How to be More Effective Supervising Women Offenders in the Community

Instructor's Guide

2006

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This curriculum is available to all who request it. NIC's intent, however, is that trainers who use these materials will be experienced in and knowledgeable about the field, in order to maintain the integrity of NIC's work in this area.

If you need information on "training the trainers" sessions or available speakers, please contact the National Institute of Corrections.

Introduction

How to be More Effective Supervising Women Offenders in the Community is a 16 hour educational program that focuses on the complex issues surrounding supervision of women who are under the jurisdiction of probation and parole, pre-trial services and other community corrections agencies. It is primarily designed for line officers and supervisors.

In the first section (the tab divider may be labeled "Overview"), you will find the program agenda for the training, a list of topics and break times. This provides the instructor with a snapshot of the entire training: each module, topic and time allowed for that module. The rest of the curriculum lays out the eight modules. Each module is located behind a tab, and can be used as lecture notes.

Next, the Teaching Tips section offers suggestions for the instructor on:

1. Selecting trainers and guest speakers
2. Things to do prior to the training
3. Setting up the training room
4. Knowing your audience
5. Using the curriculum
6. Team teaching
7. Teaching to maximize effectiveness
8. Handling challenging people
9. Responding to questions

The goal of the training is to educate correctional professionals on how to better help women under community supervision to reach their full potential, live a healthy, crime-free lifestyle, and succeed and be productive citizens in the community.

The objectives of the training are to ensure that participants are able to:

1. Identify the unique service needs of women offenders.
2. Identify the core attributes of gender-responsive supervision in community corrections
3. Understand what it means to describe women offenders as "relational" and the implications of this core attribute for supervision strategies and outcomes in the community.
4. Understand how some gender differences between males and females can impact the behavior of women offenders and their responses to supervision
5. Understand the need to develop and incorporate multi-cultural approaches in gender responsive supervision

6. Identify the major symptoms and triggers of trauma in women, and recognize language and behaviors that are related to the experiences of trauma in women offender's lives.
7. Incorporate gender-specific risk and need elements in the assessment process.
8. Develop a gender-responsive case plan to effectively supervise women in a supportive community environment
9. Consider gender differences when arranging the physical layout of the community supervision or probation/parole office so that the space is more conducive to working with women offenders
10. Appropriately involve the offender throughout the case planning, supervision and transition process
11. Connect women to appropriate and necessary community services and support networks.

Training Agenda

START	END	SUBJECT
Day 1		
8:30am	9:45am	**Module 1: Introduction and Overview**
9:45am	9:55am	Break
9:55am	10:55am	**Module 2: Female Psychosocial Development**
10:55am	11:05am	Break
11:05am	12:00pm	Module 2: continued
12:00pm	1:00pm	Lunch
1:00pm	2:00pm	**Module 3: Characteristics and Pathways of Women Offenders**
2:00pm	2:10pm	Break
2:10pm	3:15pm	Module 3: continued
3:15pm	3:25pm	Break
3:25pm	4:25pm	**Module 4: The Role of Probation, Parole and Community Supervision**
4:25pm	4:30pm	Wrap up, questions, action plan notes
Day 2		
8:30am	8:35am	Introduction to Day 2, answer questions
8:35am	9:30am	Module 4 - continued
9:30am	9:40am	Break
9:40am	10:55am	**Module 5: Assessment, Intake, Supervision and Case Management**
10:55am	11:05pm	Break
11:05pm	12:00pm	Module 5 - continued
12:00pm	1:00pm	Lunch
1:00pm	2:00pm	Module 5 - continued
2:00pm	2:10pm	Break
2:10pm	3:15pm	**Module 6: Measuring Progress: Interventions, Responses and Sanctions**
3:15pm	3:25pm	Break
3:25pm	4:25pm	**Module 7: A Promise to Action**
4:25pm	4:30pm	Wrap up, questions, evaluation, certificates

Teaching Tips

Selecting Trainers

- Those in charge of selecting speakers for the training, might want to use the following criteria to ensure a consistently representative faculty:
    1. Content expertise
    2. Effectiveness as a speaker
    3. Diversity (race, gender, age, ideas)
    4. Credibility
    5. Availability
    6. Reliability
    7. Technologically competent with presentation technology (e.g., PowerPoint® slides)
    8. Someone from the local site in addition to national presenters
    9. Commitment to and interest in the topic of gender-responsive strategies, strengths-based work, and improving criminal justice environments.

- Have speakers provide current "bios" for their introductions and for inclusion in the participant notebook. Each biography should be two to three paragraphs in length and highlight the speaker's relevant experiences and qualifications. It should also include contact information for the speaker such as address, phone number, fax number and email address.

- In addition to the main trainers, you may want to include guest speakers for some of the modules. Talk with selected faculty members and representatives from host site for local suggestions and assessment of strengths. Have personal contact ahead of time with the guest speakers to articulate your expectations and needs, to answer any questions they may have, and to describe the audience so that their information is targeted appropriately. For example, if correctional staff or women under community corrections supervision/on probation or parole are going to be presenting or sitting on a panel discussion, it may be helpful to give them written guidelines with key talking points or topics. If a guest speaker has handouts, pre-arrange for copying and distribution.

Prior to the Training

- Those coordinating the training should encourage participants to bring examples of materials to use in the training from their own agencies that relate to gender-responsive programming for women under community corrections supervision (e.g., statements of values, principles or guidelines for working with women offenders; reports of task forces or committees that have addressed gender-specific programming). Give participants a "what to bring list" ahead of time.

- Encourage participants to bring materials and program information for the training resource table.

- Encourage participants to work on their organizational readiness. Is there support from management? Is there support from line staff? Is the organization open to change?

- Trainers need to be sure all classroom space, equipment and audiovisual materials (i.e., video) have been ordered or reserved in advance.

- Trainers should confirm with the organizer that the "logistics" have been arranged (e.g., food for lunches and breaks, special needs, parking, printing of materials, name tags, contracts). NIC has a sample checklist to assist training organizers.

Setting Up the Training Room

- The suggested audience size for the training is 20-25 people.

- The training room should accommodate classroom-style tables and movable chairs with four to six participants per table. This works well for small group discussions and for participants who wish to take notes.

- Be sure there is an area set up with a "resource table" for participants to share information on their activities or programs.

- Set up a table in the back of the room for faculty to be seated when not presenting and to store upcoming audio-visual programs.

- Test all audio-visual materials (slides, overheads) and equipment (projector, easel pad, paper, pens, lap tops) in the room to be sure they work. The resources needed for each module are listed at the beginning of that module.

- Each participant should have an unobstructed view of the front of the room, be able to see the speaker and easel, audio-visual screen and other training aids.

- Good ventilation and room temperature is important for an effective and comfortable training environment.

- Make sure restrooms are located nearby and easily accessible.

- Have water available for speakers and microphones, if needed.

- The lighting in the room should be able to dim or turn off for showing PowerPoint® slides and/or overheads.

- Be sure arrangements have been made for refreshments (e.g., water, coffee, tea, soda, non-caffeine alternatives, juice) for the morning and afternoon each day.

- Good acoustics are also important to facilitate good communication. If the room is too large or not sound proof to outside noises, it may not be an effective training location. A lapel microphone may be an option for some speakers so they can be heard while moving around the room.

- Be sure the training site meets the Americans with Disabilities Act (ADA) requirements for any special needs of participants and speakers. Registration applications should ask participants if they have any special needs or accommodations.

Knowing your Audience

- The target audience for this training is personnel working with women under community corrections supervision or their supervisors. This could include probation or parole officers, halfway house personnel, staff of drug, mental health or other programs that serve women and other personnel who work with women offenders in the community, as well as supervisors and administrators of agencies that offer these types of supervision and services.

- Be sure that your language throughout the training is gender appropriate. Avoid terms that are not gender inclusive ("it is a two-man post" vs. "two staff" or "two person post.") or sexist ("women talk too much," "he drives like a woman").

- Know your audience in your training. Find out who they are, what they want to know and learn, their level of experience, and any politics or particular group dynamics among the players. Some trainers may wish to develop pre-training questionnaires to help gather this information. Understand and learn as much as you can ahead of time about participants' issues, concerns and profile data. Time is also set-aside at the training itself to discuss this information with participants.

Using the Curriculum

- The lesson plan modules may be arranged in a variety of ways to meet the specific training needs of participants. The suggested format for the training is teaching the modules in the numeric sequence spread over two days (8:30 am to 4:30 pm for a total of 16 hours), that includes a one-hour lunch period and breaks each day. If your training time is limited, be sure that you include the basic materials offered in Modules 2, 3, 4 and 5.

- There are 10-minute breaks scheduled approximately every hour throughout the morning and the afternoon.

- The lesson plans are written in a lecture format with talking points. The left hand column has topic headings and can be used as a quick reference for the presenter. It also has icons to the time needed, the handouts referred to for that section and if audio-visuals are used. On the right are detailed speaking notes that can be used as a guide if needed. Notes to the instructor are written in *red italics.*

A clock tells how much time you typically need to present that topic and to keep on schedule.

A hand indicates that the instructor needs to refer participants to a handout located in their participant manual.

Audio-visual aids including videos and a PowerPoint® slides, are used throughout the training. Pictures of the actual slides are not put into the instructor's guide so that they can be updated and customized for the group and jurisdiction. At the beginning of each slide program or video, the following logos will appear in the lesson plans:

for video for PowerPoint®

(Sample)

Topic and Time	Speaking Notes
Interviewing Skills 30 minutes #7 Skills Interview Tips	When interviewing a woman it is important to be empathic. Use a conversational and curious style. Demonstrate genuine regard and interest and remain nonjudgmental throughout the interview.

- Group activities and participant involvement are a big part of this training. Group interactions with the trainer involving mutual inquiry, shared experiences and personal observations help keep the training interesting and relevant.

- Whenever the word *"Discuss"* appears, that instructs the facilitator to talk about that particular subject in the large group. It is an opportunity for full participant interaction, not small group work.

- Adult learning models suggest that for maximum attention and retention, "non-lecture" activities be interjected approximately every ten minutes. Therefore, the curriculum is designed to be interactive, with instructor-generated questions for participants, some small group discussion, etc.

- People learn in different ways – some are visual learners, some need to experiment and be more "hands on", while others prefer a lecture format. Mix up your teaching style to reach the maximum number of people. Explain things in different ways and monitor your audience for comprehension through verbal interaction, watching their behavior, and feedback.

If you choose not to use the PowerPoint®, the slides can be copied onto transparencies for use with an overhead projector. It is always a good idea to make transparencies as a back up in case the LCD equipment does not work. The slides are to enhance and clarify your presentation. Do not read or talk "to" the slides. Use a remote control to forward the slides so you are not forced to remain by the equipment the whole time you are teaching. Practice using the equipment before the training.

- The word “Activity” appears whenever there is an individual or small group exercise. General discussion questions posed to the full group by the instructor are not listed as an “activity”.

- It is suggested that you allow six to eight hours to review the materials before you instruct the program and plan activities. You should be able to present the materials with the PowerPoint® slides serving as a guide and not have to read their notes.

- This curriculum is designed as a two-day training. However, we strongly encourage agencies to use and incorporate the information in pre-service orientation trainings as well.

Team Teaching

- As you will most likely be training in teams, prior to the presentation meet or talk (e.g., conference calls) to the other team member(s) about who is the lead instructor, teaching methods and styles of delivery. You might also wish to discuss:

    1. Whether everyone feels comfortable if one team member interjects examples or ideas during another team member's presentation
    2. How all team members will receive the same background information about participants, key issues, etc.
    3. Goals and procedures for group activities
    4. Who will lead discussions following group activities
    5. Back-up plans in case a team member is unable to train at the last minute
    6. Whether it is useful to designate a "team leader" who introduces the next speaker, providing a common thread throughout the training
    7. Who will summarize each section and direct participant questions, etc.

- A team meeting the day before the training is suggested to finalize the training details and logistics.

- At the end of each training day, meet together as a team, debrief the training and review daily participant suggestions and comments from the written evaluations and cards:

    1. Discuss if the level of information and delivery style is appropriate;
    2. Discuss overall strengths and weaknesses;
    3. Review and discuss participant daily evaluations;
    4. At the end of the entire training, provide each team member with a copy of the participants' written evaluations.
    5. Record information in an overall work product to be used to make appropriate changes or adaptations in the curriculum training program.

Teaching to Maximize Effectiveness

- Arrive at the training room at least 45 minutes before the session begins. This allows time for you to be sure all the audio-visual equipment is there and functioning and that the appropriate room arrangements have been made.

- Tape on the wall two or three large blank pages from the easel pad for "Parking Lot" issues and questions. These issues will be addressed throughout the training.

- Ask participants to turn off the ringers on their pagers and cellular phones (encourage the use of less disruptive notification systems such as vibration or digital display).

- Review your own commitment and passion for the topic.

- Move around the room as you talk. Convey your energy about the work to your audience. Do you believe what you are saying?

- Help quiet participants speak up and be included.

- Be supportive, non-judgmental, and give compliments to participants: "That's a good question. I am glad you raised that…"

- Keep language simple and avoid jargon; be clear. If acronyms or abbreviations are used, explain what they mean (BJA, NIC, etc.).

- Encourage participants to share their own experiences at the appropriate places but keep the pace moving along.

- Help participants who have difficulty presenting information by asking, "Is this an accurate summary of what you are saying…?"

- After you answer a question from a participant, ask them, "Does that answer your question?" "Do you agree?" or "Has that been your experience as well?"

- Challenge participants to speak up and be engaged in order to reduce passivity. Always try to get clear answers from participants and make sure that you fully understand the comments made. Ask for clarification if necessary. Encourage participants to be succinct in voicing their comments and concerns.

- Continually remind participants that the information presented during this training is a combination of specific strategies and concrete examples as well as

a philosophical change in the "way of doing business." The programs are not "cookie-cutter" that always can be transferred exactly from community correctional program to another. Each agency is unique, with particular issues, demographics, crime characteristics, personalities and existing structures. Many of the curriculum concepts, such as using data and research on gender to guide policy and actions, are transferable. Pose scenarios for the jurisdictions or for the different types of community corrections agencies and programs represented. .

- Do not take things personally or become defensive. Encourage participants to think critically and to challenge how policy affects programs, and how correctional programs do what they do. Participants may challenge and ask questions about what is contained in the curriculum or examples you use.

- During the first break, informally seek honest feedback from an audience member or co-presenter. Ask for his or her perception of the training including room temperature, pace, appropriateness of information, presentation style, to level of participant's interest and engagement. Make adjustments as needed.

- Allow adequate time for moving into small group exercises and make certain there is adequate, pre-arranged space for the small groups.

- Many activities involve writing ideas on an easel pad. Be sure you can do this easily and still facilitate/instruct. Also, write large and legibly. You may also want to ask a participant to write the responses for you.

- Be flexible… issues arise, coffee is late, pagers go off, audio-visual equipment stops working, people cough, egos emerge, guest speakers get stuck in traffic, someone forgets the name tags and participants have their own agendas. When you anticipate these things before they occur, some can be avoided but some simply cannot. Just keep going, recognizing that the best-laid plans sometimes have to be adjusted. Always have a back-up plan. A prepared trainer can go with the flow and still successfully present the materials.

Handling Challenging People

- Be sure your values and emotions are in check prior to teaching. Anticipate emotionally charged challenging questions such as, “what about men?” “this is too feminist,” “this is special treatment for women”. Develop a response that is compelling, clear and reasonable such as, “gender-responsive programming should be implemented for men as well, but this training is going to focus on women”, “it is not ‘special’ treatment, but rather, correctional responses that are more likely to work and be effective with women”, or “if addressing women’s needs so that they will function successfully in the community and not re-offend is labeled ‘feminist’, then I guess that is what we are going to talk about.” Specific examples of responses are given in the lesson plans. Choose words that are not “hot buttons” for people, but rather help further communication and understanding.

- Encourage participants to be creative and non-traditional to bring about better results. Help participants to use training as an opportunity to reflect on desired outcomes and how best to reach them.

- During the training, manage the discussion and do not let one or two people dominate. Start a session by saying “I would like to start this discussion by inviting people who have not spoken much to give us their thoughts”. It is important that different viewpoints get expressed. Possible responses to difficult, controlling or domineering people include:

    1. Politely interrupting them with a statement such as, “May we put that on the back burner for the moment and return to it later?” or “If it is all right, I would like to ask if we can discuss that on the break. There’s another important point we still need to discuss and we are running a little short of time.”

    2. You can also jump in at a pause with, “That’s a good point, let’s hear from some of the others” or redirect the conversation. “We have had several comments in support of this idea, are there different viewpoints in the room?” This gives the control of the training back to the instructor.

- A good instructor allows everyone a chance to speak and facilitates opportunities for less vocal people in all parts of the room to be heard. If people do not participate in discussions or appear to have their minds elsewhere, call on them by name to give an answer, opinion, or recount an experience. However, do it in a way that does not put the person on the spot. Then praise the person for responding.

- If a participant is belligerent or rude, walk closer to the person, even standing next to them.

- If a discussion escalates and becomes highly emotional, divert the conversation away from the people participating before it gets out of hand. “I think we all know how John and Bob feel about this. Now, does anyone else have a comment?” or validate their feelings or emotional reactions by saying something such as, “clearly this is a very emotional and difficult issue with differing viewpoints.” Intense emotions can also be a good indicator of major issues in the system (which is made up of people and values). You may want to give extra time for discussion to see if some clarity or understanding can come out of it.

- Another option with heated discussions is to take a break, talk to the person in private, and be clear but polite with expectations

- As you go along, register steps of agreement and disagreement with participants. “Am I correct in assuming we all agree (or disagree) on this point?” or “you may simply agree to disagree on certain issues since each jurisdiction is unique”.

- If you need to control the person who “knows it all,” acknowledge the person’s contribution and then ask others in the group for their opinion of the person’s statement.

- If you have a person who “knows their job and doesn’t want to be told how to do it,” explain that s/he is just the individual you are looking for, that the training is to exchange ideas and points of view that will benefit everyone and that their experience will be valuable to all. Make this person a resource and give them “responsibility” for others’ learning while keeping it under control and accurate.

- When a discussion gets off track say, “Your point is an interesting one, but it is a little different from the main issues here; perhaps we can address your issues during the break or after the session,” or, “We will be talking about that later in Module X. Your points are very interesting, could you hold those thoughts until we get to that module?”

- If a person speaks in broad generalizations ask, “Can you give us a specific example on that point?” or, “ Your general idea is a good one, but I wonder if we can make it even more concrete. Does anyone know of a case where… ?”

- If a person in the group states something that is incorrect (yet no one addresses the misinformation due to the person’s status), avoid direct or public criticism. You can graciously correct the information or use indirect methods to set the record straight such as analyzing a similar case or situation in another

jurisdiction where the correct information is given. You may also want to talk to the person at the break and share the correct information.

- You may choose to allow fellow participants to respond to difficult people in the class

- Generally, try not to interrupt participants. Be respectful and listen. Be open, yet firm, and manage the discussion keeping in mind what is best for the whole group.

Responding to Questions

- Anticipate the types of questions participants might ask and plan how to handle them. Before you begin the training, prepare a list of questions you are most likely to get and prepare your answers. You can also use these questions to stimulate group discussions throughout your presentation. Make sure your questions are designed to get thoughtful reactions to specific points. Do not ask questions that can be answered by a "yes" or "no" response. Open-ended questions generate better audience participation.

- Questions from participants are a good indication of the level of their awareness, attention and interest in your subject. Questions have value in helping you to clarify, modify or fortify points or to test an idea for its potential. Remember that answering a question is impromptu. Pause if you need to, relax, maintain your poise, keep your answers short and to the point, and give the short answer first (e.g., yes/no) then explain why.

- Some correctional issues or questions involving gender-specific programming may border on giving legal advice. Be clear about when it is appropriate to refer a question to a lawyer in the group if he or she is willing to answer or suggest the questioner check with his or her own agency's attorney.

- If you do not know the answer to a question, acknowledge that fact and offer to find the information or check with the audience to see if anyone knows the answer. Not all questions have to be answered. Sometimes the most effective response is one that allows the audience to keep thinking about the issue or concern. Some instructors keep a running list of questions or issues on a displayed easel pad ("Parking Lot" issues) and come back to the questions throughout the training.

- When a person asks a question, restate the question for the entire group and direct your answer to the audience, not the individual questioner. Make sure everyone has heard the question. Rephrase questions that are unclear or rambling. Diffuse emotional questions by politely asking for clarification.

- Avoid a one-to-one conversation/argument with a participant.

Inviting Guest Presenters

- You may find that you want to include guest speakers for some of the modules. Have personal contact ahead of time with the speakers to articulate your expectations and to describe the audience so that their information is targeted appropriately. For example, if women offenders are going to participate in a panel discussion, give them written guidelines with key talking points or topics.

- Talk to guest speakers ahead of time about how they would like to be introduced. If a guest speaker has handouts, make arrangements for printing and distribution.

- Have water available for speakers and microphones, if needed.

NATIONAL INSTITUTE OF CORRECTIONS
TRAINING CURRICULUM

How to be More Effective Supervising Women Offenders in the Community

Audience: Line staff in community corrections
Focus: Core knowledge, skills and practices in supervising women offenders in the community
Time: 2 days (16 hours); 8:30 – 4:30 each day
Location: To be taught on site in partnership with NIC and community corrections agencies

The **goal** of the training is to educate correctional professionals on how to better help women offenders under community supervision to reach their full potential, live a healthy, crime-free lifestyle, and succeed and be productive citizens in the community.

The **objectives** of the training are to ensure that participants are able to:

1. Identify the unique service needs of women offenders.
2. Identify the core attributes of gender-responsive supervision in community corrections
3. Understand what it means to describe women offenders as "relational" and the implications of this core attribute for supervision strategies and outcomes in the community.
4. Understand how some gender differences between males and females can impact the behavior of women offenders and their responses to supervision
5. Understand the need to develop and incorporate multi-cultural approaches in gender responsive supervision
6. Identify the major symptoms and triggers of trauma in women, and recognize language and behaviors that are insensitive to the experiences of trauma in women offender's lives.
7. Incorporate gender-specific risk and need elements in the assessment process.
8. Develop a gender-responsive case plan to effectively supervise women in a supportive community environment
9. Consider gender differences when arranging the physical layout of the community supervision or probation/parole office so that the space is more conducive to working with women offenders
10. Appropriately involve the offender throughout the case planning, supervision and transition process
11. Connect women to appropriate and necessary community services and support networks.

Module 1
Introduction and Overview

Time: 1 hour 15 minutes

Learning Objectives:

Participants will

1. Get an overview of the training agenda, goals, objectives and expectations for the training
2. Understand why it is important to focus on women offenders under community supervision

Corresponding Gender-Responsive Principle(s):

#1. Acknowledge that gender makes a difference.

Resources Needed:

Easel pad and pens
PowerPoint® player/machine (lap top computer and LCD projector)
Screen or monitor

Participant Notebook Handouts:

Training Goals/Objectives
Gender-Responsive Principles
Definitions
Female Offenders in the Community (Bloom)
Gender-Specific Programming for Female Offenders: What is it and Why is it Important? (Bloom, Covington)
Gender-Responsive Strategies – Research, Practice and Guiding Principles for Women Offenders (Bloom, Owen, Covington) (One copy of the book for each participant)
Legal Considerations: Women Offenders (Raeder/Campbell)

PowerPoint® Programs:

"How to be More Effective Supervising Women Offenders in the Community"

Topic and Time	Speaking Points
Introduction 25 minutes #1 Title Faculty Bios Participant List Agenda	*This introduction section is only 25 minutes. Keep it lively and moving along.* • **Welcome** • **Welcome by local dignitaries.** *Have the local Department of Corrections director, Governor, legislator or other dignitary give a welcome.* • **Faculty introductions** *Introduce yourself and then let each faculty member do a self-introduction. Tell participants that faculty bios are located in their Participant Notebooks.* • **Logistics** *Indicate the location of the restroom, telephones, where people should be parking and address any special needs. Ask participants to turn off their pagers and cell phones. Indicate that there will be frequent breaks that will allow time for making phone calls. Due to the many breaks, ask participant to please come back on time.* • **Participant introductions** Let's go around the room and do self-introductions. In addition to the usual name, title and agency, I would like you to share in one minute or less and one thing about yourself that is interesting that is not visible by looking at you. It can be anything. In prior trainings, we have had someone who had trained tigers in a zoo, a skydiver, and someone who had lived in the jungle in the Peace Corp. This is a good way for you to learn something new about your colleagues. *Tell participants that a list of participants is in their Participant Notebook.* • **Review agenda** *Refer participants to their training notebooks for the agenda. Review training agenda including break and lunch schedule noting that the break times may vary slightly. Give permission for people to stand up and stretch, get coffee or use the restroom whenever needed.*

- **Review participant notebook and layout**

  Describe all the sections of the participant notebook and indicate that they will be referred to throughout the training. Suggest participants write their names on their notebooks. The notebooks are for them to keep.

  If there is a resource table, invite participants to add materials from their programs. Ask if anyone brought information for the table and allow them to announce what they brought.

- **Training Courtesies**

  Acknowledge training courtesies (write it on the easel pad paper, tape it to the wall and leave it up throughout training). They include:

  1. *Everyone gets heard and critical thinking encouraged*
  2. *People speak one at a time*
  3. *Differences are expected and accepted*
  4. *Common ground/understanding will be sought*
  5. *The topic is serious, but we hope you will have fun and enjoy the training*

- **Parking Lot Issues**

Throughout the training, blank sheets of easel pad paper will be taped on the wall. This paper is referred to as a "parking lot" where ideas, issues and questions "park" until they can be addressed. As issues and questions arise that are not appropriate to address at that particular time or further information needs to be gathered, they will be written on this paper. Over the next couple of days, we will refer back to the "parking lot" to ensure the issues and questions are being addressed within the appropriate module.

- **Describe "A Promise to Action"**

We want you to have something tangible to take back to your agency - - a tool to help you apply the information to your work. We are all going to do an individual "Promise to Action" the last day of the training. Everything you will be doing over the next two days will be a building block or piece of your personal plan to take some action when you return to your agency. In your notebook after Tab 8, there is a blank page called, "A Promise to Action." We encourage you to jot down your ideas as the week goes along. This will assist you when you have to write down the ideas you gleaned from the training and what changes you plan to make.

	• **Audience Participation and Knowledge** There is a great deal of expertise in this room and we can all learn from each other's experiences. The training faculty encourages your participation and questions. We are not preaching or teaching - - this is a time of information exchange about working with women offenders under community supervision. *You may wish to specify what you and the other faculty prefers if participants have questions (e.g., raise hand, speak out without being called upon).*

Training Objectives 2 minutes Training Objectives	The **goal** of the training is to educate correctional professionals on how to better help women under community supervision to reach their full potential, live a healthy, crime-free lifestyle, and succeed and be productive citizens in the community. The **objectives** of the training are to ensure that participants are able to: 1. Identify the unique service needs of women offenders. 2. Identify the core attributes of gender-responsive supervision in community corrections 3. Understand what it means to describe women offenders as "relational" and the implications of this core attribute for supervision strategies and outcomes in the community. 4. Understand how some gender differences between males and females can impact the behavior of women offenders and their responses to supervision 5. Understand the need to develop and incorporate multi-cultural approaches in gender responsive supervision 6. Identify the major symptoms and triggers of trauma in women, and recognize language and behaviors that are related to the experiences of trauma in women offender's lives. 7. Incorporate gender-specific risk and need elements in the assessment process. 8. Develop a gender-responsive case plan to effectively supervise women in a supportive community environment 9. Consider gender differences when arranging the physical layout of the community supervision or probation/parole office so that the space is more conducive to working with women offenders 10. Appropriately involve the offender throughout the case planning, supervision and transition process 11. Connect women to appropriate and necessary community services and support networks.
Guiding Principles 5 minutes	*Write the guidelines on a piece of easel pad paper ahead of time or print off an enlarged PowerPoint® slide onto paper. Adhere the paper to the wall and keep the guidelines up during the entire training. Refer to them as appropriate during the training.* Throughout this training, we will refer to the NIC document, "Gender-Responsive Strategies." Barbara Bloom, Barbara Owen and Stephanie Covington developed the strategies for NIC. The strategies are based on years of research and are a valuable document. They

Guiding Principles #2,3,4,5,6,7,8 Guiding Principles Book – Gender Responsive Strategies	conducted focus groups in 30 places around the country and interviewed hundreds of professionals in the field. It represents three years of work. On page 67 of that book, you will find the six "Gender-responsive Principles" that are guidelines when working with women offenders. We will keep the principles listed on the wall throughout the training. Let's go over them now. The six principles are: 1. Gender – acknowledge that gender makes a difference 2. Environment – create an environment based on safety, respect and dignity 3. Relationships – Develop policies, practices and programs that are relational, promote healthy connections to children, family, significant others, and the community 4. Services and Supervision – address the issues of substance abuse, trauma and mental health through comprehensive, integrated, culturally relevant services and appropriate supervision. 5. Economic and Social Status – improve women's economic/social conditions by developing their capacity to be self-sufficient. 6. Community – establish a system of community supervision and re-entry with comprehensive, collaborative services. These six principles are the thread throughout all of NIC's work with women offenders guiding decision-making and program development.
Activity: What Participants Want to Learn 5 minutes #9 What do you want to get out of training?	What do you want to get out of the training? *(write participant responses on easel pad)* *Examples might include:* • *To get a better understanding of how to best supervise women offenders;* • *To recognize specific needs women offenders may have that male offenders do not have* • *Why there is only recently an emphasis on supervising women offenders – why now and why has it taken so long?* • *To be able to make a better persuasive case to others, such as colleagues, as to why we need to do things differently;* • *Why gender-responsive supervision is important;* • *To know the law about treating women differently than men;* • *To ease fears about treating women in a stereotyped way.*

Activity: Working with Women Offenders 7 minutes #10 Challenges and Resources	There are many challenges and rewards working with women offenders. What do you think are the challenges and rewards of working with women offenders? What do you hear co-workers say about working with women offenders? *Write ideas on easel pad and lead a group discussion. Be sure there is a good balance of positive and negative examples. Examples might include such things as:* *Challenges* • *No one wants to work with women… it isn't "real" corrections. There is often a lack of respect for those who work with women.* • *"Give me 5 men for every woman I have to supervise. Women are terribly difficult to work with."* • *Risk/needs assessments are often considered gender neutral but in fact, that almost always means it is based on the majority population, which is male.* • *What is the culture of the organization?* • *Zero tolerance regarding drug use and relapse* • *Little tolerance for gender differences in seriousness of violations. With women, violations are often a frustration, not a threat. There are more technical violations than new convictions* • *Children and families are not our business* • *There is racial/cultural bias with women of color* • *PSI's carry old thinking/attitudes about women in general in society to the women under correctional supervision* • *Caseload pressures and limited resources means little tolerance to look at gender differences or change the way of doing business* • *Few pre-sentence investigations are being done so there is less chance to influence the court* • *Cognitive-behavioral programming is pervasive* • *The industry standard for policy and practice is based on male needs and issues, not female* • *Responses to offenders are often "cookie-cutter" and identical, not individualized or equitable. "Equal does not necessarily mean the same"* • *Every decision a probation/parole officer makes has to be defensible.* • *Male officers think female offenders are an emotional quagmire. Males are afraid they will be set-up and so feel*

	vulnerable. • *Male offenders receive more service dollars per capita and more service options than female offenders.* • *There is a frustration over lack of accessibility to treatment options for women.* • *Risk factors play out differently for men and women* • *We encourage women offenders to find and speak their voice and then sometimes penalize them for doing so. Women need a safe environment to express themselves (anxieties, problems).* *Rewards* • *Relationships with family, PO and community* • *Lots of potential and possibilities* • *If they get well, their children get well – it affects everyone around them* • *Changes are tangible* • *Women keep in touch* • *Women get more excited, expressive when positive change happens* • *Women are open to hard work and looking inward* • *Women talk and let you know what is going on with them* • *Women are willing to give back* • *Woman are more appreciative of getting help* • *The PO is the only constant, stable force in their lives so he/she can have a big impact (the PO is also often the last resort and friend since she has burned all her bridges)*

Definitions 11 minutes #11 Definitions Definitions	It is important that everyone have a common understanding of the words and terms used when discussing women offenders. You will find a handout after tab 1 that provides these definitions. The following terms will be used extensively over the next two days: **Community Corrections** *Acknowledge that there are many different structures called "community corrections." There are different kinds of agencies and differing resources. They can be residential/non-residential, pre or post trial, rural or urban, large or small agency. Discuss with participants what the common understanding of this term will be.* **Gender-Responsive Services** What are gender-responsive or gender-specific services? "Gender-specific services are ones which intentionally allow gender identity and development [to affect and] guide [all aspects of] program design and service delivery" (Maniglia, 2000). Another definition says that gender responsiveness is "creating an environment … that reflects an understanding of the realities of women's lives and addresses the issues of the women" (Bloom, Covington, 2003) **Women Offenders** Women offenders are females who are tried in the adult criminal justice system and are in jail, prison, on community-based supervision. **Sex** Sex means the biological category of someone being either male or female. **Gender** In addition to the biological factors, gender includes culturally and socially ascribed roles and expectations placed on a person because of their sex. Understanding the distinction between sex and gender informs us that many differences between men and women are societally-based (gender) and not biologically determined (sex). **Pathways** Criminological theories, spearheaded by Barbara Owen, Ph.D.,

	suggest that there are patterns, characteristics and risk factors that increase the likelihood that women will go into crime and that these "pathways" often differ from men's. For instance, women are at greater risk to have certain experiences due to their sex, such as sexual abuse, rape, and domestic violence (men may have been abused but react to it differently in ways that are harmful to others, becoming violent, abusive, etc.); women are more likely to have primary responsibility for the care of their children; more likely to be economically marginalized and live in poverty; become more deeply addicted to substances than their male counterparts, etc. These critical issues for women are the steppingstones along this "pathway" that may lead them to crime and self-destructive behavior. **Trauma-Informed Services** Trauma-informed services are those that take into account the knowledge about violence against women and its impact on their lives. *(From Beyond Trauma: A Healing Journey for Women, Stephanie S.Covington, Ph.D. Hazelden 2003)*
Why Should we Focus on Women Offenders in Community Corrections? 12 minutes	We have all read the headlines… • In Florida, a 16-year veteran probation officer pled no contest in 2004 to misconduct charges and was sentenced to four months in jail, two years of house arrest and three years of probation. In addition to having sex with a probationer, he altered official documents to avoid violating her probation. • A six-year veteran probation officer in Kentucky was fired after an internal investigation into allegations that he had sex with a client in the office bathroom. In December 2001, the officer was sentenced to 18 months (suspended sentence) on felony misconduct charges. The probationer, a 27-year-old female, failed a drug screening and believed that having sex with the officer would prevent her from returning to jail. • In Wisconsin, a male probation officer was charged with 14 criminal counts ranging from sexual battery to misuse of officer. He forced female probationers to have sex with him, telling them he would violate them and return them to jail if

they refused. He was also physically abusive. His supervisors reassigned him when they learned of his relationships with some of the probationers, ordered him to cease contact and took no further actions. He was sentenced to two and a half years in prison, two and a half years of house arrest and six years of probation.

- In September 2002, a probation officer in Wisconsin pled guilty to charges of sexual misconduct and faced a potential of 10 years in prison and a $20,000 fine. The officer was fired in April 2001.

- In 2002, although a grand jury dismissed charges against a South Carolina probation officer, the officer was fired from his job after being found guilty in an internal investigation for sexual misconduct.

- In the state of Florida, between 1997-1999, the Florida Department of Law Enforcement reported 233 cases filed for decertification, based on sex offenses, sex on duty or unprofessional relationships with offenders. Of these cases, 75% were in state prisons, 10% in private prisons and 15% in probation/parole. Of the 233 cases, 30% (71) resulted in decertification, denial of appeal on decertification, voluntary relinquishment of certification, letter of acknowledgment (agency discipline sufficient), or letter of guidance (admonishment added to discipline)

- In Montana in 2004, a 13-year veteran probation officer resigned after an internal investigation was initiated into allegations that he had been having a sexual relationship with one of his probationers. If convicted, the officer faces six months in jail and a $500 fine.

- In 2002, a probation officer in Clark County, Nevada was terminated form his job, after having a sexual relationships with a probationer. In 2003, he was convicted of a felony and sentenced to probation. The County has settled a civil claim filed by the probationer for $75,000.

- In May 2003, a 16-year veteran probation officer in Florida was charged with numerous felonies that included having sex with a probationer he supervised. The officer also falsified documents to conceal an arrest of the probationer, and asked

	other officers to do the same. The officer resigned his position and faces up to 10 years in prison if convicted.
#12 Women Under Community Supervision	Women offenders are a rapidly growing segment of the correctional system. More than one million are currently under criminal justice supervision in the United States. Women now make up 17% of the total number of offenders under criminal justice supervision, or one in every six offenders. The vast majority (85%) is under community supervision. • *Describe how this training will present information that will make their job and life easier (get at the "what is in it for me?" syndrome). The training will cover knowledge, practices, skills, interventions, strategies, and approaches. Address how gender-responsive services meet the goals of public safety and can help with accreditation. There will be a better connection, understanding and cooperation with offenders.* • *Additionally, it will benefit the women. They will have access to services that are designed to meet their unique need, more relevant to their lives and therefore, more effective. This will hopefully equate into more success for the woman and her transition into the community.* • Some co-workers respond to the idea of being gender responsive as, "You are just coddling women". But by educating yourself and being gender responsive, you understand the dynamics of these women's lives and you begin to see things differently. This does not mean you are excusing the women's criminal behavior, but it does help understand their actions. By understanding women's lives, programming can be developed that is more targeted and therefore, more helpful, effective and successful. • Ignoring problems related to women under correctional supervision on the basis of comparative numbers (because there are fewer women than men) or putting men's issues first increases exposure to litigation and liability. • Community supervision staff often have difficulty applying to woman offenders policies and procedures that were designed for male offenders. The responses of women to community supervision, incarceration, treatment and rehabilitation differ

Female Offenders in the Community Gender-Specific Programming	from men. Women have different levels of violence and threats to community safety in their offense patterns, responsibilities for children and other family members, relationships, vulnerability to staff sexual misconduct, different programming and service needs (especially health, mental health, substance abuse, trauma recovery, job skills) and re-entry into the community and community integration. *(Bloom, Owen, Covington, 2003)* We will be giving you more statistics later when we talk about profiles. But let me give you just a few reasons why looking at women offender is important: • More than three-quarters of all women in prison have children, and two-thirds of the women have children under the age of 18. *(BJS, 1994 and CSAT, 1999 as cited in Prueter, 2000).* • In some cases offenders lost custody of their kids before they were arrested. In other cases, the children are staying with a significant other, a spouse, a parent, another relative, or foster parents. • In some cases, a woman's being in custody can threaten her ability to regain custody of her children from child welfare services. • Mothers who had been caring for their children prior to imprisonment love and miss them and are concerned about their welfare *(Kiser, 1991).* They want to resume care of their children when released and usually do *(McCarthy, 1980).* They experience regret, anxiety, guilt, depression, a sense of loss *(Banauch, 1979; Chapman, 1980; Fogel & Martin, 1992),* and worry about how they and their children will relate to each other post-release *(Harm & Thompson, 1995 a&b)*. • Children are innocent victims of incarceration and they experience loneliness, fear, embarrassment, and the stigma of having a mother in prison *(Hale, 1988).* Their behavior may become more aggressive and antisocial *(Jorgensen, Hernandez, & Warren, 1986)*. Both incarceration of a parent and authoritarian parenting are factors associated with delinquency *(Kumpfer, 1993; Loeber and Southamer-Loeber, 1986)*, and often delinquent youths establish a

	pattern of delinquency and become adult offenders themselves *(VanDeusen, Yarbrough, & Cornelsen, 1985).* Incarcerated mothers in Hungerford's (1993) study reported that 40% of their adolescent sons were adjudicated delinquents, 60% of their teenage daughters had experienced pregnancy, and 33% had severe behavior problems in school. The same problems were found on interview of children in another state, but to a lesser extent *(Thompson & Harm, 1995).* *Thompson, PJ and Harm, NJ (1995). Parent Education for Mothers in Prison. Pediatric Nursing, November-December, 1995, Vol. 21, No. 6.* • Differences in women's pathways to crime, women's behavior while under supervision, and the realties of their lives in the community have a significant impact on the practices of the criminal justice system. *(Bloom, Owen, Covington, 2003)* We will be talking about pathways in more detail later on.
Equity and Equal Treatment 4 minutes #13 Equity	For years in our business, equality has meant the same. We thought if we did it for male offenders, we had to do it for women offenders and vice versa. Now, we are finding that may not be the best thing for either sex. The American Correctional Association (ACA) standards talk about "equal treatment" for male and female offenders. How does that differ from being gender responsive, or does it? Does "equity" mean identical or sameness? Should we treat women differently? *Discuss.* Equity is doing something that "means" the same to that gender or has the same result but done in a different way.
Legal Issues 4 minute Legal Considerations	Throughout the training we will be asking questions such as, "what legal issue does this tie in to" and "am I on safe ground?" So often, staff are afraid if they do something different for women than for men, they will be sued. We are not here to give legal advice – you should always check with your legal counsel. However, if your actions are empirically based and grounded in best practices and case law, you are generally on solid legal ground. There is a liability risk if you fail to train, inform, and supervise. We want to give you tools to look at your own situation and see what changes you need to consider.

	You will find a document in Module 1 of your Participant Notebook that outlines some of the critical legal decisions working with women in correctional settings. You, and your legal counsel, may find this information helpful as you make changes in the way you do business for women offenders.
BREAK 10 minutes	

Module 2
Female Psychosocial Development

Time: 1 hour 55 minutes

Learning Objectives:

Participants will be able to:

1. Understand the relationship(s) and communication issues faced in supervising women offenders

Corresponding Gender-Responsive Principle(s):

#1. Acknowledge that gender makes a difference
#3. Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others and the community
#4. Address substance abuse, trauma, and mental health issues through comprehensive, integrated and culturally relevant services and appropriate supervision.

Resources Needed:

Easel pad and pens
PowerPoint® player/machine (lap top computer and LCD projector)
Screen or monitor

Participant Notebook Handouts:

The Relational Theory of Women's Psychosocial Development: Implications for the Criminal Justice System (Covington)

PowerPoint® Programs:

"Female Psychosocial Development"

Topic & Time	Speaking Points
Overview of Women's Psycho-social Development 3 minutes #1 Title Slide	Women's psychosocial development is the lens we need to view the women we work with. We may not be able to change their past or their circumstances but we can change how we respond to them. Why? Because that is how we can help them redirect their future. Being gender-responsive is not being soft on women offenders or coddling them. It is still important to hold her accountable. Understanding her psychosocial development helps us to be better in responding to her needs and thus more effective in supervising her. Women's psychosocial development relates to three of the gender guidelines: #1. Acknowledge that gender makes a difference #3. Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others and the community #4. Address substance abuse, trauma, and mental health issues through comprehensive, integrated and culturally relevant services and appropriate supervision. Yes, women's numbers are growing but still a small percentage compared to men. What is it about women? We need the tools to work with them and to have a deeper understanding about the realities of their lives. *Describe what is going to be covered in this module such as the role of gender in development, relational theory and communication.*
Activity: Children's Gender Messages 30 minutes #2 Gender Messages	*This is an optional exercise. Some groups may benefit from it while others may find it too elementary.* What gender messages did you receive when you were growing up (e.g., about how to think, behave, what you should do, what you shouldn't do based on your gender)? I would like you to get into groups of three or four (or do table groups) and talk about the messages you received/heard when you were young. Be sure to have someone record the themes from your discussion so they can be shared with the large group. For the next 10 minutes or so, I want you to talk about the messages you heard from parents, teachers, friends, other adults and the media about what you should be doing or not doing

based on your gender. What were you told about how to think, act and behave as a female/male? What was expected of you regarding expression of feelings/emotions?

After 10 minutes, discuss in the full group for about another 10 minutes. Tie the information into their own lives and how it relates to the women offenders they supervise. Write examples on the easel pad.

Some examples from the male group might include:

- *Don't hit girls*
- *My curfew can be later than my sister's*
- *Boys are cooler*
- *Division of chores, roles*
- *Be touch, don't cry*
- *Be competitive Strong*
- *Win at any expense*

Some examples from the female group might include:

- *Be feminine*
- *Division of chores, roles (iron, clean, cook)*
- *Sit in certain ways, knees together*
- *Don't talk like a sailor/truck driver*
- *Girls aren't important*
- *Defer to men*
- *Females are weaker*
- *Girls are too emotional/sensitive*
- *Take home ec vs. shop*
- *Accept sexual demeaning comments*
- *Be pretty*
- *Be seen and not heard*
- *There are men jobs and women jobs*
- *Locked out of things you want to do*
- *In school, girls are afraid to speak up*
- *Primary goal is to get a man*
- *Clothes have to be sexy including the words on t-shirts (many go beyond sexy into being a "commodity" such as " porn star", "ho")*

Look at the two lists. Are they more similar or dissimilar? Many of these prescriptive messages are from people and many are from the media. There is also an overlay of generational and cultural differences in all groups. But, there are more common themes than differences within the gender. What are the themes you see? *Discuss.*

	What do you tell your kids now? *Discuss.* *Point out that you can see from the list that:* • *They are very different messages and that males and females are socialized very differently* • *Males and females' experiences are very different in the world* • *Males and females receive two very different messages* • *The socialization process we have revealed through this activity is limiting to both males and females* • *There are ramifications if one deviates from their expected role (Ask the group, "if a male acts like a female, what is he called?")* • *While there are generational and cultural differences in the types of messages received, they are still, none-the-less, very prescriptive and limiting (e.g., body image example).* For females, socialization can be very disempowering and fails to emphasize female strengths. We have to account for this in our work with females and actively counteract the negative messages they have received about who they are and what they are capable of. Is this happening now? You bet it is. A study of the top 10 women's magazines found that only 4% of the adds showed something other than women being submissive to men. Many of the ads show women lying on their backs looking up at men or similar poses. Articles still focus on "how to get him to ask you out" or how to compete with other women for the man's attention. Schools also need to look at the messages they give to females about success, failure and abilities. One study by the American Association of University Women (AAUW) found that girls generally did not do as well as boys with computers. They decided to examine the way the instruction was being "delivered" and found that when computers were put into a circle, girls did just as well. Listen to this quote from author and communications researcher, Deborah Tannen. "Men and women learn different ways to talking and relating right from the beginning. Boys learn to relate through activities and girls learn to relate through talk… Men see life as a contest, a struggle to preserve independence and avoid failure. Women see life as a community, a struggle to preserve intimacy."

	What do you think of this quote? What relevance does this have to the women you see in correctional settings? *Discuss.* Messages impact life chances and how you self-define. Gender matters – men and women's lives are different. Messages can be powerful and most often for this population, limiting. Our challenge is to understand women's worlds so that we can more effectively communicate, understand their motivation and behaviors and to give messages to her that are helpful to her successful re-entry.
Female Development: Old Assumptions, New Conclusions 10 minutes #3 Female Development	It is interesting to look at the early studies of moral development and decision-making. For example, the "Heinz Dilemma" and the conclusions made about males' and females' moral decision-making was the accepted theory for many years. Essentially, in the 1970's, Carl Coberg studied males and females. He asked them "would you steal medicine to help your child? They found that most males said yes and most females said no. The conclusion was that women were less moral because they were not willing to do this action to save their child. In the 1990's, Dr. Carol Gilligan started looking further into other aspects of this study. She found that when women were simply asked "why" they made that decision, they found that the women said that they had other children at home and if they stole the medicine and went to jail, there would be no one to take care of the children. Many of the women had to balance multiple aspects of family life and the "moral" aspect was not as it appeared in the "Heinz Dilemma." There have been other studies that have looked at women's decision making, assertiveness, dependency and aggression. Besides Carol Gilligan's book, In a Different Voice, you may want to read Women's Ways of Knowing: Psychological Theory and Women's Development by Mary Belenky. What have you observed regarding female development? *Discuss.* *Add some concrete examples that apply to current, real-life scenarios that the participants will find relevant.* Important points to emphasize: • Females tend to move through decision-making differently. The way they tend to move through decision-making is not better or worse, it is just different. • Females tend to weigh relationships and responsibilities to others more heavily • It is important that we understand this as we are working with

	women, as we are trying to help them make good, healthy decisions that will provide them with personal safety and success. • In order to be effective in our work with them, we have to understand and acknowledge the importance of the relationships in women's lives. • Relationships are central in women's lives and is best viewed as a strength • New knowledge on how females develop has expanded our understanding of how all humans develop (e.g., connections are important for females and males, but we socialize males away from connection). *Review traditional theories of psychological development and discuss how there is now a new understanding of psychological development that accounts for females' developmental pathways (e.g., further work by Deborah Tannen, Mary Belenky's "Women's Way of Knowing")*
The Importance of Relationships 10 minutes #4 Relationships	**Relationships** Carol Gilligan says, "relationships are the glue that holds female's lives in place." Relationships have specific implications for managing women offenders in the community. Relationships are important and give women a sense of connection. It is also an external source for women to build their self-esteem and establish a sense of their place in the world. Women are very likely to describe themselves in relation to others, "I am a mother of a two year old", "I'm married" rather than stating a position that establishes more of an hierarchy, "I am a stockbroker", "I am a CEO." Have you known many women offenders who acted alone in their crime? Often it is, "I was using heroin with Mark", "I was doing meth with Jim" and so on. Helping women make constructive and productive decisions needs to be based on relationships. Even their substance abuse addictions become a relationship – it is emotional, physiological, and spiritual. They refer to their drug as their "friend." The drugs bridge the gap in a relationship too – they wouldn't get along with the men if they were sober. Women will often say that their best friend is their parole officer. This person is someone paid by the state to talk to her. What does that say about the other people in her life if her PO is her best friend? Women may have an expectation of their parole officer that he or she is going to help them. Male offenders may say to their parole officer, "what do

 The Relational Theory	I need to do to get this done and over with, in essence, " how can I get you *out* of my life." Women prefer having the same PO each time and to develop trust and a relationship. Men usually don't care – the relationship piece is not as important. Think about your contact standards in your office (i.e., the length of time it typically takes for an offender to meet with a parole officer). If women need time to connect and build trust, is the time standard appropriate for both men and women? Are we trying to control behavior or change behavior? *Discuss* You have a handout in your notebooks by Stephanie Covington that talks about this relationship connection and disconnection for women. The disconnections are a depressive spiral that often paralyzes or leads her on a pathway to crime. Since many women have experienced abuse and trauma in their lives, Dr. Covington refers to trauma as "the disease of disconnection." It dampens and can stunt a woman's psychosocial development. When this trauma is unresolved, it manifests itself into crime, drugs or other self-destructive behavior. Women make bad relationship choices when they are in a desperate search for connection. Relationships and connection is how women move through the world… and women want to be acknowledged and heard. Mutuality and empathy is a cornerstone in working with women. A healthy relationship needs these components. This helps women move forward and to act. Knowing the facts (such as how bad drugs are for your health) is only half the story. It is important to look at the context in terms of relationships and emotions. Even as children, males and females act differently on the playground. Research suggests that girls connect through words and actions that are inclusive. "We are going to play horses now. Come on, you have to be a horse too." Where boys are more likely to play in competitive ways (i.e., baseball, football) that may not involve conversation and sharing. We have been talking about how women are generally more relational than men. What does that mean if you want to incorporate that characteristic in order to be more effective in your supervision and case plans? For one, women generally relate and work well in intimate one-on-one time. Women's crimes are often embedded in their relationships and the conditions of their lives. To help women lead crime-free lives, you

#5 Relationships and "Female Development	must help them address their relationships first. Can you think of an example of a case you have worked with and talk about how this might be done? *Discuss.* I'd like to refer you to an article in your notebook by Stephanie Covington entitled, "The Relational Theory of Women's Psychological Development: Implications for the Criminal Justice System". Also, the Stone Center at Wellesley College has one research on females and relationships. Looking at relationships and female development, traditional theories say that development is a progression from dependence to independence. The goal is self-sufficiency, clear differentiation and autonomy. However, new research (by Gilligan, Miller, Jordan and others) has found that females' path to maturity is different from males. The motivation/goal is to build connection with others. Females develop a sense of self and self-worth through connections. Connection, as opposed to separation, is a primary principle of growth. Many of the psychological challenges of women are related to disconnections from or violations in relationships.
Relational Aggression 10 minutes #6 Relational Aggression	"Aggression" is defined as behavior that is intended to harm others. Aggression can take many forms, but physical forms of aggression (getting into physical fights, dating violence, violent crimes) have received the most attention from researchers, educators, and parents, who understandably are interested in protecting their children from the serious harm that physical aggression often inflicts. Because most females of all ages (with the exception of toddlers) engage in comparatively low levels of physical aggression, this focus on physical aggression has lead to the notion that females are "less aggressive" than males. Relational aggression is a term referring to a behavior exhibited by some – not all - female youth. Understanding this kind of aggressive behavior can be one more tool to help correctional staff understand and communicate more effectively with some females. Most of the research and writing on this topic has been on girls, not women. Yet, some women have not grown out of this form of communication and behavior. What we now know is that school-aged girls are far more aggressive than has been previously believed; their preferred expression of aggression, however, is generally not physical, but often relational aggression. When girls are socialized to be sweet and nurturing and

	not encouraged to be direct in their communication style, what do they do with their aggression? They often express it in covert ways or passive aggressive ways. ”Relational aggression” encompasses behaviors that harm others by damaging (or threatening to damage) or manipulating one's relationships with his/her peers, or by injuring one's feelings of social acceptance. For example: • Purposefully ignoring someone when angry (giving the "silent treatment") • Spreading rumors about a disliked classmate • Telling others not to play with a certain classmate as a means of retaliation. If boys get angry on the playground, they may slug each other. Girls may tend to get upset and say, “you’re not coming to my party.” *Walk up to two people in the front row and say to one of them, “You know, [name of other person] has been saying bad things about you. I’m just telling you this because I am your friend but she is so mad because you talked to her boyfriend after school the other day.” Then, go up to the other person and say, “You know [name of the other person], is really upset with you because you haven’t been talking to her and have been spreading rumors about her…” Then demonstrate that all you have to do is stand back and watch the feathers fly. What a sense of power for the girl creating the rumors and chaos.* If you give women choices and control and it diminishes relational aggression. Also, teach women skills to communicate in other, more effective ways, i.e., saying to a drug friend that they can no longer be friends. Teach “truth telling” and that they have a voice. Help them identify when passive aggressive behaviors are exhibited in themselves and in others. In working with a woman who shows relational aggressive tendencies, do we say, “stop it” or “that is inappropriate” and then don’t say anything further to her? Could we be more effective if we said, “I want to hear what you have to say. Can you say it in a different way? Some people are intimidated by loud voices making it difficult to really listen to you.” How do you teach that personal success is OK? Some women equate success with isolation (i.e., my friends won’t talk to me if I get my

	GED) and they put down other women who become successful. Help women see the damage and limitations it puts on themselves and other women. In each of these examples of relational aggression, *social relationships* are used as the vehicle for harming a peer. *A high school student, one of 12 who had met to talk to us at an advisory council meeting, told us this story. She cried as she recounted being tormented in middle school by her classmates. For some reason she was targeted as a "dog," and day after day she had to walk the halls with kids barking at her. There was silence in the room as we each imagined the horror of that kind of rejection. Finally we asked her, "Then what happened? How did it stop?" She replied softly, "I stopped it." We breathed a sigh of relief. Great! Thank goodness. "How?" we asked. Her voice was so quiet we had to strain to hear her. "I picked out another girl, someone worse off than me, and started to call her a dog. Then the others forgot about me. We barked at her instead."* *Important points to emphasize:* • The concept of "relational aggression" is not well researched and still remains somewhat controversial. • Competition and jealousy stems from insecurity, quest for power, quest for male attention. It can be acceptable and even a socially encouraged behavior for females. • Relational aggression is a way for people to avoid confrontation (i.e., for fear of losing the relationship) • In some cases, acts of relational aggression achieve power and control • Carol Gilligan and Lyn Mikel Brown's book, Meeting at the Crossroads, on relational aggression is a good resource for more information. • Additionally, work by Bloom, Owen and Covington will further enhance the understanding of aggression in women's lives.
BREAK 10 minutes	

Male Development 4 minutes	*Briefly acknowledge that male development is also complex and not easy. Reference books on male development for those who may want more information, such as "Raising Cane" or "Real Boys." Acknowledge the male experience and highlight that research on females is helping us to understand males and develop better practices for them as well.* "We cannot fully understand men and boys without continuing to give attention to women and girls" (Pollack)
Gender Differences in Communication 18 minutes #7 Communication	I am sure many of you have read the popular books out on communication such as He Said, She Said or You Just Don't Understand by Deborah Tannen or Men are From Mars, Women are From Venus by John Gray. These books highlight, in often humorous but revealing ways, how men and women communicate differently. Perhaps the classic example is when a man and woman come home at night. She has had a rough day and wants to "talk" about it, he gets frustrated because he wants to "fix it" for her and tell her what she should do. She just wants to vent and feel better through sharing and having a partner who just listens. I think you get the picture. Has this ever happened to you? *Wait to see a show of hands.* Generally, women need more time to process events and they often do it verbally. Women are oriented towards resolution but get there in different ways. Building in extra time when you meet with a woman offender may be the key to connecting, communicating, and establishing trust. Many women use conversation as a means to establish trust. Since most have experienced trauma and have not had healthy, trusting relationships in their lives, this is important in order to help them be successful in the community. Besides verbal communication, non-verbal communication differs for men and women. Research suggests that non-verbal communication is 75% of the way we communicate. Many women offenders have been in environments where their needs and concerns were not dealt with upfront. They were not allowed to express their true feelings or they might be abused or simply ignored. Therefore, some women have developed "passive aggressive" tendencies that can often be read in their "body language". That is, they communicate through body posturing, facial expressions or gestures. Sometimes that body language tells you one thing and her words tell you another. Learning to read the non-verbal cues is a skill. Learning to recognize when the two types of communication are not coinciding can be valuable in helping her get her needs met and succeed in the community.

	What other communication skills do you think are important when working with women offenders? *Discuss.* *Examples might include:* • *Listening (active listening; Letting women tell their story)* • *Showing empathy, especially around trauma issues* • *Thinking through the substance of the interaction* • *Helping her with empowerment and rekindling hope* In Helping Women Recover (Covington, 1999), women offenders practice the ORID process (Spencer, 1989) of interpreting and responding to an experience. The process has four stages: (O) obtaining facts through observation, (R) reflective, expressing emotional reactions to the event or experience, (I) interpretive – assessing the meaning and impact of the event, its significance or usefulness, and its value, (D) decisive – identifying actions or decisions in response to the experience. It looks at things from a cognitive, affective and behavioral level. Sometimes we use words, tone or actions that are disrespectful or not trauma sensitive. A PO might say to a woman offender in an abusive relationship, "why don't you just leave", "what did you do to make your husband so mad", "why don't you go to church together?" "why don't your kids behave?" She may respond, "if you ask. . . I will have to defend." The goal is not to ask or make her defensive or feel unsupported. The goal is to get her to ask herself these questions. Facilitate and guide the communication that allows the offender to do so. Let's examine these words. What does that communicate to the woman? *Discuss.* A woman walks into your office with a black eye, what might you do or say? Do these same issues apply to male offenders? Why or why not? *Discuss.* Some jurisdictions videotape interviews and contacts with offenders. Reviewing the videotaped sessions is an excellent learning tool to improve communication skills. Also can also be helpful in situations where boundary issues are a concern.

Activity: Communication and Relational Language 27 minutes #8 Relational Language	So, how do you listen? How do you process? How do you communicate both verbally and non-verbally? Do you sit at 45 degrees, same eye level, not sitting behind a desk, not multi-tasking? How do you express difficult or sensitive topics? How patient are you? Are you more patient with men or women offenders? Do you ever stop to ask the woman, "how is that working for you?" Do you validate and help present healthy options – offering a picture of hope? How do you respond and communicate with women offenders? Do you use "relational language" to maximize communication? Relational language anticipates, acknowledges, validates, is reflective through listening and interchangeable responses, provides options, stays positive and involved, and is supportive. We often use "rules" language in our work, "if you don't go to your treatment group, you will get written up by your probation officer." Here are some typical examples and responses: • If she says, "I hate being here", you can say, "well of course you do. It's tough." This response is better than saying, "you have to be here." Why is the first response a better one? *Discuss.* • A woman walks in with a black eye. First, you name it. "I notice you have a black eye, let's talk about what happened." • The woman says, "no one listens to me." You say, "that must feel bad. I can listen to you right now…" • The woman says, "you don't know what I am going through." You could respond, "tell me what's going on. Let's try to work on this together." • The woman says, "I'm not following my probation orders. I can't follow my orders." You could say, "tell me what's hard about following the orders." • If she withdraws, say "what's going on for you right now?" • Avoid phrases that begin with "why don't you…" or "why didn't you…" These imply blame and failure. • When the woman gives multiple excuses, say, "well, I am glad you are here… What is your biggest struggle today?" Often her excuses are just worries. • Sometimes in corrections, we jump into problem-solving mode without taking time to truly find out what the issue is. The process is as important as the outcome – she becomes empowered and learns to understand herself.

	For this activity, I would like you to pair off with someone in the room. If possible, pair off male and female. So, go ahead and get into groups of two. *Continue talking after everyone has paired up.* I am going to read a scenario and I would like one person to be the community supervision officer and the other to be the woman offender. Men, feel free to be the woman offender and "live" that role. It might be insightful! Take about 10 minutes to have a conversation based on the scenario I am going to read. Be aware of the verbal and non-verbal communication going on. Then we will stop and debrief as a group. You need clear policies regarding sharing personal information. She should do the majority of the talking, you are to guide the direction. What are we bringing with our communication style? What is she bringing to us? Women insert personal stories in order to connect and set the stage for deeper communication. Here is your scenario. Sondra is the female offender Keith is the probation officer. Sondra is a 32-year-old woman who has served four years on a drug charge. She recently was assigned to Keith in the Treeville Probation and Parole office. Sondra is coming into Keith's office for the first time. She did not show up for the last scheduled appointment due to "child care problems" and not being able to "find the right bus schedule" to get to his office. Keith knows little about her life except she has two children under 10 years, never married, no father in the picture, and she held odd jobs before her arrest. Keith has a referral to an employment agency. The purpose of this meeting, according to Keith, is to get her to follow-through on her job responsibilities and adhere to the other sanctions imposed by the courts. We are going to discuss how the communication went. Go ahead and start your role-play and play out your visit. *After 10-15 minutes, lead a discussion in the full group.* What did you observe non-verbally with each other? The key is not to make an assumption about the non-verbal cues. You need to "name

	it." *Discuss.* What was going on verbally? What was said that was a strength or a barrier? *Discuss.* Were there any conflicts between the verbal and non-verbal communication? *Discuss.* How do you be sure she understands what you say? *Discuss.* *Summarize the communication differences and discuss what the kinds of things you can say. What is practical with the women offenders you work with?* Tomorrow, we will be talking about motivational and evidence-based interviewing that is certainly related to how we communicate.
Module Summary 3 minutes	How do you harness the strengths of women offenders? By understanding women's psychosocial development, we can begin to understand her life and her history to more effectively help guide her into a healthy future. • Socialization can be dis-empowering for women offenders with whom we work. • Relationships are key in women offender's lives and are constantly factored into all decisions. • Communication can be validating - use relational language.
LUNCH 1 hour	

Module 3
Characteristics and Pathways of Women Offenders

Time: 2 hours 5 minutes

Learning Objectives:
Participants will be able to:

1. Understand the challenges women offenders face in the community.
2. Understand the strengths women offenders possess to adapt to community corrections supervision.
3. Understand the profile of women offenders

Corresponding Gender-Responsive Principle(s):
#1. Acknowledge that gender makes a difference
#2. Create an environment based on safety, respect and dignity
#3. Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others and the community
#4. Address substance abuse, trauma, and mental health issues through comprehensive, integrated and culturally relevant services and appropriate supervision.
#5. Provide women with opportunities to improve their socio-economic conditions

Resources Needed:
Easel pad and pens
PowerPoint® player/machine (lap top computer and LCD projector)
Screen or monitor

Participant Notebook Handouts:
BJS Report: Women Offenders
BJS Report: Incarcerated Parents and Their Children
BJS Report: Prior Abuse Reported by Offenders and Probationers
BJS Report: Intimate Partner Violence
Web Links: Information on Mother-Child Issues in Corrections
A Woman's Journey Home: Challenges for Female Offenders and their Children (Covington)
Female Mentally Ill Offenders and their Community Reintegration needs: An Initial Examination (Hartwell)

PowerPoint® Programs:
"Characteristics and Pathways of Women Offenders"

Topic & Time	Speaking Points
Introduction 2 minutes #1 Title Slide #2 Module Overview	We just explored some of the unique aspects of female development. Now we are going to talk about the unique characteristics and pathways of women offenders. In this module we will cover: • Why profile women offenders? • Two big stories: growth and drug offenses/drug connected crimes • Characteristics of women offenders • Pathways to crime • The connection of abuse-drugs and crime • Implications for supervision/correctional practice
Why Should we Care about Women's Characteristics and Pathways? 2 minutes #3 Why Profile?	Why should have all this attention on women offenders that we supervise? Why should we care about the characteristics and pathways? We can't understand women in prison or on community supervision until we begin to look at their lives before they came to us. There has been significant growth in women's involvement in the criminal justice system and their needs are not being met (socio-political, system, program and supervision level practices contribute to this growth and are often ill-prepared to meet their needs). If you ignore gender, you come up with odd, inappropriate policies Women have different development and different pathways, strengths and challenges. Not all women have the same pathways, either but all have identifiable stepping stone into the correctional system.
Important Statistics 7 minutes	So, when we talk about growth, what do we mean? Women's growth into the criminal justice system has outpaced males. Why might this be? *Brainstorm with the group.* This growth demands a response. To respond effectively, we need a shared understanding of the population we serve. We explored female development, now let's take an in-depth look at the characteristics and pathways of female offenders. We will be covered a number of statistics. So that you don't have to write it all down, just a reminder, the PowerPoint® slides are

	located in your notebooks.
#4 Serving Time	Where are women offenders serving time? As of year end 2000: 70,414 women were in jails 844,697 were on probation 91,612 were in state or federal prisons 87,063 women were on parole
#5 In other words…	In other words, 1,093,786 women are now under some form of correctional supervision in this country… about 1 in every 109 adult women in the United States. It is a cruel irony in our society that women are safer in prison than on the street. That is the profile of many of the women we see.
#6 Look at it this way…	Look at it this way. The number of women in US prisons has more than doubled since 1990.
#7 In other words…	Since 1990, the number of male prisoners has grown 77%. The number of women prisoners has grown 108%.
#8 Offenders under Correctional Control by Gender	Take a look at this chart of offender under correctional control by gender.

Activity: Profile of the Women Offenders with Whom you Work 20 minutes #9 Profile of Women Offenders	Break into small groups of 3-4 people and develop a list of the characteristics of the women offenders with whom you work. Then, look at your list and identify the strengths she has. Be sure to have someone record the theme from your discussion so they can be shared with the large group. *Allow about 10 minutes for small group discussions. Then, have each group report the themes of their discussion to the large group. Write the responses on the easel pad.* *Some examples might include:* • *discovery of sobriety,* • *survivors,* • *low risk,* • *suspicious-cautious,* • *fearful,* • *creative,* • *pride in accomplishments,* • *role models for each other,* • *participate in opportunities presented to them,* • *relational,* • *expressive.* By building hope, empowering the women and developing resources in the community, these strengths can be channeled into lawful, productive routes. Women offenders are more than poverty and prey. Can you think of examples of how that can be done? It is interesting that few of you identified her in terms of her offense patterns. It was almost secondary to describing her. When we do this same exercise describing males, offense patterns become a strong part of their description and persona. What has worked well for you in helping women offenders address their barriers and challenges? What has worked well supporting and enhancing a woman's strengths and assets? *Some examples include:* • *Exposing women to leadership skills and creating opportunities to let them use those skills;* • *Identifying her strengths and assets and directing them to*

	healthy activities; • *Gender-specific caseloads;* • *Gender-specific groups and supervision;* • *Knowledge of community resources* • *Probation and parole does not "know all the answers. Women w/ trauma histories, prostitutes, addicts, already know how the world sees them and what to expect.* • *Matching women with positive female role models, for instance, other women of color who are succeeding in their lives both personally and professionally*

Data on System-Involved Women 19 minutes Four BJS Reports	*Below are statistics that were current as of this writing. You are encouraged to update the data prior to presenting.* We know that female and male offenders share characteristics, however, what elements of the profile we developed ten to have a particular impact on women offenders/be more common among women/impact women disproportionately. **Lower Risk to Public Safety** Women have lower levels of committing violent crime and are generally a lower risk to the public's safety then men. Therefore, it is important to look critically at the data and profile of the women offenders in your jurisdiction. This will help you develop more appropriate, targeted intervention strategies and match up with more customized community resources. The data often show that women offenders can be supervised with minimal restrictions required to meet public safety interests. Additionally, community supervision is often a better and more cost effective way to respond to women offenders, rather than the more severe traditional correctional approaches used with male offenders. In your notebook, you will find several BJS documents on women offenders that will give you more information on the women we see in our work. Women offenders are disproportionately low-income women of color who are undereducated and unskilled, with sporadic employment histories. They are more likely to have been convicted of crimes involving drugs or property, than violent crimes. Often, their property offenses are economically driven, motivated by poverty and by drug or alcohol abuse. (Bloom, Owen, Covington, 2003) **Financial Issues** • Women earn less than men (.76 to men's $1.00) • Women can't make bail (Data from Hamilton County, Ohio showed it was more difficult for women to make bail) • More likely to be a single head of household than a man, having the responsibility for herself and the kids. **Housing** • Housing can be difficult to get if there has been any kind of drug conviction and she has children.

	If a woman has a pet, it is often difficult to get into shelters. **Special Circumstances** Women face life circumstances that tend to be specific to their gender, such as sexual abuse, sexual assault, domestic violence, and the responsibility of being the primary caregiver for dependent children. **Children** Approximately 1.3 million minor children have a mother who is under criminal justice supervision and approximately 65% of women in state prison and 59% of women in federal prisons have an average of two minor children. **Race and Ethnicity** Women involved in the criminal justice system represent a population marginalized by race, class and gender. For example, African-American women are over-represented in correctional populations. While they constitute only 13% of women in the United States, nearly 50% of women in prison are African American. Nationally, Black women are eight times more likely than white women to be incarcerated. Women offenders are disproportionately low-income women of color who are undereducated and unskilled, with sporadic employment histories. They are more likely to have been convicted of crimes involving drugs or property, than violent crimes. Often, their property offenses are economically drive, motivated by poverty and by drug or alcohol abuse. (Bloom. Owen, Covington, 2003) These can all be issues for men as well. But there are differences generally in the prevalence, longitude, and context. When we attend to women's issues, it helps us attend to men better too. Men have their own pathways but they look different and require different correctional responses.

Offense Patterns 10 minutes #10 Trends in Women's Crimes #11 Trends in Offense Patterns #12 Offenses of Women on Probation and Parole #13 Offenses of Women in Jail or Prison #14 Offense Characteristics #15 Female and Male Criminal History	In your notebooks, you will find the BJS report that gives you current statistics on women and crime. We talked earlier about the number of women in the correction system, but let's look deeper at the offense patterns Arrests in 1998 totaled 14.4 million; 11.2 million for men and 3.2 million for women In 1998, women accounted for only 17% of all arrests for violent crimes About 69% of all arrests of women were for larceny-theft or drug/alcohol crimes. Nearly ¾ of women offenders are serving a sentence for a non-violent offense. More than 1/3 have no prior history of criminal convictions. Women are much more likely than men to be serving time for a drug offense and less likely to have been sentenced for a violent crime. From this chart, you can see the types of crimes that were committed by women on probation and on parole. As you can see, few are in for violent offenses and most are in for drug offenses. This chart breaks it down further to see who the women are in jail, state prison and federal prison for what types of crimes. The offense characteristics show that drug offenses account for half of the rise in number of women in prison compared to 1/3 for the number of men. In the past 10 years, the arrest rate for women has increased by about 32% while the imprisonment rate has increased by 159%. In 1979, violent female offenders were half of the population. In 1997, they were just over a quarter of the population. Men are more likely to have a higher number of prior convictions. Women are more likely to be on probation prior to imprisonment. If we look at the numbers it shows that 65% of the women have prior convictions and 77% of the men. Both adult and juvenile

#16 Questions	prior involvement shows 16% of the women and 31% of the men. Therefore, it is important to look critically at the data and profile of the women offenders in your jurisdiction. This will help you develop more appropriate, targeted intervention strategies and match up with more customized community resources. So, what questions does this raise for us? How is your population distributed across the basic categories (violent, property, drug, other)? What implications do these profiles have for correctional supervision in the community? *Discuss.*
BREAK 10 minutes	
Women's Pathways to Crime 40 minutes #17 Pathways to the Criminal Justice System	**Pathways** Researchers have found that there are profound differences between the lives of men and women and that those differences affect their patterns of criminal behavior. Drs. Joanne Belknap, Barbara Owen, Barbara Bloom, Stephanie Covington and others have referred to this way of looking at women and crime as the "pathways" perspective. That is, every woman has experiences throughout her life that impact her choices and shape her path towards criminal behavior. The key point is that there is spiraling marginality from conventional supports and social institutions. Women are very relationship based and get much of their support in that way. They often define their world and themselves through relations with others ("sense of self"). The Stone Center at Wellesley College **(**www.wcwonline.org**)** research states that the connection with others guides growth for females. Carol Gilligan's work, In A Different Voice, theorizes that women and relationships are important to their moral development. Developing and maintaining relationships for women is a series of compromise and conciliation, practicing responsibility for others and connecting. True connections are mutual and empathetic,

	creative and energy-releasing and empowering. Putting a relational context on many aspects of women's lives helps us understand behavior and helps correctional staff respond better operationally. The relational context is critical in understanding why women commit crimes, their behavior under supervision, motivation for change, reintegration into the community, and relationships with children. How do women experience disconnections along their pathway? • Abuse as girls and women • Relations with their own children • Isolation through drug or alcohol abuse • Disruptive relationships • Disordered families It is these disconnections or marginalizations along the pathway that create a scenario for women that is not healthy mentally or physically. Women enter the criminal justice system in ways very different than male offenders. Let's take a look at what that means for women offenders that you may work with under community supervision. They are disconnected from family, educational systems and the world of work.
#18 Characteristics of Women Under Correctional Supervision	**Characteristics of Women under Correctional Supervision** This chart gives you a breakdown of the demographic characteristics of the women under correctional supervision. We will be talking about some of these issues as we look at the pathways to criminality for women. 85% of all women under correctional supervision are on probation or parole. Community supervision offers the best opportunities for interventions and changing the pathways to offending. When looking at women in the criminal justice system, it is important to look at how they got there. Men's and women's "pathways to criminality" look very different. To be effective in addressing women's issues, we must look at their pathways. Barbara Owen, Ph.D., states that there are three key points to this pathways perspective:

	1. Women's crimes are embedded in the conditions of their lives. 2. Specific life course events place women at risk of offending 3. Crime happens in combination of certain structural issues and personal choice.
#19 Typical Life History	**Typical Life History** Look at the typical life histories of these women: • Nearly 6 in 10 women grew up in a household with at least one parent absent • About half report that an immediate family member had also served time • More than 40% reported prior physical or sexual abuse, compared to 9% of self reports by male offenders • Of those, 69% said it happened before age 18
#20 SES	**Socio-economic Status** Let's look at the women's socio-economic status: • More economically disadvantaged as compared to men • Are typically undereducated, unskilled, and underemployed • Employment in entry level, low skill and low pay jobs *These slides have many statistics. Discuss a few key points and highlight their importance. Read your audience to determine what information might be useful.*
#21 Education and Employment	**Education and Employment** With education and employment: • About 60% of women on probation have completed high school (an estimated 55% of women in jail, 56% in state prisons and 73% in federal prisons have a high school degree) • Approximately 40% of women in state prisons were employed at the time of arrest compared to 60% of the males • 37% of women compared to 28% of men had incomes of

#22 Family Background	less than $600 per month prior to arrest **Family Background** The family background gives us a picture of their lives: • Almost 17% lived in foster car or in a group home • More likely than men to have at least one family member that has been incarcerated
#23 Race and Ethnicity	**Race and Ethnicity** Race and ethnicity make a difference along this pathway: African-American women comprise only 13% of all women in this country, yet they comprise nearly half of the women in prison. Black, non-Hispanic women were 3 times more likely than Hispanic women and 6 times more likely than white women to be incarcerated in 2000. Nearly 2/3 of female probationers are white, yet 2/3 of the females in custody are of color.
#24 Women Offenders and their Children Web Links A Woman's Journal Home	**Women Offenders and their Children** • 72% of all women under correctional sanctions have at least one child younger than 18 years. • Based on 1998 data, more than 1.3 million children have mothers under correctional sanction. • 233,600 minor children have an incarcerated mother • In all, 1,941,796 minor children have a parent in jail, prison or on community supervision.
#25 Parents	**Parents** When a parent is incarcerated, it matters which parent it is. For federal offenders, if it is the father, 92% of the children continue in their mother's care. If it is the mother, only 26% stay in the father's care. More than half of the children of women offenders never visit their mothers during incarceration
#26 Distance to Mother's Prison	**Distance to Women's Prisons** There could be several reasons for this. One reason is that women's prisons are a greater distance to their children's residences than men's prisons.

#27 Substance abuse

Substance Abuse

Addiction is a destructive "relationship". Stephanie Covington describes addiction this way: characterized by obsession, compulsion, non-mutuality and an imbalance of power. The addiction is emotional, psychological, physiological, and spiritual. The connections become to the drug and other users. They also may stay connected to people in their lives that abuse them: disordered families. Why do women stay? We have talked about those issues before – low self esteem and that they deserve it, that it is normal, that there are no better options "out there", that the abuser will stop the behavior (ever hopeful), no one will believe them and the violence will escalate/retaliation, etc.

Substance abuse exacerbates the other problems that might put a female at risk: Being intoxicated or under the influence of illegal substances while committing criminal acts; Running away and drug use and/or drug trafficking; Alcohol and other drugs may lessen her inhibitions, leading her to take risks that may result in unplanned pregnancy and/or exposure to sexually transmitted diseases.

Substance abuse co-exists with other problems such as mental illness and academic failure at a significantly higher rate than among males.

- Approximately 80% of women in state prison have substance abuse problems.
- About half have been using alcohol, drugs, or both at the time of their offense.
- Nearly 1 in 3 women in state prison report committing the offense to support a drug habit.
- Women offenders in state prisons report higher drug usage than their male counterparts.

Substance abuse, mental health and trauma. Are their linkages?

Review addiction theory, trauma theory

- The inter-relationship of substance abuse, mental health and trauma is different in the lives of women.
- Cannot address one without the other
- The pathway to drug use and abuse is more complex for women than men.
- Women who abuse drugs have higher rates of childhood

	physical and sexual abuse than men • About 22% of women in jail are diagnosed with Post Traumatic Stress Disorder (PTSD)
#28 Violence Against Women and Children	**Violence** Violence against women and children: • Witnessing domestic violence as a child may cause increased vulnerability to victimization in adulthood • Women in the criminal justice system have extensive histories of physical and sexual abuse and they are three times more likely to have a history of abuse than their male counterparts. • One third of women in state prison and one-quarter of those in jails report being raped at some time in their lives • More women are in prison now for doing violent acts as well.
#29 Physical and Sexual Abuse	**Physical and Sexual Abuse** We have talked some about this, but as we begin looking deeper and deeper into these women's lives, we see how there are reoccurring themes and that these issues correlate with other issues. • Women who end up in the correctional system have been physically and sexually abused at some time during their lives
#30 Abuse History	• Women offenders are 3 times more likely than men to have a history of abuse • Women are more likely to be abused: (1) as juveniles and adults; (2) by family members and intimates in the past; (3) by husbands and boyfriends at present. • Women's substance abuse is highly correlated with physical and sexual abuse
#31 Look at it This Way	• Most often, abuse is perpetrated by family members, partners or close family friends who are perceived as trusted adults. Stephanie Covington, Ph.D. describes the difference between men and women's abuse this way: men are exposed to more violence and are hurt by someone who says, "I hate you." Women are hurt by someone who says, "I love you."

#32 Angela Browne's Study	**Women Offenders and Abuse History** Women with an abuse history are more likely than women with not prior abuse to be incarcerated for a violent offense (42% vs. 25%). Nearly 1/3 of women in prison serving sentences for murder were convicted of killing a husband or ex-husband. This chart presents some of the abuse history in another way. Angela Brown at Harvard conducted a study interviewing 150 women offenders in prison. • 70% reported severe physical violence from a caretaker. • 60% reported having experienced sexual abuse • 75% reported violence from adult intimates • Only 6% said they had experienced no violence or sexual abuse in their lives. At the beginning, we talked about being "trauma-informed". What can you do to be trauma informed, considering the woman's history of abuse/trauma? How about in your office? *(Examples: arranging it so her chair has access to the door so she doesn't feel trapped).* *"Prevalence and Severity of Lifetime Physical and Sexual Victimization Among Incarcerated Women"*, International Journal of Law and Psychiatry, Vol. 22, No. 3-4, Pages 3201-322 (1999)
#33 Characteristics	**Women Offender Characteristics** Women offenders are disproportionately women of color, in their early to mid-thirties, most likely to have been convicted of drug or drug-related offense, fragmented family histories with other family members in the criminal justice system and survivors of physical and/or sexual abuse. Folded into this perspective is the importance of looking at the intersection of race, class and gender referred to as "triple jeopardy" (Barbara Bloom. Ph.D.); multiple marginality from family, school and work (Barbara Owen, Ph.D.) and trauma and addiction (Stephanie Covington, Ph.D.). The multiplicity of abuse women have experienced along with a disruption with family, friends and other supportive institutions, have enhanced isolation and spiraled their marginality.

Pathways 101 2 minutes	Pathways are life experiences of women. These women have survived conditions that would have put you and me out of commission. We need to help women re-connect to conventional institutions (family, school, work, church). Two key factors that she has experienced along her pathway include: 1. Marginalization (due to gender, class, race, economics) 2. Disconnection from others and institutions
Labeling can Keep her on an Unhealthy Pathway 5 minutes	What labels (or judgmental descriptors) do women get placed on them when they commit a crime? How does that differ from the labels men get? *Discuss.* Both males and females may experience system labeling, but for women it is often more personal and emotional. If she does drugs, she may be labeled a "doper" as well as a "bad mother" - - a label that gets to the core of one's self worth. Men who do drugs are not labeled a "bad father" There is a double standard. Some estimates show over 95% of those labeled as "borderline personalities" are women. Some professionals are concerned about this label since some borderline characteristics are eerily similar to "relational aggression" characteristics. We don't say, "hey, there goes a cancer", yet we may say, "there goes a borderline." Many schools, in order for a mother to volunteer in her child's classroom at school must have a background check. Some of these mothers could not pass that check.
Health Issues 13 minutes #34 Health	The majority of women under correctional supervision have significant health care issues. They frequently enter jails, prisons and probation in poor health. Poverty, poor nutrition, inadequate health care and substance abuse contribute to poor health. Not only do they have more problems, but women offenders use health services three times more often than male offenders. Women, in general, are 48 percent more likely to receive prescriptions and to use prescription drugs than males. These are important issues to consider in helping women manage their finances, appointments and responsibilities. Women under correctional supervision are more likely to have lived in poverty, abused substances, had poor nutrition, and limited medical and dental care than non-incarcerated women. Very few have had education about their bodies, health, sexually

	transmitted diseases, nutrition, and preventative care. Researcher Leslie Acoca suggests that both risky behavior preceding arrest and inadequate health care contributes to this complex problem. **HIV/AIDS** Nationally, about 3.5 percent of women offenders are thought to be HIV positive compared with about 2.2 percent of male offenders. Women offenders are also at risk for other infectious diseases, including tuberculosis, sexually transmitted diseases, and hepatitis B and C. HIV is the fourth leading cause of death for women in the United States between the ages of 25 and 44 years and the second leading cause of death for African-American women of this age group. Women are 10 times more likely than men to contract HIV during unprotected sex with an infected partner. Women offenders are 50% more likely than male offenders to be HIV positive. The number of reported cases of HIV or AIDS in females in the United States increased 7 percent to 20 percent between 1985 and 1996. In 1998, between 120,000 and 160,000 females in the US were living with HIV or AIDS. **Pregnancy** It is estimated that between 4 and 9 percent of women in jails and prison are pregnant upon entering the facility. A survey of women's prisons in the United States found that fewer than 50 percent provided prenatal care, 15 percent provided special diets and nutritional programs for the pregnant offenders, and 11 percent provided post-natal counseling. Many pregnant women are not getting assistance to help ensure a healthy baby. Women under correctional supervision in the community often have young children for whom to care. What are the supervising implications for having a pregnant inmate on your caseload? *Discuss as the full group. Write responses on the easel pad.* **Tuberculosis** A 1994 study conducted by the California Department of Corrections found that 18 percent of incarcerated women tested positive for exposure to tuberculosis ("TB"). The prescription medications for treating TB must be taken consistently. Women

	who are released from prison and have been exposed to TB, may not complete the medication. That puts them at greater risk of developing active TB, transmitting the disease to others, and/or enhancing drug-resistant strains of TB. **Eating Disorders** Eating disorders are 8 to 10 times more prevalent among women than men. One eating disorder, "bulimia" is often described as binge eating and then purging or throwing up. It affects 1 to 4 percent of the American population and women are more likely to suffer from it than men. "Anorexia", a condition where the individual literally starves him or herself as a way to control weight kills 1,000 females each year in the United States and leads to death in 10 percent of the cases. Anorexia is much more common for females than males. (From: Bloom, Owen, Covington, NIC's Gender Responsive Principles) *You may want to add something on misdiagnosis, DSM and the pathologizing of women.*
 #35 Mental Health Female Mentally Ill Offenders	How do women offender's mental health issues affect your job? *Discuss.* Women in the correctional system have a higher incidence of mental disorders than women in the general population. Women are also over-diagnosed for mental health issues (e.g., borderline personalities). Although women and men are equally affected by psychiatric disorders, they experience different types of disorders. Depression is diagnosed twice as often in women as in men, and women are two to three times as likely to experience anxiety disorders. The most common anxiety disorders for women are panic, phobias and post-traumatic stress. Women are also more likely to experience eating disorders, particularly anorexia and bulimia. In contrast, men are twice as likely to experience a substance abuse disorder and five times as likely to experience an antisocial personality disorder.

	Depression, the most common mental disorder for women, affects between 7 and 11 million women each year and correlates strongly with low income, low educational level, and other measures of powerlessness in society. Researchers have consistently found that poverty and exposure to unrelenting stress are two factors that can precipitate the onset of mental health problems. Women, particularly those who are single parents, are more likely to live in poverty. Female heads of households are also significantly more likely to experience the stress of chronic and persistent poverty. In addition, low-income women, particularly women of color, often experience crime, violence, discrimination, and the loss of a child or a partner to violence, imprisonment, or disease. Finally, domestic violence and sexual victimization are widespread problems and can have significant mental health consequences. Although women are more likely than men to report and seek treatment for mental health problems, they remain significantly underserved, with only one-quarter of women receiving any form of treatment. In addition, women are also more likely than men to somaticize – that is, to develop a physical symptom that cannot be fully explained as a medical condition. Women with mental health issues may thus seek services from a primary care provider instead of a mental health specialist. However, primary care providers often fail to diagnose mental health problems, and they ten to be overly reliant on drug therapy, often prescribing inappropriate dosages. Studies show that women receive 2/3 of all prescriptions for psychotropic drugs. Although women's increased expression of distress has been aid to account for drug prescriptions patterns, women receive more prescription even when symptom levels are held constant. In addition, most drug testing is done without analyzing male/female differences, which means that psychotropic drugs are often prescribed for women in the absence of adequate information regarding appropriate dosage or unique side effects in women. Women are also more likely than men to become addicted to prescription drugs and to combine them with alcohol as a coping mechanism. Among women, the intersections among mental health, trauma, and substance abuse are critical. In a study of both men and women in the general population, 23% of those surveyed reported a history of psychiatric disorders, and 30% reported also having had a substance abuse problem at some time in their lives.

	Furthermore, among substance abusers, depression, anxiety, and other mood disorders are more common among women than men. Blume found that major depression co-occurred with alcohol abuse in 19% of women (almost 4 times the rate for men); phobic disorder co-occurred in 31% of women (more than twice the rate for men); and panic disorder co-occurred in 7% of women (3.5 times the rate for men). Approximately 75% of women with serious mental illness also have co-occurring substance abuse disorders. *Excerpts from Gender-Responsive Strategies: Research, Practice and Guiding Principles (Bloom, Owen, Covington) NIC, 2003.*
Women Offender's Immediate Needs and Other Pressures 3 minutes #36 Immediate Needs #37 Other Pressures	Women offenders immediate needs are: • A place to live • Food • Clothing • Money Other pressures include: • Expectations of family members • Family violence and lack of domestic violence resources • Untreated trauma, depression and mental illness • Lack of parenting models • Lack of education and employment • Prejudice against ex-offenders in the workforce and community • Immigration • Ineligibility to vote
Summary of Pathways Theory and Module Wrap-Up 2 minutes	Women offenders become disconnected and marginalized from three major institutions: the family, the educational system and the world of work. These disconnections for women who value relationships are difficult and can lead to problem behaviors. We talked about targeting these critical points in women's pathways and the important role that relationships, including the probation/parole officer, can play in successfully intervening along that path. The pathway perspective is central to gender-responsiveness. Targeting these pathways and implementing effective strategies is the key to improving outcomes for women. Understanding these pathways helps us develop operational strategies that will help with management and long-term success for the women.

	Given what we know about female development and given what we know about females' unique pathways into and through the criminal justice system, how could we approach probation, parole and community supervision in a more gender-responsive manner? *Discuss.*
BREAK 10 minutes	

Module 4
The Role of Probation, Parole and Community Supervision

Time: 1 hour 55 minutes

Learning Objectives:
Participants will be able to:
1. Understand the role probation, parole and others play in the supervision of women offender
2. Understand if probation/parole agencies are helping meet the needs of women offenders
3. Understand the theoretical and practical conflict between supervision and monitoring
4. Identify the helpful qualities of a probation and parole officer
5. Hold women accountable

Corresponding Gender-Responsive Principle(s):
#2. Create an environment based on safety, respect and dignity
#3. Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others and the community
#4. Address substance abuse, trauma, and mental health issues through comprehensive, integrated and culturally relevant services and appropriate supervision.
#5. Provide women with opportunities to improve their socio-economic conditions
#6. Establish a system of community supervision, and reentry with comprehensive, collaborative services

Resources Needed:
Easel pad and pens
PowerPoint® player/machine (lap top computer and LCD projector)
Screen or monitor

Participant Notebook Handouts:
Probation Responsibilities – 1980, 1992 and Today
Activity Questions: The Experience you Create for Women
Gender-Responsive Supervision and Programming for Women Offenders in the Community (Bloom)
Project Re-connect: Responding to Women Offenders on a Personal Level (Prichard)
Sound Information – Good Decisions, Systemic Criminal Justice Planning lead to Success for Women Offenders in Hamilton County, Ohio
Daily Dozen (Farmon)
Red Flags (Moss, Smith)

PowerPoint® Programs:
"The Role of Probation, Parole and Community Supervision"

Topic & Time	Speaking Points
Introduction 1 minute #1 Title Slide	In this module, we are going to explore the role of the probation, parole and community supervision staff.
Skill Set 5 minutes #2 Skill Set	Every occupation has a list of "skill sets." That is, the specific tools and abilities a person needs in a job to be effective. Working with women offenders in the community is no exception. Here are the 10 skill sets most often identified for those who work with women offenders: 1. Patience 2. Good listener and is empathetic 3. Organized (coordination, multi-tasking on multiple problems) 4. Open-minded, non-judgmental, understanding 5. Integrity, honesty, trustworthiness 6. Professionalism; good boundary-setting 7. Role modeling 8. Knowledge of community resources and her social context 9. Gender-responsive communication skills (using relational language vs. rules language) 10. "Wisdom" through your own life experiences or guiding philosophies such as (a) find something to like about every single client (b) don't ever work harder than your client

Activity: Job Expectations 20 minutes #3 Job Qualities Probation Responsibilities 1980, 1992 and Today	Now that we have looked at women offender's profiles and pathways, women's experience in the system and let's think about *our* role and what we do. **1. First, let's think about agency culture. What are the *current* expectations in your agency regarding the role of probation and parole officers?** *Draw a vertical line down the middle of the easel pad paper. Lead the discussion and write the responses on one side of the vertical line.* *Examples might include:* • *Community safety* • *Collect restitution* • *The "tail 'em, nail 'em and jail 'em" is a gotcha approach that isn't supportive* • *Different units have different philosophies* • *PO's were "knuckle-draggers" who didn't put much energy into working with the "low life" criminals* • *Implementing the orders of the court which may or may not be sensitive to the needs of women* • *Most PO's used to be men so didn't understand a woman's world, her experiences and the barriers she faced (although women POs can exhibit these characteristics too)* • *We used to do compliance, now we do advocacy and support* • *Collect fees* **2. How has the role of probation/parole officers *changed* and how does that relate to the agency?** *Examples might include:* • *We carry guns now- more dangerous work, clients* Mark Carey, former warden at Shakopee prison in Minnesota, put together a list of the responsibilities of probation and parole officers have been asked to do since 1980. That handout is in your notebook. The responsibilities have increased drastically since then and consequently, the skills have needed to increase right along. **3. What qualities/attitudes do you need to have in order to effectively work with women offenders in the community? In other words, identify skill sets that are useful or not useful in working with women.**

	Lead a discussion of the question. List the qualities/attitudes on the other side of the line on the paper. *Examples might include:* • *intervention techniques – control vs. empower* • *understanding the realities of women's lives/pathways;* • *do the staff profiles mirror that of the offender's gender, culture, ethnicity?* • *working "with" not "against" offenders;* • *good facilitator, good listener, creative thinker to find the right fit and supports in the community;* • *brokering services for women;* • *advocacy vs. compliance role;* • *needs based vs. risk based;* • *developing a relationship with her;* • *helping her to be successful, not checking off her list of compliance but rather, how can I help her be successful? One person can make a difference in a woman's lif;e* • *never to compromise standards and expectations; public safety, offender safety;* • *remain clear and consistent – similar to the needs of children and/or adolescents, due to developmental delay or interruption of the natural developmental level;* • *consistency = follow through* • *need to do self-care* • *flexibility* 4. Now, look at both lists carefully. Are the current community supervision services and job skills effective given what we know about women offenders and their needs? Are they meeting the correctional goals? Where are the gaps or conflicts? *Discuss.* Just as we talked about that we have to consider the context of women's lives, we too have to look at the context of our agencies.

Optional Activity: Role Play Skill Sets 10 minutes	*Optional: The trainer may want to do role- plays or demonstrations of the skill sets (e.g., audio or video tape of an actual interview or demonstration might be a good option for a later training).*
Hiring 10 minutes #4 Hiring	*Determine if the information on hiring is relevant to your audience. If not, skip this section.* How do you ensure you are getting the best and most appropriate staff to work with women offenders? The following are some questions that might help guide a job interview or assessment center. 1. How do you *feel* about working with women? (If the potential employee is "neutral", keep looking) 2. How much *experience* do you have in working with women? 3. How much *training* (education, current seminars/conferences on gender-responsive research) do you have on working specifically with women? 4. Do you have any experience or training in female *psycho-social development*? 5. How would you describe your working style with women? 6. What kind of work have you done with *violence issues* and women (the violence females have personally experienced, lived around or witnessed)? 7. Have you had experience working with women and *sexuality*? In addition to women who are straight, have you worked with women who are gay, those who are unsure of their orientation, and those who are "acting out" sexually? 8. What kind of experience have you had working with women and *incest/sexual abuse* issues? 9. If a female *"comes on"* to you, what would you do? Are you comfortable with and capable of re-directing her inappropriate sexual behaviors? 10. What type of experience do you have working with women who have *depression, post-traumatic stress disorder, eating disorders including obesity, and substance abuse/alcohol and drug problems*? 11. It is estimated that well over half of all female offenders may be learning disabled and/or ADHD/ADD. What kind of screening do you do to detect *learning disabilities*? Are vision, hearing and processing evaluations done?

	12. Do you have access to *referrals for psychiatrists* who will be in charge if medication management is needed? 13. What kind of *resources* do you have in your office that would be helpful to the women you see (books, magazines, videos, etc.)? 14. What is your *environment* like? Is it comfortable for women (safe, comfortable, supportive through posters and other visuals in room)? 15. Do you have a *sense of humor*? Can you think of any other questions you could ask or observations you could make for new hires? *Discuss.*
Activity: The Experience you Create for Women 12 minutes #5 Experience you Create Activity Questions	Women rarely come to the corrections system because they have good coping skills or good role models. A PO can help with both of these things by first identifying a woman's frustrations, life issues and problems. We expect women to get their own housing, transportation, employment, be the caregiver, raise the kids/get their kids back, go to drug rehabilitation, school, etc. Making phone calls and filling out an application can be a big deal for many women. What resources do you have to help women accomplish these tasks? How do you create systems that are more user-friendly and female-friendly – so that women will have a better chance to succeed? Break into small groups of about 4-5 people and you will have about 5 minutes to answer this question. The question is also in your notebook: **Question #1: Brainstorm about what a woman offender's experience is like in the system. Include areas such as investigation and assessment, supervision, monitoring and responding, and treatment and referral.** Think about the pathways discussion we had earlier as you make the list. *Examples might include:* ***Investigation and Assessment:*** *fear of unknown system, exposed, judged, angry, shame, fear of confidentiality and will not be respected, lack of sensitivity by all personnel, lack of creativity regarding recommendations, demeaning, lack of understanding of ethic issues, no individualism, denial, wondering if the PSI is really being read by the judge if a PSI was even done; culturally-biased assessment tools; lack of or limited ability to function bi-culturally; relational skills.*

	Supervision, Monitoring, and Responding: *women see POs as potential support, women have competing demands (kids, child protective services, trauma, victimization), barriers (women make less money yet have the same court fees as men), women try to manipulate the POs (men manipulate the system, women manipulate the relationships), women respond to acknowledgement of success, women respond to nurturing and validation, some sanctions are more onerous for women, community service often does not consider child care, women are process oriented rather than task oriented. A PO typically asks women under correctional supervision, "how are you doing", and asks a man, "what are you doing?" Urinalysis (UA) collection issues can be different for women too. Women can more easily manipulate the UA because of their anatomy; there are menstruation issues, peri-menopausal symptoms that can begin as early as late 30's, impacting physical, mental & emotional functioning; psychotropic drugs can cause false positive for methamphetamines and women do more psychotropic drugs than men. Side effects of medications; medication compliance issues.* *Women tend to move residences frequently. This can cause unique challenges for the PO. This frequent moving may be due to leaving abusive situations (women are victims of abuse and violence more frequently), moving to get work, to be with family or because they are homeless. Since women are more relational than men, women may identify their "family" and "support" in non-traditional ways, including same sex relationships. This can be uncomfortable for some POs.* *The gender-responsive principle #2 talks about the importance of treating woman offenders with respect and dignity in a physically and emotionally safe environment. These elements are needed in order to improve behavioral outcomes for women. Since many women offenders lived in environments that were not safe and supportive, POs must help her change out of that pattern (i.e., safety planning, referrals to support services). The system needs to be cognizant and try to avoid re-enacting the emotional, physical and sexual abuse she experienced.* ***Treatment and Referral:*** *the many needs of women offenders can also set up a situation where they are overwhelmed with unrealistic expectations to get each and every need met immediately – thus setting them up for failure or to be seen as unwilling to "fix" their situation; transportation, child care, cost/insurance, co-ed/mixed gender treatment, providers and/or programs are not gender responsive, safety*

	and trust, co-occurring disorders, does not treat the whole woman, blurring of professional boundaries, women's needs are discounted, non-attendance is viewed as non-compliance even though it may be due to child care issues and other responsibilities she has, lack of understanding of impact of trauma and victimization in her life, successful outcome measurements often based on dominant culture (male population), women have more bio-physiological issues, women are more open to seeking treatment, treated from a deficits vs. strengths orientation, may not involve woman's perspective or her input in treatment process, communication among providers can be poor for case management, length of treatment should be meaningful, traditional approaches often don't include physical fitness or a spiritual component which may be important to some women, often long waiting lists, lower risk/needs for women often results in fewer referrals to treatment, the "isms" (racism, sexism, age-ism, class-ism, culture-ism), women may require more time for better results and with large caseloads this can be difficult, women are often more verbal than men, treatment is viewed as a "checklist" you just put an mark next to the activity – a superficial effort with minimal internal change, there are too few providers including women who want to work with women or have skills with women, lack of respect by provider, group treatment is the norm but many women do not like groups due to trust/abuse issues, women often have different mental health diagnoses than men. *Other general examples might include:* *Re-traumatized, lost credibility, co-dependent, rejected by community, mother stigma, no money, afraid of success/barriers, impersonal, cold, low self-esteem, choices, limited job skills, "Catch 22", relationships, fear, loss, entitled, poor hygiene, lazy, single parents, survivors, hungry, confused, labeled, stigmatized, limited education, sober, labyrinth, low risk, infantilized, not respected, external (not internal) change, not creative, suspicious, manipulative, anchor, unhelpful, unhealthy, male-dominated, powerless, frustrated, inconsistent, over-whelmed, demeaning, shameful, addicted, un-empathetic, chaos/complex, opportunity, safety, threatening, conflicting systems, lack of coordination, rigid, unrealistic expectations, punitive/sanction focused, culturally unaware staff, damaged, dependent, lonely/isolated, victim, untruthful, lack of housing, expensive, legalese, lack of privacy, irresponsible.* *After about 5 minutes, ask the next question:*

Gender-Responsive Supervision Project Reconnect Sound Information	**Question #2: In what ways could this experience be a liability for women? How is it different for men? How is this experience sustained?** *After about 5 minutes, reconvene everyone back to the large group and ask the next question:* **Question #3. How could we make these experiences better and more gender-responsive based on what we have learned about female development, pathways, etc.? How can this be sustained?** *Discuss.* In your notebooks, you will find three articles on supervision and projects that offer promising approaches in working with women offenders in the community. *Leave the information up throughout the training and refer to the words and ideas to illustrate the issues faced by women under correctional supervision.* *Wrap-up and adjourn at 4:30pm*
DAY 2	
When Good Boundaries Go Bad 53 minutes #6 Boundaries	Answer any questions from Day 1; present overview of Day 2 What do you do when good boundaries go bad? We could probably spend a week on staff/offender boundary issues but we will talk about some key points. Boundary issues between the PO and the woman offender can be challenging. Understanding personal and professional boundaries is a required skill in correctional work. Since many women are relational, they want to connect and determine whether you can be trusted. It may be helpful to share enough personal information to appropriately connect to the offender but not to blur boundaries between a helping relationship and the professional "supportive supervision" relationship. Video or audio taping contacts are good ways to protect yourself. Although it can be intimidating to the offender. Self-monitoring can also offer a good check. Ask yourself, "Will this information be helpful to the client?" "Am I saying this for her or for me?" "Is my *sharing*

	really *dumping*" "if this was my daughter, mother, sister, etc., how would I want another professional (counselor, teacher, clergy, coach) to treat them? Am I professional and respectful or do I use my power position to take advantage of opportunities or vulnerabilities of the woman? What about situations where you are celebrating – completing a program, graduation, etc? *Discuss.*
Daily Dozen	Another way to self-monitor boundaries is to use the "Daily Dozen" list of questions that identify red flag behaviors. They are questions one can ask oneself about their own thoughts and behaviors. Take a look at this list of questions. It is a "self-check" you use to self-analyze and sit back and ask, "am I crossing the line here?" What is my motivation? I really don't need to see her this week, why am I having her come in to see me?" If you now a lot about her family, what is your intent? To supervise better or to understand her context, or for your own reasons to your own need to connect? If an employee does not have the skill to self-examine or be self-reflective, they need to learn that skill.
Red Flags	The "red flags" handout is a list of events, actions or activities that other staff have observed of their co-workers that were precursors to staff sexual misconduct with women offenders. These two lists are in your participant notebook in Module 4. *Discuss.* If women are relational, as we have talked about, how do you connect with them without being too personal and crossing the boundary? *Discuss.* What are the absolute no's regarding boundaries with correctional supervisory staff and women offenders? *Write participant's ideas on easel pad.* What are the gray areas? *You can break participants up into table small groups and have them discuss each question or develop their own "gray area" issues or keep in the large group and write participant's ideas on the easel pad.* *Examples might include: woman brings in flowers; woman wants hug because she just found out her parent died. What if you meet a woman, you find you like her and you discover after you get back to your place that she is on correctional supervision?* When a woman offender is draining you, calling you several times a

	day, is that a boundary issue? *Discuss.* Using strengths-based, trauma responsive language, what could you say about boundaries? *Discuss.* What is a safe zone? *Discuss.* What do you do if you are going on a home visit and a male answers the door draped only in a towel or nothing at all? *Discuss.* What about transportation issues, such as being alone in a car with a woman offender? *Discuss.* What boundary issues are there in situations where you need to get a sample of DNA or urine? *Discuss.* *You may wish to discuss more topics in this section depending upon the needs and interest of the group:* • *Using teams vs. individuals for home visits, other settings* • *Definitions* • *Is "consent" possible?* • *Importance of having written policies/procedures in place (informing staff and offenders)* • *What is meant by the term, a sexualized work environment? What can be done about it?* • *What does "undue familiarity between offenders and staff" mean? Can you give some examples?* We will talk more about staff sexual misconduct throughout the training.
Module Summary 2 minutes	I hope from today's discussion, you began to think about your own department, your office and your own individual work with women. With a gender-responsive "lens" or "filter", it helps you see things a little differently and more targeted to what your female offenders need to succeed. From there, you can begin to build a more gender-responsive approach in your work with women under correctional supervision. Did we cover the issues you wanted covered? *Review their list on the easel paper on the wall.* In the time remaining, I would like you to take out the "Promise to Action notes" after Tab 7 in your participant notebook. This is a spot for you to write down your ideas, and perhaps things you want to change or check into when you get back to work. You might want to work on it

	tonight too. Please complete you daily evaluation form. We appreciate feedback or questions.
BREAK 10 minutes	

Module 5

Assessment, Intake, Supervision and Case Management

Time: 3 hours 10 minutes

Learning Objectives:
Participants will be able to:

1. Provide a definition for gender-responsive case management.
2. Identify and describe the Five Stages of Case Management.
3. Explore the Five Stages of Case Management using a case study.
4. Understand the importance of developing a case plan.
5. Understand the complexities of case planning and management for women offenders.
6. Understand personal, situational and systemic barriers faced by women under community supervision.

Corresponding Gender-Responsive Principle(s):
#2. Create an environment based on safety, respect and dignity
#3. Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others and the community
#4. Address substance abuse, trauma, and mental health issues through comprehensive, integrated and culturally relevant services and appropriate supervision.
#5. Provide women with opportunities to improve their socio-economic conditions
#6. Establish a system of community supervision, and reentry with comprehensive, collaborative services

Resources Needed:
Easel pad and pens
PowerPoint® player/machine (lap top computer and LCD projector)
Screen or monitor
Post-It® Notes (five per participant)

Participant Notebook Handouts:
Hardyman, Patricia & Van Voorhis, Patricia (2004). *Developing Gender Specific Classification Systems for Women Offenders*. Washington, DC: National Institute of Corrections. (Note: this is a book that you would need to order ahead of time through NIC. It is not in the Participant Notebook.)
Eco-Map
Case Study- Beth
Case Analysis Worksheet
Generic Case Plan

Give ‘Em a Fighting Chance: The Challenges for Women Offenders Trying to Succeed in the Community (Jacobs)
Community Residential Programming for Female Offenders and their Children (Chapple)
Modified Wrap-Around and Women Offenders: A community Corrections Continuum (Reed, Leavitt)
Gender Responsive Case Management (Krasselt, Stinson, Wagner)
The Phoenix Project: Maryland’s Jail Diversion Program for Women with Co-occurring Disorders (Gillece)
Power Program

PowerPoint® Programs:

“Supervision Strategies for Women in the Community”

Topic & Time	Speaking Notes
Introduction 5 minutes #1 Title Slide	Historically, the correctional system's policies and practices have been based on the assumption of working with the isolated male offender in a constant battle of defiance and disorder. Corrections has essentially ignored family and community as a piece of the puzzle, not to mention that they have not addressed the fact that many offenders are female and not violent. This has thrown corrections a new world lens where they can no longer use one "male model" to fit all populations. In this module, we are going to *apply* the information introduced yesterday. We will begin by introducing a Five-Stage Model for Case Management and then look more closely at gender-responsive intervention practices.
Case Management Skill Framework 5 minutes #2 Case Mgt is a Collaborative Process #3 Five-Stage Model of Effective Case Mgt	A critical role of supervision is case management. Sometimes departments use a formal designation or job title to identify individuals as "case managers" but almost every probation and parole officer involved with supervising women offenders participate in some of the functions associated with case management. In this section we are going to provide a definition for gender-responsive case management and introduce you to a Five-Stage Model. Case management is a process that requires the correctional practitioner to work collaboratively with women offenders to define individual needs and strengths, and to specify mutually agreed upon outcomes *(Van Dieten, Robinson, Millson, Stringer, 2004). This model was developed by Van Dieten & Robinson of Orbis Partners as part of the Women Offender's Transition from Prison to Community Intervention Project (TPCI) initiated by NIC. The model will be evaluated in TPCI pilot sites in September 2006.* The Five Stage Model for Effective Case Management means facilitating change for the woman through: 1. Assessment 2. Enhance Motivation 3. Provide Options and Opportunities for Success 4. Promote Formal and Informal Supports 5. Review and Reinforce Progress *Briefly describe each stage of the case management process. A more detailed discussion of each stage will be undertaken as you progress through the module.*

	Stage #1 Assessment – The first stage in the case management process is assessment. At this stage the primary goal is to meet with each woman face-to-face and listen closely to her story. After completing the assessment both you and the woman should be more aware of the situational, contextual and personal factors that contribute to criminal justice involvement and other difficulties. This means that you should be able to target: 1. criminogenic needs (dynamic factors that contribute to criminal behavior) 2. other life need or stability factors that escalate risk 3. situational or practical barriers to success 4. areas of strength and protective factors that buffer or mediate the impact of risk At this stage practitioners are encouraged to review file information, if available, and to use gender-responsive assessments in order to elicit the necessary information to develop a meaningful case plan. **Stage #2 Enhance Motivation –** The second stage in the process is motivation. In order to engage women in the case management process they must be given responsibility for decisions regarding the "what" and "how" of change. Many women offenders report low levels of efficacy and describe strong feelings of hopelessness with regard to the future. To engage women in the change process it is imperative that we provide them with the opportunity to set the agenda regarding the priority targets and to work in collaboration with them when completing the case plan. **Stage #3 Provide Options and Opportunities -** The third stage in the process is to provide women with access to comprehensive services, supports, and interventions that will assist them to develop a sense of autonomy and competence across personal, vocational, social, and life need areas. Women offenders face a number of challenges and barriers that can impact directly on their ability to successfully reintegrate and/or live healthy and satisfying lives. At this stage in the model it is critical that women are provided with self-change options to mobilize and expand existing resources. **Stage #4 – Promote Formal and Informal Supports -** The fourth stage in the case management process is the promotion of a social support network. Developmental research consistently demonstrates that girls are "relational"… That is, the primary agenda for most girls and women is to develop close ties with others. When girls experience abuse, neglect or separation in their relationships with others they may

	learn to disconnect. This can contribute to difficulties in forming healthy and supportive relationships in the future. The case management process should work intentionally with women to assist them to maintain, renew, and build healthy relationships. **Stage #5 – Review Progress –** The fifth and final stage of the case management process is to review progress. This stage is ongoing and requires the practitioner to consistently review the case plan in order to reinforce progress, set new action steps and/or review and address obstacles to success.
Stage #1: Assessment 15 minutes #4 Stage 1-Assessment Developing Gender Specific Classification Systems for Women Offenders- National Institute of Corrections	*Begin with a discussion of assessment in general and the lack of available instruments that are gender-responsive.* Let's review each of the five-stages in more detail. Experts agree that assessment tools should be research and evidence-based - and normed - for women. What assessment instrument are you currently using? *Record responses on easel pad.* How do you feel [the assessment] is working for you and women offenders? What does and doesn't work? *Discuss and summarize concerns presented by participants. It is not unusual for participants to describe dissatisfaction with existing tools unless they have supplemented the assessment process with additional measures or items.* Until recently, the same risk/need assessments that were designed for men have been used with women. Research conducted by Hardyman and Van Voorhis (2004) suggests that there is a need to validate existing risk-needs assessment to ensure that women are not under or over-classified *(see NIC report, "Developing Gender Specific Classification Systems for Women Offenders- National Institute of Corrections"). This is a separate book not found in their Participant Notebooks.)* In addition assessments should be sensitive to the different and unique needs of women. For example, if you explore the Family/Marital Domain of the LSI-R you will see items that are designed to assess the offender's satisfaction in relationship with partner, parents, and extended family. However there is no reference to children or child-care.

#5 Promising Developments	What is the current status of gender-responsive assessment? Until recently there have been few efforts to develop gender-responsive assessments. However, there are some recent developments that hold promise. *1. NIC is currently developing a gender-responsive assessment tool.* *2. LSI – R Trailer*: In some states additional items reflecting the needs of women offenders have been identified and are used in conjunction with the LSI-R. . *3. Other innovative assessments:* There are also a number of advancements being made to develop gender-responsive assessments. For example, Orbis Partners of Ottawa Canada *[www.orbispartners.com]* is piloting a risk/assessment instrument called SPIn that incorporates the following critical elements.
#6 Critical Elements	Critical Elements: 1. Dynamic and sensitive to change 2. Include gender-responsive items including information on – (children, mental health screen, trauma and abuse history, medical needs, stability factors, etc.) 3. Includes protective factors and strengths 4. Integrated case plan approach 5. Implemented using an empathic and motivational interview style (conversation versus checklist). *Move on to discuss supplemental tools that may help them develop a fuller picture of the strengths and challenges faced by women offenders.* If you feel that the assessment and intake information you are currently gathering is insufficient there are other tools that can be used to supplement your work. Remember the goal at this stage of the case management process is discovery. It is critical that you and the woman have a clear understanding of the personal, situational and contextual factors that impact on future offending, stability, and life satisfaction. An innovative instrument known as the Relational Inquiry Tool is currently under development by Family Justice in New York *(www.famiyjustice.org).* This tool is being designed to complement existing instruments and will provide a comprehensive assessment of family and community supports.
Eco-map	*Refer participants to the Eco-Map handout in their Participant Notebooks.*

	The Eco-map can be used to provide a visual of the woman's relationships. An Eco-map is a picture of those involved in a woman offender's life, including formal supports (e.g., counselor, agency, etc.) and informal supports (e.g., family, friends). It is a visual sketch of the woman's life and the context of her life. The Eco-map is a perceptual, hand-drawn sketch that illustrates relationships of family members to their environment. The Eco-map also depicts how families are connected to the outside world. Relationships to institutions, organizations, friends, and pets, as well as any other conceivable areas perceived to play a part in the life of a family member are assessed. The Eco-map helps identify systems that are supportive or destructive to the present family and to the woman. An Eco-map can help give the probation/parole officer information on a woman offender's pathways and effective options to help her succeed.
Activity: Case Study Analysis 25 minutes Case Study- "Beth" Case Analysis Worksheet	Over the next hour we are going to look more closely at the Five Stages of Case Management. To make this more meaningful we are going to ask you to read a case study that was prepared for Beth. You will find the handout on Beth after tab 5 in your Participant Notebook. As you read through the case study, and individually make a list of any challenges (criminogenic needs, etc.) and strengths that you observe. *Give participants approximately 8-10 minutes to complete this activity. Do not debrief until after they have finished the next part of the activity.* Now, I would like you to take out the Case Analysis Worksheet in their notebooks, after tab 5. *Ask participants in get into small groups. Tell them to use the case study information for Beth and ask them to follow the instructions to complete the worksheet. Warn them in advance that they have only limited information to complete the exercise. They should do the best they can with the available information. After 15 minutes, reconvene the small groups back into the large group.* What were the major strengths presented by Beth? *Discuss.* *Record all responses on an easel pad. Examples of responses might include:* • *Beth loves and cares for her children.* • *She is a survivor.* • *Has worked in the past.* • *Has managed depression successfully in the past.*

- *Has close relationship with sister.*
- *Able to moderate drinking.*

Focus on the importance of assessing strengths.

At times it can be difficult to focus on a woman's strengths, particularly when she presents with complex needs or if we are feeling negatively about her ability to succeed.

However, this may be the best time to think differently and to view her from a strengths-based lens. One positive effect of this approach is that by identifying strengths your view of her changes and she starts to see herself differently. Both you and your client start to see the possibilities rather than the just the problems.

Another effect is that it can help to provide both you and her with clues to make progress.

For example, one of the strengths identified for Beth is that she loves and cares for her children. Beth has five children who she has raised primarily on her own. This is a large family and it takes considerable skill to parent such a family. By asking Beth, "What skills have you learned? What skills do you find most useful? Which aspects of parenting do you feel you perform well?" You can elicit useful information that may serve to increase her confidence as a parent and also identify specific strategies that can be used to address difficult situations with her children.

Another strength identified for Beth was her ability to successfully manage her depression in the past. By asking Beth, "How did you cope in the past when you were depressed? What was different in your life at that time? Who was helpful as a support?" We can identify coping strategies that may be useful to Beth when she experiences sadness or depression in the future.

How would you describe the offending pattern? *Discuss.*

Examples of typical responses might include:

- *Beth has a history of fraud.*
- *She appears to be at greatest risk when she lacks the financial resources to provide things for her children.*
- *Risk factors include depression, financial instability, lack of child support, limited employment experience, etc.*

	Identify the top 3 priority targets. Consider situational factors in Beth's life prior to offending behavior. Can you see a pattern? What challenges are most closely linked to offending behavior? *Discuss.* *Examples of typical responses might include:* • *Finances* • *Mental health* • *Vocational* What are the benefits of using the Case Analysis Worksheet? *Discuss.* *Summarize their responses with the following statement:* The Case Analysis Worksheet is one tool that can help you to summarize large amounts of information from a variety of sources including (files, assessment, collateral contacts, etc.). Many women who enter the criminal justice system face complex and multiple challenges. Attempting to identify the area or areas of greatest concern can be overwhelming. The worksheet should help you to integrate all of the information gathered at Stage 1 and prepare you to help the woman prioritize the most important and immediate targets.
Activity: How Should the Assessment Process Feel? 10 minutes	How can you elicit information in a safe and reliable way? Stage 1 of Case Management is concerned with assessment and discovery. We have discussed some of the tools that can be used to help you identify the challenges and strengths faced by women in the criminal justice system. Let's spend some time now looking at the most effective approach to elicit this information. 1. *Begin with a warm-up activity. Ask the participants to take out a blank sheet of paper. Tell them to write down the Top 3 most influential speeches that they have heard during their lifetime. Give them a few minutes to complete this task. It is not unusual for people to struggle with this – let them.* 2. *Next ask them to write down the Top 3 people who have influenced them in a positive way. Typically they will take less time to complete this activity.* 3. *Debrief by asking them to raise their hand if they struggled with the first part of this activity. Then ask them if the second part was less difficult. Make the point that it is easier to remember*

	people than a speech. Tell them it is not the speech that influences us but the person. 4. *Ask them to reflect on the qualities of the people who were influential in their lives. Briefly brainstorm these qualities. Expected responses- genuine, honest, encouraging, empathic, understanding, nonjudgmental.* *Make the point that if they want to influence the women on their caseload they will need to demonstrate the same qualities and characteristics as the people who influenced them.* *Link to the discussion on assessment by making the point that if we want women to trust us and disclose personal information than we have to build rapport.*
#7 Interview Style and Approach	The assessment is one of the first opportunities that you have to meet the women on your caseload. If you want her to trust you and to share reliable information then it is critical that you work to build rapport. First and foremost the woman must feel safe. *Ask participants to generate methods that they have used to make the environment safe and that will assist them to provide a "communicative environment." Record all responses on the easel pad. Examples of typical responses include:* • *Ensure the assessment is conducted in a private space.* • *Try to control outside interruptions.* • *Ensure comfort (e.g., offer refreshment if appropriate).* • *Take time to build rapport (e.g., Before the assessment ask, "How are you doing?)* • *Explain the process (i.e., how long the assessment will take, type of information that will be gathered, how you will use the information, limits to confidentiality, inform them that the primary rationale for the assessment is to develop a case plan)* • *The assessment should be driven by her comfort. If you are a male, ask her if she would like to have a female step in. This shows respect and gives her a sense of safety and power.* *Briefly discuss the approach and skills that are required to enhance the assessment process.* When interviewing a woman it is important to be empathic… Use a

#8 Interview Tips	conversational and curious style. Demonstrate genuine regard and interest and remain nonjudgmental throughout the interview. During the assessment stage of the case management process the interviewer's primary role is to LISTEN… Resist the urge to jump in and offer advice, make referrals, or to develop the case plan. When the interviewer is willing to listen and demonstrates good engagement skills then clients are more likely to provide reliable information. An equally important effect is that when we are willing to listen women are encouraged to talk. As a woman talks she becomes more aware of risk factors that contribute to negative outcomes and personal strengths that can mobilized as part of a solution. A skilled interviewer demonstrates the use of a number of important micro-skills including asking broad and open questions, using reflections, summaries and affirmations to probe for detailed information. *Provide participants with two tips before leaving this segment. Tell them that interviewing is an art… To be a good interviewer requires practice.* Two tips that can benefit all interviewers are: 1. Talk less and listen with purpose. Fully and intentionally elicit a complete picture of the woman's needs and strengths. 2. The ratio of questions to reflections and summaries should be 2:1. Reflections/summaries tell the woman that you are listening and help you to demonstrate empathy. Most people are compelled to talk more when they feel heard.
Stage #2 – Enhance Motivation 10 minutes #9 Stage 2- Enhance Motivation	Stage 2 of the Case Management Process is to enhance motivation. How many of you have received formal training to help you motivate resistant clients? Motivational Interviewing or MI was developed by Miller and Rollnick (1991; 2002) and is defined as a "person-centered, directive method for enhancing intrinsic motivation to change (p. 25)." MI has become an extremely popular approach in corrections because it has demonstrated positive results with clients who are mandated to change. For example there is considerable research evidence to suggest that clients with a history of substance abuse are more likely to

	complete treatment and to remain abstinent when efforts are made to increase intrinsic motivation through MI. We recommend training in MI not only because of the promising research results but because the underlying principles are consistent with a gender-responsive approach (demonstrate empathy, promote self-efficacy, encourage commitment to change, etc.). It is beyond the scope of the current workshop to introduce MI so if you are interested we encourage you to seek formal training in this approach. In the interim keep in mind that the primary goal of MI is to build intrinsic motivation… to move the client toward commitment. We are going to introduce you to three brief-intervention strategies that can assist you to do this.
#10 Three Motivational Strategies #11 Steps to Provide Feedback…	*Introduce the first motivational strategy – FEEDBACK* #1- FEEDBACK: This is a brief intervention strategy designed to provide women with a summary of their strengths and challenges. Feedback is provided to the woman after the PO has had the opportunity to integrate and analyze the assessment results. Feedback takes approximately 10-15 minutes and consists of 5 steps. Step 1: Schedule a time with the woman after you have gathered all of the assessment information and have analyzed the results. (You can use the Case Analysis Worksheet as a guide). Step 2: Provide a rationale for giving feedback. Tell the woman that you would like to summarize the assessment results. Step 3: Begin by reviewing strengths across all the major domains- listed on the left hand side of the Case Analysis Worksheet. Do not invent strengths or stretch the truth. If there are no strengths for a domain then move to the next one. Once you have summarized the major strengths ask the woman if she agrees with your findings and if she would like to add any additional information. Step 4: Now review the major challenges. As discussed previously many women experience multiple and complex challenges. Therefore it is critical that you do not overload them at this time. Focus on three or four challenges that you prioritized earlier. Begin by reviewing strengths across all the major domains- listed on the left hand side of the Case Analysis Worksheet.

	Step 5: Once you have summarized the major challenges ask the woman if she agrees with your findings and if she would like to add any additional information.
BREAK 10 minutes	
Activity: Prioritizing 25 minutes	This activity is designed to demonstrate the importance of allowing women to choose their own priority target. It is a brief exercise but quite powerful. *Distribute five post-it-notes to each participant. Tell them to work alone and provide them with the following instructions:* Take a few minutes and reflect on your personal and professional life. Brainstorm a list of wants--- things that you would like to change; have more of; have less of; things that you want right now or things you will want as you get older. The wants should be something realistic and something desired by you. 1. Brainstorm at least five wants and write down each want on a separate Post-it® note. *Pause until everyone has written down his or her responses.* 2. Now rank-order your wants by moving your Post-it® notes around on the table in front of you. Place your top want at the top and then your next top want, etc. *Pause until everyone has rank-ordered the Post-it® notes.* How did you make your decision about which want was most important? *Discuss.* *Examples of typical responses include: My top want was the most important to me; it needs to be done before other things can get done; it is the one I think I can realistically achieve.* When we are motivated… we usually desire or value the change, it is something that we feel we can achieve or something that we feel is a priority in our life. These are all typical responses. It is part of human

	nature. Now, look at your top want. I want you to rate it with respect to how important it is to you. Use a scale of 1- 10… with 10 being very important. *Try to find a volunteer who has rated the want as very important… pick the volunteer with the highest score. Walk up to this participant and ask them for permission to look at their top want. Next, ask them what would happen if you told them they could not focus on the top want but they are required to focus on the want at the bottom of the pile. If they refuse to do so- there will be severe legal consequences.* *This typically elicits a strong negative reaction. Ask them how they felt when ordered to work on a want that was not highly prioritized?* *It is likely that they will indicate and increase in resistance and a decrease in motivation. This exercise provides a good demonstration of the importance of the next skill… Prioritizing…* *Introduce the second motivational strategy – PRIORITIZING* #2. PRIORITIZING: This is one of the most powerful strategies to build commitment to change. Use this skill immediately after providing FEEDBACK. Begin by summarizing the top "3 – 4" challenges. Then simply ask the woman to choose the target she is most interested in focusing on. Once the woman has indicated an interest in making a change then you can move on to the third motivational strategy.
#12 Goal Setting	*Introduce the third motivational strategy – GOAL SETTING.* #3. GOAL SETTING: The third motivational strategy is designed to help women set a goal. Some people use the "SMART" goal approach to ensure that the goals they develop with women are attainable. SMART is actually an acronym that corresponds to the qualities and characteristics of a well-written goal. S = Small, Specific. What do you want her to do between now and the next meeting? What are the action steps M = measurable. Is it measurable? A = Attainable. Is it attainable by the next supervision meeting?

 Generic Case Plan	R = Realistic. Is it realistic for her and you? T – Timely. Is it timely and appropriate for her right now? In your notebook, you will find a sample generic case plan. *Emphasize the importance of recording all goals into the Case Plan.* Once a goal and action steps have been formulated in collaboration with the woman it is critical to enter this information into the case plan. Additional goals (we recommend no more than three in total) can then be identified and recorded. Ultimately, there needs to be a balance between mandated court orders and priority targets however, we have found if women are given the opportunity to choose the first target they are more likely to commit to and follow-through with conditions mandated by the court. A separate case plan worksheet should be completed for each of the priority targets. The plan should then be reviewed and updated during each supervision meeting.
Activity: Practice Motivational Strategies 20 minutes #13 Demonstration of Feedback	*Give participants the opportunity to practice using the three motivational strategies introduced above.* We are going to give you the opportunity to use the three motivational strategies recommended at this stage- feedback, prioritizing, and goal setting. Let's start with feedback. Take out the case analysis worksheet that you completed earlier. Working in your small groups we would like you to prepare to give Beth feedback. Write a script that demonstrates how you would give her feedback regarding her major strengths. *Give them approximately five minutes to complete this task.* Now I would like you to develop a script that you might use when working with Beth to review the three challenges that you prioritized on the case analysis worksheet. Remember use language that will be understandable to Beth. *Give them approximately five minutes to complete this task.* *Display the steps to provide feedback. Ask one of the groups to model how they would provide FEEDBACK to Beth. Ensure that they have followed the steps and that their feedback is concise, genuine and clearly understood.* *Move on to PRIORITIZING. Tell the group that since Beth is not*

#14 Setting a SMART Goal	*available you would like them to hypothesize on the target/challenge Beth might pick. Give them the following options:* Vocational- explore employment options Mental health- depression. Financial- develop a budget Other- *Ask them to pick one of the target areas.* *After a target is identified, give them the opportunity to practice GOAL SETTING. Make the point that the case plan MUST be completed in collaboration with the woman. However, because Beth is not present we are going to use this opportunity to practice writing a SMART goal Give them 5-10 minutes to write a goal and then debrief by eliciting their responses. Ensure that the goal set by participants meet the characteristics of a SMART goal.*
Stage #3 Provide Options and Opportunities 10 minutes #15 Stage 3 – Provide Options and Opportunities	*This stage of Case Management will be covered in Module 6. Try to initiate some preliminary discussion and link this back to the case study.* At this stage the primary emphasis of Case Management is to provide women with an array of gender-responsive options and opportunities that will assist them to meet the goals established in the case plan. A more detailed look at gender-responsive interventions will be undertaken in Module 6. Many probation and parole departments have taken on a more active role in ensuring that offenders are provided with appropriate intervention. The implementation of structured cognitive-behavioral programs that are easily implemented and show promising outcomes has been attractive to many departments. *Ask the group if they are delivering programs within their own agencies. Try to determine which programs they are using. Then ask them if they are delivering gender-responsive programs.* There are few gender-responsive programs available on the market designed exclusively for women. Some notable exceptions include Helping Women Recover (Covington, 1999); Beyond Trauma (Covington, 2003), Moving On (Van Dieten and Mac Kenna, 1999). Despite innovative attempts made by some departments, it is clear that PO's cannot shoulder all of the treatment and intervention needs faced

Give 'Em Community Residential Modified Wrap-Around Gender Responsive Case Management	by women on their caseload. This means that women will have to access the community to address their needs and that the services should be gender-responsive and comprehensive. *Spend a few minutes discussing the reintegration needs of women.* A number of authors have reviewed the challenges and barriers faced by women offenders returning to the community or accessing services within the community. *Refer participants to the following articles in their Participant Notebook: Give 'Em a Fighting Chance: The Challenges for Women Offenders Trying to Succeed in the Community (Jacobs); Community Residential Programming for Female Offenders and their Children (Chapple); Modified Wrap-Around and Women Offenders: A community Corrections Continuum (Reed, Leavitt) Gender-Responsive Case Management (Krasselt, Stinson, Wagner).* A consistent finding across these articles is that community and public policy directly impact on the woman's ability to use and benefit from community services. **Sustained Change** There is often a lack of a coordinated, integrated system of support within communities that can provide a comprehensive range of assistance to women offenders (e.g., in such areas as housing, job training, employment, transportation, family reunification, child care, drug and alcohol treatment, peer support and aftercare). Women offenders in the community often have to navigate a myriad of systems with fragmented services. The biggest "systems" are substance abuse, criminal justice, public health, employment, housing and child welfare. This can be particularly challenging when there are overlapping hoops to go through or conflicting goals and requirements for the woman. A coordinated case management approach, developed in partnerships with community corrections and treatment staff, can minimize these conflicts. **Transition/Continuum of Care** What does it take for women to develop stability in their lives so they don't re-offend? It is everyone's responsibility to do her/his piece for the offender. When there are solid partners, no one agency feels overwhelmed since the problems are not dealt with in isolation. Here are some questions to ask about connecting women and community resources:

	1. Do you know your resources? Do follow-up and get feedback (quality assurance) long-term benefit for offender and PO. How many PO's are aware of how these programs function day-to-day (do they visit or call?) Are women dropping out or hate the program? Every dept. should have a point person who updates and keeps current on resources. You need to feel comfortable about the place where you are referring women. PO's have tremendous influence over the kinds of program their offenders get. 2. Identifying and developing community resources - including recreation; getting the community resources to help women offenders (building relationships and trust); 3. Services should reflect the case plan goals and objectives. Women should have the opportunity to choose what she believe will best work for her. A jurisdiction should develop a continuum of services for each point in the criminal justice system. What's available for police at arrest? What could defense attorneys' request as alternatives to jail/prison? What options are there for judges and what options for probation? PO's have a huge influence on judges, defense attorneys, prosecutors and he/she can make appropriate recommendations and referrals and influence the sentence. We will continue this discussion in Module 6 but before we move on let's return to the case study- Beth. Once again take out your Case Analysis Worksheet. Look at all of the risk areas that you rated as high need. Take a few minutes now and reflect on your agency and community. How many of you would be able to find appropriate services for Beth across these targets? *Anticipate some variability in responses. Some communities have an array of offerings and service provisions that are well coordinated. Unfortunately, far too many communities lack the basic resources to support women offenders in the community. Make the point that not only do we have to mobilize existing resources but we may also have to encourage and educate community agencies to provide them.*

LUNCH 1 hour	
Stage #4-Promote Formal and Informal Supports 5 minutes #16 Stage 4 Promote Formal and Informal Supports	The fourth stage of case management focuses on helping women to identify and build a pro-social social network both formal and informal supports. Earlier we introduced you to the Eco-Map as one tool that can assist you during the assessment stage. This same tool can be used to help women identify persons, agencies, resources that will assist them in meeting their goals. *Ask participants to take out a copy of the Eco-Map and to refer to the Case Study with Beth.* Brainstorm a list of informal supports available to Beth. Informal supports include any family members or friends that are currently in Beth's life. *[Record all responses on a flip-chart].* Do you feel that any of the individuals identified can assist Beth to achieve the goal recorded on the case plan? *Expected responses: Sister, daughter, etc.* RECORD this information on the Case Plan as a reminder that support is available. *[Continue the discussion].* What about individuals who might sabotage her efforts or have a negative influence? *Expected responses: Ex-husband, etc.* It is important for women to identify all of the people who the are in contact with or who they feel are important in their life. This should be done regardless of the quality and health of the relationship. Once the ECO-MAP is completed the PO can assist women to explore the positive and negative qualities of the relationship and to encourage her to make decisions about continuing the relationship. *Explore formal supports available to women offenders:*

	As indicated above, women offenders often impact a wide variety of community services both public and private (welfare, social services, health clinics). By this stage the PO has already taken stalk of what is available in the community and is now encouraged to help the woman make desired or necessary connections. Assisting women to become familiar with local community resources increases the probability that they will continue to use these resources in the future.
Stage #5 Review and Reinforce 15 minutes #17 Stage 5 – Review and Reinforce Progress	The fifth stage of case management involves reviewing and supporting the case plan. This stage is really the heart and soul of correctional supervision! Ideally, the case plan is revisited at each supervision meeting to assess progress and the officer is faced with one of three actions: 1) If goals or action steps have been achieved then new goals or action steps are generated and the woman is provided with encouragement and reinforcement. 2) If the goals or action steps have not been achieved then it is critical to work with the woman to evaluate the viability of the plan. Barriers to success are explored and solutions are generated to assisting in creating a new plan. 3) Finally, if a long-term goal has been achieved then the focus of the Case Plan may switch to a new priority area or challenge. *Focus on the power of reinforcement.* One of the most powerful and influential motivational strategies that can be used by PO's is "reinforcement". As indicated previously women offenders often express as sense of hopelessness and despair when faced with change. Low levels of self-confidence can interfere with goal attainment. Alternatively, providing women with the opportunity for success and then rewarding "tiny victories" can serve to enhance commitment and increase self-efficacy. Women need to take baby steps. You should always have one or two action steps or tasks in the case plan that are "slam-dunks". That is, they can be accomplished easily so she experiences success built on her strengths. *Ask participants to brainstorm a list of rewards or reinforcers that they*

#18 Barriers to completing the Case Plan	*can use with women who are demonstrating success with the Case Plan. Expected responses:* • Elicit incentives (what are the benefits of change for the woman). • Social reinforcement (praise, affirmations, demonstrations of approval, etc.) • Privileges (reduce intensity of supervision contacts, etc.) • Write letter of recommendation. *Focus on the barriers to completing the case plan. Ask participants to work in their small groups and to brainstorm a list of obstacles/barriers that might interfere with goal attainment.* *Debrief and display slide to summarize responses…Expected responses:* • **Goals conflict with other priorities** faced by the woman. For example, the woman may be mandated to attend a parenting program and this may interfere with her ability to care for her children or to meet employment obligations. • **Goals are too big, unrealistic, unattainable, etc**. For example many women lack the confidence and/or skills to address the challenges on the case plan. For example a woman may be ordered to seek employment. However, many women under correctional supervision have had little experience with work and need training, support and guidance. They may never have made a living wage and have a difficult time surviving balancing kids, housing, food, jobs, fines, and restitution. For some, it may be difficult and demeaning to start at the bottom of the job ladder and work up. (Women of color - - African Americans, Hispanics, etc. - - have traditionally worked these jobs for many years). Some feel working at fast food restaurants or at a hotel with the idea of advancement can feel like a lifetime… so they quit. • **Practical and situational barrier**s. A practical barrier might be transportation (e.g., she has to take four buses to get to a treatment group) or child care (e.g., "my mother can't baby sit until 3:00 and group is at 2:00") then she will not succeed. A situational barrier might include domestic violence. For example, one PO was upset that a woman offender was always late for her appointments. After learning more, he found out that

she had to hide in bed until after her partner left for work so she wouldn't get beaten up or raped by him.

- **Recurrence of high-risk situations and behavior** (e.g. contact with anti-social companions, return to substance use, financial stress, etc.). For example, one woman complained that to access her AA group she had to pass right by her drug dealer.

- **Women with particular challenges.** For instance, preparing a case plan for a woman with dual diagnosis, learning disabilities, mental health issues).

After eliciting the barriers to successful case planning, display the slide and ask the group to be creative in generating solutions to resolve these issues. Discuss.

Here are some other responses to think about:

- **Goals conflict with other priorities…** Encourage the women to review the major challenges and to determine which is most important at present. Balance this with demands from the court order.

- **Goals are too big, unrealistic, unattainable, etc.** Start with where the women are. If women are struggling with a big goal like employment then explore the barriers. Once you identify the greatest barrier – then help women set a goal around this.

- **Practical and situational barrier**s. Help women to develop problem-solving skills by brainstorming ways to address practical barriers.

- **Recurrence of high-risk situations and behavior.** Help women develop a Relapse Plan, search for alternatives.

- **Women with particular challenges.** Meet more frequently, set short-term goals that are very specific and concrete. Help them to prioritize things. Other challenges can be if she is in an abusive relationship, children are taken away, etc.

Ultimately you need to ask yourself, "did she fail, or did the plan fail?" Attention needs to be paid to her world and her needs. A shotgun approach will not work and help her succeed. Each situation is unique. Even tasks designed to help the woman meet her needs may be seen as a form of punishment if it conflicts with her usual activities.

Activity: Agency Barriers 15 minutes #19 Activity: Agency Barriers	Now that we have discussed some of the personal and situational barriers that women face while under supervision lets focus on systemic barriers imposed by our agencies. What are the *agency* barriers women offenders encounter? In small groups *(or stay as large group),* I want you to do the following tasks: • Identify agency policies and practice that can be a *barrier* for women. • Next, identify agency policies and practices that can be a *strength*, *support* or *assistance* for women (restorative justice, create a basement clothes closet)? *After about 10 minutes, discuss what they identified in the large group and then make it more specific to the topic of this module.* What would gender-responsive policies for women look like in terms of intake, assessment, supervision and case management? For instance, what about policies regarding women's children when she has to visit her PO? Some policies do not allow children at all *(explain why this policy is useful and then why it is a negative/barrier for women),* others have a toy area for kids to play, and some places have a licensed childcare provider available on site. What policy would increase the likelihood of women complying with attendance? Other policies? *Discuss.* • Sometimes we forget that the physical space where we work and meet the women offenders can be a barrier. I would like you to sit there in your chair and close your eyes. I want you to visualize your office. If you were a woman offender, walk through the entrance and into the waiting area. Now, come on back to where you would meet your probation/parole officer. What is the atmosphere of your parole/probation/community supervision office? *Discuss.* Oregon, which has gender-responsive guidelines for correctional and social service agencies serving females, has identified three physical environmental issues to consider when trying to be gender responsive: (1) **physical safety** (is the woman free from harm, drugs, threats, weapons, teasing, victimization – how is your outdoor lighting, shrubs?), remember most of the offenders have been a victim of violence or trauma; (2) **emotional safety** (is your office private, nurturing, offer opportunities to build relationships, establish trust, to share feelings; are women free

	from racism, sexism, and inappropriate comments by staff or others): (3) **surroundings that value females** (is there child care or a place in the office for kids and toys? Are there sanitary napkins/tampons and condoms in the bathroom? Are there bus tokens for her? Are non-sexist, gender-affirming posters, books, magazines, videos, wall decorations, around the office that celebrate women's current and historical achievements and contributions to the world? Do these things respond to women's diverse heritages and life experiences, and empower women to reach their full potential? What women see in their environment affects their attitude toward themselves, the program, the correctional system and the world. Creating an environment that supports women can open up their world to many options.) One woman offender said that her female probation officer "dressed so expensively and it made her feel inferior." Another stated the receptionist was not pleasant and it did not make her feel welcome or that she wanted to come back.
Case Planning: A Review 1 minute #20 Case Planning The Phoenix Project	Some of the key concepts we have discussed so far include: • Case planning is a dynamic process. • Case management is collaborative. This means the woman is an active participant in prioritizing and establishing goals and outcomes. • Case planning consists of 5- interrelated stages including: assess criminogenic needs and strengths, enhance motivation, promote informal and formal supports, provide opportunities and options for self-change, and reinforce progress. • The Case Plan is a dynamic document that is used as a record of progress throughout the case management process. In your notebook, you will find an article on "The Phoenix Project" that is a promising program in jails that works effectively with case management.
Managing your Workload 9 minutes	Let's talk a few minutes about managing and prioritizing workloads. *Optional: Give these definitions if you feel it would be useful. A "caseload" refers to who and how many women are being supervised. A "workload" refers to the activities (referrals, report writing, contacts, UA's, etc.).*

#21 Managing Your Workload	Workload considers not only the number of cases supervised, but also the amount of work and time required to supervise the cases (e.g., risk and needs of offender, reports, travel time, referrals, court time, meetings, face-to-face contact, phone conversations, drug testing). Some cases inherently require more time than others (e.g., high risk/high need cases require more time than administrative cases). Given that women typically make up around 20% of a community corrections program's caseload, it is important to consider different means of organizing for the most effective, gender-responsive strategies for supervision of women. This requires re-thinking caseload and workload issues within the specific agency context in which a parole or probation officer is working. There are a variety of ways in which different agencies assign offenders to caseloads. Bottom line? You have to balance your workload differently when working with women if you want to maximize your effectiveness. What you do with women offenders will ultimately save you *time*. Women offenders may require more time, energy, and contacts due to multiple issues, e.g., trauma, caregiver responsibilities, family relationships. Working with women offenders also requires training and knowledge of gender and cultural differences between women. How can prioritization save you time? *Discuss.* Prioritizing is more than a public safety issue, it is also an issue that impacts child welfare (since most are mothers) and her welfare (since many are in unhealthy, vulnerable environments). How do you set reporting and supervision standards? *Discuss.* Who do you focus on when you have inadequate risk tools that were developed for a male population? *Discuss.* What are the implications of your agency's current workload and caseload assignment policies for development of gender-responsive services? • specialized caseloads (mental health, gender, sex offender) • specialization within a mixed caseload • size of caseload • team approach • brokering services • task and time requirements • geographic distance

 Power Program	• ability to function relationally, bi-culturally or cross-culturally. • quality vs. quantity – it isn't how many visits you have with your doctor it is the quality of the visit. Can you legally do a single-gender caseload? *Discuss.* You can generally do this if you can show the grounds/foundation for it. Many places do have single-gender caseloads. What kinds of specialized caseloads are out there? *Discuss.* What about self-care? How do you take care of your own health and needs so you can do your job well (laugh, support)? *Discuss.* *In your Participant Notebook after tab 5, you will find a short article on the Power Program that has a specialized caseload.*
Optional Activity: Cross-gender Supervision 10 minutes #22 Activity: Cross-Gender Supervision	*Only use this activity if the participants are new to this issue or are struggling with it. It may be too basic for some groups.* **Cross-gender supervision –** Should men supervise women? This is not only a legal question we will be discussing in Module 7 but it is also an emotional question. **Activity:** I am going to divide the room in half and make two "debate teams". The question we are debating is: What are the pros and cons of single gender (same gender) supervision? I would like the right hand side of the room to come up with the positive (pro) reasons to have the supervising officer the same sex as the offender. I would like the left hand side of the room to come up with the negative reasons (con) or the argument against having the same sex doing the supervision. You will have about eight minutes and then we will "debate" the question. *Each side has one minute to make a point and the other side gets one minute to counterpoint. Examples might include:* *"Pro"* • *Women understand each other better and life experiences* • *Women are more willing to take the time to talk and process* • *It is easier to develop trust woman-to-woman* • *There is generally less sexual misconduct* *"Con"* • *A male educated in gender-responsive issues can foster a positive experience for a female offender on community supervision, especially because many female offenders don't have a history of healthy relationships with males.*

Group Supervision 5 minutes #23 Case Management	**Group Supervision** What about "group supervision?" It is meeting with several women at a time, rather than just one at a time. It is a non-traditional approach that some agencies are going towards due to budget cut backs. Usually, a structure, such as a curriculum, is used to guide the session. Short term it may be more cost effective. But, is it good for women and their long-term outcome? Probably not, if it involves co-ed groups. Group supervision may work better with women then men because they are more prone to share feelings and experiences and are more apt to be supportive of each other. But, it may be good if it involves women-only groups that are well structured, using a solid curriculum and approach. For instance, the Moms Program and the Santa Rita jail in California does group case management. It is single-sex, gender-responsive and appears to work well. If you must do groups, be careful whom you put together in a group. Many women trauma survivors, for instance, will have difficulty opening up if the group does not feel safe. Many women of color function from a "group" concept and will benefit from a "community/group" model of participation.
Restorative Justice 5 minutes	**Restorative Justice** The concept of "restorative justice" is a pro-social connection with people in the community. Doing "circles" (or transition circles, circles of support) with women works well and is an internal process and learning from others in the circle. It is designed for small numbers and for a short four-10 weeks duration. *Other things that work well include bringing in community volunteers; having the women offenders help select staff; helping women offenders all pool money and get an apartment together (but your policy may say that felons cannot associate with other felons – is that the best policy for helping women succeed when they are relational?)*
BREAK 10 minutes	

Module 6
Measuring Progress:
Interventions, Responses and Sanctions

Time: 1 hour 5 minutes

Learning Objectives:

Participants will be able to:
1. Understand the importance of implementing sound interventions and sanctions.
2. Understand the role of positive reinforcement in the supervision of women offenders

Corresponding Gender-Responsive Principle(s):

#4. Address substance abuse, trauma, and mental health issues through comprehensive, integrated and culturally relevant services and appropriate supervision.
#5. Provide women with opportunities to improve their socio-economic conditions
#6. Establish a system of community supervision, and reentry with comprehensive, collaborative services

Resources Needed:
Easel pad and pens
PowerPoint® player/machine (lap top computer and LCD projector)
Screen or monitor
For Activity: 5 classified sections of the newspaper, 5 dolls, 5 city maps, 5 apartment rental guides, 5 school class schedules, 1 pillow, a pad of Post-its® each marked with a different label: "bi-polar", "depressed", "suicidal", "alcohol dependency", "methamphetomine user."

Participant Notebook Handouts:
Intermediate Sanctions for Women Offenders: A Lesson in Criminal Justice Policy-Making (Muse)
Scenarios (Kevin, Mary)

PowerPoint® Programs:
"Measuring Progress: Interventions, Responses and Sanctions"

Topic & Time	Speaking Notes
Activity: What we Ask Women to Do 10 minutes #1 Title Slide #2 Activity	*Have 5 volunteers come to the front of the room. Ask them to pretend they are a female offender. Ask the audience to think about the women they work with and the demands we place on women.* 1. **Child care.** *Give each of the volunteers a doll to represent their child. If you don't have a doll, give them an egg to carry on a spoon. Have the volunteers walk around the room with their "child", in and out of the tables and among the other participants. As they are walking, give some facts about the number of women offenders who have children and that these women are most often the primary care giver, yet often can't afford childcare. Yet, we still ask them to come in for visits with us without their children. If you have extra dolls, continue to give them to some of the volunteers to show that rarely does a woman just have one child. If you have a pillow, have one volunteer put the pillow under his/her shirt to show she may also be dealing with a pregnancy and health issues as well.* *Ahead of time, write "bi-polar", "depressed", "suicidal", "alcohol dependency", "meth user" on five Post-it® labels. Gently adhere these labels on the volunteers as they are walking around the room.* 2. **Employment.** *Hand each volunteer a classified section of the paper and ask him/her to go find a job. The volunteers should still be mingling around the room with their child and trying to read the paper, looking for jobs. Give some statistics on the unemployment rate, the educational level of many women offenders, etc. You may ask a volunteer at some point, "how is that job search going?" Many times we don't tell women "how" to find a job or what the accepted social skills are to succeed in that effort.* 3. **Housing.** *Hand each volunteer one of those small "find an apartment" newspaper-like magazines. The volunteers are all still juggling their child, the job classifieds and now this small housing information insert. Ask one of the volunteers, "have you found a place to live yet? Have you had any problem because you have a drug conviction?"*

 #3 What we Know about Women	4. **Treatment.** *Since many women offenders were convicted of drug related offenses, most are mandated to go to treatment. Hand each volunteer a bus schedule and map and say, "get yourself to treatment twice a week." The volunteers should still be mingling around the room, their arms full. At this point, ask them how they are "feeling" right now. Most will say, "overwhelmed." Since women offenders have 3 times the number of medical/health needs than male offenders, you may hand a bottle of aspirin or hot water bottle to some of the volunteers to show they are trying to cope with not feeling well while juggling these demands.* 5. **Correctional Supervision Visits.** *Lastly, we also ask the woman to come to our office, without children in tow and having completed getting a job, a place to live, and treatment. Are we surprised she is late, distracted or a no-show? As Doctor Phil would say, "how's that workin' for you?" The answer is often, "not very well."* *Ask the volunteers how they felt during this exercise. Thank the volunteers and have them sit back down in their chairs.* How often do we really think about or visualize what we are asking women to do? How did you feel *(question directed to the volunteers)? Discuss.* Women will frequently prioritize and make choices between all of these demands. Some of us can multi-task and cope well. But, we have learned that skill and ability. Additionally, we have many more options than she does due to a variety of reasons (financial, educational, racial, gender, stable family, appearance, etc.). We need to be aware of the demands we – and the courts - place on women. Is it counterproductive? Is it too much all at once? Is she destined for failure? We want her to succeed in the community and not go back in prison. We need to rethink how best to reach that goal.
What Works Well? 2 minutes	Women offenders are most successful when there is another adult or supportive network that cares about them *and* has "social capital." Social capital means he or she is respected by others, knows people willing to help and is well connected to people, community and agencies.

#4 What Works Well?	Involve the women in the whole process through active engagement. Try to support her in meeting her obligations. "You are in control of your destiny." "How are you going to get to treatment?" "Who will take care of your kids?" "What are your goals?" "Where do you want to start?" "Good job, you did it!" Offer unconditional positive regard. Ask women offenders who they are, about their lives, and what they need. Allow time to build trust.
Promising Approaches 5 minutes #5 Promising Programs	*Describe the programs. Materials on some of the programs are in their Participant Notebooks.* 1. Female Intervention Team (Baltimore) 2. Pre-screening for Co-Occurring Disorders (Cincinnati) 3. Gender-specific caseloads; including group supervision (many locations) 4. Gender-responsive curriculum such as Seeking Safety, Beyond Trauma, Cook Co. Gender-Responsiveness in the Criminal Justice System 5. Network Exchanges – Cook County, IL. Once a month community groups come together with correctional staff and give their "pitch" as to their services. 6. POWER program (Promotion of Women through Education and Resources). Cook County, IL. for women offenders.
Community Boards and Circles of Support 2 minutes #6 Community Boards	What is the role of Community Advisory Boards, or Circles of Support, for determining appropriate sanctions/violation responses? *Discuss.* A "community advisory board" is a group of community volunteers who sit on a board to facilitate restorative agreements among victims, offenders and the community, to participate is the process and provide an opportunity to dialogue with other stakeholders. "Circles of support" is a process for bringing people together to discuss difficult issues and painful experiences in an atmosphere of respect and comfort. How many of you work with a similar board? What are the strengths and challenges in working with these boards? *Discuss.*
Conditions and Sanctions	• An NIC project that looked at intermediate sanctions for women offenders found that there needed to be five major changes in the system: (1) centralized assessment of all women in jail; (2) change procedures to make correctional

10 minutes #7 Conditions #8 Needs-based Sanctioning Intermediate Sanctions #9 Intermediate Sanctions #10 Criminogenic Factors	staff responsive to the needs of women; (3) a need for policies and programs to assist chemically-dependent and mentally ill offenders; (4) integrated management information system; (5) involve municipal judges in women offender issues. • Many jurisdictions are going to a needs-based sanctioning/conditions that focuses on the many needs of the women offenders. Sometimes, however, this results in heavier sanctioning than their male counterparts. We want you to think through the requirements designed to meet woman's needs and reduce the risk of violations. Does it increase her burden rather than helping her succeed on supervision? How can those things come into balance with each other? There is a tendency for women offenders to be identified as being more needy than men; hence, they are likely to be subjected to more demands/conditions to "meet their needs." • Do the conditions meet the "Three R's" (research-supported, relevant, realistic)? • How can a community corrections officer have a say in determining a woman's sanctions? *Discuss.* • It is critical to continually ask what needs are better met by the community rather than corrections? What is the discretion of the parole officer to impact this? *Discuss.* • What about "criminogenic factors?" Are the "needs" identified as criminogenic? On one hand, that may minimize the number of conditions imposed upon her. On the other hand, if a woman is homeless or living in a shelter, has too little income to support her children, is in an abusive relationship, etc. she is unlikely to be able to address what are defined as criminogenic needs effectively until those basic needs are addressed. However, that does not necessarily mean those needs should be translated into conditions. • The slide lists a number of criminogenic factors: Anti-social attitudes, values and beliefs Pro-criminal associates and isolations from pro-social associates Dysfunctional family relations Weak social and problem-solving skills Current substance abuse issues

	Temperament and behavioral characteristics (e.g., egocentrism, impulsivity, aggression) Educational and vocational deficiencies • With all these factors in mind, how do you reinforce compliance/success to your sanctions? What are the reinforcers? What are things that are important to her? *Discuss.*
Activity: Sanctions 20 minutes #11 Activity Two Scenarios	Sanctions should be in proportion to the seriousness of the offense and take into consideration the woman's circumstances. But how easy is that to determine? I would like you to divide participants into small groups of 6-8 people. In your Participant Notebook after tab 6, you will find a handout called: Scenario #1 involving a male offender. You will have 5- 8 minutes to read and come up with a sanction for that person. *Scenario #1: Male Offender* *Kevin is a 30-year-old married male who was placed on probation for two years for retail theft. He was ordered a court fine of $70, imposed a probation fee of $25 per month, required to submit to a random urine drug test every month (first positive result a VOP must be filed), complete 120 hours of community service, and participate in a drug treatment program.* *Kevin stated that he is currently unemployed and has been unable to find work. He does have trade in carpentry. He lives with his wife who has sporadic work as seamstress but mostly is a stay at home mom. She takes care of their 8-year-old son and his 2-year-old daughter. Kevin has been arrested several times for retail theft and robbery. He has also been arrested previously for possession of a controlled substance.* *Kevin was instructed to report to his community service placement at 8am on Thursday. This agency only has community service hours between 8am – 2pm. However, Kevin did not go to that placement. He informed you that his car wasn't working and that he had to go for a substance abuse screening.* *Discussion questions:* 1. *What actions would you take, rather than impose the sanctions you wanted to implement?* 2. *Are there any outside entities that can assist you in dealing with this case more effectively? If yes, explain.*

	After 5-8 minutes… Now, look at Scenario #2 involving a female offender. Once again, you will have 5- 8 minutes to read and come up with a sanction for that person. *Scenario #2: Female Offender* *Mary is a 40-year-old female who was placed on probation for two years for retail theft. She was ordered a court fine of $70, imposed a probation fee of $25 a month, required to submit to a random urine drug test every month (first positive result a VOP must be filed), complete 120 hours of community service and participate in a drug treatment program.* *Mary stated that she is currently unemployed and is supported by public assistance. However, the amount she receives is not sufficient to support her family. She is currently living with her abusive boyfriend. She admitted her involvement in the retail theft case. Mary stated she planned to sell the stolen goods for money to feed her children. She has two children, a 10-year-old son and a 2 year old daughter.* *Mary has been arrested for retail theft and for child neglect. She was also arrested for possession of a controlled substance. Mary stated that the arrest for child neglect was a misunderstanding after her mother found her children alone in their apartment. Mary stated she needed milk for the children so she ran out to the store for only a few minutes. Mary's mother called the police after she discovered the children alone. Mary insisted that her mother has the rest of the family believing that she is an unfit mother and that she is a drug addict.* *Mary was instructed to report to her community service placement at 8:00am on Thursday. This agency only has community service hours between 8:00am – 2:00pm. However, Mary did not go to that placement. Mary reported she needed to drop off her 8-year-old son at school and pick him up by 2:30pm. She also couldn't leave her 2-year-old alone. She had no way to get there. Her unemployed live-in boyfriend refused to take her and since she fears him, she did not insist.*

#12 Discussion	*Discussion Questions:* *1. What actions would you take, rather than impose the sanctions you wanted to implement?* *2. Are there any outside entities that can assist you in dealing with these cases more effectively? If yes, explain.* *When all groups have completed the tasks, discuss their responses in the full group.* 1. Do you think these cases should be treated differently? 2. Were there any differences in sanctions for the male or female? If so, why do you think this occurred? Does it seem proportionate to the crime and the offender's circumstances? 3. What actions would you take rather than imposing the sanctions you wanted to implement? 4. Are there any outside entities that can assist you in dealing with these cases more effectively? If yes, explain. 5. What role do you think gender plays in determining sanctions?
Responses to Violations and Non-Compliance 8 minutes #13 Responses to Violations and Non-Compliance #14 Meet Delores Smith	How do you create a "positive response process" to violations? Having some guidelines may help you examine your own responses. For instance: • You shouldn't be working harder than she is • If she is trying and violates, document it, make a recommendation, and keep moving towards progress • Technical and minor violations need to be acknowledged and analyzed • Public safety is the number one issue – always *Optional activity that will take longer than the five minutes allotted for this section: give a scenario of a situation involving a woman offender (Delores Smith) who is belligerent, resistant. Ask participants, "how would you respond?" Try to elicit answers that are more asking the woman, "what is going on for you", than "why are you acting this way?"* *Read scenario aloud to participants:* Delores Smith has been on your caseload for approximately one year. During the time you have supervised her, she has not willingly complied with any of the special conditions. Delores faces a number of problems, not uncommon for female offenders (unemployed, drug/alcohol problem, three children).

	You sympathize with her and have been repeatedly easy on her – always telling her that you are going to violate her, but you never do. During a face-to-face contact, Delores appeared to be intoxicated. She was belligerent and had an excuse for why she cannot comply with any of the conditions saying that, "you just don't understand." She was extremely confrontational an accusatory – saying that you don't understand her unique situation. Questions: 1. How would you respond to this situation? 2. What specific questions would you ask Delores? 3. How would you help her to be more accountable while addressing her needs? *4.* How would you balance your compassion with your responsibilities as an officer?
Evaluation 8 minutes #15 Evaluation	It is important to look at two things: offender outcomes and program process outcomes, and different ways of evaluating other things than recidivism. • How do you define success? What are outcome measurements? *Discuss.* • Why are they important in working with women offenders in the community? *Discuss.* • Can you come up with some outcome measurements that would be appropriate with woman offenders you see? *Discuss and write examples on the easel pad.* *Examples of outcomes might include:* • *Effective community services that address women offender's critical issues (including child care, transportation, poverty, isolation, trauma, safe housing)* • *Effective intermediate sanctions (some may be appropriate but not effective – explain the difference)* • *Pre-trial and jail diversion programs for women. Community resources and collaboration of community services* • *Sober no matter how long* • *The woman calls in* • *Even if the woman slips, she views it as an opportunity to determine why it happened so it won't happen again.*

	Evaluation issues: it is important to look at two things, offender outcomes and program process outcomes. We need to start thinking beyond traditional evaluation modes, such as "recidivism rates." Are we "trauma-informed" in our approaches? How are we measuring progress? One project measured the progress of the children of women offenders. Perhaps we need to determine if she is substance free. Is her family in tact? Does she have legal, gainful employment? Has she complied with court-imposed conditions? Drug-free babies? Let's explore personal definitions of what "success" is. If we want to support women in successful transition, what would they say about the outcomes they want for themselves and their families? Are we moving towards long-term public safety goals or only looking short term? Are the referral sources addressing women's needs? Do the community providers and corrections staff have a common definition of success for the woman? This helps sets the stage for a cooperative evaluation at many levels. What are the processes or procedures that jurisdictions might use for defining success? Is the program being held accountable too? For instance, is there a payment when the woman completes community service hours? What are the barriers to success for the woman and how does that affect evaluation (e.g., Texas charges women a supervision fee but this may work at cross purposes when she cannot afford it)? Are women asked how they define success for themselves and is that built into the evaluation? Are there surveys? Exit interviews? Longitudinal surveys? If you do not know what works, how do you know what to do? With limited time with the offender, these evaluation questions are critical. Not only do we evaluate or look at successes, we also have to look at the violations. Lastly, we need to help the woman see the progress she is making.
BREAK 10 minutes	

Module 7
A Promise to Action

Time: 1 hour

Learning Objectives:
Participants will be able to:

1. Understand the need to develop a promise to action for their agency related to the supervision of women offenders
2. Understand how to develop a strategy to fulfill the promise to action for their agency

Corresponding Gender-Responsive Principle(s):
#1. Acknowledge that gender matters
#2. Create an environment based on safety, respect and dignity
#3. Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others and the community
#4. Address substance abuse, trauma, and mental health issues through comprehensive, integrated and culturally relevant services and appropriate supervision.
#5. Provide women with opportunities to improve their socio-economic conditions
#6. Establish a system of community supervision, and reentry with comprehensive, collaborative services

Resources Needed:
Easel pad and pens
PowerPoint® player/machine (lap top computer and LCD projector)
Screen or monitor

Participant Notebook Handouts:
Questions to Ask in Developing a Systemic Approach for Women Offenders
"Promise to Action" Form
Bibliographies

PowerPoint® Programs:
"A Promise to Action"

Topic & Time	Speaking Notes
Activity: Checking your Gender Responsiveness 20 minutes #1 Title Slide	Let's review the guiding principles developed by Bloom, Owen and Covington in the NIC Gender-Responsive Principles book that we talked about the beginning of day 1. Which are the most relevant to your work and how you would implement the principles in your work or workplace? Please take out your "Promise to Action" page. As we review the six principles and then go through the checklist of questions, jot down some notes or ideas for your own agency. You will use this list in just a few minutes as we finalize our own action plans. The six principles are: 1. Gender – acknowledge that gender makes a difference 2. Environment – create an environment based on safety, respect and dignity 3. Relationships – Develop policies, practices and programs that are relational, promote healthy connections to children, family, significant others, and the community 4. Services and Supervision – address the issues of substance abuse, trauma and mental health through comprehensive, integrated, culturally relevant services and appropriate supervision. 5. Economic and Social Status – improve women's economic/social conditions by developing their capacity to be self-sufficient. 6. Community – establish a system of community supervision and re-entry with comprehensive, collaborative services.
#2 Checklist of Questions Questions to Ask in Developing your Promise to Action	In a few minutes, you will be doing an activity where you will develop some ideas, gleaned from this training, and develop a course of action for when you go back. Let me quickly read through the checklist of questions. Be thinking about your agency and your action plan. These questions are a handout located after tab 7 in your Participant Notebook.

	Operational Practices 1. Are the specifics of women's behavior and circumstances addressed in written planning, policy, programs, and operational practices? For example, are policies regarding classification, property, programs, and services appropriate to the actual behavior and composition of the female population? 2. Does the staff reflect the offender population in terms of gender, race/ethnicity, sexual orientation, language (bilingual), ex-offender, and recovery status? Are female role models and mentors employed to reflect the racial/ethnic and cultural backgrounds of the clients? 3. Does staff training prepare workers for the importance of relationships in the lives of women offenders? Does the training provide information on the nature of women's relational context, boundaries, and limit setting, communication and child-related issues? Are staff prepared to related to women offenders in an empathetic and professional manner? 4. Are staff trained in appropriate gender communication skills and in recognizing and dealing with the effects of trauma and PTSD? **Services** 1. Is training on women offenders provided? Is this training available in initial academy or orientation sessions? Is the training provided on an ongoing basis? Is this training mandatory or executive-level staff? 2. Does the organization see women's issues as a priority? Are women's issues important enough to warrant an agency-level position to manage women's services? 3. Do resource allocation, staffing, training, and budgeting consider the facts of managing women offenders? **Review of Standard Procedures** 1. Do classification and other assessments consider gender in the instruments, assessment tools and individualized treatment

	plans? Has the existing classification system been validated on a sample of women? Does the database system allow for separate analysis of female characteristics? 2. Is information about women offenders collected, coded, monitored, and analyzed in the agency? 3. Are protocols established for reporting and investigating claims of staff misconduct, with protection from retaliation ensured? Are the concepts of privacy and personal safety incorporated in daily operational and architectural design, where applicable? 4. Does policy address the issue of cross-gender strip searches and pat-downs? 5. Does the policy include the concept of zero tolerance for inappropriate language, touching, and other inappropriate behavior and staff sexual misconduct? **Children and Families** 1. How do existing programs support connections between the female offender and her children and family? How are these connections undermined by current practice? 2. Are there programs and services that enhance female offenders' parenting skills and their ability to support their children following release? In community supervision setting and community treatment programs, are parenting responsibilities acknowledged through education? Through childcare? **Community** 1. Are criminal justice services delivered in a manner that builds community trust, confidence, and partnerships? 2. Do classification systems and housing configurations allow community custody placements? Are transition programs in place that help women build long-term community support networks? 3. Are professionals, providers and community volunteer

	positions used to facilitate community connections? Are they used to develop partnerships between correctional agencies and community providers?
Activity: Promise to Action Report Out 15 minutes A Promise to Action form #3 As you Form your Action Plan #4 Recommendations for Action	Please get out your "Promise to Action" form located after tab 7 in your Participant Notebook. This activity focuses on the realities of taking this information back to your workplace. I will give you all about 10 minutes or so to look back on your notes from the past two days and fill out your "Promise to Action" form. You may work on it alone or you might want to partner with someone. As you form your action steps, keep these things in mind: look at may relevant history, facts of strategies; revisit original assumptions that may no longer be valid; present alternative courses of action; discuss pros/cons of each promise to action that you make. *After about 10 minutes, say:* I would like you to share 2-3 things from your promise to action that you want to do when you return to your workplace. What do you need to do one month after returning, two months, three months, etc. Do you have support people? Is there someone in this room that can call you in one month to see how you are doing (coaching)? Who would that be? Talk to them before you leave. *As participants share their personal promises to action, help facilitate the process and network people together with like interests, goals and plans.*
Optional Activity: Envisioning the Future 15 minutes (Do activity if time allows)	*If you have time, you may wish to do this optional activity.* What changes do agencies need to make to create this ideal future for PO's and for women under correctional supervision? What could the future look like? As you work on this question about your agency, look at your individual Promise to Action form you completed. Reaffirm your goals. Set expectations for the future. Set a time for expected results. Now, can that be done in your current agency or organization? If not

#5 Our Vision for the Future	or there are barriers, what needs to change? *Have participants break into small groups of 5-8 people (or stay at their tables). Take 10 minutes for the groups to create a list, then, in the large group write the responses on an easel pad.* *An option to making a list is to have the small groups "draw" their visual picture of what is would look like.* *Examples might include:* *Community-wide task force to address women offender's issues; more agency involvement such as judges, prosecutors, defense attorneys, treatment providers, faith community; heightened awareness on sexual, physical, verbal abuse, safety planning; education for PO's and for the women; better quantitative and qualitative data on women; better long-range strategic plan; better prepare women for the barriers they will encounter; train and require that contractors provide gender-responsive services; more female-responsive offices and environment; coordinated efforts between state agencies to eliminate barriers and duplication of efforts, policies and procedures, merging resources and sharing information; more female leadership in corrections; more time to spend with the women; more of the state budgets for programs vs. facilities; better coordinated computer information systems used by multiple agencies serving women; each PO believes there is an expectation that all women can and will succeed; use strength-based approach to facilitate change; do an inventory of what skills the woman brings with her; incorporate gender-responsive guiding principles in hiring, staffing, training, supervising, quality assurance (via training, coaching, job shadowing, hidden camera); zero tolerance for staff sexual misconduct; zero tolerance for lazy PO's; more focus on being productive in the community and not just signing off on a checklist.*
Resources 5 minutes Bibliographies	**Technical Assistance** *Describe TA available through NIC.* **Resources: Books, Articles and Websites** *Remind participants that there is a list of available resources along with relevant web sites listed in their training notebooks.*

#6 nicic.org	
Wrap-up 5 minutes	Answer any “parking lot” questions, review list of participant expectations on the wall to be sure all issues have been addressed, thank participants, distribute certificates and evaluation forms.