

NCJTC- Fox Valley | An Comprehensive Approach To Offender Management

Thank you for joining us today. Welcome, everyone, to the National Criminal Justice Training Center's webinar, An Overview of the Comprehensive Approach to Offender Management. Presenting today's webinar is Chris Lobanov-Rostovsky. My name is Greg Brown, and I will be facilitating today along with my colleague Lea Geurts.

This project was supported by a grant awarded by the Bureau of Justice Assistance, Office of Justice Programs, US Department of Justice. The opinions, findings, conclusions, or recommendations expressed in this webinar or those of the contributors and not necessarily reflect the views of the Department of Justice.

With that, let's try our first poll question. This is a simple question to find out who's joining us today. The question is, which of the following best describes your role? Your choices are-- victim services, victim advocate, probation, community corrections, law enforcement, child advocacy center, social worker, mental health worker, or other.

As you can see from the results, we have about 8% of our attendees today are victim advocates or from victim services, probation and community corrections represents 62% of the attendees, law enforcement about 6%, and social workers, mental health workers, child advocacy workers about 14%, and about 9% of you are other.

I'd like to welcome you, again, to our webinar. I'm pleased to introduce you to our presenter, Chris Lobanov-Rostovsky. He's a licensed clinical social worker with over 30 years of experience working in the area of sex offender management and treatment. He currently works for the Colorado Department of Public Safety as their director for the Colorado Sex Offender Management Board, and has been an associate for NCJTC for over 15 years.

Today, Lea and I will be assisting Chris in this webinar. Lea Geurts is a Project Coordinator with the National Criminal Justice Training Center of Fox Valley Technical College providing training and technical assistance for tribal grantees funded by the Bureau of Justice Assistance and other Department of Justice Programs. Lea has over 15 years of experience working in tribal justice programs in probation, court administration, SORNA, and tribal justice system planning, and holds a bachelor's degree in criminal justice administration.

I have been involved in corrections for over 32 years and was the Chief Probation Officer in the 22 Judicial District of Colorado. I have experience in supervision, treatment, and management of

juvenile and adult offenders, including domestic violence and sex offenders.

In my department as a consultant, I have spent considerable time developing specialized programs, including specialized enhanced domestic violence offender programs, gender-specific female team of officers with expertise in women's issues, problem-solving courts, standards, policies, restorative justice programs, and best practices for community-based management of high-risk offenders. I'm now Program Manager with the National Criminal Justice Training Center at Fox Valley Technical College. With that, I'll turn the time over to you, Chris.

Thank you, Greg. I appreciate that kind introduction, and I would like to say hello to everybody all over the country. It's amazing to me how we can reach out through this medium and be able to talk to you all this way. So I hope you find today's session to be valuable. So what do we have in common? Our jobs are to keep communities safe, that's what we do. We do this by addressing those who break our laws. We work in tribal communities, but I also know that there are federal, state, and local officials out there. So whatever community you're in, you're trying to make your community a safer place, and for that, we appreciate you.

We do that in a variety of ways. We have a bunch of different professionals on this phone call or this webinar today. We have law enforcement officers who are charged with investigating crimes and keeping the peace. We have our courts where we prosecute people who violate laws and codes, and we have people who are responsible for ensuring that the rights of those accused are protected. We have correctional facility staff and facilities to punish people who break the laws and keep people from hurting others.

We have supervision officers who are responsible for overseeing the reintegration of people back into our communities. We have treatment and social workers and mental health folks who are responsible for trying to rehabilitate those who have broken our laws. And we have victims survivor services where we're providing help and support for those who have been harmed by the behavior of others in their healing.

We are all committed to the work that we do, and just by the fact that you are here today shows that level of commitment. I know you all are very busy and everybody works very hard and you have case loads and you're responsible for those, but you're here because you want to learn how to do things better, and we appreciate that.

The National Criminal Justice Training Center provides training and technical assistance to assist our

tribal communities and other communities and professionals in enhancing their skills. We offer hands-on skill development so that you can learn evidence-based best practice techniques. However, this session will focus a bit broader than that. It will focus on how can you improve your coordinated system's response to law-breaking, to offending within your communities?

As Greg indicated in my intro, I have spent my career-- more years than I care to share, although Greg did out me and say how many years that was-- that's what friends are for, right, Greg? But more years and I'd like to count doing this work here in my community in Colorado. I've worked in a variety of different settings. I've worked in a prosecutor's office. I'm not an attorney, but I've worked in a prosecutor's office with diversion programs, I've done supervision, I've done treatment, rehabilitation, mental health services, I've evaluated for the courts, done offender evaluations, and done risk assessment and risk profiling.

And I now work for a government-- I've come over to the dark side and I work for government, setting standards and policy for directing services within our community. And for the past more than 10 years, I've had the privilege of working with tribal communities, doing training and technical assistance and visiting different communities, working on sex offender registration and notification, and on this Comprehensive Approach model, and it's been my privilege to do so.

And I've learned a few things over the years, so I'll share a few of those off the bat, and then you'll see how they come up during the course of this model. First of all, I would say it's a better doing this work together than by ourselves. I think we are better and stronger together, and if we collaborate and communicate, we are better off.

And I would encourage you, if you feel like you're kind of on your own, to figure out others who you can collaborate with and work with, whether that's within your agency or at other agency. We need to do what works. We need to use practices that make a difference and are successful. When I used to practice earlier on in my career and people asked me, how do you know what you're doing is-- whether it works or not? I didn't really know that. I thought it worked, but I didn't know, and I think we need to be able to study what we're doing to make sure that truly what we're doing is effective.

We need to look at our own outcomes and we need to look at the research that others have done in their communities as well, but we need to realize that may or may not apply to the communities that we live in. I've learned that it's important to combine both supervision and accountability aspects, correctional aspects with rehabilitation. Really neither of those works as well separately as they do together. And so even though sometimes it can seem like you're working at cross-purposes with

others in the system, it's really important to work together and that all aspects of the system are really important.

The final thing that I would say is that we really need to take care of ourselves in this as well. This is challenging work that we do, and it has an impact, a vicarious impact, and I know that's going to be a conversation, perhaps, for a future webinar, and I would encourage people to attend to yourself a little bit. I think sometimes we think we're supermen and superwomen and we don't attend to that as much as we could and we should. So really encourage you to do that.

So thank you again for the work that you're doing, thank you for keeping your tribal communities safe or your federal, state, or local communities safe, we really appreciate that.

So in terms of the focus of this presentation on the Comprehensive Approach, this model can work really in any problem area. It can work with a variety of different types of criminal activity, behavior, and people that you're supervising or dealing with. The model started out-- and this is sort of my more my area of expertise-- it started out in the sex offender management world, but I think it just as easily applies to other problem areas, other interpersonal violence areas-- domestic violence, substance abuse, other types of things-- I think this model is a good applicable model regardless of what you do and what area you're focused in.

I know many of my tribal partners, you may be doing all of those things, and so this might be something that you could think about depending upon which populations you're working with. But this model started out actually here in Colorado as what we call the containment approach, and you may have heard that term. The containment approach is how do we work together, how do we collaborate, how do we manage offenders, how do we then give them the opportunity for rehabilitation, and hopefully restore them and reintegrate them back into our communities in a safe, healthy, and accountable way?

So this model has been an adaptation of that, this Comprehensive Approach model, and it'll talk with you a little bit about how you can do your job, not just what you should do. I think the way that I would encourage you to think about this is that I know that not everybody has infinite resources. Wouldn't it be great if we had all the resources in the world that we need and we could do whatever we wanted? But that's just not the world we live in. And so we really have to be smart and efficient and effective with the use of resources.

And so I think this Comprehensive Approach model can teach us how to be effective within our agencies, how we don't end up working at cross-purposes or don't duplicate services with other

agencies, and hopefully are applying the best practices and evidence-informed types of strategies that will be most effective for our communities. And so I'm hopeful that this session will help you to think about some of those things. It's really meant to be sort of an overview kind of primer for some of this, and if there are additional needs that you have, you can certainly reach out to NCJTC and we'd be happy to help you further.

So in terms of the origin of this Comprehensive Approach, the Comprehensive Approach was developed by a group called the Center for Sex Offender Management. That group is not currently working to my knowledge, but they have really good resources on their website, so highly recommend-- other than NCJTC, which our resources are outstanding, too, but other than that-- I'm saying that with a smile-- other than that, Center for Sex Offender Management is a great resource for you all.

And so you can find training materials and resource documents there. And it was CSOM, which is the acronym there, that developed this Comprehensive Approach. And what they talked about was that really, when we're managing criminal offenders, whether it's a sex offender, domestic violence offender, whatever, our goal in that is to ensure that people are not victimized again in the future. And so that really is the orienting principle in terms of the Comprehensive Approach and what we do in a lot of ways.

I mean, yes, we're there to help people get their lives back on track, but we're also doing the work-- the important work that we do to try to prevent them from harming other people in the future. We do that in a variety of ways and a couple of them are mentioned here. We have that we engage in a multidisciplinary team approach, and we'll talk about this more once we get into the model specifically, but this collaborative model across disciplines-- I mean, again, look at the diversity of people that are on this call. We all are in this together and we're all working on this issue, and so we need to work together on it-- collaborate, share experiences, share knowledge, and work together for this goal of preventing future victimization.

We need training related to the offender populations that we're working with. So if you're working with sex offenders, we need training related to that, or domestic violence offenders or whatever, each offender population or whatever population you're dealing with has their own unique risks and needs and characteristics, and it's important that we have that training.

Now again, if you're a generalist officer in a tribal community or in a rural location, you're probably dealing with a variety of these types of offenders, but certainly there's a lot of resources out there

and trainings that you could take to get some knowledge, because again, what works for one type of probationer may not work for another type and it's important that we have the specific knowledge to rehabilitate the client that we're working with and to protect the community.

And then the final thing-- and I reference this in my things that I've learned over the years-- is that it's important that we evaluate what it is that we do, and that we need to adjust our programming accordingly. I know that this is hard. We're so busy doing the work, but we need to be evaluating what we're doing and looking for it to be effective. I mean, if we're going to take on this goal and this important responsibility on our shoulders, we need to be able to measure that.

So think about what it is that you would like to know in what you do and what's working in what you do, and what kind of information could you collect? And then collect that information and report it out. I mean, if you're a tribal probation officer, reporting that out to tribal council, this is how many clients we've had, here's the outcomes that I've had, here's how many were referred for services. I mean, those are important things to show leadership, that you are-- that what you're doing is making a difference and effective. And if you have the needs, then, for additional staffing, or whatever you've got the data to show that.

So that Comprehensive Approach focuses on being data-driven in what we do. And I know that sounds a little cliché these days, but it really is very important in terms of what we do. So that's where it started. I'm going to get into the model in just a second, but Greg, I'm going to give it back to you because I believe we have another poll question.

We do, Chris. Thanks for that overview. So our second poll question is, what level of collaboration is there between offender management and victim services in your community? And we have four responses to that, four possible responses. The first is, we are aware of each other's programs but do not work together; the second is, we work together on certain cases but don't consistently collaborate; the third is, we collaborate all offender management and victim services; and the fourth is, we don't know what each other does.

So the results are, to those four responses, the first, we are aware of each other's programs but do not work together, 22%; 52% say we work together on certain cases, we don't consistently collaborate; 13% say we collaborate on all offender management and victim services; and 13% said, we don't know what each other does.

So congratulations, I do a lot of training around the country and do a lot of consulting and technical assistance. Those of you who are collaborating on all types of cases with your victim services,

congratulations to you, that really is the state of the art with outcomes and victim satisfaction that we're looking for, so congratulations to you all.

And for those of you who don't do it consistently, it sounds like you have the framework together to look at this more broadly and maybe apply some aspects of this model. So Chris, I'll turn it back over to you if you'd like to talk a little bit more about some of the responses.

Absolutely. Thank you, Greg, and I appreciate you being willing to give us that information and respond to the poll. And hopefully through this process, you'll see sort of maybe some pathways for things that you can work on. And so maybe one of the things you come out-- I know that whenever I do training, my hope is-- even when I'm going to a training myself but when I'm delivering a training, hopefully that you'll walk out of here today with a thing or two that you would want to work on. And maybe it's the commitment to try to get to know more about the victim services within your community, and to figure out how you can work together.

It takes an investment of time and energy, and again, I know people are very busy, but I think it pays off in the long run. I think that collaboration is so important, and I think part of what we do-- for those of us who work more on the offender management side of things, I think we have the ability to help victim service side of things, and I think victim service has the ability to help the offender management side of things in terms of having a better understanding of what we're dealing with and who we're dealing with.

And I know a lot of times in my tribal community partner, with my tribal community partners, there's ways that you can improve things to enhance and benefit victims in that process, so why not think about those things that you can do? Because in small communities, there are unique challenges with offenders reintegrating back into the communities. I mean, offenders will come across victims in tribal ceremonies and rituals and things like that, how are you going to manage that? A lot of times all the services may be in very central locations.

So thinking about some of those types of things and coordinating can be very simple things to do that can be beneficial hopefully to both sets of professionals that do this work. So thank you for sharing with that, and I hope that's something that you'll consider as part of it. I always found it in my work to be very valuable to work with. I know in a lot of the therapy that I would do, I would work on the offender therapy side, and I would work with victim therapists very closely, particularly in situations where there was going to be some kind of family reintegration, and I always found that to be very helpful and beneficial for sure.

So let's talk about this Comprehensive Approach a little bit in more detail. The Comprehensive Approach exists on two different levels and addresses three questions. So we're going to talk first about the fundamental principles of this comprehensive approach, and that, as I said before, sort of tells us how we do this work, and then it tells us what we should be doing and then who should be doing it as well.

So it's kind of looking at this more at the systems level in terms of how we do our work and thinking about that on that level. Again, going forward, there are specific skill development things that you can employ in terms of what you should be doing, but to be thinking about how you do your work I think is a great place to start, and thinking about how can you coordinate and collaborate that with some of the other systems as well.

So here is the model itself that was developed by the Center for Sex Offender Management, again, that I think applies to any kinds of offender populations or criminal populations. In the victim centeredness, I mean, some crimes maybe don't have a primary victim, but you could certainly talk in terms of how other types of non-violent behavior might impact other people as well.

But the five fundamental areas-- and we'll go through them each in turn-- the five fundamental areas of this Comprehensive Approach are victims centeredness, public education, specialized knowledge and training, monitoring and evaluation-- and that is evaluating what we do, not supervision as part of that-- and then collaboration. So you can see, I've already foreshadowed some of those in what my kind of introductory remarks are.

And so thinking about how what we do fits into that larger system, whether we're a court-- corrections, victim services, wherever, again, I think these things are things that we would all agree are important regardless of where we sit in the system, and that these are things that we can all do and all benefit, which is why they're sort of these fundamental or foundational types of concepts and principles of this Comprehensive Approach.

So let me take them on one at a time, and actually, I was going to ask my good partner here, Greg Brown, to jump back in on the victim centeredness one because he's done so much work over his career in terms of this coordination of victim services, victim centeredness approach, and his work on offender management supervision side. So Greg, you want to jump back in and share a little bit related to your thoughts about victim centeredness?

Sure, Chris, thanks so much. So we all know that we have Victims Rights Act at the federal, state, and

local levels, and they were a great start. They integrated and gave victims a voice in the criminal justice system, but a lot of our experience over the years is that they've really not gone far enough.

And when we talk about this victim centeredness, we are talking about officer on the scene, first contact, first victim services person working with them, person who's doing the interviews, all the way through the prosecution, the courts, all the way coming out, if they end up in jail or prison, reentry people, and being able to pay attention to what victims need and what they want.

So our system was designed really to protect the rights of the accused, right? And to pursue justice. And in actuality, it does a pretty good job at that. We know the victim services-- victims and survivors need more and want more. So we must-- we need to ask ourselves, what is in the best interest of victims and communities? We know that there's been harm that's been caused to the victim, the victim's family, friends, the ripple effect, we've all heard that before in the community.

So what's needed to work towards the healing of the harm that's been caused by this act? The Office of Violence Against Women uses a definition for victim-centered services as to minimize re-traumatization associated with the criminal justice process, and empowering survivors as engaged participants in the process, and providing services and an opportunity to play a role in the criminal justice system. And we all know that that looks different for every individual person that comes in, and we also know that our system really wasn't designed to deal with really the human aspect of the results of crime and criminal conduct, so we need to pay attention to that and pay more attention to it.

And again, I speak to victims' experiences, they're in a system that is very confusing, and if you think about the beginning of your careers in whatever role you had as a therapist, a victim services person, probation, parole, law enforcement, even beginning prosecutors, how confusing the system is. Things move pretty quickly, there's multiple hearings, things get delayed, a lot of things happen for the people involved in the process that they don't quite understand or aren't able to track.

And so we need to constantly be providing education, meeting them where they're at, keeping them involved in the process at whatever level they want to be involved. So we need to ask ourselves, what do they need, how do they feel safe going through this process depending on the stage that we're in with respect to the prosecution of the person that's harmed them? So how are they going to be allowed and able to go about their lives?

How is the harm going to be repaired? Not only monetarily, but how is the harm going to be repaired? Is there a relationship here that will continue? Such as domestic violence, and oftentimes in sex

assault, some kind of relationship may and probably will continue, so what does that look like? How do people take responsibility for their behavior? How does a victim actually get to tell their experience and tell their story?

And at the same token, the people that enter the system oftentimes have their story and that's just as important to listen to. So nuts and bolts of that are obviously we're doing CT planning with people, we're looking at critical stages of the process, we're explaining what's happening and what the system's focused on and what their rights are, and we're continuing to keep them involved at the level that they want to be involved in this process.

Thank you, Greg, I appreciate that input very much, and very important things to consider. And in my jurisdiction here in Colorado, we actually include a victim representative or a victim advocate in all of the sort of supervision team processes and meetings. And so there is outreach that is done to a victim by a representative. The victim can obviously choose to participate in that or not, but that victim representative or advocate will still represent the victim's interests in that process, and in that way, we don't lose that and we don't lose sight of that as we're focused on what we're trying to accomplish from an offender reintegration and rehabilitation perspective as well.

And so I think it's a really critical and important piece of what it is that we do, and that all of us sort of see ourselves as maintaining that victim centeredness regardless of whether we're working directly with the person who has been harmed or we're working with the person who did the harm. Either way, having that and keeping that in mind going forward I think is critically important for all of us.

The second piece of the comprehensive approach is, the second fundamental principle is public education. How do we engage the public in what it is that we do? I think for too long, communities have been more than willing to sort of cede responsibility for dealing with the lawbreaking behavior, from dealing with offenders, with managing rehabilitation, punishment, whatever it is. They've been willing to say, you as the the court system or the corrections system, you take that. We don't want to be involved in that.

And I think we need to encourage our public and our community members to be involved and to know what's going on. I know that in my work in tribal communities, it's really important to be able to talk about these issues, to talk about the issues of sexual offending, domestic violence. Oftentimes these are taboo and unspoken things, and so we want to have a forum and a way in which people can begin to have conversations.

And so I think it's up to, in some ways, the professionals who are doing this kind of work to work together, and doing public education as part of it can be very, very helpful, both from sort of a prevention perspective-- let's have conversations about this and educate people so that hopefully they don't go down certain paths, or on an awareness perspective of, we have these problems here, people need be on guard and aware, and what do parents, what do community members need to do to be able to keep themselves and their families safe?

And so I think education and knowledge is power in a lot of ways. And so thinking about what you can do from your role in terms of educating-- and there may be existing prevention programs, and this may be something also that victim service providers might be interested in, but I think as a probation officer, corrections officer, counselor, whoever-- law enforcement, whoever you are, I think that public education can really help.

And I know a lot of times people are like, well I don't want to know this, don't tell me about this, and they want to kind of keep-- stay naive, keep their kind of head in the sand, so to speak. But I really do believe, especially when it comes to sex offending, it's so important that we have these conversations with community members, and that community members have those conversations with their children particularly, because offenders take advantage of that ignorance and that lack of awareness.

And so a lot of what we've been doing in terms of talking about sex offending and sex offenders within a community has been from a public education-- holding town hall-type meetings, having community forums, having just even tables at community events. Now people might be reluctant to come up to your table when they see what you've got, but hopefully, if nothing else, you can have a few brochures out there that they can grab and then quickly sneak away and then maybe call you privately later.

My experience is that public education also can also really facilitate reporting related to-- if you're a victim of some type of violence, domestic violence or sex assault, that educating the public brings that out into the open and it moves away from, well, it's just me that this is happening to or there's nothing wrong with what's happening.

So public education is a piece that you might really strongly consider as part of this, and how can you, given the expertise and the knowledge that you have, how can you use that as part of your work and contribute to your community and the safety of your community that way?

Chris, could you back up to that slide for a second?

Absolutely.

I would just like to say a couple of things. What we do in the criminal justice field, we don't do a good job about talking about the work that we do. We tend to get negative press, and that's very obvious today in the contemporary news that's out there, but we don't do a very good job of talking about the things that we do, providing public education about what our roles and responsibilities are, and most importantly in that education, it's actually creating opportunities, as Chris touched on, to create relationships with people.

That they see you as a person, they see the commitment that you're doing, they see the other things that your department or agency is doing and what the important role that you play, and not just let them evaluate their criminal justice system based on what they see in a two or three-minute news story on the evening news.

So public education is critical. And so you see jurisdictions looking at community advisory boards from law enforcement through corrections about engaging the community in that process. You see volunteer opportunities to have students, senior citizens, other people that are interested in the system involved and being able to do some of the work. I know in probation, you see large volunteer programs where students and members of the community can learn about what you do and how you do it and be involved in the process of whatever role you play in the system.

And I also think that one of the things that we're seeing with the integration of restorative practices in engaging the community and trying to identify the harm, hold offenders accountable, and heal that harm with victims involved and sometimes with surrogates is really-- are really critical places and opportunities for us to do things beyond what we would think of, a more traditional kind of public education-- going to high schools and doing a 45 minutes at a class or an hour and 15 minutes.

But to think broadly about that, because that's how you develop credibility and trust with your communities, they know what else you're doing, and it's not you talking about it. It becomes your community educating your community.

Great points, Greg, thanks so much. And normally, Greg and I train a lot, and you know this is kind of a different forum for us to train. Normally he would have made eye contact with me there and said, hey, I got something I want to say, Chris, and I would have recognized that, but even though we're both in Colorado, we're in our own offices 30 miles apart. So I'm glad, Greg, that you jumped in and

shared that. So I appreciate those comments very much, and those are critical pieces, I think, of the public education for sure. Go ahead.

We had-- we have one question that kind of came in that I thought was really relevant to the conversation that we're having around public education. Do you have a few examples that you might be able to share outside of the public forums or setting up a table that you could chair as far as educating the public on sexual abuse or preventative measures, some more measures, more of that educational component?

Sure. I mean, I think that an example that I can share-- so again, from a tribal community perspective, I think those are some great things. Having community meetings, food is always great, some kind of a gathering with dinner or something like that. Several of my tribal partners have done things like that.

One of the things that we do is we use the sex offender registry as an opportunity to train and to educate on prevention. Sometimes it's harder to get the public to come to things. If you just say, hey, let's talk about sexual abuse, people are kind of freaked out about that and they don't want to come. But one of the things that we do in my jurisdiction is that we'll do educational meetings and share information about offenders and specific offenders who are on our sex offender registry.

And people are coming really because they want to know who the boogeyman is, who's the bad guy that they need to stay away from, and then we quickly shift that around to an educational approach and we talk about how the greater danger from sexual violence is not from the person down the block, but it's somebody within yours or your child's known social network, people that the child knows.

And so I think talking about and using the registry as a forum and a platform, we can then have these town hall-style meetings, and we then talk about and provide accurate information about what sex offending is really about, how it takes place, what to watch out for. The National Center for Missing and Exploited Children-- I almost mentioned that a second ago-- is a great resource. They've got great resources there, and so we share those resources.

And typically when I've done those types of meetings, the public is very upset. Maybe their initial reaction is, how do we get this guy out of the community or the offenders out? But once they realize the problem is far more endemic than that, then they begin to think about, OK, well what can I do about this and how can I collaborate with and support what the system is doing and be a part of that and do my own part of that rather than expecting someone else to take care of that?

So those are some of the experiences that I have had, and we've got models on how to do that. And so if that's something that you're interested in, you could certainly contact Greg or another NCJTC member and we'd be happy to provide additional resources related to that.

And I was just going to say, Chris, yeah, I think anytime you can have access to the public and do some education-- and actually, this public education goes into collaboration later on, which is providing education to other professionals that you work with. Oftentimes we're surprised that people don't really understand the mission of different agencies and why they get crosswired with each other around mandates and priorities and things like that.

So education that you provide for other professional organizations as well as the community, volunteer programs if you have a cadet program in law enforcement, or you have a deputies program in a DA's office or a public defender's office where you can actually have pre-law students or even members of the community participate in your process and be involved in cases. I know in my probation department we had a very large volunteer program with broad community support from students all the way through to senior citizens or people making mid-career changes.

And then looking at restorative practices that engage the community and looking at the harm that's been caused to their community and being part of the solution and holding offenders accountable as well as healing harm are just some of the ideas that you're seeing emerge. As we kind of look at what works in changing behavior, we look at the research and we start to understand how complex these issues are, and also how complex the solution is and who needs to be involved.

Absolutely. Thank you, Greg, and it's interesting. I've done some trainings related to collaboration, and particularly between victim services and offender management. And I think just educating about what each other does, that cross-training is so important. And I know that-- I looked at the levels of collaboration, and I think awareness is one, actually, and working together and working for a common purpose is kind of that deeper level of collaboration.

But I know that victim services folks sometimes are viewed negatively if they interact with offender management. It's like, I'm not protecting or sticking up for my clients by fraternizing with the offender management folks. And interestingly, collaboration, if you think about a collaborator, one, a definition of a collaborator as a traitor. And so it's like, I encourage you to-- even if there is that pressure or whatever to not collaborate in that way, I think there is so much benefit to everybody's clients in the work that we do if we can learn more about what each other does, and that can certainly be part of that public education as well. So thank you, Lea and Greg, both for that.

So moving on here to talk about specialized knowledge and training, so I mentioned this earlier, the importance of us getting training related to the specific population that we're working with. Understanding what the risks are and how we go about intervening. I remember, Greg and I were doing a training one time with a probation jurisdiction, and those folks had been told they had to work with a sex offender population-- remember that, Greg? And they were not happy about that at all.

And so I think it's important that people understand the work, that they be comfortable with the work, that they get the training that they need regarding the work. And so I think a lot of us, particularly-- I remember when I first started in my career, I was told that I was going to be working in the area of sexual abuse, and I thought I was going to be working with those who were victimized, not with the offenders. And I don't know whether I would have taken that kind of internship situation had I known that.

So it was sort of a lot of us who work-- end up working specifically with the sex offending population, sort of land there, it's not like we started out when I'm 12 years old, Billy wanted to be a baseball player, Johnny wanted to be a fireman, and I want to work with sex offenders when I grew up. I mean, it's not how it works.

But anyway, so I think that getting that knowledge and understanding and checking some of our biases-- and that's part of the public education, too, is that the public and many of us as professionals may not have an accurate picture of what the population that we're working with is, and so it's important to get that knowledge and training, and there's so much good professional training and there's so many-- so much literature out there these days, whether it's sex offending or domestic violence or whatever target population you're dealing with, there's really great information out there so you don't have to reinvent the wheel.

It's finding out about that information, reading about it, getting that information, getting training on skill development, but it's so important in this collab-- or this Comprehensive Approach that we have trained people who know what they're doing with the specific population. That doesn't mean that everybody has that training, but if one person has that training, then that can be shared amongst the group. And so I think it's really important to think about professional education and professional development within your tribal community or whatever community it is. How can you can you learn about this?

And I know-- I've gone and done kind of trainings about general characteristics related to sex

offenders and sex offending in tribal communities, and a lot of different people will show up for a lot of different reasons and they're always very interested and surprised in the things that we talk about. So again, having that-- and that can be, again, part of that public education approach as well.

I was just going to say, Chris, also when you look at the specialized training, we want the system to be a comprehensive system where different professions understand what each of them do. So from law enforcement to victim services, what do they do, what are the services that they offer, how can they be helpful, and then from victim services and law enforcement, to look at the court system and what's going to happen in court and support people in that and kind of be able to coach them through that all the way through the corrections piece and sentencing and reintegration, all of that.

So we want to share this information with everyone, the specialized knowledge, because it makes us all better at the jobs that we do, and it also, as you'll hear in a little bit, enhances our ability to make sure good information is passed along through the system so the right outcome happens.

Absolutely. Thank you, Greg, for that addition. Monitoring and evaluation, I've referred to this a couple of times already, the importance of collecting data in what we do-- excuse me. And how do I do that? Where do I start? Maybe contacting your local university or an intern, again, as Greg was referring to before might be helpful. Thinking about, what it is that you want to know, and then what data do you need to collect to be able to do that?

I think that that's very important in this process, is to have outcome information about what we're doing and how things are working. That can be very numerical. Just how many clients are we serving? It could be things like satisfaction surveys for victim services or offender services, how do the people feel about the services that they're receiving? More and more mental health professionals are going to-- serving their clients about what they think of the services that they're receiving.

And maybe some people might think, well mental health is sacrosanct and we shouldn't be serving customer satisfaction, but I think it's important. We know that as somebody who feels like they're benefiting, and that it's something that's working for them, they're going to be more invested in it for sure, versus something that they don't find helpful in the least, and that's where we need to meet the people where they are.

And so getting information from the clients that we're serving can be helpful. And then doing follow-up and looking later, six months down the road after someone's completed services, what did you think of the services? Are you still applying some of the things that you learned? Those are types of things you can do in addition to things like looking at recidivism rates for your clientele and things like

that.

I wouldn't just focus on recidivism or in the behavioral outcomes, I would also encourage you to think about some of the other outcomes. Satisfaction, are there other things that are happening within the services that people are benefiting from and how can you quantify that and collect that information? But again, we have to be able to collect this information to know how we're doing with our services, and we need to be able to adjust-- we have to be willing to adjust our services accordingly.

Sometimes we get stuck in, oh, we know what we're doing and this way is perfect, and then we get data that contraindicates that, and we're like, ah, we're just going to ignore that and keep doing what we're doing. We have to be willing to adapt. And we have to be ready for the fact that some of the data we get may not be the greatest. And so we need to be able to respond to that and to know what that means and to figure out and how to plan for that.

But that is the downside of data. But it's-- again, I don't think it's a good reason not to collect the data just because we're fearful of the outcomes, and that hopefully if we're doing the best practices that we can, that research support, we'll see similar outcomes. We're good professionals, we know what we're doing, and we use the right skills in the right way, we'll get good outcomes as well. And so don't be afraid of that and just I think to think about those types of things are so important, again, for funding, resource, program support with government and leadership, tribal council, et cetera, those things can be very, very helpful to have data.

I think there's nothing worse than being before-- I testify before our legislature, and there's nothing worse than sitting up there and then somebody asking me a question like, well, what about this and do you have numbers? And I'm like, no, I don't have those numbers. I mean, that's just not helpful for them, they want that information, so to collect that is so important.

So that's a little bit about monitoring and evaluation. And Greg, I'm going to give it back to you. I know you already introduced the concept of collaboration, I don't know if there's anything more you want to say related to that or if you feel like you covered what you need to, but feel free to elaborate.

Yeah, just a couple of points, Chris. It's really clear from the research, and when you look at outcomes, we can't do this work alone. The needs of victims and offenders are too complex. So we need expertise from many different professions-- victim services, law enforcement, corrections, treatment, social services, district attorneys, even defense. But we also need housing and employment options, we need to engage our faith-based community, and we need to engage community partners in this endeavor. So those are all really important pieces.

So collaboration provides for a synergy, that cross-training that enhances services for victims and offenders in the community, so it's really important. And we'll talk a little bit about the importance of MOUs I think in a second, but why is it important to have these structures in place where you've got multidisciplinary teams that look at issues and develop programming and develop policies and procedures, why is it important to have these agreements in place, especially when you're looking at re-offenses or sharing information across systems, which seems to be a huge barrier when there's a crisis?

Thanks, Greg. Yeah, I think this collaboration-- and particularly, I know that in working in the offender area, a lot of times that means also collaborating with family, friends, and others who are within the social sphere of my client. And sometimes those people can be pretty angry and upset and hurt about everything that happened, but you have to consider that those people really have-- they're secondary victims of what's happened. And so they have a lot of feelings about it, and I think it's important for them to have an outlet for that.

But what we know is that pro-social support-- having a pro-social support system is a solid protective factor that prevents future negative behavior, whatever that is. And so developing those pro-social supports is really important in addition to collaborating with the other professionals within your tribal community or whatever community that you're in as well.

Lea, anything that you want to jump in on at this point in terms of comments before we move on to the next level of this model?

I think I would just add-- I know sometimes where I came in and I was like the only probation officer and I had a huge caseload, and that was likewise for other tribal agencies. We had one victim service provider, our law enforcement had low numbers and couldn't even have two officers was on per shift.

And so everybody's time is really valuable, and so sometimes I think it can become a little bit overwhelming when we're like, collaborate, collaborate, collaborate. We know that we need to do that, and it can be overwhelming to connect-- well where do I start? And so for me it was really just seeing, can I have a conversation? Can I share maybe what it is that we're going to do over lunch? Or is there maybe another meeting or another team that I'm part of to where I can ask for maybe five minutes or 10 minutes on the agenda just to kind of start sharing and having a conversation around some of these things that we're looking at doing?

And so I always say, start small. Start with just having conversations. You don't have to roll out a huge

big advisory board and everybody allocate multiple hours of time because we know how valuable time is. Start small and start having these conversations, and I think that will kind of open up those doors as far as accessing additional resources or engaging in different levels of conversation, and even sharing with the community and the ways that we're engaging community members, because I think a lot of times our different agencies are having contact with those same people, and when they're hearing a similar message, that word-of-mouth becomes really valuable as far as being able to engage at those different levels as well.

Thank you, Lea. And I think that's a really good point, that there are-- a lot of times there are groups that are already meeting that you might be a part of where you can-- and that others who you want to be collaborating with are there. And so can you use some of those forums? I know one of the things that I was a part of back when I was doing the work and in the trenches was a sexual assault response team.

And so all the people kind of responding together to a specific case within the community, collaborating and coordinating pretty much from day one on a case. And so those types of collaborative teams, like a response team or a community supervision team, whatever it might be can be really helpful forums to develop some of those relationships. You may start out by talking about a case, but then maybe eventually you get to know what each other does and you have that level of collaboration and kind of a deeper agency or systems level as well.

So let's talk about the core components now. This is a different level. So we just were talking fundamental principles, now we're going to talk about what are the core pieces within an offender management strategy? What should we be doing to manage the offenders or whatever population that we're dealing with, and who should be a part of that?

And so again, a lot of times we each are at one point along in the system, whether it's, OK, the guy's now been convicted in a court, sentenced, and he's coming to me as a probation officer. Or I'm in prison, I'm a prison-- not I'm in prison, no, I'm not in prison. Anyway, but the guy who's going to prison and I'm working as a corrections officer. Or where I am I at in the system? I'm a law enforcement officer, I'm at the beginning of the process in terms of doing an investigation.

So thinking about all those different places, we think about it from our place, maybe we don't think about sort of the handoff to the next level or how all of those different things-- because a lot of times, those things work chronologically through a case, and we know that from some of these cases that they can drag on for months and months and months.

And so it's important that we're all kind of working together and kind of doing that continuity of care and consistency to kind of hand things off and really working together as much as we can. And so let's talk about these different levels of who should be involved and who might be involved in your comprehensive approach within your collaborative team, et cetera.

So here are the different core components-- and again, this is specific to sex offenders. The registration and notification is unique to sex offenders and not a part of other offender populations. I'm not going to talk about that today, but we will talk about these other five areas from sort of this investigation, prosecution, and disposition stage. What happens at the beginning of the case with law enforcement, the case goes to court, you have a prosecutor, defense attorney, judge, through the resolution of that case.

Assessment, how do we assess this client, this offender? What do we know about this client? What services need to be put in place? What structure needs to be put in place to be able to manage this offender? Then there's the supervision, whether that's correctional supervision or probation supervision or whatever it might be. Treatment, rehabilitation, reentry. So those are the pieces we're going to talk about each in turn here.

So in terms of investigation, prosecution, and disposition, again, those officers that are investigating these cases, having knowledge about these cases, having information about how to do proper investigations. I think this is where child advocacy centers can come into play. Those are extremely helpful in terms of doing investigations. Needing probably-- if it's intrafamilial cases, needing human services social services, IHS kind of involvement. How do we make sure that all of those people are working together?

And then when the case goes to court, making sure that there is that collaboration, working together between law enforcement and the prosecution, and then through the disposition of the case. So really thinking ahead in terms of the disposition of the case about what does this mean? I know that plea bargainings happen and different things happen in court. It's not helpful in situations for people to necessarily-- this is my opinion, but not necessarily helpful for cases to plead out of the category of the crime, because then people aren't dealing with it as the category of the crime.

So if somebody who's engaged in domestic violence pleads guilty to a disorderly conduct or something like that, then we don't necessarily know what we're dealing with and that it's harder for that accountability piece, but I do understand how the legal system works and that it doesn't always work that way.

But thinking about that, and then thinking about in the sentencing for a case, can you consider what the needs are, what the risks are, and what is the best possible sentence in that? And so having assessment information, which I'll talk about in just a second, as part of the dispositional process can be very helpful. I know that in my jurisdiction, all offenders who are convicted are required to do an evaluation, including a risk assessment, prior to the sentencing date, and that way, the judge will have that information to be able to sentence.

Now I know that with mandatory sentencing and sentencing guidelines, sometimes there's not a lot of discretion there, but again, providing information to the sentencing judge, having that information available, and then as that case goes forward into supervision and treatment, making sure that that information goes forward as well, and what the concerns were and what the issues are, having those victim statements are so important in that process if the victim made a statement, all of that is extremely helpful.

So we need that consistency and continuity from investigation through prosecution and disposition both for information flow, documentation, continuity of thinking ahead to the next step. It's not like, OK, I'm done with the investigation or I'm done with the court situation, I can just wash my hands and I don't have to worry about it anymore. Each stage is really trying to kind of set up the next stage for success. And so how can that contribute?

And so having a sexual response-- assault response team or other groups that meet together to talk about cases. Again, not-- I don't want to talk about violating any defendant's due process rights and things like that, but certainly having an awareness and having proper training and education related to that. Greg, anything you want to jump in on here before I bounce on to assessment?

I just think one of the-- where we are fragmented as a system is I'm not sure that law enforcement-- the investigators, the prosecutors, and judges-- understand how important gathering information is at the scene for risk assessment, looking at amenability to treatment, what are the protective things that we need to put in place-- does this require a prison sentence? Is this someone who can be managed in the community? Under what conditions?

But really, as you get further in the system, we're more reliant on the information that was collected to get an accurate picture of this person and be able to make recommendations to the court that makes sense for this person to keep the community safe, but also meet our mandate of providing rehabilitation when appropriate.

Absolutely. And I think that having that information will influence how assessment takes place as well. The assessment is only as good as the information you have on which to make the assessment, and unfortunately, some of these populations that we're dealing with are not the most forthcoming with information. They tend to, based on shame, guilt, denial, whatever it is, they tend to downplay some of what they've done. And so having good objective information with which to hold the offender accountable and to use for an assessment process is so critical.

I can't tell you how many tribal folks that I worked with who work in the registry system who don't have access to basic information about what the offender did, and so they're reliant upon what the offender says that they did, and surprise, surprise, oftentimes they will say, well, A, I didn't do anything at all, or it wasn't like that, it was this instead. And so having that information at the beginning of the case as it transfers forward and making sure it goes from stage to stage to stage is really important.

But the importance of assessment can't be overstated. The ability to assess a client's risk and need, we need that from a tribal probation perspective, from a rehabilitation perspective to know what we're dealing with, to know the you know from that risk-need responsivity model, knowing what the risks and the needs of the specific client. Again, whether it's a sex offender client, a domestic violence client, substance abuse, whatever it might be, having a good assessment upfront to make recommendations both for level of supervision that's needed, as well as for what types of rehabilitation. And in what setting, with what intensity and duration of services.

We've seen research that's coming out that talks about the level of risk can be correlated with the extensiveness of the service. So how much-- how many rehabilitation hours do you invest in someone? I wouldn't suggest getting to that level, but the idea is still the same, that the lower-risk clients should have the less-intensive services and the higher-risk clients should have the higher-intensive services.

I mean, we know that there's research that says if we oversupervise and overtreat people, that actually can elevate their risk rather than lower their risk. So thinking about what they're assessed risk level is, even if it seems counterintuitive in some ways with how they're presenting, and then supervising and treating to that level are so important.

And that's where the use of validated risk assessment instruments can come in. There are great risk assessment instruments out there for individual populations. There are great sex offender risk assessment instruments, there's great domestic violence assessment instruments, and then there's

general criminality ones, like the level of service inventory. So we have a variety of great tools out there.

Not all of them have to be done by licensed psychologists-- I'm not a psychologist, I'm a social worker by trade, and I was trained to use some of these assessment tools, and you can be trained on how to use them, too. If you're a tribal probation officer, there is training available. And so having those skills to be able to do that, or if the guy is coming out of corrections or other places, maybe that assessment was already done and making sure that you get access to the records so that you have that information.

But assessment is really critical to developing a good supervision plan, good treatment plan, and really following the data. And then reassessing as they go along, it's really important that people continue to reassess. There are both what we call static risk scales and dynamic risk scales. And so looking at dynamic risk scales for changeable risk factors, and is someone's risk increasing or decreasing? And oftentimes during the course of a case, the risk will fluctuate up and down.

And so being able to respond and put in higher-level controls in place when risk is elevating and to relax controls when risk is deescalating I think are really important. And so I think that's where using good objective information is so critical, and that information should be shared. I was working with one of my tribal partners, and each of them individually was doing their own assessment, and I'm like, that doesn't make any sense. Why don't you share that information and all work together and have common risk assessment?

Because we know that it's not just a criminal justice system that's interested in assessment of risk, it's housing, it's employment, it's other agencies that are very interested in that stuff. A lot of the residential treatment programs want to know what the risk is for somebody to be coming into their facility. They're going into a substance abuse issue, but they've got a history of violence, the program wants to know about that. So having good assessment data can be very, very helpful. Greg, anything that you want to jump in on related to assessment? And then you can just move into supervision when you're ready.

No, Chris, I think that was a really nice summary of assessments and how important they are. Go ahead and flip the slide to supervision.

There you go.

So-- thank you. So supervision really-- what we know in the research is that there's a lot of evidence

and research that supports evidence-based practices as well as best practices to have better outcomes. And so we want to-- and Chris mentioned this, we want to focus on higher-risk, higher-needs offenders, and Lea touched on, well we don't have enough time. Our cases are too large, I'm learning a new job.

What we know from the research is that low-risk offenders, if we pretty much leave them alone and just check in with them, then we're going-- then we can spend more time on this collaboration, these multidisciplinary teams, and more time interacting with the higher-risk offenders-- higher-risk, higher-needs offenders, and to pay attention to that. And the assessments actually get us there.

So my speech to people who do this work is trust the assessments. Get trained in the assessments, trust the assessments, but learn to triage your caseload in that way. With this, we're looking for opportunities to heal harm in the supervision-- I talked about that a couple of times, but harm has been caused, so how can we help this person understand the impact of their behavior to build some empathy in them to understand that they've impacted other people, and to internally, their locus of control, to help them get to a place where they don't want to engage in this behavior again?

So we need to look for opportunities to heal. We need to look at engaging victim services-- victims and victim services in the process. What do they need to know, what do they want to know when this person is under supervision? I think one of the things that happens in our system is that we go to sentencing and it's just done and people move on with their lives, and the judge handed down the sentence and that's what it is.

What's hard for people to remember is that 93% of every single person that goes to prison gets out of prison, 100% of the misdemeanors in our jails will get out of jail because they can only go to jail for 18 months to two years on the most serious cases. So everyone's coming back to the community, and hopefully under some kind of level of supervision where they're looking at the behaviors that brought them into the system, they're being held accountable, they're looking at healing harm, and they're doing something to change that behavior.

We need to look at specialized training-- we've talked about that. There's a lot of information out there. Substance abuse treatment, what do we do with that? What do we do with co-occurring conditions with mentally ill people who have substance abuse problems? Domestic violence, what are the important things to pay attention to?

And in most of our jobs in corrections, we really start from a fear-based place. We don't want this person to reoffend on our watch. And that's not necessarily the healthiest place to be, let's pay

attention to the risk assessments, let's pay attention to what we know from the research, and now I'll give an example.

Someone's addicted to methamphetamine or to oxycodone and they relapse. So of course, when they relapse, it depends on what they do when they engage in that behavior, right? Do they go out and assault people? Do they steal cars? Do they break into people's houses? It's important to know what kind of behavior comes out when they engage in that.

But it's also important to understand that when we have people who have these patterns of behavior, these altered states, this type of addiction-- and a lot of the behaviors we see are an addiction or a way to feel better-- make yourself feel better in a very complicated world, that it takes time to change that behavior.

And so how do we manage that in the short-term to have better outcomes in the long-term? Tolerating some risk in the short-term while they learn new skills and abilities and have new experiences at working on that issue, how do we do that in a thoughtful way where we don't just end up sending people to jail or prison because they relapsed in whatever way? I mean, choose your way, it could be substance abuse, it could be that they're not following a court order.

There are different reasons that you know that people engage in behavior, and they have different levels of ability to manage that behavior. And we've gotten some great research from problem-solving or wellness courts or drug courts that talks about proximal and distal behavior. Proximal behavior is behavior that the person has the ability-- the skills, ability, the knowledge, and experience to manage that behavior.

So go back to my example around substance abuse, if that person's been addicted for three, four, or five years to a substance, is it realistic to expect them to just quit using that substance the day that they get sentenced? Probably not. That's not a proximal behavior at this point in time, but what is proximal is that they show up for their appointments, they don't engage in new criminal conduct, they show up for their UAs whether they're positive or not, and they go to treatment, right?

So there is a differentiation there about how we respond, and that just comes from understanding the population, using your assessments, and managing appropriate risk in the community with tools and techniques that you have to contain behavior while that behavior change is happening. And also to identify when they're just not changing their behavior and we really don't have the skills, tools, or resources to help them change and we've got to do something different. Thanks, Chris.

Thank you, Greg, I appreciate that very much. Greg has a wealth of experience in the supervisory realm, and there is so much to it that obviously we're not touching on today, and another opportunity, I think, for further assistance as we move forward for sure. But I think certainly thinking about those best practices for supervision and thinking about how you do your work and how do you collaborate with the other elements here is so important.

I'm going to spend a couple minutes to talk about treatment. As a former treatment provider, treatment is a very important part of this comprehensive approach. As I referred to earlier, I think really the best case scenario in dealing with offender management is the combination of treatment and supervision. We know from the research very clearly that supervision by itself does not lead to behavior change, and that you can't punish people out of behavior.

I think a lot of us would think, oh, this guy is going to go to prison, and that's going to teach him a lesson and he's not going to do it again. Well we know that recidivism rates coming out of prison is very, very high, and that people are not going to change their behavior necessarily just because of the experience of prison.

I remember, I used to take kids on the Scared Straight program-- I don't know if anybody remembers those Scared Straight programs or not. And they've been proven, actually, not to be effective ultimately. But we used to do it back in the day because we thought it was effective or it was good. And really, there was only one person that was scared straight out of that, and that was yours truly. It scared the heck out of me going to prison and talking to all of these inmates, whereas the kids all thought these guys were super cool, you know?

But anyway, I digress a little bit just to say that the treatment is really, really important in terms of providing an extra added layer of offender management, that treatment fits with management and that rehabilitation-- teaching the offender self-management strategies and self-control techniques are critical. We can only supervise them for so long, and eventually they're going to be off of that supervision. And so we want to teach them how to sort of manage and supervise themselves long-term, and so treatment is really a critical piece.

There's so much to treatment, and I'm not going to go into detail on it given that this is more of an overview of this model. A couple of things that I will offer, though, is number one is to find out who the treatment providers are near you. So who can you refer to? Get to know them and see if they're comfortable-- if you're comfortable with them.

The one thing I will say is that we know that general mental health treatment is ineffective in dealing

with offending behavior. So just a referral for a general mental health approach-- now if they've got mental health issues, that might be helpful, but it's not going to change the offending behavior. You need specialized treatment that deals with offending, whether that's domestic violence, sex offending, whatever it is.

So get to know who those providers are. And I know a lot of tribal communities, you don't have those resources, but maybe there's a community nearby where there's a state or local treatment provider that you could tap into and utilize, so finding that out. There's an organization called the Association for the Treatment of Sexual Abusers, ATSA. They've got a referral list. And so if you need to find a treatment provider in your area, you could reach out to that organization and they can help you.

So find out who those providers are, build those relationships and get to know them. And then for supervision officers, I think it's important to know what's going on within treatment. Having regular communication with the treatment provider, getting reports. Certainly if there's critical incidents going on, escalation of risk, safety planning, all of those types of things need to be collaborative between the treatment provider and the supervision officer for sure. And then reentry--

Hey Chris?

Oh go ahead, Lea, I was going to check in and then I thought maybe I could get through one more piece before I do it, but let's do it now.

I'm sorry for kind of jumping the gun.

No, please.

We have a question, though, that came in regarding kind of that where we're transitioning from assessment to treatment, and that's, when and what information can you share with the treatment providers regarding assessment?

So it sounds like to me that that's coming-- so I'm not sure what role you're in, whoever asked that question, but obviously we would want to make sure that there are signed releases of information between treatment and whoever to get information. I think from a treatment provider perspective, to get copies of police reports, to get the pre-sentence investigation report from probation if that's available, victim statements, all of those types of things are really critical in being able to do an assessment.

Then if I was an evaluator and I did an assessment, and the treatment provider-- and I wasn't going to

be the treatment provider, then if the treatment provider had a release of information, then I could release the results of my evaluation, I could release the risk assessment that I did. I probably wouldn't provide raw data from that, but I would certainly be able to provide the report that I did.

So I think that in our field, when we're talking about dealing with offending behavior, really, between professionals, to share information so that each of us can do our jobs I think is so critical, but we obviously have to pay attention to confidentiality, rights of the clients, and making sure that releases of information are signed. Lea, I don't know if that completely responds to that question if there's anything you'd like to add related to that.

I think you do a great job, Chris, thank you.

OK. Thank you, Lea, I appreciate it--

And I would just--

Go ahead, Greg.

Chris, I would-- yeah, I would just add something from supervision. One of the things that comes up is you send a person to treatment and they say, oh, do you need to know every intimate detail of what I'm talking about in treatment? And the reality is, no. If we're looking at changes in risk, if we're looking at levels of participation, if we're looking at treatment goals, those are totally fine, and you're identifying red flags for increases in behavior, risky behavior and when they're making progress, that's the kind of information that should be coming from treatment back to supervision.

Not intimate details of that they were abused as a child and this is really an acting out of that. We don't need to know that necessarily unless it relates to risk. So they do have some level of confidentiality and can build that relationship.

The other thing I would say about that is that's why you want these multidisciplinary teams, to get together and say, what's the critical information we need to pass on from arrest all the way through reentry, and then figure out how to do that? And if there's barriers to that, figure out what policy is interfering with that. If there is one, what laws are implicated, do our releases cover everyone, are we going to be able to share information when there's a critical incident that we need to really respond to because this person has been involved in some concerning behavior? So that's kind of the conflicts I would put on it from a supervision standpoint.

Great point, Greg, thank you for sharing that. And yeah, as a treatment provider, there was nothing

worse than a supervision officer who wanted to know perhaps more information than was really necessary, and so it was important for me as a treatment provider to have that discussion around, there has to be certain things that we can talk about so long as it doesn't implicate risk or other things and doesn't impact how you as a supervising officer do your job, but that I have to be able to build a therapeutic relationship and alliance with my client and have some level of trust in that, and if like everything that they say is going back to the officer, that's not necessarily conducive to that.

So I think having those discussions upfront between supervision and treatment, what are the ground rules for disclosure of information is really, really helpful, so thank you for sharing that. The final piece that I'm going to cover in terms of this core component level of the comprehensive approach is to think about reentry. Again, each of these topics could be a training and technical assistance in and of themselves, but just a couple of high-level overview points related to reentry is to think about how is this person coming back to the community if they've been incarcerated?

It's about planning for that return to, say, the tribal community before they come back, having those relationships with the facilities, knowing when the person is going to be released, knowing what the discharge plan is, where are they going to go, what are they going to do, who's going to be overseeing that and planning for that in advance.

The time to plan for reentry is not the day that they walk into your office after they've been released, you have to start that earlier. I mean, some people talk in terms of reentry starts from the day of incarceration in some ways, but even if it's-- we'll have conversations in advance, we'll have regular meetings between parole and community supervision and the facility incarceration staff, however that goes knowing that.

And then having services in place for the offender upon their return, whether it's rehabilitation services, getting back on their feet services, things like that. Many of the tribal communities that I've worked with have been interested in how do you do reentry in sort of an orderly and organized fashion? How do you provide resources so that they can be accountable but still have the ability to reintegrate in the community in a safe and accountable way? And so thinking about those things and what kind of programming?

And unfortunately, many reentry programs oftentimes don't want to provide those services for certain offender populations. So you may need different types of services and to think about those types of things. So thinking about reentry and thinking about how the person comes back to the community, and that's where a public education is so important, too. I mean, particularly in small

communities, everybody knows everybody.

And so when somebody comes back, people know, and is there going to be support for that or not? We obviously want the public to be aware that an offender is returning to the community, but we don't want them necessarily to engage in any kind of vigilantism or harassment or anything like that. And that's where public education and helping the public to understand, look, we've got some things in place to keep this offender accountable, and you doing those things are not going to help what we're doing.

If you have a concern about how something is going on with the offender, contact the police or contact the supervision officer, don't take the law into your own hands, don't do things yourself. But be tolerant and supportive that an offender needs that opportunity to get their life back together. I think that sometimes people in the public think, well this guy should walk around like with a big SO or a big DV or whatever on their chest and they should be in a constant state of shame.

But what we know from the research is that offenders who have pro-social things in their life, if they can get a job, if they have a place to live, if they've got support systems, those are the things that are likely to keep an offender from reoffending for sure versus just shame, guilt, and whatever else and the fear of getting in trouble again or something like that.

So helping the public to understand how reentry actually is a public safety benefit in terms of being able to do that, doing education with that. And then Greg referenced very briefly restorative justice and how can someone come back? I think there's some really good traditional native practices, circle peacemaking and things like that that can be incorporated into a reentry approach to think about, how does someone come back?

And it may not be that they're being accountable directly to the victim of the crime, but they're sort of accountable to the community as a whole and taking a commitment to be accountable going forward and to not harm people. So thinking about how you can use-- a lot of tribal communities have those sort of cultural programs in place, and that could be a great resource for this type of a program as well. I think that there is an increasing look to non-Western, more indigenous styles of restorative justice as part of a reentry process.

Just to finish my thought, given that my connection went away-- I do apologize for that, that's the dangers of technology-- is just to look at-- in Alaska, they were doing a way of trying to do sort of typical incarceration, supervision, whatever, and the outcomes were just lousy, versus using restorative practices and circle peacemaking types of strategies, those clients were so much more

successful in reintegrating to the community.

So anyway, I apologize if I got lost in the middle of all of that. Hopefully somebody heard something, and Greg, I think at this point I will give it to you for another poll.

Thanks, Chris. And we only lost you for a second, so don't panic. So the final poll question for today is, what aspects of the Comprehensive Approach do you have in place? Victim centeredness, public education, specialized knowledge and training, monitoring and evaluation, or collaboration? So it looks like victim centeredness, 33% of you feel pretty good about victim centeredness. Public education is the lowest, which is not surprising and very common, and very important to focus on-- we can do so much better as a criminal justice system.

Specialized knowledge, about 45% say they're doing a pretty good job. Monitoring and evaluation, this is great news-- 58% have procedures, policies in place, and data collection in place where they're monitoring and evaluating what they're doing, and 49% feel like they're pretty strong in collaboration. So that's great information, thank you.

So I want to thank you all for participating, and I want to thank you, Chris. We're now moving into the question and answer portion of our webinar. Let's also move to the next slide so Chris's contact information is displayed while we do the question and answer portion of this webinar. And Lea, let you start us off with your first question.

Great, Chris. And we also had a question from one of our participants, and the question is is how do you address absconding or not wanting-- the offender not really wanting to do supervision?

Greg, you want to take that one?

Sure, great question. So what we know from the research is, the components of building a relationship-- one of the things that I trained my officers to do and we started doing it at very different outcomes is to ask the offender, what brings you to us today? I mean, they'd been in the adversarial system, they've had to plead guilty and take responsibility, but now we want to hear their story. What's their side of the story? What they often say, as victims often say, is nobody's really sat down and listened to me, and they say that for a variety of reasons, but to start building that relationship with them.

And we're going to do another training that talks about case planning. How do you engage a person in the case planning process? You look at the assessments, you tell them, here's what the

assessment's saying, what do you think about that? Is that accurate? Do you see that you have problems with peers? Do you believe you have a problem with substance use? And really engaging them in the process. It's been really good traditionally at telling people what to do, and that doesn't work very good long-term.

What we really need to do is meet people where they're at, use motivational interviewing, use the stages of change in our assessments, and to join with them in a journey to really help them get to a place where they don't want to be in the system again and that they're figuring out some things to keep them from doing that.

Great. Thank you for that, Chris-- or Greg. And Chris, I think that we have a good kind of recap question to kind of bring it all together as I think this is the last question that we'll have time for, and that really is just maybe in a nutshell, it says, I'm interested in developing a comprehensive approach to offender management. What are those good first steps to take away from today's discussion?

Thank you, Lea. Thank you for the question, too. I think we've talked about some of those things as we've gone along here. So I think it's first about figuring out, what is it that you do and then what are the things that you'd like to do? Maybe prioritizing those things. I think Lea, actually it was you that was saying, figure out kind of a first step in that.

And so I think a good place to start is to assess where you're at and then to maybe think about what your goals might be, but then to try to bring people together as well. To think about bringing, say, the different tribal agencies together or different state or local agencies together to talk about the services that are being provided, what are the gaps in the services, where is the duplication of services, and beginning to kind of meet as a group and get to know each other and to know what those services are.

I think that's a great place to start, because I think to kind of come in specifically goal-oriented, like OK, we're going to start with working on x, y, or z-- I mean, maybe that could be the stated purpose of the meetings, but I think you have to start by getting that foundational knowledge about each other's programs, having an understanding, developing a relationship, and making sure that you get that buy-in.

And sometimes you may get that buy-in from the individual staff members. The line staff may be very bought-in, but can you get the buy-in also from the agency heads, the supervisors, those types of people? So it may take some work where each individual worker comes together and talks, and then each has to go back to their agency, their department and to get that buy-in as well. So I would

suggest kind of that forming and norming kind of the cliché kind of a thing could be a great place to start.

But if you look at kind of the different things we've talked about, I think Greg just kind of summarized it well a second ago, that I think-- thinking about that public education and that public connection piece can be a really great place to start as well, particularly in smaller and tribal communities.

Thanks, Chris. Thank you for your excellent presentation today and sharing your insight and knowledge with us. That's going to close our question and answer period. So thanks for joining us today, and have a great day.