life before prison was much better and that he has no interest in a well-being training because one could not be happy inside prison. It could thus be possible that there is also a relation between the experienced well-being and the basic need competence, but this study does not show evidence. To examine, if there is a relation between competence and the experienced well-being, possibly more participants are needed to validate or falsify this hypothesis.

#### **4.6. Strengths and limitations**

Firstly, although only a small number of young inmates participated in this study, data saturation was reached. That means that no new points and opinions were found. However, because of the male gender of the participants, this study may not be representative of all young inmates. Therefore, a follow-up study is recommended to evaluate the views of young inmates of young inmates. Furthermore, it would be interesting to compare the findings of this study to a broader range of participants, for example across different age groups, to find out differences and similarities. The participants were proportionally aged (between 19 and 25), so it would be interesting to apply this study also to younger and older participants to evaluate potential varieties. Possibly, the suggestions and wishes of the well-being and happiness training that were found in this study could also be helpful for constructing a training for other concerned groups.

Secondly, the participants were recruited by the psychologist of the prison. The only criteria for this selection was to be in contact with the psychologist in some way, it was thus not a group which was completely random chosen. This group of participants might have led to a selection bias. It is possible, that other participants, who were not in contact with the psychologist in some way, would have answered differently about their opinion regarding well-being and happiness. Potentially, the recruited prisoners have more negative thoughts about their well-being and happiness, than other prisoners, because they possibly are in need to get help from the psychologist. Furthermore another type of selection bias might have occur, because of the relationship between the psychologist and the participants. It might be possible that they have a relationship, whereas the psychologist has more power than the participants and consequently, the answers could be falsified. Ultimately, in this study a wide range of different answers and opinions are evaluated, thus these biases were probably not falsifying the results. Nevertheless, to exclude those types of biases, an external interviewer could be engaged to conduct a neutral interview with the participants.

An additional limitation could be, that the answers of the participants were not directly audio-recorded. They were first written down by the interviewer and later audio-recorded by him. For this study, the answers of the interview were then transcribed verbatim by the researcher. This may have let to inaccuracies and the loss of nuances and intonations regarding the exact responses of the participants. The prisoners could be asked, before participating, if they allow to record their answers anonymously. In addition, a script could be constructed, which

ascertains, that the data will be treated anonymously and that it will only be used for this study. Furthermore, to validate the results of this study, it could be worth to design an entirely quantitative validated questionnaire. Hereby, also other variables could be identified, which could be related to a different opinion about well-being and happiness, for example time of incarceration, criminal offense or childhood experiences. As a result of this, validated questionnaires could be also used, for example for females. This could also operate preventive against reader bias. Based on the fact that just one reader independently coded all transcripts, it may be possible that, depending on the interest, knowledge and prejudices of the reader, the results can be evaluated subjectively differently. It would thus be helpful for further research, to design a quantitative validated questionnaire or optionally led more reader independently code the results to prevent subjective evaluation.

#### **4.7 Concluding remarks**

The current exploratory study provides important information regarding the personal needs and experienced well-being of young prisoners and show new insights in the development of interventions for this kind of target group. In particular, the level of fulfilled basic needs seem to be predisposing for the experienced well-being among the young prisoners. In this study the overall experienced well-being of the juveniles before and during imprisonment is evaluated as very low and strongly needs support. Due to the current study, especially important to enhance the experience of well-being are the relationships to people outside, as well as inside the prison and the promotion of prisoner's autonomy. A combination of a well-being and happiness training during and after imprisonment can be a valuable support. This can be done with the help of different training using positive criminology with the main aim to focus on fulfilling the three basic needs and in this way enhancing the overall feeling of well-being and happiness. Additionally, to prevent violence and recidivism, more preventive interventions should be evaluated in the future. A starting point could be early family training, which can reduce behavior problems, including antisocial behavior.

## 5. References

- Abram, K. M., Choe, J. Y., Washburn, J. J., Romero, E. G., & Teplin, L. A. (2009). Functional impairment in youth three years after detention. *Journal of Adolescent Health, 44*(6), 528-535.
- Aantal gedetineerden op 30 september, naar persoonskenmerken. (2015, May 27). Retrieved 04. Juni 2016, from CBS Statline:  
<http://statline.cbs.nl/Statweb/publication/?DM=SLNL&PA=37264&D1=0&D2=a&D3D4=1-2&D5=1&HDR=G1,G4&STB=T,G2,G3&VW=T>
- Averill, J. R., & Sundararajan, L. (2005). Hope as rhetoric: Cultural narratives of wishing and coping. *Interdisciplinary perspectives on hope*, 133-165.
- Bartol, C. R., & Bartol, A. M. (2014). *Introduction to forensic psychology: Research and application*. Sage Publications.
- Beelmann, A., & Lösel, F. (2006). Child social skills training in developmental crime prevention: Effects on antisocial behavior and social competence. *Psicothema, 18*(3), 603-610.
- Blaauw, E., Arensman, E., Kraaij, V., Winkel, F. W., & Bout, R. (2002). Traumatic life events and suicide risk among jail inmates: the influence of types of events, time period and significant others. *Journal of traumatic stress, 15*(1), 9-16.
- Bloom, D. (2006). Employment-Focused Programs for Ex-Prisoners: What Have We Learned, What Are We Learning, and Where Should We Go from Here? *MDRC*.
- Conte, C., Snyder, C., & McGuffin, R. (2008). Using Self-Determination Theory in Residential Settings. *Residential Treatment for Children & Youth, 25*(4), 307-318.
- Cooper, C., & Berwick, S. (2001). Factors affecting psychological well-being of three groups of suicide-prone prisoners. *Current Psychology, 20*(2), 169-182.
- Crossley, A., & Langdrige, D. (2005). Perceived sources of happiness: A network analysis. *Journal of Happiness Studies, 6*(2), 107-135.
- Daykin, N., De Viggiani, N., Pilkington, P., & Moriarty, Y. (2013). Music making for health, well-being and behaviour change in youth justice settings: a systematic review. *Health promotion international, 28*(2), 197-210.
- DeHaan, C. R., Hirai, T., & Ryan, R. M. (2015). Nussbaum's capabilities and self-determination theory's basic psychological needs: Relating some fundamentals of human wellness. *Journal of Happiness Studies, 1*-13.
- De Viggiani N (2007). Unhealthy Prisons: Exploring Structural Determinants of prison health. *Sociology of Health & Illness, 29*(1), 115-135.

- Duckworth, A.L., Steen, T.A. & Seligman, M.E. (2005). Positive psychology in clinical practice. *Annual Review of Clinical Psychology, 1*, 629-651.  
<http://dx.doi.org/10.1146/annurev.clinpsy.1.102803.144154>
- Duckworth, M. P., & Mercer, V. (2006). Assertiveness training. In *Practitioner's guide to evidence-based psychotherapy*, 80-92. Springer US.
- Emerson, R. W. (2015). Convenience sampling, random sampling, and snowball sampling: How does sampling affect the validity of research? *Journal of Visual Impairment & Blindness (Online)*, 109(2), 164.
- Farrington, D.P. (2007). Advancing Knowledge About Desistance. In *Journal of Contemporary Criminal Justice*, 23(1), 125-134. doi: 10.1177/1043986206298954
- Gostin, L. O., Vanchieri, C., Pope, A., & Institute of Medicine (US) Committee on Ethical Considerations for Revisions to DHHS Regulations for Protection of Prisoners Involved in Research (2007). *Ethical considerations for research involving prisoners*.
- Gover, A. R., MacKenzie, D. L., & Armstrong, G. S. (2000). Importation and deprivation explanations of juveniles' adjustment to correctional facilities. *International Journal of Offender Therapy and Comparative Criminology*, 44(4), 450-467.
- Helliwell, J., F., Layard, R., & Sachs, J. (2015). *World Happiness Report 2015*. The Earth Institute, Columbia University, New York, USA.
- Hinsch R, Pfungsten U. (2007). *Gruppentraining sozialer Kompetenzen (GSK)*. Beltz, Weinheim
- Hunter, G., & Boyce, I. (2009). Preparing for employment: prisoners' experience of participating in a prison training programme. *The Howard Journal of Criminal Justice*, 48(2), 117-131.
- Huynh, K. H., Hall, B., Hurst, M. A., & Bikos, L. H. (2014). Evaluation of the Positive Re-Entry in Corrections Program A Positive Psychology Intervention With Prison Inmates. *International journal of offender therapy and comparative criminology*.
- Imagine Nation. (2008). New poll reveals stifling imagination in schools underlies innovation and skills deficit. Retrieved July 1, 2016 from:  
[http://www.theimagination.net/press/080124\\_tinpr.pdf](http://www.theimagination.net/press/080124_tinpr.pdf).
- Janssen, J.H.L.J. (1999). *Laat maar zitten. Een exploratief onderzoek naar de werking van de korte vrijheidsstraf*. Den Haag: Boom Juridische uitgevers.
- Keyes, C. L. (2007). Promoting and protecting mental health as flourishing: a complementary strategy for improving national mental health. *American psychologist*, 62(2), 95.
- Keyes, C.L.M. (1998). Social Well-Being. *Social Psychology Quarterly*, 61(2), 121-140.  
Retrieved from: <http://www.jstor.org/stable/2787065>
- Kirchner, E. P., Kennedy, R. E., & Draguns, J. G. (1979). Assertion and aggression in adult offenders. *Behavior Therapy*, 10(4), 452-471.



- Lambert, E. G., Hogan, N. L., Moore, B., Tucker, K., Jenkins, M., Stevenson, M., & Jiang, S. (2009). The impact of the work environment on prison staff: The issue of consideration, structure, job variety, and training. *American Journal of Criminal Justice*, 34(3-4), 166-180.
- Lamers, S. M., Bolier, L., Westerhof, G. J., Smit, F., & Bohlmeijer, E. T. (2012). The impact of emotional well-being on long-term recovery and survival in physical illness: a meta-analysis. *Journal of behavioral medicine*, 35(5), 538-547.
- Lange, A. J. & Jacobowski, P. (1976). *Responsible assertive behavior*. Illinois: Research Press Champaign.
- Liebling, A., & Arnold, H. (2012). Social relationships between prisoners in a maximum security prison: Violence, faith, and the declining nature of trust. *Journal of Criminal Justice*, 40(5), 413-424.
- Linley, A., Joseph, P., Harrington, S., & Wood, A. M. (2006). Positive psychology: Past, present, and (possible) future. *The Journal of Positive Psychology*, 1(1), 3-16.
- Lindquist, C. H. (2000). In *Sociological Forum*, 15(3), 431-455: Kluwer Academic Publishers-Plenum Publishers.
- Loeber, R. Hoeve, M., Slot, NW, & van der Laan, P. (2012). *Persisters and desisters in crime from adolescence into adulthood: Explanation, prevention, and punishment*. Aldershot, UK: Ashgate.
- Lu, L., & Shih, J. B. (1997). Sources of happiness: A qualitative approach. *The Journal of Social Psychology*, 137(2), 181-187.
- Lin, Y. R., Wu, M. H., Yang, C. I., Chen, T. H., Hsu, C. C., Chang, Y. C., ... & Chou, K. R. (2008). Evaluation of assertiveness training for psychiatric patients. *Journal of clinical nursing*, 17(21), 2875-2883.
- Mabe, P. A., Turner, M. K., & Josephson, A. M. (2001). Parent management training. *Child and adolescent psychiatric clinics of North America*.
- Maniadaki, K., & Kakouros, E. (2008). Social and mental health profiles of young male offenders in detention in Greece. *Criminal Behaviour and Mental Health*, 18(4), 207-215.
- Maruna, S., & Liebling, A. (Eds.). (2005). *The effects of imprisonment*. Willan.
- McMahan, E. A., & Estes, D. (2011). Hedonic versus eudemonic conceptions of well-being: Evidence of differential associations with self-reported well-being. *Social Indicators Research*, 103(1), 93-108.
- McShane, M. D., & Williams, F. P. (1989). The prison adjustment of juvenile offenders. *Crime & Delinquency*, 35(2), 254-269.

- Meek, R. (2011). The possible selves of young fathers in prison. *Journal of adolescence*, 34(5), 941-949.
- Mohr, W. K., Mahon, M. M., & Noone, M. J. (1998). A restraint on restraints: The need to reconsider the use of restrictive interventions. *Archives of Psychiatric Nursing*, 12, 95–106.
- National Audit Office (7. July, 2010). *The Youth Justice System in England and Wales: Reducing Offending by Young People*. London: NAO/Ministry of Justice.
- NOS (2016). *Nederlandse gevangenen krijgen sleutel eigen cel*. Retrieved July, 7, 2016 from: <http://nos.nl/artikel/2116087-nederlandse-gevangenen-krijgen-sleutel-eigen-cel.htm>
- Oyserman, D., Bybee, D., Terry, K., & Hart-Johnson, T. (2004). Possible selves as roadmaps. *Journal of Research in personality*, 38(2), 130-149.
- Oyserman, D., Bybee, D., & Terry, K. (2006). Possible selves and academic outcomes: How and when possible selves impel action. *Journal of personality and social psychology*, 91(1), 188.
- Park, N. (2004). The role of subjective well-being in positive youth development. *The Annals of the American Academy of Political and Social Science*, 591(1), 25-39.
- Pfingsten, U. (2009). Training sozialer Kompetenz. In *Lehrbuch der Verhaltenstherapie* (pp. 587-596). Springer Berlin Heidelberg.
- Piquero, A. R., Farrington, D. P., Welsh, B. C., Tremblay, R., & Jennings, W. G. (2009). Effects of early family/parent training programs on antisocial behavior and delinquency. *Journal of Experimental Criminology*, 5(2), 83-120.
- Ronel, N., & Segev, D. (2014). Positive criminology in practice. *International journal of offender therapy and comparative criminology*, 58(11), 1389-1407.
- Ryan, R. M., Deci, E. L., Grolnick, W. S., & La Guardia, J. G. (2006). The significance of autonomy and autonomy support in psychological development and psychopathology. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology: Theory and method* (1, pp. 795–849). Hoboken, NJ: Wiley.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069–1081.
- Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of happiness studies*, 9(1), 13-39.
- Schnittker, J., Massoglia, M., & Uggen, C. (2012). Out and Down Incarceration and Psychiatric Disorders. *Journal of Health and Social Behavior*, 53(4), 448-464.

- Schwartz, J., & Steffensmeier, D. (2007). The nature of female offending: Patterns and explanation. *Female Offenders: Critical Perspectives and Effective Interventions (Second Edition)*. Boston, MA: Jones and Bartlett.
- Sheldon, K. M., Elliot, A. J., Kim, Y., & Kasser, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. *Journal of personality and social psychology, 80*(2), 325.
- South, J., Bagnall, A., Hulme, C., Woodall, J., Longo, R., Dixey, R., ... & Wright, J. (2014). A systematic review of the effectiveness and cost-effectiveness of peer-based interventions to maintain and improve offender health in prison settings. *Health Services and Delivery Research, 2*(35).
- Todts, S. & Van Meir, J. (2011). Het gebruik van psychofarmaca in de Belgische gevangenis. *Panopticon, 32*(3), 53-55.
- Tomar, S. (2013). The Psychological Effects of Incarceration on Inmates: Can We Promote Positive Emotion in Inmates. *Delhi Psychiatry Journal, 16*, 66-72.
- Van der Laan, A., & Eichelsheim, V. (2013). Juvenile adaptation to imprisonment: Feelings of safety, autonomy and well-being, and behaviour in prison. *European Journal of Criminology, 10*(4), 424-443.
- Van der Laan, A.M., & Blom, M. (2011) *Jeugdcriminaliteit in de periode 1996–2010* [Juvenile Crime in the Period 1996–2010]. The Hague: WODC Criminal Justice and Behavior, 26, 235-250.
- Van Domburgh, L., Loeber, R., Bezemer, D., Stallings, R., & Stouthamer-Loeber, M. (2009). Childhood Predictors of Desistance and Level of Persistence in Offending in Early Onset Offenders. *Journal of Abnormal Child Psychology, 37*(7), 967–980.  
<http://doi.org/10.1007/s10802-009-9329-x>
- Van Harreveld, F., Van der Pligt, J., Claassen, L., & Van Dijk, W. W. (2007). Inmate emotion coping and psychological and physical well-being: The use of crying over spilled milk. *Criminal Justice and Behavior*.
- Veenhoven, R. (2003). Hedonism and happiness. *Journal of happiness studies, 4*(4), 437-457.
- Weiß, R. H. (1998). *Grundintelligenztest Skala 2-CFT 20 mit Wortschatztest (WS) und Zahlenfolgertest (ZF): mit Handanweisung und Testheft*. Hogrefe.
- Wenger-Stockhammer, C. (2010). Lebenslagen im Alter. *Individuelle Bewältigungsstrategien alleinlebender hilfe-und pflegebedürftiger alter Menschen*.
- Wooldredge, J. D. (1999). *Inmate experiences and psychological well-being*.
- Wormith, J. S., Althouse, R., Simpson, M., Reitzel, L. R., Fagan, T. J., & Morgan, R. D. (2007). The Rehabilitation and Reintegration of Offenders. The Current Landscape and Some

## 6. Appendix

### 6.1. Interview-Scheme

Glückserfahrung bei inhaftierten Jugendlichen der Jugendanstalt Hameln

1. Was bedeutet „glücklich sein“ für Sie?
2. In welchen Momenten sind Sie glücklich?
3. Was macht Sie glücklich? (mindestens drei Sachen nennen lassen)
4. Auf diesen Karten stehen Dinge, die Menschen oft als Quellen von Glück nennen. Welche von diesen Dingen finden Sie persönlich am wichtigsten? Suchen Sie drei Karten aus. Erläutern Sie ihre Wahl.
  - Beziehungen zu anderen
  - Lernen und Ausbildung
  - Talente und Hobbys
  - positive Gefühle, Freude, Spaß
  - religiöse Überzeugung
  - innere Zufriedenheit
  - Positiv denken
  - Selbstbestimmung
  - Ziele und Werte
  - Freundlichkeit, Dankbarkeit
  - Sport und Bewegung
  - Geld und Besitz
  - Extra Karte: eigenes Thema, das noch fehlt
5. Inwiefern haben Sie das Gefühl, dass Sie im Moment die Regie über ihr eigenes Leben haben?
6. Wie zufrieden sind Sie mit den Kontakten, die Sie haben? Gibt es Menschen mit denen Sie sich innerhalb der Jugendanstalt gut verstehen?
7. Haben Sie guten Kontakt mit Menschen außerhalb der Jugendanstalt?
8. Gibt es etwas, worin Sie gut sind? Wissen andere, dass Sie gut darin sind? Können Sie Ihr Talent benutzen und verbessern?
9. Hier ist das Bild einer Leiter. Die oberste Sprosse der Leiter „10“, stellt das beste vorstellbare Leben für Sie dar. Die unterste Sprosse der Leiter, „0“, stellt das schlechteste vorstellbare Leben für Sie dar. Beschreiben Sie was für Sie das bestmögliche Leben ist. Beschreiben Sie was für Sie das schlecht möglichste Leben ist.
10. Auf welcher Sprosse standen Sie vor der Inhaftierung, was Ihr persönliches Glück angeht? Beschreiben Sie bitte, warum Sie diese Sprosse gewählt haben.
11. Auf welche Sprosse stehen Sie im Moment, was ihr persönliches Glück angeht? Warum nicht eine Sprosse (Zahl sagen) niedriger? Warum nicht eine Sprosse (Zahl sagen) höher?

12. Was glauben Sie, auf welche Sprosse Sie nach ihrer Inhaftierung stehen werden, was Ihr persönliches Glück angeht? Was sind Ihre Erwartungen für die Zukunft, nach Ihrer Inhaftierung, wenn es um Ihr zukünftiges Glück geht?

13. Was brauchen Sie, um glücklich zu sein?

14. Was sehen Sie selber für Möglichkeiten, um Ihr Glück zu verbessern?

15. Auf diesen Karten stehen Dinge, an denen man während des Glückstrainings arbeiten könnte. Machen Sie zwei Stapel. Legen Sie die Themen, an denen Sie gerne arbeiten würden und Sie interessant finden auf die rechte Seite. Legen Sie die Themen, die Sie nicht interessant finden auf die linke Seite.

- Beziehungen zu anderen
- Lernen und Ausbildung
- Talente und Hobbys
- positive Gefühle, Freude, Spaß
- religiöse Überzeugung
- innere Zufriedenheit
- Positiv denken
- Ziele und Werte
- Freundlichkeit, Dankbarkeit
- Sport und Bewegung
- Geld und Besitz

16. Was für Wünsche oder Ideen haben Sie für das Glückstraining?

17. Haben Sie Interesse daran, an einem Training teil zu nehmen, das darauf gerichtet ist, ihre Fähigkeit, glücklich zu sein zu verbessern?