Creating Regulation and Resilience

Creating Regulation and Resilience (CR/2) is a communication model that was specifically designed to enhance in-the-moment interactions with justice-involved clients. Grounded in fundamental correctional practices, CR/2 integrates evidence-based practices and the emerging research on trauma and resiliency.

CR/2 has two distinct phases. During Phase 1: Create Regulation, staff are encouraged to use strategies to build a sense of regulation (calm and balance). During Phase 2: Create Resilience, an emphasis is placed on working with clients to build resilience (engage in effective action). The phases are purposely designed to be implemented sequentially. Once the client has been restored to calm in Phase 1 they can move on to make more thoughtful decisions in Phase 2.

Working in the field of corrections is challenging and the emerging data suggests that staff can suffer behavioral, emotional, and mental health consequences. This work can also be tremendously rewarding particularly when staff have access to resources and intervention strategies that very quickly facilitate growth and change. For this reason, CR/2 incorporates self-care strategies that corrections professionals can use to maximize their performance and create balance and regulation in their own lives.

When Can CR/2 Be Used?

Corrections staff describe CR/2 as a highly adaptable and flexible communication model. It can be implemented in the "moment" with individual clients, small groups, and large groups of clients. It can also be used to communicate with clients within any time frame; whether they have one minute, 5 minutes, 10 minutes or 45 minutes, we can maximize our outcomes by using CR/2.

CR/2 can help corrections staff to more fully engage in a variety of tasks such as:

- administering risk/need assessments
- providing case management or re-entry services
- motivating compliance with a court order or facility rules
- helping clients to de-escalate
- conducting routine operational practices
- holding clients accountable for rule violations
- facilitating groups
- counseling
- supervising or coaching staff
- working effectively with volunteers
- communicating with colleagues

Why CR/2?

A number of evidence-based intervention strategies have emerged to support effective correctional practice. Approaches such as Cognitive Behavioral Treatment, Motivational Interviewing (MI), Core Correctional Practices (CCP), and verbal de-escalation curricula are used to support a variety of outcomes. CR/2 draws on a number of similar foundation skills (e.g., reflective listening, problem solving, reinforcement, and modeling) commonly used by these approaches, however, it differs in the following ways:

1. *CR/2 can be used across security, program and community corrections staff.* While some interventions have been designed for specific purposes such as case management and programming, CR/2 offers staff a communication framework that can be used flexibly by any corrections professional. Whether facilitating a group, community supervision session or dealing with problematic behavior on a unit, CR/2 helps staff to maximize their effectiveness and promotes consistency of approach across correctional staff, regardless of rank, title or rol*e.*

2. *CR/2 includes a staff self-care component.* CR/2 provides staff with a highly portable 3-part technique for creating their own regulation and resilience and recognizes the influence that staff regulation (or dysregulation) has on communication outcomes with clients.

3. *CR/2 is grounded in an integrated theoretical model.* Advances in evidence-based practices, and the neuroscience and trauma research suggest the need for a two-phase communication model that characterizes this approach.

   • Phase 1 helps clients to become regulated so they can meaningfully engage in problem solving, decision making, and a range of cognitive tasks that are not easily accessible when they are dysregulated.

   • Phase 2 involves working collaboratively with the client to generate solutions to challenges within the context of agency parameters. During this phase, clients are mobilized to identify strategies and become the architects of their own change plan.

4. *CR/2 can be used "on the fly" when time is limited as well as within scheduled interactions with clients (e.g., groups, reporting).* Staff can "drop in" to CR/2 to enhance any interaction, including those that involve setting limits and holding clients accountable.

5. *CR/2 can be used in conjunction with all safety and security practices.* While we must respond to immediate physical safety and security risks as staff, we can use CR/2 with clients once safety has been restored to help them create the regulation and resilience they need to maintain safe behavior.

6. *CR/2 is designed to prevent situations from escalating.* By working with clients to model and demonstrate effective calming and coping strategies, CR/2 helps to prevent the number of emergency situations (e.g., reductions in assaultive behavior, reports of non-compliance, etc.) and thereby enhances safety and compliance in community and facility settings.

Benefits and Outcomes of Using CR/2

One of the most common circumstances shared by justice-involved clients is a history of trauma. Experiences of interpersonal violence including neglect, emotional, sexual and physical assault are more commonly reported by criminal justice-involved individuals - and justice-involved women in particular - than individuals in the general population. The effects of trauma can be longstanding and significant, contributing to mental health and substance abuse challenges as well as the onset of criminal behavior (see for example, Adverse Childhood Events Study; 2010; Van der Kolk, 2005; 2012, etc.). Individuals who have experienced trauma are more likely to have difficulties with emotional regulation, they struggle to initiate and maintain healthy interpersonal relationships, and they are more likely to adopt maladaptive coping strategies in response to perceived stress (e.g., impulsive, low frustration tolerance, aggressive, rely on alcohol and other drugs, etc.). Common behavioral challenges reported by institutional and community staff include:

- Bullying another inmate
- Forming unhealthy relationships
- Withdrawing from activities
- Emotional volatility
- Violent episodes
- Non-compliance
- Manipulation
- Failure to participate in treatment

Despite the myriad of issues faced by individuals who have been exposed to trauma, recent advances in the neuroscience research and our understanding of trauma have resulted in the emergence of innovative intervention strategies. These methods, most commonly referred to as trauma-informed approaches, have been integrated into the CR/2 model to address social, emotional and behavioral challenges. Our preliminary results suggest that this model provides staff with invaluable information and skills that enable them to prevent problems from emerging and to respond more effectively in the moment when crises emerge.

Outcome data is currently being collected in both facility and community settings. The short-term anticipated outcomes are listed in Table 1.

Table 1: Exploring the Impact of CR/2

Outcomes in Facility Setting	Outcomes in Community Setting
Reductions in:	**Reductions in:**
• Bookings	• Absconding
• Time spent in confinement	• Revocations
• Inmate-on-staff assaults	
• Inmate-on-inmate assaults and fights	**Increases in:**
• Segregation placements	• Engagement and follow through
• Disciplinary reports	• Reporting rates
• Suicide attempts and self-injurious behavior	• Compliance with conditions
• Crisis contacts and days on mental health watch	

The use of CR/2 within a community supervision and case work model also demonstrated significant outcomes in reducing recidivism (e.g., new arrests and convictions).[1]

Overview of CR/2 training and Coaching Resources

Who Should Attend?

The CR/2 training and coaching resources were designed for staff and supervisors/managers working in a variety of roles and correctional settings. The strategies introduced in this training are relevant to probation and parole officers and staff, institutional correctional officers and staff, treatment providers, case managers, and other professionals who work directly with justice-involved clients.

Training Goals

Participants are introduced to a series of evidence-based and trauma-informed strategies and skills that can be immediately applied across work settings. CR/2 has five primary goals.

- Enhance the safety and security of staff and clients within community and institutional corrections.

- Explore the neuroscience and trauma research.

- Introduce staff to self-care strategies that will help them cope more effectively with workplace stress and fatigue and be more effective in their work with women.

- Introduce staff to evidence-based practices that facilitate growth and change among justice-involve clients. Participants will learn approaches and strategies that can be modeled and/or taught in an effort to:
  - Increase awareness.
  - Provide information.
  - Mobilize and build adaptive skills necessary to enhance regulation and resilience.
  - Increase compliance.
  - Enhance growth and motivation to change.
  - Increase opportunities for successful re-entry.

- Promote public safety
  - Reduce recidivism.

Training Format

CR/2 is delivered during a highly interactive training that relies on short didactic segments, real-life case scenarios, activities, skill practice, and video demonstrations. Participants can be introduced to CR/2 in two ways:

- Classroom setting with a maximum of 24 participants. Staff participate in a two-day training offered on-site.

- e-Training. Staff complete approximately 12 hours of training online within a time frame established by supervisors.

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[1]Van Dieten, M. (2016). Collaborative Case Work with Justice Involved Women. National Institute of Corrections.

Training Implementation Strategy

We work with each site to customize an implementation strategy and complete the following tasks:

1. Establish project outcomes.
2. Review training needs of staff.
3. Create an implementation plan with clearly defined deliverables and project targets.
4. Establish an implementation committee.
5. Plan logistics, deliverables, time frames, and training dates.

Coaching and T4T Resources

Our goal is to help agencies mobilize and build sufficient capacity within the organization to assume responsibility for ongoing training, coaching and continuous quality improvement activities. We work with agencies early in the CR/2 implementation process to identify and prepare supervisors and other potential candidates who can be certified as coaches and/or as trainers. Table 2 provides a brief description of the training for coaches and the T4T process.

Table 2: Description of Coaching and T4T Resources

Topics	Description
Coaching for Competence	• A one-day curriculum has been developed to introduce supervisors and other candidates to a CR/2 coaching model. • We provide candidates with a manual and a series of coaching tools to help them work with staff to build identified CR/2 competencies. • During CR/2 training each participant completes a personal action plan. Coaches will learn to work with each individual to monitor and build on these individual plans.

Training Trainers	• A train-the-trainer protocol and specialized materials have been developed to certify trainers in CR/2.
	• Recommendations for selecting trainer candidates and guidelines for the certification include:
	  • Voluntary participation.
	  • Past experience as a trainer or a strong interest in developing platform skills to be a facilitator.
	  • Strong belief and interest in working with line staff to apply evidence-based practices.
	  • Interest in enhancing proficiencies as a trainer, supervisor, correctional professional.
	  • Willingness to complete the certification process.
	• Certification Process [Modified in accordance with the competencies of the trainer candidates]
	  • Participation in the CR/2 training.
	  • One or more observations of the CR/2 training.
	  • Participation in a 3-day training-of-trainers session to prepare and practice.
	  • Co-facilitation of training for line staff with a certified trainer.
	  • Submission of knowledge tests and audio/video reports.
	  • Participation in booster trainings as required.