

2016 American
Probation and Parole
Association Winter
Training Institute;
January 31st: 8am-5pm



Enhancing cultural
competence to
promote recovery &
offense desistance
as an ally

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Enhancing cultural competence to promote recovery and offense desistance (PROD) as an ally

Description

Promoting crime desistance, recovery and cultural competence require intentional strategic thinking, reflection and action. Unfortunately, the steps for achieving and sustaining change elude many organizational leaders, practitioners and program participants. This 8-hour workshop increases awareness of the resources available to enhance each participant's competence, assess strengths, and discover opportunities within their organizations and communities to promote crime desistance, recovery and culturally congruent services. Participants explore what helps, what heals, and how they as "just one person" can make a difference through dialogues, small and large group activities, and visual and print media. You will discover ways to enhance and deliver supervision, programs and services - one step, one courageous question, and one person at a time.

Self-Assessment of Lived Experience and Development Plan Date: _____

Check a box for each item based on, "Today I am a" Novice _____ Expert

1) Novice and eager to learn ... 5) Expert and excited to improve

A. Relationship enhancement skills/MI

B. Risk-need assessment and intervention.....

C. Responsivity assessment and intervention.....

D. Cultural competence assessment and intervention.....

E. Offense desistance assessment and intervention.....

F. Recovery assessment and intervention.....

Based on the self-assessment, my plan for personal/professional development in the next 3 months to enhance my cultural competence for promoting offense desistance and recovery:

<u>Topic/Skill Area (A-F)</u>	<u>Goal/Need</u>	<u>Resource(s)</u>	<u>Task(s)</u>
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Housekeeping

- ✓ *Schedule*
 - *Breaks: 15 minutes ~9:30am & ~2:30pm*
 - *Lunch: 12:00 - 12:30pm; Eat in this room so video can begin at 12:30pm?*
 - *Adjourn: 5:00pm*
- ✓ *Name tags: Visible across the room*
- ✓ *Download journals: www.brauchtworks.com*
- ✓ *Turn OFF cell phones, pagers and other electronic devices when in session*

Objective: Enhance each participant's cultural competence to promote recovery and offense desistance as an ally. Upon completion of this session, you will be able to:



1. *Use four fundamental relationship enhancement skills to engage as an ally in courageous and healing conversations using three appreciative inquiry questions;*
2. *Explain key cultural competence concepts, terms, and national standards;*
3. *Identify the values and perspectives of socio-economic classes;*
4. *Outline four stages in creating and interrupting prejudice and discrimination; and*
5. *Implement a plan for further enhancing your own awareness, communication skills, and personal strengths for providing culturally congruent practices that promote recovery and offense desistance.*

Your Goals and Expectations

ACTIVITY



1. *What are your personal beliefs about how people make major life changes?*

2. *How are those beliefs applied in your work?*

3. *List 2-3 goals and expectations for this training*

Foundational Tenets of Cultural Competence



1. $B = P \times E$ (Lewin, 1939)
Behavior is a function of (=) the interaction of (X) **P**eople and **E**nvironments. Fundamental _____ Error: Tendency to overuse disposition (P) to explain others' behavior and external causes (E) to explain ours [Ross, L. (1977) and Jones & Harris, (1967)]
2. Everything that we do occurs in a cultural context and is a cross-cultural enterprise.
3. Becoming culturally competent is a process without an endpoint.
4. A key to working across cultures is becoming aware of your personal-cultural filters. Notice, reflect/write, act, and notice... (NRA)
5. To-dos, how-tos, and cookbook approaches to cultural competency promote stereotyping.
6. However, stereotyping is a natural part of what we do = perception.
7. Each of us has a role to play.
8. No one here is responsible for institutional or structural bias.

Courageous and Healing Conversation Guidelines



- A. **"Oops"**: What I said didn't come out right
- B. **"Ouch"**: Pause the conversation - signals that a statement was offensive while assuming it was unintentional
- C. **"Vegas Rule"**: Request that what I'm about to say not leave this room
- D. **Mindful of each other**: Affirm and respect others' views = dialogue not debate
- E. **Resist the Fixing Impulse**: Instead of fixin', share what has worked for you using "I" statements
- F. **Minimize distractions**: Turn OFF cell phones and other electronic devices and notify someone before leaving
- G. **Relationship Enhancement Skills**: OARS - see next section
- H. **What Else?**



Fundamental Relationship Enhancement Skills: OARS



O-----ended questions:-----

A-----Validations:-----

R-----/Paraphrases:-----

S-----:

-----, not debates

ACTIVITY



Who(se) Are You Dialogues

A. List the eight most important groups to which you belong
(gender, race, sexual orientation, economic status, class, language or
accent, physical appearance/ability, education, legal status, faith-
religion, etc.)

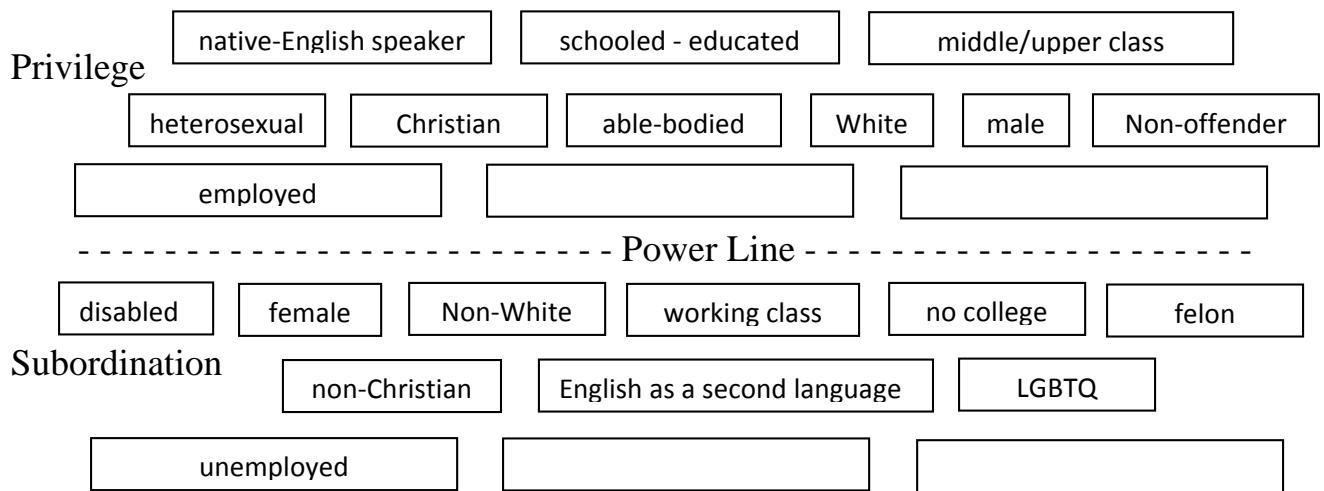
- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

B. My Pie

C. Tell a story about how you made your pie - less about the ingredients and
more about how you divided up your groups/characteristics - and how you
came to be here today? (lived experience)

D. Preference - Prejudice - Power - Privilege

E. Power Line Exercise: Where do you have privilege?



-----: can be benign, causing no harm

-----: an emotional commitment to a particular point of view that is not swayed by contradictory evidence

-----: the element in all "...ics", "...isms" and "...ers" - labels or categories - that affect people's lives

-----: automatic unearned benefits bestowed on perceived members of dominant groups based on social identify*

*Case, K. A., Iuzzini, J., & Hopkins, M. (2012). Systems of privilege: Intersections, awareness and applications. *Journal of Social Issues*. 68(1), 1-10.

How can this information help me build and improve relationships with others?

Responsivity and Cultural Competence



1. General responsivity = How
 - a. Your role and how you use your power/authority
 - b. Use of incentives/sanctions/rewards (positive and negative reinforcers)
2. Individual responsivity = What
The characteristics that you allow in your conversations

Everyone needs cultural competency because it is an evidence-based practice

- ☞ Everyone works with people who are inside and outside of their cultural groups; so we must be able to learn about, relate to, and communicate with people who are different - because everyone is different
- ☞ Helps build trust and rapport
- ☞ Increases your effectiveness

The Culture of Poverty: Payne, R. (1996). *A framework for understanding poverty.*

A. Poverty: “the extent to which an individual does without resources”

Financial	Emotional	Mental
Spiritual	Physical	Support Systems
Relationships/ Role models		Coping Strategies
Knowledge of hidden rules		

B. What Every Church Member Should Know About Poverty

<https://www.youtube.com/watch?v=cRs24PCVjAO>

“Part of any reality (is that) environment shapes thinking.”

C. Hidden Rules by Economic Class. Payne, R. (1996). *A framework for understanding poverty.*

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of the people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into the norms of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and past history most important. Decisions made partially on basis of tradition and decorum.

D. How can this information help me build/improve relationships with others?



What and Why of Cultural Competence

- A. National Standards for Culturally and Linguistically Appropriate Services in Health and Healthcare (The National CLAS Standards)

<http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53#>

Improve health care **quality** and advance health **equity** by establishing a framework for organizations to serve the nation's increasingly diverse communities. Adoption advances better health and health care for everyone.

- B. Culture: the integrated pattern of thoughts, communications, actions, customs, beliefs, values, and institutions associated, wholly or partially, with racial, ethnic, or linguistic groups, as well as with religious, spiritual, biological, geographical, or sociological characteristics. Culture is dynamic in nature, and individuals may identify with multiple cultures over the course of their lifetimes.

- C. Cultural Considerations

Ethnicity

Race

Country of Origin

Gender Identity

Age

Socio-economic Status

Primary Language

English Proficiency

Affectional Orientation

Sexual Orientation

Literacy Level

Spirituality / Religion

Employment

Geographic Location

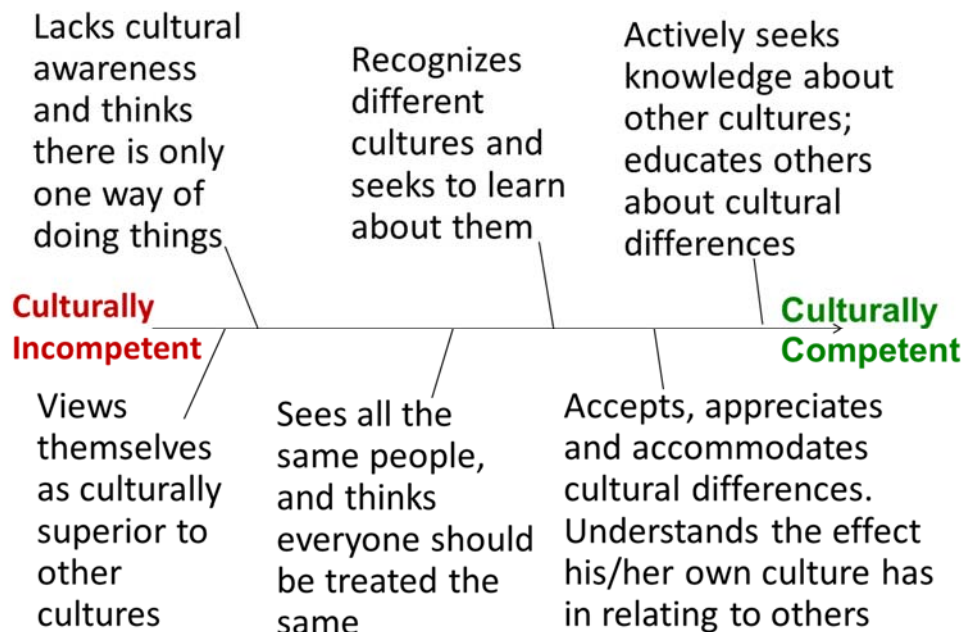
Physical Ability/Limitations

Immigration Status

Criminal Justice Involvement

Political Climate

D. The Process of Gaining Cultural Competence



Discrimination Conditioning

A. The Cycle for Learning/Unlearning Discrimination

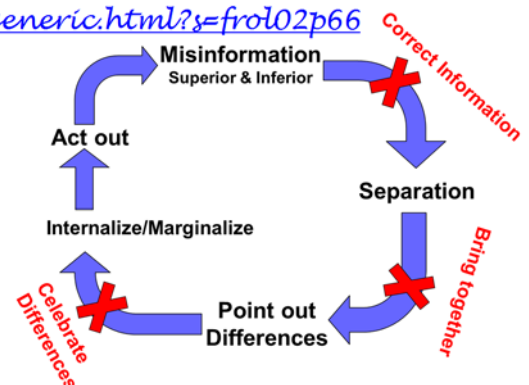
- Prepare with misinformation
- Separate groups
- Point out differences
- Justify marginalized group's behavior
- Continue cycle and reinforce stereotypes

B. Phil Zimbardo: The Psychology of Evil

http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil

C. Jane Elliott: A Class Divided - Brown Eyes, Blue Eyes

<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continuous=1>



My main takeaways - how this can help me build/improve my relationships:

My Caseload Top 10 List

Failures

ACTIVITY



Successes

- | | |
|-----------|-------|
| 1. ----- | ----- |
| 2. ----- | ----- |
| 3. ----- | ----- |
| 4. ----- | ----- |
| 5. ----- | ----- |
| 6. ----- | ----- |
| 7. ----- | ----- |
| 8. ----- | ----- |
| 9. ----- | ----- |
| 10. ----- | ----- |

My main takeaways - how this can help me build/improve my relationships:

Bryan Stevenson: We Need to Talk About an Injustice

<https://www.youtube.com/watch?v=c2tOp7OxyQ8>

"...there is power in identity. When we create the right kind of identity, we can say things to the world around us that they don't actually believe makes sense. We can get them to do things that they don't think they can do."

"As rational as we are, as committed to intellect as we are, innovation, creativity, development comes not from the ideas in our mind alone. They come from the ideas in our mind that are also fueled by some conviction in our heart. And it's that mind-heart connection that I believe compels us to not just be attentive to all the bright and dazzling things, but also the dark and difficult things. Vaclav Havel, the great Czech leader, talked about this. He said, "When we were in Eastern Europe and dealing with oppression, we wanted all kinds of things, but mostly what we needed was hope, an

orientation of the spirit, a willingness to sometimes be in hopeless places and be a witness."

My main takeaways - how this can help me build/improve my relationships:

D. Like a Girl Campaign:

<https://www.youtube.com/watch?v=XjJQBjWYDTs>



E. Breaking the Cycle: Ideas for Creating Change

1. Give accurate information & publicize successes
2. Celebrate commonalities and life events
3. Embrace differences and rituals (cont. next page)
4. Eat together
5. Communicate with everyone
6. Share information - Use social media to network
7. Recognize that we are all in this together
8. Share success stories

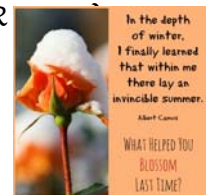


Evidence-based principles, practices and programs (EBP):

Responsivity-enhanced Activities and Practices (REAP):

Personal Recovery and Offense Desistance Services (PR

Principles



What helped you come back from something difficult?

What Helps: Most Frequent Answers

Family	Meaningful work/career
Support	Time
Friends	Education
Forgiveness	*Faith or Hope
Compassion	New beginnings
Resiliency	Taking action
*Helping Others	Information/Relationships

Fergus McNeill: Desistance, Identity and Belonging (25:15 but start at 9:23 for 16 minutes) <https://www.youtube.com/watch?v=9OAZOhuxp30>

Three domains of desistance:

1. -----
2. -----
3. -----

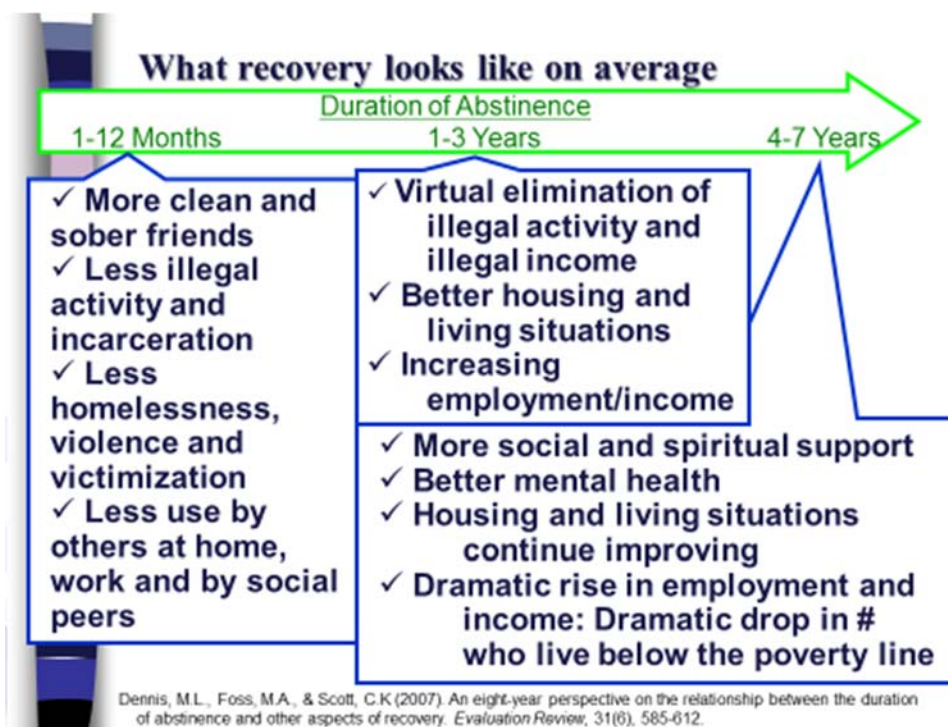
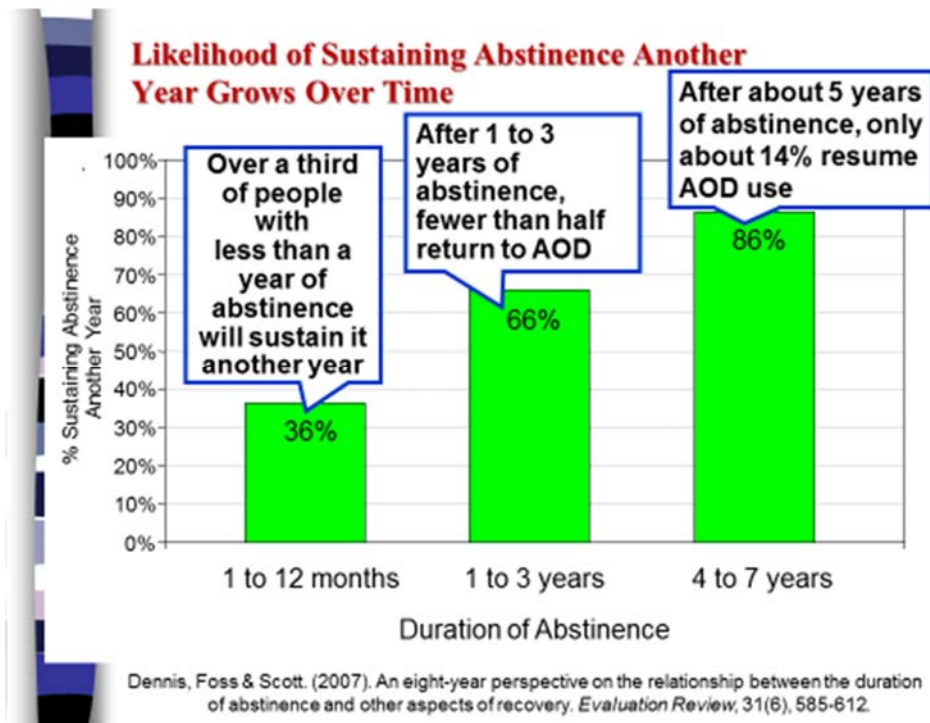
How to track single cases

1. -----
2. -----
3. -----

Dr. John Laub: "Criminal record ceases to be predictive _____ years after not having an offense"

My main takeaways - how this can help me build/improve my relationships & outcomes:

Recovery: Process and definitions



Georgia's Definition of Recovery: The Georgia Recovery Initiative, 2014

- *Recovery is a deeply personal, unique and self-determined journey through which an individual strives to reach her/his full potential. Persons in recovery improve their health and wellness*

by taking responsibility in pursuing a fulfilling and contributing life while embracing the difficulties one has faced

- Recovery is not a gift from any system. Recovery is nurtured by relationships and environments that provide hope, empowerment, choices and opportunities
- Recovery belongs to the person. It is a right, and it is the responsibility of us all

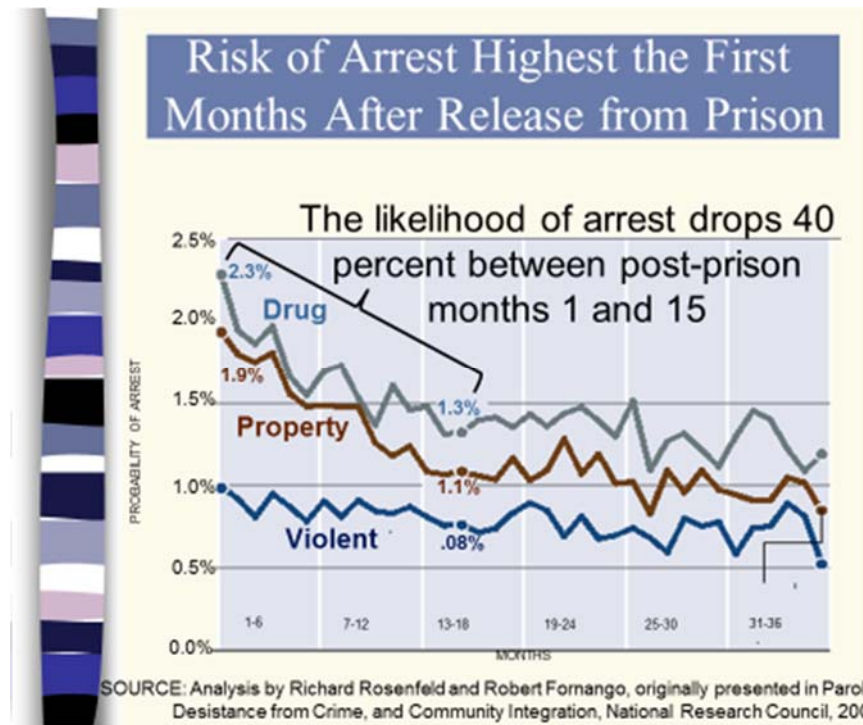
Five Key Correctional Principles/Practices (EBP)

Guevara, M. et al. (2010). *Putting the pieces together: Practical strategies for implementing evidence based practices*. Washington, DC: U.S. Department of Justice, National Institute of Corrections. Available at: http://b.3cdn.net/crjustice/66adf1a50c50ce8eba_uim6yhisq.pdf

National Institute of Corrections. (2004). *Implementing evidence-based practice in community corrections: The principles of effective intervention*. Available at <https://s3.amazonaws.com/static.nicic.gov/Library/019342.pdf>

- Frontload = -----
- Risk = -----
- Need = -----
- Responsivity = -----
- Collaboration = -----

Frontload



Responsivity: Respond in ways that match the individual's characteristics (P) and situations (E)

- ✓ *Motivation*
- ✓ *Race/culture*
- ✓ *Gender*
- ✓ *Learning style (sic)*
- ✓ *Sexual orientation*
- ✓ *Cognitive skill*
- ✓ *Age*
- ✓ *Faith*

Responsivity

- 🕒 *Elicit stories including personal goals with courageous and healing conversations*
- 🕒 *Validate the individual's change history and personal strengths*
- 🕒 *Model, reward, solicit feedback; model, reward, solicit feedback...*

What's your responsivity potential?

Need Principle: Supervision Conditions and Recidivism

Compliance with conditions is a fact of community supervision
 ⇒ But too much emphasis can backfire

Time	Recidivism
10 minutes	18.9%
15 minutes or more	42.3%

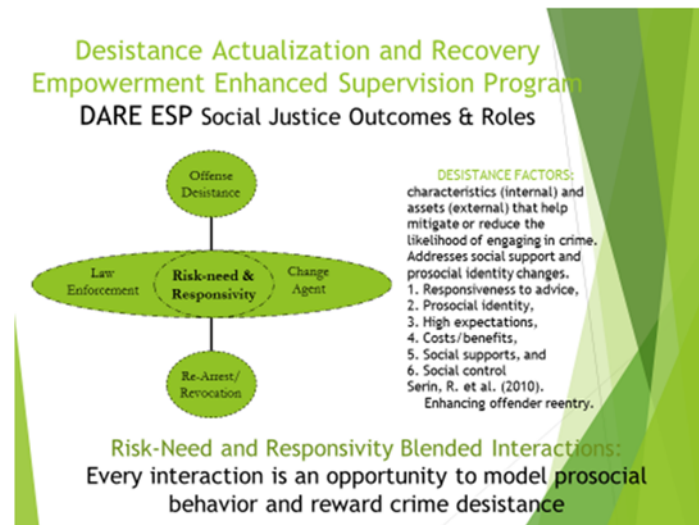
Rates adjusted for risk level
 From: Bonta, J. (2009). Translating "what works" into sustainable everyday practice.

Targeting Criminogenic Needs and Recidivism: Need Principle = What (cont.)

- Discussing criminogenic needs was related to reduced recidivism
- More focus on criminogenic needs, lower the recidivism

Length of Discussion	Recidivism (n)
Low (0-15 minutes)	59.8% (49)
Medium (20-30 minutes)	47.6% (26)
High (40+ minutes)	33.3% (3)

Desistance Actualization and Recovery Empowerment Enhanced Supervision Practices (DARE ESP)



Dynamic Risk Assessment for Offender Reentry (DRAOR) from Serin, R. C., Lloyd, C. D., & Hanby, L. J. (2010). Enhancing offender re-entry: An integrated model for enhancing offender re-entry. European Journal of Probation, 2, 53-75. Available at: http://www.ejprob.ro/uploads.ro/712/Enhancing_Offender_re_entry.pdf

Compare and Contrast: Desistance Actualization and Recovery Empowerment Enhanced Supervision (DARE ESP)

Adapted from McNeill, F., Farrall, S. Lightowler, C. & Maruna, S. (2014). Desistance as a framework for supervision. In G. Bruinsma and D. Weisburd (Eds.), Encyclopedia of criminology and criminal justice. New York: Springer-Verlag.

	Traditional	DARE ESP
Subjects	Offender	Returning citizen
Roles/Orientation	Law enforcement: assessor, case manger	Change agent; social worker, solicitor/resource broker; advocate; facilitator
Role focus	Events: Contacts for offense- recidivism reduction and prevention	Desistance/recovery processes: Learning how, what and why (theory of change) individuals change then supporting progressive inclusion; tertiary prevention
Output targets	Enhance compliance; pro-social attitudinal change; capacity/skills development (P)	Enhance intrinsic motivation; incentives and reinforcements for changing narratives/self-concepts/identities; inclusive opportunities and reduced stigma and discrimination (P, E)
View	Retrospectively-informed compliance events	Prospectively-informed turning points/sentential events
Practice locus	Individual attitudes and behaviors	Behavior and environmental or structural barriers
Practice focus	Individual deficits: attitudes behaviors, & associates	Personal and socio-cultural capital/strengths and resources
Practice medium	Risk-need diagnoses and associated programs	Responsivity to individualized risk-needs and relationship quality
Practice metrics	Risk-need scores; quality assurance	Risk-need change scores and relationship quality measures for performance support and continuous quality improvement
Outcome targets	Successful discharge; reduced recidivism/re-offending	Enhanced social inclusion and restoration/redemption

My main takeaways - how this can help me build/improve my relationships & outcomes:

Responsivity/Cultural Competence-enhanced Supervision Role

- 👂 Listen for a change*
- 👁️ Provide information*
- 👏 Guide and reinforce skill acquisition*
- 📌 Facilitate behavior change toward personal recovery and offense desistance (PROD)*

RCCOOS and Case Scenarios

Ricks, E. P., & Eno-Louden, J. (2015). The relationship between officer orientation and supervision strategies in community corrections. Law and Human Behavior. 39 (2). 130-141. doi:10.1037/lhb0000098

How will you introduce yourself to J.? Points to make in 1 minute or less:

- 1. Alliance: briefly explain your training and lived experience for successfully supporting returning citizens/supervisees*
- 2. Self-efficacy: belief in supervision and reentry partner's quality and in this supervisee's ability to be successful*
- 3. Self-change: support and challenge the individual's choice to act differently or to remain the same*
- 4. Importance/value: expect engagement in programs and assignments leads to finding purpose and joy*
- 5. Hope: a brighter future awaits*
- 6. Confidentiality: to the extent that s/he and the community are physically and emotionally safe - supports #1*

*Appreciative Listening, Learning and Yolking (ALLY) interactions
for courageous and healing conversations*

Characteristics of an Ally

- *Listens openly.*
- *Actively pursues self-education. Learns about the history and culture of target groups.*
- *Acknowledges and takes responsibility for one's own socialization, prejudice and privilege.*
- *Willingly acknowledges privileges.*
- *Learns about and takes pride in one's own identities and groups.*
- *Identifies one's self-interest(s) in acting as an ally.*
- *Makes friends with people who are different.*
- *Knows about and seeks resources for target groups.*
- *Educates others.*
- *Takes a public stand against discrimination and prejudice.*
- *Interrupts prejudice and takes action against oppression even when people from the target group are not present.*
- *Accepts and embraces that we all have similar hopes, feelings and dreams*
- *Seeks opportunities to be a role model, and to be inclusive in all community events*
- *Risks discomfort!*
- *Avoids being self-righteous with others, especially other dominant group members*

- *Challenges the internalized oppression of people in target groups.*
- *Supports the value of separate meetings/events/activities for members of target and agent groups.*
- *Holds high expectations for all people.*
- *Understands children's curiosity.*
- *Understands the impact of stigma and speaks up against it.*
- *Shows appreciation when the media is inclusive.*
- *Has a vision of a healthy multicultural society.*

Three appreciative inquiry questions and the relationship enhancement OARS for courageous and healing conversations

1. *What's right with you/working well? (personal, social and cultural capital)*
2. *What could be better? (systems improvements and culturally-congruent resources)*
3. *What keeps you going/what are your passions? (hope)*

Chimamanda Ngozi Adichie: The danger of a single story (19:16)
<https://www.youtube.com/watch?v=D9Ihs241zeg>

Come Monday Plans

- a. *What 2-3 REAP or PRODS practices you could implement come Monday?*

Express gratitude for the opportunity to attend APPA, share your passion and a potential action plan:

1. *What's working well around here?*
 2. *What could be better?*
 3. *What keeps us (you and me) hopeful?*
- b. *How would you know it is working? Outputs and outcomes = observable metrics*
 - c. *Who and where: Your supervisor and at least two others - your allies!*

Healing Invisible Wounds

- ✓ *Listen and believe*
- ✓ *Recognize the power our expectations and labels*
- ✓ *Create safe and respectful opportunities for sharing across different perspectives*
- ✓ *Start with a different question (open ended questions: what's right, what's worked, what's your passion)*