



SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
of the
ACADEMY OF CRIMINAL JUSTICE SCIENCES

Individual Highlights:

Message from the Section Chair By Nick Jones	1
Lifers' Group Workshop and Restorative Justice by Lana McDowell	2
Voices of the Successful & Revoked By Michelle Kilburn, John Unterreiner, and John Wade	3
Recent Activities by Section Members	7
General Meeting Minutes	9
Sorry Seems to be the hardest word By Hillary Coney and Kennedy Cuevas	11
Current Officers and Nominations	13
Student Scholarships	14
NACJR	15
ACJS	16

Message from the Section Chair

**Greetings
Restorative and
Community Justice
Section Members:**

It is with great humility that I begin my term as section chair. I have been a member of the section since its inception and have greatly benefited from my involvement in this section. Most importantly, being a member of the section has provided me with the opportunity to meet and engage with individuals committed to restorative and community based justice related teaching, scholarship, and practice. It has afforded me with opportunities to share experiences and ideas, develop additional teaching strategies, collaborate on research, and simply enjoy the company of many wonderful people over the years.

As I begin my term as the new Section Chair, I want to express my sincere gratitude to our outgoing Section Chair Joanne Katz for her dedication to the section over the past two years. I wish her all the best as she begins a new chapter in her life, retirement! I would also like to thank the other executive committee members over the past few years as well as the members of the section, without whom we would not exist. It is the contributions that each of us bring to the section that make it a wonderful experience. I truly hope that the section will continue to grow and that our presence can have a positive effect on ACJS as a whole.

Dialogue and community engagement is increasingly important in times of relational discord. I believe that this section, in our promotion of restorative and community-based approaches, can

provide a path to addressing disrupted and dysfunctional relationships in our communities based on sound principles, practice, and evidence.

Lastly, I hope to see you all in New Orleans at the ACJS annual conference. Please stop by the section table and plan to attend the section meeting. Our section reception at the upcoming conference is a joint venture with the Victimology Section as we seek to further develop our relationship with other sections.

**Cheers,
Nick Jones**



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Lifers' Group Workshops and Restorative Justice

Lana A. McDowell

Georgia Gwinnett College

I have been fortunate as a criminologist to be afforded the opportunity to facilitate workshops with individuals serving life and life without parole sentences at a maximum-security prison located in Georgia. In 2016, the Georgia Department of Corrections Inmate Services and Risk Reduction Services introduced a statewide lifers/long-term offender program. The program covers a number of topics including stress management, learning mindfulness/mediation, challenges in communication, character and values development, self-discipline, conflict resolution techniques, problem solving processes, etc. One unique feature of the lifers' program is that it allows the participants to engage with other individuals in similar situations and provides a support group atmosphere for members.

During the 2016-2017 academic year, I was invited to facilitate numerous workshops focused on the importance of developing mindfulness and nonviolent communication skills. Topics discussed during communication workshops included the importance of and methods to listen more carefully and responsively, how to explain one's conversational intent and invite consent to engage in a dialogue during a conflict situation, methods to clearly express oneself clearly and completely, how to translate one's complaints and criticisms into specific requests with explanations for one's request, how to ask questions more open-endedly, the importance and methods of expressing more appreciation, as well as the benefits of viewing existence in terms of a continuous learning process. I also had the opportunity to facilitate a meditation workshop and explained the benefits of living a mindful life. Upon completion of the program, the members of the program participate in a graduation ceremony which celebrates their

accomplishments. (Pictured Below)

In closing, I am thankful for the opportunity to facilitate workshops within the prison setting and personally learn countless lessons from the participants. Additionally, I appreciate their willingness to consider the values embedded within restorative justice concepts, such as active listening, in order to increase their abilities in nonviolent communication techniques.





SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
of the
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Voices of the Successful & Revoked: The Probationers' Perspective

Michelle Kilburn
John Unterreiner
John Wade

Between 2013 & 2014, the Bureau of Justice Statistics estimated 4.7 million adults were on probation and parole in the United States (Bonczar, Kaebler, & Maruschak, 2015). The National Institute of Justice suggests nearly two thirds of released prisoners were rearrested within three years (Recidivism, 2014). With such large numbers of individuals serving probation and parole, as well as a high percentage of offenders recommitting crimes upon release, there is a need to identify factors to help clients successfully complete probation.

Background

The researchers were contacted by a Midwest state's Division of Probation and Parole in 2014 to evaluate their program. The goals of the project were to identify: (a) factors contributing to successful completion; (b) factors contributing to revocation; (c) motivators; and (d) the most helpful and difficult components of probation. Clients in the state's probation and parole system between June 1, and August 31, 2014 were surveyed. Individuals surveyed either successfully completed the terms of probation or were revoked and remanded to a correctional facility

"One of the most sincere forms of respect is actually listening to what another has to say." Bryant McGill, 2014.

The survey was developed in collaboration with administrators from the division of probation and parole. Prior to the implementation the researchers obtained approval from the University's Human Subjects Committee and the state's Department of Corrections. coded, the five most frequently responded themes emerged.

Survey Instrumentation

A 31-question survey instrument for successful probationers and a 33-question instrument for revoked probationers were developed. This discussion will focus on three open-ended questions: (1) "If you were provided motivators/incentives what were they," (2) "In your opinion what helped you the most to complete your supervision," and (3) "What motivators/incentives would have encouraged you to successfully complete your supervision."

Responses were entered into an Excel spreadsheet. The content of the responses was coded utilizing latent content analysis. Contextual cues in the responses (lack of employment, family support, drug abuse, etc.) were used to identify the emerging themes (Merriam & Tisdell, 2015).

To ensure inter-rater reliability, the researchers detailed a coding

protocol, including a secondary review by a skilled researcher. Responses were analyzed and placed into respective themes (e.g., positive supervising officer, family support, lack of transportation, etc.). Once the data was coded, the five most frequently responded themes emerged.

Demographic

A total of 1,480 surveys (783 successful; 697 revoked) were returned. The response rate of those successfully completing probation was 64 percent and revoked probationers' response rate was 93 percent. Eighty-one percent (1,199) were male and nineteen percent (281) were female. Regarding ethnicity, 69.7 percent (1,023) were Caucasian, 23.2 percent (344) African American, 2.8 percent (41) "other," 2.1 percent (31) Native American, 1 percent (15) Hispanic-Chicano, and 0.1 (2) percent Asian.

The education level of the respondents included: 25.5 percent (378) indicated some high school, 24.7 percent (365) G.E.D., 23.2 percent (343) some college, 19.7 percent (291) high school graduate, and 5.8 percent (86) college graduate.



SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
of the
ACADEMY OF CRIMINAL JUSTICE SCIENCES

Results

Motivators. Respondents were asked, “If you were provided motivators/incentives what were they?” The respondents’ motivators (in order from highest reported) included:

Successful	Revoked
<ul style="list-style-type: none"> • Early release program • The supervising officer • Programs provided • The incentive of not going to jail • Family 	<ul style="list-style-type: none"> • Early release program • The programs offered/provided • Keeping a job • Family • Getting reduced supervision

What helped most. Specifically, the second question was “In your opinion, what helped you the most to complete your supervision?” The clients indicated the following:

Successful	Revoked
<ul style="list-style-type: none"> • Family • Probation officer • Resources/Programs available • Myself • A job 	<ul style="list-style-type: none"> • Family • Resources/Programs available • Probation officer • Nothing helped • Required to report to a probation officer

Motivators that would have contributed to success. In an effort to pinpoint unidentified motivators the respondents were asked, “What motivators/incentives would have encouraged you to successfully complete your supervision?” Clients offered the following:

Successful	Revoked
<ul style="list-style-type: none"> • Participation in the early release program • Family • More service programs available • Myself • The role of a good probation officer 	<ul style="list-style-type: none"> • Participation in the early release program • More service programs available • More jobs available • Family • Support from their probation officer



SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER of the ACADEMY OF CRIMINAL JUSTICE SCIENCES

Discussion

Six factors appear consistently in both the successful and revoked clients: family, programs/resources, motivators/incentives, job availability, the role of the probationer, and the role of the supervising officer. Each factor will be discussed briefly, as well as a cursory discussion of the literature.

Family. In all three questions family was a resonating theme. While most research regarding the importance of family connection and relationships is at the juvenile level, adult probation systems should consider paying more attention to the role of family in probationers' success. For example, substance-addicted offenders and ex-offenders have better outcomes when they have family support. Sullivan et al., (2002) found after a six-month period, 36 percent of probationers who received family-focused support stopped using drugs while only 5 percent of adult probationers who were not using these techniques overcame their addictions.

Programs & Resources. Another theme throughout was the need for programs and resources. Successful and revoked alike mentioned the need for more programs, services, and resources. The national research on community supervision suggests offenders are more likely to be successful while on probation if they are provided effective treatment and assistance programs identified by needs assessments (e.g., such as drug treatment, mental health counseling, employment assistance, and anger management) (Taxman, et a., 2015).

Motivators and incentives. Early release programs, current programs, and family were common motivators and

incentives listed by probationers. This is consistent with Cherkos, Fuerguson and Cook's (2008) assertion that "probationers who are satisfied with their treatment and services are more likely to comply with treatment requests and directives of their probation officers" (p. 56).

Job Availability. A dominant theme among the revoked clients was the need for a job or the have more jobs available. The successful clients reported having a job was one of the most beneficial factors. Deschenes, Ireland and Kleinpeter (2009) found that among other factors, employment increased program participation and retention.

The role of the probationer. The successful candidates listed themselves as factors that helped them overcome their barriers that contributed toward their success. Revoked listed "nothing" as a contributing factor. This suggests the personality or character traits of the client can also play a role. The "myself" response might allude to the client taking personal responsibility for their actions and/or interpersonal skills. The "nothing" response could suggest a more fatalistic disposition. Research findings support the view there is a relationship between the motivation for offending and personality (particularly primary traits), anger, and external attribution of blame for the offence (Gudjonsson & Sigurdsson, 2007).

The role of the supervising

officer. Regarding what factors contributed most toward completion family, programs/resources available, and the probation officer were listed by both groups. Notably, the revoked clients reported more support from their probation officer would have contributed to their success. Research shows the role of the probation officer is filled with conflicts. For example, Andrews and Kiessling (1980) stress the importance of the client-officer relationship. In support, Cherkos, Ferguson and Cook (2008) purported having open lines of communication resulted in more effective treatment. In contrast, Klingele (2013) and Taxman (2002) suggested the communication between the officer and client has little impact on recidivism. This study reflects the aspects clients perceived as either a help or hindrance in the success of a completion of probation. Future policies and procedures could be influenced by the responses as to what aides clients the most (educating family about the importance of support, increasing resources/program available, and increasing training/research on the role of the probation officer). Barriers reported (access to resources, job availability, supportive probation officer) are opportunities for improvement. Certainly, more analysis and discussion of this research, as well as more research in each of the respective areas mentioned above, are warranted.

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SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
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Nick Jones

Over the past year, Dr. Nick Jones presented a paper on restorative policing and participated in a roundtable on restorative change which addressed police-community relations using restorative justice at the 54th ACJS annual conference. He also co-authored a published paper for *Restorative Justice: An International Journal* titled: Bridging police and communities through relationship: The importance of a theoretical foundation for restorative policing.

He also instructs an introduction to restorative justice in the recruit training program at the Saskatchewan Police College.

Dr. Jones is currently working on a project on the effect of impaired driving on families in Saskatchewan. In that research, he is exploring the harms experienced by these secondary victims, their experience with the criminal justice system, as well as the support in place to address the harms and their perceptions on meeting with the offender in a dialogical process.

Finally, he is working on a research paper regarding policing in First Nation communities, a component of which examines officers' perspectives on different approaches to justice in First Nations' communities.

Rachel H. Cunliffe

Dr. Rachael Cunliffe has been primarily involved in learning about change processes in schools which are trying to take up restorative practices. She has been consulting with a school district and facilitating a teacher learning community of practice. She is currently involved in a grant application to continue this work with monitoring and evaluation next year.

In addition, she is attempting to submit a comprehensive paper on restorative capacity building work with capital offenders (not much luck so far - moving on to law reviews to see if they'll be interested). The paper compares court settings with typical victim-offender dialogues to show that the setting is different and that while restorative overtures may be made, it may not be possible to do RJ in courts.

She continues to teach classes on restorative justice and restorative practices.

Finally, she was just offered an opportunity as a panelist at the Oregon Coalition against hate crime about the possibilities of RJ with hate crimes and hate actions. It's very important this message gets out there alongside the typical reactionary law enforcement message.

Oscar Navarro

Oscar is currently enrolled at CSU - Long Beach for the M.S. Criminology & Criminal Justice program where I will be starting this fall. He is also applying for the Student Volunteer Service Program provided by the Dept. of Health and Human Services - Office of Investigations. He is currently employed as a residential counselor with Long Beach Job Corps - a free education and vocational program that serves at risk youth in underserved communities.

Recent Activities by Section Members

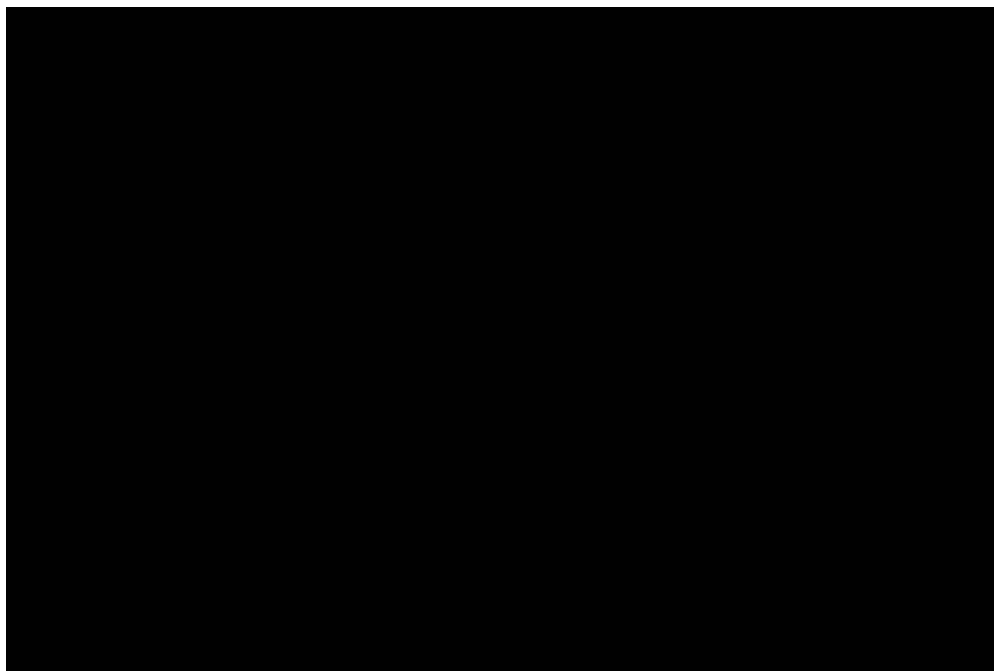


SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
of the
ACADEMY OF CRIMINAL JUSTICE SCIENCES



Linda Keena

In October 2016, the first NACRJ Mini-Grant program published a call for proposals. By the end of the submission period they had received 24 applications for Mini-Grants. Linda Keena was a recipient of a \$661 grant to conduct a Restorative Justice/Crucial Conversation course at a maximum-security prison in Mississippi. She recently conducted a workshop entitled, "I'm Sorry: A Restorative Justice Approach to Help Offenders Master the Art of a Crucial Conversation" at the 147th Congress of Corrections Annual Meeting in St Louis, MO to showcase the course. The interactive workshop taught the conference participants about the 8-week program that was delivered to indoctrinate maximum-security inmates to restorative justice principles and to help them master the art of a crucial conversation. Please watch for the second NACRJ Mini-Grant program Call for Proposals in Fall 2017.



The video above was recorded during a Victim Impact Panel at the Marshall County Correctional Facility in Holly Springs, MS. The panel concluded a Restorative Justice program administered by Linda Keena.

*The subject signed a release form so that his remarks could be shared with the public.



SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
of the
ACADEMY OF CRIMINAL JUSTICE SCIENCES

Committees

Election Committee: Eric Lambert, Andy Fulkerson, and Donna Morris

Student Award Committee:

Nick Jones, Linda Keena, and Lana McDowell

In Attendance
Joanne Katz
Nick Jones
Donna Becker Morris
Pam Holler

The National Association of Community and Restorative Justice Conference Update

John Hamilton
The National conference will occur in Oakland, California from June 16th – June 18th

Lana McDowell
Hillary Coney
Linda Keena
Andy Fulkerson
Morris Jenkins
Rick Serro
Sister Rose McGarnly
Greg Windship

General Meeting Minutes- March 23, 2017

Opening Remarks

Chair, Joanne Katz,

Special Guests

All those present and individuals appointed to the local community of Kansas City, MO were invited to attend the restorative justice presentation. Lana McDowell as the Secretary, President of the Board for the Center for Conflict Resolution, the Director of the Center for Women in Transition and Greg Windship from Neighborhood and Stability Boards, were welcomed to the meeting. Justice.

Social Media Report

Tim Holler suggests that the following areas should have primary focus on our social media endeavors: identity of the section, highlighting section members, and members' research and collaborations. He also stated that it may be beneficial to focus on social issues which have a restorative dynamic as well within social media.

2018 Meeting in New Orleans

It was noted that the presenters who work within the section include Rick Serro, the restorative justice presenter, Sister Rose McGarnly, the local peace officer, and Greg Windship from local community of Kansas City, MO. Jones will volunteer to serve on the ACJS program committee for the 2019 academic year in order to assist with such scheduling conflicts. Members noted the option of coordinating with the Victimology section in order to hold a joint reception during the 2017-2018 annual meeting.



SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
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Presentation by Guest Speakers

Sister Rose McGarnly

Sister Rose discussed her involvement with the Center for Women in Transition and her journey throughout the previous fifteen years within the State-Wide Coalition. The Center for Women in Transition is a residential home where four sisters monitor and assist fifteen women with personal improvements to help with their personal growth and accountability. The women sign accountability agreements and learn how to increase personal responsibility for their actions through their involvement with the program.

Greg Windship

Greg Windship discussed his involvement with Neighborhood Accountability Boards within Missouri. He explained that neighborhood association boards have been established which require six hours of training prior to serving as a board member. Mr. Windship also suggested that the city prosecutors' office refers cases to the accountability boards as a diversion and traditionally focus on first offenses of housing code violations and animal control violations.

Student Award Winner

Hillary Coney, a student from the University of Mississippi, provided a presentation focused on her research regarding Crucial Conversations.





SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
of the
ACADEMY OF CRIMINAL JUSTICE SCIENCES

Sorry Seems to be the Hardest Word: Mastering Crucial Conversations through a Restorative Justice Intervention

Hillary Coney and Kennedy Cuevas

The implementations of restorative justice initiatives have increased over the last few decades as an alternate to the traditional retributive justice model (Wenzel, Okimoto, Feather, & Platow, 2008). The restorative justice model aims to restore peace and attain justice by bringing together all parties involved in the crime in order for them to voice their opinions, decide how to best resolve the problem, hold the offender accountable, and inflict the least amount of harm on all parties (Van Ness & Strong, 2015; Zehr, 2002). These and other restorative justice initiatives have been introduced in correctional facilities and have resulted in positive outcomes for offenders and victims (Bazemore & Dooley, 2001; Dhimi, Mantle, & Fox, 2009; Van Ness & Strong, 2015).

One such positive outcome for offenders participating in restorative justice programs is the improvement of communication skills (Dhimi, Mantle, & Fox, 2009). Improving these skills can aid offenders by improving their interactions with victims and helping them form more meaningful apologies (Bartels & Richards, 2013; Bazemore & Dooley, 2001; Choi & Severson, 2009). The Crucial Conversations program is one such initiative aimed at improving communication skills when the stakes are high, emotions run strong, and opinions vary (Patterson, Grenny, McMillan, & Switzler, 2002).

Restorative justice encourages offenders to assume ownership for their actions and to make amends to victims. Extending an apology is a starting point to make and is the focus of this qualitative study. An apology is challenging for most individuals, especially inmates with inadequate oral communication skills. The prison culture is such that inmates may be reluctant to apologize, as it typically promotes anti-social and violent behavior (Suarez et al., 2014). This paper reports the findings of a restorative justice intervention program designed to assist maximum-security inmates master the art of a crucial conversation. The findings reveal how the inmates may make a sincere apology by learning to conduct conversations that occur when the stakes are high, emotions run strong, and opinions vary.

66 inmates at a maximum-security prison participated in the Missouri 2016 Global Leadership Summit (GLS). 59 inmates completed the Pre-GLS2016 Assignment and GLS2016 Activity. Inmates were required to watch the Grenny video, "Crucial Conversations." The video was available in the facility's Learning Center. After watching the video, they answered Discussion Questions related to the video. Inmates participated in focus groups during the GLS where they discussed their responses to the Discussion Questions in groups of seven offenders and two facilitators. Facilitators recorded notes during the focus group.

Statements from offenders who participated in the crucial conversations program not only indicate that they have improved their communication skills. Several themes reveal that participants learned and understood the use of several aspects of holding crucial conversations productively. Most offenders noted that each of these elements was highly important in holding important conversations and were able to apply these lessons to specific examples of crucial conversations in their lives. Furthermore, minor themes such as having patience and remaining calm when faced with a crucial conversation, remaining objective in situations that involve communication with those with opposing opinions, and avoiding becoming judgmental or defensive when faced with crucial conversations also demonstrated that offenders learned how to recognize the signs of a crucial conversation and how one should respond to have a positive outcome, consistent with Patterson et al.'s (2002) research.

The major theme of mutual purpose and mutual respect provided that offenders acknowledged that when their behavior had hurt another, they needed to express regret. This recognition shows that offenders were able to acknowledge wrongdoing by implementing knowledge from the crucial conversations program, which is a key component of forming an effective and sincere apology as reported by Schneider (2000).



SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
of the
ACADEMY OF CRIMINAL JUSTICE SCIENCES

Furthermore, the major theme of recognizing the importance of communicating is consistent with Schneider's (2000) research on apology, specifically concerning affect. Offenders noted that they recognized the negative emotions and consequences of not holding crucial conversations. This is also consistent with the findings of De Cremer and Schouten's (2008) findings that inmates who express their feelings have more positive emotions and outlooks.

Consistent with Schneider's (2000) research pertaining to vulnerability, participants learned the importance of avoiding becoming defensive and remaining open to others' feelings, goals, and participation in a conversation. This was shown through offenders' recognitions of the importance of showing mutual purpose and mutual respect. Furthermore, participants expressed the importance of avoiding becoming judgmental or defensive when faced with a crucial conversation. Adopting these practices would allow offenders to be vulnerable when faced with the opportunity to apologize.

Maximum-security prisoners are confronted with crucial conversations often, whether from other prisoners, prison staff, their loved ones, or victims and their families. Overall, the findings of this study indicate that, maximum-security inmates were able to learn and apply lessons pertaining to effective communication when the stakes are high, emotions run strong, and opinions vary from the Global Leadership Crucial Conversations program. Specifically, the program impacted inmates' abilities to recognize the importance of and apply mutual purpose and mutual respect and honesty to communication in their lives. In addition, inmates recognized the importance of listening and communicating when faced with difficult conversations.

Offenders also noted the importance of having patience and remaining calm when faced with a crucial conversation, remaining objective in situations that involve communicating with those who may have opposing opinions; anticipating how one believes a conversation will unfold and how one should respond; and avoiding becoming judgmental or defensive. These skills are consistent with components, according to Schneider (2000), that are necessary to form a meaningful and sincere apology. These components include acknowledgement, affect, and vulnerability (Schneider, 2000).

Through learning and applying these communication skills and recognizing key elements of making an apology, it is likely that when placed in a restorative justice setting, offenders who have successfully completed the Crucial Conversations program would be able to communicate successfully and would be better equipped to give an effective and sincere apology. In addition, these findings provide many implications for future research and practices.

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SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
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Current Section Officers

Chairperson

Nick Jones
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Term ends: 2019- ACJS
Conference

Secretary

Lana McDowell
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Term Ends: 2018- ACJS
Conference

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Term Ends: March 2019

Vice Chairperson

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Term ends: 2019

1st Executive Counselor

Andrew Fulkerson
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Term Ends: March 2019

3rd Executive Counselor

Linda Keena
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Term Ends: March 2018

Nominations for Vice Chairperson and Executive Counselor Positions Are Requested

Dear Section Members,

The 2017/2018 nomination and election committee for the Restorative and Community Justice section of the Academy of Criminal Justice Sciences is seeking nominations for an Executive Counselor position. There are three Executive Counselor positions for the Section. One Executive Counselor position is open in the current election period.

The following are the duties of the Executive Counselor position taken from the bylaws of the Section: "The Executive Counselors will assist the Chairperson, Vice-Chairperson, and the Secretary with the administration and operations of the Section and will perform specific duties as delegated by the Chairperson and/or the Executive Board. . . Executive Counselors shall serve two-year terms."

Please send Eric Lambert (elambert55555@hotmail.com) the name and contact information for the individual or individuals you wish to nominate for these positions. Self-nominations are welcomed.

The deadline for nominations is 4 pm (Pacific Time Zone), Friday, October 27, 2017. As previously indicated, a candidate must include a short biographical statement which will be sent to the Section members as part of the election. The statement needs to be sent to Eric Lambert by 4 pm, Friday, November 3, 2017. Again, the email address for Eric Lambert is: elambert55555@hotmail.com.

After receiving nominations, the next step in the process is to hold an election. The election will be electronic using the Academy of Criminal Justice Sciences (ACJS) electronic election system. After verifying the election results, the election results will be announced at the business meeting of the Section at the 2018 Academy of Criminal Justice Sciences meeting in New Orleans, LA.

The nominations and elections committee thanks you for your time and efforts in this request and for your continued support of



SECTION ON RESTORATIVE AND COMMUNITY JUSTICE NEWSLETTER
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ACADEMY OF CRIMINAL JUSTICE SCIENCES

ACJS Restorative and Community Justice Section Student Scholarship 2017 – 2018

The ACJS Restorative and Community Justice Section has budgeted \$500.00 (USD) to provide two (2) student scholarships (\$250.00 USD) to assist in off-setting the costs of presenting a paper (or poster) at the ACJS annual meeting.

Information regarding applying for the Scholarship(s):

1. The scholarships are open to all students (undergraduate, MA, or Ph.D.)
2. The student must be a member of ACJS.
3. The student must be a member of the ACJS Restorative and Community Justice Section.
4. The student will have submitted the abstract for the paper to ACJS by the final deadline for submission (September 30, 2017).
5. The paper must have direct relevance to the section (i.e. be a paper focussed on restorative and/or community justice).
6. The student will submit the abstract for the paper to the Chair of the Scholarship committee, Dr. Nick Jones (nick.jones@uregina.ca) immediately following the submission to ACJS.
 - The scholarship committee (Nick Jones, Linda Keena, and Joanne Katz) will review the submissions and inform the students whether or not they were successful no later than November 15, 2017. The review process will include:
 - Relevance to the Restorative and Community Justice Section

Priority will be given:

1. To students submitting their own individual paper for presentation,
2. To students submitting a co-authored paper for presentation; and **in the event that 2 students are co-authoring a paper, the paper would be considered a single application and the two students would split the \$250.00 scholarship.**
3. To students submitting a sole authored poster for presentation
4. **The number of applications will also be a consideration in determining the awarding of the scholarships.**



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The 6th NACRJ Conference was held in Oakland, CA on June 16-18, 2017.
National Association of Community and Restorative Justice

There were three pre-conference training sessions on June 15, 2017. Over **1,300 attendees** were offered terrific keynote/plenary sessions and cultural performances, nearly 300 presentations, an awards ceremony, and a concert by “dead prez”.

The 7th NACRJ Conference

June 14-16, 2019
Denver, CO

Pre-Conference Training Sessions
June 13, 2019

Mark your calendars!

Do not forget to submit your abstracts!!

ACADEMY OF CRIMINAL JUSTICE SCIENCES

2018 ANNUAL MEETING

February 13-17, 2018
Hilton New Orleans Riverside
New Orleans, LA

“Linking Teaching, Practice, and Research”

Email: ACJS2017@uakron.edu

The Program Committee requests submissions by September 15, 2017. The final deadline for submissions is September 30, 2017. Please note that the online submission system will close at midnight EST on September 30, 2017.

To submit an abstract for the ACJS 2018 Annual Meeting, use the following link:

<https://admin.allacademic.com/one/acjs/acjs18/>



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