

Thank you for joining us for today's webinar, ladies and gentlemen. We will be getting started in just a few minutes.

Hello and welcome to the webinar. Resilience, promoting behaviors and health status of corrections professionals. I will answer your WebEx technical questions. If you experience technical difficulties within the WebEx session, you may contact technical support at 18 667-79-3239. These note that as an attendee you are part of a larger audience today. They have chosen. to display the number or list of attendees on the call. All attendees will remain in listen only mode throughout the presentation and today's call is being recorded. We will hold a Q&A session at the conclusion of today's presentation. You may ask an online question any time by clicking on the Q&A panel in the screen. If you do not see the Q&A panel, please click on the tab along the top. These type questions into the text field and hit send. Keep the drop-down option as all panel is. I'd like to introduce Dr. Michael Denhof, director of research at Desert Waters.

My name is Michael Denhof. I am the research director for Desert Waters correctional outreach. I am a clinical research psychologist and my background is focused on clinical and behavioral assessment and mental health-related research. Most of my experience is in the correctional setting.

My name is Gregory Morton. I became the training manager at Desert Waters correctional outreach in 2011 after retiring from one of the state departments of Corrections. My corrections career began in the 1970s working in an adult institution.

Hello. My name is Caterina Spinaris and on the founding director of Desert Waters Correctional Outreach and a licensed professional counselor. My professional background and perspective of primarily -- is primarily clinical. I've been training corrections professionals and their families since the year 2000 and.

The topic we are going to present today is resilience. More specifically, we will talk about the relationship between behaviors that promote resilience and the health of corrections professionals. Why is resilience important to talk about in a conference on correction wellness? In a nutshell, my colleagues and I at Desert Waters believe that the resilience is mission critical for directions professionals. This is simply because corrections staff are exposed repeatedly and often intensely to a diverse number of stressors on the job. These stressors eventually can and regrettably only too often do, undermine staff health and functioning on the job and off the job. Directions staff need resilience to withstand the effect of the negative forces impinging upon them in order to maintain their well-being and to function effectively as professionals and their interpersonal lives. To begin, what do we mean by resilience? The term resilience derives from the Latin verb , resilire which means to rebound or recoil. This term was introduced in the English language in the 17th century to describe certain properties and materials. The term has since been used to describe properties of ecological systems, social systems, individuals and organizations. The property describes for the term resilience refers to the capacity of materials to withstand sudden or extreme impact or heavy loads. It is also referring to the ability of ecological systems, social systems and individuals or organizations to withstand exposure to disruption, change in the environment, injury or trauma. By withstanding these forces, the materials, ecosystems, individuals, organizations are able to rebound, bounce back after being stretched by loads or following destruction, change or trauma. It also means they are able to rebuild as needed after reorganizing themselves without undergoing drastic and irreversible changes to their basic arrangement or disposition. They can reorganize, pull themselves together, so to speak without losing their essence. Two forces that impinge upon social systems, individuals and organizations -- like change or trauma -- sound similar to forces that might impact corrections up professionals during their duties. We think so. To deal with them, staff need capacity to endure and bounce back. They need what is referred to as psychological resilience. How has psychological resilience been understood and defined? Resilience is defined as the

psychological research literature in a variety of ways. The following are four such definitions. The ability of an adult individual to maintain a stable equilibrium, psychologically and physically, and also healthy levels of functioning following exposure to a single, potentially disruptive event such as loss or trauma. In the paper on resilience, researchers at the RAND Corporation defined psychological resilience as the process of coping with exposure to adversity or stress or overcoming exposure to adversity or stress. This process of coping or overcoming was understood to happen in two different ways. Either before exposure to stress, in the context of prevention, and/or following exposure to stress, in the context of intervention or treatment. Both prevention strategies and post event intervention or treatment strategies are understood to possibly contribute to resilience. The capacity to bounce back, reorganize, recover or heal. In the work with older military veterans, researchers found low levels of psychological distress in spite of repeated exposure to high stress events and conditions. More specifically, they defined resilience as experiencing low rates of symptoms of posttraumatic stress disorder, PTSD, major depression, and generalized anxiety in the context of -- in spite of repeated past exposure to high stress events and conditions. We, at Desert Waters, defined resilience as a degree of immunity to manifesting negative health conditions in spite of exposure to potentially traumatic, and other high stress events, which might otherwise degrade or negatively affect health. We understand resilience to be relative. It is not the complete absence of negative effects of high stress events. Rather, we view resilience as a degree of lessening of the impact of a negative effect of potentially damaging circumstances and experiences. Resilience can occur in degrees from a little bit to a lot. Resilience acts as a buffer. The four definitions we review highlight the essence of resilience as involved in the ability to maintain or overcome or remain relatively immune to the effect of potentially damaging circumstances and experiences. This quality, particularly as needed in professionals in high stress occupations such as public safety workers, and more specifically, corrections workers, given the much documented frequent exposure to high stress events and circumstances. Corrections professionals seem to be able to at least maintain their health and functioning if not also grow positively after being exposed and often repeatedly to high stress occupational experiences. The billion dollar question, of course, is what factors or behaviors promote resilience? RAND researchers analyzed 270 studies and found the strongest evidence for the following eight factors as a resilience promoter or to use different terminology, as being protective against the potential negative effect of high stress events. These eight factors are, positive thinking, such as reinterpreting high stress events in positive terms, the flexible or expecting positive outcomes. Positive affect or emotions, such as enthusiasm or hope. Positive coping such as actively addressing challenges through solution focused problem solving or spiritual approaches. Realism such as acceptance of what is outside of one's control or mastery of what is possible. Behavioral control such as monitoring, evaluating, and changing one's emotional reactions as needed. Family support such as both receiving from and giving to family members, whatever type of support is needed. Positive command climate. As in military units, such as building pride in the mission, fostering team interaction, or positive role modeling. Belonging in the community, such as through friendships or participation in spiritual, faith-based organizations, ceremonies, social services or schools. These eight sets of behaviors were found to show the strongest evidence as resilience promoters, acting as buffers, protecting individuals against the potential negative effect of high stress events. The RAND researchers examined the resilience studies that were conducted in a variety of populations and outside of the corrections workforce. What made deep protective resilience boosting behaviors, as corrections professionals? We at Desert Waters asked this question and conducted the research study to provide some answers. We were able to identify through a process described by subsequent slides, four classes of behaviors associated with resilience in correction professionals. The research data shows that presence of these behaviors is associated with less psychological distress experienced in relation to work related stress of corrections professionals. That is, the more these behaviors take place, the less the psychological distress is reported in relation to the exposure to corrections work stressors. These resilience promoting behaviors are first, supportive staff relationship efforts. This refers to staff making concerted efforts to be supportive of other staff.

This set of behaviors is an example of how supporting coworkers, taking care of our own, may result in benefiting ourselves. Becoming more resilient, ourselves. Receiving as we give. Second, self-care health maintenance efforts, this set of behaviors refers to the importance of having a life outside work and taking active steps to maintain its quality. Third, confident, perseverance frame of mind. This set of behaviors shows the importance of mastery, professionalism and tenacity in corrections. The importance of a can-do attitude when I think I can becomes I know I can. I'm well trained do this and I'm going to persevere until I get it done. Fourth, controlled problem-solving. This class of behavior captures the importance of reasoning with oneself and logical problem-solving. Managing one's expectations of emotions and addressing problems one step at a time. Mike will now explain how we arrived at these behaviors and what their significance is.

These behaviors were identified by developing an assessment instrument. The instrument is called the corrections staff resilience inventory. It is invaluable to have this kind of information about corrections professionals. What behaviors contribute to the resilience and to be able to measure them accurately.

The corrections staff resilience inventory is a reliable and valid self-report based assessment instrument used to identify various classes of resilient promoting behaviors. The CSRI is the result of a rigorous process in clinical assessment development which had the goal of identifying classes of resilience promoting behaviors. In the next several slides I will briefly give an overview of the process and what was accomplished without getting too deeply technical in regards to psychometrics. The CSRI was developed following a well trodden path in clinical assessment instrument development. First, an initial pool of candidate assessment items were generated. Second, statistical analysis was performed to identify effective and ineffective candidate items. Three, the retained set of effective CSR or items administered to multiple independent samples of professionals to obtain repeat estimates of various psychometric assessment properties and confirm findings across samples. Ultimately, the CSRI final content consisted of a total of 35 assessment items, where four subsets were found to effectively measure four distinct classes -- classes of RPBs. Now, I will briefly discuss how key psychometric properties were assessed and what the results were. In this slide, you see a visual model of the CSRI theoretical structure with assessment items connected to the larger parent construct to be defined. We did use a statistical technique called structural modeling, to discover whether data from corrections professionals empirically support of the theoretical structure of the CSRI. Ultimately, it was found that the model showed a good fit to the data and the construct validity of the CSRI was confirmed. It is very important in the context of assessment and especially clinical assessment, that measurement scales not only measure what they were intended to measure, but do so reliably. Users of an assessment instrument want to be able to count on the performing of consistent use from one to another. The extent of the CSRI scales internal consistency reliability was assessed using a statistic called Alpha. Alpha provides an indication of how tightly interrelated a set of assessment items is. It is important for the set of items to be tightly related to each other, to help ensure a unified single construct is being measured. The factor analysis performed provided strong initial evidence of the unique dimensionality of each RPB construct. Alpha provides further indication by indicating the degree of strength in which a subset of items are interrelated. The common rule of thumb criterion is to confirm whether or not they subset of assessment items has an alpha value of .7 or higher. If alpha is .7 or higher, the items are considered into related to a strong enough to agree to provide reliable measurement. As indicated in the table, each of the CSRI RPB measurements constructs have been assessed to have alpha values ranging from a low of .81 to a high of .92. Thus, internal consistency reliability of the CSRI items have been demonstrated to be very adequate. In the context of psychometric assessment, it is considered desirable to collect and confer multiple forms of validity evidence. Especially for an assessment tool intended for wide scale use. I mentioned earlier evidence of the CSRI construct validity. Another form of validity is criterion related validity. Criterion related validity is obtained when a given measure of something correlates substantially with other measures that would be expected to have a relationship on

theoretical grounds. The CSRI was designed to measure resilience promoting behaviors, understood as behaviors which, if performed, have the effect of deterring the impact of health forces or factors. The blue bar in the chart reflects assessed relationships based on correlations between the CSRI total score and various other clinical measures reflecting dimensions of health. The expectation was that correlations would be substantial. To obtain the results you see in the track, a large sample of corrections professionals was administered the CSRI along with six different establish clinical assessment instruments at the same time. One of them was the corrections fatigue status assessment, which is a global measure of corrections professional mental health and functioning. Another was the Depression danger scale, it measure of depression, symptoms and suicide risk. Also, the posttraumatic checklist version five, a measure of PTSD symptoms, and , also, the anxiety and stress scales. The correlations between the CSRI total score and the six clinical measures were all found to be substantive and moderately high in magnitude. Ranging from .39 to .59. You will notice the correlations have a negative sign before them. The negative sign indicates a negative correlation, indicating an inverse relationship. Another with, as the various clinical measures go up, indicating a greater presence of disorder, the CSRI total score goes down. It indicates a lesser presence of resilience promoting behaviors. To state it more simply, the more resilience promoting behaviors being performed, the less comorbidity manifesting and vice versa. To summarize what has been described in the last several slides, one, resilience promoting behaviors can be reliably and validly measured. The corrections staff resilience inventory is an example of that. I'm going to pass the baton to my colleague Greg Morton, who will elaborate on how information discussed thus far can be effectively put to use by corrections decision-makers.

Thanks, Mike. Without the science, the math, and the statistical formulations, evidence-based work is never truly evidence-based. Assessment items writing is one thing and many of us are astride -- have tried their hands at that pic proving them to be valid is quite another. What we want to do with the next handful of slides is look at the influence this instrument can have on the corrections agency from a practical workday perspective. We are going to take a look at these four scales one at a time and as we do, I'd like you to note these items describe behaviors that measure resilience and that are also good correctional practices. We think in most agencies, it would be fairly easy to connect these to the agency mission. Effective work outcomes and employ resilience at the same time. As I lead us through these, consider the ways they would align with your agencies mission. I will cover these in detail. For example, the supportive staff relationship efforts, the first, third and fourth are probably self-evident. That's skip them and consider the second. Talk to each other about best practices and lessons learned. Engaging colleagues about how to best do something without -- about lessons learned from experience that engaging in these behavior builds on an employee's own really resilience. It facilitates successes by concentrating on what works best for what we learned at work today from our experiences. The person is also benefiting by reminding him or herself of those positive events. This could be supervising case manager recognizing and reinforcing and officers use of decisional balanced tools with offenders when reviewing casenotes. When the team watches a video, for the purpose of finding successes and places to improve. Second scale is called self-care help maintenance efforts. They emphasize the motivation and follow through necessary to implement self-care plans. Many have to do with reminding oneself that the corrections world is a unique and abnormal one. Some may be counterproductive at home and should be left that work. Let's concentrate on the items found in the middle of this box. Steps to stay emotionally connected with others outside the workplace. But go workplace issues when returning home after their shift or workday. Maintain an optimistic frame of mind. Corrections work, whether in the community or in locked facilities, can be all-consuming. Resilience is measured by the CSRI and involves combating the draft that accompanies that kind of responsibility. Focus attention on effective self-care strategies such as intentionally striving to remain with a positive attitude and intentionally accomplishing a work work/home balance. These items emphasize the importance of developing inner strength in response to the adverse occupational experiences inherent in the correctional environment. Doing that to adapt successfully is the next set of challenges that appear. These include determination, persevering and following through despite of

challenges encountered in confidence and skillfulness for repeated practice. Finally, the fourth scale of the CSRI is controlled, logical problem-solving. As I said in the very beginning, note the way these cognitive behaviors have regulated emotions and solutions to problems, aligning with agency mission. They are able to remain mindful that all events cannot be controlled. See mistakes as learning opportunities ; remain mindful when experiencing stress, that perseverance pays off; are able to calm themselves in response to anger before responding to situations; remain mindful, when facing challenges, that facing one's fears pays off; and, utilizes the strategy of tackling big problems in a sequence of smaller steps. The behaviors of all the scales I described can be taught. One does not have to have been born resilient. When training is utilized, as Caterina will describe next, it can be rolled out to every level of an organization, so that it's very culture is influenced toward resilience. We know the lack of these behaviors is associated with health conditions and functioning impairments. For example, sick leave and job performance. We therefore argue that in these components, it is mission critical for correctional leaders to pursue a work environment intentionally resilience promoting. We highly recommend that the first step for leaders is an assessment diagnostic step. The purpose of creating unique solutions that direct scarce resources where they do the most good. Now, I turn the presentation over to Caterina to describe how you can do that.

Given this information, how can decision-makers make use of it in practical terms? The key is to devise ways to have this behavior practiced in the workplace regularly so it becomes part of staff performance , saturating the workforce culture. How can that be done? Here are practical suggestions. We propose a three-step process to promote and ensure an increase of the behavior in the corrections work environment to be described next. Step one involves having all staff complete a behavioral assessment such as the corrections staff resilience inventory, in order to obtain baseline data regarding which resilience promoting behaviors are taking place or not and to what degree. This gives a starting point in reference from which to improve upon resilience promoting behaviors that are occurring at lower rates through training and practice and leveraging the benefits of any resilience promoting behaviors occurring at a higher rate. Step two involves the development of strategies of training staff on the subject of resilience promoting behaviors, and setting up condition so they can practice these behaviors. The goal is to increase the rate at which low occurring resilience promoting behaviors are performed and to maintain or even increase the higher rates at which other resilience promoting behaviors are performed. This entails classroom or computer-based training, frequent reminders, structured opportunities for practice and live modeling of resilience promoting behaviors by example and through demonstration. Ideally, training must be structured and must proceed in stages through digestible chunks addressed one after the other. Step three involves monitoring staff progress over time. If the intervention is successful at increasing behaviors that were not happening to begin with, monitoring is done through repeated assessments after corresponding adjustments to the training strategies. Here is an example of the training process. First, classroom or the e-learning experience where the examples of resilience promoting behaviors are explained and focused on the two areas assessed to be a low rate. For example, supporting staff relationship efforts and controlled logical problem-solving. Number two, staff are instructed to make a concerted effort to perform more frequently these resilience promoting behaviors that had been lacking on a regular basis and when they see opportunities. This may include activities such as supervisors practicing these behaviors, supervises touching base with staff in giving examples, telling stories and checking in with people. And reminders for themselves such as sticky notes, posters are other reminders. Coworkers reminding each other to practice these resilience promoting behaviors. Reef -- brief reminders given at roll call or team meetings. Supervises checking in with their direct reports on a scheduled basis. Computer-based tracking feasible for a particular facility. Or, recording or tallying of instances of resilience promoting behaviors on a tracking sheet that could be turned into a designated person weekly or monthly. After predetermined period of applications, another assessment is conducted to determine if the rate at which the target behaviors occur has increased. In summary we found the increased occurrence of resilience promoting behaviors is

associated with lower rates of negative mental health symptoms and conditions in corrections professionals. We also established that the degree to which resilience promoting behaviors are taking place can be measured in the valid and reliable way. And we concluded that an ongoing series of assessments and customized training activities is one way to increase and/or maintain the presence of resilience promoting behaviors and corrections work environments and as a result, boost the health and functioning of corrections workers. As a Takeaway, I'd like to emphasize once again that the presence of resilience promoting behaviors is mission critical for the corrections workforce. The good news, the resilience promoting behaviors can be trained. As Greg said earlier, staff do not have to have been born resilient. Once again, we advocate for the fact that resilience promoting behaviors must be trained and so much so that they become part of the fiber of corrections agencies work-based culture. When they are mentioned, staff response is of course this is the way we do corrections work around here. We believe that doing so will help lessen distress, performance challenges and negative behaviors in the corrections workforce and increase professionalism and staff well-being. Thank you for your interest in this very important topic. We look forward to your comments and questions.

This is Greg Morton. As we continue from the scripted part of the presentation, Mike and Caterina and I would like to engage those on with us in a conversation about these concepts and this material. If you have comments or questions, please use the Q&A section on your screen. We will be glad to respond to the questions we get to the comments we receive and some of you online with us today our instructors. That means that in your agencies, you've interacted directly with staff in a training setting regarding this material or materials related to this and we'd love to hear what you have to say about the experience you've had with fellow staff in that setting and, of course, personal experiences that you've had, as well, to the extent that your agency has undertaken rolling out or implementing strategies and resources for combating corrections fatigue. I would be interested in having you share that information, as well, so we could pass that to the rest of the corrections workforce population. As you consider your questions and provide us with your comments, want to start with a couple of comments to make explicit some things that we implied in the presentation that just concluded. First of all, we often think of fitness and wellness in physical terms. While that is certainly the case, there are any number of events or incidents that can happen at any given time, planned or unexpected, either one, that requires substantial physical fitness and responsiveness on the part of corrections employees. We all know that. This material, the resilience-based IT real and the fatigue, the fulfillment base material is based on an additional concept that emotional and cognitive and relational wellness, perhaps even spiritual wellness, are significant and substantial issues in the corrections environment. We would go so far as to say that the typical corrections environment is as much cognitive relation show -- cognitive relational toxic agents as a hospital. As corrections professionals, to the extent that we don't attend to the metaphorical handwashing, if you will, of emotional and cognitive relational and even spiritual toxic agents, our outcomes and behaviors would be very similar to medical professionals not involving themselves in their housekeeping and sanitation procedures. Those responsible for wellness activities or services in your agency, we would urge you to consider that concept, that emotional and cognitive wellness is as significant a concept as physical wellness and physical fitness is for corrections employees. In fact, as Caterina said in her part of the presentation, we consider it to be mission critical that if we are going to do the work for the community that we say we are doing for the community, that our employees need to have mechanisms and strategies and resources for emotional and cognitive wellness throughout the duration of our careers. It then leads me to the second point and very simply, we believe that this overall concept is best addressed in an agency by considering top-down and bottom-up strategies. One or the other are necessary, but only with both, will an agency's response be sufficient. Top-down, of course, means providing resources, providing services, developing strategies and initiatives, conducting research as is recommended with this presentation, with the CSRI, establishing baselines. Up to and including modeling of appropriate resilience promoting behaviors. The top-down strategy in any professional agency, certainly a correctional agency, is necessary, especially when considering the geographical spread

of community corrections officers and a variety of facilities in large estates and the chronological spread of 24/7 operations where we Dems, evenings and night shifts are staffed by individuals, of course, on the line with their direct supervises present, role modeling resistance promoting behaviors at that time, from a leadership perspective, is crucially important. At the same time, employees need to be motivated and convinced from the bottom-up perspective, to take control of the areas and spheres of influence they have, that we have in our work environments , to make the changes necessary. As Caterina said, on the very last bullet on this slide, resilience promoting behavior should become a normal part of the corrections agency culture. The way we conduct ourselves around here. That quote is only meaningful if line employees say it ourselves, themselves , daily, shift by shift. Workday by workday is where cultures are created and supporting resilience in ourselves and each other is at the bottom-up level, it is crucially important. Caterina, I think I want to handed off to you, now, for further comments.

One more comment from me and we will respond to your really good questions. One thing I want to say, all the work in corrections is in its infancy. We are looking at solutions and looking at ways to improve health and function of individuals and ultimately cultures and of the same time we need to remember that the research and looking into the problems side is very new , really, for the PTSD rates, the only study I know of in corrections is that there is a further study and when we gather data and 2011, we need to do a lot more, do a lot more work in identifying and spelling out the issues on the dark side, so to speak, as well as looking at solutions. We don't want to just hurry to solutions, we want to keep a balance. It is not fun looking at the dark side, but I believe it's absolutely essential in order to build good models to address those issues. That the staff face day in and day out. Thank you for participating in this and now, we look at some responses to questions. You have really good questions. We will take a question.

Okay. Jean asked if there are ways instructors could follow-up to gather statistics that reflect the positive impact and that would require -- yes, that can be done -- only would require a top-down intervention if something was set up. Have a baseline measure and a repeated measure, over time, of an interventionist training, structured piecemeal training. It is quite an involved enterprise but absolutely can and should be done because that's the only way to evaluate the intervention and see what particular use you have and the best length of time for an intervention or the type, what works better. Would have to be an organizational agency decision to set up something. It is not just haphazard here and there. Greg, do you want to add anything? Mike?

It took a second. That question comes up frequently and it's a good thing that it does. It indicates that the evidenced-based movement or initiative in the profession is of interest not just in regard to offender programming, but in the effect of the corrections environment on staff. As Caterina said, it is in its infancy. What we very strongly urge, is that statistically valid, reliable and rigorous tools be used to conduct the assessment. I'm repeating what Caterina just said. Want to emphasize that it is possible to conduct any kind of survey , which could give information that is, perhaps, useful. We strongly recommend that within the context of the evidence-based protocols that are growing throughout the profession, that the same be utilized for employee consequences and corrections fatigue related outcomes. Certainly, when it comes time to develop strategies. Thank you.

Thank you, Greg. We will go down some questions as time allows. We had one from Alicia about if we think there is a way to get other employees to engage in positive thinking. If so, how? Yes, we do believe that and we have seen that. It is sometimes an uphill proposition, depending on who you are working with and the day. The best way to start is always with oneself engaging it and vocalizing and saying certain things and modeling those things. It is those little blurbs during roll call or during changes like supervision time, talking to a supervisor. In any way one can make those statements that are positive, I think other people may give a cynical response. Some people will think. It is about endurance. And, repetition and not being deterred. There is a similar question by a Alicia, working with the negative employee, what is the best way to keep positive? Of course, that is

the million-dollar question. May be understanding that this person is balanced -- imbalance, for whatever reason. Things to bounce off of, that would be good. We have developed posters, three fulfillment posters that can be put up for people to glance at and be reminded of positive things. They get forgotten in the middle of the onslaught of whatever may be happening. The most important thing is to start from the bottom up. I will choose to do X and offer an offer of being kind to them instead of slamming them for being so negative. Greg, do want to say anything?

I would repeat over and over again what you said. It reminds me of one of the instructors we have, one of the things we talk about is the crossroads moments. Essentially, that is what the question is about. The way one of our instructors interprets that, is walking in the front door every day is a crossroads moment. How will I approach my work and environment and colleagues today? It does require a mindfulness to use the term I used a couple of minutes ago, to the potential toxic agents that exist around us in a correctional environment, and to pick the crossroads at the moment in time.

Yes. Thank you, Greg. Every moment, that is choice by choice, moment by moment choice. Stacy, thank you for your question about alcohol use. Yes, my experience has been that the top to do coping techniques for staffing corrections is calling in sick and alcohol use. It is one of the top two. I think, again, giving opportunities to discuss things and process things, because the experience I have with talking to staff is that people say we are so busy we go from one thing to the next of there is no time to pause or reflect, no time to do anything. After a while, that becomes a habit to avoid. Alcohol helps people avoid and artificially feel more relaxed and good but nothing has been addressed. No questions are answered and things keep accumulating. The thing to be making those moments of going deeper and talking about impact and solutions and positive activities. Again, showing caring on the job is very important. The stress reaction reply is going to the bar or drinking at home. That can create all kinds of other problems, we know that. Also, people coming out and saying, I used to do that and it almost killed me, or I almost lost my family. Or, I don't do that anymore. We need people to step up and talk about that. There are a lot of people in corrections, I'm glad to say, that are choosing one day at a time to not engage in that activity. Greg, do you have anything to share?

I want to take off from the word you said in the end and that was Braves. It does require a level of emotional courage to deal with the issues that we end up carrying around with us, sometimes in the training we do. We talk about working in corrections. It is like carrying a backpack and every day you get either heavy, new, sharp rocks or more gravel put in your backpack. After the end of the day, the week, the month, the year, the decade, the backpack can get pretty heavy. Was talking to an instructor yesterday asking how he had worked with this issue. She said I have no idea when I started digging into my backpack, what I was going to find. I was afraid. Very clearly, it took emotional courage to even start and to continue. That makes it sound very dramatic and in some cases, it can be very dramatic, to the extent we can create the culture where employees are able to do that and talk to each other about it and that employees who have done it and been successful in their processing, we begin to create the workplace culture where that is a common practice.

Thank you, right. We have one more question. About RPBs at the time of initial hiring and/or during the probationary period. Prior to Academy, is it a good idea or not? How would we present that to the trainees? We are big on prevention at Desert Waters. Might take would be to have a RPB training as part of the training of the new hires. As part of the basic training. It's like inoculation training and preparing people, emphasizing that the model really helps them. I'm not sure if you talk about assessment at the time of initial hiring, how much they engage. That may help. Do we have people that tend to be supportive of others or have a good self care system and are logical problem solvers, etc. My hunch is it would be more than assessment. Actual training on these behaviors early on, in order for people to have them in their toolbox. If they have to be caught up in negativity, and stress, they have it in their toolkit. Greg, you want to share anything on that?

No. I think that sums it up pretty clearly.

Okay. We think all this is conned should mostly -- consciously trained and gone after. Not to try to pick up the pieces. Support and intervene after something happens, but the smart thing is to put things in place ahead of time. That people know what they jump into, like a hazmat suit and have those tools and repeatedly practice them. It is an ongoing thing. Stress doesn't happen once in awhile, it is very continual and multifaceted. The responses have to be continual and multifaceted. We thank you for participating in this WebEx. Anyone want to say goodbye? You can email us at our website. You can email additional questions.

Thanks, everyone. This is Greg. It was great working with all of you.

Ladies and gentlemen, that concludes the web conference. You main down -- you may now disconnect your lines. Thank you and have a great day. [Event concluded]