

PERSPECTIVES

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INTERNATIONAL PROBATION



A Force for Positive CHANGE.

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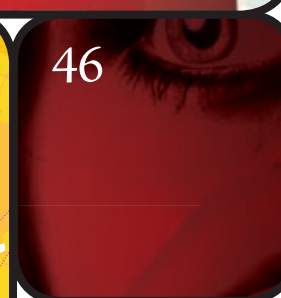
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Instructions to Authors

PERSPECTIVES disseminates information to the American Probation and Parole Association's members on relevant policy and program issues and provides updates on activities of the Association. The membership represents adult and juvenile probation, parole and community corrections agencies throughout the United States and Canada. Articles submitted for publication are screened by an editorial committee and, on occasion, selected reviewers, to determine acceptability based on relevance to the field of criminal justice, clarity of presentation or research methodology. *PERSPECTIVES* does not reflect unsupported personal opinions. Submissions are encouraged following these procedures: Articles should be submitted in MS Word format on an IBM-compatible computer disk and mailed to Karen Mucci, Production Coordinator, *PERSPECTIVES* Magazine, P.O. Box 11910, Lexington, KY, 40578-1910, or can be emailed to kmucci@csg.org in accordance with the following deadlines:

Summer 2011 Issue – February 18, 2011 • Fall 2011 Issue – May 20, 2011 • Winter 2012 Issue – August 24, 2011 • Spring 2012 Issue – November 11, 2011

Unless previously discussed with the editors, submissions should not exceed 10 typed pages, numbered consecutively and double-spaced. All charts, graphs, tables and photographs must be of reproduction quality. Optional titles may be submitted and selected after review with the editors.

All submissions must be in English. Authors should provide a one paragraph biography, along with contact information. Notes should be used only for clarification or substantive comments, and should appear at the end of the text. References to source documents should appear in the body of the text with the author's surname and the year of publication in parentheses, e.g., (Jackson, 1985: 162-165). Alphabetize each reference at the end of the text using the following format:

Anderson, Paul J. "Salary Survey of Juvenile Probation Officers." Criminal Justice Center, University of Michigan (1982).

Jackson, D.J. "Electronic Monitoring Devices." *Probation Quarterly* (Spring, 1985): 86-101.

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PRESIDENT'S

by Barbara Broderick



The theme of 2010 Probation, Parole and Community Supervision Week last July was “Support for a Second Chance.” As Americans, we deeply value individual opportunities, such as the chance to work, to go to school, to be responsible and to become a better person. We believe that hard work and ambition lead to improved circumstances. Everyone, including adult and juvenile probationers and parolees, deserves a chance to build a better life, to have hope and to pursue happiness. As dedicated probation and parole professionals, we work to ensure that adult and juvenile offenders are given the opportunity for a “Second Chance.”

The Great Recession is deep, widespread and lingering. Many individuals are struggling for a chance to improve their economic status. Unemployment remains near 10 percent and many Americans see their dreams of economic security and prosperity slipping away. For the ex-offender population, especially individuals released from institutions, the unemployment rate runs much higher. New York’s Independent Committee on Reentry and Employment (2006) found unemployment rates of up to 60 percent in their state for formerly incarcerated individuals one year after their release. The Urban Institute reported that only about one in five of the respondents in the *Returning Home* study had a job lined up immediately after release from prison. Furthermore, at the time of an interview conducted four to eight months after release, only 30 percent of the respondents were employed, with 24 percent employed full-time.

In addition to the recessed economy and a plethora of barriers to employment for returning ex-offenders, there is an unprecedented number of individuals being released from correctional institutions. The incarceration rate in the United States increased more than 300 percent over the past three decades and is now the highest incarceration rate in the world, with one in 100 American adults behind bars (Pew Center on the States, 2008). Millions of individuals are returning to the community from prisons and jails.

What chance do released individuals have for employment and economic progress?

According to a 2010 report from the Pew Charitable Trusts, *Collateral Costs: Incarceration’s Effect on Economic Mobility*, incarceration creates lasting barriers to economic progress for former inmates and their families. Significantly, the negative impact of incarceration on economic mobility spans individuals’ lifetimes and across generations. Furthermore, these collateral costs are magnified by the large number of incarcerated individuals and the disproportionate impact on minorities.

Composition of the incarcerated population. Significant concentrations in the prison population include men, the young, the uneducated and racial and ethnic minorities. One in 87 working-age white men are incarcerated, compared with one in 36 Hispanic men, and one in 12 African American men. More young African American men (ages 20 to 34-years-old) without a high school diploma or GED are incarcerated (37 percent) than employed (26 percent).

Lower earnings. Incarceration reduces hourly wages for men by approximately 11 percent, annual employment by nine weeks and annual earnings by 40 percent. Incarceration reduces the average earnings of white men by two percent, of Hispanic men by six percent, and of black men by nine percent.

Less upward economic mobility. Two-thirds of the former inmates who were in the bottom fifth of the male earnings distribution in 1986 remained there 20 years later – twice the number of those who were never incarcerated. Furthermore, only two percent of the former inmates who started in the bottom fifth of the earnings distribution climbed to the top fifth 20 years

“The values and laws of our society also clearly maintain that children, including young offenders, are entitled to assistance and protection.”

later, compared to 15 percent of the never incarcerated men who started at the bottom.

Children with an incarcerated parent. Fifty-four percent of inmates are parents of minor children and 2.7 million children have a parent behind bars. One in 57 white children have an incarcerated parent, compared with one in nine African American children and one in 28 Hispanic children. Prior to incarceration, two-thirds of male inmates were employed and more than half were the primary source of support for their children.

Impact on economic prospects of inmates’ children.

Education and parental income are both strong indicators of children’s future economic mobility. Having an incarcerated parent hurts children, educationally and financially. Children with fathers who have been incarcerated are significantly more likely to be suspended or expelled from school than other students. During the years a father is incarcerated, family income averaged 22 percent less than the year prior to the father’s incarceration. In the year after the father’s release, family income remained 15 percent less than it was in the year prior to the father’s incarceration.







We can address these issues.

Formally incarcerated people deserve a “Second Chance” to work and to improve their lives and the economic prospects for their children. There is abundant evidence that employment reduces crime and returns to prison. The public wants these individuals to avoid crime and to be held accountable for payment of victim restitution and child support. Knowing all of this, what can community corrections professionals do to help released individuals secure legitimate employment, provide for their families, avoid crime and incarceration and have a chance for a better life? *We are in key positions to assist formally incarcerated individuals and communities with these issues. Here are three strategies.*

1. Reduce incarceration.

First of all, we need to avoid the collateral costs of incarceration by reducing the number of people going to prison. Significant portions of the prison population are nonviolent offenders and probation and parole violators. The research is clear – we are able to safely and effectively supervise

RECOMMENDATIONS FROM PEW CHARITABLE TRUSTS’ PUBLIC SAFETY PERFORMANCE PROJECT AND PEW’S ECONOMIC MOBILITY PROJECT

-  **Proactively reconnect former inmates to the labor market** through education and training, job search and placement support and follow-up services to help former inmates stay employed.
-  **Enhance former inmates’ economic condition and make work pay** by capping the percent of an offender’s income subject to deductions for unpaid debts (such as court-ordered fines and fees) and expanding the Earned Income Tax Credit to include non-custodial, low-income parents.
-  **Screen and sort people convicted of crimes** by the risk they pose to society and divert lower-risk offenders into high-quality, community-based mandatory supervision programs.
-  **Use earned-time credits**, a proven model that offers selected inmates a shortened prison stay if they complete educational, vocational or rehabilitation programs that boost their chances of successful reentry into the community and the labor market.
-  **Provide funding incentives** to corrections agencies and programs that succeed in reducing crime and increasing employment.
-  **Use swift and certain sanctions** other than prison, such as short but immediate weekend jail stays, to punish probation and parole violations and hold offenders accountable while allowing them to keep their jobs.

The Pew Charitable Trusts, 2010. *Collateral Costs: Incarceration’s Effect on Economic Mobility*. Washington, DC: The Pew Charitable Trusts.



president’s message, continued on page 6

Policy Statements related to Employment Report of the Re-Entry Policy Council



- **Education and Vocational Training (# 15):** Teach inmates functional, educational and vocational competencies based on employment market demand and public safety requirements.
- **Work Experience (# 16):** Provide inmates with opportunities to participate in work assignments and skill-building programs that build toward successful careers in the community.
- **Creation of Employment Opportunities (# 21):** Promote, where appropriate, the employment of people released from prison and jail, and facilitate the creation of job opportunities for this population that will benefit communities.
- **Workforce Development and the Transition Plan (# 22):** Connect inmates to employment, including supportive employment and employment services, before their release to the community.
- **Job Development and Supportive Employment (# 28):** Recognize and address the obstacles that make it difficult for an ex-offender to obtain and retain viable employment while under community supervision.
- **Workforce Development Systems (# 31):** Equip all jobseekers with the skills needed for self-sufficiency and business prosperity.

Report of the Re-Entry Policy Council: Charting the Safe and Successful Return of Prisoners to the Community. Council of State Governments, Reentry Policy Council. New York: Council of State Governments. January 2005.

the majority of offenders in the community. By using evidence-based practices, we can divert lower-risk offenders to community-based supervision and provide high quality correctional supervision that reduces crime and revocations to prison.

2. *Provide effective community-based supervision.*

Community supervision case plans that address criminogenic risks will typically support a probationer's or parolee's employment. Treatment activities that address needs such as substance abuse and antisocial attitudes can be expected to make a positive contribution to efforts to find and keep employment. Whenever possible, scheduling supervision visits and treatment appointments around an individual's employment schedule affirms the importance of work and maintaining a good attendance record at work. Having a positive, firm, but fair relationship between the supervising officer and the ex-offender provides the context to uncover barriers to employment and discuss strategies to overcome and cope with difficulties. Graduated responses to violation behavior provide alternatives to revocation and support continued work with the probationer or parolee in the community (when public safety is not an issue). These responses can be designed and implemented with minimal disruption of employment efforts.

Collaboration between correctional agencies, other government agencies and programs that provide job development and employment services are instrumental in assisting ex-offenders with employment skills and job opportunities. Reentry initiatives can bring additional emphasis to employment needs as a key area of planning and activity for the transition from prison to the community.

3. *Promote sound public policy.*

Communication, education and advocacy with policy makers regarding evidence-based practices will influence and promote sound public safety policy. By doing so, we share our professional knowledge and make a broader impact that will provide probationers and parolees with a "Second Chance," enhance public safety and reduce public cost.

In the side boxes, please see specific recommendations related to ex-offender employment and economic mobility from the Pew Charitable Trust and the Reentry Policy Council.

As a "Force For Positive Change," it is critical to address complex, persistent issues from multiple levels and remain dedicated to our mission and values over the long haul. As your professional association, APPA is a resource for information, education, ideas and support. ▶▶▶

Barbara Brodwin



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ed•i•tor's notes

by William Burrell

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With this issue of *Perspectives*, we start another year of publication, our 35th! It is quite amazing to see how this publication has grown and matured since 1976. Much credit is due to those who preceded me as editor and those who have volunteered their time as members of the Editorial Committee. Thank you all for your support and commitment to *Perspectives*.

In this issue, we present a variety of content and features that chronicle the breadth and depth of the challenges facing our field. Our lead article covers a recent conference on probation in Europe, held in Spain. This article provides a window on the issues and challenges facing our colleagues across the Atlantic. It should not be surprising that they are facing many of the same issues that we confront. This article is a kick-off to a new feature in *Perspectives* – an *International Update* that will appear regularly. Don Evans and his Canadian colleague R.E. “Bob” Brown will be preparing the update. We welcome them and look forward to reading their contributions.

In their article “When the Offender is a Victim”, Carrie Abner and Elizabeth Bliss explore the complicated issue of interpersonal violence and victimization as a pathway to crime. Regular readers will recall a recent article by Tim Brennan in our Spring 2010 issue which presented research on women’s pathways to crime, which include being the victim of violence and trauma. Abner and Bliss discuss the importance of understanding this pathway, screening women offenders to identify those who have been victimized, and tailoring supervision practices to the special needs and circumstances of these offenders.

In her President’s Message, Barbara Broderick focuses on the economic hardships and handicaps that offenders face as a result of their involvement with the criminal justice system. These handicaps are well known to probation and parole staff who work diligently to help the offenders overcome these challenges and secure employment, leading to stability and the development of much needed social capital. As Barbara notes, we are in a unique position to assist offenders and advocate for more rational laws and policies that will facilitate the return of offenders to a productive life.

Our Research Update describes just one such more rational approach, transformational mediation with status offenders. This approach seeks to transform family interactions from destructive to constructive, encouraging the family to create their own resolution to the conflict, as opposed to having it imposed from outside. Building such skills will better equip the family to handle future problems themselves with positive solutions.

Finding solutions to the many challenges we face can be a daunting task. One excellent resource for us in the area of technology is the Center of Excellence for Correctional Technology, described in our Technology Update. This valuable resource is available to assist the field in understanding, acquiring and using technology to advance the state of practice in probation and parole.

Our Safety Update addresses an important, if not often addressed aspect of safety – the safety of our families. Bob Thornton provides excellent, practical advice to steps we can all take to protect our loved ones and ourselves from harm by those we supervise.

This issue is packed with information about our Association’s activities. These provide many opportunities for you as members to participate with APPA. First is the call for nominations for regional representatives. These positions play a key role on the Board of Directors and connect individual members with the Board in a more personal way. Consider nominating someone or consider running yourself!

APPA's Leadership Institute is gearing up for its third class, which will begin at our 36th Annual Training Institute in Chicago this summer. This is an incredibly exciting opportunity that is helping to build our leaders of the future. As Linda Layton and her co-authors note in "Leadership for the 21st Century", leadership development is critical. The Leadership Institute is seeking faculty to participate in the next class. Reflect on your own leadership experiences and consider whether you might have something to contribute to this next generation of leaders.

Our Winter Institute is coming up soon in Orlando, FL. I encourage you to browse through the Institute information in this issue and consider attending. There is simply no better training available for probation and parole practitioners and the networking opportunities are phenomenal. I hope to see you there!

As always, we hope you find this issue informative and stimulating. We welcome your feedback on *Perspectives*, your professional journal. ▶▶

Bill Burrell

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Partnerships with stakeholders lead to shared ownership of our vision.



The American Probation and Parole Association is an affiliate of and receives its secretariat services from the Council of State Governments (CSG). CSG, the multibranch association of the states and U.S. territories, works with state leaders across the nation and through its regions to put the best ideas and solutions into practice.

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May 11-12, 2011; Lexington, KY

For additional information regarding APPA Specialized Trainings contact:

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Corporations with an interest in the field of probation, parole and community corrections are invited to become APPA corporate members. Corporate members receive benefits such as enhanced visibility among APPA's nationwide network of community corrections professionals, as well as shared information on the latest trends and issues that specifically affect community corrections.



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6615 N. Scottsdale Rd., Ste. 250
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*For more information on
Corporate Membership,
please contact:*

**Karen Mucci, APPA
c/o The Council of
State Governments**

P.O. Box 11910

Lexington, KY 40578-1910

Phone (859) 244-8205

Fax (859) 244-8001

Email: kmucci@csg.org

appa 2011 winter training institute

February 27- March 2, 2011



Learn new ideas from the experts!



Network with your peers and learn from their diverse experiences!



Enhance your current abilities!

Where It All Happens

All APPA workshops, intensive sessions, resource expo and receptions will take place in the Hilton Orlando, 6001 Destination Parkway, Orlando, Florida, 32819.

How You Will Benefit!

- Experience innovative programming from all across the nation.
- Participate in stimulating discussions with your peers.
- Discover "what works" from professionals in the field.
- View and compare the newest correctional products, technologies and services.
- Increase your current program's effectiveness.
- Take part in exciting and fun social events.

Who Should Attend?

This Institute is not to be missed if you are a corrections professional involved in:

- probation
- parole
- juvenile justice
- treatment
- social work
- education or training
- victim services
- residential programs
- judicial system
- pre- and post-release centers
- restitution
- law enforcement
- public policy development
- pretrial

"VERY INTERACTIVE AND HIGH ENERGY. PRESENTERS WERE OUTSTANDING AND HAD SIGNIFICANT KNOWLEDGE. I LEFT WITH VALUABLE TOOLS THAT I CAN IMPLEMENT. THANK YOU!"

-ATTENDEE FROM AUSTIN 2010 WINTER INSTITUTE

APPA – At Your Service!

Discover what APPA can do for you. APPA staff and board members will be onsite to answer your questions and help you get the most out of your membership and Institute participation. Visit the APPA booth in the Resource Expo to get immediate assistance **APPA members save \$60 in registration fees!** It is not too late to take advantage of the savings. You can become a member of APPA when you register for the Institute. Just complete the membership section on the registration form, and your savings start immediately!

APPA Committee Meetings

Did you know that APPA has over 20 committees seeking your participation? Most committees will meet on Saturday, February 26 or Sunday, February 27 and are open to all members. Plan to arrive early to get involved in your association. Visit the APPA website at www.appa-net.org for committee dates and times.

APPA Accredited Training Contact Hours

All APPA Institute workshops have been approved by the APPA Training Accreditation Committee for 1.5 contact hours. Workshops have also been accredited by the National Association of Alcohol and Drug Addiction Counselors.

If you need verification of your attendance at Institute workshops, check the contact hour section on the Institute Registration Form on page 27. You will receive an attendance verification form and specific instructions at registration. Please note only paid Institute registrants are eligible to receive the Certificate of Verification. A \$10 processing fee will apply.

Why are contact hours valuable?

- Ensures workshop training/learning objectives
- Provides official verification of attendance at Institute workshops
- Meets professional licensing requirements

APPA Membership Meeting

Tuesday, March 1; 5:30 p.m. - 6:30 p.m.

Become more involved in your association. Vote on proposed position statements, learn about committee opportunities and more! All Institute attendees are encouraged to attend this meeting.

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Institute Orientation

Sunday, February 27; 11:00 a.m. - 12:00 p.m.

First time attendees, our friends who travel from outside the United States and all new members or others just interested in learning more about APPA and the Institute are invited to attend an Institute Orientation where you will:

Learn about the Institute's

- Educational workshops and sessions
- Logistics
- Networking and social activities
- Resource exhibit area

Meet

- APPA President and Executive Committee members
- APPA staff
- Other VIP's and have an opportunity to network

Discover

- Things to do
- Places to visit

ACTIVITIES AT A GLANCE

Agenda is subject to change.

Saturday, February 26

12:00 p.m. - 5:00 p.m.

Institute Registration

Sunday, February 27

8:00 a.m. - 8:00 p.m.

Institute Registration

1:00 p.m. - 4:00 p.m.

APPA Board of Directors Meeting

6:00 p.m. - 7:30 p.m.

Opening Session

7:30 p.m. - 9:30 p.m.

Opening Reception in the Resource Expo

Monday, February 28

7:30 a.m. - 5:00 p.m.

Institute Registration

8:30 a.m. - 10:00 a.m.

Plenary Session

10:00 a.m. - 11:00 a.m.

Resource Expo Viewing

11:00 a.m. - 12:30 p.m.

Workshops

12:30 p.m. - 1:45 p.m.

Lunch in the Resource Expo

1:45 p.m. - 3:15 p.m.

Workshops

3:30 p.m. - 5:00 p.m.

Workshops

4:00 p.m. - 6:00 p.m.

Resource Expo Viewing

5:00 p.m. - 6:30 p.m.

Reception in Resource Expo

Tuesday, March 1

8:00 a.m. - 5:00 p.m.

Institute Registration

8:30 a.m. - 10:00 a.m.

Workshops

9:00 a.m. - 11:00 a.m.

Resource Expo Viewing

11:00 a.m. - 12:30 p.m.

Workshops

1:45 p.m. - 3:15 p.m.

Workshops

3:30 p.m. - 5:00 p.m.

Workshops

5:30 p.m. - 6:30 p.m.

APPA Membership Meeting

Wednesday, March 2

9:00 a.m. - 10:30 a.m.

Closing Session

resource expo

appa 2011 winter training institute :: orlando, florida :: february 27-march 2, 2011

expo hours

Sunday, February 27

9:00 a.m. - 5:30 p.m. Exhibit Installation
7:30 p.m. - 9:30 p.m. Opening Reception in the Resource Expo

Monday, February 28

10:00 a.m. - 11:00 a.m. Expo Viewing
12:30 p.m. - 1:45 p.m. Lunch in the Resource Expo
4:00 p.m. - 6:30 p.m. Expo Viewing
5:00 p.m. - 6:30 p.m. Reception in the Resource Expo

Tuesday, March 1

9:00 a.m. - 11:00 a.m. Expo Viewing
11:00 a.m. - 2:00 p.m. Exhibit Dismantling

APPA's Resource Expo is the only exposition dedicated solely to the needs of community corrections. At the Resource Expo, you will discover the latest products, innovative services and state of the art technologies to meet the challenges of keeping our communities safe. You can see, test and compare products and services while discussing your agency's specific needs with experts in areas such as correction software applications, drug testing technologies, offender monitoring systems, training and curriculum development, substance abuse and behavioral health programs and many more valuable products and services. Nothing rivals this resource of product and service information!

Plan Ahead

Preview the expo floor and exhibitor websites by visiting APPA's website at www.appa-net.org to check-out the virtual resource expo.

Receptions in the Resource Expo

Sunday, February 27 - 7:30 p.m. - 9:30 p.m.

Monday, February 28 - 5:00 p.m. - 6:30 p.m.

Relax after your workshop-filled day at these casual receptions. Visit with friends and meet other participants as you explore the many exhibits in the Resource Expo.

Working Lunch

Monday, February 28 - 12:30 p.m. - 1:45 p.m.

Join us for lunch! Take a break to enjoy an informal working lunch with the exhibitors. Savor a light luncheon while you experience each product hands on.



featured sessions

appa 2011 winter training institute •• orlando, florida •• february 27-march 2, 2011



opening session

Sunday, February 27
6:00 p.m. - 7:30 p.m.

Mr. Paul Wormeli is Executive Director of the Integrated Justice Information Systems Institute, a non-profit corporation formed to help state and local governments develop ways to share information among the disciplines engaged in homeland security, justice and public safety. He has had a long career in the field of law enforcement and justice technology. He has been active in the development of software products, has managed system implementation for dozens of agencies throughout the world, and has managed national programs in support of law enforcement and criminal justice agencies. Mr. Wormeli was the first national project director of Project SEARCH, and was subsequently appointed by the President as Deputy Administrator of the Law Enforcement Assistance Administration (LEAA) in the U.S. Department of Justice. Mr. Wormeli helped design the first mobile computing equipment sold in this county to law enforcement agencies. Mr. Wormeli managed the staff work and wrote much of the report for the Information Systems section in the report of the National Commission on Standards and Goals.

In 2009, Mr. Wormeli was appointed to a three-year term on the Committee on Law and Justice (CLAJ) of the National Academy of Sciences. The CLAJ, established in 1975, was created to provide a more scientific understanding of issues pertaining to crime and justice, and its activities today include identifying new areas of research and participating in resolving scientific controversies. Mr. Wormeli holds a Bachelor of Science degree in Electronics Engineering from the University of New Mexico, and a Master of Engineering Administration degree from the George Washington University. He undertook courses in the honors program for industry as a part of the doctoral program in Engineering Economic Systems at Stanford University.



plenary session

Monday, February 28
8:30 a.m. - 10:00 a.m.

James H. Burch, II is the Acting Director of the Bureau of Justice Assistance (BJA), Office of Justice Programs, U.S. Department of Justice (DOJ), where he has served for nearly 15 years. Prior to his appointment as the Acting Director, Mr. Burch served as the Deputy Director for Policy at BJA, overseeing an office and efforts designed to provide leadership in criminal justice policy, training, and technical assistance and to further the administration of justice. The Policy Office also acts as a liaison to national organizations that partner with BJA to develop policy guidance and help disseminate information on best and promising practices. Like many of the staff in BJA, Mr. Burch also has professional experience at the local level, working for several years on case and records management and automation for the Circuit Court in Prince George's County, Maryland, and as a civilian within a local law enforcement agency. Mr. Burch has been the co-author of several DOJ publications on anti-gang strategies and has served as a guest instructor at the Federal Bureau of Investigations National Academy for state and local law enforcement executives. Mr. Burch has a Master of Science in Administration from Central Michigan University, with a focus on administration and law enforcement issues and a Bachelor of Arts in Criminal Justice from the University of Maryland at College Park.



closing session

Wednesday, March 2
9:00 a.m. - 10:30 a.m.

Val B. Demings was born in Jacksonville, Florida, and attended Duval County Public Schools. She received her Bachelor of Science degree in Criminology from Florida State University and her Master of Arts degree in Public Administration from Webster University. Chief Demings also completed the Southern Police Institute Command Officer's Development Course and is a graduate of the 226th Session of the FBI National Academy.

Chief Demings moved to Orlando in 1983 to attend the Police Academy. She was elected Class President and later received the Board of Trustees Award for overall excellence. She has worked many assignments throughout her law enforcement career, including the West Patrol Division, Criminal Investigation Division, Crime Prevention Division, Explorer and Cadet Unit, Public Information Office, Internal Affairs, and the Airport Division. Chief Demings was appointed by Mayor Dyer to serve as Chief of Police for the City of Orlando on December 17, 2007.

Chief Demings is a member of the International Association of Chiefs of Police, Florida Police Chiefs Legislative Committee, Orange County Chiefs, National Association of Women Law Enforcement Executives (NAWLEE), National Organization of Black Law Enforcement Executives (NOBLE), and National Integrated Ballistics Information Network (NIBIN) Executive Board.

registration info

appa 2011 winter training institute :: orlando, florida :: february 27-march 2, 2011

Three Ways to Register!

By Mail – Registration for the APPA Institute can easily be done by mail. Just send your check, government purchase order or credit card information with your completed APPA registration form to the address shown on the form. **All registrations postmarked by January 29, 2011 will be confirmed by email.**

By Fax – When payment is by credit card, you may fill out the APPA registration form and fax it to: (859) 244-8001, Attention — APPA Institute. **All registrations faxed by January 29, 2011 will be confirmed by email.**

Online – Register for the APPA Institute on-line at www.appa-net.org with your credit card information. **All registrations received by January 29, 2011 will be confirmed by email.**

Agency Members – How to Register for Your Membership Discount

If your agency is a current APPA agency member, you can attend the Institute at the member rate. Your agency's membership must be valid through January 2011. Registration forms must be completed for each individual, mailed to APPA as a group with your agency's name clearly marked on the registration forms. Agency memberships will be verified. You are required to pay the regular registration fee if your agency is not a current APPA agency member. For additional information, contact Kris Chappell at (859) 244-8204.

Family Institute Registration

A special low registration fee is available to immediate family members of Institute registrants. Only immediate family members not employed in the corrections field qualify for this special rate. The fee is only \$80 and allows the family member to attend workshops, general sessions and the resource expo.

Payment

Payment in full for all Institute activities must accompany your registration form. Check, money order, VISA, Master Card or American Express are accepted as payment for the Institute's registration fees. Checks must be made payable to the American Probation and Parole Association and payable in U.S. dollars. Payments received in Canadian dollars will be invoiced for the conversion difference plus a \$10 service fee. **Registrations postmarked on January 29, 2011 or later are not eligible for the early registration fee and must include the regular registration fee.** Agencies required to use a purchase order should submit the registration form with the purchase order in lieu of a check. Invoicing will be processed immediately upon receipt of the

purchase order and, in all cases, payment will be due immediately.

Cancellation/Refund Policy

A full refund, less a \$50 processing fee, is available until January 29, 2011. No refunds are available after January 29, 2011. In order to receive a refund, written requests must be sent the APPA Institute, c/o The Council of State Governments, P.O. Box 11910, Lexington, KY 40578-1910 or faxed to (859) 244-8001. All requests for refunds must be postmarked or faxed by January 29, 2011. Registrations are not transferable.

Institute Dress

All activities of the Institute are casual dress. A sweater or light jacket is recommended since meeting room temperatures tend to vary.

REGISTER BY JANUARY 29, 2011 TO RECEIVE DISCOUNTED REGISTRATION RATES!

Important Dates To Remember

January 29	Deadline to make lodging reservations at special Institute rates.
January 29	Last day to take advantage of early bird registration rates.
January 29	Deadline for registration fee refund.
February 27	Institute activities begin.

Directory

Institute Registration	(859) 244-8204 www.appa-net.org
Resource Expo	(859) 244-8205 www.appa-net.org
Hilton Orlando	(888) 488-3509
Enterprise Car Rental	(877) 275-4771 www.enterprise.com
APPA Website.....	www.appa-net.org



Registration Form

APPA 2011 Winter Training Institute • February 27-March 2 • Orlando, FL

Please use a photocopy of this form for each registrant. Please print clearly.

First Name: _____ Last Name: _____

Title: _____ Email: _____

Address: _____
(location where confirmation should be sent)

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

Agency/Organization: _____

☐ Check if same address as above

Agency/Organization Address: _____

Agency/Organization City: _____ State: _____ Zip: _____

Agency/Organization Phone: _____ Fax: _____

Agency/Organization Email: _____

APPA Membership

One year of individual membership.

\$50 **\$50** \$ _____
☐ New Member ☐ Renewal 300-085-10-11183-40010

Includes general sessions, exhibit receptions and workshops. (All fees are per person.)

**On or Before
Jan. 29**

**After
Jan. 29**

Member of APPA

\$330

\$390

\$ _____

To qualify for this rate you must be a member of one of the following (please mark those that you hold current membership in)

☐ APPA Member - Please indicate your membership category and your membership number.

☐ Individual member ☐ Agency member

Membership # _____ Expiration Date _____

Non-Member

\$390

\$450

\$ _____

If you are not a member of APPA, you are required to pay the regular registration fee. Memberships will be verified.

APPA Accredited Contact Hours

\$10

\$10

\$ _____

Family Registration

\$80

\$80

\$ _____

This rate is available to immediate family members not employed in the corrections field. Allows entry into general sessions, exhibit receptions and workshops.

Specify Family member's name _____

Special Training Seminar: Sunday, February 27, 2011; 8:30 am – 5:00 pm

☐ Preventing and Addressing Sexual Abuse in Tribal Detention Facilities: The Impact of the Prison Rape Elimination Act

NOTE: You must be a paid registrant to attend the special training seminar.

Grand Total Enclosed \$ _____

300-085-11-11408-43000

Payment

☐ Check Enclosed ☐ Government Purchase Order Enclosed; PO # _____

Charge to: ☐ VISA ☐ MasterCard ☐ American Express

Card Number: _____

V code: _____ Expiration Date: _____

(Visa or Mastercard: 3 digit code located in the signature line on the back of the card immediately following credit card number. American Express: 4 digit code located on front of card.)

Signature: _____ Date: _____

Special Assistance

☐ Please list any special needs that you might require under the American Disabilities Act. Attach a written description of needs.

Confirmation/Refund Policy

A full refund, less a \$50 processing fee, is available until January 29, 2011. **No refunds are available after January 29, 2011.** In order to receive a refund, written requests must be sent to the APPA Institute, c/o The Council of State Governments, P.O. Box 11910, Lexington, KY 40578-1910 or faxed to (859) 244-8001. All requests for refunds must be postmarked or faxed by January 29, 2011.

Mail this form to:

APPA Institute
c/o The Council of State Governments
P.O. Box 11910, Lexington, KY 40578

or Fax to:

(859) 244-8001

or register online at www.appa-net.org

To better plan Institute workshops and activities, please supply us with the following information.

Length of Experience in Corrections

- ☐ Less than 2 years ☐ 16-20 years
☐ 2-5 years ☐ 21-25 years
☐ 6-10 years ☐ More than 26 years
☐ 11-15 years

Gender

☐ Male ☐ Female

Race/Ethnicity

- ☐ African American ☐ Native American
☐ Caucasian ☐ Asian
☐ Hispanic ☐ Other

Highest Level of Education

- ☐ Graduate Equivalency Diploma (GED)
☐ High School Diploma
☐ Associate's Degree
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctorate

Geographical Area

- ☐ Urban (pop. over 50,000)
☐ Rural (pop. under 50,000)

Job Jurisdiction

- ☐ Federal
☐ State
☐ County
☐ City
☐ Private firm/business
☐ Academic Institution
☐ Province
☐ Nonprofit organization
☐ Other _____

Primary Work Area

- ☐ Juvenile Probation & Parole
☐ Adult Probation & Parole
☐ Adult Probation
☐ Adult Parole
☐ Juvenile Probation
☐ Juvenile Parole/Aftercare
☐ Residential
☐ Non - Residential
☐ Treatment Provider
☐ Academia
☐ Other _____

Professional Category

- ☐ Line Personnel ☐ Attorney
☐ Commissioner/
Director/Chief ☐ Educator/
Researcher
☐ Administrator ☐ Private Sector/
Corporate
☐ Consultant ☐ Retired
☐ Trainer ☐ Student
☐ Parole Board ☐ Member
☐ Judge ☐ Other

APPA Federal ID # 56-1150454



Safety for YOU and YOUR FAMILY

While we tend to think of officer safety in regard to our work life, there is another aspect of safety that is not routinely addressed: safety in and around our home. Our safety, and the safety of our families, should also be an area that is addressed in agency-offered safety training and, whether it is or not, we must take personal responsibility for the safety education of those we love.

The threat of attack away from our normal work venues was highlighted in the murder of probation officer Elizabeth Hicks of Kerrville, Texas, on June 30, 2004, in front of her home. That murder is still unsolved. Since that time, there have been numerous reports of officers' homes being shot at and murder plots uncovered, one of which involved the offender driving by the officer's home to determine how best to make his attack.

There are things we can do to make finding us a little harder, but in this world of on-line search and publication of personal information, it is almost impossible to completely maintain our privacy. Some of the things we can do to at least make it harder to find our homes and learn about our family life include:

- Using a post office box or business address on our personal checks.
- Having an unlisted number, or at least not listing your address if your number is in the phone directory.
- Avoid giving your home address on forms such as warranties, surveys, etc., as the information often makes its way into national databases.
- Avoid providing information and/or pictures on social networking sites that give your address or refer to your job. There are on-line instructions on how to "hack" personal sites so access can be obtained by unauthorized viewers.

Your home is your castle, but is the castle safe? Just as you do a safety check of you and your equipment before you go into the field (you do that, don't you?), you should do a safety assessment of your personal residence. Make sure you do the following:

- Restrict the possession of house keys and change locks if any keys are lost or stolen.
- Take your house key off your key ring any time you relinquish possession of your car keys, such as when you have car work done or use a valet service.
- Don't display your name, just your house number, on mailboxes.
- Personally destroy all envelopes or other items that reflect your name and official position.

- Train your family to be alert to any unscheduled visits from persons stating that they are from a utility or other service and are requesting access to your home. Call their agency or department if you are uneasy.
- Check the references of service personnel, domestics, childcare providers or others you are allowing in your home. There are on-line services whereby you can obtain criminal records checks if you desire.
- Write down license plate numbers of suspicious vehicles and note the description of occupants. Pass this information on to local police if you are concerned.
- Refuse unordered packages.
- Train your family to treat all inquiries about you or your activities with suspicion.
- If possible, park in your garage and make sure the garage door is closed before you exit the vehicle.
- Never leave equipment in the vehicle. Numerous officers have had agency-issued safety equipment stolen from both personal and agency cars.

Besides the safety precautions listed, we can also train our families how to respond “tactically” if a situation occurs either in public or around the home. Teach them key words that they will respond to immediately.

Some officers use the word “away” if they see a potential problem developing and want the spouse and children to separate themselves from the officer. These situations could involve an offender showing up at your residence or approaching you in public. Other key words can also alert family members to call 911 or seek the assistance of others.


The word “together” can bring family members together when the situation dictates that it would be safest for family members to key on you and come together immediately. With a discussion of these directions and even some “fun” rehearsals, family members--especially children--learn how to respond to these key words without fear or paranoia.

As the safety “tactician” in the family (unless you happen to be married to someone else in the law enforcement profession and share that distinction), you are the one who should always be on the alert for any threat, both in and away from the home. You should always minimally be in “Condition Yellow”.


Besides being aware of the issues we have discussed, do you seek a “tactical advantage” when out with your family? Do you keep your family in sight or make sure they let you know where they are going if you separate when in public? Do you sit so that you can see who is coming in the door of the restaurant, and sit so that you can immediately respond to a threat and protect your family?

At first, both you and your family may have to think about these various issues. But, with time and practice, these safety concepts will become part of the “unconscious competence” of both you and your family. As the old saying goes, safety begins at home. ▶▶▶

Robert Thornton is the Director of Community Corrections Institute in Springdale, WA and the Chair of the APPA Health and Safety Committee.



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Impulse Control® is the benchmark solution for remote computer and Internet management. IPPC's technologies are court supported and can be tailored to meet the specific needs of your cases. You can allow, restrict and view activities from the safety of your office. IPPC recognizes that supervision officers are the experts in offender/defendant management. It is our role to support officers, not replace them. By taking advantage of our solution, you form a partnership with a team of individuals who value officers like you. We believe in you, and your ability to keep our communities safe.

"I am a believer in monitoring sex offenders on the Internet and your program is very easy and user friendly for both officers and offenders."— Officer Fanning, TX

"The IPPC program is working very well for us. It is always good to have another tool in our tool box that 'works well' and gives us another set of eyes on our sex offenders. Your knowledge and support from your staff is always excellent and timely."— Officer Russo, NY

www.ImpulseControl.net • 1-888-Web-IPPC (932-4772)
Call for an information packet or to participate in a free webinar presentation.

TECHNOLOGY

update

by Joe Russo

NIJ Launches New Corrections Technology Center of Excellence

The Department of Justice's (DOJ) Office of Justice Programs (OJP) recently announced that Fiscal Year 2010 funding was awarded to seven Department of Justice Technology Centers of Excellence (COE). The Centers of Excellence serve as the nation's authoritative resource for law enforcement and corrections officers and practitioners with regard to technology issues.

OJP Assistant Attorney General Laurie O. Robinson stated in a DOJ press release: "The Centers of Excellence are the lynchpin in our efforts to ensure law enforcement and corrections agencies, crime laboratories and agencies involved

in the judicial process get the tools and technologies they need to do their jobs more effectively. They work with criminal justice practitioners to identify their needs for safer, more effective equipment and assist our National Institute of Justice in its efforts to meet those needs."

The COEs were established in 2007 and serve within the National Law Enforcement and Corrections Technology Center System (NLECTC). The primary role of the COEs is to assist in research, development and the transition of technology from the laboratory into practice by law enforcement and corrections agencies, courts, and crime

laboratories. The NLECTC System supports the mission of the DOJ's National Institute of Justice assisting state, local, tribal and federal law enforcement, corrections and other criminal justice agencies in addressing their technology needs and challenges.

The seven COE's cover the following areas: Electronic Crime Technology, Communications Technology, Sensor, Surveillance and Biometrics, Forensic Technologies, Weapons and Protective Systems, Information and Geospatial Technologies and a brand new area: Corrections Technology.

While each of the COEs work on issues that have some relevance to community corrections, for the first time the field will have a COE specifically dedicated to their needs. The Corrections Technology Center of Excellence is operated by the University of Denver (DU) and serves as the authoritative resource within the NLECTC System for both practitioners and developers with respect



Spark
a change in
someone's life

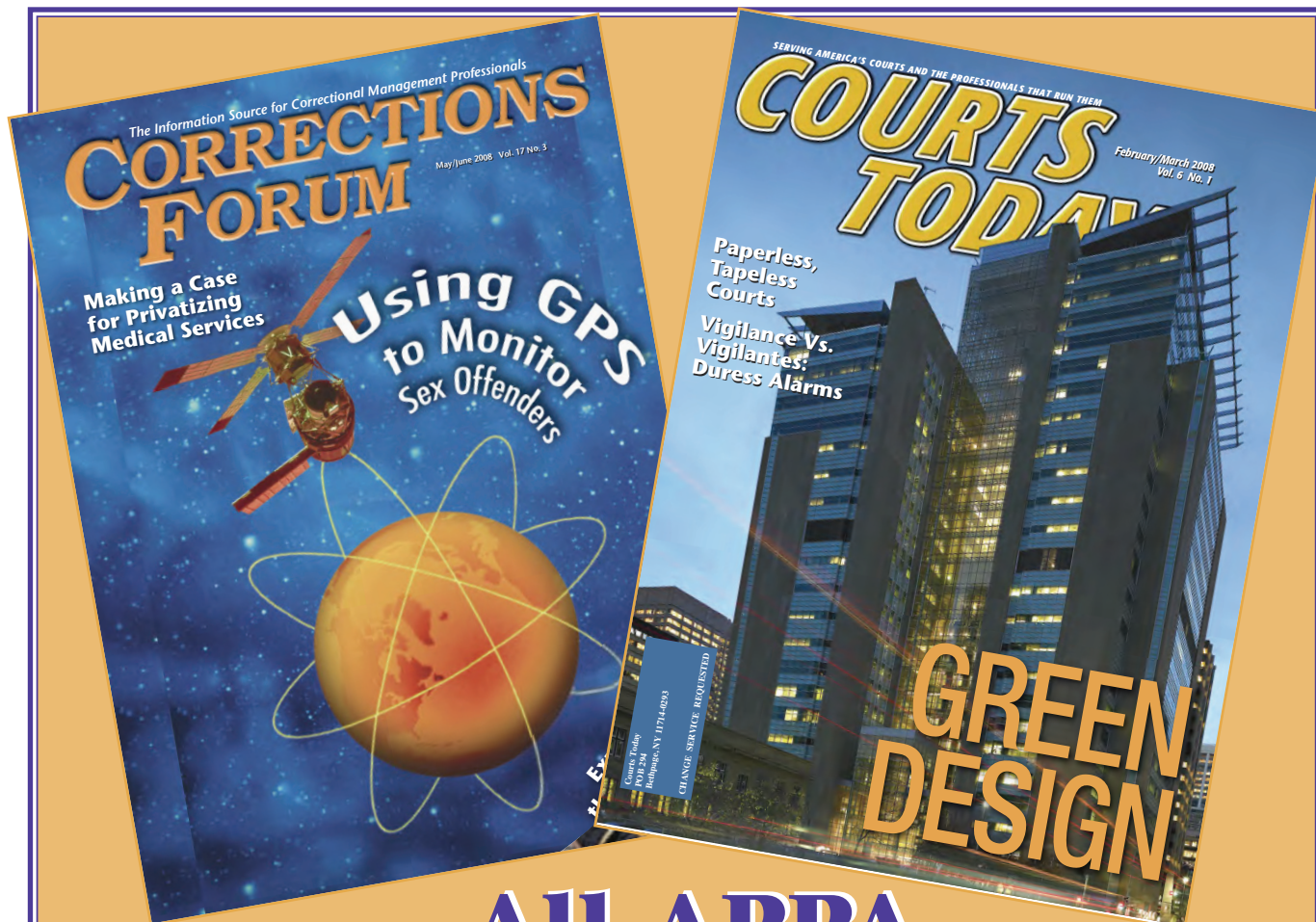
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S·A·S·S·I
I N S T I T U T E

technology update, continued on page 24



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to start receiving your free subscription**

to technologies that support institutional and community corrections. The Center's position within DU allows it to leverage a wide array of multi-disciplinary research units to accomplish its mission.

In its primary role, this COE assists in the transition of technology from the laboratory into practice by first adopters within the correctional community. Specifically, the Corrections Technology COE supports NIJ's research, development, test and evaluation activities within the corrections portfolio by:

- Assisting NIJ in identifying practitioner technology requirements by coordinating and conducting Technology Working Groups (TWGs).
- Supporting NIJ research and development programs by assisting with program objective definition and refinement, assessing ongoing NIJ projects, scouting relevant technology efforts and participating in national and

regional groups.

- Testing, evaluating and demonstrating technologies by conducting and coordinating operational evaluations and conducting, facilitating and coordinating demonstrations with corrections agencies.
- Supporting the adoption of new technologies by introducing these tools to practitioners, providing practitioner requirements to developers, assisting developers in commercialization and providing support to first agencies for effectiveness evaluation.
- Coordinating and developing technology guidelines for planning, selecting and implementing technology solutions.
- Providing technology assistance and support to corrections agencies on a national basis, including providing science and engineering advice and assisting first adopters with new tools and methods.

technology update, continued on page 26



**APPA's Website
has a new look
and many new
online features!**

www.appa-net.org

Is Your Agency Prepared for PREA?

Preventing Staff Sexual Misconduct Against Offenders

APPA Accredited Workshop & Facilitator Certification Training

NCTI's Preventing Staff Sexual Misconduct Against Offenders workshop addresses the staff training recommendations as stated in the Prison Rape Elimination Act standards, and provides agencies with prevention and identification strategies to reduce incidences of staff sexual misconduct. The workshop content addresses issues of significant legal and safety concern for staff working at all levels. Through the use of an established curriculum, administrators will be able to document training content delivered to staff, respond positively to failure to train claims, and be prepared for any potential staff disciplinary actions. Best of all, NCTI will deliver the workshop right at your agency.

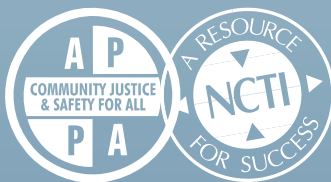


Workshop Topics Include:

- PREA Standards and Requirements
- Sexual Misconduct Prevention and Identification
- Staff and Offender Grooming Techniques
- Laws and Liability
- Warning Signs
- Sexualized Work Environment
- Inappropriate Use of Power and Consent

Additionally, agencies have the option of having staff members certified to teach the workshop through NCTI's Facilitator Certification Training. Certified facilitators will have the ability to deliver NCTI's Preventing Staff Sexual Misconduct Against Offenders workshop to other staff in their agency.

Visit www.preatraining.org for more information.



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Although the Corrections Technology COE was instituted on October 1, 2010 it is not starting from scratch. Work in support of corrections has been ongoing through other NIJ/NLECTC programs and this work will continue and expand. Current projects and initiatives of interest to community corrections include:

- Development of Standards for Offender Tracking Technology - (a set of voluntary industry standards based on the performance requirements of practitioners)
- Electronic Monitoring Resource Center - (an online knowledge base of information and access to technical assistance)
- Field Search Software - (a free tool designed to allow the non-technical officer perform a quick and effective scan of an offender's computer)

For more information on the Corrections Technology Center of Excellence please visit: http://www.justnet.org/corrections_coe/Pages/home.aspx

The Corrections Technology Center of Excellence will work closely with the American Probation and Parole Association through the Technology Committee to ensure that the needs of the field are gathered and addressed.

For further information on the APPA Technology Committee please feel free to contact Joe Russo at 800-416-8086 or jrusso@du.edu. ▶▶

Joe Russo is Assistant Director for the National Law Enforcement and Corrections Technology Center in Denver, Colorado and is chair of the APPA Technology Committee.

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RESEARCH UPDATE

by David Karp and Arielle Bernard

Recent Research on Mediation With Youth on Probation

“Supporting Family Strength: The Use of Transformative Mediation in a PINS Mediation Clinic”

Robert A. Baruch Bush, Lisa Hershman, Robert Thaler, and Christena Vitkovich

Family Court Review 2009. 47: 148-166

In the last decade, New York State has made several changes that increased juvenile probation caseloads. For example, the age that status offenders could be designated as “persons in need of supervision” (PINS) increased from 16 to 18 years old. Local probation agencies bare the burden of finding diversionary social services to prevent PINS and pre-PINS youth from becoming entangled in the criminal justice system. The authors of this article pioneered a new program to support parents and teens on probation. Through the use

of transformative mediation, the Family Solutions Program of Nassau County is helping to open communication between family members and supporting sustainable long-term conflict resolution.

The authors begin their article with a historical review of PINS in New York State. PINS cases involve noncriminal misbehaviors by youth eighteen and under, known as “status offenses,” which include acts such as truancy and curfew violation. Beginning in 1962, New York State has periodically adapted its role in the lives of families to discover more productive ways a juvenile can go through the court system. Under the doctrine of *parens patriae*, or “the parenthood of the state,” which implied that family court would step in where it seemed that parents were not fulfilling their role, state

research update, continued on page 30

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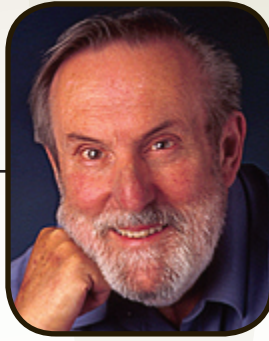
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DON ANDREWS

An Appreciation

On October 22, 2010, the field of community corrections lost a valued colleague and collaborator, Don Andrews. While the term “giant in his field” is used liberally in posthumous recollections, it is a term that fully fits this man and his contributions to research and correctional practice.

Don’s impact on community corrections, through his research and training, was enormous. A charter member of a small but tenacious group of Canadian correctional practitioners and researchers, Don helped to transform our field from one driven by the punitive “nothing works” ideology to one that has recognized that correctional treatment of offenders can be effective. While we are still a good distance away from completely banishing “nothing works” and fully embracing the “what works” alternative (also known as evidence-based practices), we have made substantial progress. Much of that progress can be attributed to the work of Don Andrews and his colleagues. You may not be a regular reader of correctional research, but if you are familiar with the term “LSI-R” or recognize the phrase “risk/need/responsivity”, you know Don’s work.

Those of us who participated in training conducted by Don will remember his unbridled enthusiasm as he shuffled through slide after slide on the overhead projector (in the days before PowerPoint), chuckling as he presented “effect sizes” documenting the effectiveness of well-designed and well-implemented correctional treatment. Even if we didn’t understand “effect sizes” and other research terminology, it was abundantly clear that this was significant research.

Don was at home with both academics and practitioners and was equally respected in both worlds. Among his publications were two academic articles in 1990 that summarized the seminal meta-analysis of correctional treatment and introduced the principles of risk, need and responsivity into the professional discourse. Don regularly conducted training of practitioners across the US and Canada. His contributions were recognized with many awards, including APPA’s University of Cincinnati award in 1997.

On a personal level, I was fortunate to get to know Don more than twenty years ago. He was a generous colleague and dear friend. On our first meeting (at an APPA Institute), he shared some of his research, dating from the late 1970s, that transformed by understanding of effective community supervision of offenders. This was typical of Don, and he continued over the years to be a valued source of information and research. This was typical – he was committed to sharing research knowledge and to helping us to understand it and apply it in practice.

While Don is no longer with us, his legacy will continue to drive the important work to which he was so committed. His colleagues and disciples will continue to explore “what works” in offender supervision and his extensive body of publications will continue to educate and inform. I believe that those of us in community corrections have had bestowed upon us an obligation to redouble our efforts to implement the “what works” practices to vindicate the faith that Don Andrews had in the enormous potential of effective correctional treatment to transform the work of community corrections, and through that work to transform the lives of offenders. I can think of no better way to honor the contributions of this valued colleague. »»»

-William D. Burrell

intervention would theoretically be paired with social services to treat and rehabilitate juveniles. Yet the juvenile justice system itself did not support the child even to the extent that it did for adults, and it took a 1966 Supreme Court case, *In re Gault et al.*, for the state to recognize that changes had to be made, including the distinction between status offenders and juvenile delinquents.

In 1974, the Juvenile Justice and Delinquency Prevention Act required states to take status offenders out of secure detention facilities and to instead offer them prevention, diversion and treatment opportunities. This caused a shift in how youth offenders were viewed, referring to the offender's action as a call for help and putting responsibility back on the family as a whole to address the problem; the "treatment rationale" now replaced the "deterrence rationale". Once the family became the focus of intervention and redefined the end goal as strengthening the family unit, the state's intervention as a parent (*parens patriae*) no longer held. The court's interference with family issues would only harm the family further by preventing improved communication. From this perspective, the PINS system and its work within the courts was criticized for being too time-consuming, for pitting parent against child and for relying too heavily on out-of-home placements for social services.

The PINS Adjustment Services Act of 1985 tried to correct these problems. Overall, it aimed to give power back to the families and let those who were capable of making responsible decisions seek community-based assistance independently. But lack of funding and decreased interest in the PINS system led to a steady decline of services from 1990 to 2000, and when the age of eligibility was increased from 16 to 18 years old, the state found itself without enough community-based services and preventive measures to keep the influx of cases from heading straight to family court. By 2005, further amendments attempted to create higher barriers to court access so that fewer juvenile cases would be brought through the criminal system. In an attempt to improve the use of social services, New York State Legislature looked to the counties to provide mandatory pre-court diversion and to decide whether their services would be overseen by criminal justice agencies or transferred to social services agencies. The amendments also determined that parents could not decide to file a PINS petition in family court until the diversion service provider and the judge agreed that the family could no longer benefit from diversion.

New York State also mandates that every county provide mediation services to empower the local community to resolve disputes without court intervention. Community mediation centers handle a variety of disputes, typically small claims cases and adopt various mediation styles and practices. One popular type of mediation is called "transformative mediation." According to the authors:

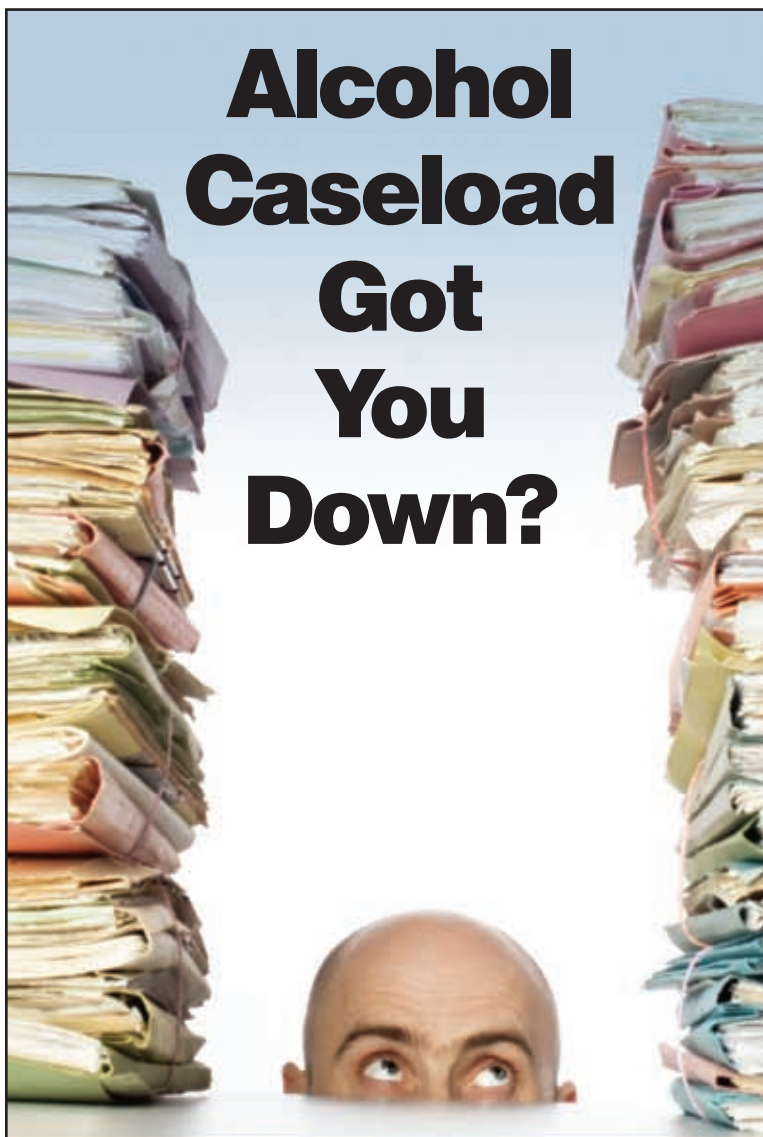
Transformative mediation does not focus simply on defining tangible issues and then trying to settle them through compromise or mutual problem solving. Instead, it focuses on mediator practices that support improved family interaction and help parties change the quality of that interaction from destructive to constructive. This is not to say that agreement on specific issues is disregarded. Rather, the premise is that, when and as interaction changes, resolutions of tangible issues will emerge from the bottom up—from the family members themselves. The result is both interactional change and, as a result, sustainable resolution. (p.155)

Transformative mediation encourages family members to discover their own interpersonal strengths and increase their understanding of each other in order to solve any internal conflict they find themselves in. Led by trained mediators, a mediation session gives each party involved a chance to speak openly and honestly with everyone present and an opportunity to find a solution that will work for all members of their family. Mediation goes beyond reaching an agreement, however, and can "help family members regain their individual sense of security and their mutual sense of respect and understanding, countering the destructive interaction that has brought them to the PINS system initially" (p.156). The transformative model of mediation suggests that the problems families are dealing with cannot be separated from the ongoing dynamics of the family members and in order to see long-term benefits from mediation, it is necessary to work on a family's relationship overall. With increased communication among family members, mediation ultimately brings families closer together, unlike the stresses of going through criminal court. Youth and parents try to listen closely to each other to learn how the teen's behavior may be a part of a larger family struggle and work together to create a mutual solution for positive change.

In Nassau County, two social service agencies, Family and Children's Association and Long Beach Reach, in partnership with the Hofstra Law School Mediation Clinic, take a strengths-based approach to handling PINS cases. Mediation services are provided by students in the law school's mediation clinic. Referrals come from probation, the courts, schools and other sources and family participation is voluntary. The mediators work to engage the family and their ties in the community, complementing existing resources to tackle the child's misbehavior, as well as create a stable environment for healthy childhood and family development. In 2008, these organizations combined to form the Family Solutions Program with the goal of bringing strengths-based social work practice and transformative mediation together in youth probation cases. Their program offers mediation at multiple points along the typically three-month program; mediation is an option as they are entering into the Family Solutions Program, as a checkpoint of evaluating a family's progress or to provide closure as they are leaving the program. During mediation, Family Solution Specialists act as a support to the parties, as an information provider, and as a safety guarantor. Children and parents are there to listen to each other and come to a mutually agreeable solution. ▶▶▲

David R. Karp is Professor of Sociology and Associate Dean of Student Affairs at Skidmore College in Saratoga Springs, New York. **Arielle Bernard** graduated from Skidmore College in 2010 with a degree in International Affairs. Both David and Arielle are volunteer mediators who often work with parents and teens in conflict.

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Interstate Commission for Adult Offender Supervision: New Rules and Amendments

On March 31, 2010, the Executive Committee of the Interstate Commission for Adult Offender Supervision (ICAOS) authorized the creation of an Ad Hoc Committee to study the existing interstate compact rules governing violations and retaking of offenders. Specifically, the Commission wanted to know if the ICAOS rules provide adequate authority and sufficient clarity to respond to violations and the retaking of offenders, to ensure public safety, provide due process to offenders and balance the legitimate interests of the sending and receiving states.

The ad hoc committee's work resulted in the recommendation to add new rules and to amend several existing rules related to the violations and retaking process. The recommendations focus on violent offenders who violate their conditions of supervision and offenders who commit new violent crimes while under interstate compact supervision.

The full commission discussed and voted on the recommendations at its annual business meeting on October 13, 2010, in San Antonio, Texas. All but one of the proposals considered by the commission passed. The following new rules and rule amendments become effective March 1, 2011.

- New Rule 5.103-2 – Requires a sending state to retake a violent offender who has committed a significant violation when the receiving state requests the sending state to do so following the submission of a violation report. The sending state must retake the offender via the issuance of a nationwide warrant.
 - » New Definition: “Violent Offender” means an offender under supervision for a violent crime.”
 - » New Definition: “Violent crime” means any crime involving the unlawful exertion of physical force with the intent to cause injury or physical harm to a person; or an offense in which a person has incurred direct or threatened physical or psychological harm as defined by the criminal code of the state in which the crime occurred; or the use of a deadly weapon in the commission of a crime; or any sex offense requiring registration.”
 - » New Definition: “Warrant” means a written order of the court or authorities of a sending or receiving state or other body of competent jurisdiction which is made on behalf of the state or United States, issued pursuant to statute and/or rule and which commands law enforcement to arrest an offender. The warrant shall be entered in the National Crime Information Center (NCIC) Wanted Person File with a nationwide pick-up radius.
 - New Rule 4.109-2 – Requires a receiving state to conduct attempts to locate offenders prior to the submission of an absconder violation report to the sending state. The receiving state, at a minimum, must conduct a field visit at the last known place of residence; contact the last known place of employment, if applicable; and contact known family members and collateral contacts.
 - New Rule 5.103-1 – Requires sending states to issue nationwide warrants upon the receipt of an absconder violation report and case closure from the receiving state. It also mandates that the sending state's warrant remain in place until the offender is retaken.
 - Amendment to Rule 5.101 – The amendment mandates that once a sending state makes the decision to retake their offender under this rule that the retaking process is initiated by the issuance of a nationwide warrant.
 - Amendment to Rule 5.102 – The amendment mandates that once a sending state is required to retake their offender under this rule that the retaking process is initiated by the issuance of a nationwide warrant.
 - Amendment to Rule 3.107 – The amendment requires the sending state to provide more detailed information to the receiving state in each transfer request; a narrative description of the instance offense to include the circumstances of the crime; a pre-sentence reports, unless distribution is prohibited by law or it does not exist; supervision history, unless it does not exist; and, following acceptance of a case, any additional documents necessary for supervision in the receiving state must be provided by the sending state within 30 calendar days from the request.
- Training will be made available in reference to the new and amended rules. Access to this training can be found at www.interstatecompact.org.

Dori Ege is the Deputy Compact Administrator for the Arizona Administrative Office of the Courts/ Arizona Supreme Court in Phoenix, AZ. She is the Training Publications Chair for ICAOS.

Leaders for the 21st Century

We live in the fast paced world that futurists described to us in the early 1980's. At that time words like "change" and "paradigm shift" were bandied about and we were advised that our lives would be of constant change in the future. For the large part, technology has driven this transformation. Here we are thirty or so years later trying to define what it all means in terms of the work place. What kind of leaders will move us through the 21st century? What will be the hallmarks of this generation of leaders?

We live in interesting times when it comes to the dynamics of the work place. In the 1980's, managers were preparing their workforce to understand and accept change. After all, the Veterans and Boomers had always worked in a world where life was relatively static. They predominantly did things because "we had always done it that way". Technology was just beginning to influence the workplace.

Imagine: Typewriters that corrected-no more white out!; copy machines- no more mimeographs or carbon paper!; fax machines for immediate receipt of information. Gone were the "good old days" when snail mail allowed one to compose the information – post it (taking at least three days). The missive was received where upon the receiver read it and contemplated a response. Wrote the response, posted it



Leadership Institute Class of 2010—left to right, front row: Carolyn Youngstrom-Scheer, Laura Strait, Linda Jones, Reyna Cartagena, Heather Boyer, Sherry Parkes, Deena Corso, Wende Kirby, Patrice Buzan, Vanessa Farmer Back row: Diane Kincaid, Malinda Lamb, Jerri Allen, Tosha Wright, Elizabeth Powell, Beth Skinner, Donald Bornheimer, Gregory Dillon, Aaron O'Connell, Manny Rodriguez, Stephanie Ruggles.

(another at least three days). It was a much slower time when at least six days could expire for a communication to go full circle.

Email made the world spin even faster. Colleagues could reach us immediately and expected an immediate response – we learned the importance of reviewing our thoughts before pressing “send “. :>) Next cell phones and now blackberries and other advanced communications technologies. In the work world, we are available 24/7 and tied inextricably to our technology. Technology has allowed us to live in a global world and media has shrunk the planet until we feel the impact of actions on the other side of the globe as though they were in our community.

Now, the Gen Xr's and Millenials are the predominant numbers in the work place. These young people grew up with technology and have never lived without office applications, cell phones, blackberries and immediacy of communication. Social networking is blending into workplaces and the workforce is interested in making a difference. The pace of change is not only constant it is exponential.

What does all this mean in terms of 21st century leaders? Antony Jay (British activist and author) said, “The only real training for leadership is leadership”. The notion of immersion learning may have its place, but imagine the military leader thrown into battle without the knowledge and skill for effectively leading the troops. The basic leadership skills are essential for most of us to effectively meet our goals in a multi-generationally diverse workplace.

Then what is the knowledge and skill required of community corrections leaders in the 21st century? Effective leaders understand themselves and know how they can most effectively interact with others. Through utilization of temperament theory tools, assessment of critical leadership skills and the opportunity to practice essential skills in the workplace, they understand the complexity of the workforce as multi-generational and diverse. They recognize the political environment and the ever changing systems in which they operate. They accept and utilize the technology available and plan for future technologies. They realize that success relies on using research to implement evidence-based activities and programs. And finally, they optimize the opportunities for networking and involvement in their profession.

Twenty-first century leaders have the advantage of generations of research and observation as a basis for their success and the understanding that today's workplaces are the labs for future generations of successful leaders. Most leaders are not born successful they are trained.

Join like minded individuals who will meet to discuss the next APPA Leadership Institute at the APPA 2011 Winter Training Institute, February 27 – March 2, 2011 in Orlando, FL. Dates and times for the meeting will be published in the Institute souvenir brochure. >>>



GENERATIONS

VETERANS - 1922 and 1943

(52 million people)

This cohort was born before or during World War II and their earliest experiences are associated with that world event. Some also remember the Great Depression.

THE BABY BOOMERS - 1943-1960

(73.2 million people)

These people were born during or after World War II and raised in an era of extreme optimism, opportunity and progress. Boomers, for the most part, grew up in two-parent households, safe schools, job security and post-war prosperity. They represent about two-thirds of all U.S. workers. On the job, they value loyalty, respect the organizational hierarchy and generally wait their turn for advancement.

GENERATION XERS - 1960-1980

(70.1 million people)

They were born after the Boomers into a rapidly changing social climate and economic recession, including Asian competition. They grew up in two-career families with rising divorce rates, downsizing, the dawning of the high-tech age and the information age. On the job, they can be fiercely independent, like to be in control and want fast feedback.

GENERATION NEXTERS - 1980-2000

(69.7 million people to date)

Those born of Boomer parents and early Xers into our current high-tech, neo-optimistic times. Although the youngest workers, they represent the most technologically adept. They are fast learners and tend to be impatient.

(cf. Zemke, Raines and Filipczak, *Generations at work: Managing the clash of Veterans, Boomers, Xers, and Nexters in your office*, 2000.)

CALL FOR FACULTY - APPA Leadership Institute

The American Probation and Parole Association is pleased to issue a Call for Faculty for the APPA Leadership Institute. The APPA Leadership Institute explores leadership and management issues from a practical point of view, in which theory becomes the basis for critical thinking. Participants will interact directly with the instructors, facilitators, other community corrections leaders and with each other over a twelve month period. More information can be found at www.appa-net.org

Submission Guidelines

Persons interested in submitting a proposal for consideration should provide the following information:

Faculty Information: Provide name, title, agency, address, phone and email for the proposed faculty.

Resume or Vitae: Include brief resume or vitae of the proposed faculty member.

Professional References: Provide name, title, agency, address, phone and email for three professional references for the proposed faculty member that can provide information regarding the proposed faculty member's presentation skills and abilities.

Brief Narrative: Provide a brief narrative regarding the proposed faculty member's skills and abilities to present course content meeting the objectives noted below. Selected faculty members may also be asked to participate in the creation of new/revised curriculum for future institutes.

Institute Attendance: Provide a brief statement regarding the proposed faculty member's ability and intent to attend future institutes. Faculty members may be required to arrive the weekend of the actual training Institute.

Course objectives provide that by the end of the course, participants will be able to: Effectively communicate and lead initiatives; Apply a fundamental set of definitions, theories, and models to develop and refine their leadership and management skills; Analyze management dimensions associated with organizational development and effectively influence/impact change; Critically analyze leadership dimensions, management domains, and the knowledge, skills, and abilities to foster change; Review and discuss current management concepts in public management, specifically focusing on community corrections; Demonstrate reasoned judgment, leadership enhancement, and organizational readiness; Demonstrate knowledge of situational leadership models and how they can be used to effectively manage organizations; Identify and participate in services and social networking technology to enrich and promote personal and professional growth. Summaries may be emailed by Monday, February 14, 2011 to sschmoll@coconino.az.gov

Questions regarding submissions should be directed to: Sarah Schmoll, Deputy Chief Probation Officer, Coconino County Adult Probation, 222 E. Birch Avenue, Flagstaff, Arizona 86001 Phone: (928)679-8409 Fax: (928)773-8705 email: sschmoll@coconino.az.gov

Proposals should be received no later than Monday, February 14, 2011 and must be received in electronic format in order to be considered.

Leadership Institute committee members will contact the person who is selected to indicate their selection for the Institute. Please note that it is APPA's policy that, regrettably, expenses and fees associated with participation cannot be reimbursed by APPA.



APPA Elections - Call for Nominations



Region	States represented in Region	Present Incumbent
Region 1	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	Rita McCarthy
Region 2	New York	Robert Sudlow
Region 4	Ohio	William Ashe
Region 6	Georgia, North Carolina, South Carolina	Jackie Kelsey
Region 7	Alabama, Florida, Louisiana, Mississippi, Puerto Rico, Tennessee	M. David McGriff, PhD
Region 8	Indiana, Kentucky, Michigan	Cynthia McCoy
Region 9	Arkansas, Kansas, Missouri, Oklahoma	Kyahna Dixon
Region 10	Texas	Les Schultz
Region 13	Colorado, Nebraska, North Dakota, South Dakota, Wyoming	Janice Vaznonis
Region 14	Arizona, Nevada, New Mexico, Utah	Gini Highfield
Region 15	Alaska, Idaho, Montana, Oregon, Washington	Erika Preuitt

According to the APPA Constitution, Article V, Section 9: To qualify for elected office in this association, the candidates must be:

- (a) an active member in good standing, willing and able to fulfill the duties of the office for which nominated, and be willing and able to serve in the office for the length of time necessary to fulfill the duties of the office.

Nominations must be received in writing by April 23, 2011. Members are encouraged to nominate themselves for regional director positions. This position offers members an opportunity to present and discuss issues germane to the field and set the course for future initiatives for your association. Candidates accepting a nomination for regional director must provide a biography or statement of fewer than 150 words, which will be included on the ballot. The schedule below will be followed for the 2011 election

December - March	Call for Nominations for regional director positions.
February 27	The Board of Directors selects two candidates for each executive officer position.
March 30	Cut off date for nominations for regional director positions.
April 11	Nominations Committee selects two candidates for each regional director position from those nominated and prepares ballot.
June 17	Last day of ballot postmark.
June 22	Ballots counted.
June 27	All candidates notified of election results.
July 25	Nominations Committee reports results at membership meeting.

All nominations should be sent by April 23, 2011, to:

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Join the leading international organization of professionals dedicated to the concerns of probation, parole and community-based corrections in both the adult and juvenile sectors, the American Probation and Parole Association (APPA).

Stay current and connected with the following resources available to APPA members:

- **Perspectives** - APPA's quarterly journal filled with timely articles, upcoming events and training, job opportunities and current news.
- **APPA Training Institutes** - participate in a variety of workshops, special sessions, resource exposition and networking opportunities with your peers. Members receive substantial registration discounts.
- **Professional Development Training** - save staff time and money when you select training suited to your agency's needs and delivered directly to you.
- **Information Clearinghouse** - free access for members to find answers to "who, why and where" in community corrections.
- **CC Headlines & More** - receive a free semi-monthly electronic newsletter containing the latest news, training events, job postings and more.

Your Intangible Benefits

APPA members most often refer to the intangible benefits they receive from their membership when asked what they value most about being a member. Personal and professional relationships are built through connections made with your colleagues as you gain access to your peers on a national level. APPA staff and leadership diligently serve on numerous policy committees and advisory groups that advocate or influence community corrections on a local, state and national level. Members stay connected on the issues facing the community corrections profession and gain increased credibility among peers and the public.

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The Tactical PO

May 11-12, 2011 - Lexington, KY

Presenter: Community Corrections Institute

In many agencies officers are becoming more proactive in field work and enforcement endeavors. This program is specifically designed for those officers charged with making home and field contacts, making arrests, conducting searches, working on special enforcement Task Forces or law enforcement partnership programs, or any officer that wants to receive the highest quality tactical training specifically designed for Parole, Probation and Community Corrections officers.

In this two-day program participants will receive instruction on the most current techniques and concepts in identifying threats, building entry, arrest techniques, and personal defense. Day 1 involves classroom instruction and exercises. Day 2 involves hands-on exercises where participants practice the skills in a dynamic manner. Officers will participate in:

- Exercises in threat identification
- Simulation training
- Use of force scenarios
- Tactical entry planning

Upon completion of The Tactical PO program participants will be able to:

- More quickly and accurately identify and appropriately respond to all levels of threat
- Describe the concept of "Zoning" and how it relates to officer safety
- Plan a safe and effective home contact
- Safely take an offender into custody no matter what the level of resistance
- Conduct thorough building and residence searches
- Work effectively with other Law Enforcement agencies
- Develop safe and effective tactical entry and/or arrest plans

Limited to 30 participants

Dealing with Aggressive Behavior

May 10, 2011 - Lexington, KY

Presenter: Community Corrections Institute

Aggressive behavior is one of the most anxiety provoking, yet fundamental behaviors known to man. Increasingly, acts of anger, aggression and violence permeate our schools, public facilities, offices and are the most common threat posed to parole and probation officers. For most officers, attempting to deal with angry and aggressive individuals is a source of frustration, anxiety and fear. This program separates aggressive behavior into four identifiable stages and teaches how to deal with each stage.

The program also teaches participants to differentiate between "bluff behaviors" and "danger behaviors", i.e., those behaviors indicating a high probability of physical attack. Participants attending the one-day training will learn:

- How you react to anger and aggression
- The stages of anger and aggressive behavior
- Why people get angry
- Recognizing "Danger Behavior"
- Defusing aggressive behavior
- Surviving the physical attack

For more information on how you can register, contact Karen Mucci at (859)244-8205 or email kmucci@csg.org

CEP's Probation Works Conference

by Donald G. Evans and Dan Richard Beto

On May 28-29, 2010, the European Organization for Probation, commonly known as CEP, held its "Probation Works" conference in the southern coastal city of Malaga, Spain.

By way of background, CEP exists "to promote the social inclusion of offenders through community sanctions and measures such as probation, community service, mediation and conciliation." In addition, CEP is committed to enhancing the profile of probation and to improve professionalism in this field, on a national and a European level. The organization promotes pan-European cooperation by organizing conferences on relevant topics in probation.





CEP, headquartered in the Netherlands,

brings together practitioners, managers, academics, stakeholders and others working in the field of probation and criminal justice from all over Europe. In concert they represent a unique network of expertise about positive ways of working with offenders in the community. Their common concern is how to protect society without resorting to the costly sanction of incarceration. CEP is affiliated with both the American Probation and Parole Association and the National Association of Probation Executives.

To European bodies, such as the European Union and the Council of Europe, CEP serves as the voice of probation by providing expertise and comparative data. In existence for three decades, CEP is governed by a board consisting of the President, two Vice Presidents, and a maximum of eight other persons elected by the General Assembly, which meets every three years.

The theme of the Malaga conference was “Probation Works” and featured a review of the relevant literature and research on evidence for effective probation practice.

Mary Anne McFarlane of the United Kingdom and an outgoing CEP board member opened the first day of the conference. She called on several officials to welcome participants and outlined the scope of the conference.

The plenary session – “The Context in which Probation Systems in Europe Operate” – was moderated by Montserrat Toha, Director of the Social Rehabilitation Institute Foundation (IRES) in Spain and consisted of two other speakers. Candido Agra, Professor in Law at the University of Porto in Portugal, spoke on “New Trends in Crime, Social Issues, and Correctional Policy,” and was followed by Sonja Snacken, professor of criminology, penology and sociology of law at the Free University of Brussels and Chair of the Council for Penological Cooperation for the Council of Europe. The topic of her presentation was “The Impact of the new Criminal and Social Context on Probation Systems in Europe.”

Professor Agra introduced his presentation by noting that he was indebted to three individuals who have inspired his approach: Goya, the painter; Foucault, the philosopher; and Augustus, the founder of American probation. In developing his theme of new trends in crime, social issues and correctional policy, he wanted to try and answer the questions: what happened to us and what is the meaning of our experience? In proposing an answer to these questions he briefly outlined the history of probation, organized under three themes or time periods:

- Disciplinary rationality (1840 to 1945). Agra described the birth and history of probation and discussed the role of John Augustus in Massachusetts. Probation migrated to Europe in the late 1850s through the emerging juvenile delinquent legislation.
- Welfare rationality (1945 to 1980). He locates probation within the context of the welfare state in which policies of treatment and social reintegration prevailed. In the European context this was the period of interest in “social defense” as the motivator for penal policy.
- Rationality of safety/security (1980-present). He discussed changes in criminality, globalization of crime, economic crime and the rise of insecurity as a social phenomenon, emergence of a victim movement which has led to a complex system and the organizing of criminal justice policies based on risk and responsibility.

In concluding his presentation, he noted that the three rationalities are not mutually exclusive, although the first one is currently dominating criminal justice policy-making. In another reference to John Augustus, he noted that Augustus’ work was actually empirically based and that he documented his experiences. On this last point he stressed the need for greater use of the scientific method and critical thinking and the need to avoid being lulled to sleep by myths and magic rituals.

Professor Snacken’s presentation outlined the difficulties encountered in defining probation and in developing European Probation Rules. She gave an overview of the work to date in the development of Probation Rules, taking into account the context of probation in Europe and attempted to provide a framework that included different traditions of community sanctions and measures.

Snacken gave a brief overview of the development of probation in Europe and suggested three generations in its history:


- Non-custodial sanctions initially developed as a result of criticism of short-term imprisonment in the 19th century. Starting in 1950 and lasting about 20 years was the emphasis on re-socialization.
- By the 1980’s countries were beginning to experience a rise in prison populations and probation became more carceral in attitude as the emphasis shifted to intensive supervision, surveillance and monitoring and attention to high-risk offenders. It was also the time that the “what works” approaches began to surface.
- A focus on restorative practices and sanctions appeared in the early 1970’s as another alternative to sanctioning.

Given these developments, Snacken stated that the social and political context in which probation operates is complex. For probation to have status, it has to be seen as not only effective but also legitimate. She outlined four areas that are critical to establishing legitimacy for probation. They are:

- Effectiveness in reducing recidivism;
- Public opinion, including a better understanding of what probation does;
- Concern for and assistance to victims; and
- Offender management not only involved monitoring compliance but was also concerned that human rights and special needs of offenders be taken into account in supervision practices.

She concluded her presentation by noting that in dealing with offenders, imprisonment should be a last resort, while community sanctions and measures should have legitimacy as an intervention in their own right and not just an alternative to incarceration.

A second plenary session took place in the afternoon. Moderated by Peter Van Der Laan, a Professor of Social Sciences and Behavior at the University of Amsterdam, this session was entitled “The Effectiveness of Probation Systems in Europe.” Participants in this session were Professor Friedrich Losel, Director of the Cambridge Institute of Criminology, and Santiago Redondo Illescas, Professor of Psychology and Criminology at the University of Barcelona. Professor Losel



spoke on “What the Evidence Tells Us,” with emphasis on the importance of applied research, and Professor Redondo Illescas addressed the subject of “The Use of Technical Tools to Support Effective Practice,” with particular reference to assessment devices.

Professor Losel began his presentation by noting that the title of his talk can be taken as either a statement or a question. He acknowledged two key factors: the general effects of probation are not clear and that generalization is still difficult, partially due to the international differences in the research and practice. The evidence, he said, tell us that: there are international differences in research orientation; there are different cultures of evaluation and practice; resources are different as are the evidence bases; and of critical note there are difficulties of transnational transfer of knowledge and practice. Losel outlined three phases of the “what works” research and practice: general proof that rehabilitation works; differentiated analysis of what works best for whom and under what conditions; and integrating the knowledge on single programs into a broader systems perspective and routine practice. Losel then proceeded walk the participants through a general overview of meta-analyses and the findings from a number of studies. He concluded this section of his presentation by summarizing what had been learned to date:

- Offender rehabilitation works;
- Positive results are found in community and custody programs;
- The risk-need-responsivity approach was an important step forward, but the evidence of what works is much broader;
- Other models such as multi-systemic treatment, therapeutic community, social therapy and restorative justice as show positive results;
- More studies from non-English-speaking countries are needed;
- Better knowledge about transfer from and to other countries is needed; and
- The fact that many factors determine outcomes needs to be acknowledged.

He also acknowledged that there are some critical arguments against the “what works” approach and discussed Tony Ward’s Good Lives Model where Ward lists nine factors a person requires to be successful. He closed his presentation by reminding the participants that the problem of crime is

“The major consequences of risk assessment from a negative aspect is the fact that it is a process that is not sensitive to diverse circumstances and has tendency to lead to stigmatization and social exclusion.”

more than an issue for criminal justice it is also a public health, education and welfare issue. This was a very informative and insightful overview of what we know and what we don’t know about offender rehabilitation and community supervision.

Professor Redondo Illescas began his address by examining the relationship between socialization and punishment. Since crime is rooted in society, he believed it would be useful to think about emphasizing mechanisms such as socialization, education, and social support in our efforts to suppress criminal activity. He argued that if our penal system was based on those factors we would see less use of imprisonment and more use of probation. However, in recent times there has been a trend toward more punitive control, generally associated with intolerance, at the expense of socialization, education, and social support, which are generally associated with tolerance and civilization. He backed up his thesis by a review of statistical data on the continued use of imprisonment in a number of European countries, even though these countries have seen declining rates of crime. Professor Illescas suggested that this development of the hardening attitude towards offenders has led to prison overcrowding, less focus on high-risk cases, an increase in general recidivism, high financial and social costs and a general decline in our social and

“There is still much more probation administrators and leaders need to learn about influencing public opinion but it is heartening to know that academic researchers are exploring this important area.”

political values.

He then turned his attention to possible solutions to this development, including the use of instruments and programs to more effectively reduce offender re-offending, such as: objectives for change need to reflect the dynamic risks, social skills, and substance abuse; a clear supervision strategy; and integrity of implementation of programs.

Professor Illescas then reminded us that change takes time and the higher the risk of re-offending the more difficult the change process. Risk assessment is a crucial aspect of our work and he outlined the positive aspects of this activity, but noted that there were also negative aspects to be wary of. The major consequences of risk assessment from a negative aspect is the fact that it is a process that is not sensitive to diverse circumstances and has tendency to lead to stigmatization and social exclusion.

Professor Illescas would like to see governments use available knowledge, empirical evidence and rationality to find a balance between achieving public safety through control and achieving offender rehabilitation by care. He felt that this is the ideal role for probation, namely balancing the roles of control and care. He closed his address by making three

points that he felt were reasons for probation being the method to balance care and control in managing offender behavior, namely: criminological, economical, and ethical/moral.


This was a very stimulating presentation and although some might not agree with all of his observations it should produce some significant thinking regarding the role of probation today.

The second day of the conference consisted of a plenary session followed by some concluding observations.

The plenary session dealt with the topic of “Communication Strategies” and was moderated by Luis Arroyo Zapatero, a professor at the University of Castilla-La Mancha. Participating in the session were Shadd Maruna, Professor of Justice and Human Development in the School of Law at Queen’s University in Belfast, and Sjef van Gennip, Director General of the Dutch Probation Service. They spoke on “Managing the Media” and “The Importance of Consistency in Internal and External Communication.”

Professor Maruna’s presentation explored the issue of punitive public opinion and addressing how we might influence the opinions the public hold or are perceived to hold relative to dealing with offenders. Using research, he debunked four myths about public opinion: public punitiveness is natural and inevitable; punitiveness is a reaction to victimization and fear; the public just needs better information and economical reasons – high costs of prisons – would be persuasive. He then turned his attention to exploring whether there was any evidence that might work in providing an anger management program for a punitive public. Maruna outlined four possible approaches to try: focus on moral debates about what type of society we want to live in; use reparation as a frame of reference; apply the redemption message and use narrative stories that put a human face on the offender.

There is still much more probation administrators and leaders need to learn about influencing public opinion but it is heartening to know that academic researchers are exploring this important area.



The final speaker of the plenary sessions was Sjef van Gennip from the Netherlands, and his presentation was a good case study of the importance of maintaining consistent communications, both externally and internally. While there are many external stakeholders, particular attention should be devoted to the media and elected officials. This will involve participating in national debates and disseminating scientific research related to the field of probation. Internally, he felt that as General Director he needed to be informed on all relevant issues, to have a feel for what goes on in the organization, to understand what his managers and workers need and to remove bureaucracy.

In terms of external communications, he advises that for him a good relation with the government is essential, as is investing in relations with their stakeholders and making sure never to surprise them. Finally he noted that we need to work hard at maintaining our networks. In closing his presentation, van Gennip suggested four key points in maintaining consistency between internal and external communications: be transparent; tell the same story; don't walk away from responsibilities; and keep in mind your agency's place in society.

The conference was concluded by John Scott, Former President of CEP and Deputy Director of Estates with the UK Ministry of Justice, who summarized the Malaga conference by raising the following questions for further consideration.

- Is probation a science or an art?
- How can we bring effective practice alive for a new generation?
- What can CEP do to generate more research on European methods?
- What would I have done differently to develop evidence based practice?

This last question is a good one for probation leaders to ask themselves as they reflect on their practice.

The conference organizers did a commendable job of crafting an agenda that was both scholarly and practical and that contained something for everyone. »»▲

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Donna, now in her early 40s, was 6 when she first experienced abuse at the hands of her father. It began as unwanted touching and progressed over the years to oral and anal sex. When she confided in her mother about the abuse, she was spanked and ordered never to tell such lies again. Over the years, she ran away, began cutting herself and became addicted to drugs—all attempts to escape the pain of her childhood. But, tragically, the abuse didn't end; at the age of 22, Donna became involved with a man who abused her both physically and emotionally. After a lifetime of victimization, however, Donna finally found a source of support to help her begin to heal the physical and emotional wounds of abuse. But it wasn't a social worker, minister or counselor whom she credits with helping her to redefine herself from a victim to a survivor.

It was her parole officer.

The background of the lower half of the page is a dark, textured surface with numerous white and light-colored splatters, streaks, and blotches, resembling ink or paint. In the center of this background is a large, dark, circular graphic that resembles a stylized eye or a lens. The text is overlaid on this background.

WHEN THE OFFENSE

Supervising Those Victimized by Domestic Violence



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DER IS A VICTIM:

estic Violence

By Carrie Abner and Elizabeth Bliss

BACKGROUND

Intimate partner violence (IPV), also known as domestic violence, is among the most prevalent forms of violence in the United States, with more than one million women physically assaulted each year. According to results from the National Violence Against Women Survey, nearly 25 percent of women and 7.5 percent of men reported experiencing physical or sexual abuse by a current or former spouse, cohabiting partner or date at some point in their lives (Tjaden and Thoennes, 2000). While some men experience abuse at the hands of intimate partners, the vast majority of victims are women—85 percent, according to the Bureau of Justice Statistics (Rennison, 2003).

Domestic violence cuts across all boundaries of race, age, social class and even sexual orientation, impacting the lives of individuals from all social categories—including those involved with the criminal justice system. As Fattah acknowledges, “The victim and offender populations are not, as commonly believed, two distinct and mutually exclusive populations... Yesterday’s victims are often today’s offenders, and today’s offenders are frequently victims of tomorrow,” (2000, p. 80). According to the Bureau of Justice Statistics, between 40 and 57 percent of women offenders in prison, jail or on probation supervision reported experiencing physical or sexual abuse prior to their sentence. Of those women, approximately half reported that their abusers were intimate partners. For probationers, in particular, approximately 40 percent of females reported experiencing prior abuse as an adult, with approximately 57 percent of those having experienced such abuse at the hands of their intimate partner (Harlow, 1999). With 737,814 female offenders under probation supervision at year end 2008 (Glaze and Bonczar, 2009), one could extrapolate that more than 168,000 women probationers had been victimized by an intimate partner.

Increasingly, community corrections agencies and professionals are addressing domestic violence through enhanced—in some cases, specialized—supervision of intimate partner abusers, which may include intensive supervision practices and specialized conditions, including requirements to attend batterer intervention programs. These efforts have been critical to enhancing the criminal justice response to domestic violence and have demonstrated the critical role that community corrections should play in addressing intimate partner violence. Probation, parole and pretrial services programs can also play an important role, however, in identifying and addressing the needs of domestic violence victims under community supervision. This article will discuss domestic violence victimization among offenders

being supervised in the community and its implications for community supervision practice. Further, the article will provide community corrections professionals with specific strategies that can be used during the supervision of offenders who have been abused by intimate partners in an effort to enhance the safety and well being of victims, while also holding them accountable for their crimes.

DYNAMICS OF DOMESTIC VIOLENCE IMPLICATIONS FOR VICTIMS

Domestic violence is a pattern of coercive tactics used to establish, demonstrate and maintain power and control by one intimate partner over another¹. The pattern of coercive tactics can range from non-physical acts such as isolation and economic abuse to physical acts such as assault and homicide. Some of these tactics are criminal acts; some are non-criminal acts. However, non-criminal acts when viewed within the context of other coercive behaviors, may become criminal acts when a course of conduct is established over time.

Domestic violence perpetrators use a variety of ways to abuse their partners, including physical, emotional, sexual and economic violence, all of which can have severe, long-term impacts on victims. An abuser may hit, kick or burn a victim. He² may frighten his victim with threats to harm her, her children or even pets. He may force the victim to engage in unwanted sex or isolate her from friends or family. Or, he may control all of the finances, leaving her with little or no access to money for basic necessities. Regardless of how the perpetrator commits abuse, the ultimate goal is the same—to establish power and control over the victim through fear and intimidation. The results, moreover, can leave victims with severe and long-term implications, including physical injuries, medical conditions and emotional trauma.

Research also indicates that domestic violence victimization can play a direct role in the entry of women into criminal activity (Gilfus, 2002). Many women who are abused are arrested for acts of self-defense against their abusers (Miller, 2001), and face subsequent charges of domestic violence³. Calls to police and potential arrest can even be a powerful tool for abusers to control their victims, as the impacts of arrest and possible conviction of women can lead to even fewer resources for women victimized by violence. Compounding this, many women who experience domestic violence may not appear to be an “ideal victim,” due to histories of substance abuse, criminal activities or other factors. As a result, some women report pleading guilty to domestic violence crimes—even when wrongly arrested (Miller, 2001)—in the face of pressure from attorneys to plea bargain for lighter sentences.

In other cases, women who are victims of domestic violence may be forced to engage in criminal activities by the abuser—including theft, prostitution, drug use or drug dealing and other crimes—or may engage in such crimes to obtain the resources needed to flee the abusive relationship (Bloom, Owen, and Covington, 2003; DeHart, 2005). Also common among abused women is the use of illicit drugs to numb the senses and mentally escape the trauma caused by their victimization.

A study by the Oregon Council on Crime and Delinquency (OCCD) in Lane County, Oregon, explored the victimization experiences of women under community corrections supervision and found that:

- Fifty-six percent of the women studied admitted committing at least one crime to please a partner;
- Forty-five percent reported committing a crime to obtain drugs for a partner;
- Forty percent reported admitting to a crime that was actually committed by a partner;
- Twenty-nine percent reported committing a crime after being threatened by a partner;
- Fifty-one percent reported lying to officials to hide a crime committed by a partner; and,
- Twenty-one percent reported choosing to go to jail in order to avoid violence by a partner (OCCD, 2002).

Clearly, domestic violence victimization can be a contributing factor to women's pathways into crime, which may ultimately lead to their supervision by community corrections agencies. While individuals under community supervision must be held accountable for their crimes, it is critical that the supervision process be conducted in a way that does not put those who experience intimate partner abuse at further risk of harm. Therefore, experts emphasize the need for community corrections professionals' to acknowledge the impact of trauma and violence on women supervisees.⁴ According to Sydney, "understanding the role that trauma and violence play in a female supervisee's life can inform the implementation of services that will best address her issues and have the greatest potential to support resiliency and increase pro-social behavior," (2005, p. 8). Bloom, Owen and Covington go

DOMESTIC VIOLENCE VICTIMIZATION SCREENING TOOL

The following questions, when answered affirmatively, may be used for screening for domestic violence. Begin by saying, "Violence is common in many women's lives, and I ask about it routinely. Does your partner..."

- Constantly criticize you and your abilities as a spouse or partner, parent or employee?
- Humiliate or embarrass you in front of other people?
- Behave in an overprotective manner or become extremely jealous?
- Threaten to hurt you, your children, pets, family members, friends or himself?
- Get angry suddenly or lose his temper?
- Destroy personal property or throw things around?
- Deny you access to family assets like bank accounts, credit cards, or the car or control all finances and force you to account for what you spend?
- Withhold medication or deny you access to health care?
- Threaten to reveal your HIV status?
- Force you to work in jobs not of your choosing?
- Use intimidation or manipulation to control you or your children?
- Hit, punch, slap, kick, shove, strangle or bite you?
- Deny you access to your immigration documents?
- Prevent you from going where you want, when you want and with whomever you want?
- Make you have sex when you don't want to or do things sexually that you don't want to do?
- Control your expression of gender identity or sexual orientation?
- Threaten to "out" you if you are lesbian, gay, bisexual, transgender or transsexual?

Excerpted from: New York State Coalition Against Domestic Violence. (2004). *Domestic Violence Handbook*. Albany, NY: NYS Coalition Against Domestic Violence.

APPA GUIDELINES ON COMMUNITY SUPERVISION OF DOMESTIC VIOLENCE CASES

The American Probation and Parole Association (APPA) in partnership with the National Center for State Courts, the New York State Coalition Against Domestic Violence, and the Safe Return Initiative of the Institute on Domestic Violence in the African American Community, recently published *Community Corrections' Response to Domestic Violence: Guidelines for Practice*. The resources, funded by the U.S. Department of Justice, Office on Violence Against Women, provides 41 guidelines designed to enhance the ability of community corrections staff to understand and address intimate partner violence through effective supervision of domestic violence cases and coordination with other justice system and community-based services.

Developed through consultation with experts from community corrections and law enforcement practitioners, as well as domestic violence victim advocates, these comprehensive guidelines offer practical guidance to probation, parole and pre-trial service agencies and staff on a broad range of topics, including:

- Professionalism and Ethical Practice
- Case Investigation
- Community Supervision and Enforcement
- Victim Safety and Autonomy
- Batterer Intervention Programs

The Guidelines are available for download on the APPA Web site at www.appa-net.org.

on to recommend trauma-informed services for supervisees who have experienced such abuse, including services that: acknowledge the trauma, avoid retraumatizing the victim or triggering trauma reactions, support the individual's capacity to cope with the trauma and traumatic events and help the individual to manage their symptoms effectively (2003). Promoting victim safety, however, must remain the paramount goal in the community supervision of abused women and community corrections professionals should be aware that supervision practices can have a tremendous impact on the safety of women supervisees who experience domestic violence.

SCREENING SUPERVISEES FOR VICTIMIZATION

The first step in addressing this issue is building in mechanisms to identify those supervisees who have experienced abuse. But simply asking supervisees if they are victims of domestic violence will likely not lead to disclosures. Rather, screenings of women supervisees must be conducted in a sensitive manner, respecting the dignity of the supervisee, recognizing the fear and shame that she may experience in discussing abuse and providing a safe environment for disclosing experiences of violence. As one advocate explains, "Many women will not volunteer information about being abused, but will discuss their experiences if asked direct questions in a nonjudgmental way," (Neal, 2007, p. 39).

Recognizing the opportunity to identify and serve victims of domestic violence among individuals on community supervision, the New York State Coalition Against Domestic Violence (NYSCADV) developed a user-friendly screening tool to assist in identifying women who suffer from domestic abuse (see Sidebar #1). Before conducting this or any other screening tool with supervisees, however, it is important to consider the following tips:

- Conduct screening for domestic violence in separate sessions out of the line of sight and hearing of others.
- Before conducting domestic violence

screening with women supervisees, community corrections professionals should inform them of the extent and limits of confidentiality.

- Create a safe environment for domestic violence victims to disclose if they choose. Consider displaying domestic violence posters and have local domestic violence program brochures available.
- If women supervisees are not fluent in English or are deaf or hard of hearing, by Federal law, community corrections professionals must arrange for translators or interpreters who are neither friends nor relatives (including children) of the women.

Further, partnerships with local domestic violence service providers can be a powerful tool for community corrections officers and should be developed prior to conducting systematic screenings of women supervisees for victimization. A collaborative relationship with a local domestic violence advocacy agency is critical to ensure that information provided by community corrections officers to victims is accurate and current, and that victims are offered appropriate referrals to a service provider for safety and advocacy services. Local domestic violence advocates are the experts on victim safety issues, and can help strengthen case management and improve victim safety.

SUPERVISION STRATEGIES FOR SUPERVISEES WHO EXPERIENCE DOMESTIC VIOLENCE

While screening for domestic violence victimization provides the framework for more comprehensive efforts to support the safety of abused women who are under community supervision, it must be followed with a series of activities throughout the supervision process. A disclosure of domestic violence victimization by a supervisee should prompt officers to reassess each component of the supervision plan and its implementation strategies to ensure that they promote the individual's safety, while still holding her accountable for her crime(s). This often presents a challenge as the priorities of victim safety and accountability measures can seem at times to be competing goals. The following strategies, however, can assist officers in achieving both.

- When supervisees who experience domestic violence are identified, assist them in conducting preliminary safety planning and refer them to a local community-based domestic violence service provider for assistance in developing more comprehensive safety plans, for assistance in navigating local resources and for confidential counseling and support services.
- Provide the supervisee with important information about the court system and possible legal remedies to domestic

violence cases, including the processes for filing petitions for and obtaining orders of protection.

- Review the conditions of supervision and request modifications of any conditions that may negatively affect the supervisee's safety (e.g., curfew, electronic monitoring, travel permits and residency reporting).
- Discuss with the supervisee safe ways to make contact during the supervision process. Additionally, officers should discuss with the supervisee any safety issues that may impact home or community contacts. For instance, if the supervisee resides with her abuser, it may be necessary to schedule a home contact when the abuser is not present.
- Do not use abusive partners as collateral contacts, as this may unintentionally reinforce his power and control over the victim. Be aware of and avoid complicity with abusers who are not under supervision but who may attempt to become an ally of community corrections staff to maintain power and control over his partner. Avoid reliance on an abusive partner during any investigations of allegations that the supervisee has violated supervision requirements.
- Do not mandate a female supervisee who discloses victimization to participate in a batterer program or other domestic violence programs, even if the individual is being supervised for a domestic violence-related crime. Research shows that women typically have significantly different motivations for engaging in violent behavior with their intimate partners (often for reasons of self-defense or to protect children in the household) than do male batterers. Females rarely engage in violent behavior in an effort to maintain power and control over their intimate partner. As a result, mandatory participation in a batterer program may serve to further punish the supervisee for being abused—or in other words, this may revictimize the victim.
- Refer the supervisee to programs and services, including domestic violence victim services, that are designed for women and are voluntary and supportive in nature. Make it clear to the supervisee that program participation is voluntary and not required under the supervision plan.
- Protect the security of the supervisee's contact information. Keep the supervisee's case file out of line of sight of others, particularly when her abuser may be present in the office.
- When abused women and their abusers are both being supervised by the same community corrections agency, maintain a heightened level of confidentiality and safety protocols (APPA, 2009).

When working with a supervisee who has been abused, it is important to keep in mind that she may have already experienced disbelief, apathy and victim-blaming by friends, family, co-workers, police and court officials. During conversations with the supervisee, officers should remember to be patient and non-judgmental and to be honest about the goals of supervision as well as the ultimate priority of supporting her safety. This can go a long way in developing the rapport and trust needed for the supervisee to feel supported and safe, as well as to help her successfully meet the conditions of her supervision.

CONCLUSION

In recent years, community corrections practitioners have become increasingly involved in addressing domestic violence cases—primarily through holding domestic violence perpetrators accountable for their crimes and promoting the safety of their victims. From designing supervision plans that consider victim safety as well as offender accountability to referring victims to key services and resources in the community, there are a number of ways that community corrections officers can play an active role in domestic violence cases. As growing numbers of women offenders enter the criminal justice system, however, it is also imperative that probation, parole and pretrial services staff are equipped to identify supervisees who have been victimized by domestic violence and to assist these individuals in achieving safety throughout the supervision process. »»»

ENDNOTES

1 Many states have legislatively defined the relationships that constitute intimate partner and can vary widely. Community corrections officers should familiarize themselves with how their state defines domestic violence. For the purpose of this article, we will define intimate partner as current or former spouses, dating relationships (same and opposite sex relationships; adults and teens), and children in common. An intimate relationship does not have to be sexual in nature.

2 As the preponderance of intimate partner violence victims are women, when pronouns are used in this article, victims will be referred to in the feminine gender and abusers in the masculine gender.

3 While there are cases of women as the primary aggressor in domestic violence relationships, the majority of women who engage in violence with an intimate partner do so in self-defense.

4 There are several categories of individuals, both adult and juvenile, who come in contact with the community corrections field, including offenders and juvenile delinquents under probation or parole supervision; defendants who may be detained and released under supervision pretrial; and those who are participating in a pretrial diversion program. For ease of reference, this article uses the term “supervisee” to refer generally to all categories of individuals under community corrections supervision.

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calendar of events

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MAY 15 – 19, 2011

AJA's 30th Annual Training Conference & Jail Expo;
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**Middle Atlantic States Correctional Association Annual
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JUNE 27 – JULY 1, 2011

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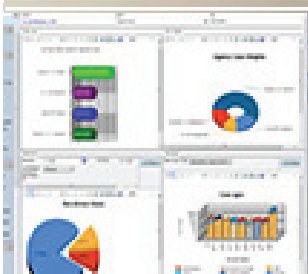
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