Facilitation Skills
for
Offender Groups

U.S. Department of Justice
National Institute of Corrections

Facilitation Skills
for
Offender Groups

Training Curriculum Package

Revised 02/01

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION'S CENTRAL REGION

PRESENTS

FACILITATION SKILLS
FOR
OFFENDER GROUPS

SOUTHERN EXPERIMENTAL STATION
UNIVERSITY OF MINNESOTA
35838 120TH STREET
WASECA, MN 56093

SEPTEMBER 11-12, 2000 8:00 AM – 5:00 PM
SEPTEMBER 13, 2000 8:00 AM – NOON

JIM CHARRIER
JIM RESTEMEYER

A G E N D A

MONDAY, SEPTEMBER 11, 2000:

8:00 A.M.   MODULE ì : INTRODUCTION

        MODULE í : WHAT IS FACILITATION

        MODULE î : GOALS FOR PERSONAL
DEVELOPMENT

12:00 P.M.   LUNCH

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II

1:00 P.M.   MODULE î (CONTINUED) GOALS

               MODULE ï STAGES FOR GROUP DEVELOPMENT

               MODULE ð STAGES OF INDIVIDUAL CHANGE

4:45 P.M.   DAILY CLOSURE

8:00 A.M.   MODULE ñ SETTING A CLIMATE FOR CHANGE

               MODULE ò COMMUNICATIONS SKILLS

12:00 P.M.   LUNCH

1:00 P.M.   MODULE ó FACILITATING PARTICIPATION

               MODULE ô FACILITATING BEHAVIOR CHANGE

4:45 P.M.   DAILY CLOSURE

8:00 A.M.   MODULE õ : FACILITATING PERSPECTIVE CHANGE

MODULE ì ì   EVALUATION AND CLOSING
GROUPS

11:30 A.M.   MODULE ì í   PROGRAM CLOSEOUT
                                  EVALUATION
                                  CERTIFICATES

12:00 P.M.   ADJOURN

Overview

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR OFFENDER GROUPS

Prepared By:	Susan Yeres Barbara Collins	**Date:**	July 1999

Length: 16 hours

Rationale For Seminar:

Facilitation of groups requires knowledge of individual's interactions in groups and group process strategies, as well as skill in leading group participants to achieve specific goals..

Course Outcomes:

Facilitation Skills for Offender Groups are broken down into specific steps and practiced, to achieve proficiency.

Appropriate Audience:

"Facilitation Skills for Offender Groups" is designed for a group of 18-24 counselors or other staff who run offender groups (for example, groups dealing with substance use, preparation for release, problem-solving, life skills, parenting, etc.)

Special Instructions:

Participants in this seminar work in groups of six that stay together for the entire 16 hours. The training room should be set up with round or rectangular tables for each group of six. Attached is a description of each module in the seminar, in the recommended sequence. There is an estimated length of time needed to conduct each module. If the number of participants in the seminar exceeds 24, each module may take slightly longer to conduct (or less if numbers of participants are substantially under 24).

Equipment:

Overhead projector and screen or LCD projector or laptop computer with PowerPoint software

Extension cord

VCR/Monitor

Flip chart easels (4) and Flip chart pads (6)

Instaframe

Baton (pointer)

Instructional Materials:

< Participant Manual

< Candy "prizes" for Facilitation Warm-up activity

< Assignment Cards

< Facilitator Activity Process Cards

< FP4 Provocative Statement Cards 1-9 (4 sets)

< Listening Skill Cards

< 24 bandanas (and 50' rope) for Blindfolded Square

< Video: Module 2: Cognitive Restructuring Training (from NIC "Cognitive Behavior Strategies to Change Offender Behavior")

Overheads:

< OH #1, Title

< OH #2, Course Outcomes

< OH #3, Agenda - Day 1

< OH #4, Agenda - Day 2

< OH #5, Group Outcome

< OH #6, Effective Offender Groups

< OH #7, Facilitation

< OH #8, Outcomes of Effective Offender Groups

< OH #9, Stages of Group Development

< OH #10, Stages of Individual Change

< OH #11, Change of Self Image

< OH #12, Setting a Climate

< OH #13, Communication Do's

< OH #14, Communication Don'ts

< OH #15, Learning Styles

< OH #16, Pinpointing

< OH #17, Areas for Pinpointing

< OH #18, Teaching/Coaching

< OH #19, Size of the Man

< OH #20, Counting the F's

< OH #21, Identifying Discrepancies

< OH #22, Focusing Attention

<   OH #23, Objectifying

<   OH #24s, Exploring Options and Identifying Consequences

Handouts:

- < Action Plan Hand out
- < Day 1 Feedback form
- < "Lesson 2: Active Listening" handout
- < Listening Cards
- < Anticipatory Set Cards (Module 7)
- < NIC Seminar Evaluation form
- < Course Completion Certificates

General Materials:

1 roll scotch tape	6 blank transparencies
4 rolls masking tape	300 index cards
1 stapler	4 3x3 post-its
1 bx staples	4 11/2x2 post-its
1 pair scissors	1 glue stick
1 bx each paper clips, large & small	1 3-hole punch
1 bx binder clips	1 bx rubberbands
3 dz pens	20 paper pads
2 dz pencils - sharpened	2 rolls clear packing tape
1 white out	100 sheets white copy paper
30 highlighters	5 each ETR small & large envelopes
1 pk (4) overhead pens	1 pkg push pins
30 markers (1 dz. Dark colors & 2 dz assorted)	1 x-acto blade
	5 return labels - fed ex
6 pads newsprint	class roster
	Rope

Reference Materials:

Prochaska, J.; Norcross, J.; Diclemente, C. ***Changing for Good***, Avon Books, 1995.

<u>NIC Video - Cognitive Behavior.</u>

Thinking for a Change (NIC)

Facilitation Skills for Work Groups, Collins & Yeres (NIC)

Transitions: Making Sense of Life's Changes. Bridges, Wm., Reading; Addison-Wesley, 1980.

FACILITATION SKILLS FOR OFFENDER GROUPS:

Content Outline (2.0 day - option)

Module	Summary & Rationale	Time	Length
DAY 1			
Module 1: Introduction	The purpose of this module is to provide participants with an overview of the 16-hour seminar and begin the "Forming" process for participant groups that will work together throughout the seminar.	8:00 - 9:40	1 hour 40 minutes
BREAK		9:40 - 9:50	10 minutes
Module 2: What is Facilitation?	The purpose of this module is to define the role and identify tasks and process behaviors of a facilitator.	9:50 - 11:10	1 hour 20 minutes
BREAK		11:10 - 11:20	10 minutes
Module 3: Goals for Personal Development	The purpose of this module is to provide participants an opportunity to assess their skills as facilitators and set learning goals for skill enhancement.	11:20 - 12:20	60 minutes
LUNCH		12:20 - 1:20	60 minutes
Module 4: Stages of Group Development	The purpose of this module is to help participants become acquainted with the Stages of Group Development and some things a facilitator can do to assist the group at each stage.	1:20 - 2:50	1 hour 30 minutes
BREAK		2:50 - 3:00	10 minutes
Module 5: Stages of Individual Change	The purpose of this module is to introduce participants to the Stages of Individual Change and help them better determine their group members' readiness for change.	3:00 - 4:50	1 hours 50 minutes
Closure	END OF DAY 1	4:50 - 5:00	10 minutes

	DAY 2		
Warm-up		8:00 - 8:15	15 minutes
Module 6: Setting a Climate for Change	The purpose of this module is to help participants understand how groups "form" and what a facilitator can do to set a climate for individual change.	8:15 - 9:30	1 hour 35 minutes
BREAK		9:30 - 9:45	15 minutes
Module 7: Communication Skills	The purpose of this module is to review basic communication skills and to have participants practice neutral non-judgmental responses to offender statements.	9:45 - 11:20	1 hour 35 minutes
Module 8: Facilitating Participation	The purpose of this module is for participants to practice a variety of learning strategies that help people participate in many different ways, according to their learning style preferences.	11:20 - 12:15	55 minutes
LUNCH		12:15 - 1:15	60 minutes
Module 8 con't		1:15 - 1:30	15 minutes
Module 9: Facilitating Behavior Change	The purpose of this module is to help participants practice two techniques for helping group members make changes in their behavior.	1:30 - 2:40	1 hour 10 minutes
BREAK		2:40 - 2:55	15 minutes
Module 10: Facilitating Changes in Perspective	The purpose of this module is to introduce techniques facilitators can use to help offenders look at their own thoughts, behaviors and attitudes in new ways.	2:55 - 3:45	35 minutes
Module 11: Evaluation & Closure	END OF WORKSHOP	3:45 - 4:25	45 minutes

total hours 16

FACILITATION SKILLS FOR OFFENDER GROUPS:

Content Outline (2.5 - day option)

Module	Summary & Rationale	Time	Length
DAY 1			
Module 1: Introduction	The purpose of this module is to provide participants with an overview of the 16-hour seminar and begin the "Forming" process for participant groups that will work together throughout the seminar.	8:00 - 9:50	1 hour 50 minutes
BREAK		9:50 - 10:05	15 minutes
Module 2: What is Facilitation?	The purpose of this module is to define the role and identify tasks and process behaviors of a facilitator.	10:05 - 12:00	1 hour 50 minutes (include 15 minute break)
LUNCH		12:00 - 1:00	60 minutes
Module 3: Goals for Personal Development	The purpose of this module is to provide participants an opportunity to assess their skills as facilitators and set learning goals for skill enhancement.	1:00 - 2:00	60 minutes
BREAK		2:00 - 2:15	15 minutes
Module 4: Stages of Group Development	The purpose of this module is to help participants become acquainted with the Stages of Group Development and some things a facilitator can do to assist the group at each stage.	2:15 - 4:00	1 hour 45 minutes
BREAK		4:00 - 4:10	10 minutes
Module 5: Stages of Individual Change	The purpose of this module is to introduce participants to the Stages of Individual Change and help them better determine their group members' readiness for change.	4:10 - 4:50	40 minutes (part one)
Closure	END OF DAY 1	4:50 - 5:00	15 minutes

DAY 2			
Warm-up		8:00 - 8:15	15 minutes
Module 5: Stages of Individual Change	(Continued)	8:15 - 9:25	1 hour 10 minutes (part two)
BREAK		9:25 - 9:40	15 minutes
Module 6: Setting a Climate for Change	The purpose of this module is to help participants understand how groups "form" and what a facilitator can do to set a climate for individual change.	9:40 - 11:15	1 hour 35 minutes
Module 7: Communication Skills	The purpose of this module is to review basic communication skills and to have participants practice neutral non-judgmental responses to offender statements.	11:15 - 12:00	45 minutes
LUNCH		12:00 - 1:00	60 minutes
Module 8: Facilitating Participation	The purpose of this module is for participants to practice a variety of learning strategies that help people participate in many different ways, according to their learning style preferences.	1:00 - 2:20	1 hour 20 minutes
BREAK		2:20 - 2:35	15 minutes
Module 9: Facilitating Behavior Change	The purpose of this module is to help participants practice two techniques for helping group members make changes in their behavior.	2:35 - 4:45	2 hour 10 minutes (include break)
Closure	END OF DAY 2	4:45 - 5:00	15 minutes
DAY 3			
Warm-up		8:00 - 8:15	15 minutes
Module 10: Facilitating Changes in Perspective	The purpose of this module is to introduce techniques facilitators can use to help offenders look at their own thoughts, behaviors and attitudes in new ways.	8:15 - 10:00	1 hour 45 minutes

BREAK		10:00 -10:15	15 minutes
Module 11: Evaluation and Closing Groups		10:15 - 11:15	60 minutes
Module 12: Evaluation & Closure	END OF WORKSHOP	11:15 - 12:00	45 minutes

total hours 20

ANTICIPATORY SET

In the fall of 1992, the National Institute of Corrections Academy initiated an effort to revise current training curricula and to develop new programs according to guidelines set forth in the Instructional Theory Into Practice (ITIP) model. Key points of the model include: a focus on the learner, instruction directed to higher level objectives; applied learning; a lesson plan format which links outcomes and performance objectives to training activities and to evaluation of learning; and the ultimate importance of instructional design and delivery decisions made by trainers.

In the ITIP model, an "anticipatory set" begins the lesson plan. In this section of an instructional sequence, the instructor establishes readiness for learning in the learner and begins efforts to ensure transfer of newly acquired information, skills, values, or attitudes to job performance. Effective anticipatory set, ones which serve the purpose of bringing the learner to the learning task, are characterized by instructor actions and training activities which focus the participants attention specifically on what is supposed to be learned and detach him/her from environmental or personal distractions. The key conceptual focus of the lesson plan or module is introduced and performance objective participants will be expected to meet explicitly shared. Reference is made to previously known information and to previous modules of instruction in order to "locate" learning and to provide a frame of reference in which new learning content can be placed. This association of new information with previously learned content, skill and values, as well as with the participants life experience or current job performance needs, provides a reason or rationale for the participant to engage in the instructional process, and a meaningful context for training activities, including what the trainer will do and what the participant will do, also helps to ensure that from the first moment, the participant is involved in structuring the learning to be done and in devising means to apply it.

Trainers should, at this stage of the lesson, strive to eliminate actions or information which does not pertain directly to critical attributes of the learning task. Examples, illustrations, models, and learning materials which are interesting, but unrelated, should be avoided. Discussions which may lead participants' minds to wander or lecture which forces them to assume passive learner roles should be discarded. Every attempt should be made to ensure that participants go forward into the lesson without misunderstandings or misperceptions, positively and accurately "anticipating" what is to come.

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part One" by Lois Hay in The Journal of Correctional Training

INSTRUCTIONAL INPUT

A training session developed according to the ITIP model will have a lesson plan based on learning outcomes and performance objectives derived from a needs assessment process. Such a lesson plan would begin with an anticipatory set which prepares the participant for learning by connecting prior knowledge and experience with the new learning. The next element of the lesson plan, known as the "instructional input" will be structured according to decisions the trainer makes on a number of key questions.

First, *What is the "context of the learner"*? *Who are the participants*? *What are their group and individual learning characteristics, preferences, and needs?* Answering these questions creates a "learner-centered" lesson which is responsive to participants and which places balanced responsibility for learning on the trainer and the learners. The research related to how people learn reminds us that participant groups will be made up of individuals who take in and process information very differently, who learn best under distinctly different conditions. Trainers can use their insight about learning style differences

and preferences to build into the lesson plan activities which allow learners of all types to take in and process the content being presented.

Secondly, *What is the "context, or nature of the learning task"? Are the required learning outcomes related to information acquisition or awareness, to skill mastery, to application of processes in given situations or to incorporation into personal behavior of specified values and attitudes? What on-the-job performance levels will learners be expected to attain?* Different types of learning tasks require different levels of cognitive processes and different training strategies and activities. If knowledge and basic understanding of information are all that is required, print materials or visual media, lecture and discussion or demonstration can be used. If skill acquisition is the goal, learning experiences must be extended beyond information sharing to include practice opportunities with corrective or reinforcing feedback from the instructor. If job requirements call for using information/skill in new or varied circumstances, for modifying practices to adapt to changes in the work environment, for decision-making or for creativity, performance objectives for training must be raised to that cognitive level and instructional activities need to simulate those levels of functioning.

Problem-solving should be taught through solving real work place problems. Decisions should be formulated and action recommended within realistic simulations and role-plays. The mode of instructional input should model the kind of thinking and learning to be done. Also, of all the available information related to any type of learning, *What will be selected for instruction? What are the critical attributes of the learning and what materials, examples, and questions will focus participants on those points? What analogies, metaphors, or pictures will illustrate essential concepts, skills, or desired behaviors? What contrasts or comparisons will help participants to differentiate from or associate this information with other knowledge they possess?* All the trainer decisions in this area result from accurate assessment of what must be learned and how the learning must be applied.

Finally, *How will the trainer know if the desired learning is taking place as training progresses? What checks for understanding will occur? What modifications or adjustments in instructional strategy will be made to enhance or redirect learning?*

Although the traditional mode of input is lecture or written material, the answers to the above questions may demand that the trainer look for ways to supplement these methods or replace them with strategies more appropriate for high level performance outcomes.

Although input follows anticipatory set in the lesson plan and the lesson delivery, the determination of content should come first in the trainer's planning process. It is almost impossible to design an effective anticipatory set without a clear understanding of the input necessary to reach the established performance objectives.

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Two" by Lois Hay in The Journal of Correctional Training.

GUIDED PRACTICE

Lessons begin with an anticipatory set which prepare participants to learn. This is followed by instructional input strategies which are interactive, participant centered, and formatted to cause participants to deal with training content at higher levels of thinking. Inclusion of these first two elements in lesson design will, however, not have the desired positive impact without opportunity for participants to practice under the guidance of an instructor. It is through such "guided practice" that information, concepts, skills and new behaviors are incorporated into the ongoing job performance of employees. Research on learning and instruction tells us that without practice and feedback on the effectiveness of performance, only two to five percent of participants will ever attempt new skills or behaviors upon returning to daily responsibilities in an agency.

We also know that trainers report that practice and application of training content is often missing in agency curricula. Extremely limited hours of training, vast amount of information to be "covered" and large classes are cited as reasons why practice opportunities are so limited or nonexistent. Lecture, varied by question and answer sequences and a few discussions, continues to dominate the time devoted to training. The ITIP model proposes that unless practice opportunity is provided in each lesson, unless participants have some chance to be guided through application of information and concepts, job performance will not change and instructional time spent in lecture will largely be wasted.

To avoid such wasted and to take advantage of the potential of practice to improve participant job performance, training design should ensure that:

- opportunities to apply training content, to practice actions, behaviors and skills needed on the job are appropriately placed in instructional sequences,

- all practice focuses on the desired learning or set of learnings, that initial practice situations closely simulate job condition or contexts for performance, participants have sufficient, varied, and correct models and examples to follow,

- trial efforts by participants are monitored by the instructor and that they receive immediate, specific, reinforcing, or corrective feedback on the accuracy of their performance, several opportunities are provided to practice each key learning exercise so that improvement and refinement in performance can occur, practice should go beyond simple replication of prescribed actions or behaviors and, where appropriate, include experimentation with alternatives, a chance to reflect on one's performance and to dialogue with others involved in the same learning experience, and the concept of "practice" be continued and extended beyond the classroom to the job site, with supervisors replacing instructors in the role of performance monitor and coach.

Training which incorporates these principles regarding practice is most commonly found in skill training which translates agency policy into operational procedures. Across the country new law enforcement and correctional officers receive classroom instruction with demonstration and with an incumbent officer and on-the-job training allow the new officer to observe and perform tasks in a safe and effective manner before he or she functions independently. The same model can be used in other areas of training which have been considered "soft skills" or "conceptual" in nature. Programs regarding leadership, diversity, quality management, etc. can become more effective and have more impact in the work place if participants have the opportunity to observe how it looks when performance meets the standards; to actually try out actions and behaviors and to learn to evaluate and select from available options as situations change. In order to incorporate more opportunities for practice, trainers may need to consider:

How can background information and content be shared so as to free up classroom time for practice, feedback, and application?

Are needs assessments and task analysis procedures in place to identify key job competencies time for practice and feedback and application?

What steps will be necessary to extend practice beyond the classroom into job performance?

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Three" by Lois Hay in The Journal of Correctional Training.

INDEPENDENT PRACTICE

The ITIP lessons plan format uses an anticipatory set to prepare participants to learn, instructional input strategies appropriate to adult learners to convey content and guided practice which gives learners opportunities to receive corrective or reinforcing feedback on initial trials of new skills and behaviors. The next component of the ITIP model, "independent practice", may or may not take place in the classroom setting.

Independent Practice is practice which usually occurs without the direct supervision and assistance of the instructor, although he or she may structure the assignment or individual learning experience within which the practice takes place. Independent practice can make use of learned material more automatic through repetition, can extend the amount of information learned beyond what is generally provided to everyone in the classroom, can expand the learners perception of how information can be applied in varied situations and can cause new information to become an integrated part of an already existing system of participant knowledge, abilities, and interests. Independent practice personalizes the learning so that each participant can use it appropriately.

Adult training in a classroom environment rarely includes such independent practice, either due to time constraints or to the difficulty of meeting many diverse learner needs, or perhaps due to inability to simulate all the many contexts within which the learning can be applied. Neither is it usual that homework assignments structure such learning opportunities nor that intermediate learning environments exist between the training classroom and the workplace. A fact of adult training/learning is that most significant practice opportunities arise in the course of job performance which is required to meet standards, which is appraised against those standards, and where the stakes are high.

In spite of difficulties, trainers can structure several types of independent practice into classroom instruction and build bridges between the training environment and the workplace. In the classroom, such independent activity and opportunity to relate to the

learning to the participants personal experience in the workplace can come through verbal processing or training activities, through discussion and reflection on applications of information to their work situation, and through action planning for transfer of classroom learning to job performance.

Upon return to the job, participants can be supported to practice new skills and behaviors if they have explicit ways to stay connected to the instructor/trainer, if a mentor or coach is available to assist, and if periodic checks by supervisors are made to determine if skills and behaviors are in place and improving.

Since the individual practice techniques in the classroom are likely to be characterized by mental activity not observable behavior or actions, it is important that the techniques be specifically structured to direct participant thinking to real world situations they face and that the thinking be done in sufficient detail to indicate the participant will know what to do and how to do it on his or her own. Note taking guides which outline key points of information and end with critical questions on how to apply it can insert individual practice even in the middle of instructional input. Discussion guides used in small groups which direct participants to share how they will use training experiences in their work provide personalization of information. Assigning participants to analyze training content for components which will be easy to implement and others which will be difficult and to determine how those difficulties can be overcome compels thoughtful application, and written action implementation plans to be used upon return to work and are helpful in integrating new information into existing knowledge and expertise.

In more ideal situations, class sessions can be interspersed with periods of time in which individual participants complete a variety of assignments related to information received in class and ranging from readings, to written exercises, to job experiences. These assignments are evaluated and successive classroom training builds on achievements and

addresses problem areas. The assignments may build toward and culminate in, a project which demonstrates overall learning in the training program. Mentors can be used to monitor application of training on the job.

Given the importance of individual practice in transfer of training to job performance, these questions should be asked when designing lesson plans or training programs.

How may the time available for training be allocated to allow for individual practice? What are the most crucial elements of the training content to be practiced? What combination of training techniques will provide every individual participant the opportunity to personalize the training content?

If time does not allow for individual practice in the module, can instruction in the classroom be interspersed with practice assignments what are the basis for future lessons, or can practice occur in mentored situations on the job?

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Four" by Lois Hay in The Journal of Correctional Training.

CLOSURE AND EVALUATION

The terms "closure" and "evaluation" refer to any point in an instructional sequence where it is appropriate or necessary to summarize, emphasize, personalize, or access participant learning. In the ITIP lesson plan format, a section which concludes the lesson is also referred to in this manner. It formally serves those functions described above as well as being a final opportunity, within a time frame, for the trainer to mediate the content and the learning process. Evaluation, in this context, refers to assessments of the knowledge or skill level of the participants, as well as the assessment of the training itself by participants. Effective evaluations serve as needs assessments for future training.

In designing the evaluation and closure portion of the lesson, these instructional considerations become important. Active participant involvement in this section of a lesson continues to be essential to achieve desired impact.

Techniques which cause participants to summarize key points of information, review processes by which they learned, reflect on "real world" applications of the new learning and come to a perception of the degree to which they have learned are essential here.

Trainer responsibilities and functions include:
- clarification of any questions, misperceptions, miscommunication
- reiteration of key points not surfaced by participants
- encouragement to personalize the learning
- making connections between this lesson, previous learning and activities and experience yet to come
- explicitly comparing performance objectives for the training session with perceived learning accomplishments (both the trainer's and the participants' perception)
- assigning of independent practice as necessary or desirable

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Five" by Lois Hay in The Journal of Correctional Training.

Module 1

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR OFFENDER GROUPS
Module:	**INTRODUCTION & COURSE OVERVIEW**

Time Required: 1 Hour 40 Minutes
(plus 10 minute break)

Summary and Rationale:

The purpose of this module is to provide participants with an overview of the 16-hour seminar and begin the "Forming" process for participant groups that will work together throughout the seminar.

Performance Objectives:

Participants will:

1. Begin to get to know one another
2. Form work groups
3. Receive an overview of the workshop

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual
- Sheets of Newsprint cut in half (one half-sheet per person for shields)
- 4 sets of Assignment Cards (6 assignments per set)
- Markers
- Masking Tape

Handouts:

Assignment Cards

Overheads:

OH #1, Title

OH #2, Course Outcomes

OH #3, Agenda - Day 1

OH #4, Agenda - Day 2

OH #5, Group Outcome

Participant Manual:

1-1, Performance Objectives

1-2, Course Outcomes

1-3, Agenda

1-4, Group Outcomes

1. INTRODUCTION & COURSE OVERVIEW

DESIGN

CONTENT	REFERENCE

<div style="border:1px solid;">

ANTICIPATORY SET
Approx. 60 minutes

</div>

Participant Manual, p. 1-1

<u>Trainers</u> introduce themselves.

Review Objectives for Module 1 (Manual p. 1-1)

In this module, participants will
< Begin to get to know one another
< Form work groups
< Receive an overview of the workshop

Half -sheets of newsprint

<u>Individuals</u> do one half sheet of newsprint including:
- name
- type of group(s) you facilitate and years of experience
- 1 benefit of working in groups to change behavior
- 1 challenge of working in groups to change behavior

Each person introduces self, explains symbol, and reads benefits and challenges.

"Choosing Groups"

Choose 4 core members, then have participants form 4 groups of 6, seeking commonality in offender group types, and a mix of experience.

In groups they formed, have participants list expectations for course, first individually then pool with their group. Groups report out.

Display overhead #2, *Course Outcomes* (manual page 1-2).

Trainer introduces course outcomes. Trainer reviews Agenda by displaying overhead #3 and #4, *Agenda* (manual page 1-3), connecting topics to expectations (agenda indicates where there are facilitator assignments).

Tell the group that there are six activities in which a member of each small group will practice being a facilitator. Each facilitator will get detailed instructions for conducting and processing the activity at the time of their assignment.

Participant Manual, p. 1-2, 1-3

Course Outcomes

During this seminar, participants will:

☞ Examine and practice the critical tasks of facilitation for offender groups

☞ Develop a plan for facilitating offender groups in their jobs

Day 1 Agenda

AM
1. Introduction
2. What is Facilitation?
3. Goals for Personal Development

PM
4. Stages of Group Development
5. Stages of Individual Change

Day 2 Agenda

AM
6. Setting a Climate for Change
7. Communication Skills

PM
8. Facilitating Participation
9. Facilitating Behavior Change
10. Facilitating Perspective Change
11. Evaluating and Closing Groups

┌─────────────────────────────────┐
│ **INPUT** │
│ **Approx. 10 minutes** │
└─────────────────────────────────┘

Trainer asks group: *"HOW MANY TREATMENT STAFF DOES IT TAKE TO CHANGE A LIGHT BULB?"* (Answer: only one but the light bulb has to want to change"). Connect to the underlying premise of our approach: change is a personal choice and ultimately must be made by the offender. The "power of free choice" is the key to change. Motivation for change comes through accepting self-responsibility. Change is supported and guided by the facilitator.

Display overhead #5, ***Group Outcome*** (manual page 1-4)

Participant Manual, p. 1-4

Define "Group Outcome":

- ***Group Outcome*** *is both the individual and group goal*.
- The Outcome(s) makes clear what is expected of the group.
- It defines the purpose of the group and the results expected.
- The Outcome outlines the obligations of the individual and the group to the institution/parole bd/community, and it can be measured in some way.

> **Group Outcomes**
>
> The **Outcomes** for an offender group should include both *individual* and *group* goals.

The "Outcomes" for your small groups for this training are:

- to share personal goals for facilitation
- to each practice facilitation in different activities (rotate leadership role)
- to give one another feedback
- to work together to achieve
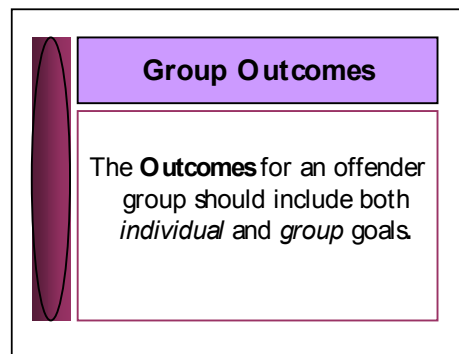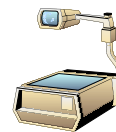
course objectives
- to maintain a supportive yet challenging atmosphere

INDEPENDENT PRACTICE
Approx. 20 minutes

Define "Ground Rules."

Small groups set their ground rules (needed to achieve the group's charge) on newsprint and post.

CLOSURE
Approx. 10 minutes

Tell them that their small groups can add to their own lists at any time over the two days.

Groups let trainers know what they need from trainers to support the group. Trainer tells group (if not already in ground rules): 1) turn off phones/put beepers on vibrate, 2) support, attend and participate in the small group; emphasize the importance of the small group and each person's participation in that part of the leaning process, 3) when participants are at the work-site it is a challenge to separate from the office, so take advantage of being off-site and be "present" here.

Give each group a set of 6 assignment cards with the following assignments (one per card):
1. Stages of Group Development
2. Stages of Individual Change
3. Setting a Climate for Change
4. Communication Skills
5. Facilitating Participation
6. Facilitating Behavior Change

4 sets of Assignment Cards (6 assignments per set)

Have each member select a card. For that activity, that member will practice facilitating the group. Further instructions will be given at the beginning of each activity. Explain that their practice will primarily involve using techniques learned in this workshop with their small workgroup and not in simulations of offender groups.

Post and review schedule for facilitator practices.

Note: The course leaders will meet with those having each assignment to review their instructions ahead of time (prep. meetings).

Facilitator Practice Schedule	
FP Times	Assignments
Day 1, pm	1, 2
Day 2, am	3, 4
Day 2, pm	5, 6
FP Prep. Meetings	Assignments
Day 1, (Lunch)	1, 2
Day 1, (End)	3, 4
Day 2, (Lunch)	5, 6

BREAK   **10 minutes**

1. Stages of Group Development	4. Communication Skills
2. Stages of Individual Change	5. Facilitating Participation
3. Setting a Climate for Change	6. Facilitating Behavior Change

Module 2

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR OFFENDER GROUPS**
Module:	**WHAT IS FACILITATION?**

Time Required: 1 Hour 20 Minutes
(plus 10 minute break)

Summary and Rationale:

The purpose of this module is to define the role and identify tasks and process behaviors of a facilitator.

Performance Objectives:

Participants will:

1. Examine the role and behaviors of an offender group facilitator

2. Identify the types of groups for which they play this role

3. Begin developing an Action Plan for use in facilitating an offender group on the job

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual
- Masking Tape
- Markers
- Cards

Handout:

"Action Plan" handout (front pocket of manual)

Overheads:

OH #6, Effective Offender Groups

OH #7, Facilitation

OH #8, Outcomes of Effective Offender Groups

Participant Manual:

2-1, Performance Objectives

2-2, Effective Offender Groups

2-3, Facilitation

2-4, Outcomes of Effective Offender Groups

2. WHAT IS FACILITATION?

DESIGN

CONTENT   **REFERENCE**

ANTICIPATORY SET
Approx. 30 minutes

In groups, have participants count off 1 through 6.

SAY

EACH EVEN NUMBERED PERSON THINK OF A SPECIFIC EXPERIENCE (A SESSION) YOU HAVE HAD IN AN OFFENDER GROUP THAT FELT PRODUCTIVE (group worked effectively). *ODD NUMBERED PEOPLE THINK OF A UNPRODUCTIVE EXPERIENCE* (when group did not work effectively).

IN NUMERICAL ORDER (1-6), TELL YOUR STORIES BRIEFLY (1-2 minutes per person).

IN YOUR SMALL GROUP, PICK A RECORDER AND LIST CHARACTERISTICS OF EFFECTIVE AND INEFFECTIVE OFFENDER GROUPS. (E.g., facilitator behaviors, member behaviors and other factors.)

YOU HAVE 15 MINUTES TO COMPLETE THIS TASK.

Round robin report. Create master lists

Note: ensure that discussion includes what is positive (productive) for group participants in addition to the positive (productive) experiences for the facilitator.

EFFECTIVE- Possible responses: asking open-ended questions, demonstrating non-verbal attentiveness, acknowledging input,

---

on newsprint - effective and ineffective.

After group is finished with their lists say, *"EACH OF US WILL HAVE OPINIONS AND EMOTIONAL REACTIONS TO INFORMATION SHARED, STORIES TOLD, BEHAVIOR DISCUSSED. WE WILL BE EXAMINING THE SKILLS NECESSARY TO RESPOND PROFESSIONALLY AND HELPFULLY TO OFFENDER BEHAVIOR."*
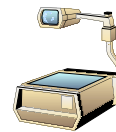
recognizing change and effort, demonstrating an active attempt to understand feelings and thinking, ensuring everyone has chance to participate and be listened to, constructive confrontation, monitoring group rules to ensure the group is safe and consistent, creating unity and common goals, create a physically safe environment keeping in mind space/furniture arrangement and group size and time, demonstrate enthusiasm for the process.

INEFFECTIVE - Possible responses: laughing, joking, making faces in response to a members input; advising, non-verbal disagreement or disapproval, interrupting, asking pointed questions, criticizing, getting off track, denial, one person runs the show, lacking focus, allowing other group members to do any of the above. Other responses could be: group knows more than leader, facilitator who doesn't allow involvement by group, opinionated facilitator.

Review **Objectives** for Module 2. Participants will:
- examine the role and behaviors of an offender group facilitator
- identify a group in which they play this role
- begin developing a Work Plan for use in facilitating an offender group on the job

Participant Manual, p.2-1

INSTRUCTIONAL INPUT
Approx. 30 minutes

Display overhead #6, ***Effective Offender Groups***.

Define an "effective offender group":

Participant Manual, p. 2-2

An **effective offender group** balances and achieves both group and individual development goals and every member is satisfied with the way the group worked and what they accomplished.

> ### Effective Offender Groups
>
> **An effective group** *balances and achieves both* group *and* individual *development goals* and *every member is satisfied with the way the group worked and what they accomplished.*

Define "Task" and "Process":

Task outcome is: "achieves both group and individual development goals . . ."

**Process** outcome is: "everyone is satisfied with . . ."

• distribution of work
• how conflicts were dealt with
• how ideas were used/not used
• inclusion/exclusion
• respect (how people were treated/valued)/supportive and challenged
• communication, feedback, listening
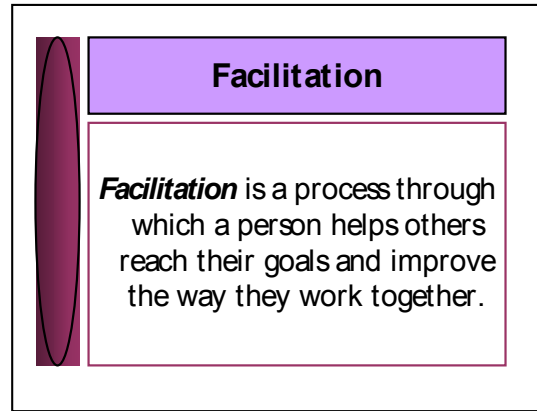• participation levels

Display overhead #7, *Facilitation*.

Participant Manual, p. 2-3

Define "Facilitation":

Facilitation is a process through which a person helps others complete their work and improve the way they work together.
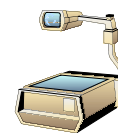
In large group, brainstorm [define] a list of practical things a facilitator would do to help a group *"reach their goals and improve the way they work together."* (Build on discussion of effective/ineffective groups.)

Note: Model "brainstorming" as a technique.

Possible responses: set boundaries, be willing to be open/participate, "be responsible for each other", unity, find out what they know, physical environment, eye contact & body language, be honest/do what you say, role plays, invite offenders to set goals/answer questions, structure - clearly defined, engage participation, establish a comfortable setting, establish rules about confidentiality, recognize progress, set realistic goals, group introductions, respect - we are in this together

A facilitator helps the offender group:
• Clarify group and individual goals
• Define the roles of its members
• Learn to help and support each other productively
• Make decisions
• Celebrate achievements
• Supports efforts of members

A facilitator helps the individual offender:
• Define how the group will work
• Resolve conflicts
• Reach desired outcomes
    Change behavior

Change thinking
Gain knowledge
- Become more involved in the group
- Gain insight into interpersonal risk
- Gain skill to reduce reliance on the group (self-risk management)

SAY

WHAT KINDS OF OFFENDER GROUPS ARE CONDUCTED IN YOUR ORGANIZATIONS? (E.g.: sex offender treatment, anger management, pre-release groups, drug and alcohol treatment, social skills, moral reasoning)

WHAT ARE THE OUTCOMES YOU ARE SEEKING TO ACHIEVE WITH YOUR GROUPS? (get specific answers)

Newsprint responses.

Display overhead #8: **Outcomes of Effective Offender Group.**
Individual:
  1. Gain knowledge
  2. Change thinking
  3. Change behavior
Group:
  1. Develop trust and sense of safety
  2. Create group cohesiveness
  3. Build a climate that supports change

Note: Look for individual and group dynamic outcomes

Participant Manual, p. 2-4

Outcomes of Effective Offender Groups

☞ **For the Individual:**
- Gain knowledge
- Change thinking
- Change behavior

☞ **For the Group:**
- Develop trust and sense of safety
- Create group cohesiveness
- Build a climate that supports change

| GUIDED & INDEPENDENT PRACTICE |
| Approx. 15 minutes |

Introduce ***Facilitation Skills for Offender Groups Action Plan***

Offender Group Action Plan
Participant manual, front pocket

Note: Refer to Course Outcomes, Participant manual, p. 1-1

Pick an offender group in which you play (or could play) a facilitator role. Name the group or groups and identify the purpose/outcome. (Have them complete Action Plan items 1 & 2).

Offender Group Action Plan

If you don't have a group write down the type of group you would like to conduct and write an outcome for the group.

Prioritize the characteristics and behaviors that are most important for effective facilitation of your group(s).

| CLOSURE |
| Approx. 5 minutes |

Check for understanding

> SAY *WHAT IS THE DIFFERENCE BETWEEN A GROUP'S TASK AND THEIR PROCESS?*

HOW DOES THE FACILITATOR HELP THE GROUP COMPLETE THEIR WORK AND IMPROVE HOW THEY WORK TOGETHER?

YOU WILL BE APPLYING WHAT

WE DO IN THIS SEMINAR TO YOUR ACTION PLAN AS WE COVER EACH NEW AREA OF INFORMATION. THERE WILL BE TIME ALLOTTED DURING OUR TWO DAYS TO REFLECT AND WRITE IN YOUR ACTION PLAN.

BREAK   10 minutes

Facilitation Skills for Offender Groups

ACTION PLAN

1.   Identify the group or groups you want to plan for.

Group 1 - Name/description: _____

Purpose Outcome: _____

_____

Group 2 - Name/description: _____

Purpose Outcome: _____

_____

2   a. List the facilitator characteristics and behaviors that are important for effective facilitation of your group(s):

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

b. Place a * next to the **five** behaviors/characteristics you consider *most important* in the list you created above.

3   a. What Stage of Development has your group reached? What behaviors do you see in the group?

     b. What facilitative behaviors can you try to help the group move on to the next Stage of Development?

4.   Identify where your group *members* are on the Stages of Individual Change model: [If you don't have a group, think about some individual clients/inmates you work with and know fairly well.]

     1= Precontemplation   4= Action
     2= Contemplation   5= Maintenance
     3= Preparation   6= Termination

     Name: Stage:
                                      1   2   3   4   5   6

     _____   __   __   __   __   __   __

     _____   __   __   __   __   __   __

     _____   __   __   __   __   __   __

     _____   __   __   __   __   __   __

     _____   __   __   __   __   __   __

     _____   __   __   __   __   __   __

     _____   __   __   __   __   __   __

     _____   __   __   __   __   __   __

     _____   __   __   __   __   __   __

5   a. What steps do you need to take to prepare for a new offender group?

b. What steps do you need to take to create and maintain a positive climate for change in your existing groups (e.g., create or revisit ground rules, clarify goals and tasks, mediate conflicts)?

6. Review your *Goals for Personal Development* self-assessment and list two things you will do to improve your communication skills with your offender groups.

   1.

   2.

7. Two new techniques you will use to facilitate participation in your groups are:

   1.

   2.

8. How can you use *Pinpointing, Teaching* and *Coaching* with your group to change behavior?

9.   How can you use *Identifying Discrepancies, Focusing/Objectifying* and *Identifying Options/Exploring Consequences* to help members of your group change their perspectives?

10.   What work has your offender group (or individual members) accomplished lately toward its goals? What can you do to help the group evaluate its progress and process and celebrate its accomplishments?

Module 3

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR OFFENDER GROUPS
Module:	GOALS FOR PERSONAL DEVELOPMENT

Time Required: 1 Hour

Summary and Rationale:

The purpose of this module is to provide participants an opportunity to assess their skills as facilitators and set learning goals for skill enhancement.

Performance Objectives:

Participants will:

1. Assess their own facilitation skills and set goals for improving skills
2. Practice active listening

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual
- Markers
- Masking Tape
- Signs: "A" and "B" (81/2" x 11")

Participant Manual:

3-1, Performance Objectives

3-2 to 3-5, Goals for Personal Development

3-6, Characteristics of Helpful Feedback

3. GOALS FOR PERSONAL DEVELOPMENT
DESIGN

CONTENT   **REFERENCE**

ANTICIPATORY SET
Approx. 15 minutes

Forced Choice Value Activity

Signs: "A" & "B" (81/2" x 11") posted

Tell the group to stand in the center of the room. Explain that you are going to give them two statements and if they agree with the first statement they should move to the side of the room marked A, if they agree with the second statement they should move to the side of the room marked B.

SAY   Statements:

A) FIRST YOU NEED TO HAVE AN ATTITUDE   CHANGE BEFORE YOUR BEHAVIOR CAN   CHANGE.
B) A CHANGE IN BEHAVIOR RESULTS IN AN   ATTITUDE CHANGE.

For the first forced choice statement: After participants choose a side and go to stand there. Ask for a few volunteers on each side to explain how they made their choices.

A) PEOPLE WITH THE SAME PROBLEMS ARE BEST   TO HELP

EACH OTHER.
B) PEOPLE WHO ARE HEALTHY ARE
BEST TO HELP   OTHERS.

For the second forced choice statement: After participants choose a side and go to stand there, ask for a few volunteers on each side to explain how they made their choices. Then ask each side, which argument from the "other side" was the most compelling and why.

A) SOME THINGS CANNOT BE CHANGED.
B) ANYTHING CAN BE CHANGED.

For the third forced choice statement: Ask participants to choose the side opposite their opinion. Ask them to take a moment and think about how to defend this perspective. Ask for volunteers to share their thinking. Ask how this felt.

A) RESPECT IS EARNED.
B) RESPECT IS OWED TO EVERYONE.

For the fourth forced choice statement: Ask participants to choose the side their offenders would choose. Ask for volunteers to defend their choice. Ask how taking an opposite or different opinion helps them to develop perspective taking (view an issue from another person's perspective).

SAY

AS A FACILITATOR, WHAT IS THE VALUE OF KNOWING YOUR CORE BELIEFS?

SAY

ATTITUDES TOWARD PEOPLE'S ABILITY TO CHANGE, OFFENDER VALUES AND BEHAVIORS AS WELL AS TOWARD SPECIFIC PROBLEMS (E.G. PEDOPHILES) WILL GREATLY IMPACT THE FACILITATOR'S ABILITY TO REMAIN PROFESSIONAL, NEUTRAL AND HELPFUL. KNOWING ABOUT YOURSELF IS A CRITICAL FIRST STEP AND ONGOING PROCESS.

Review **Module 3 Objectives** (manual page 3-1).

Participant Manual, p. 3-1

      In this module, participants will:

  <   Assess their own facilitation skills and set goals for improving skills.

  <   Practice active listening.

INPUT
Approx. 5 minutes

Emphasize that the facilitator's capacity to effectively influence a group comes from their experience, which they use to understand the group members, and their ability to model the kinds of behavior they expect of others.

Explain that effective facilitators must have a sound understanding of themselves and be willing to make that information known to others.

Guided Practice
Approx. 30 minutes

Have them complete **Goals for Personal Development** (manual

Participant Manual, p. 3-2 to 3-5

---

pages 3-2 to 3-5). Remind them that as they develop specific goals on page 3-5, to be sure to reflect on the priority characteristics/behaviors that they said were most important for their groups.

In pairs, take turns and share two personal goals. Tell them that, since being able to listen with full attention, ask questions and paraphrase are important skills, the "listener" will practice in this way: While one partner is telling their goals, the "listener" may only show good non-verbal listening behavior, and ask questions. After each goal, the listener should paraphrase until they are accurate. Then switch speaker and listener roles.

AFTER ALL PAIRS IN YOUR SMALL GROUP ARE FINISHED, RETURN TO YOUR TABLE AND SHARE EACH PERSON'S GOALS. DISCUSS HOW TO HELP EACH OTHER.

CHECK FOR UNDERSTANDING

SAY

HOW CAN KNOWING YOURSELF HELP YOU BE A BETTER FACILITATOR?

Trainer note: Remind the Facilitators assigned to FP 1 and FP 2 to stay for coaching on their assignment.

WHEN WE RETURN FROM LUNCH WE WILL EXAMINE THE STAGES OF GROUP DEVELOPMENT AND THE REQUISITE FACILITATOR SKILLS.

LUNCH   **60 minutes**

Note: Trainers coach participants with Facilitator Practice Assignments #1 & #2 (p. 4-2 through 4-8). Assign one Stage of Group Development to each participant with FP#1. Assign Case Study 1 or 2 to each participant with FP#2, p. 5-4 to 5-6.

Module 4

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR OFFENDER GROUPS**
Module:	**STAGES OF GROUP DEVELOPMENT**

Time Required: 1 Hour 30 Minutes
(plus 10 minute break)

Summary and Rationale:

The purpose of this module is to help participants become acquainted with the Stages of Group Development and some things a facilitator can do to assist the group at each stage.

Performance Objectives:

Participants will:

1. Examine Stages of Group Development and identify things the facilitator can do to help the group in each stage.

Equipment:

• Easel Stand with Flip Chart Pad

Materials:

- Participant Manual
- Markers
- Masking Tape

Handouts:

Facilitator Activity Process Cards

Action Plan

Overheads:

OH #9, Stages of Group Development

Participant Manual:

4-1, Performance Objectives

4-2, Stages of Group Development

4-3, Stage 1 - Orientation

4-4, Stage 2 - Dissatisfaction

4-5, Stage 3 - Resolution

4-6, Stage 4 - Production

4-7, Stage 5- Termination

4-8, Stages of Group Development *(Facilitator Practice #1 Instructions)*

4. STAGES OF GROUP DEVELOPMENT

DESIGN

CONTENT	REFERENCE

ANTICIPATORY SET
Approx. 10 minutes

Remind the gr
oup that Group Development is one aspect of the "growth" in an offender group.

SAY   Ask the group:

HOW MANY OF YOU HAVE BEEN IN OR SEEN AN OFFENDER GROUP WHERE MEMBERS WERE ANGRY AT EACH OTHER, TOOK SIDES, TRIED TO SABOTAGE THE GROUP S WORK, ETC.?

Have a few volunteers share their experiences.

For example: diverting the discussion, changing the subject, withdrawal, non verbal threats or control gestures, head shaking, eye rolling.

HOW MANY HAVE BEEN IN OR SEEN GROUPS THAT WORKED OUT THEIR DIFFERENCES, SUPPORTED EACH OTHER AND REALLY BECAME PRODUCTIVE?

Have a few volunteers share their experiences.

For example: supportive gestures and statements.

HOW MANY OF YOU ARE FAMILIAR WITH THE CONCEPT THAT GROUPS GO THROUGH STAGES OVER TIME?

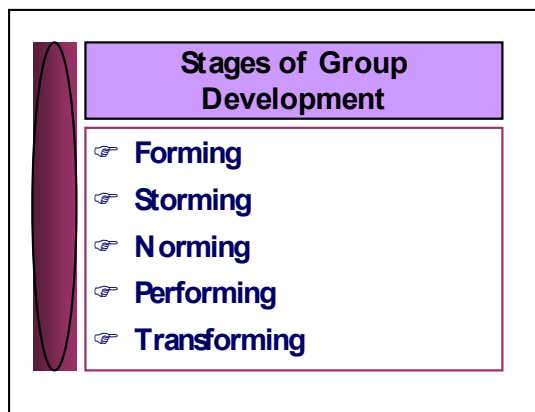Review the **Objectives** for this module (Manual p. 4-1).

In this module, participants will:

< Examine Stages of Group Development and identify things the facilitator can do to help the group in each stage.

| INSTRUCTIONAL INPUT |
| Approx. 5 minutes |

Introduce the **Stages of Group Development** using overhead #9, manual pages 4-2 to 4-7. Have them read page 4-2 (the introduction).

Explain that the facilitator plays an important role in helping the group understand, cope with and work through each of these stages, and that many groups can get stuck at an early stage and never progress unless some member(s) or a facilitator has the skill and confidence to help them move ahead.

| INPUT & GUIDED PRACTICE |
| Approx. 60 minutes |

Participant manual, p. 4-1

Stages of Group Development

☞ **Forming**

☞ **Storming**

☞ **Norming**

☞ **Performing**

☞ **Transforming**

Participant manual, p. 4-2 to 4-7

FP1 (Facilitation Practice - Assignment #1)

Remind the group that this is the first activity in which a member of each small group will practice being a facilitator.

Remind them of the behaviors and tasks of the facilitator identified earlier (and still posted on the wall).

Assign one of the four main stages to each small group. Have the person who selected this activity in each group turn to page 4-8 in their manuals and follow the instructions for organizing a demonstration of the stage they have been assigned.

Tell them each group will demonstrate a stage and that after each demonstration, the group will discuss that stage. They will have 20 minutes to prepare, and each group will have 5 minutes to do their demonstration.

Help groups with their assignment.

After 20 minutes (or when all groups are finished) have the "Forming" group perform its demonstration.

After each demonstration, ask the **observers** (5-minute discussion per group):

SAY

Reflection: *WHAT ARE THE BEHAVIORS YOU SAW IN THIS STAGE?* (If necessary, trainer describes other behaviors a new group might show)

Facilitator Practice - Assignment #1

Participant Manual, p. 4-8

WHAT FACILITATOR BEHAVIORS DID YOU SEE DEMONSTRATED?

Analysis: *WHAT OTHER THINGS COULD A FACILITATOR DO IN THIS STAGE TO HELP THE GROUP M E M B E R S B E C O M E COMFORTABLE AND INVESTED IN THE GROUP?*

Application: *WHAT ISSUES HAVE OR MIGHT COME UP IN YOUR OWN OFFENDER GROUPS AT THIS STAGE? WHAT CAN YOU DO TO HELP THE GROUP GET THEIR QUESTIONS ANSWERED AND FEEL PART OF THE GROUP?*

Have the "Storming" group present. Then ask the processing questions above. Continue with the "Norming" and "Performing' groups.

Review the "Transforming" or Termination Stage with group.

After all groups have finished, ask what questions or concerns participants still have about identifying and handling the stages of group development and discuss these briefly.

SAY Tell the group:

A GROUP IS CONSIDERED NEW IF THE FACILITATOR IS A NEW MEMBER, IF A NEW MEMBER JOINS THE GROUP, OR IF YOU ARE TRYING TO CHANGE THE NORMS IN AN EXISTING GROUP SO IT CAN WORK IN A NEW WAY. THE GROUP WILL NEED TO GO

THROUGH THE FORMING STAGE (OR GO THROUGH IT AGAIN) TO DEFINE ROLES AND GOALS.

Distribute the Facilitator "Activity Process Cards" to each table.

Activity Process Cards

Have the **facilitator** discuss with their June 19, 2001small group his/her responses to the questions on the card:

FACILITATOR
<u>Tell</u> the Group: *What did you dislike or find challenging about the process?* *What did you like or find rewarding about the process? Ask others to comment on what you did that helped the group.* *How was this experience different from working with an offender group?* *How was this experience similar to working with an offender group?* *What did you learn from the experience that you can use with your own offender group?* <u>Ask</u> the **other participants** in the small group: *How was this experience different from working with an offender group?* *How was this experience similar to working with an offender group?* *What did you learn from the experience that you can use with your own offender group?* **Activity Process Card**

INDEPENDENT PRACTICE

Have participants take out their **Action Plans** and complete item 3, based on what they just learned.

Action Plan

CLOSURE
Approx. 5 minutes

Summarize: *BEFORE WE MOVE ON TO EXAMINING STAGES OF INDIVIDUAL CHANGE LETS DO A QUICK SUMMARY OF GROUP DEVELOPMENT.*

WHAT QUESTION(S) MIGHT ARISE FROM A GROUP THAT IS JUST BEGINNING ITS LIFE TOGETHER?

Example: Why am I here, who are the other participants and what does the group have to offer?

WHEN IS THE BEST TIME TO GIVE THE GROUP MORE INFLUENCE IN THE PROCESS? AND WHY?

Example: Performing, because they have established norms, demonstrated they can communicate and are getting serious about the work to be done.

WHY WOULDN'T YOU WANT TO ENGAGE THE GROUP IN COMPLEX TASKS TOWARD THE END OF THEIR TIME TOGETHER?

Examples: They are moving toward closure and their minds are disengaged from the group process and they are thinking about what is waiting for them outside of the group - furlough, etc.

HOW WOULD YOU BUILD ON THE "TERMINATION STAGE"?

Examples: Work with the group, or individuals leaving, on specific action planning and application, relapse prevention, connect with the next phase of their life and change.

BREAK   **10 minutes**

Facilitator Process Card

Facilitator:

Tell your small group:

What I disliked or found challenging about the process was _____.

What I liked or found rewarding about the process was _____.

This experience was different from working with an offender group because _____.

This experience was similar to working with an offender group because _____.

What I learned from the experience that I can use with my own offender groups is _____.

Ask the **other participants** in the small group:

What did I do as facilitator that helped the group? Hindered?

How was this experience different from working with an offender group?

How was this experience similar to working with an offender group?

What did you learn from the experience that you can use with your own offender groups?

Facilitator Process Card

Facilitator:

Tell your small group:

What I disliked or found challenging about the process was _____.

What I liked or found rewarding about the process was _____.

This experience was different from working with an offender group because _____.

This experience was similar to working with an offender group because _____.

What I learned from the experience that I can use with my own offender groups is _____.

Ask the **other participants** in the small group:

What did I do as facilitator that helped the group? Hindered?

How was this experience different from working with an offender group?

How was this experience similar to working with an offender group?

What did you learn from the experience that you can use with your own offender groups?

Module 5

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR OFFENDER GROUPS**
Module:	**STAGES OF INDIVIDUAL CHANGE**

Time Required:

1 Hour 55 Minutes
(plus 10 minute break and 10 minute closure for Day 1)

Summary and Rationale:

The purpose of this module is to introduce participants to the Stages of Individual Change and help them better determine their group members' readiness for change.

Performance Objectives:

Participants will:

1. Identify thoughts and behaviors that indicate each of the six Stages of Individual Change.

2. Examine facilitator behaviors to motivate group members at each stage.

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual
- Markers
- Masking Tape

Handouts:

Activity Process Cards

Day 1 Feedback Form (manual pocket)

Overheads:

OH #10, Stages of Individual Change

OH #11, Change of Self Image

Participant Manual:

5-1, Performance Objectives

5-2, Stages of Individual Change *(Note Taking Guide)*

5-3, Pre-contemplation

5-4, Contemplation

5-5, Preparation

5-6, Action

5-7, Maintenance

5-8, Termination

5-9,   Stages of Individual Change

5-10, Stages of Individual Change *(Facilitator Practice #2 Instructions)*

5-11, Case Study 1: Jim

5-12, Case Study 2: Hal

5-13, Personal Change

5. STAGES OF INDIVIDUAL CHANGE

DESIGN

CONTENT	REFERENCE

ANTICIPATORY SET
Approx. 15 minutes

Conduct the **Change Game** with the group:

SAY

I WOULD LIKE YOU TO FIND A PARTNER IN THE GROUP, SOMEONE YOU HAVE NOT WORKED WITH YET. FIND A PLACE IN THE ROOM WHERE YOU CAN STAND AND FACE EACH OTHER.

(When they have positioned themselves.) *I WANT YOU TO TAKE THE NEXT 30 SECONDS AND OBSERVE EVERYTHING YOU CAN ABOUT YOUR PARTNER.* (Time them.) *NOW TURN BACK TO BACK, NOT TOUCHING, AND CHANGE THREE THINGS IN YOUR APPEARANCE.*
(Give them about 1 minute to finish.)

NOW FACE YOUR PARTNER AND FIND THE THREE THINGS THEY CHANGED. (Give them about 2 minutes to finish.)

IF YOU HAVEN'T FOUND ALL THREE THINGS, TELL YOUR PARTNER WHAT THEY MISSED.(Give them 30 seconds to exchange information.)

TURN BACK TO BACK AGAIN AND CHANGE 3 MORE THINGS IN YOUR APPEARANCE. (Give them 1 minute to finish.)

NOW FACE YOUR PARTNER AND FIND THE THREE THINGS YOUR PARTNER CHANGED. (Give them 2 minutes to finish.)

IF YOU HAVEN'T FOUND ALL THREE THINGS, TELL YOUR PARTNER WHAT THEY MISSED. (Give them 30 seconds to exchange information.)

TURN BACK TO BACK AGAIN (wait a moment, allowing them time to think you are going to give the same instructions again.)

YOU CAN GO BACK TO YOUR SEATS.

Process the activity using the Learning Cycle Model.

SAY

LET'S REFLECT. WHEN I GAVE YOU THE FIRST ROUND OF INSTRUCTIONS – WHAT HAPPENED/ WHAT WERE YOU FEELING AND THINKING, WHAT DID YOU HEAR OR OBSERVE OTHER PEOPLE DOING?

Possible responses: people laughed while they looked at each other, it was uncomfortable to be so close and be observed, didn't know what you wanted us to do/change, thought this was silly, didn't understand why we were doing this, didn't question it at all.

What did people do after guessing and before the second set of instructions?

Possible responses: started putting things back they way they were, started to sit

down, were ready for the activity to be over.

WHEN I GAVE YOU THE SECOND ROUND OF INSTRUCTIONS WHAT HAPPENED/ WHAT WERE YOU FEELING AND THINKING, WHAT DID YOU HEAR OR OBSERVE OTHER PEOPLE DOING?

Possible responses: started to feel there was nothing more for me to change, afraid I was going to having to undress completely, got silly, thought it was getting easier when I understood what you wanted.

WHEN I GAVE YOU THE LAST ROUND OF INSTRUCTIONS WHAT WERE YOU THINKING AND FEELING?

Possible responses: I wasn't planning to do it at all, this was just going too far, I was getting annoyed and uncomfortable.

ANALYSIS: NOW LETS TAKE A LOOK AT WHAT THIS MEANS.

Possible responses: they feel awkward, they resist, they don't understand what you want them to do...

HOW DOES THIS CONNECT TO OFFENDERS LEARNING NEW SKILLS AND BEHAVIORS? HOW DO PEOPLE DEAL WITH CHANGE? WHICH OF THESES BEHAVIORS MIGHT OFFENDERS EXHIBIT IN RESPONSE TO BEING "PRESSURED TO CHANGE"?

WHY MIGHT PEOPLE RESIST CHANGE?

Possible responses: they fear the unknown, they have had negative experiences in the past with taking risks, they don't understand how to change, they find comfort in "the familiar", this pattern has worked for them in some way.

SAY *APPLICATION: HOW DOES UNDERSTANDING RESPONSES TO CHANGE HELP YOU WORK WITH OFFENDERS? OFFENDERS FEEL AND*

EXPERIENCE MANY OF THE SAME THINGS YOU DID DURING THIS ACTIVITY. LATER WE WILL ADDRESS STRATEGIES FOR ASSISTING OFFENDERS TO OVERCOME RESISTANCE AND TRY NEW BEHAVIORS.

Summarize by saying that long standing behavior can be hard for anyone to change. They may be even more difficult for the offenders they work with, since they may have less concern about long-term outcomes and may have more difficulty with self-management or with handling pressure from others. However, one factor that can be influential with offenders is having someone take a personal interest in them and the positive outcomes of behavior change.

Review performance objectives.   Participant manual, p. 5-1
In this module, participants will
<   Identify thoughts and behaviors that
      indicate each of the six Stages of
      Individual Change.
<   Examine facilitator behaviors to
      motivate group members at each
      stage.

INSTRUCTIONAL INPUT
Approx. 20 minutes

Note: Try this as a jigsaw?

SAY

ONE MODEL FOR UNDERSTANDING THE PHASES OF PERSONAL OR

INDIVIDUAL CHANGE IS CALLED THE STAGES OF INDIVIDUAL CHANGE DEVELOPED BY PROCHASKA, NORCROSS, AND DICLEMENTE. FOR MORE THAN TWELVE YEARS, THESE PSYCHOLOGISTS CONDUCTED OVER FIFTY STUDIES TO UNDERSTAND HOW PEOPLE MAKE EFFECTIVE, LASTING BEHAVIOR CHANGE. THEY DISCOVERED THAT EVERYONE GOES THROUGH SIX PREDICTABLE STAGES: PRECONTEMPLATION, CONTEMPLATION, PREPARATION, ACTION, MAINTENANCE, AND TERMINATION.

Display overhead #10, **Stages of Individual Change**, refer participants to their manuals for note taking page (p.5-2.)

Participant manual, p. 5-2

Stages of Individual Change

Precontemplation
Contemplation
Preparation
Action
Maintenance
Termination
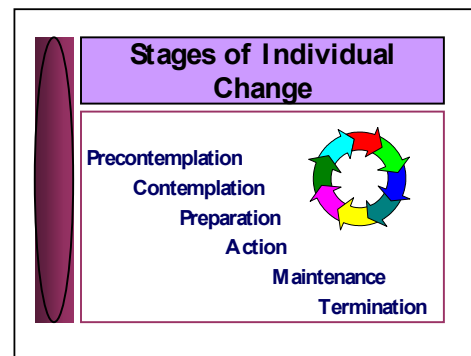
Tell the Group:

WE ARE GOING TO FORM 6 NEW GROUPS EACH MADE UP OF 1 MEMBER FROM EACH OF THE "HOME GROUPS." THEN WE WILL ASSIGN ONE OF THESE STAGES TO EACH NEW GROUP. THEY WILL LEARN THE STAGE AND COME BACK TO TEACH THE REST OF THEIR HOME GROUP. COUNT OFF

IN "HOME" GROUPS, 1-6

Have "study groups" meet by number (1's, 2's, 3's, etc.). Give each group the corresponding stage on pages 5-3 to 5-8 of the participant manual. Give them 10-15 minutes to learn about that stage and answer the questions at the bottom.

After the "study" groups are finished, have the participants return to their "home groups" and , in order, each teach the group about the stage they studied.

Explain that this is not a linear process and there is often a move forward and backward several times before moving through to the end.

Display overhead #11, **Change of Self and Image** (person before, during and after) and explain that the process involves endings- letting go of ways of thinking, feeling and behaving, that mean leaving a part of our "self" or "image" behind. How does this impact resistance?

Participant manual, p. 5-3 to 5-8

Change of Self Image
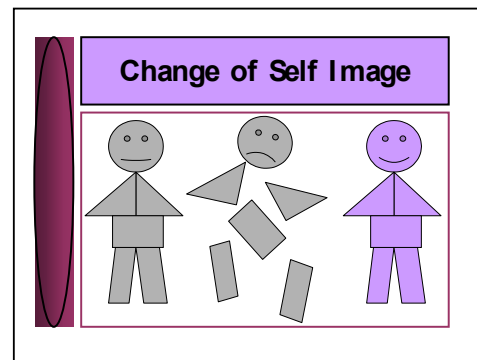
| **GUIDED PRACTICE** |
| **Approx. 30 minutes** |

Ask the participants to <u>think about a personal behavior</u> they have tried to change (or

succeeded in changing), for example, quitting smoking, exercising regularly, becoming a better listener. [Pause] Ask them to think about <u>what motivated or helped them</u> to change the behavior (e.g., becoming healthier, unpleasant effects of current behavior, a challenge or bet they made).<u>What things did you say to yourself that supported your change.</u> [Pause]

Ask for volunteers to share their motivators. List on newsprint. (Keep this brief - this list need not be exhaustive.)

Possible responses - Motivators to Change: New job, change/crisis, romance, children, special occasion, finances, new knowledge, death, health, limited time, negative comments, vanity, fear, pain and acceptance.

Ask the group to think about what made it difficult to make the change (e.g., an addiction, lack of support from friends and family, being tempted by environment, others engaging in the same behavior, rewards from the behavior). [Pause] Ask for volunteers to share their barriers. What things do you say to yourself that creates barriers?

List on newsprint. (Keep this brief - this list need not be exhaustive.)

Possible responses - Barriers to Change: Ego, no self-control, fear of loss, others' reactions, loved one, environment, not being responsible, fear, stress, stubbornness, good history, denial, fear of success, procrastination, "too difficult", fear of failure, cognitive problems, peer pressure and expectation of a perfect life.

Ask the group to <u>review the two lists</u> they generated and <u>identify the motivators and barriers that might apply to someone trying to change a behavior such as drug use, spouse abuse, gang involvement</u>. Note the ones they identify. Ask if there are any they would add.

Have participants turn to Stages of Individual Change (manual p. 5-9) and review Motivational Tasks for Facilitator at each stage.

Participant manual, p. 5-9

*FP 2: (Facilitation Practice - Assignment #2)

Facilitation Practice Assignment #2 handout

Have the group members who selected "Stages of Individual Change" as their practice session to turn to page 5-4 and follow the instructions there. Assign two groups to Case Study 1 (p.5-11) and two groups to Case Study 2 (p. 5-12). Tell them they have a total of **20 minutes** for their group to complete the task. The trainers will assist them as needed.

Participant manual, p. 5-4, 5-11, 5-12

In this activity the group will be using one of two case studies to identify the offender's stage of individual change and describe the barriers and motivators to change.

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┌─────────────────────────────────────┐
│ CHECK FOR UNDERSTANDING             │
│ Approx. 15 minutes                  │
└─────────────────────────────────────┘
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Have each of the <u>four groups report</u> their responses. Start with Case Study 1 and alternate between the two workgroups for answers to the questions 1-4. Follow the same procedure for Case Study 2. Discuss possible facilitator responses.

Invite questions and discussion from the larger group about the stages.

Participant manual, p. 5-11 & 5-12
Trainer Reference pages 5-R1 & 5-R2

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┌─────────────────────────────────────┐
│ GUIDED PRACTICE                     │
│ Approx. 10 minutes                  │
└─────────────────────────────────────┘
```

Have the **facilitator** discuss with their small group his/her responses to the questions on the Activity Process Card:

Activity Process Cards

INDEPENDENT PRACTICE
Approx. 10 minutes

Tell the group to turn to <u>page 5-13 and complete Personal Change</u>, also Action Plan #4.

Participant manual, p. 5-13
Action Plan

> **CLOSURE**
> **Approx. 10 minutes**

SAY

HOW DO THE STAGES OF GROUP DEVELOPMENT AND INDIVIDUAL CHANGE RELATE TO EACH OTHER?

IN THE FOLLOWING SIX MODULES WE WILL BE LOOKING AT SPECIFIC FACILITATOR BEHAVIORS YOU CAN USE TO HELP OFFENDERS TO MAKE INDIVIDUAL CHANGES.

> **CLOSURE FOR DAY 1**
> **Approx.15 minutes**

SAY

Tell the group:

THIS IS THE END OF THE FIRST DAY OF THIS SEMINAR AND WE WOULD LIKE TO CHECK IN WITH EACH OF YOU ON HOW THE TRAINING IS GOING FOR YOU. PLEASE TAKE OUT AND COMPLETE THE DAY ONE FEEDBACK FORM INDIVIDUALLY (HANDOUT). WHEN YOU ARE FINISHED, PLEASE PUT THEM FACE DOWN IN THE MIDDLE OF YOUR TABLE AND WE WILL COLLECT THEM.

Day One Feedback Handout

Trainer Note: This should give a reading on how the participants are feeling about the workshop.

SAY Tell them:

IN YOUR SMALL GROUPS, PLEASE SHARE WHATEVER COMMENTS ABOUT THE DAY YOU WISH TO SHARE. IF A GROUP HAS SOMETHING THEY WISH TO SHARE WITH OR ASK THE TRAINERS, THEY CAN SEND A REPRESENTATIVE TO LET US KNOW WHAT IT IS. THE FORM YOU COMPLETED MIGHT BE HELPFUL AS A TOOL WITH YOUR OFFENDER GROUPS. THANK YOU FOR YOUR INVOLVEMENT TODAY. WE LOOK FORWARD TO WORKING WITH YOU TOMORROW WHEN WE MOVE ON TO SETTING A CLIMATE, COMMUNICATION, FACILITATING PARTICIPATION, BEHAVIOR CHANGE AND CHANGES IN PERSPECTIVE.

Note: Coach participants with FP#3 and #4.

Facilitator Process Card

Facilitator:

Tell your small group:

What I *disliked* or found challenging about the process was _____.

What I *liked* or found rewarding about the process was _____.

This experience was *different* from working with an offender group because _____.

This experience was *similar* to working with an offender group because _____.

What I learned from the experience that I can use with my own offender groups is _____.

Ask the **other participants** in the small group:

What did I do as facilitator that helped the group? Hindered?

How was this experience different from working with an offender group?

How was this experience similar to working with an offender group?

What did you learn from the experience that you can use with your own offender groups?

Facilitator Process Card

Facilitator:

Tell your small group:

What I *disliked* or found challenging about the process was _____.

What I *liked* or found rewarding about the process was _____.

This experience was *different* from working with an offender group because _____.

This experience was *similar* to working with an offender group because _____.

What I learned from the experience that I can use with my own offender groups is _____.

Ask the **other participants** in the small group:

What did I do as facilitator that helped the group? Hindered?

How was this experience different from working with an offender group?

How was this experience similar to working with an offender group?

What did you learn from the experience that you can use with your own offender groups?

Trainer Reference

Module 5: Stage of Individual Change

Case Study 1: Jim

Jim has an identified spousal abuse problem. He has been arrested four times for physically striking his wife. His wife has refused to press charges on each arrest but has also left home with the children to stay with relatives the last two times that Jim struck her. Just before his incarceration, Jim's wife returned at his request and the family was living together. During his incarceration, his wife and children have visited fairly regularly.

Jim is required to attend this group. Jim admits that he has been arrested for spousal abuse and that he has a problem with hitting his wife. He talks about watching several movies in which the main actor reminds him of his own situation. Jim explains that as he watches the movie, he feels bad about how he treated his wife. He says that he doesn't want to hurt his kids anymore either. He wants to talk about the problems he has had and why he gets so mad at his wife.

What stage of individual change is Jim experiencing?
(Response: contemplation)

What indicators led you to this conclusion?
(Response: Jim admits to problem, sounds serious about dealing with the problem, still focused on the problem and not the solution therefore could just get stuck at this stage)

What are some of the barriers to change?
(Response: not a real problem while he is incarcerated, his wife has not had him arrested and continued to return to the home - therefore the consequences for his marriage have not been very serious up to this point, he has not addressed moving toward a solution and has not moved to putting any effort behind changing the thinking or pre-cursors to the abuse)

What are some of the motivators for change?
(Response: he has concern for his children, he wants to have his wife with him, when he is released his parole can be revoked for another arrest, he does not want to have this problem)

Case Study 2: Hal

Hal has been in your substance abuse group for seven months. He has openly admitted that he has a problem with alcohol and other drugs. Before his most recent incarceration, Hal left the rehabilitation center before completing the program, explaining that he was ready to handle the problem on his own. He said he had kicked the habit and would be fine without anyone else's help. At his arrest, his urine test showed a high blood alcohol level and traces of stimulants.

Upon entering the group, Hal reluctantly admitted that he had not successfully remained drug free but for good reason. He had been unfairly dismissed from his job, his family had thrown him out of the house and they have not talked with him or visited since that time, and his friends were always tempting him with drugs. After a few months he began to talk about some of the causes for his failures and considering how his early departure from rehab had been an unwise decision. He misses his family and wants to be reunited.

In the past month he has shown increased energy in the group and begun to arrive for group sessions early. In the session he has stopped blaming other people in his life for his problems and has started to talk about how he needs to spend time with other people both on the outside and on the inside of the jail.

What stage of individual change is Hal experiencing?
(Response: preparation)

What indicators led you to this conclusion?
(Response: Hal admits to having a problem, sounds serious about dealing with the problem, starting to look at solutions and not just the problem, has begun to take responsibility for changing his jail behavior)

What are some of the barriers to change?
(Response: not a real problem while he is incarcerated, his family has rejected him and he may not have them as a source of support, hard to test his resolve for facing actual "street" pressures while incarcerated, his friends are involved with drugs,)

What are some of the motivators for change?
(Response: he wants a relationship with his family, he needs to be able to keep a job and place of residence when he is released, he needs to stay off of drugs in order to remain out on parole)

Module 6

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR OFFENDER GROUPS**
Module:	**SETTING A CLIMATE FOR CHANGE**

Time Required: 1 Hour 35 Minutes
(plus 10 minute break)

Summary and Rationale:

The purpose of this module is to help participants understand how groups "form", and what a facilitator can do to set a climate for individual change.

Performance Objectives:

Participants will:

1. Identify possible concerns of new members of a group, and ways a facilitator can help resolve these concerns

2. Determine steps a facilitator can take to create a positive climate for change

Equipment:

• Easel Stand with Flip Chart Pad
• Overhead Projector and Projector Screen

Materials:

- Participant Manual
- Markers
- Masking Tape
- Index Cards
- 24 bandanas (and 50' rope) for Blindfolded Square

Handouts:

Activity Process cards
Action Plans

Overheads:

OH #12, Setting a Climate

Participant Manual:

6-1, Performance Objectives

6-2, Setting a Climate Checklist

6-3 and 6-4, Setting a Climate for Change *(Facilitator Practice #3 Instructions)*

Begin Day 2

6. SETTING A CLIMATE FOR CHANGE

DESIGN

CONTENT   REFERENCE

WARM -UP
Approx. 15 minutes

24 bandanas

Conduct "Blind Folded Square" activity for
7 minutes, then process.

SAY

*WHAT HAPPENED IN
THE ACTIVITY? HOW DID YOU
FORM THE SQUARE? WHAT
HELPED? WHAT HINDERED?
HOW DOES THE BLINDFOLDED
SQUARE ILLUSTRATE HOW
OFFENDERS ENTER A GROUP?*

ANTICIPATORY SET
Approx. 5 minutes

SAY   Ask the group:

*HOW MANY OF YOU ARE IN A
POSITION TO SELECT THE
MEMBERS OF YOUR OFFENDER
GROUP?*

*IF YOU DO (OR COULD) CHOOSE
GROUP MEMBERS, WHAT CRITERIA*   (E.g., Varied or   similar
                                        experience to   other members
                                        of the group?   Readiness?

*DO (WOULD) YOU USE? WHAT
KINDS OF THINGS DO YOU TAKE
INTO CONSIDERATION?*

References or recommendations from other professionals? Similarity in age to other group members? Skills the group needs? Regulations or institutional guidelines? Parole/release dates?)

Trainer lists responses on newsprint.

(E.g., help them feel more confident about working with offenders with different ideas and styles, take on more challenging offenders, may make improved decisions that balance the group and create a stronger group process)

SAY   Ask the group:

*HOW WILL IMPROVING YOUR
FACILITATION SKILLS AFFECT
HOW YOU MAKE OFFENDER
SELECTION CHOICES?*

Review module objectives, p. 6-1.

Participant manual, p. 6-1

< Identify possible concerns of new members of a group, and ways a facilitator can help solve these concerns
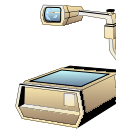< Determine steps a facilitator can take to create a positive climate for change

| **INSTRUCTIONAL INPUT** |
| **Approx. 10 minutes** |

SAY Tell the group:

*BEFORE BRINGING YOUR
OFFENDER GROUP TOGETHER,
THERE ARE SOME THINGS A
FACILITATOR SHOULD DO AND
PLAN, TO PREPARE THE MEMBERS
FOR WORKING AS A GROUP AND
TO INSURE THAT THE GROUP
GETS OFF TO A GOOD START.*

SAY

FIRST THE FACILITATOR NEEDS TO WORK WITH THE CLINICAL SUPERVISOR TO CLARIFY THE GROUP S <u>PURPOSE</u>, PROCESS AND EXPECTED INDIVIDUAL <u>OUTCOMES</u>. THE FACILITATOR MUST THEN TAKE RESPONSIBILITY FOR READING AND COMPLETING THE NECESSARY PREPARATION TO <u>KNOW THE CONTENT</u> AND PROCESSES REQUIRED BY THE "TREATMENT" APPROACH. A FACILITATOR MIGHT MEET WITH INDIVIDUAL OFFENDERS PRIOR TO THE GROUP TO <u>INTERVIEW EACH PERSON</u> AND DISCUSS THE GROUP'S PURPOSE, PROCESS AND EXPECTED INDIVIDUAL OUTCOMES. <u>LOGISTICS</u> NEED TO BE <u>ORGANIZED</u>. WHAT LOGISTICS MIGHT YOU NEED TO SET UP? FOR EXAMPLE, RESERVING THE APPROPRIATE SPACE FOR THE GROUP.

Responses to include: private space, comfortable space, schedule that is consistent and accommodates program/work obligations, group size, when and how people are admitted into the group, how offenders are removed, support

Setting a Climate

☞ **Clarify group's purpose**

☞ **Know the content**

☞ **Prepare the members**

☞ **Get organized**

Ask the group to define "climate" in reference to an offender group.

from other departments or staff needed to run this group

For example: *Climate is the way people feel about being part of the group and the way it is demonstrated in their behavior toward each other.*

Ask how climate affects the "work" of the group.

Tell them they are going to do an activity in their small groups to identify things a facilitator can do to help a group create a positive climate.

INSTRUCTIONAL INPUT & GUIDED PRACTICE **Approx. 35 minutes**

FP3: (Facilitation Practice - Assignment #3)

Facilitation Practice- Assignment #3 handout

Have the group members who selected "Setting a Climate for Change" as their practice session to turn to page 6-2 and follow the instructions there. Tell them they have a total of **20 minutes** for their group to complete the task. The trainers will assist them as needed.

Participant manual, p. 6-2
index cards
markers
Note: In this activity the group will be creating note cards with the questions and issues that group members have at the forming stage of group development, categorize and then identify facilitation strategies for setting a climate.

CHECK FOR UNDERSTANDING **Approx. 10 minutes**

When the groups have completed their work, have each spokesperson briefly give the title of one grouping they created, a couple of examples of issues, and their suggested facilitator responses. Go around again if groups have more categories that haven't been mentioned. Trainers can add suggestions.

Trainer note: Make sure they cover such climate setting activities as clarifying the purpose; setting goals; setting ground rules; laying out expectations - rewards and consequences.

SAY

HOW COULD YOU USE AN ACTIVITY OF THIS KIND IN YOUR GROUP? HOW CAN SETTING A CLIMATE PREVENT DISRUPTIVE BEHAVIOR?

Activity Process Cards

Have the **facilitator** discuss with their small group his/her responses to the questions on the Activity Process Card:

> **FACILITATOR**
>
> <u>Tell</u> *the Group:*
> *What did you dislike or find challenging about the process?*
>
> *What did you like or find rewarding about the process? Ask others to comment on what you did that helped the group.*
>
> *How was this experience different from working with an offender group?*
>
> *How was this experience similar to working with an offender group?*
>
> *What did you learn from the experience that you can use with your own offender group?*
>
> <u>Ask</u> *the* **other participants** *in the small group:*
>
> *How was this experience different from working with an offender group?*
>
> *How was this experience similar to working with an offender group?*
>
> *What did you learn from the experience that you can use with your own offender group?*
>
> **Activity Process Card**

INDEPENDENT PRACTICE
Approx. 10 minutes

Action Plans

Have participants take out their **Action Plans** and complete item 5a and 5b, based on what they just learned.

CLOSURE
Approx. 10 minutes

Have them share their plans in their small groups. [If there is time, have the groups review their ground rules and clarify objectives for this training.]

SAY

Ask the group:
HOW DOES SETTING A SAFE AND SUPPORTIVE CLIMATE HELP MOVE OFFENDERS THROUGH THE FIRST STAGES OF INDIVIDUAL CHANGE?

Note: Use the bounce method: have one person answer the question and have them ask another participant to add to or clarify the input. Continue until you are satisfied that the group has achieved the learning.

Summarize by telling the group that setting a safe and supportive climate will encourage readiness and increase the likelihood that offenders will move more quickly through precontemplation and into contemplation.

BREAK   10 minutes

Module 7

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR OFFENDER GROUPS
Module:	**COMMUNICATION SKILLS**

Time Required:

1 Hour 50 Minutes
(plus 10 minute break)

Summary and Rationale:

The purpose of this module is to review basic communication skills and to have participants practice neutral non-judgemental responses to offender statements.

Performance Objectives:

Participants will:

1. Review principles of effective communication for offender groups

2. Practice neutral responses to provocative statements or behaviors

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen
- VCR & Monitor

Materials:

- Participant Manual
- Markers
- Masking Tape
- Video taped segment of **Cognitive Behavioral Strategies to Change Offender Behavior** (Module 2: Cognitive Restructuring Training)

Handouts:

FP4 Provocative Statement Cards 1-9 (4 sets)

Anticipatory set cards

Overheads:

OH #13, Communication Do's

OH #14, Communication Don'ts

Participant Manual:

7-1, Performance Objectives

7-2, Do's & Don'ts for Communication

7-3, Key Terms for Communication

7-4, Video Observation Worksheet

7-5, Communication Skills *(Facilitator Practice #4 Instructions)*

7. COMMUNICATION SKILLS

DESIGN

CONTENT

REFERENCE

Note: Cue video to demonstration segment.

ANTICIPATORY SET
Approx. 10 minutes

Ask for three volunteers to come up to the front.

Instruct them to respond to each trainer statement without smiling and say: "Baby you know I do, but I just can't smile." Have them say it once out loud with you.

Tell them they can practice. Allow them 30 seconds to do so.

Trainer walks up to each person and says (suggestively): *"HONEY, DO YOU REALLY LOVE ME?"*

If someone can do it, applaud. If not, just move forward.

SAY

Tell the group:
SOMETIMES WE HAVE TO RESPOND TO COMMUNICATION IN AN OBJECTIVE AND NON-JUDGMENTAL MANNER REGARDLESS OF HOW WE ARE FEELING ABOUT WHAT HAS BEEN SAID. WE HAVE TO KEEP OUR OPINIONS OUT OF OUR NON-

Anticipatory set cards

VERBAL AND VERBAL
COMMUNICATION.

Review Performance Objectives, p. 7-1.

Participant manual, p. 7-1

Participants will:
< Review principles of effective
   communication for offender groups
< Practice neutral responses to
   provocative statements or behaviors

INSTRUCTIONAL INPUT
Approx. 45 minutes

Guidelines for Communication:

SAY

*HOW MANY OF YOU
HAVE DIFFICULTY NOT SHOWING
RESPONSE TO STATEMENTS THAT
OFFEND OR UPSET YOU?*

*WHAT MAKES IT DIFFICULT TO
REMAIN NEUTRAL?*

Possible responses: anger, frustration,
bias, disagreement, strong feelings of
approval or agreement, impatience

*USING GUIDELINES FOR
COMMUNICATION CAN HELP THE
FACILITATOR REMAIN OBJECTIVE,
NEUTRAL AND PROFESSIONAL
WHILE DEMONSTRATING AN
INTEREST IN THE OFFENDER'S
PROGRESS.*

IN ORDER TO HELP PEOPLE CHANGE YOU NEED TO BE ABLE TO COMMUNICATE WITH THEM, UNDERSTAND WHAT THEY ARE THINKING, FEELING. KEEPING OFFENDERS INVOLVED IN THE GROUP PROCESS REQUIRES THAT THE FACILITATOR ACTIVELY ENCOURAGE OFFENDER COMMUNICATION.

WHEN YOU REMAIN NEUTRAL YOU 1) INVITE THE OFFENDER TO HEAR YOUR FEEDBACK, 2) MAINTAIN YOURSELF AS AN OBJECTIVE OBSERVER, COACH AND TEACHER IN THE PROCESS AND 3) MODEL BEHAVIOR THAT YOU ARE ENCOURAGING IN THE OFFENDER GROUP.

WHEN YOUR VERBAL OR NON-VERBAL BEHAVIOR DEMONSTRATES DISAPPROVAL YOU ARE PROVIDING THE OFFENDER WITH A BEHAVIOR TO JUSTIFY HIS/HER DENIAL AND RATIONALIZATION TO RESIST THE CHANGE PROCESS. THE FACILITATOR IS DAMAGING THE TRUST THAT MAY HAVE BEEN ESTABLISHED OR CREATING A BARRIER TO DEVELOPING TRUST. HOW DO FACILITATORS SHOW THEIR DISAPPROVAL?

Possible responses: sarcasm, disagreeing, arguing, showing facial expressions that demonstrate disapproval, criticism or disappointment

Display overheads # 13 & 14, **Communication Do's and Don'ts**.

Go over the general do's and don'ts - ask the group to add to the list.
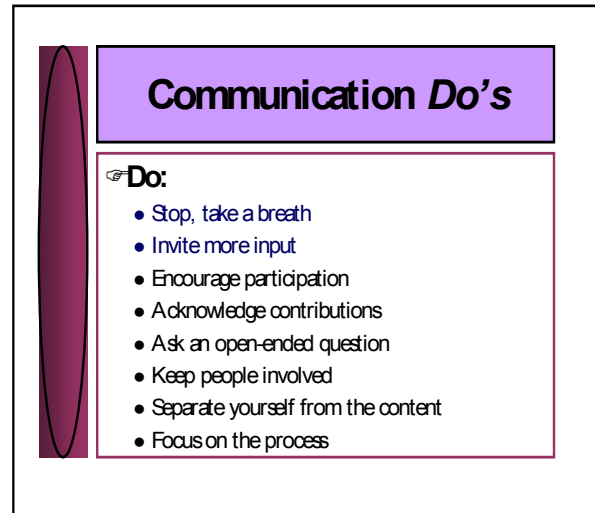
Explain that we will cover strategies that

Participant manual, p. 7-2

invite and encourage participation and we will be discussing how to listen in a way that also keeps people involved and helps them feel acknowledged.

Though we may not be fully aware or intend to take "a position" we may find ourselves advising, judging or expressing an emotional response to something we feel strongly about. Paying attention to your own body and verbal language is an important part of your communication skill in a group.

WHEN ARE YOU MOST TEMPTED TO GIVE ADVICE? WHAT CAN YOU SUBSTITUTE FOR ADVISE?

Review active listening.

WHAT BEHAVIORS LET US KNOW THAT SOMEONE IS ACTIVELY LISTENING?

REFER TO PAGE 7-3 IN PARTICIPANT MANUAL.

Review the definitions of the key terms that define active listening - paraphrasing, parroting, non-verbal listening behavior, open-ended question, closed-ended question, leading questions, checking perceptions.

Communication *Do's*

☞**Do:**
- Stop, take a breath
- Invite more input
- Encourage participation
- Acknowledge contributions
- Ask an open-ended question
- Keep people involved
- Separate yourself from the content
- Focus on the process

Possible responses: an open-ended question, a request from the group to provide feedback that is behavior based

Participant manual, p. 7-3

Suggested responses:

Paraphrasing: putting the speakers thoughts and feelings into a shortened response to check for meaning and understanding.

Communication *Don'ts*

☞**Don't:**
- Argue
- Give advice
- Judge ("Good!")
- Express your emotional response

Parroting: repeating the speakers words, exactly as they were spoken.

Non-verbal listening behavior: the body and facial expressions used by the listener - for example: open arms, leaning forward, nodding.

Open-ended questions: questions that invite a full response without suggesting or limiting a response - for example: questions that begin with what, how or why.

Closed-ended questions: questions that lead to yes or no answers.

Leading questions: questions that suggest the answer you are looking for - for example: don't you agree that, isn't it true that

Checking perceptions: explaining what you are hearing and asking the speaker if that is accurate

Option: Conduct a round robin report, having each table share one definition, ask for any additions, and then move to the next table for the next key term and definition.

Possible responses: encourage self-disclosure, invite exploration of the meaning - feelings, intent, thinking - of the communication, model the skill, affirm the offender as a participant, clarify issues, uncover discrepancies and faulty thinking

SAY

WHEN IS IT IMPORTANT TO USE ACTIVE LISTENING?

WE WILL BE VIEWING A VIDEO TAPED SEGMENT OF COGNITIVE BEHAVIORAL STRATEGIES TO

NIC Cognitive Behavioral Strategies to Change Offender Behavior Video

CHANGE OFFENDER BEHAVIOR, TO OBSERVE FACILITATOR COMMUNICATION SKILLS. TURN TO PAGE 7-4 AND USE THE WORKSHEET TO TAKE NOTES AS YOU WATCH THE VIDEO. NOTE THE FACILITATOR BEHAVIOR AND THE OFFENDER'S BEHAVIOR IN RESPONSE.

Describe what they will see.

Play video segment of NIC Cognitive Skills to demonstrate non-judgmental facilitator behaviors.

Allow a few minutes at the end of the video for completing notes.

Notes: Jack Bush, facilitator; Eugene, 1st offender; Earl, 2nd offender.

SAY

WHAT DID THE FACILITATOR (JACK) DO? WHAT WAS HIS PURPOSE FOR HIS CONVERSATION WITH EARL?

Go through each skill area and ask the large group for examples of facilitator behavior and offender responses.

Ask if there were additional observations.

SAY

WHAT DID YOU NOTICE THAT YOU THOUGHT WOULD FIT YOUR STYLE?

GUIDED PRACTICE
Approx. 30 minutes

FP4 Provocative Statement Cards 1-9 (4

FP 4 (Facilitation Practice - Assignment #4)

In this activity group members are presented with controversial/inflammatory offender statements on cards and develop appropriate, non-judgmental responses. Groups have **20 minutes** to work.

Have the **facilitator** discuss with their small group his/her responses to the questions on the card:

sets)
Participant manual, p. 7-5

Trainer Reference, p. 7-R1

Activity Process Cards

FACILITATOR

Tell the Group:

What did you dislike or find challenging about the process?

What did you like or find rewarding about the process? Ask others to comment on what you did that helped the group.

How was this experience different from working with an offender group?

How was this experience similar to working with an offender group?

What did you learn from the experience that you can use with your own offender group?

Ask the **other participants** in the small group:

How was this experience different from working with an offender group?

How was this experience similar to working with an offender group?

What did you learn from the experience that you can use with your own offender group?

Activity Process Card

INDEPENDENT PRACTICE
Approx. 5 minutes

Review their Goals for Personal Development (p. 3-5). Have participants complete Action Plan #6. Review and list two things you will do to improve your communication skills with your group.

Action Plans

CLOSURE
Approx. 5 minutes

Tell the group that the next 3 modules will look at some specific ways of communicating with group members to create personal change.

Note: Remind participants with Assignments #5 & #6 to stay for coaching meetings at lunch.

LUNCH   **60 minutes**

Module 7 - Trainer Reference
COMMUNICATION SKILLS - FP4

Statements for index cards (1 per card): 4 sets

<   *He's gonna pay one way or the other - pay my brother or pay for the damage to his car.*

<   *Cops are pretty useless. I have to get revenge myself.*

<   *I wouldn't have just burned the car, I would have done worse.*

<   *My wife is a bitch. I have to hit her to keep her in line.*

<   *I tried to express my feelings - he wouldn't listen, so I had to make him hear me!*

<   *I was feeling good about hurting the guy. I knew he got what he deserved.*

<   *I really have to drink the I spend time with my family. They make me crazy.*

<   *This junk doesn't work. The only thing that works is pain! When they feel it they'll do what I want.*

<   *I believe kids should learn respect. So when she opens her mouth to me I have to give her a crack to shut her up.*

Honey, do you <u>love</u> me?

Baby, you know I do but I just can't smile.

Baby, you know I do but I just can't smile.

Baby, you know I do but I just can't smile.

Honey, do you <u>love</u> me?

Baby, you know I do but I just can't smile.

Baby, you know I do but I just can't smile.

Baby, you know I do but I just can't smile.

Trainer Reference

Module 7: Communication Skills

Video Cheat Sheet

Leading question - you feel good or bad?

Closed question - do you understand?

Clarifying perception - its not interesting

Redirecting - We won't go that way now . . .

Open question - What is it in Eugene's thinking?

Non-verbal behavior

Facilitator Practice Assignment #4

1. *He's gonna pay one way or the other – pay my brother or pay for the damage to his car.*
2. *Cops are pretty useless. I have to get revenge myself.*
3. *I wouldn't have just burned the car, I would have done worse.*
4. *My wife is a bitch. I have to hit her to keep her in line.*
5. *I tried to express my feelings – he wouldn't listen, so I had to make him hear me.*
6. *I was feeling good about hurting the guy. I knew he got what he deserved.*
7. *I really have to drink when I spend time with my family. They make me crazy.*
8. *This junk doesn't work. The only thing that works is pain! When they feel it they'll do what I want.*
9. *I believe kids should learn respect. So when she opens her mouth to me, I have to give her a crack to shut her up.*

Module 8

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR OFFENDER GROUPS**
Module:	**FACILITATING PARTICIPATION**

Time Required:

1 Hour 10 Minutes
(plus 10 minute break)

Summary and Rationale:

The purpose of this module is for participants to practice a variety of learning strategies that help people participate in many different ways, according to their learning style preferences.

Performance Objectives:

Participants will:

1. Learn and practice strategies and techniques that facilitate group member participation

Equipment:

• Easel Stand with Flip Chart Pad

Materials:

- Participant Manual
- Index Cards
- Markers
- Masking Tape

Handouts:

Action Plan

Activity Process Cards

Overheads:

OH # 15, Learning Styles

Participant Manual:

8-1, Performance Objectives

8-2 to 8-4, Group Processes that Facilitate Participation

8-5, Facilitating Participation *(Facilitator Practice #5 Instructions)*

8. FACILITATING PARTICIPATION

DESIGN

CONTENT   **REFERENCE**

```
┌─────────────────────────────────┐
│ ANTICIPATORY SET                │
│ Approx. 5 minutes               │
└─────────────────────────────────┘
```

Display Overhead #15, **Learning Styles**

┌──────────────────────────┐
│ **Learning Styles**   │
└──────────────────────────┘

.

SAY   *FACILITATION STRATEGIES ARE TECHNIQUES FOR INCREASING THE PROBABILITY OF EFFECTIVE LEARNING FOR GROUP PARTICIPANTS. WE KNOW THAT THERE ARE MANY DIFFERENT WAYS THAT PEOPLE TAKE IN AND PROCESS INFORMATION.* (for example, people who prefer to observe and analyze before they try new things, experimenters, people who want to know the theory behind WHY things are done a particular way, etc.).

WE WILL BE PRESENTING A NUMBER OF TECHNIQUES THAT HELP PEOPLE PARTICIPATE,

PROCESS INFORMATION AND TRY OUT NEW SKILLS IN THEIR PREFERRED WAYS. USING A VARIETY OF THESE TECHNIQUES AS YOU DESIGN GROUP SESSIONS, OR BEING ABLE TO USE THEM ON THE SPOT WHEN YOU RECOGNIZE THAT SOME PEOPLE ARE NOT WITH YOU, WILL INCREASE THE LIKELIHOOD THAT ALL PARTICIPANTS WILL GET SOMETHING OF VALUE FROM THE GROUP SESSION.

Review Module 8 Objectives.

Participant manual, p. 8-1

In this module, participants will:
Learn and practice strategies and techniques that facilitate group member participation.

**INSTRUCTIONAL INPUT &
GUIDED PRACTICE
Approx. 20 minutes**

Group Processes that Facilitate Participation

Have participants turn to **Group Processes that Facilitate Participation** (manual, page 8-2). Tell the group that these are a sampling of individual and group techniques that can help people with different learning styles to get more out of a learning experience.

Participant manual, p. 8-2 to 8-5

Point out the "Notes" section after each item. These are intended to be used to record points from the discussion of each item.

Read the first item:

1. Individual Written Responses - Giving time for individuals to write responses to questions or prompts before conducting a group discussion.

Have them take a minute or two to write in the "Notes" space below one or more advantages to giving people time to write out answers to a question before they respond out loud. Then have people share their responses.

SAY

WHEN MIGHT YOU USE THIS STRATEGY?

Responses should include:
allows for those who need time to compose their thoughts; reduces "peer pressure" to go along with the first response given; improves quality of responses; allows the facilitator to ask for responses from those who haven't participated a great deal without putting them on the spot, etc.

Responses should include: when you want people to consider their personal response to a question rather than just accept the responses of the most vocal members of the group. Tell the group that this strategy can be used to have individuals respond to an assignment (like a case study or a video clip) before they discuss it in a small group.

Read item 2:

2. Reflective Writing - Giving individuals time to record their thoughts in response to instructional input, specific questions or prompts. Reflective writing can have a single theme (for example, a "thinking journal" or a "hassle log") or be used several different ways. These are not usually shared with the group.

Read item 3:

3. Dyad or Triad Sharing - Participants share personal responses, action plans or other material in two's or three's and give one another feedback and/or encouragement.

Read item 4:

4.   <u>Visualization</u> - Having participants picture or imagine a situation vividly enough to be able to discuss personal responses and feelings.

Ask the participants to get in a comfortable position and close their eyes. Ask them to recall a time when they were facilitating an offender group and something unexpected happened -- something that took them by surprise or caught them off guard. It can be something positive or something that was a challenge for them. Have them try to recall what happened in as much detail as they can, then recall their thoughts and feelings at that moment. (Pause while they recall these things.) Now have them recall what they did in response to the situation. (Pause.) And finally, how their response worked. (Pause.) Tell them to open their eyes when they have completed their visualization of the situation.

When everyone has opened their eyes, ask for one or two volunteers to share their situations. Ask each volunteer if they were able to picture the situation vividly. And if they were able to feel some of what they felt at that moment.

Now ask the group to suggest some uses of visualization.

Responses should include:
when you want offenders to recall feelings that help them identify motivation for learning new behaviors or attitudes.

SAY

Ask the group:

What other uses might there be for visualization.

Read item 5:

Responses should include: when you want offenders to think about behaving/thinking differently and then visualizing the new behavior and its impact. Identifying what they learned from doing the visualization.

5. Personal Action Plan - Having offenders complete a written plan for using the new learnings they have gotten from the group. (E.g., How will I use my "anger reducers"?)

Read item 6:

6. Perspective-Taking - Having one or more offenders take the position of a particular person in a situation. (E.g., a victim, a witness, a family member) They then are asked to defend or represent the person's position and discuss it with the rest of the group.

Responses may include: examining 2 sides- or more - of an issue, gaining insight into the feeling and perspectives of other people

SAY

WHEN WOULD THIS BE APPROPRIATE IN YOUR GROUPS?

Read item 7:

7. Categorizing Ideas - Single ideas, tasks, steps or other items are written on index cards, Post-It Notes, or other paper. Then the group can organize them in different ways on a table or wall until consensus is reached on the optimal categorization or organization.

Tell the group they used this strategy in the Setting a Climate for Change" activity.

Read item 8:

8. Round Robin - Having each participant in turn give a response to a prompt or question with many possible answers, until a large number of answers have been given.

Write the following prompt on newsprint: *People who don't speak in an offender group...* Now ask each member of the group in turn to give a response to the prompt. (Repeat responses are allowed.)

Now ask for volunteers to identify the advantages of Round Robin responses.

Responses should include: gives a wider variety of ideas and thoughts; involves all participants. Remind them that we used this technique, along with individual written responses, when we collected their expectations for the training this morning.

Read item 9:

9. Brainstorming - Having participants call out responses to a prompt or question (without comment from others) until no one can think of another response.

Ask participants to recall activities in the seminar in which we used brainstorming.

Responses should include: Ground Rules; Practical things a facilitator does to help the group.

Ask them to suggest advantages of group brainstorming.

Responses should include: allows the group to share what they already know; brings out creativity; can provide examples of what you are trying to convey; etc.) Limits?____

Read item 10:

10. Parking Lot - A bulletin board or sheet of newsprint is designated for ideas and issues that will be dealt with at a later time (for example, brought up later in the session or referred to an outside authority for response).

Read item 11:

11.   Talking ball - Using an object (ball, marker, etc.) to signify who has the floor to speak. Only the person with the object may speak. The person with the object passes it to someone else when he or she is finished speaking.

Pause time is different depending on culture (e.g. Native American). Use ball to have participants share. Sociogram - who talks to whom?

SAY

ASK THEM: WHAT OTHER TECHNIQUES ARE THERE FOR MANAGING COMMUNICATION? WHAT OTHER WAYS ARE THERE TO USE THE BALL?

Read item 12:

12. Anonymous Response Exchange -
Each person writes his/her own responses
to a prompt or question. Responses are
collected and redistributed randomly.
Participants read the responses on the
sheet they receive.

Example: The most difficult situation I ever
had to deal with was . . . (on index cards)

Read item 13:

13. Other Techniques - Ask group
     members to suggest other group
     techniques they have used to
     enhance group participation.

GUIDED PRACTICE

Explain that the next practice session will
involve practicing a group problem-solving
technique called Process Mapping, a form
of Categorization. The person who chose
Assignment #5 will lead the process in their
small groups for **20 minutes**.

FP 5 (Facilitating Participation - Facilitation   Participant manual, p. 8-5
Practice #5)

 [Each group member writes on **index**   30 index cards (5-6 per person)
cards (w. **markers**) individual tasks an   6 markers (1 per person)
offender must complete to prepare for
release from corrections-- leaving the
institution or upon re-entering the
community. Facilitator helps group organize
tasks in order of completion and ones that

depend on one another, to break down a
large task into manageable smaller ones.]

Have the **facilitator** discuss with their small
group his/her responses to the questions
on the Activity Process Cards.

Activity Process Cards

Facilitator tells the group:

*What did you dislike or find challenging about the
process?*

*What did you like or find rewarding about the
process? Ask others to comment on what you
did that helped the group.*

*How was this experience similar to working with
an offender group?*

*How was this experience different from working
with an offender group?*

What did you learn from the experience that you
can use with your own offender group?

Ask the **other participants** in the small group:

How was this experience different from working
with an offender group?

How was this experience similar to working with
an offender group?

What did you learn from the experience that you
can use with your own offender group?

INDEPENDENT PRACTICE
Approx. 10 minutes

Have participants take out their **Action**

Action Plans

Plans and complete item 7, based on what they just learned. Suggest that they may want to commit to trying one or two of these techniques at a time.

CLOSURE
Approx. 5 minutes

Ask the group what questions they have about using facilitation techniques.

Summarize by telling the group that these are ideas and techniques that can help with encouraging participation and can reach group members with varying styles of learning.

BREAK   **10 minutes**

Module 9

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR OFFENDER GROUPS
Module:	FACILITATING BEHAVIOR CHANGE

Time Required:

1 Hour 10 Minutes
(plus 10 minute break)

Summary and Rationale:

The purpose of this module is to help participants practice two techniques for helping group members make changes in their behaviors.

Performance Objectives:

Participants will:

1. Review guidelines for and practice *Pinpointing*

2. Review guidelines for and practice *Skill Teaching* and *Coaching*

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual
- Markers
- Masking Tape

Handouts:

Listening Skill Cards

"Lesson 2: Active Listening" handout

Activity Process Card

Overheads:

OH #16, Pinpointing

OH #17, Areas for Pinpointing

OH #18, Teaching/Coaching

Participant Manual:

9-1, Performance Objectives

9-2, Pinpointing

9-3, Steps for Skill Teaching & Coaching

9-4, Facilitating Behavior Change *(Facilitation Practice #6 Instructions)*

9. FACILITATING BEHAVIOR CHANGE

DESIGN

CONTENT	REFERENCE

ANTICIPATORY SET
Approx. 10 minutes

Go with/push back activity:

Have people pair up with someone their size. Get balanced - person A push, B push back. Person A push, B allow person to push with no resistance.

What happened when B pushed back?
What happened when B didn't push back.

Teaching point: when you push back there is no movement, when you don't push back there is movement. Process with discussion about how facilitation can be a powerful tool as a catalyst for offender movement.

Review the objectives for this Module (Manual p. 9-1)   Participant manual, p. 9-1

In this module, participants will:
< Review guidelines for and practice Pinpointing
< Review guidelines for and practice *Skill Teaching* and *Coaching*

INSTRUCTIONAL INPUT
Approx. 20 minutes
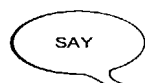
SAY   Ask the group:
WHAT OFFENDER BEHAVIORS GET IN THE WAY OF CHANGE?

Possible responses: denial, lying, distracting the group- putting the focus somewhere other than themselves or the issue at hand, explaining or justifying, rationalizing, distorting information, getting

---

angry, withdrawal, passive resistance - going through the motions or seeming to agree

Possible responses: attached to old behaviors, fear- change is scary, defenses are survival mechanisms, pain is uncomfortable, will look weak, makes them vulnerable, would have to admit to past problems - refer to change game.


SAY

WHY WOULD OFFENDERS AVOID OR RESIST CHANGE?

WE HAVE DISCUSSED AND PRACTICED STRATEGIES FOR LISTENING TO OFFENDERS IN ORDER TO ENCOURAGE COMMUNICATION AND DISCLOSURE. AS A FACILITATOR OF AN OFFENDER GROUP YOU WILL ALSO NEED TO UTILIZE TECHNIQUES THAT AID THE GROUP AND OFFENDER TO LEARN NEW BEHAVIOR, CHANGE THINKING, FOCUS ON THE PROCESS AND MOVE FORWARD IN THE CHANGE PROCESS.

HOW YOU APPROACH THIS TASK IS CRITICAL. PUSHING UP AGAINST BEHAVIOR AND THINKING WILL LIKELY RESULT IN THE DEFENSIVENESS OF RESISTANCE. ADDRESSING BEHAVIOR IN A NON-THREATENING YET DIRECT APPROACH WILL YIELD GREATER MOVEMENT IN THE DIRECTION OF ACTION AND MAINTENANCE.

THERE ARE A VARIETY OF SPECIFIC STRATEGIES THAT ARE USEFUL FOR RE-SHAPING BEHAVIOR AND THINKING.

WHAT ARE SOME GUIDELINES,
LESSONS, YOU'VE LEARNED ABOUT
GIVING FEEDBACK? (E.g., positive as
well as constructive, etc.)

In this module, we will be covering
pinpointing and teaching/coaching new
skills.

Display overhead # 16, **Pinpointing**.

PINPOINTING:
PINPOINTING IS IDENTIFYING
THE SPECIFIC BEHAVIOR
EXHIBITED (VERBAL
COMMUNICATION OF THINKING,
USE OF A SKILL) THAT WILL
PRODUCE SUCCESSFUL OR
PRODUCTIVE RESULTS
(PERFORMANCE). PINPOINTING
CAN NOT BE DONE BY A CASUAL
OBSERVER; IT REQUIRES A
DETAILED AND COMPLETE
KNOWLEDGE OF THE ACTIVITY,
SKILL OR process. A skilled group
member or the group facilitator is in the
best position to pinpoint. Video taping can
be used to review actions in the group and
an individual can pinpoint their own
behaviors and thinking.
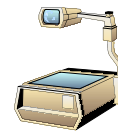
Display Overhead # 17**, Areas for
Pinpointing**.

SAY   *THERE ARE FOUR AREAS*
THAT CAN BE COVERED
BY PINPOINTING:
A SKILL EXHIBITED OR
PRODUCTIVE THINKING: THIS
REINFORCES THE USE OF THESE
BEHAVIORS AND COMMUNICATES
AFFIRMATION. FOR EXAMPLE,
TELLING THE OFFENDER YOU
HEARD THEM USE AN OPEN-

Pinpointing

Pinpointing is identifying
specific behavior that
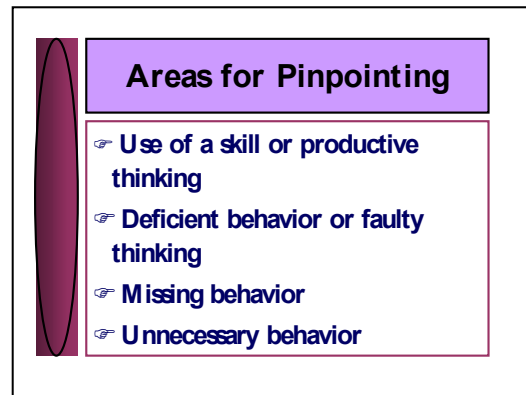will produce successful
results
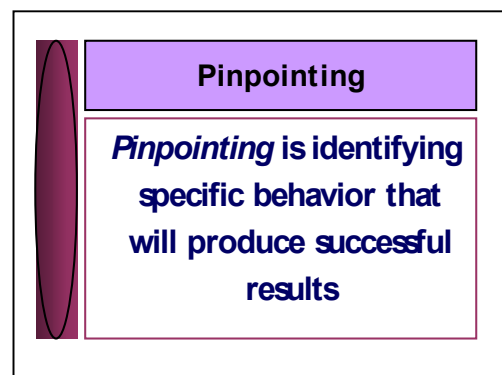
ENDED QUESTION TO CLARIFY AN ISSUE THAT IS THE SOURCE OF CONFLICT, OR PINPOINTING THE USE OF A VERBAL SKILL IN A ROLE PLAY.

<u>DEFICIENT OR INCORRECT BEHAVIOR, FAULTY THINKING</u>: ISOLATES THE SPECIFIC ISSUE AND ALLOWS THE OFFENDER TO FOCUS ON THE PART OF THE PROCESS/THINKING/BEHAVIOR THAT NEEDS TO BE CHANGED. THIS OPENS THE DOOR TO SUGGESTIONS OR IDEAS FROM THE OFFENDER AND PEERS ABOUT REPLACING THE BEHAVIOR. WHAT KIND OF DEFICIENT OR INCORRECT BEHAVIOR MIGHT YOU PINPOINT IN A GROUP?

<u>MISSING BEHAVIOR</u>: TELLING THE OFFENDER THAT THEY MISSED A STEP IN A PROCESS OR ASKING WHAT WAS MISSING THAT COULD HAVE HELPED, FOCUSES THE OFFENDER ON FILLING IN THE GAPS AND EXAMINING WHAT WOULD HELP IMPROVE THE SUCCESS OR PRODUCTIVITY OF THEIR ACTIONS.

<u>UNNECESSARY BEHAVIOR</u>: TELLING THE OFFENDER OR ASKING WHAT MIGHT HAVE GOTTEN IN THE WAY, CONFUSED THE ISSUE, COMPLICATED MATTERS OR COULD HAVE SAVED TIME AND ENERGY HELPS CLARIFY WHAT IS NOT NEEDED AND HOW TO STREAMLINE THEIR APPROACH (E.G., SMILING WHEN ANGRY). WHY MIGHT THIS BE HELPFUL TO

Areas for Pinpointing

☞ **Use of a skill or productive thinking**

☞ **Deficient behavior or faulty thinking**

☞ **Missing behavior**

☞ **Unnecessary behavior**

*OFFENDERS? HOW CAN
ELIMINATING UNNECESSARY
BEHAVIOR LEAD TO GREATER
SUCCESS?*

Teaching or coaching appropriate
behaviors:
*COGNITIVE APPROACHES ARE
CENTRAL TO ADDRESSING SOCIAL
SKILLS IN MANY OFFENDER
GROUPS. WHETHER YOU ARE
USING A STRUCTURED MODEL OR
A CURRICULUM THE STEPS ARE
GENERALLY CONSISTENT:*

Display Overhead # 18, **Teaching/
Coaching.**

Participant manual, p. 9-3

> *IDENTIFY THE NEED FOR THE
> SKILL: HELP THE LEARNER
> MAKE A CONNECTION THAT IS
> RELEVANT AND PERSONAL TO
> MOTIVATE LEARNING.*

> *DEFINE THE BEHAVIOR/SKILL:
> DISCUSS USES OF THE SKILL
> AND DELINEATE THE SPECIFIC
> STEPS IN THE CORRECT
> ORDER.*

> *MODEL THE SKILL: THIS IS THE
> "SHOW AND TELL" PART OF
> THE PROCESS; A CRITICAL
> COMPONENT IS
> DEMONSTRATING CORRECTLY,
> THIS CAN BE DONE BY A
> SKILLED GROUP MEMBER OR
> BY THE FACILITATOR.
> REHEARSAL IS IMPORTANT -
> THE SKILL MUST BE MODELED
> CORRECTLY, AS THE LEARNERS
> WILL REPEAT WHAT THEY SEE
> AND HEAR.*

Teaching & Coaching

☞ **Facilitator:**
- Identifies the need for the skill
- Defines the behavior
- Models the skill

☞ **Learner:**
- Practices the skill with coaching
- Tries the skill without the coach
- Transfers the skill to "real life"

➤ *ROLE PLAY THE SKILL: HAVE LEARNERS USE THE BEHAVIOR IN A "SITUATION" (EVEN ARTIFICIAL). GIVE THE OPPORTUNITY FOR SAFE PRACTICE (GIVE AN OPPORTUNITY FOR ROLE REVERSAL AS WELL) HOW DO OFFENDERS RESPOND TO ROLE PLAYS? WHAT DO THEY LIKE, WHAT DO THEY RESIST?*

➤ *GIVE PERFORMANCE FEEDBACK: FOLLOWING THE GUIDELINES FOR PINPOINTING, FEEDBACK CAN HELP REINFORCE AND CHANGE THE SPECIFIC BEHAVIORS THAT MAKE UP ANY GIVEN SKILL.*

➤ *PRACTICE THE SKILL: OPPORTUNITIES TO PRACTICE IN AND OUTSIDE OF THE GROUP ARE EXTREMELY IMPORTANT TO THE TRANSFER OF THIS LEARNING AND THE DEVELOPMENT OF A "HABITUAL" RESPONSE THAT IS PRODUCTIVE. THIS IS ALSO A TIME TO BUILD IN "SUCCESS EXPERIENCES" BY PRACTICING INSIDE THE GROUP AND PICKING SAFE PRACTICE OPPORTUNITIES OUTSIDE OF THE GROUP, GRADUALLY PROGRESSING TOWARD GREATER RISK-TAKING..*

➤ *ACTION PLANNING: DETERMINING HOW AND*

*WHERE TO USE THE SKILLS BY
CHOOSING WHAT WILL FIT
FOR THE OFFENDER AND
ADAPTING TO THEIR OWN
"STYLE", PLANNING FOR THE
PROGRESSION OF GREATER
"RISK-TAKING".*

SAY

*HOW DO YOU USE
TEACHING AND
COACHING IN YOUR GROUPS?
WHAT SET OF STEPS ARE
IDENTIFIED?*

GUIDED PRACTICE
Approx. 30 minutes

FP 6 (Facilitation Practice - Assignment #6)
Have the group members who selected
"Facilitating Behavior Change" as their
practice session to turn to page 9-4 and
follow the instructions there. Hand out
"Listening" skill cards and "Lesson 2: Active
Listening" to each table. Tell them they
have a total of **20 minutes** for their group
to complete the task. The trainers will assist
them as needed.

In this activity the group will role play a
facilitator and offenders participating in a
cognitive skills group - learning the social
skill of "listening."

Stop the groups after 20 minutes and have
them move to processing the facilitator
experience.

Briefly process in large group.

Have the **facilitator** discuss with their small

**Facilitation Practice - Assignment #6
Handout
Listening skills cards
"Lesson 2: Active Listening" Handout**
Participant manual, p. 9-4

Activity Process Cards

---

group his/her responses to the questions on the Activity Process Card:

INDEPENDENT PRACTICE
Approx. 5 minutes

Have participants take out their Action Plans and complete item 8, based on what they have just learned.

Action Plans

CLOSURE
Approx. 5 minutes

SAY

BEHAVIOR CHANGE CAN BE FACILITATED THROUGH A VARIETY OF STRATEGIES – WE HAVE COVERED TWO –

*PINPOINTING AND TEACHING/
COACHING. YOUR PROGRAM OR
PROCESS MAY SPECIFY
TECHNIQUES, STEPS AND
PROCESSES. HOW DO THEY
COMPARE WITH THE STRATEGIES
WE HAVE DISCUSSED?*

*AT WHAT STAGE(S) OF
INDIVIDUAL CHANGE WOULD
THE OFFENDER BE MOST OPEN TO
PINPOINTING AND
TEACHING/COACHING
STRATEGIES? (ACTION AND
MAINTENANCE)*

*ONE WAY TO THINK OF
FACILITATING BEHAVIOR CHANGE
IS PROVIDING THE OFFENDER
WITH TOOLS TO "GET ON TRACK".
STRATEGIES FOR "STAYING ON
TRACK" WILL BE COVERED IN THE
NEXT MODULE WHEN WE COVER
FACILITATING CHANGES IN
PERSPECTIVE.*

Break   **10 minutes**

Facilitator Process Card

Facilitator:

Tell your small group:

What I *disliked* or found challenging about the process was _____.

What I *liked* or found rewarding about the process was _____.

This experience was *different* from working with an offender group because _____.

This experience was *similar* to working with an offender group because _____.

What I learned from the experience that I can use with my own offender groups is _____.

Ask the **other participants** in the small group:

What did I do as facilitator that helped the group? Hindered?

How was this experience different from working with an offender group?

How was this experience similar to working with an offender group?

What did you learn from the experience that you can use with your own offender groups?

Facilitator Process Card

Facilitator:

Tell your small group:

What I *disliked* or found challenging about the process was _____.

What I *liked* or found rewarding about the process was _____.

This experience was *different* from working with an offender group because _____.

This experience was *similar* to working with an offender group because _____.

What I learned from the experience that I can use with my own offender groups is _____.

Ask the **other participants** in the small group:

What did I do as facilitator that helped the group? Hindered?

How was this experience different from working with an offender group?

How was this experience similar to working with an offender group?

What did you learn from the experience that you can use with your own offender groups?

Active Listening
1. **Look at the person who is talking.**
2. **Remember to sit quietly.**
3. **Think about what is being said.**
4. **Say yes or nod your head.**
5. **Ask a question about the topic to find out more.**

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Active Listening
1. **Look at the person who is talking.**
2. **Remember to sit quietly.**
3. **Think about what is being said.**
4. **Say yes or nod your head.**
5. **Ask a question about the topic to find out more.**

2

Active Listening (An Optional Lesson)

Note: This is the first of a series of three *optional* social skills lessons. Facilitators should choose to begin with these lessons if they believe their class needs to learn and practice the basic skills of group participation: i.e. *Active Listening; Asking Questions: and Giving Feedback.*

SUMMARY AND RATIONALE:

Listening is a skill which is required for almost all social interactions.   It is also a prerequisite skill to participate in a group process such as **The Thinking for a Change Program**. It also helps establish norms and expectation about group participation.

CONCEPTS AND DEFINITIONS:

Active Listening is the deliberate effort to hear and understand what others are saying.

OBJECTIVES:

As a result of this session participants will:

1.   understand the importance of *Active Listening* in this group and in other social situations.

2.   learn and be able to perform the four steps of *Active Listening*.

3.   perform the steps of *Active Listening* in real life situation.

MAJOR ACTIVITIES:

1. Homework Review (None for this lesson)
2. Overview of Lesson: a) the importance of social skills (generally); b) the importance of *Active Listening*
4. Model the social skill, *Active Listening*
5. Discuss the Modeling Display
6. Participants role play the skill, *Active Listening*
7. Feedback (discussion) of the Role Play
8. Plan and assign homework (practice) of the skill
9. Repeat Steps 5, 6, and 7 for each participant in the group
10. Wrap up

SUPPLEMENTS:

7   Pocket Cards:
  Active Listening Skill duplicated on pocket cards for group members.

7   Overhead Transparencies:
  Social Skills Definition
  Social Skills Lesson Format
  Listening

7   Handouts:
  Homework Report

EQUIPMENT:

• Overhead Projector
• Easel with Chart Paper
• Markers
• Masking Tape

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987. Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL: Research Press.

LESSON

<table>
<tr><th>CORE CONTENT</th><th>NOTES</th></tr>
</table>

Activity 1: No Homework for this Lesson

SAY   Beginning with this session, we are going to identify and practice a way to learn and use techniques to better get along with others, both individually and in small groups.

We will use these techniques to learn specific skills. What are skills anyway?

Since this is the first in a series of social skills lessons, take the time to introduce the importance of skill development.

Solicit group responses and write all of them on chart paper. Insure that you reinforce those that support the definition of social skills.

Activity 2: a) Overview of Social Skills (General)

Here is a definition of social skills that we will use throughout this program. Note the similarities between some of the comments you made and our working definition. That is not surprising since we all know and use social skills on a daily basis. As such, this group should provide you with an opportunity to practice those skills you need to know and use.

Here is another way to think about the importance of this group. We all know how to do something very well, don't we, one skill we have acquired as a result of having to survive on the streets. What is that?

> *Social Skills are the skills we use when we deal with other people. Good Social Skills get us what we want and maximize the positive response and minimize the negative response from other people.*
>
> Lesson 2   OH#1
>   Active Listening

Introduce Glick's pocket analogy as empowerment for the participants. Be sure you have empty pockets which you can turn out as you complete this demonstration.

|	Solicit responses which insure that more choices lead to greater flexibility and feelings of empowerment
That is right, fight. Well let's pretend that you have the ability to pull out your fist, or knife, or gun from this pocket, *anytime you want to*...	As you state this, make a fist and pull it out of one of your pockets.
But, what do you have in this pocket? NOTHING! And what do you have in this pocket? NOTHING! And this? NOTHING! And this? NOTHING!	Be sure that you turn out one of your pockets each time you ask the question and give a response.
Well, what this program, and these groups in particular will do is fill up your pockets, so now you can pull out your fist **anytime** you want to, for sure, but also now you have choices.	Turn your pockets back in as you state this.
And what happens when you have more choices? And how do you feel when you have choices?	Solicit responses which insure that more choices lead to greater flexibility and feelings of empowerment.

Here is what you can expect in each Social Skill Lesson presented in this program.   We will start with a thinking check-in, in which we will review last week's homework which was done outside of class using the skill you learned the week before. We will then introduce the new skill to be learned, this week is active listening.   Mr/Ms. _____ and I will demonstrate how to use the skill showing you the exact steps to follow, you will then have an
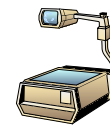
1. Homework Review.
2. Overview of new skill.
3. Trainer Models the new skill.
4. Discussion of the Modeling Display.
5. All participants practice the skill (Role Play).
6. Feedback (Discussion) of the Role Play (practice).
7. Prepare the Homework assignment of the skill.

Lesson 2   OH#2
                                         Active Listening

opportunity to try the skill by role-playing a situation you identify. We will then discuss how you did in following the steps of the skill, and you will then contract to practice the skill outside the group sometime in the week in between groups. OK? Any questions?

Entertain any questions and respond by reinforcing the group procedures just introduced.

Activity 2:   b) Overview of Active Listening

For today, we are going to learn a skill that we all take for granted, and that is *listening*. What does listening mean to you?

Solicit some responses to the group that reflect listening an active way of hearing what the other person is saying to you

We will have an opportunity to talk about what listening means to you in a little bit, but right now Mr/Ms_____ would like to show you some examples of the skill and the specific steps of the skill, *listening*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Activity 3: Model the skill: Active Listening

Would _____ (choose a participant) read the first step of the skill. Would _____ read the second step....

Hand out the skill cards with the skill, *listening*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Does everyone understand the steps of the skill, listening?

Are there any questions you have. Good! Now Mr./Ms. _____ will model the skill for you.   Here is the situation.

Listening
1. Look at the person who is talking.
2. Remember to sit quietly.
3. Think about what is being said.
4. Say "yes" or nod your head.
5. Ask a question about the topic to find out more.

Lesson 2   OH#3
                                             Active Listening

 I am a member of a group, and Mr/Ms. _____ is telling a story about a situation that happened in the mess hall where he saw a trustee drop a serving spoon and pick it up and put it back in the food.

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing a "thinking" step (e.g. step # 2).

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you think of where you could use this skill? Have you ever had difficulty in situations where you had to listen to some one else very carefully?

Solicit responses and have **each** participant describe a *real, current* situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play. Remind the group that **everyone in**

the group will have an opportunity to practice the skill.

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation".

Activity 5: Participant Role Play of the Skill

Where would you be listening to ____? OK, how is the room furnished, where are you, are you standing or sitting?
To the main actor: Try to follow the steps of the skill as best you can.
To the co-actor: Try to play the part of ____ as best you can. Say and do what you think ____ would do when _____ follows the steps of the skill.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

To the other group participants: Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ looks at the person who is talking. ____, you watch for step 2 and see if ____ thinks about what is being said. Be sure to note if he points to his head since this is a "thinking" step. _____ you look for step 3, and _____, you look to see if _____ does step 4.

Assign each of four group participants a step in the skill to observe.

Begin the role play, insuring that the main actor follows the steps of the skill exactly. If he/she doesn't,

stop the role play, reinstruct, and begin again.

Activity 6: Feedback (Discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for _____ to listen to?

Who was looking for step 1? How well did _____ do that?

Who had step 2?   Can you tell us how well _____ did that?

Did he/she point to their head as they were thinking about what was being said?

Who had step 3?   Did _____ wait his/her own turn to talk?

And step 4?

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Be sure you solicit positive comments as appropriate.   The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Activity 7: Plan and Assign the Homework for the Skill

Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it?

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Trainer helps role player plan homework.

Distribute the homework reports, and have everyone complete the first part as they complete their role play.

Activity 8: Repeat activities 5, 6, and 7 with each participant

Now, who would like to go next.
OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

Now, who would like to go next.
OK, _____ as I recall, your situation was...

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill

Next time we meet, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *listening*.   Next time we will learn a new skill.   See you then, and take care.

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum. Only the content changes.

Module 10

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR OFFENDER GROUPS
Module:	FACILITATING CHANGES IN PERSPECTIVE

Time Required:
35 Minutes

Summary and Rationale:

The purpose of this module is to introduce techniques facilitators can use to help offenders look at their own thoughts, behaviors and attitudes in new ways.

Performance Objectives:

Participants will:

1. Review guidelines for *Identifying Discrepancies*

2. Review guidelines for *Focussing* and *Objectifying*

3. Review guidelines and practice *Identifying Options* and *Exploring Consequences*

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual
- Markers
- Masking Tape

Overheads:

OH #19, Size of the Man

OH #20, Count the F's

OH #21, Identifying Discrepancies

OH #22, Focusing Attention

OH #23, Objectifying

OH #24, Exploring Options and Identifying Consequences

Participant Manual:

10-1, Performance Objectives

10-2, Identifying Discrepancies, et al.

10-3, Facilitating Changes in Perspective *(Guided Practice Instructions)*

10. FACILITATING CHANGES IN PERSPECTIVE
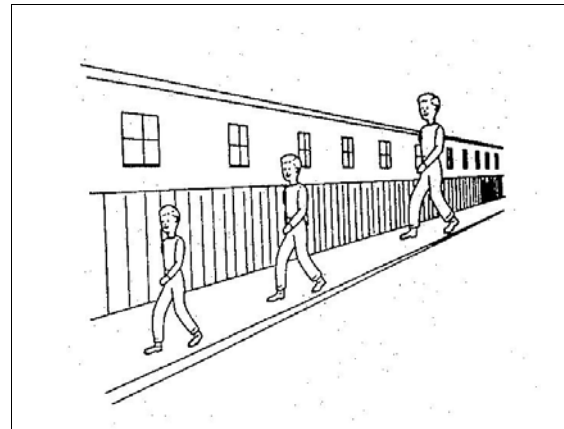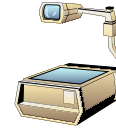## DESIGN

CONTENT   REFERENCE

ANTICIPATORY SET
Approx. 5 minutes

Display overhead # 19, **Size of the Man**
and ask: *WHICH IS THE TALLEST FIGURE?*
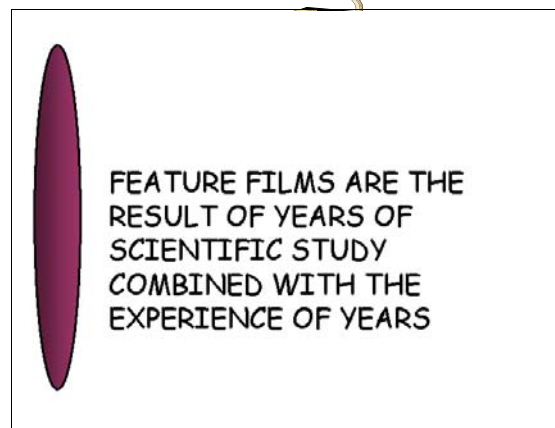[**ANSWER:** All three are the same size.]

(E.g., background/context, lines of perspective)

SAY

Ask: *WHAT INFLUENCED YOUR PERCEPTION?*

Explain that you will be displaying the next overhead for 15 seconds. Participants are to count the number of "f's" in the paragraph. Display overhead #20, **Count the F's** for 15 seconds; then turn it off and ask: How many saw 3?...4?...5? ...6?
[NOTE: Most people see 3.]

FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS

Tell them you will show it once more for ten seconds to give them another chance to find more "f's". Display overhead again for 10 seconds. Ask again: How many saw 3?...4?...5? ...6? Ask a volunteer who saw 6 to point them out for the group.

SAY) Ask: *WHAT INFLUENCED YOUR PERCEPTION?*

Note: The sound of the "f's" in "of" is different than the sound of the "f's" in the other words. We tend to read phonetically, i.e., using sound to identify the words.

Discuss how we filter out (don't see at all) information that does not fit our perspective, and sometimes we distort the information to fit our perspective. Explain that another component of change is being able to objectively evaluate our own behavior, see how and if our behavior matches our intent and confront the discrepancies when they occur.

Review Module 10 objectives.

Participant manual, p. 10-1

In this module, participants will:

<   Review guidelines for *Identifying Discrepancies*
<   Review guidelines for *Focusing* and *Objectifying*
<   Review guidelines and practice *Identifying Options* and *Exploring Consequences*

INSTRUCTIONAL INPUT & GUIDED PRACTICE
Approx. 20 minutes

SAY

DURING THE ACTION

Possible responses: role plays, general group behavior- how they respond to

AND MAINTENANCE STAGES OF INDIVIDUAL CHANGE THE OFFENDER IS LEARNING NEW BEHAVIORS AND WAYS OF THINKING. THE FACILITATOR AND GROUP IS ALSO PROVIDING FEEDBACK ON IN-GROUP PERFORMANCE/BEHAVIOR AND FEEDBACK ON OUT-OF-GROUP PERFORMANCE/BEHAVIOR. ABOUT WHAT ACTIVITIES AND EVENTS MIGHT A GROUP PROVIDE FEEDBACK?

BY HELPING THE OFFENDER STEP BACK FROM HIS/HER EXPERIENCES AND "OBJECTIVELY" EXAMINE HIS/HER BEHAVIOR AND THINKING, THE GROUP FACILITATES THE OFFENDER'S MOVEMENT TOWARD ENSURING CONSISTENCY AND GREATER SUCCESS IN THE CHANGE PROCESS.

WE WILL BE COVERING: IDENTIFYING DISCREPANCIES, LOOKING AT CONSEQUENCES AND OBJECTIFYING INFORMATION AS STRATEGIES FOR FACILITATING CHANGES IN PERSPECTIVE.

Display overhead # 21, **Identifying Discrepancies**.

Identifying discrepancies between intent/thought and behavior:
Several models of treatment focus significant attention to how offenders think. In this strategy the facilitator is not examining the errors or faulty nature of thinking but **the differences between**

information, how they interact with others in the group, behavior in another program, behavior (problems experienced) in other parts of the institution, a family visit or furlough

Identifying Discrepancies

Pointing out the differences between what the group member *thinks*, *says* and then *does*.

Participant manual, p. 10-2

what offenders think and say, and what they do. A series of questions are helpful to use when an offender does not recognize or acknowledge the connection between intent and behavior. Commonly, we hear statements such as: "that isn't what I meant" or "I was trying to make it better". We find offenders who can say the "right thing" and then do something else or exhibit old behavior. It is important to help the offender bring their behavior and intention in line, to compliment each other - their behavior should reflect their intention. Creating <u>cognitive dissonance</u> - a sense that what they are doing and thinking <u>doesn't fit</u> by asking open-ended questions to help the person discover the disconnection for themselves is the most impactful approach.

Tell participants they will work briefly in their small groups to write one open-ended question that might help an offender see the discrepancies between this/her thinking and behavior in the following situation:

> SAY
>
> *A PROBATIONER COMES TO YOU AS HIS PROBATION OFFICER AND SAYS, "I REALLY WANT TO GET OFF PROBATION." HIS URINE ANALYSIS REPORT FOR THIS WEEK SHOWS POSITIVE FOR ALCOHOL USE.*

> SAY
>
> *WHAT MIGHT YOU ASK TO HELP THE OFFENDER RECOGNIZE THAT BEHAVIOR "X" WILL NOT LEAD TO RESULT "Y"?*

After 5 minutes, ask the table groups to report their questions.

Possible responses:
- What did you expect to have happen? How did you see your behavior leading to that result?
- What were you thinking? What were you hoping? How does that fit with what happened?
- What did you do and how did that compare with what you intended?

Display overheads # 22 & # 23, **Focussing and Objectifying** (manual p. 10-2)

ANOTHER WAY TO HELP AN OFFENDER LOOK AT HIS/HER BEHAVIOR WITH A NEW PERSPECTIVE IS TO USE A FACILITATION TECHNIQUE TO FOCUS ATTENTION ON AND OBJECTIFY A SPECIFIC BEHAVIOR, SO THE OFFENDER CAN ASSESS IT

Participant manual, p. 10-2

Focussing

☞ *How does that relate to...?*

☞ *Let's help Tom understand this.*

☞ *Let's take that as an example...*

☞ *Let's get back to this step.*

MORE CLEARLY IN RELATION TO
HIS/HER GOALS.

STATEMENTS THAT HELP FOCUS
ATTENTION ARE:
 HOW DOES THAT RELATE TO...?
 LET'S HELP TOM UNDERSTAND
THIS..
 LET'S TAKE THESE AS AN
EXAMPLE.
 LET'S GET BACK TO THIS STEP.

Have the participants brainstorm a list of additional focus statements.

Objectifying
☞ What would you say to someone who told you...?

☞ What would you suggest is a reasonable response to this person's behavior?

SAY *FACILITATION TECHNIQUES*
THAT HELP OBJECTIFY
BEHAVIORS INCLUDE
HAVING THE OFFENDER WRITE
OUT THOUGHTS AND ACTIONS,
THEN ANALYZE THEM AS IF THEY
WERE SOMEONE ELSE'S. FOR
EXAMPLE, "WHAT WOULD YOU SAY
TO SOMEONE WHO TOLD YOU...?"
OR "WHAT WOULD YOU SUGGEST
IS A REASONABLE RESPONSE TO
THIS PERSON'S BEHAVIOR?"

SAY Ask: *HOW DID JACK BUSH*

Possible responses:
Had Eugene write his answers and read them to the group; responded non-judgmentally; had Eugene assess his own thoughts non-judgmentally; gestured to Earl that Eugene's thoughts were "up there" for the whole group to look at.

Identifying Options & Exploring Consequences
☞ What might happen to you if...?

☞ What might happen to others?

☞ If you continue what you're doing now, what might happen?

Partici

(the facilitator in the video) *WORK WITH EUGENE AND THE GROUP TO OBJECTIFY EUGENE'S THOUGHTS?*

Display overhead # 24,
Identifying Options and Exploring Consequences (manual p. 10-2)
Helping group members come up with options for their behavior is a useful technique. Often, they feel limited to one choice of response to a situation. In a safe environment and with help, they can see other ways of handling situations. Once the options are identified, the facilitator and the group can help list realistic consequences for the various options, and the offender can weigh the potential outcomes and select one that might work for him/her.

Questions that help explore consequences:
What might happen to you if?
What might happen to others?
If you continue what you are doing now, what will happen?

┌─────────────────────────────────┐
│ **INDEPENDENT PRACTICE** │
│ **Approx. 5 minutes** │
└─────────────────────────────────┘

Have participants complete Action Plan item 9.

Action Plan

┌─────────────────────────────────┐
│ **CLOSURE** │
│ **Approx. 5 minutes** │
└─────────────────────────────────┘

SAY

*ARE THERE PEOPLE HERE WHO
USE PROGRAMS THAT IDENTIFY
STEPS IN THIS PROCESS? ARE
THERE OTHER TECHNIQUES YOU
USE THAT ASSIST IN PERSPECTIVE-
TAKING?*

Module 11

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR OFFENDER GROUPS
Module:	**EVALUATION & CLOSURE**

Time Required: 35 Minutes
(plus 10 minute Closure for Day 2)

Summary and Rationale:

The purpose of this module is to have participants discuss methods for documentation and evaluation of their offender groups, to track progress. In addition, this module provides for evaluation and closure of this training program.

Performance Objectives:

Participants will:

1. Identify requirements and strategies for documenting work with offender groups
2. Identify several ways of evaluating work with offender groups
3. Practice steps a facilitator can take to help a group complete its work together

Equipment:

- Easel Stand with Flip Chart Pad

Materials:

- Participant Manual
- Markers
- Masking Tape

Handouts:

Action Plans

NIC Seminar Evaluation Form (manual back pocket)

Certificates of Completion

Participant Manual:

11-1, Performance Objectives

11-2, Documentation Worksheet

11-3, Evaluating Progress

11-4, Group Log Form

11-5, Steps for Closure and Evaluations

11. EVALUATION & CLOSURE

DESIGN

CONTENT	REFERENCE

> **ANTICIPATORY SET**
> **Approx. 5 minutes**

Review Module 11 Objectives, p. 11-1.
- Identify requirements and strategies for documenting work with offender groups
- Identify several ways of evaluating work with offender groups
- Practice steps a facilitator can take to help a group complete its work together

Participant manual, p. 11-1

> **INSTRUCTIONAL INPUT**
> **Approx. 15 minutes**

Documentation

Ask the group to identify to whom they report concerning their offender groups. Select one of these audiences and take the group through an example of completing the **Documentation Worksheet** (Manual, p. 11-2)**.**

Participant manual, p. 11-2

Have the small groups work together for 5 minutes to complete the Worksheet for one other audience.

Ask why it can be useful to think about the audience in this way when documenting group or individual progress.

Evaluating Offender Progress

Participant manual, p. 11-3

Ask the group to turn to **Evaluating Progress** (Manual p. 11-3) and work at their tables for 5 minutes to list ways they

Point out the sample **Group Log Form** on page 11-4 in their manuals for those who don't have a form to use.

---

can evaluate their own progress as facilitators, the group's progress through the Stages, and individual progress toward change.

When groups are done, ask for volunteers to share their most innovative ideas.

Participant manual, p. 11-4

Closing Group

Review **Steps for Closure and Evaluation** (Manual p. 11-5) with the group.

Participant manual, p. 11-5

GUIDED PRACTICE
Approx. 5 minutes

Have the small groups use the **Steps for Closure and Evaluation** (Manual p. 11-5) to decide on a way for them to evaluate and close their work together during this workshop and do it.

CLOSURE
Approx. 10 minutes

Participant manual, p. 11-5

Have group members share their thoughts and feelings about their groups.

Have participants take out their **Action Plans** and complete item #10, based on what they just learned.

Action Plans

TRAINING CLOSURE & EVALUATION
Approx. 10 minutes

Ask the group if they have remaining questions or comments about facilitating offender groups and respond as needed.

Have each participant share one thing they learned and one thing they need to

continue to work on as a result of participating in this seminar.

Have participants turn to the **NIC Seminar Evaluation** form (manual back pocket), complete it and turn it in.

Celebrate by handing out individual certificates of completion.

Thanks the participants for their work and close the seminar.

NIC Seminar Evaluation form

U.S. Department of Justice
National Institute of Corrections

Facilitation Skills for Offender Groups

NATIONAL INSTITUTE OF CORRECTIONS
NATIONAL INSTITUTE OF CORRECTIONS ACADEMY

FACILITATION SKILLS FOR OFFENDER GROUPS
Participant Manual

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National Institute of Corrections

NIC ACADEMY

Introductions
Module 1

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 1: *Introduction*

Performance Objectives

In this module, participants will:

< Begin to get to know one another

< Form work groups

< Receive an overview of the workshop

Course Outcomes

During this seminar, participants will:

< Examine and practice the critical tasks of facilitation for offender groups.

< Develop a plan for facilitating offender groups in their jobs.

Agenda

Day 1
AM

    1. Introduction
    2. What is Facilitation?
    3. Goals for Personal Development

    LUNCH

PM

    4. Stages of Group Development (FP1)
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Day 2
AM

    6. Setting a Climate for Change (FP3)
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    LUNCH

    8. Facilitating Participation (FP5)
    9. Facilitating Behavior Change (FP6)
    10. Facilitating Perspective Change
    11. Evaluating and Closing Groups

Group Outcomes

*The **Outcomes** for an offender group should include both individual and group goals.* The Outcomes make clear what is expected of the group. They define the purpose of the group and the results expected. The outcomes outline the obligations of the individual and the group to the institution/parole board/community and can be measured in some way.

The "Outcomes" for your small groups for this training are:

- to share personal goals for facilitation
- to each practice facilitation in different activities (rotate leadership role)
- to give and receive feedback on facilitation skills
- to work together to achieve course objectives
- to maintain a supportive yet challenging atmosphere for learning

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NIC ACADEMY

What is Facilitation ?
Module 2

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 2: *What is Facilitation?*

Performance Objectives

In this module, participants will:

< Examine the role and behaviors of an offender group facilitator

< Identify the types of groups for which they play this role

< Begin developing an Action Plan for use in facilitating offender groups on the job

Effective Offender Groups

An effective group *balances and achieves both <u>group</u> and <u>individual</u> development goals* and *every member is satisfied with the way the group worked and what they accomplished.*

Task outcome is: "achieves both group and individual development goals . . ."

Process outcome is: "everyone is satisfied with . . ."
- distribution of work
- how conflicts were dealt with
- how ideas were used/not used
- inclusion/exclusion
- respect (how people were treated, valued, supported, challenged)
- communication, listening, feedback
- participation levels

Facilitation

Facilitation is a process through which a person helps others reach their goals and improve the way they work together.

A facilitator <u>helps the offender group</u>:

7 Clarify group and individual goals
7 Define the roles of its members
7 Learn to help and support each other productively
7 Make decisions
7 Define how the group will work
7 Resolve conflicts
7 Celebrate achievements
7 Support efforts of members

A facilitator <u>helps the individual offender</u>:

7 Reach desired outcomes
  Gain knowledge
  Change behavior
  Change thinking
7 Become more involved in the group
7 Gain insight into interpersonal risk
7 Gain skill to reduce reliance on the group (self-risk management)

Outcomes of Effective Offender Groups

For the Individual:

7 Gain knowledge

7 Change thinking

7 Change behavior

For the Group:

7 Develop trust and sense of safety

7 Create group cohesiveness

7 Build a climate that supports change

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Goals for Personal Development
Module 3

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 3: *Goals for Personal Development*

Performance Objectives

In this module, participants will:

< Assess their own facilitation skills and set goals for improving skills

< Practice active listening

Goals for Personal Development

This form is to help you think about various aspects of your interaction with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.

3. Go back over the whole list and circle the numbers of the five activities which you would like to work on most at this time.

Communication skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group	_____	_____	_____
2. Being brief and concise	_____	_____	_____
3. Being forceful	_____	_____	_____
4. Drawing others out	_____	_____	_____
5. Listening alertly	_____	_____	_____
6. Thinking before I talk	_____	_____	_____
7. Keeping my remarks on the topic	_____	_____	_____
8. _____	_____	_____	_____

Observation skills	**Doing all right**	**Need to do it more**	**Need to do it less**
1. Noting tension in group	_____	_____	_____
2. Noting who talks to whom	_____	_____	_____
3. Noting interest level of group	_____	_____	_____
4. Sensing feelings of individuals	_____	_____	_____
5. Noting who is being "left out"	_____	_____	_____
6. Noting reaction to my comments	_____	_____	_____
7. Noting when group avoids a topic	_____	_____	_____
8. _____	_____	_____	_____

Problem-solving skills			
1. Stating problems or goals	_____	_____	_____
2. Asking for ideas, opinions	_____	_____	_____
3. Giving ideas	_____	_____	_____
4. Evaluating ideas critically	_____	_____	_____
5. Summarizing discussion	_____	_____	_____
6. Clarifying issues	_____	_____	_____
7. _____	_____	_____	_____

Morale-building skills	**Doing all right**	**Need to do it more**	**Need to do it less**
1. Showing interest	_____	_____	_____
2. Working to keep people from being ignored	_____	_____	_____
3. Harmonizing, helping people reach agreement	_____	_____	_____
4. Reducing tension	_____	_____	_____
5. Upholding rights of individuals in the face of group pressure	_____	_____	_____
6. Expressing praise or appreciation	_____	_____	_____
7. _____	_____	_____	_____

Emotional expressiveness

	Doing all right	**Need to do it more**	**Need to do it less**
1. Telling others what I feel	_____	_____	_____
2. Hiding my emotions	_____	_____	_____
3. Disagreeing openly	_____	_____	_____
4. Expressing warm feelings	_____	_____	_____
5. Expressing gratitude	_____	_____	_____
6. Being sarcastic	_____	_____	_____
7. _____	_____	_____	_____

Ability to face and accept emotional situations	**Doing all right**	**Need to do it more**	**Need to do it less**
1. Being able to face conflict, anger	_____	_____	_____
2. Being able to face closeness, affection	_____	_____	_____
3. Being able to face disappointment	_____	_____	_____
4. Being able to stand silence	_____	_____	_____
5. Being able to stand tension	_____	_____	_____
6. _____	_____	_____	_____

List the **items** you want to work on and a **goal** you have for each during the rest of this workshop.

Item	**Goal**
1.	
2.	
3.	
4.	
5.	

Characteristics of Helpful Feedback

The purpose of feedback is to provide constructive information to help a person become aware of how his/her behavior affects another person. It is important, therefore, to give feedback in a way which will not be threatening to the person and increase his/her defensiveness. Some characteristics of helpful, non-threatening feedback are as follows:

1) **Focus feedback on behavior rather than the person.** It is important that you refer to what a person does rather than comment on what you imagine he is. To focus on behavior implies that you use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus, you might say a person "talked considerable in this meeting," rather than that this person "is a loudmouth."

2) **Focus feedback on observations rather than inferences.** Observations refer to what you can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which you make from what you see or hear. Inferences or conclusions may be valuable but it is important that they be so identified.

3) **Focus feedback on description rather than judgement.** The effort to describe represents a process for reporting what occurred, while judgement refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. Judgements arise out of a personal frame of referenced or value system, whereas description represents **neutral** (as far as possible) reporting.

4) **Focus feedback on descriptions of behavior which are in terms of "more or less" rather than in terms of "either-or."** When you use **"more or less"** terminology, it implies that the behavior falls in a continuum rather than quality, which is subjective and judgmental. Thus, participation by a person may fall on a continuum from low participation to high participation, rather than "good" or "bad" participation.

5) **Focus feedback on behavior related to a specific situation, preferably to the "here and now," rather than on behavior in the abstract, placing it in the "there and then."** What you and I do is always related in some way to time and place. We increase our understanding of behavior by keeping it tied to time and place.

6) **Focus feedback on the sharing of ideas and information rather than on giving advice.** By sharing ideas and information you leave the other person free to decide how to use the information. When you give advice, you tell him what to do with the information.

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Stages of Group Development
Module 4

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 4: *Stages of Group Development*

Performance Objectives

In this module, participants will:

< Examine Stages of Group Development and identify things the facilitator can do to help the group in each stage

Stages of Group Development

It has been thoroughly documented through countless research efforts during the past forty years that small groups go through a series of predictable developmental stages during their group history or life cycle. These studies are remarkably consistent in their identification of developmental stages regardless of the purpose for which the group was assembled.

One of the most recent and thorough efforts was completed by Lacoursiere. He reviewed over two hundred articles and studies of group dynamics and developed a five-stage model that synthesizes most of what is known about group development. Lacoursiere's five stages include: (1) Orientation ("Forming"); (2) Dissatisfaction ("Storming"); (3) Resolution ("Norming"); and (4) Production ("Performing"); and (5) Termination. These stages suggest things to observe that signal changes in the developmental stages and therefore changes in the group's needs. While these stages are described as separate and distinct, it is important to remember that there is a considerable degree of overlap and in fact, some elements of most stages can be found in every other stage. However, those behaviors which seem to be predominant provide the data for determining the developmental stage the group is in at any moment in time.

STAGE 1
"FORMING" or ORIENTATION
Low development level

The forming stage represents the movement of an individual into the group-member status.

Group members:
- May be mildly to moderately eager
- May have generally positive expectations about outcomes of the experience
- Show some anxiety and concern about why they are there, what they will get, what the stated purpose of the group means for them, what they will do, what the leader/manager will do, where they fit.
- Have some anxiety about other members such as who they are, what they are like
- Are dependent on authority
- May "test" the leader and group with a range of behaviors

The length of this stage will depend on how clearly the task is defined and how easy it is to achieve. With simple and easily defined tasks, the orientation stage will be relatively short and distinct requiring perhaps only five to ten percent of the time available to the group. On the other hand, in groups with complex goals and tasks this stage may extend over thirty to sixty percent of the group's life.

Questions at Play:
- Why are we here?
- Who are these people?

Facilitator Behaviors:
- Ensure group members get acquainted
- Be sensitive to group members' needs
  - Set ground rules and expectations and enforce them
  - Provide clear direction and information
  - Give group simple tasks
  - Provide group-building activities

STAGE 2
"STORMING" or DISSATISFACTION
Low to moderate development level

Group members:
- Experience some discrepancy between initial hopes and expectations and the reality of the situation
- Become dissatisfied with dependence on authority
- Often experience feelings of frustration or anger about goals and tasks
- May have negative reactions to the formal leader or other members
- Sometimes experience feelings of incompetence or confusion
- May begin to compete or try to "one-up" other members
- May be concerned about group versus individual responsibilities

Group work on tasks:
- May be disrupted by negative feelings
- Reflects slowly increasing task accomplishment and skill development

The dip in morale and the intensity during this stage is attributed to the degree of discrepancy between the initial expectations and the reality of the situation as perceived by the members. This stage often starts later in groups with complex goals and tasks. Resolution of the dissatisfaction depends partly on redefining goals and tasks so that they are achievable. Generally, this stage constitutes a relatively small fraction of the group's life. Some groups, however, may become stuck in this stage and continue to be both demoralized and relatively unproductive.

Questions at Play:
- What do I expect from others?
- What do they expect from me?

Facilitator Behaviors:
- Continue to be positive and informative
- Reassure group that current conflict is normal
- Deal openly with conflict
- Give group more responsible tasks
- Help group redefine goals and tasks that work for them
- Continue to train on group building and group tools

STAGE 3
"NORMING" or RESOLUTION
Moderate to high development level

Group members:
- Become less dissatisfied as ways of working together become clear
- Resolve differences between initial expectations and realities in relation to goals, tasks, and skill
- Decrease animosities toward other members/leaders
- Develop feelings of mutual respect, harmony, trust – group cohesion
- Feel pleasure in task accomplishment which begins to overcome earlier negative feelings
- Begin to feel more self-esteem in relation to group membership and task accomplishment

Group work on tasks:
- Slowly increases as skills and understanding develop
- Is enhanced by positive feelings among members

This stage between dissatisfaction and production may be very short (almost nonexistent) or quite long. The length of this stage depends on the ease of resolving feelings of dissatisfaction, the ease of learning new skills, the quality of the interpersonal relationships and the ability of the group to develop norms and processes that enhance their ability to work together and to value differences. If these conditions are unfavorable, the group may dissolve or remain in the dissatisfaction stage. Since the feelings of cohesion and confidence are new and somewhat fragile, the group may tend to avoid conflict or differences for fear of losing the positive climate. This could retard the group's development and lead to less effective decisions.

Questions at Play:
- How are we going to work together?

Facilitator Behaviors:
- Provide less structure as group matures
- Give group even more responsibility
- Ensure group does not overly rely on any one member
- Give feedback to group members if needed on their behaviors and accomplishments
- Continue to provide group development and training opportunities

STAGE 4
"PERFORMING" or PRODUCTION
High development level

Group members:
- Have positive feelings of eagerness to be part of the group
- Feel confident about outcomes
- Work well together and agree on the nature of their relationships
- Are autonomous, not dependent on designated leader
- Recognize, support, and challenge each other's competence and accomplishments
- Communicate openly and freely without fear of rejection or conflict
- Focus their energy on task accomplishment rather than on resistance or dissatisfaction
- Feel positive about group membership because of high task accomplishment
- Relate to each other and to the group in terms of complementary task functions as well as interpersonal support

Group work on tasks:
- Is enhanced by pride in a job well done as well as group cohesion
- Is easier, more efficient, and satisfying with a continuing increase in skill, knowledge and confidence

This stage continues with only moderate fluctuations in feelings of satisfaction until the final or termination stage. Work levels remain high and socio-emotional tone remains positive. The time it takes to arrive at this stage depends on the successful resolution of dissatisfaction, on the complexity of the task and its definition, the ease of acquiring skills, and the discrepancy between original expectations and later realities. Although this is labeled the production stage, it does not mean there is no work on the task going on at other times. Some work is being accomplished from the beginning but at a lower level of effectiveness and with less satisfaction than is characteristic of this stage.

Questions at Play:
- How will we know when we have been successful?

Facilitator Behaviors:
- Ensure group's information needs are fulfilled
- Ensure that the group celebrates its successes
- Encourage group toward continued growth
- Continue to train; ensure new group members are properly trained
- Encourage group members to rotate roles
- Reduce your involvement as group grows
- Continue to foster trust and commitment among group members

STAGE 5
TERMINATION

With ongoing intact groups, this stage is not reached unless there is some drastic reorganization. In short term or temporary groups, however, it does occur and members need to be aware of some of the characteristics of this stage.

Group members:
- Begin to be concerned about impending dissolution
- Often experience a sense of loss or sadness about ending the task, or separation from members and the leader
- Sometimes deny or obscure feelings by joking, missing meetings, or expressing dissatisfaction
- Often have strong positive feelings about accomplishment

Group work on task:
- Generally decreases but in some cases, there may be increased work activity to meet deadlines or overcome loss

This stage does occur with the ending of a specific work assignment. Its length varies from a small part of the very last meeting to a significant portion of the last several meetings depending on the length of the experience, the personal meaningfulness of the task, and the closeness of interpersonal ties.

Questions at Play:
- What have we meant to each other in this group?
- Will I be missed/miss others?

Facilitator Behaviors:
- Encourage group to acknowledge that an ending is occurring
- Encourage the group to evaluate its work
- Encourage the group to celebrate accomplishments
- Encourage group members to plan for the time after the group ends

Facilitator Practice #1
Stages of Group Development
Instructions

1. Have your group read the material on the stage you were assigned.

2. Discuss the information to make sure each member of the group is clear about the stage.

3. Help the group decide on a situation the group will act out and a role each person will play to illustrate a group in this stage. *YOU will play the role of the Facilitator for the demonstration.*

4. Make sure each person is comfortable with what they will do during the demonstration.

5. Have the group help you prepare your role as Facilitator to demonstrate effective behaviors for this stage.

6. When it is your turn, have your group demonstrate the stage for the rest of the class.

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Stages of Individual Change
Module 5

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 5: *Stages of Individual Change*

Performance Objectives

In this module, participants will:

<   Identify thoughts and behaviors that indicate each of
    the six Stages of Individual Change

<   Examine facilitator behaviors to motivate group
    members at each stage

Stages of Individual Change
Note Taking Guide

1. Precontemplation

2. Contemplation

3. Preparation

4. Action

5. Maintenance

6. Termination

1. Precontemplation

As the research psychologists present the model in <u>Changing for Good</u>: People at precontemplation stage generally have no intention of changing their behavior, and typically deny having a problem. Most don't want to change themselves, just the people around them. The reason they come to treatment is because of external pressure from others.

We know that with precontemplaters, once the external pressure is lessened or removed, the person returns to their old behaviors, just like people put things back the way they had them originally in our last activity. These are the offenders who resist change and when they are confronted with the problem, they change the subject, or blame the problem on factors beyond their control such as family, society, or genetics.

Precontemplaters are often demoralized as well. They feel they are powerless to change and their situation is hopeless. Demoralization is a natural feeling that accompanies this stage. There is a good chance that each of us is in the precontemplation stage with at least one behavior that may be self-defeating or damaging. While the denial is very powerful in this stage, precontemplators will progress toward change if given the right tools at the right time. The next stage is admitting you have a problem, called contemplation.

Format for Sharing with Your Group

1. Describe the Stage of Individual Change (above) and how to recognize a person at this stage.

2. If you can, give an example from your experience of someone in this stage (yourself or someone you know).

3. Refer to page 5-8 and describe what a facilitator can do to help someone move through this stage to the next one ("Motivational Tasks").

Prochaska, J.; Norcross, J.; Diclemente, C. **Changing for the Good,** Avon Books, 1995.

2. Contemplation

In the contemplation stage, people often feel stuck. They have acknowledged that they have a problem and think seriously about solving it. Contemplators, however, may be far from actually making a commitment to action.

That is the nature of contemplation, you know your destination, and even how to get there, but you are not quite ready to go yet. Many people remain stuck in the contemplation stage for a very long time. The researchers studied self-changing smokers who typically spent two years in contemplation before taking action.

When contemplators begin to transition to the preparation stage, they begin to think about the solution, not the problems. They think more about the future than the past. There is increased energy at the end of the contemplation stage as the person anticipates moving into preparation.

Format for Sharing with Your Group

1. Describe the Stage of Individual Change (above) and how to recognize a person at this stage.

2. If you can, give an example from your experience of someone in this stage (yourself or someone you know).

3. Refer to page 5-8 and describe what a facilitator can do to help someone move through this stage to the next one ("Motivational Tasks").

Prochaska, J.; Norcross, J.; Diclemente, C. **Changing for the Good,** Avon Books, 1995.

3. Preparation

Most people in the preparation stage are planning to take action in the near future, usually within 30 days, and are making final adjustments before they begin to change their behavior. An important part of this stage is making public your intention to take action and change behavior. Some people even make a number of small behavioral changes, such as cutting their cigarette intake or counting calories. Because they may not have resolved their ambivalence, it is extremely important that this not be a quick, cold turkey step of the process. People who cut this stage short lower their ultimate chances of long term success.

It is best to use this stage as a time to plan carefully, developing a firm and detailed scheme for action, and making sure that you have learned the change processes you need to carry you through to maintenance and termination.

Format for Sharing with Your Group

1. Describe the Stage of Individual Change (above) and how to recognize a person at this stage.

2. If you can, give an example from your experience of someone in this stage (yourself or someone you know).

3. Refer to page 5-8 and describe what a facilitator can do to help someone move through this stage to the next one ("Motivational Tasks").

Prochaska, J.; Norcross, J.; Diclemente, C. **Changing for the Good,** Avon Books, 1995.

4. Action

The action stage is the one in which people most overtly modify their behavior and their surroundings. They stop smoking cigarettes, remove all desserts from the house, pour the last beer down the drain, or confront their fears. In short, they make the move for which they have been preparing.

This is the stage which requires the most energy and commitment of time. Changes are more visible during this time and are often more recognized. Therefore, group leaders and others praise and support these changes. The danger in this is that many people wrongly view action as change, overlooking not only the critical work that prepares people for successful action but the equally important and more challenging efforts to maintain the changes following action. Although modifying your behavior is the most visible form of change, it is far from the only one, you can change your level of awareness, your emotions, you self-image, your thinking. Many of these changes take place in the stages that precede action. This stage often lasts for 3 to 6 months of conscious practice and daily struggle.

Format for Sharing with Your Group

1. Describe the Stage of Individual Change (above) and how to recognize a person at this stage.

2. If you can, give an example from your experience of someone in this stage (yourself or someone you know).

3. Refer to page 5-8 and describe what a facilitator can do to help someone move through this stage to the next one ("Motivational Tasks").

Prochaska, J.; Norcross, J.; Diclemente, C. *Changing for the Good,* Avon Books, 1995.

5. Maintenance

During maintenance the person works to consolidate the gains achieved in the previous stages (changes to thinking, feeling and behavior) while working to prevent lapses and relapses.

Without a strong commitment to maintenance, there will surely be relapse, usually to the precontemplation or contemplation stage! Maintenance is not a static stage but a critically important continuation that can last as long as a lifetime.

For example, one person might come up with alternatives to returning to their old habits - such as the alcoholic who has a plan to distract themselves when they are distressed and are vulnerable to drinking. Another person decides to keep a bottle of alcohol in their desk to test their willpower and remind themselves that they had a problem with drinking. Which one is more likely to relapse? What was the second person doing?

Should the maintenance plan work over a long period of time and there is not a need for continuing maintenance, you have moved to the termination stage.

Format for Sharing with Your Group

1. Describe the Stage of Individual Change (above) and how to recognize a person at this stage.

2. If you can, give an example from your experience of someone in this stage (yourself or someone you know).

3. Refer to page 5-8 and describe what a facilitator can do to help someone move through this stage to the next one ("Motivational Tasks").

Prochaska, J.; Norcross, J.; Diclemente, C. **Changing for the Good,** Avon Books, 1995.

6. Termination

Termination is the stage that represents the ultimate goal for all changers. Here is where your former problem will no longer present any temptation and you can move forward without concern about relapse. This stage requires no continuing effort on your part. This is the exit from the cycle of change. While there is a good deal of controversy over this stage we can each think of people who have never reached it and must work at maintenance their whole lives, and then others who are able to change without ever feeling temptation. What examples do you have of each of these kinds of people? (E.g the smoker who has to work at not smoking for the rest of their lives or the one who quits and is never tempted again)

This is not a linear process and there is often a move forward and backward several times before moving through to the end.

Format for Sharing with Your Group

1. Describe the Stage of Individual Change (above) and how to recognize a person at this stage.

2. If you can, give an example from your experience of someone in this stage (yourself or someone you know).

3. Refer to page 5-8 and describe what a facilitator can do to help someone move through this stage to the next one ("Motivational Tasks").

Prochaska, J.; Norcross, J.; Diclemente, C. *Changing for the Good,* Avon Books, 1995.

Stages of Individual Change

CLIENT STAGE	MOTIVATIONAL TASKS
PRECONTEMPLATION	**RAISE DOUBT -** Increase the client's perception of risks and problems with current behavior.
CONTEMPLATION	**TIP THE BALANCE -** Evoke reasons to change, risks of not changing; strengthen the client's self-efficacy for change.
PREPARATION	**OPTIONS-** Help the client determine the best course of action to take in seeking change.
ACTION	**FACILITATE -** Help the client take steps toward change.
MAINTENANCE	**EMPOWER-** Help the client re-identify strengths and resources, and use strategies to prevent relapse.
RELAPSE	**SUPPORT AND ENCOURAGE -** Help the client to renew the processes of contemplation, preparation, and action, without becoming stuck or demoralized because of relapse.

Charles, Smith, Early Childhood Training Center, Portland State University, 1995. Adapted from "Teaching Motivational Interviewing: Material for Trainers" by William Miller and Stephen Rollnick, 1993.

Facilitator Practice #2
Stages of Individual Change
Instructions

1. Have your small group read the case study you chose or were assigned.

2. Facilitate a discussion to reach consensus on the answers to the questions. Have the group identify evidence or reasoning to support their decisions.

3. Have the group select a spokesperson to present a summary of the group's discussion.

Case Study 1: Jim

Jim has an identified spousal abuse problem. He has been arrested four times for physically striking his wife. His wife has refused to press charges on each arrest but has also left home with the children to stay with relatives the last two times that Jim struck her. Just before his incarceration, Jim's wife returned at his request and the family was living together. During his incarceration, his wife and children have visited fairly regularly.

Jim is required to attend this group. Jim admits that he has been arrested for spousal abuse and that he has a problem with hitting his wife. He talks about watching several movies in which the main actor reminds him of his own situation. Jim explains that as he watches the movie, he feels bad about how he treated his wife. He says that he doesn't want to hurt his kids anymore either. He wants to talk about the problems he has had and why he gets so mad at his wife.

What stage of individual change is Jim experiencing?

What indicators led you to this conclusion?

What are some of the barriers to change?

What are some of the motivators for change?

Case Study 2: Hal

Hal has been in your substance abuse group for seven months. He has openly admitted that he has a problem with alcohol and other drugs. Before his most recent incarceration, Hal left the rehabilitation center before completing the program, explaining that he was ready to handle the problem on his own. He said he had kicked the habit and would be fine without anyone else's help. At his arrest, his urine test showed a high blood alcohol level and traces of stimulants.

Upon entering the group, Hal reluctantly admitted that he had not successfully remained drug free but for good reason. He had been unfairly dismissed from his job, his family had thrown him out of the house and they have not talked with him or visited since that time, and his friends were always tempting him with drugs. After a few months he began to talk about some of the causes for his failures and considering how his early departure from rehab had been an unwise decision. He misses his family and wants to be reunited.

In the past month he has shown increased energy in the group and begun to arrive for group sessions early. In the session he has stopped blaming other people in his life for his problems and has started to talk about how he needs to spend time with other people both on the outside and on the inside of the jail.

What stage of individual change is Hal experiencing?

What indicators led you to this conclusion?

What are some of the barriers to change?

What are some of the motivators for change?

Personal Change

1. A change you have made or would like to make: _____

   _____

   _____

2. What are your current thoughts and actions related to this change?_____

   _____

   _____

   _____

   _____

   _____

   _____

3. What Stage of Individual Change do you believe you are in?

   ____Precontemplation   ____Action
   ____Contemplation   ____Maintenance
   ____Preparation   ____Termination

4. What conclusions can you draw about how you deal with change?_____

   _____

   _____

   _____

National Institute of Corrections

NIC ACADEMY

Setting a Climate for Change
Module 6

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 6: *Setting a Climate for Change*

Performance Objectives

In this module, participants will:

< Identify possible concerns of new members of a group, and ways a facilitator can help resolve these concerns

< Determine steps a facilitator can take to create a positive climate for change

Setting a Climate
Checklist

Climate is the way people feel about being part of the group and the way it is demonstrated in their behavior toward each other.

1. First the facilitator needs to work with the clinical supervisor to **clarify** the group's **purpose**, process and expected individual **outcomes**.

2. The facilitator must then take responsibility for reading and completing the necessary preparation to **know the content** and processes required by the "treatment" approach.

3. A facilitator might meet with individual offenders prior to the group to **interview each person** and discuss the group's purpose, process and expected individual outcomes.

4. **Logistics** need to be **organized**.

Facilitator Practice #3
Setting a Climate for Change
Instructions

1. Tell your group that the first step in this activity is for them to reread the material on the *Forming* stage of group development (p. 4-3), Give them **3-5 minutes** to do this.

2. Ask the group members to each take several <u>index cards</u> and a <u>marker</u> and write specific questions and issues an offender might have in a new group. ***Only one question or issue per card.*** (Give them **3-5 minutes** to do this.)

    For example, cards might say:
    "I don't like being in a group with some of these people."
    "How long do I have to be in this group?"
    "How will decisions be made about my progress?"

3. After five minutes, or when everyone has stopped writing, have them clear the table and place all of their cards face up. (Group members may have to stand and move around to see all the cards.)

4. Tell the group they should **<u>silently</u>** arrange the cards into groupings that seem to go together. If someone feels a question could fit in two places, they can make a new card and put it in the second grouping. *YOU will not participate in this part of the activity. Just watch how the group members work, and later you will share your observations.* (Give them **3-5 minutes** to do this.)

5. When the group stops rearranging, ask each member if they are satisfied with the groupings. If not, have them move cards. If so everyone can sit down.

6. Tell the members they can speak for the rest of the activity. Ask the group members to tell what it was like for them to do this activity silently. What problems did the silence create? What things did people do to communicate with each other? To compete? *YOU may add your observations for the group*

to discuss LAST.

8. Now take one category (group of cards) and ask the group to suggest things a Facilitator might do to help a group member get an answer to his/her question or issue. Ask someone in the group to take notes, and someone to report for the group.

    For example: To reduce concerns about what will happen in the group, the facilitator might help the group set ground rules; clarify the purpose/outcome of the group; help the group decide how it will make decisions that include everyone.

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Communication Skills
Module 7

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 7: *Communication Skills*

Performance Objectives

In this module, participants will:

< Review principles of effective communication for offender groups

< Practice neutral responses to provocative statements or behaviors

DO'S & DON'TS FOR COMMUNICATION

Do:

ʊ Stop, take a breath before replying.

ʊ Invite more input. *(Can you tell me more about...?)*

ʊ Encourage participation. *(Thanks for bringing that up. It's a concern other people may have, too.)*

ʊ Acknowledge contributions. *(I'm glad you said that.)*

ʊ Ask an open-ended question. *(What did you think about that?)*

ʊ Keep people involved. *(What do others think about what Jim said?)*

ʊ Separate yourself from the content. *(You seem angry. Do you know what's going on for you?)*

ʊ Focus on the process. *(Let's get back to your thoughts...)*

Don't:

ʊ Argue

ʊ Give advice

ʊ Judge ("Good!")

ʊ Express your emotional response

Key Terms for Communication

1. **Active Listening**

2. **Paraphrasing**

3. **Parroting**

4. **Non-verbal listening behaviors**

5. **Open-ended questions**

6. **Closed-ended questions**

7. **Checking perceptions**

Video Observation Worksheet

[Video excerpt from: *Cognitive Behavioral Strategies for Changing Offender Behavior, Module 2.* National Institute of Corrections, 9/98.]

As you watch the video, watch for and note examples of the following communication behaviors <u>by the facilitator</u>. Also, note offender responses to the behaviors. Be as specific as possible.

Facilitator Behavior   **Offender Response**

Open-ended questions

Closed-ended questions

Leading questions

Paraphrasing

Checking perceptions

Neutral non-verbal behavior

Non-verbal behavior that conveys disapproval

Verbal behavior that conveys disapproval

Advice giving

Facilitator Practice # 4
Communication Skills
Instructions

Materials Needed: Set of Provocative Statement Cards

1.   Tell the group they will each pick a card, read the statement to themselves and think about an appropriate, non-judgmental response. Then each person will share their statement and their response <u>as they would actually say it to an offender</u>. Then the group will give feedback and suggestions for other responses.

2.   Ask if there are questions about the instructions.

3.   Hand out the statement cards face down. Have group members read their cards silently. Give them 5 minutes to develop responses.

4.   When everyone is ready, ask a volunteer to go first, read their card and demonstrate their response. Get feedback from the group.

5.   Continue until all cards are used.

5 CLASSIFICATIONS OF OPTIONS FOR DEALING WITH GROUP MEMBERS

(based on Energy to Manage the Situation)

#	OPTION	ADVANTAGES	DISADVANTAGES	APPROPRIATE TRAINING SITUATION
1	*AVOIDANCE* (ignore behavior - proceed with group)	1. Low energy needed 2. Takes advantage of peer pressure 3. Low risk to facilitator 4. Allows for future options 5. Consistent with Adult Learning Theory	1. May lead to escalation of behavior 2. May encourage others 3. May result in total loss of control 4. May undercut facilitator's confidence and self-esteem if behavior persists	1. Strong interest in group by most members 2. When the behavior occurs near the end of session 3. When the behavior is apathetic or withdrawal
2	*ACCEPTANCE* (find out reason for disruption & adjust)	1. Low energy needed 2. Low risk to facilitator 3. Defuses hostility 4. Increases member involvement	1. Can lead to behavior escalation 2. Tacitly encourages disruptive member 3. Others may copy disruption 4. May lose important training content	1. High member apathy 2. Hostile withdrawal 3. Apathetic/hostile diversion supported by other members
3	*ADAPTATION* (divert member resistance to support training)	1. Encourages participation 2. Defuses and vents hostility 3. Maintains facilitator control 4. Recognizes the concerns of participants and still covers the material by integrating them both into presentation	1. High expenditure of energy 2. Requires considerable facilitator skill 3. Is manipulative and may be seen as such by members 4. Slightly more risky in that it can degenerate into an argument	1. High level of member knowledge 2. Strong support of disruptive members by others in group 3. Hostile behavior or apathetic behavior is focus of disruption 4. Facilitator has wide base of knowledge and conceptual understanding of topic
4	*STANDING FAST* (continue with the planned program despite member discontent and unrest)	1. Maintains facilitator control 2. Maintains program and content integrity 3. Simple to do	1. Requires high amount of energy 2. Highly abusive to member 3. Could lose total control 4. Could lose group respect for facilitator	1. High need for program integrity 2. Group support for staying with content material is generally high 3. Hostile diversion is the primary style of the disruptive behavior
5	*PUSHING BACK* (directly confronting and addressing disruptive behavior)	1. Option of last resort 2. Established facilitator authority 3. Maintains facilitator respect	1. May create martyrs among the members and solidify their opposition to facilitator 2. May reduce respect for facilitator 3. Creates conflict 4. Forces members to choose sides 5. No win situation (possibly)	1. Intimidation of group by member 2. High need for facilitator respect 3. Disruptions on increase and other options have not helped

National Institute of Corrections

NIC ACADEMY

Facilitating Participation
Module 8

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 8: *Facilitating Participation*

Performance Objectives

In this module, participants will:

<   Learn and practice strategies and techniques that facilitate group member participation

Group Processes that Facilitate Participation

1. <u>Individual Written Responses</u> - Giving time for individuals to write responses to questions or prompts before conducting a group discussion.

    Notes: _____

    _____

2. <u>Reflective Writing</u> - Giving individuals time to record their thoughts in response to instructional input, specific questions or prompts. Reflective writing (e.g., learning journals) can have a single theme (for example, personal reactions to the content) or be used several different ways in one seminar.

    Notes: _____

    _____

3. <u>Dyad or Triad Sharing</u> - Participants share personal responses, action plans or other material in two's or three's and give one another feedback and/or encouragement.

    Notes: _____

    _____

4. <u>Visualization</u> - Having participants picture or imagine a situation vividly enough to be able to discuss personal responses and feelings.

    Notes: _____

    _____

5. <u>Personal Action Plan</u> - Having participants complete a written plan for using the new learnings they have gotten from the training.

    Notes: _____

    _____

6. <u>Perspective Taking</u> - Having one or more offenders take the position of a particular person in a situation (e.g., a victim, a witness, a family member). They then are asked to represent or defend that person's position and discuss with the rest of the group.

    Notes: _____

    _____

7. <u>Categorizing Ideas</u> - Single ideas, tasks, steps or other items are written on index cards, Post-It Notes, or other paper. Then the group can organize them in different ways on a table or wall until consensus is reached on the optimal categorization or organization.

    Notes: _____

    _____

8. <u>Round Robin</u> - Having each participant in turn give a response to a prompt or question with many possible answers, until a large number of answers have been given.

    Notes: _____

    _____

9. <u>Brainstorming</u> - Having participants call out responses to a prompt or question (without comment from others) until no one can think of another response.

    Notes: _____

    _____

10.   <u>Parking Lot</u> - A bulletin board or sheet of newsprint is designated for ideas and issues that will be dealt with at a later time (for example, brought up later in the training or referred to an outside authority for response).

    Notes: _____

    _____

11. Talking ball - Using an object (ball, marker, etc.) to signify who has the floor to speak. Only the person with the object may speak. The person with the object passes it to someone else when he or she is finished speaking.

Notes: _____

_____

12.   Anonymous Response Exchange - Each person writes his/her own responses to a prompt or question. Responses are collected and redistributed randomly. Participants read the responses on the sheet they receive.

Notes: _____

_____

13.   Other Techniques -

Notes: _____

_____

Facilitator Practice # 5
Facilitating Participation
Instructions

Materials Needed: About 30 index cards (5-6 per person)
     6 markers (1 per person)

1. Have the group use the following task to work on (or have the group choose a task they are all familiar with):

    7Preparing for an inmate to leave the facility and re-enter the community

2. Have the group brainstorm all the steps they can think of for that task, placing one step on each card.

3. When all the steps have been written on cards, lay the cards out and have the group arrange the cards in the order they should be completed. If there is disagreement about order, have each person state their reasoning, then have the group choose an order that makes the most sense. Continue until the group has laid out all the steps in order.

4. Ask each member of the group to assess how satisfied they are with the final layout of the steps.

5. Ask the group to discuss how effectively they worked together, and what would have improved the process.

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Facilitating Behavior Change
Module 9

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 9: *Facilitating Behavior Change*

Performance Objectives

In this module, participants will:

< Review guidelines for and practice *Pinpointing*

< Review guidelines for and practice *Skill Teaching* and *Coaching*

Pinpointing

Pinpointing is identifying the specific behavior exhibited (e.g., verbal communication of thinking, use of a skill) that will produce successful or productive results (performance). Pinpointing can not be done by a casual observer; it requires a detailed and complete knowledge of the activity, skill or process. A skilled group member or the group facilitator is in the best position to pinpoint. Videotaping can be used to review actions in the group and an individual can pinpoint their own behaviors and thinking.

Four areas covered by *pinpointing*:

1. Use of a skill or productive thinking

2. Deficient or incorrect behavior or faulty thinking

3. Missing behavior

4. Unnecessary behavior

Steps for
Skill Teaching & Coaching

Identify a need for the skill - Help the learner make a connection that is *relevant* and *personal* to motivate him/her to learn the skill.

Define the skill - Describe how the skill can be used and give *specific* steps for behavior.

Model the skill - Show the learner *exactly* how the skill will look. This can be done by the facilitator or a skilled group member, but the steps must be modeled *completely* and *correctly* so they can be followed during practice. Social skills are modeled by role playing them with a "co-actor." (It is important to rehearse each skill before modeling it for learners.)

Role play the skill - Have learners try the skill in role play situations. Help them choose relevant but initially simple situations, becoming progressively more challenging as they build confidence.

Give performance feedback - Follow the guidelines for *pinpointing* and *feedback* to reinforce effort and correct use of steps, and to change less accurate behaviors.

Practice the skill - Multiple opportunities to practice the skill, both in and outside of the group, are extremely important to the transfer of this learning and the development of a "habitual" response that is productive. Once, again, help learners choose safe practice opportunities until they are confident of the skill before moving to more challenging situations.

Plan for Action - Learners should be assisted to adapt the skill to their personal language and style and make a realistic plan for continued use of the skill in their daily lives.

Facilitation Practice #6
Facilitating Behavior Change
Instructions

Materials: 1 copy of "Lesson 2: Active Listening" design from "Thinking for a Change"
6 Active Listening skill cards

1. Conduct the lesson to teach the skill of Active Listening to your small group, beginning on page 2-3 of the design, *Activity 2b) Overview of Active Listening*. Follow the design through page 2-6, *Activity 6) Feedback (Discussion) of the Role Play*. MAKE SURE you leave sufficient time for the last activity - skill practice feedback.

   Note 1: Follow the steps outlined in the *left* column and use the *right* column as reference notes about the process. You can use the script in the left column as it is written or your own words.

   Note 2: In *Activity 3: Model the Skill: Active Listening* you will need a partner to demonstrate the skill steps. Ask for a volunteer from your group and prepare them to tell the story in the handout.

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Facilitating Changes in Perspective
Module 10

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 10: *Facilitating Changes in Perspective*

Performance Objectives

In this module, participants will:

< Review guidelines for *Identifying Discrepancies*

< Review guidelines for *Focusing* and *Objectifying*

< Review guidelines and practice *Identifying Options* and *Exploring Consequences*

Identifying Discrepancies

is pointing out the differences and inconsistencies between what offenders *think* and *say,* and what they *do*.

Focusing and Objectifying

Questions/statements that help the learner *Focus* are:
> *How does that relate to [the current topic]...?*
> *Let's help Jon understand this...*
> *Let's take this statement as an example.*
> *Let's get back to this step.*

Objectify information by having the learner write down thoughts and actions and analyze them as if they were neutral observers of someone else.
> *What would you think of someone who...?*
> *What else could this person have done?*
> *What advice would you give your brother in this situation?*

Identifying Options and Exploring Consequences

Have the learner, with assistance from the group, brainstorm as many behavior options as possible. Then have the group take one at a time and examine potential consequences, both positive and negative. Have the learner identify the consequences of most concern/interest to him/her, and then select a realistic behavior choice to try out and report back on.

Questions that help explore consequences:
> *What might happen to you if...?*
> *What might happen to others?*
> *If you continue what you are doing now, what will happen?*

Guided Practice
Facilitating Changes in Perspective
Instructions

1. In your small group, identify a facilitator to practice the process.

2. Have a group member other than the facilitator volunteer to present a personal behavior they are working on changing.

3. The facilitator should begin by having the volunteer describe the ineffective behavior and the desired outcome. Make sure the group understands the problem from the volunteer's perspective.

4. Have the group brainstorm a list of behavior options to use in situations where the problem behavior tends to come up. List these on newsprint for the group. [Remind the group that in *brainstorming*, no judgements are allowed during the listing process.]

5. Then have the group take one item at a time from the list and examine positive and negative consequences. Record these, too.

6. Finally, have the volunteer whose problem it is select the consequences of most concern or interest to him/her, and then the behavior option he/she is most willing to try.

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Evaluation and Closure
Module 11

Group Facilitation Skills
Facilitation Skills for Offender Groups

Module 11: *Evaluation & Closure*

Performance Objectives

In this module, participants will:

- < Identify requirements and strategies for documenting work with offender groups

- < Identify several ways of evaluating work with offender groups

- < Practice steps a facilitator can take to help a group complete its work together

Documentation Worksheet

WHO is the audience?	WHY do they need this information?	WHAT kind of information?	HOW do they want it recorded?
1.			
2.			
3.			
4.			
5.			
6.			

Evaluating Progress

What can you do to evaluate...

1.   Your progress as a <u>facilitator</u>?

2.   The <u>group</u>'s progress through the stages of development?

3.   Each <u>individual</u>'s progress toward personal change?

Group Log Form

Name:	**Session 1** Topic:	**Session 2** Topic:	**Session 3** Topic:	**Session 4** Topic:	**Session 5** Topic:
Date:	Date:	Date:	Date:	Date:	Date:
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____
	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____	A-____ B-____

Categories: **Scores:**   1=None   4=High
A=Participation   2=Low   5=Very high
B=Skill Level   3=Medium

Group Development Notes:

Steps for Closure and Evaluation

When an individual leaves the group...

1. If the individual has completed a program successfully, help him/her and the group find a way to celebrate the accomplishment.

2. If there is time before the person leaves, help the group decide how to say goodbye.

3. After the individual has left, help the group discuss their feelings and concerns about that member leaving.

When the group ends...

1. Decide if the group is really finished or the goal reached. Did the group have clear milestones or objectives? If not, how was the decision made to end the group?

2. Help the group evaluate the work they have done together. What has each member learned/gained from the experience? Are all group members satisfied with what the group accomplished? How could the results have been more satisfying?

3. Evaluate the processes you used as facilitator to help the group work together. What things happened that helped the group and that you should continue to use? What improvements can be made as you work with future groups?

4. Celebrate! Find a way for the group to express their feelings about completing a task. (For example, demonstrate their achievements to others, tell each other the things each member contributed to reaching the goals, hold a closing ritual that has meaning for the group, have a party.)

Facilitation Skills for Offender Groups

Sponsored by

the

National Institute of Corrections Academy

Course Outcomes

During this seminar, participants will:

☞ Examine and practice the critical tasks of facilitation for offender groups

☞ Develop a plan for facilitating offender groups in their jobs

Day 1 Agenda

AM
1. Introduction
2. What is Facilitation?
3. Goals for Personal Development

PM
4. Stages of Group Development
5. Stages of Individual Change

Day 2 Agenda

AM

   6. Setting a Climate for Change

   7. Communication Skills

PM

   8. Facilitating Participation

   9. Facilitating Behavior Change

  10. Facilitating Perspective Change

  11. Evaluating and Closing Groups

Group Outcomes

The **Outcomes** for an offender group should include both *individual* and *group* goals.

Effective Offender Groups

An effective group *balances and achieves both group and individual development goals* and *every member is satisfied with the way the group worked and what they accomplished.*

Facilitation

Facilitation is a process through which a person helps others reach their goals and improve the way they work together.

Outcomes of Effective Offender Groups

☞ **For the Individual:**

- Gain knowledge
- Change thinking
- Change behavior

☞ **For the Group:**

- Develop trust and sense of safety
- Create group cohesiveness
- Build a climate that supports change

Stages of Group Development

☞ **Forming**

☞ **Storming**

☞ **Norming**

☞ **Performing**

☞ **Transforming**
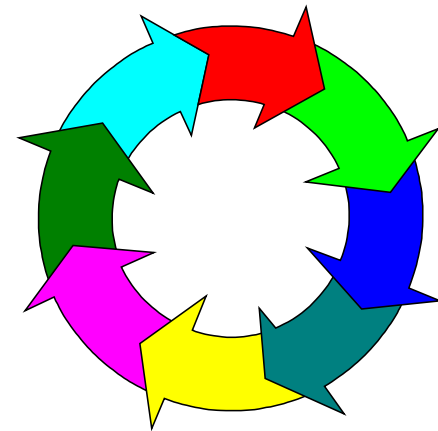
Change of Self Image
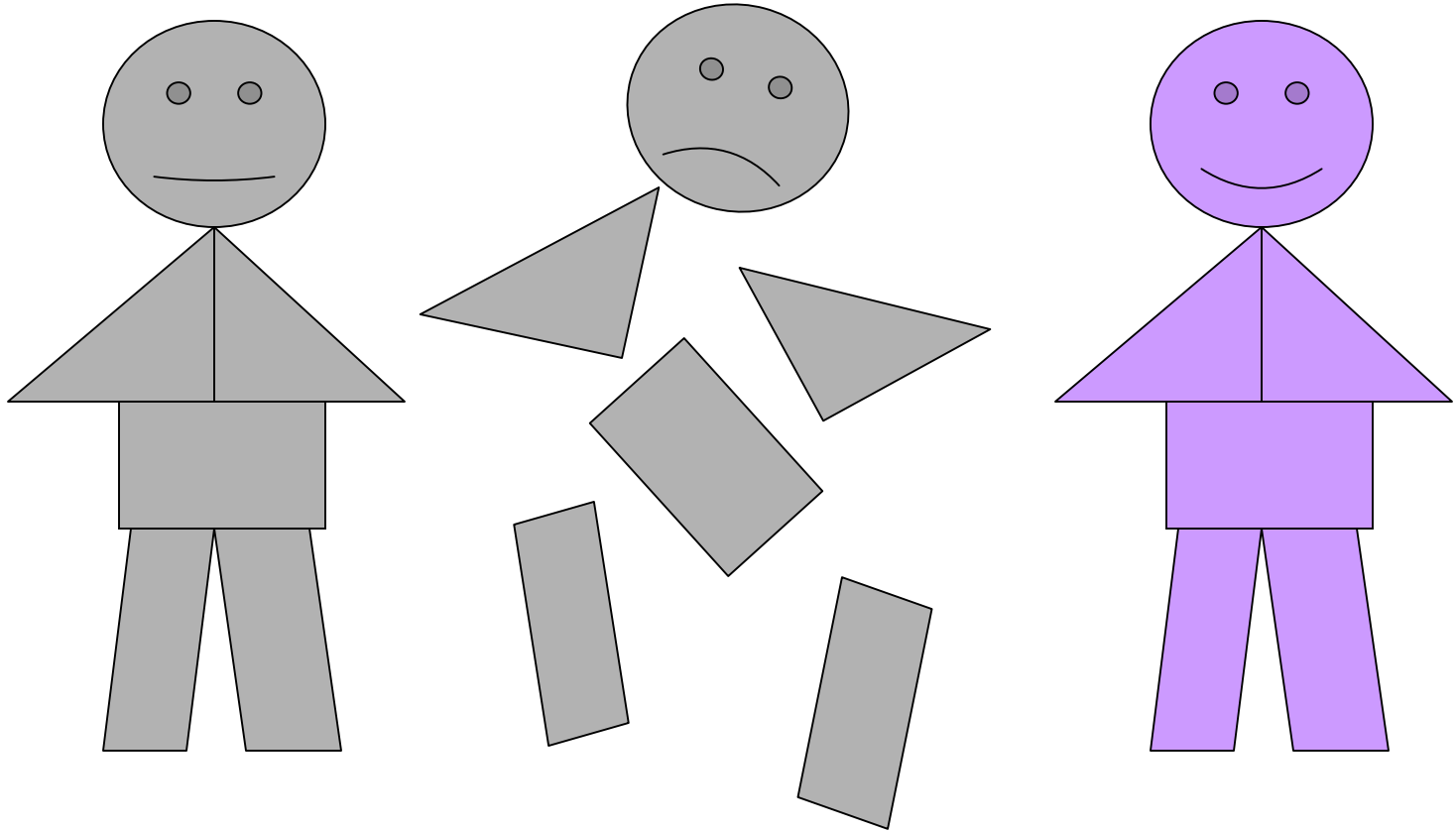
Setting a Climate

☞ **Clarify group's purpose**

☞ **Know the content**

☞ **Prepare the members**

☞ **Get organized**

Communication *Do's*

☞**Do:**

- Stop, take a breath
- Invite more input
- Encourage participation
- Acknowledge contributions
- Ask an open-ended question
- Keep people involved
- Separate yourself from the content
- Focus on the process

Communication *Don'ts*

☞**Don't:**

- Argue

- Give advice

- Judge ("Good!")

- Express your emotional response

Pinpointing

***Pinpointing* is identifying specific behavior that will produce successful results**

Areas for Pinpointing

 ☞ **Use of a skill or productive thinking**

 ☞ **Deficient behavior or faulty thinking**

 ☞ **Missing behavior**

 ☞ **Unnecessary behavior**

Teaching & Coaching
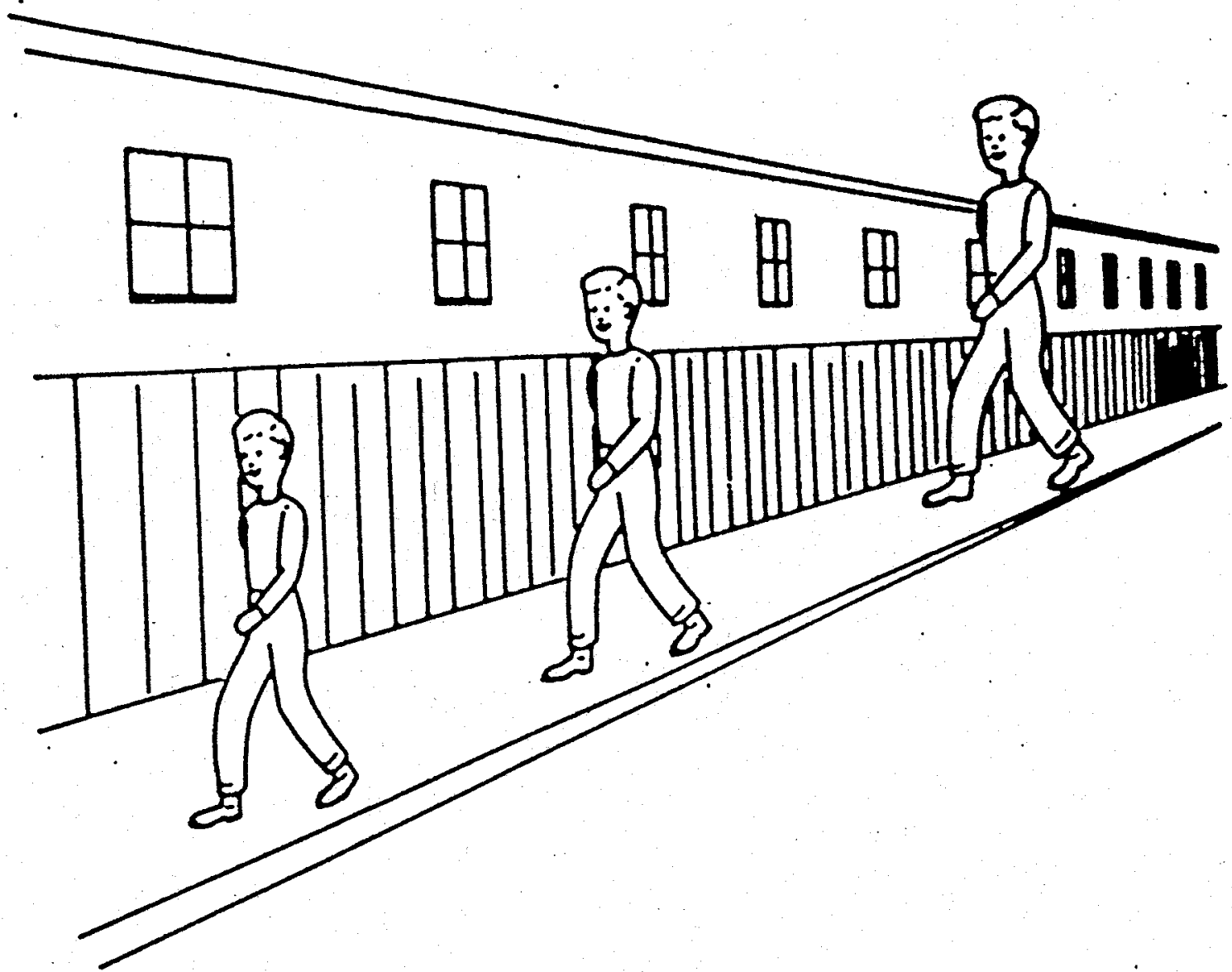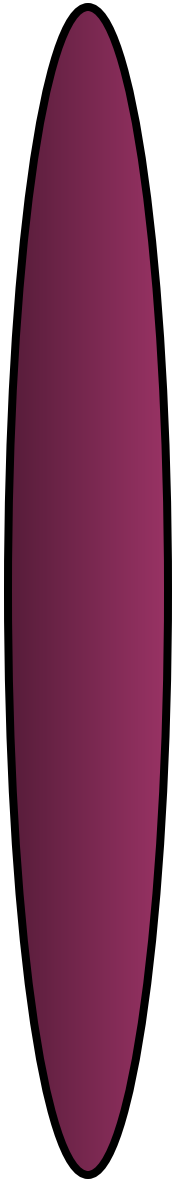
☞ **Facilitator:**

- **Identifies the need for the skill**

- **Defines the behavior**

- **Models the skill**

☞ **Learner:**

- **Practices the skill with coaching**

- **Tries the skill without the coach**

- **Transfers the skill to "real life"**

FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS

Identifying Discrepancies

Pointing out the differences between what the group member *thinks, says* and then *does*.

Focussing

☞ *How does that relate to…?*

☞ *Let's help Tom understand this.*

☞ *Let's take that as an example…*

Objectifying

☞ *What would you say to someone who told you…?*

☞ *What would you suggest is a reasonable response to this person's behavior?*

Identifying Options & Exploring Consequences

☞ **What might happen to you if…?**

☞ **What might happen to others?**

☞ **If you continue what you're**