

WRCPA Agenda

June 12, 2020

9:00 a.m. to 11:30 a.m. (8:30 a.m. Networking)

The meeting will take place via Zoom. Please follow the instructions provided in the email.

During the networking portion of the meeting we attempt to deal with any Zoom questions for those less familiar with the technology.

Chair: Cathy Harrington

Minutes: Mary Anna Allen

1. Welcome and Introductions – 5 min
2. Approval of Agenda
3. Declaration of Conflict of Interest
4. Approval of the May 8, 2020 Minutes – 5 min (attached)
 - 4.1 Business Arising
5. Staff Updates (20 min) – in lieu of a consent agenda
 - a. Social Cohesion for the Prevention of Violence in the Home
 - b. Research for the Prevention of Violence in the Home
 - c. Pulse Check Survey
 - d. Recent media involvement
 - e. Staffing
6. Motion to Move the July 10, 2020 WRCPA Meeting to July 17, 2020
7. Evaluation Reframing Crime, Justice and Prevention Course with Carlos Luis Zatarain - (30 min) – follow-up discussion
8. Discussion re WRCPA's role in the recovery from COVID-19 and response to the current events
9. Other Business
10. Adjournment

WRPCPC Minutes

May 08, 2020

9:00 a.m. to 11:30 a.m. (8:30 a.m. Networking)

Present: Andrew Jackson, Bill Wilson, Cathy Harrington, Chris Cowie, Dave Dunk, Doug McKlusky, Irene O'Toole, James Bond, Janice Ouellette, Jennifer Hutton, Joe-Ann McComb, Jonathan English, Kelly Bernier, Rosslyn Bentley, Shayne Turner, Shirley Hilton, Kathy Payette, Kelly Anthony, Lu Roberts, Peter Ringrose, Mark Pancer, Patricia Moore, Richard Eibach, Sarah Shafiq, Sharon Ward-Zeller, Tom Galloway, Trisha Robinson

Regrets: Angela Vanderheyden, Arran Rowles, Barry McClinchey, Bryan Larkin and Mark Crowell, Carmen Abel, David Jaeger, John Shewchuk, Kathryn McGarry, Dr. Hsiu-Li Wang and Karen Quigley-Hobbs

Staff: Christiane Sadeler, Mary Anna Allen, David Siladi

Chair: Cathy Harrington

Minutes: Mary Anna Allen

1. Welcome and Introductions:

Cathy Harrington welcomed WRCPC members, staff and guests.

2. Approval of Agenda:

Moved by Mark Pancer

Seconded by Peter Ringrose,

Carried

3. Declaration of Conflict of Interest: None

4. Approval of the April 17, 2020 Minutes:

Moved by Doug McKlusky

Seconded Irene O'Toole

Under number 9 and 10: Round table and the question re the role of WRCPD in the current pandemic and the next phase the second paragraph should read: Kathy Payette relayed information about quick access to mental health supports available through Lutherwood-Carizon Front Door. This is to give credit to Carizon Family and Community Services and Lutherwood who have combined resources to offer Front Door.

Carried as amended

4.1 Business Arising:

Christiane shared that Mary Anna Allen is back from redeployment to full-time and Michael Parkinson and Julie Thompson remain redeployed to the Men's Shelter.

5. Presentation by Carlos Luis Zatarain on the Evaluation of the Reframing Crime, Justice and Prevention course of the WRCPD:

David Siladi provided some background information about the WRCPD course, **Reframing Crime, Justice and Prevention**, that was held in 2017. The WRCPD piloted course was offered to the Friends of Crime Prevention once a week over an eight-week period of time. The idea was for participants to gain a better understanding of the three elements: Crime, Justice and Prevention, while looking at the cultural political and social structures that impede us from creating a safer community. The deep upstream knowledge that was developed through the course assisted in setting WRCPD on that path. The process for the course was rooted in the idea of critical reflection leading to critical action. The idea for the course was to surface assumptions we have about crime, justice and prevention, validate those assumptions, gain a deeper and better understanding of our own perspectives as well as other people's perspectives.

The completion of the course provided a good opportunity to evaluate the course. The WRCPD staff performed a process evaluation. In addition, Carlos Luis Zatarain was in the midst of undertaking his Master Thesis with Wilfrid Laurier and offered to carry out an outcome evaluation of the course. Carlos was successful in defending his Thesis and was invited by the WRCPD to present findings.

Christiane Sadeler added that in addition to Carlos's offer to carry out an outcome evaluation, he was at one time a placement student with the WRPCPC and assisted Christiane with her partnerships with Guadalajara.

Carlos presented his Thesis to the WRPCPC. The PPT slides are attached.

At a future meeting Carlos will be invited to return so that Council can have a fulsome discussion about the details of the outcome evaluation findings and to talk about future next steps.

The WRPCPC was invited to ask Carlos for any points of clarification and for any questions about his Thesis.

Feedback and questions:

- The process can be used for any topic or any community issue
- Equity was a key component of the course
- Critical reflection is a practice that we need to continually do to evolve
- Connection and relationships are central to that work
- The presentation complements the WRPCPC Culture Document that speaks about the centrality of relationships
- A question was asked to clarify the coding process and whether there were single or multiple coders used. At first, the coding process followed the theoretical propositions which were expressed in the logic model developed in October 2017, shortly before the start of the community course. However, there was a ground up strategy where everything was laid out to try and identify what really motivated the development of the course and the emerging themes from this process. There was a revision process that followed that looked at aspects from the data that were previously overlooked.
- Questions were asked about the number of interviews held, if there would be any follow-ups and how profound was the impact on the participants. Interviews were held with seven of the eight course participants and a focus group was held that included three facilitators. Carlos was also a co-facilitator. Carlos followed up with those interviewed before his Thesis presentation. The data that was analysed is based on the interviews and focus groups conducted after the last event, a porch

chat. Through the participation in the course the participants began to question some aspect of their understanding about crime, justice and prevention. During the follow-up with course participants, two of the participants expressed a greater engagement in the community.

Carlos was invited back to the WRCPC at the next meeting of May 8, 2020 for a follow-up presentation.

6. Endorsement of the updated Culture document:

Richard Eibach presented to the WRCPC the document the **Culture of WRCPC** for endorsement.

Contributors that assisted in the development of the document include: Peter Ringrose, Irene O'Toole, Bill Wilson and staff Christiane Sadeler and David Siladi. The WRCPC's feedback from the last meeting was also taken into account. The Council wanted to find ways to convey what the Council's key values are as well as its upstream approach to issues in the community.

The backdrop to the discussion is the pending changes as the Council goes through a restructure and how this work is going to be done in the community. It is an important time for the Council to reflect on this and to communicate in a clear way the important elements of the culture of the WRCPC so that the Council can carry those elements forward and amplify them no matter what the structure.

At the last meeting of the WRCPC on April 17, 2020, the Council provided feedback asking the working group to incorporate in the document examples to illustrate some of the core themes and the ways in which the Council puts into action some of the key values and key elements of its culture.

Richard asked the Council to provide feedback about the examples provided in the document. He asked the following questions:

- 1) Do the examples make the key points?
- 2) Are the examples a good selection, and is there a good alignment between the examples and the values?
- 3) Were the practices demonstrated?

Reflections:

- Kathy Payette shared that the examples showed what meaningful engagement really and truly looks like in practice.
- Thank you for taking Council's feedback and incorporating it into the document
- Jonathan English, a graduate of the Conestoga College Bachelor of Community and Criminal Justice (Honours) program, shared, that through discussions with his colleagues that have graduated from the same program, that employers have expressed that graduate students from the program are fully in tune with what is happening in the community.
- Bill Wilson asked that the comments on page 3 be reworded so it doesn't look like staff are not working.
- On page 11 of the document, Bill Wilson asked to include the day that the WRCPC hosted the forum that started the National Crime Prevention Council.
- Irene O'Toole thanked Peter Ringrose on behalf of the WRCPC. Peter took the initiative to refine the document. She shared that the essence of crime prevention is when members, without being asked take the initiative and move forward.
- Richard Eibach shared that the process of how the document came about illustrates the culture of the WRCPC.
- Mark Pancer shared that the practice examples in the document animate the work of Council. He also suggested the document is a good model to share with the Canadian Municipal Network on Crime Prevention and other community organizations to see if it might be useful.
- Christiane shared that the CMNCP has already expressed an interest in the document but she would like endorsement from the Council before it is shared with others. There are some ideas about how the document can be shared but there is no plan set in place.
- Tom Galloway shared that the document encapsulates the secret sauce of the Crime Prevention Council. It is important to share the document, in some context, with the national group, the sector tables, Friends of Crime Prevention and in time municipal government. A link to the Council website was suggested.

- Dave Siladi shared that there has already been some discussion about taking the document and turning into a knowledge brief which would complement the materials coming out of the Smart on Crime community plan evaluation. Once it is in that format it will lend itself to a variety of audiences and an opportunity to distribute it far and wide.
- Irene O'Toole asked if a working group could be formed to talk about the strategy for distribution of the information
- Kelly Anthony asked to think about possibly using another phrase other than "culture eats strategy for breakfast" like "none of us is a smart as all of us" or "it takes both sides to build a bridge".
- Peter Ringrose suggested to consider reviewing and/or changing the quote if it causes confusion for others.
- Peter Ringrose supports idea of developing a communication strategy and to ask the Facilitating Committee to take on the task and to add it to the next Facilitating Committee agenda.
- Bill Wilson was asked to review the document for errors and to email any changes to Christiane Sadeler and David Siladi

Richard Eibach asked for a formal motion to endorse the Culture of WRCPD document.

Moved by Irene O'Toole

Seconded by Kathy Payette

Carried

The endorsement of Council will allow the WRCPD to move forward with a communication strategy.

7. Presentation of the Threat Risk Assessment work during Covid-19:

Christiane provided some background for the presentation.

After the school shooting in Taber Alberta, the WRCPD and the former Alliance for Children and Youth co-hosted an event to proactively look at how the partners might better identify children within the school system that might be highly at risk or potentially cause a threat to themselves or to others. Kevin Cameron, a Board Certified Expert in Traumatic Stress who

developed the Traumatic Event Systems (TES) Model was invited to facilitate this event. This event was followed up with collaborative efforts with both school boards.

More recently, Christiane Sadeler was notified about a webinar that was about the adaptation of the threat risk assessment work to the current COVID-19 pandemic situation.

Doug McKlusky and Jonathan English were asked by Christiane to join the webinar and to bring back the information as a presentation to Council. Please see presentation and a summary of notes attached.

Christiane asked that Doug and Jonathan forward their notes and PPT presentation to staff. Staff will package the material and make the resource available in the Members' Corner. Christiane shared that there might be an opportunity to have a follow-up discussion.

Christiane also mentioned that the CMNCP offers webinars and that she will look for other opportunities for Council to participate in these.

Doug and Jonathan agreed to come up with some logical next steps and Doug suggested a presentation to Regional Council.

Questions and Comments:

Shirley Hilton shared that the WRPS understands the threat assessment through the school boards and through their school Community Resource Officers. Shirley highlighted that there are also risk assessment and threat assessment tools that are used and available through the Domestic Violence Unit.

Kelly Bernier shared that Family Children's Services has been actively involved with the schools and threat assessment for a number of years. One of the senior leadership with F&CSWR has been trained along with the police and the school boards on threat assessment.

Jonathan English shared that there may be an outreach opportunity with marginalized youth. Kevin Cameron suggested applying the Breacher Model. Multiple agencies should be on board, with funding from Crime Prevention Canada and Public Safety Canada and advocacy around gang related behavior. He also shared about applying Breacher from a community prejudice lens and then focus on gang prevention.

Cathy Harrington asked if there might be some opportunities to make the tools available as the community shifts from crisis management to recovery and looks at what are the lessons that we have learned.

Joe-Ann McComb asked as to how communities and the schools can have a better connection so that neighbourhoods have the tools to identify the issue and have those pre-discussions instead of having to implement a measure after the fact.

Richard Eibach shared that the focus of the WRCPC, as explained in the culture document, is on broader structural inequities. Does the promotion of this kind of risk assessment at the individual level undermine WRCPC's broader message? Our mission is to focus on upstream prevention.

Christiane recommended that Doug McKlusky and Jonathan English and a few others from the Council meet to see if there are any opportunities for next steps and to bring back a few ideas to Council at its next meeting, keeping in mind the community focus.

8. Update from Facilitating Committee by Richard Eibach:

Richard Eibach shared that Regional Chair Karen Redman was invited to a special meeting of the Facilitating Committee to discuss the culture document and invite feedback on steps forward for the WRCPC.

Chair Redman affirmed at the very beginning of the discussion that she appreciated the culture of the CPC and the work that the CPC has done over the years and has been an ally of the work. She shared that she has a deep understanding and appreciation of the work.

The focus of the meeting was about the process moving forward for the WRCPC and its options and organizational restructuring.

Chair Redman shared that the status quo is not an option. The Region cannot continue to support two organizations with overlapping mandates (WRCPC and WWR) for financial and human capital reasons. Budget constraints are even more evident now during the COVID-19 pandemic crisis.

Chair Redman provided the following three options for the future of WRCPC:

1. Discontinue as an organization
2. Substantive reimaging of the WRCPC work. Building on synergies with WWR
3. Spinning off from the Region and truly becoming arms length with two years funding from the Region before finding other sources of income

Facilitating Committee and Chair Redman had a further discussion about the work of the WRCPC and the work of WWR and committed to finding a way to carry forward the work. The Committee also talked about opportunities for synergies with WWR and getting back to discussions around the Design Team table to make more concrete progress.

Chair Redman offered to meet with the full Design Team to help to make sure that the work moves forward.

Chris Cowie mentioned as part of the third option of two years of funding for the WRCPC to go outside the Region, that this alternative does not seem to be a viable option. Most funding is based on responding to issues and the mandate of the Council is about upstream prevention.

Peter Ringrose shared that option number two is the only viable option. This would mean continuing with the Region and finding a synergy between WRCPC and WWR for a common future. There is an urgency for the Design Team to continue discussions. It is important for WRCPC to be prepared with a position for when the discussions continue with WWR.

Tom Galloway shared that Chair Redman provided the three options to Facilitating Committee to generate discussion but that she supports option two. There has been no discussion at Regional Council of any of the options other than option two. Any decision would need to go to Regional Council for approval.

Kelly Anthony shared that we might not want to dismiss option three.

Richard Eibach shared that the Committee had a discussion about how to make sure that when the design team gets back to work that it is more effective in moving the work forward. It was recommended that the members of the WRCPC on the Design Team have a shared vision to ensure effective contributions. Another proposal was to have one full day session meeting with a clear agenda to come away with a draft model.

Christiane Sadeler shared that the ultimate decision rests with the WRCPC and it must be fully endorsed. What is clear is that as the Council exists now will not exist in the future.

Cathy Harrington shared that communication has been shared with the Design Team about the discussions that the Facilitating Committee had with Regional Chair Karen Redman.

9. Staff updates on recent actions:

Christiane shared that at the last meeting, in light of the fact that there is a pandemic, that it is important for the WRCPC to understand its role. The Council is a prevention focused collaborative working in the time of a crisis. Staff resurrected the Integrated Model of Crime Prevention and identified that the role of the WRCPC is in the recovery and renewal area and not in the crisis intervention work.

There were four relevant action areas identified along with the staff leads:

1. Social and Community Hardware (Michael Parkinson)
2. Social Cohesion and Solidarity (Julie Thompson).
3. Flattening the violence curve (Christiane Sadeler)
4. Pulse Check on collaboration (David Siladi)

Pulse check: David Siladi

Christiane Sadeler shared that Mark Pancer's contribution and support in assisting David Siladi to develop the pulse check survey is another great example of leveraging WRCPC resources.

David Siladi is currently working on a pulse check survey. In addition to Mark Pancer's support a number of AGORE members have also provided support including Kelly Anthony, Family & Children's Services of Waterloo Region and the Kitchener-Waterloo Multicultural Centre. David is currently working with communities across the country to see if the tool that is being developed can also be used in other communities. If we have a handful or more of communities doing this kind of assessment, we can then look at the findings and compare them across the country.

What we are hoping to assess is how well the community is working together in the response to the pandemic.

David Siladi will email the draft survey out to the WRCPC to review. Feedback is requested before May 14, 2020.

Christiane Sadeler shared one of the areas of focus is on violence in the home. What might the WRCPC be able to do to support families that are struggling with social isolation, particularly those that already struggle under normal circumstances. Christiane is working with several community partners to develop a simple concept showing the violence prevention curve and this work has been linked to the work of the Child Family and Services working group. A suggestion was made that the image was misleading and Christiane explained that it was just a concept to start the discussions.

There were three actions related to this work, one of which is to work with the CMNCP and the national ombudsperson for victims to create a framework for prevention of violence in the home.

The second action is to convene a research action team to ground our understanding in research that helps us to see what the connection might be between violence in the home and a pandemic and to bring that knowledge to the community by way of a knowledge brief.

Kelly Bernier shared that Family & Children's Services of Waterloo Region has seen an increase in the numbers of referrals and she shared that it has been great to have the collaboration with others sharing their message.

Christiane shared that the second group will be looking at beyond the services and the coordinated volunteer sectors to what might people be able to do as family members, friends, and neighbours. The group will meet to think about concrete suggestions and messaging into the community.

Christiane submitted an opinion piece in the Record about this particular work and there was also an article in [Kitchener Today](#). Christiane was also interviewed by Mike Farwell and there is currently outreach to other media.

Christiane shared that what the WRCPC would like see is for all of us to play a role so that the need for formal services are diminished.

10. Through the Upstream Lens: What lessons do we need to hold onto going into recovery from Covid-19:

Cathy Harrington suggested placing the question: “What lessons do we need to hold on to going into recovery from the pandemic” earlier on the next WRCPC agenda for discussion.

11. Other Business: None

12. Adjournment:

Sarah Shafiq

Seconded by Irene O’Toole

Carried at 11:33 a.m.

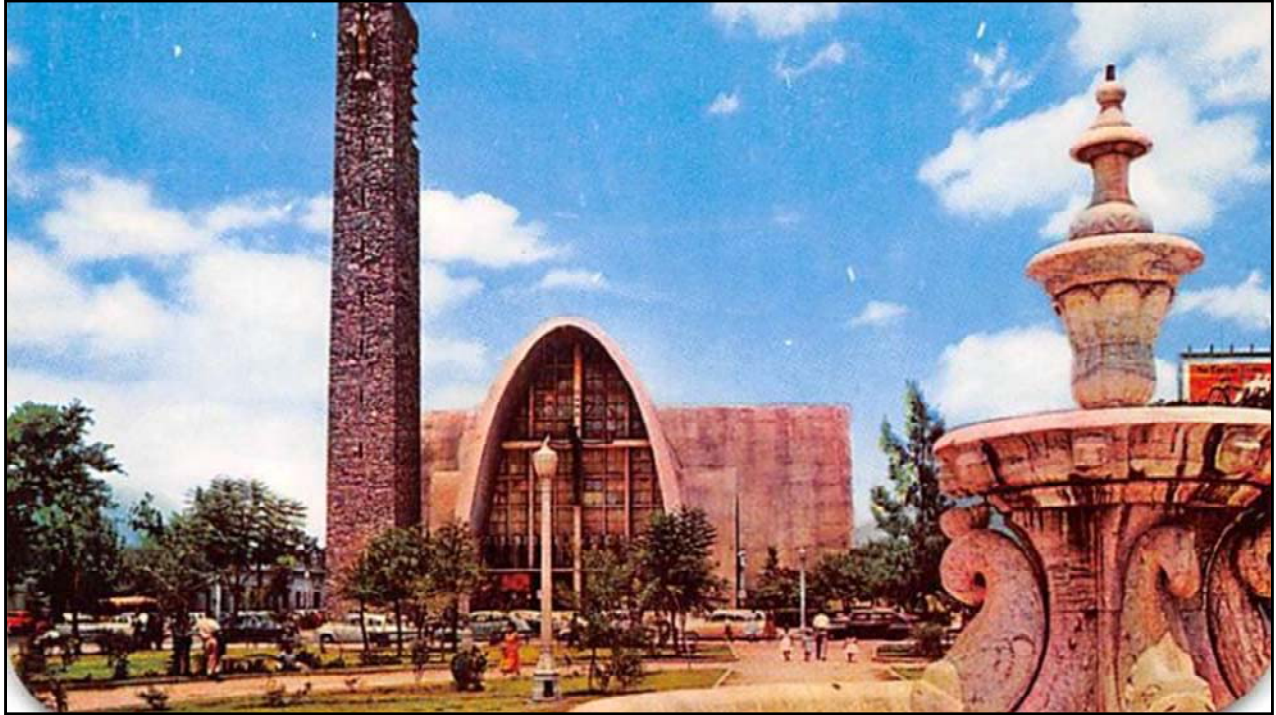
I ACKNOWLEDGE THE TRADITIONAL
TERRITORY OF THE NEUTRAL, ANISHNAWBE
AND HAUDENOSAUNEE PEOPLE.



#KNOWTHELAND | #KITCHENERWATERLOO | #WLU

“To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol” (LSPiRG, 2016).

Good morning, my name is Carlos Luis Zatarain, and I would like to acknowledge that I live on the traditional territory of the Neutral, Anishnawbe, and Haudenosaunee People.



I would also like to acknowledge, that I was born and raised in Monterrey, Mexico; and with English being my second language, I would like to apologize upfront if any expression I use is offensive to you. I can assure you, I mean no harm, and I am happy to learn with your feedback 😊

I will be talking about topics related to crime prevention. If at any point you wish to step aside, feel free to.

Image retrieved from:

<https://www.hippocard.com/listing/mexico-old-vintage-antique-post-card-jardin-y-templo-monterrey-nl-unused/11541369>



Thank you!

I would like to say **thank you** to the Waterloo Region Crime Prevention Council for supporting the community course, and special thanks to Chris Sadeler, Dianne Heise Bennet, Juanita Metzger, and David Siladi; without your support, patience, and encouragement this would have not been possible. **Thank you so much.**

NARRATING A CONSCIENTIZATION JOURNEY ON CRIME PREVENTION THROUGH SOCIAL DEVELOPMENT

CARLOS LUIS ZATARAIN, B.A.

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ADVISOR: MANUEL RIEMER, PH.D.

If the title gives nothing away, do not worry. By the end of this 10-minute presentation I hope to have conveyed, what is crime prevention through social development, conscientization, and how these two are connected through narrating a single case which was the focus of my master's thesis.

Given time limitations I will use analogies and will not go into details, however, if you want to hear more, do write your questions, and we will find a time to talk later today 😊



There is a folk tale about six blind men, who disagreed on how an elephant would look like. Villagers were tired of their arguments and decided to take them to meet one. The first blind person touched the side of the elephant and described it as solid like a rock. The second one touched the limber trunk and said it was like a snake. The third one touched the pointed tusk and said it resembles a deadly spear. Descriptions went further apart as others described the legs, ears, and tail of the elephant. They started to argue about who was right, until a wise passerby said: “the elephant is a very large animal, each man touched only one part, perhaps if you put the parts together, you will see the truth”. **PERSPECTIVE MATTERS.** Similarly, crime is understood from different perspectives, and in turn, prevented in a variety of approaches.

Image retrieved from:

<https://www.sciencefocus.com/nature/why-do-elephants-have-such-wrinkly-skin/>

CRIME PREVENTION THROUGH SOCIAL DEVELOPMENT

- **Focuses on addressing the root causes of crime:** a series of social, economic, biological, and family related factors, which have been associated with the occurrence of crime



Schneider, 2015; Waterloo Region Crime Prevention Council, 2012

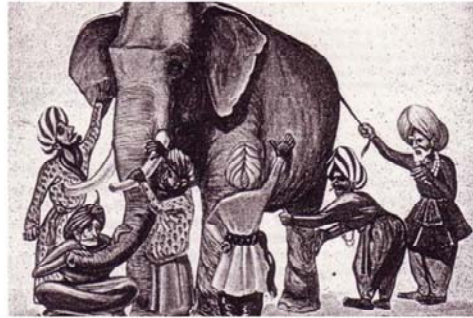
Crime prevention through social development recognizes that crime is influenced by more than an individual's choice, but by failing structures in society that failed to ensure all had access to housing, employment, health, and a nurturing and caring environment.

Image retrieved from:

<https://www.nursingcenter.com/ncblog/november-2019/social-determinants-of-health>

CONSCIENTIZATION

- A facilitated, action-oriented group process that leads to a deeper and richer understanding, construction, and transformation of reality.



Freire, 1974

Conscientization is a facilitated, action-oriented group process that leads to a deeper and richer understanding, construction, and transformation of reality. It was developed by one of the most influential educators of the 20th century, Paulo Freire.

In the context of the analogy, conscientization would help acknowledge, first, where each man was standing from, and would promote a humble, loving, and hopeful dialogue, that would allow to better understand one another and the reality at hand.

Images retrieved from:

<https://rotarynewsonline.org/ten-blind-men-hindoostan/>

<https://subversivaarte.blogspot.com/2019/01/sobre-o-circulo-de-cultura-em-paulo.html>

WHY WAS A COMMUNITY COURSE DEVELOPED?

So, why was a course developed?



Imagine you live in a village that is being attacked by raging elephants. Some would propose building electrified fences to keep them away, others, would focus on the pointed tusks, and so forth. Crime prevention through social development would ask, **why are elephants charging at us?** And from that understanding develop strategies.

Image retrieved from:

<https://www.theguardian.com/childrens-books-site/gallery/2015/aug/15/elephants-by-steve-bloom-in-pictures#img-12>

THE NARRATED CASE: A COMMUNITY COURSE

- In 2017, the Waterloo Region Crime Prevention Council developed and implemented a **community course** (six 2 ½-hour sessions), **8 participants**.
- The course **sought to**:
 - **(1) Deepen** participants **notions** of **crime, justice, and prevention**.
 - **(2) Develop skills** for **critical reflection**
 - **(3) Influence** participants **critical action**
- The course relied on **conscientization** principles for its implementation.

Friends of Crime Prevention, 2017

Engaging in dialogue is not easy, crime is a whole different elephant and seeking to facilitate a process to better understand our realities regarding crime, justice, and prevention, the Waterloo Region Crime Prevention Council developed and implemented a community course that sought to:

- 1) Deepen, participants notions on the topics
- 2) Develop skills for critical reflection
- 3) Influence participants critical action

The course relied on conscientization principles for its implementation.

RESEARCH OBJECTIVES

1	DEEPER UNDERSTANDING?	Conduct a formative and outcome-oriented program evaluation of the community course facilitated by the WRCPC, looking at how participants' notions of crime, justice, and prevention are deepened or not , through the process of participating in the course
2	CONSCIENTIZATION EFFECTIVE?	Explore the perceived effectiveness of a conscientization process in becoming aware of the roles power and inequality have on the way participants understand crime, justice, and prevention.

My master's thesis sought to assess the course contribution to a **deeper understanding** on the notions of crime, justice, and prevention, among the participants, as well as to explore the **effectiveness of conscientization** methods in becoming aware of the roles power and inequality have on the way participants understand crime, justice, and prevention.

RESEARCH QUESTIONS

1	ADHERENCE TO CONSCIENTIZATION	In what ways does the community course reflect principles of conscientization methodology in the way it is conceptualized and implemented ?
2	STRENGTHS & OPPORTUNITIES	What elements were identified as relevant to the participants and facilitators of the course in the process for deepening an understanding of crime, justice, and prevention (incorporating how power and inequality shape those realities)?
3	DID IT WORK?	In what ways does the community course contribute to the development of critical consciousness related to crime prevention through social development?

Specifically, I looked at (1) the **incorporation of conscientization principles** on the course, (2) elements that **contributed or hindered** a deeper understanding, and (3) **acquiring a different perspective** on crime as a result from participating in the course.

METHODOLOGY

- **Case study**
- **Community-engaged research approach**
- **Dual role:** co-facilitator, researcher
- **Mix-methods:**
 - **Interviews** (N=7) with participants
 - **Focus group** (1) with facilitators (N=3)
 - **Memos and Documentation:** minutes, promotional materials, enrollment forms, course in-session outcomes.

ANALYSIS

- ❖ **Theoretical propositions**
- ❖ **Ground-up strategy**
- ❖ **Holistic coding**

Riemer, Reich, Evans, Nelson, & Prilleltensky, 2020; Saldaña, 2013; Yin, 2016, 2018

To meet the research objectives, I followed an in-depth exploration of the topics through a case study and community-engaged research approach. I had a dual role as co-facilitator and researcher.

Data collection methods included 7 interviews, 1 focus group, and a review of memos and documentation.

For the analysis, I relied on the theoretical propositions of the logic model. In addition, I used a ground-up strategy in reviewing the documentation and followed a holistic coding approach for the interviews and focus group.

RESULTS

As for the results

Incorporation of conscientization on the course?

1

Did the course incorporate conscientization components in its implementation? **Yes, to various degrees.** Paulo Freire identified seven components embedded in conscientization, which I relied on for my assessment. I will not describe them in detail, but I am happy to talk more later today.

Conscientization component	1. Assuming an epistemological position
Included?	Partially
Theme	"We decide what crime is"
Sample quotes	<p><i>"...to be honest, what I think now is that crime really is a social construct. We make up what crime is, right? We decide what crime is, so crime isn't any one thing..." [P5]</i></p> <p><i>"...crime is what society says is wrong, but one society may say it's wrong and another society may say its right..." [P1]</i></p>

The first component refers to acknowledging where I am standing, and that others stand in different places.

Participants acknowledged in the interviews how crime is a social construction. A full incorporation of this element would need a personal reflection of how each developed a unique view of reality, in other words, how each man got to be positioned in different parts of the elephant.

Conscientization component	2. Continuous unveiling of reality
Included?	Yes
Theme	"A moving target"
Sample quote	<i>"The course contributed to understanding that justice is not going to be the same thing for everybody, and that maybe having it be sort of a moving target is the way to look at it, because it means that we never get complacent. Probably the key thinking about the course is to keep questioning. What is justice? Who is justice for? and keep investigating. Like if we have an answer, we probably still don't have the whole answer. Not the whole picture" [P6]</i>

The course had intentional activities designed to question the underlying conditions of any given topic, for example, using the "five why's" techniques. Why do I describe the elephant as a rock? Because I felt a solid surface. Why did I feel a solid surface? ...and so forth.

Conscientization component	3. Adopting a historical consciousness and commitment
Included?	Yes
Theme	Connecting with history through Jane Walks
Experiential account and Document review	<ul style="list-style-type: none"> • Historical exploration of crime understandings and responses • Acknowledging different ways for administering justice • Attending community events that emphasized different ways for addressing our response to crime: restorative justice.

Adopting a historical consciousness refers to recognizing that our reality was created by us, and so it can be positively transformed as well. In the elephant story, the blind men argue on who's right, in a competitive dynamic that they live in; but that can also be transformed.

The course explored how crime understandings and responses have evolved through time and participating in community events allowed for exploring different approaches, such as restorative justice.

Conscientization component	4. Assuming a Utopian position and praxis
Included?	Yes
Theme	“Imagining a Restorative Region”
Experiential account and Document review	The course design included an exploration of different approaches in addressing crime, and promoting a specific approach geared towards recognizing the inequalities in society that influence crime . Hence, the course did follow the denouncing and announcing of dehumanizing and humanizing structures, embedded into the Utopian vision of Freire (1974).

A utopian position seeks for every human being to thrive. Denouncing what impedes it, announcing what promote it. From the analogy, why are the men so eager to prove who is right? What is helping them to listen to each other?

From the course, an exploration of different approaches to preventing crime and responding to it, allowed to see some of the limitations of the dominant approach, and to imagine different paths, like Restorative Justice.

Conscientization component	5. Coding and Decoding
Included?	Yes
Theme	“Deconstructing understandings”
Experiential account and Document review	<ul style="list-style-type: none"> • Each of the sessions presented a topic, which represented the code that through dialogue became decoded

In the folk tale, **the code** is the physical appearance of the elephant, and **to decode it**, is to have a dialogue, that allows for an understanding beyond oneself.

In the course, each session had a topic which was the code, that through dialogue became decoded.

Conscientization component	6. Conscientization as a never-ending process
Included?	Partially
Theme	“Challenged to think differently”
Sample quote	<i>“I’m embarrassed to say that I was one of those individuals that got my car broken into, and would be like, “augh, why are they even doing this?” and just get frustrated when I see people laying around downtown causing disturbances. I wasn’t someone helping them out. Now, I feel like I have a little bit more understanding of why people are in those situations...I feel like I actually have more of a dialogue with people now, instead of just walking by” [P1]</i>

Conscientization as a never-ending process calls for a continuous dialogue that aids in better understanding and response to our reality.

The course sought to develop skills to reflect critically, which were exemplified during the interviews. For this element to be considered fully included, future implementations would need to emphasize the continuum in the critical reflection process, for example, having settled for a given path such as Restorative Justice, we would still need to continue reviewing it.

Conscientization component	7. The inherent role of love, humility, and faith
Included?	Partially
Theme	“Be kind to each other”
Experiential account, document review, and sample quote	<i>“The highlight for me was the connection with the women's prison, the stone activity and the presentation of becoming a restorative community. It was very inspiring for me. Another highlight was being in a collective place where people were open to dialogue, open to challenging each other's...there is not a lot of time in your day where you get to be in that place where you meet people who are all wanting to just think differently, and we're open to hearing and challenging their assumptions and beliefs” [P4]</i>

Dialogue is the main vehicle for conscientization, and love, humility, and faith are the indispensable fuels for it. A love that is expressed in the interest for one another; humility that acknowledges my ego and limitations, and faith in humankind, in their power to create and re-create. How can the blind men listen to each other without being interested in one another?

The course was intentional in creating a caring and respectful atmosphere for sharing and reflecting, which speaks of love. Another element present is faith, to believe in the capacity to transform our reality into a more just world. Participants explored different approaches within the justice system and became inspired by the restorative approach. For this element to be considered fully present, an emphasis on humility would be needed.

Relevant elements for deepening understanding

2

The second research question focuses on identifying the course elements that contributed and challenged a deeper understanding of the topics.

DEEPENING UNDERSTANDING	
Relevant element	1. Learning circles
Sample quote	<i>"I would say it's the conversations that we had and the challenging questions and the different ways of thinking, people sharing their stories and giving examples of what about this or those things...it's the combination of being introduced to new ways of thinking or challenging your own core beliefs and then having dialogue about it" [P4]</i>

The first relevant element is **learning circles**, the facilitated conversations throughout the course.

DEEPENING UNDERSTANDING	
Relevant element	2. Experiences from others
Sample quotes	<i>"I went to the to the one-day presentation from the women's prison... that to me, was something new...it helped clarify the picture for me of what's going on in prisons as a part of our so-called justice system" [P3]</i>

The second relevant element is **experiences from others**, opening up to unknown realities.

DEEPENING UNDERSTANDING	
Relevant element	3. History and meaning-making
Sample quotes	<p><i>“The articles and the things that help people to be thinking and processing beforehand so that you kind of have your own process is a really critical piece and having different articles that meet different peoples” [P4]</i></p> <p><i>“I think the readings on root causes, I think really helped me name the things that I was thinking about” [P6]</i></p>

The third relevant element is **history and meaning-making**. The course incorporated different articles and readings that met participants where they were and took them further.

DEEPENING UNDERSTANDING	
Relevant element	4. Beyond the regular understanding
Sample quotes	<p><i>"I think David's presentation took prevention for me to a higher level than I would have focused on...it just contributed to a conversation about places and spaces where you could do things really differently if you had a prevention focus" [P4]</i></p> <p><i>"I really liked doing real life examples that look in our community...that really helps understand how prevention might look like or what that might look like to me" [P5]</i></p>

The fourth relevant element was **going beyond the regular understanding**. In the course, topics were seen from various perspectives, which contributed in deepening their understanding.

OPPORTUNITIES	
Relevant element	Delimiting the scope of the topics
Sample quotes	<i>“Sometimes I wish we'd had more discussion about the readings, because sometimes I was like, Oh, I have all of these thoughts and ideas that I want to bring it up” [P6]</i>

Participants expressed an interest in going deeper into the topics, rather than covering more content, hence, **delimiting the scope** became an opportunity.

OPPORTUNITIES	
Relevant element	Grounded codes
Sample quotes	<i>“Having a more specific or grounding concept to guide the course and tight it together, like a book that we all read, which explores the issues or particular concept, just to help tie it together and ground it. It did feel like we were pretty high level conceptual sometimes that it would've been nice to have a common story” [F2]</i>

In addition, facilitators identified the need for having a unified guiding case or book, rather than a conceptual exploration, so, ensuring that the themes are more grounded and focalized became another opportunity.

Conscientization on Crime Prevention through Social Development (CPSD)?

3

The third research question explores participants understanding of crime prevention through social development, resulting from their participation on the course. From their responses, various elements reflect such understanding.

CONSCIENTIZATION ON CPSD	
Relevant element	1. Acknowledgement of the complexities
Sample quote	<i>"I feel like I'm back in that course. It's a really hard question to answer, because what I consider a crime may not be considered a crime by someone else. You know, it's kind of hard to define because it may be a crime, but at the same time you have to understand why the person's done that. So that's it was something I really struggled with during the course, identifying what is crime, because it may be a crime but the person has a reason why they've done it. It's a really hard question. What is crime? Crime is what society says is wrong, but one society may say it's wrong and another society may say its right" [P1]</i>

First, there is an acknowledgement of the complexities in defining crime. Challenging us to seek, to understand and better respond.

CONSCIENTIZATION ON CPSD	
Relevant element	2. Assimilating different perspectives
Sample quote	<i>"I think crime is an indication of needs that are not being met. So instead of it being a personal or an individual thing, I think it's indicative of how society is not built to meet the needs of people" [P6].</i>

There is also an acknowledgement of the **different perspectives** surrounding crime, which allows to contemplate different approaches to it.

CONSCIENTIZATION ON CPSD	
Relevant element	3. Acknowledging privilege
Sample quote	<i>"I really didn't know the difference in sentencing between cocaine and crack cocaine and how that impacts so many people's lives at the time. And I didn't know anything about it because I am at such a privilege state in my life. I think [the course] impacted me in a way that makes me want to learn more about it, about things that I might not already know" [P5]</i>

There was also an acknowledgement of how privilege influences one's understanding.

CONSCIENTIZATION ON CPSD	
Relevant element	4. Looking beyond the perceived reality
Sample quote	<i>"...it's really challenged me to think differently...I met with a group of newcomer parents who talked about how legalizing marijuana is going to really impact and marginalize their population further with stigmatization...And we had a whole conversation about why would that be? And they're thinking around whose locker's do you think you're going to get checked? And who's this? All of these things that I hadn't really thought of, but when I started to take the course, it really started to challenge me on what if we didn't have jails? And what if we didn't have these?" [P4]</i>

Finally, there were indications of practical applications, looking beyond the perceived reality.

DISCUSSION

What does this all mean?

❖ **Conscientization and Freire are not a method**

❖ **Emphasizing the relational aspect of conscientization**

Love constitutes an intentional spiritual act of consciousness that emerges and matures through our social and material practices, as we work to live, learn, and labour together...(Darder, 2015, p. 49). Democracy and the solidarity necessary for the evolution are made possible through a pedagogy fortified by a universal regard for the dignity and equality of all human beings, no matter their cultural differences or their economic circumstances. Such unity does not require uniformity or assimilation but rather a shared political vision for a more just world (Darder, 2018, 12'34").

I first approached conscientization as a technique to follow to get a result. I was wrong. I got to learn in this journey that conscientization and Freire are not a method, but a distinct philosophy that calls for a unique contextualization.

In addition, conscientization is not about acquiring knowledge, but about our personal transformation resulting from our connection with others. Caring for that connection should be at the forefront of future courses.

LIMITATIONS

- **Population:** Friends of Crime Prevention
- Reporting outcomes relying on **self-assessments**, future implementations would benefit from other assessments (i.e. reflective essays).
- **Broad codes**, future implementations benefiting from grounded codes (i.e. COVID19, essential work, subsidies, immigration).

Since the course was conducted with a group interested in learning from crime prevention, it is uncertain how different groups would respond.

In addition, the reported outcomes relied on self-assessments. Different methods for assessing outcomes would be relevant.

Lastly, the sessions covered the topics from a broad perspective, and would benefit from focalized topics.

CONCLUSION

But really, **what does it all mean?**

WHAT?

Where you are standing matters, your perspective matters.

SO WHAT?

A respectful and compassionate dialogue, opens up new understandings

NOW WHAT?

In an “us vs. them” culture, a compassionate dialogue provides a gateway to a hopeful future...

“...FOR EVERYONE WHO SEEKS SHALL FIND...” MATTHEW 7: 7-10

Where you are standing matters, your perspective matters.

A respectful and compassionate dialogue, opens up new understandings

In an “us vs. them” culture, a compassionate dialogue provides a gateway to a hopeful future...

“...FOR EVERYONE WHO SEEKS SHALL FIND...” (MATTHEW 7, 10).



THANK YOU SO MUCH, MUCHÍSIMAS GRACIAS!

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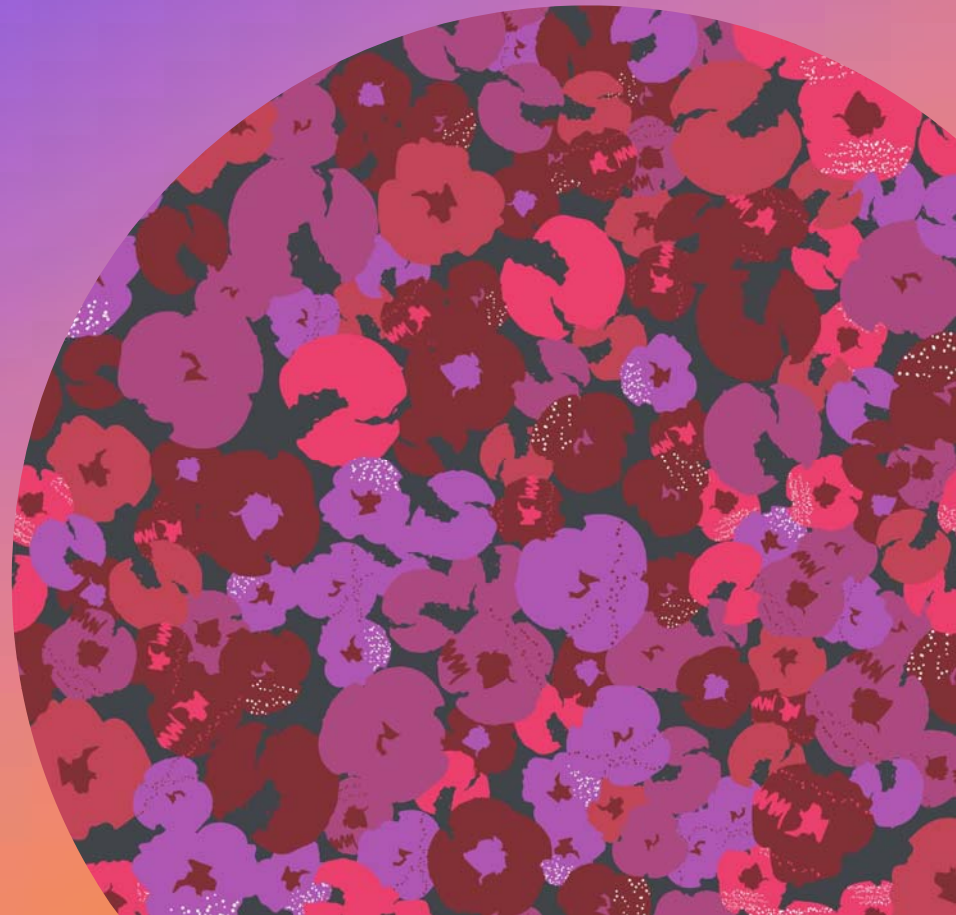
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TRAUMA INFORMED LEADERSHIP

The Canadian Municipal Network on
Crime Prevention (CMNCP)

Guest Speaker: Kevin Cameron



KEVIN CAMERON

Violence Threat Risk Assessment (VTRA)

Trauma Event Systems (TES)

Locally involved in training with school boards in VTRA and aided in development of school board WRPS VTRA protocol

TRAUMA INFORMED LEADERSHIP

Open vs Closed Systems

Traumatic closed systems

Naturally open systems

Traumatically informed leaders deal with the big things and ignore the little things

When leaders do not understand trauma, they miss the chance to identify precursors to risk and harm

HOW TO GET VTRA/TES INTO WIDER USE BESIDES IN SCHOOLS



Questions

Presented to WRCPC on Friday May 8, 2020

Trauma Informed Leadership

On behalf of the WRCPC Jonathan English and myself, participated in a webinar put on by the CMNCP.

The Canadian Municipal Network on Crime Prevention (CMNCP) is a community of practice to build capacity and mobilize Canadian municipalities to prevent and reduce crime and foster community safety and well-being.

The guest speaker of the webinar was Kevin Cameron, who is an internationally recognized expert on Violence Threat Risk Assessment (VTRA) and Trauma Event Systems (TES). Kevin has been instrumental locally with the development of VTRA's with the local school boards and WRPS. I was part of the original group of WRDSB administrators who were trained in VTRA.

Both VTRA and TES are data driven models, that are intrinsically connected. He stressed the importance of the Trauma- Violence continuum, where serious violence begets trauma and serious trauma begets violence. Key is that no assessment is done unilaterally but involves a number of stake holders in carrying out the assessment.

Threat risk assessment were first developed in response to school shootings, such as Taber and Columbine.

Kevin Cameron was originally a family counsellor, so as a human system trained counsellor brought a system perspective to VTRA, as opposed to a focus on the individual involved with the violent incident.

The first principal of VTRA is that the incident is a cry for help. Under reaction to the indicators of an individual on the road to violence is a big problem, as is unilateral risk assessment. One person, a school administrator, or police officer cannot make a risk assessment on their own. A quite common expression after a violent incident, is "Nice person, I cannot believe they did this, they must have just snapped." Violence is an evolving process; no one just snaps. No one does violence without feeling justified.

In most mass shootings, there was no history of violence of crime, but in hindsight the indicators were there. It was a matter of priming, the building up of anger for serious violence, but this level of priming can fluctuate. In the case of the Nova Scotia shooting, the shooter had a police car replica, police uniforms, guns and

accelerants to cause fires. He was primed, what was the context relationship that set him off is the unknown.

In such cases, the trigger is either family or relational dynamics. Society on the whole needs to do a much better job of multi-level services being able to connect the dots to determine the progress or evolution of individuals to violence. Social media is one of the best indicators of evolution of violence or changes in baseline behaviour.

A key piece of this, is what is the individual's base line right now, as that will allow an individual to respond to a traumatic event, such as the Covid-19 crisis. Before the Covid-19 crisis, high risk families were able to keep natural distance, that has been removed, so there is a high risk of increase in domestic relational violence and child abuse.

Another concern that was raised during the webinar is that a traumatic event such as the Covid-19 crisis, is that when violence against women increases, there is a danger of unilateral assessment of downplaying the threat of violence to women, and that what is important is the recognizing of changes in base line behaviour in the aggressor.

Naturally open system can deal with conflict, but closed systems do not, the situational dynamics are very different. This can apply to families, workplace and the classroom. Closed systems are not handling Covid-19 well, and the response as violence may manifest itself much later. The more traumatically closed a system is the more energy it will chew up, while an open system gives energy to its members. Also the anniversary of a traumatic event or major lose could be triggered by the covid-19 crisis.

Kevin repeatedly stressed that Trauma Informed Leadership treats the big things as big things, and the little things as little. Everybody deserves a good meltdown, or bad day, including leaders, but a leader needs to do it in a professional way, out of sight of the organization that they lead. And leaders need to remember that the primary emotion after trauma is guilt, guilt, guilt.

If leaders do not understand how trauma influences systems, then most decisions they make are done to reduce the leader's anxiety, not the people they lead. Trauma Event Systems goal is to lower systems anxiety.

One of Kevin's main fears with the Covid-19 crisis is that many students have lost their primary emotional support, their school. This could be a caring staff member, but often it will be their peer group, or an individual peer. He also worries about adults, especially those who only seem themselves as their job, those individuals who are not well connected to their family or greater community. For these

individuals, their primary emotional support is their workplace, for some work is there home.

Another concern that was raised during the webinar is that a traumatic event such as the Covid-19 crisis, is that when violence against women increases, there is a danger of unilateral assessment of downplaying the threat of violence to women, and that what is important is the recognizing of changes in base line behaviour in the aggressor.

Kevin feels that VTRA's are in place in many communities, specifically with schools and local police. Waterloo Region is a prime example, as for some time VTRA protocols have been in place with both the local school boards and WRPS. However, the recommendation is that VTRA's need to be expanded to the whole community. Kevin felt that the way to go with this was to push this issue with regional government. He thought that the WRCPC was well positioned to exert influence to expand the use of VTRA's. He said we need to be asking, "what are we doing to apply VTRA to all forms of violence in our community"?