



ASAP Criminal Justice Supported Recovery (CJSR) Role Knowledge, Skills & Abilities per 2023 Role Delineation Study

Domain 1: Criminal Justice System & Processes

Competence 1: Understands the historical basis of the justice system, the unique barriers faced by people in justice systems, and their impacts on persons with substance use challenges.

1. Explains how the existing network of justice and governmental entities relate to, engage with, and impact individuals in the justice system.
2. Describes the role each part of the justice system plays and its relevance to advocacy and potential outcomes for the justice-involved individual.
3. Explains how the history of treatment alternatives to justice system involvement and criminal justice reform have contributed to peer integration and access to treatment and recovery supports.
4. Examines how the presence of systemic bias and other potential barriers impact the successful and ongoing recovery of the justice-involved individual.
5. Recognizes that restrictions on autonomy and choice that typically exist in justice settings still offer opportunities for individuals to make positive choices and progress in their recovery journey.
6. Values how an individual's ongoing recovery and access to social support and services all play a significant role in promoting community safety.

Competence 2: Applies knowledge of relevant laws, jurisdictional regulations, and criminal justice processes to the peer recovery process.

1. Recognizes the structure of family, civil, and criminal legal and court systems and their relevance to the justice-involved person.
2. Demonstrates a basic understanding of basic processes relative to legal status (e.g., pre-trial, parole, probation), legal category, sentencing guidelines, and the evolving reform landscape.
3. Demonstrates a basic understanding of the roles and functions of justice system colleagues (e.g., police, judges, probation officers), advocates, and service providers.
4. Identifies helpful community resources that may be available to support a warm hand-off and facilitate successful community integration and/or re-entry.
5. Assists individuals in making appropriate choices, taking into consideration their legal status and progress in recovery.

Competence 3: Applies knowledge of justice systems, including correctional settings and potential sentencing options, to support individuals in recovery in navigating the justice system.

1. Identifies best strategies of engagement for the justice-involved individual based on their current stage of change.
2. Emphasizes the importance of supporting individuals in recovery based on point of contact in the justice system.
3. Applies personal/lived experience strategically to form trust bonds and allow the individual to feel safe.
4. Formulates navigational strategies based on a firm understanding of arrest, charging, and sentencing options, and alternatives to support individuals in recovery.



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5. Adapts language and communication skills to different audiences (e.g., justice representatives, justice-involved individuals, community members) to help them understand alternative arrest, charging, and sentencing options to support individuals in recovery.

Competence 4: Applies knowledge of the culture of incarceration and related learned behaviors to address their impact on an individual's ability to successfully integrate into the community.

1. Differentiates between the culture of incarceration and life in the community.
2. Recognizes that multiple practical barriers arise from the individual's justice system status, including a history of incarceration.
3. Draws from own or family member's experience to help others understand how learned behaviors in the justice system might impact community integration upon release.
4. Refers to comprehensive local resources (e.g., rehabilitation, habilitation, reintegration, re-entry) for building recovery capital.
5. Assists in community reintegration and re-entry transitioning and tasks of daily living.
6. Helps individuals to understand that many coping skills acquired while incarcerated may serve as useful social skills when transitioning into the community.

Competence 5: Applies recognized frameworks, models, methods, and tools to identify resources, gaps, barriers, and diversion opportunities for justice-involved persons.

1. Recognizes the value of diversion from the criminal justice system at various points (intercepts) as a method for addressing an individual's legal status and circumstances, and any identified mental health or substance use challenges.
2. Applies recognized justice frameworks and models (e.g., Sequential Intercept Model) to help individuals identify their needs at different stages in the justice system.
3. Applies recognized recovery frameworks and models to help determine appropriate resources for each stage of change.
4. Advises on options and practical services available to support progress at different points/intercepts on the criminal justice spectrum and on an individual-by-individual basis.
5. Advocates for changes in systems or procedures that may help to remove barriers or gaps that hinder progress in community integration, re-entry, and sustained recovery.

Competence 6: Translates common terminology used in the justice system into understandable language when working with peers.

1. Demonstrates a basic understanding of terminology used in different justice settings.
2. Explains justice system expectations in the language and context of a supportive coaching relationship that may be incorporated into an individual's recovery plan.
3. Applies personal/lived experience to help translate legal terminology into language or examples the individual can easily understand.
4. Identifies and recommends resources that inform individuals about their options based on current justice system status, situation, and opportunities.



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Domain 2: Advocacy within the Justice System

Competence 1: Applies knowledge and skills to effectively address the unique barriers faced by peers in the justice system, through resources navigation and systems-level advocacy.

1. Recognizes that individuals may encounter specific barriers at different stages in the justice system process.
2. Applies personal/lived experience to identify barriers faced by people at different stages in the justice system.
3. Exhibits willingness to learn about the unique challenges that different/special populations experience in the justice system and how the peer professional can best support them.
4. Identifies an individual's strengths in facing immediate barriers including medical status, cognitive limitations, communication abilities, and language skills.
5. Applies motivational interviewing skills to identify immediate barriers confronting an individual.
6. Maintains connections to a wide range of resources and contacts within and beyond the justice system.
7. Supports the continuum of care for the individual (e.g., clinical, supervision, recovery support services) with interagency or community partners.

Competence 2: Assists individuals in navigating tasks and minimizing sanctions as they meet justice obligations.

1. Advocates on behalf of individuals to decision-makers, suggesting solution-based strategies to minimize negative consequences.
2. Supports the individual in following through with justice system requirements, including confirming necessary documentation.
3. Educates individuals on the impact of non-compliance with court and/or supervision decisions and expectations.
4. Suggests strategies for personal decision-making and behavior change to prevent sanctions or promote a positive outcome.
5. Raises awareness of consequences of potential violations or non-compliance.
6. Helps individuals to assume responsibility and be accountable for their behavior.
7. Helps individuals in satisfying justice system requirements and conditions of release.

Competence 3: Recommends strategies for building and maintaining positive relationships with justice system representatives while maintaining a person-centered approach.

1. Encourages self-efficacy within the framework of justice system requirements and conditions of release.
2. Supports and advocates for the individual's pathway of recovery while reminding individuals of justice system requirements and conditions of release.
3. Uses reflections, inventories, and summaries to highlight positive or useful behaviors moving forward.
4. Assists with obtaining personal documentation (e.g., license, birth certificate, social security card) to qualify for entitlements and promote access to community-based services.



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5. Refers, when appropriate, to anti-recidivism (e.g., criminal-thinking cognitive behavioral interventions) and community re-entry programming.
6. Refers to criminal and civil legal assistance for information and guidance in expunging criminal records and addressing problems with housing, family, employment, public assistance, and related matters for formerly incarcerated individuals.

Domain 3: Recovery Principles for Justice-Involved Populations

Competence 1: Supports personalized recovery planning focused on setting goals for improving health and wellness within the context of justice involvement and the justice system.

1. Tailors engagement style based on an individual's needs, environmental challenges, barriers, and likely outcomes.
2. Applies effective coaching and communication techniques to support the planning process.
3. Facilitates self-assessment of medical, dental, mental health, emotional, economic, and social needs.
4. Assists peers in setting goals to manage the specific circumstances of the justice system that are not recovery supportive.
5. Helps align an individual's personal goals with goals for completing their justice system mandates.
6. Advocates for the individualized nature of the recovery process as an essential element of recovery planning.
7. Demonstrates a strengths-based approach to recovery and wellness.
8. Supports use of positive, pro-social, and realistic decision-making strategies.
9. Educates justice-system colleagues regarding the individualized nature of the recovery process as an essential element of recovery planning.
10. Advocates for the inclusion of recovery planning that is aligned with recovery principles and values.

Competence 2: Responds to the complexities of recovery for justice-involved persons, including recognizing stigma and other barriers to accessing and navigating harm reduction, treatment, and recovery and wellness supports.

1. Recognizes that stigma related to justice system involvement and substance use is a barrier to seeking services within and outside of a correctional facility, and in other justice settings.
2. Addresses concerns associated with justice system involvement at different points in the process (i.e., intercepts) and validates those concerns, when possible, through shared lived experiences.
3. Researches and identifies resources that embrace culturally competent, trauma-informed, and harm-reduction oriented services.
4. Helps individuals reflect upon personal strengths that can help build recovery capital, using own or family member's experience of having been justice-involved.
5. Affirms that justice mandated treatment may sometimes present a barrier to individuals who may be challenged by traditional treatment methods.



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Competence 3: Helps individuals transition from environments and behaviors that are illegal in nature to embracing positive concepts and strategies for supporting recovery.

1. Assists individuals in developing action plans that fulfill the justice system's expectations for discontinuing illegal behavior.
2. Collaborates with individuals in identifying the personal experiences, strengths, characteristics, and skills needed to embrace recovery and a life free of criminal behavior.
3. Supports self-efficacy in the development of healthy, pro-social behavior based on personal goals and autonomy.
4. Engages individuals in collaborative and supportive relationships.
5. Exhibits empathy and understanding of individuals' experiences and feelings.

Competence 4: Addresses the increased trauma experienced by justice-involved individuals in order to support personal recovery.

1. Emphasizes that each individual's story is unique and their trauma is real.
2. Discusses how stigma associated with the intersection of substance use and incarceration may cause specific challenges and further trauma for individuals.
3. Minimizes re-traumatization inherent in the criminal justice system by offering safety, transparency, voice, and choice within the peer relationship.
4. Responds to signs of distress and threats to safety by employing trauma-informed approaches in the peer relationship.

Competence 5: Supports engagement in harm reduction, substance use treatment, and recovery support services during and after criminal justice involvement.

1. Considers the uniqueness and strength of each person's individual path to recovery by sharing and discussing available treatment and recovery options.
2. Coaches individuals on accessing treatment, recovery supports, and social services, and how to navigate systems of care and services.
3. Maintains communication with the individual and offers any post-engagement follow-up or referral, as appropriate.

Competence 6: Addresses issues of stigma, discrimination, and exploitation that individuals encounter as a result of justice system involvement and their impact on recovery and wellness.

1. Advocates for peer support and treatment interventions in the entire continuum of justice system involvement and educates the system, society, and communities regarding the cost/benefits of these interventions.
2. Advocates within justice systems to promote non-stigmatizing language, person-centered recovery support services, and multiple pathways to recovery and wellness.
3. Encourages individuals to overcome or manage self-shame and imposed shame by utilizing personal lived experience.
4. Conveys how stigma, discrimination, and exploitation can negatively impact readiness to address substance use issues.



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5. Identifies possible resources for information about anti-discrimination laws (e.g., ADA, HIPAA, Olmstead) and encourages individuals to explore their options and self-advocate in support of their personal rights.

Competence 7: Promotes fair and equitable access to services, regardless of race, culture, religion, gender, sexual orientation, or disability.

1. Provides opportunities for individuals to fully express any concerns about fair and equitable access to services.
2. Supports collaborative relationships with providers who embrace culturally competent, trauma informed, and harm reduction oriented care.
3. Promotes non-judgmental, trauma informed, culturally appropriate, and gender-neutral practices.

Domain 4: Legal, Ethical, and Professional Responsibilities

Competence 1: Performs in an ethical manner by adhering to established professional codes of ethical conduct and standards of practice to promote the best interests of persons served.

1. Seeks orientation to workplace ethics and adheres to relevant and pertinent standards and codes of ethical conduct that apply to recovery peer services in justice settings and with justice-involved individuals.
2. Conveys to individuals served, employers, supervisors, co-workers, and colleagues any limitations or constraints on job expectations that may conflict with established codes of ethical conduct.
3. Seeks appropriate supervisory guidance or assistance to resolve questions of potential ethical dilemmas or challenges that are encountered in performance of the role.

Competence 2: Adheres to federal and state laws, state agency and jurisdictional regulations, and procedures designed to protect participant rights and the public.

1. Explains to individuals that their rights are protected under federal and state law, and refers them to legal counsel for guidance on those protections.
2. Recognizes that communications and interactions are guided by federal and state confidentiality laws and regulations (e.g., 42 CFR Part 2, HIPAA), and adheres to confidentiality guidelines pertaining to the work setting in which peer services are provided.
3. Affirms with individuals that there are differences between a criminal justice consent to release information and a non-criminal justice consent to release information, and refers them to counsel for any legal questions that may arise.
4. Recognizes when established federal and state requirements to report incidents come into play and takes the necessary steps to comply.

Competence 3: Addresses the additional challenges and considerations faced when establishing boundaries in justice settings.



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1. Outlines from a coaching perspective the pros and cons of accepting alternative/diversion opportunities within the justice system.
2. Distinguishes when it's appropriate to coach a justice-involved individual and when consultation with the legal team/professionals is warranted.
3. Conveys to individuals and partners in the justice system the difference between official communications and the peer's role in coaching, mentoring, and planning.
4. Discusses with individuals and incorporates into the peer working agreement any justice-specific boundary issues and concerns that may apply to the peer relationship.
5. Explains how treatment guidelines and decisions made in substance use treatment agencies do not always align with those originating from justice settings, particularly as they relate to alternatives to incarceration, toxicology, and expectations around recovery and abstinence.

Competence 4: Acknowledges the obligation to report to justice system representatives when ensuring that information disclosed is limited to what is required legally, contractually, or occupationally.

1. Explains the peer's obligation to report to a supervisor or higher authority based on legal, contractual, or occupational requirements.
2. Incorporates into the peer's written agreement all legal, contractual, or occupational requirements to report.
3. Articulates the risks and benefits of working with peer professionals in case conferences, on the court team, and on steering committees, and expectations that certain information is shared with justice system representatives.

Competence 5: Manages personal biases, feelings, concerns, and other issues with the justice process that may interfere with fair and equitable interactions with persons served or with colleagues.

1. Addresses any personal bias that might interfere with fair or equitable interactions with persons served or the justice process they experience.
2. Discloses relevant personal/lived experiences with individuals served without revealing a personal bias.
3. Avoids disclosing any prior negative experiences that may interfere with the individual's decision-making or undermine the peer relationship.
4. Embraces self-care to promote personal well-being and help manage the challenge of balancing justice system requirements with the needs of justice-involved individuals.

Competence 6: Provides quality and professional peer services and ensures continuing competence by engaging in professional development and keeping abreast of new developments in the peer profession.

1. Identifies and enrolls in professional development opportunities that advance personal efficacy and competency in delivering peer recovery services.



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2. Engages supervisors in discussions to create and refine a professional development plan that identifies personalized goals and role-specific training to improve the peer's knowledge, skills, and work performance.
3. Examines studies and reports and accesses training programs to keep abreast of new developments in the peer profession and proven strategies to better serve persons with justice system involved histories.

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