

DETOUR PROGRAM

PROBLEM SOLVING SKILLS FOR OFFENDERS

A SCRIPTED UNIT OF INSTRUCTION

Dignity
Encouragement
Truthfulness
Optimism
Uniqueness
Respect

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ORIGINAL PROGRAM MODIFIED, WITH PERMISSION, BY WINDHAM SCHOOL DISTRICT

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ACKNOWLEDGEMENTS

We wish to acknowledge those sites whose staff and inmates, residents and clients served to pilot earlier versions of this curriculum. This final form relies as heavily on their experimentation and feedback as it does on our own research and innovation.

Edda Cantor, Superintendent
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Goffstown, NH

Michael Cunningham, Warden
New Hampshire State Prison for Men
Concord, NH

Sgt. Doug Caven, Training Specialist
Boulder County Jail/Community Corrections
Boulder, CO

Matt Sullivan, Supervisor / Eileen Wygant, Case Manager
Mesa County Community Corrections
Grand Junction, CO

RESEARCH REFERENCES INCLUDED:

The Prepare Curriculum: Training Prosocial Competence by Arnold P. Goldstein (1988), Published by Research Press.

Reasoning and Rehabilitation: A Handbook for Teaching Cognitive Skills by Robert R. Ross, Elizabeth A. Fabriano, and Rosslyn D. Ross (1986), published by The Cognitive Center

Model Affective Resource Curriculum (no date) by Orange County Public Schools, Florida.

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth by Arnold P. Goldstein and Barry Glick (1987), published by Research Press.

DETOUR PROGRAM

INTRODUCTION

OBJECTIVES

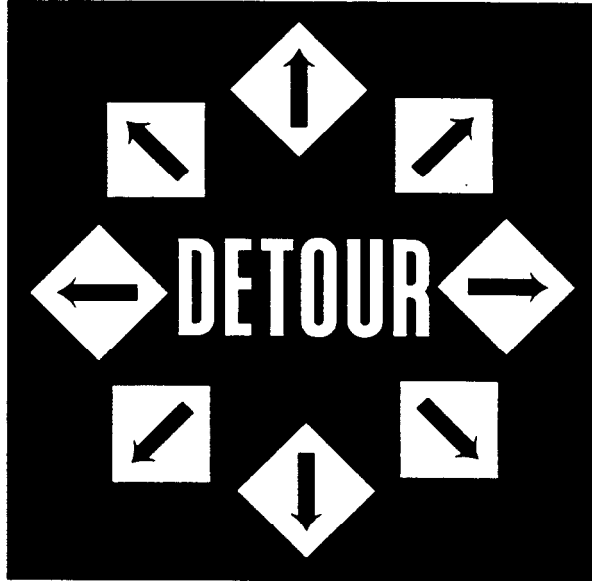
- Discover the correlation between the way we think about situations and the way we respond/act
- Learn and practice problem solving steps
- Develop plan to utilize these problem solving skills outside of the classroom
- Provide an opportunity for assessment of problem solving skills by the staff
- Provide an opportunity for self-assessment of problem solving skills

PROGRAM OVERVIEW

- 10 days - 3 hours per day
- Assist in adjustment to institutional life
- Fewer disciplinary cases
- Decrease likelihood of recidivating upon release
- Self and staff assessment of problem solving skills

PARTICIPANT EXPECTATIONS

- Come in to class in an orderly and timely manner
- Each group member is expected to participate actively and cooperatively, and to show respect to other members of the group
- Group members will be asked to keep track of their problems outside the group in a Problem Log

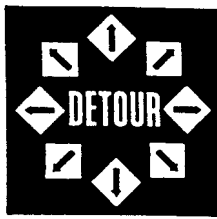


LESSON PLANS

DETOUR PROGRAM

DAY ONE

INTRODUCTION



MATERIALS

The Prepare Curriculum- pp. 43 - 49

Handouts (Blue Sheets)

- Client Behavior Report - Self Rating (*Detour Handout-01*)
- Client Behavior Report - Staff Rating (*Detour Handout-02*)
- Problem Log (*Detour Handout-03*)
- Common Reactions To Problems (*Detour Handout--04*)
- Alternatives for Dealing With Problem Situations (*Detour Handout-05*)

Transparencies

- Client Behavior Report - Self Reporting (*Detour Transparency-17*)
- Client Behavior Report - Staff Reporting (*Detour Transparency-18*)

Manila Folder for each student

Pencil for each student

PROCEDURE

STEP ONE

Impart the following information to the students in your own words:

"During the time you are incarcerated, you will have the opportunity to either use this time to concentrate on the wrongs you feel have been done to you that resulted in your being here, or you can use the time to try and determine what you can do to change your attitude/behavior so that when you return to society, you can make decisions that will assist you in *staying* home with your families and friends where you want to be and ought to be. The DETOUR PROGRAM is designed to help you learn to consider other options that will not only make your stay in TDCJ-ID less difficult, but will allow you to develop skills that can be transferred to "life in the free world." You can't undo the past but you *can* decide your future. The goal of this program is to introduce you to ideas and concepts that will provide you with more information with which to make these decisions. The choice is yours."

STEP TWO

The Prepare Curriculum - Session 1 - Page 43 - 49

Provide each student with a folder and the handouts specified for the lesson. Allow the students to put their names on the folder and explain that they will be expected to keep all of their handouts in their folder every day.

STEP THREE

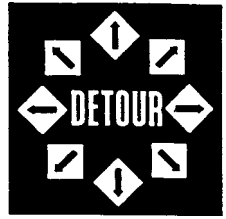
Discuss the types of problems that the students know they will have to deal with while incarcerated and facilitate some possible responses to the specific problems while in the group.

STEP FOUR

Allow the students time to work individually or in small groups to develop specific plan for dealing with a specific problem. Ask each student to complete a self assessment using the *Client Behavior Report*. This is to be kept in their folders as a pretest. Also, you should complete a Client Behavior Report on the students and/or ask the security officers to complete this form. The completed forms should be kept, by you, in a folder to be used as a pretest. This information will be repeated at the end of the Detour Program to be used as a post-test by the student, yourself and/or security staff.

DETOUR PROGRAM

DAY TWO



MATERIALS

The Prepare Curriculum - pp. 373 - 375

Problem Solving Lesson - pp. 1-10 (Yellow Sheets)

Handouts (Blue Sheets)

- Key Concepts (*Defouf Handout -06*)
- Conflict Cycle (*Defouf Handout-07*)
- Billy's Conflict Cycle (*Detour Handout-08*)
- Problem Solving Steps (*Detour Handout-09*)
- Blank Problem Solving Steps (*Detour Handout-10*)
- Scenario One (*Billy's Conflict*) Role Play Guide (*Defouf Handout- 7 7*)

Transparencies

- Objectives (*Defouf Transparency-01a thru 01d*)
- Expectations (*Detour Transparency-02a thru 02d*)
- Reasons To Learn (*Defouf Transparency-03a thru 03d*)
- Conflict Cycle (*Detour Transparency-04*)
- Problem Solving Steps (*Detour Transparency-05*)
- Blank Problem Solving Steps (*Detour Transparency-06*)

Scenario One (*Billy's Conflict*) (Pink Sheets)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Impart the following information to the students:

"A large part of problem solving is learning how to maintain control of our physical responses/ reactions to various situations. **You** are in charge of **You**. No one can **make you** behave in a way that you do not allow yourself to behave. This is not always easy to do, but being able to control your reactions will give you control over your life and what happens to you. There has been a great deal of research into the importance of stress reduction and stress management. We are going to look at some tried and true techniques for reducing stress. We will spend some time each class period concentrating on alleviating the stress we each bring in with us. This will empower each of us to better benefit from the lessons we have in class and will also provide us with information that we can utilize any time, wherever we are, in whatever situation we find ourselves."

STEP TWO

The Prepare Curriculum - pp. 373-375 - Stress Reduction Exercises

Introduce the *Progressive Relaxation Training exercises*, phase one, two and three. Guide the class through these exercises and encourage them to try and use them when they find themselves in stressful situations outside the classroom.

STEP THREE

Problem Solving Lesson - pp. 1-10 (Yellow Sheets)

STEP FOUR

Provide an opportunity for the students to write in their Problem Log, If there are some specific problems that some of them want to share, allow time for them to do that. Be sure that any step toward a positive approach to solving their problems is recognized and acknowledged

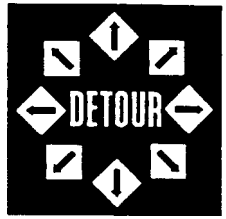
Supplements (Green Sheets)

- Billy's Conflict Cycle Answers (*Detour Supplement-01*)

DETOUR PROGRAM

DAY THREE

STOP AND THINK



MATERIALS

The Prepare Curriculum - pp. 375 - 379

Problem Solving Lesson - pp. 11-16 (Yellow Sheets)

Handouts (Blue Sheets)

- Hit or Quit (*Detour Handout -72*)
- Stop and Think (*Detour Handout-13*)
- Stop and Think Role Play Guide (*Detour Handout-14*)
- Warning Signs Chart (*Detour Handout- 75*)
- Personal Warning Signs Activity (*Detour Handout- 76*)
- Hazards Chart (*Detour Handout- 77*)
- Applied Conflict Cycle (*Detour Handout- 18*)

Transparencies

- Stop and Think (*Detour Transparency-07*)
- Warning Signs Chart (*Detour Transparency-08*)
- Hazards Chart (*Detour Transparency-09*)
- Blank Problem Solving Steps (*Detour Transparency-06*)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Review the *stress relieving/anger management exercise* you did yesterday. Discuss with the students whether or not they were able to use it at some point during the previous day. Introduce the *Yogaform Stretching* discussed on page 375 of *The Prepare Curriculum*. After completing the *Yogaform* exercises, compare and contrast the two different types of exercises learned, allowing each student to express their personal preference.

STEP TWO

Problem Solving Lesson - pp. 11-16 (Yellow Sheets)

STEP THREE

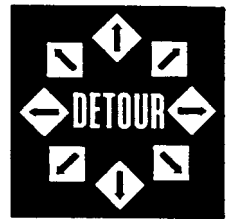
Provide an opportunity for students to write in their Problem Log. If there are some specific problems that some of them want to share, allow time for them to do that. Be sure that any step toward a positive approach to solving their problems is recognized and acknowledged.

Supplements (Green Sheets)

- Applied Conflict Cycle (Instructor's Copy] (*Detour Supplement-02*)

DETOUR PROGRAM

DAY FOUR



STOP AND THINK

MATERIALS

The Prepare Curriculum - pp. 379 - 302

Problem Solving Lesson - pp. 17-22 (Yellow Sheets)

Handouts (Blue Sheets)

- Hit or Quit (**Detour Handout - 72**)
- Stop and Think (**Detour Handout-13**)
- Identify Problem and Goal - Problem Statement (**Detour Handout- 79**)
- Identify Problem and Goal -Goal Statement (**Detour Handout-20**)
- Grab Bag Problems (**Detour Handout-21**)
- Role Play Worksheet (**Detour Handout-23**) (Optional)

Transparencies

- Identify Problem and Goal (**Detour Transparency-10**)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Introduce the first four (4) *breathing* exercises; integrative breathing, deep breathing, arm swing breathing, and body arch breathing. Lead the students in these exercises and compare and contrast them with the exercises previously introduced. Allow the students to have the opportunity to share with the group whether or not they have had occasion to use the stress/anger management exercises from previous lessons. Encourage the students to use these exercises whenever possible in their daily routine.

STEP TWO

Problem Solving Lesson - pp. 17-22 (Yellow Sheets)

STEP THREE

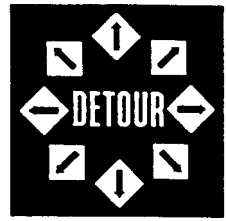
Provide an opportunity for the students to write in their Problem Log. If there are some specific problems that some of them want to share, allow time for them to do that. Be sure that any step toward a positive approach to solving their problems is recognized and acknowledged.

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DETOUR PROGRAM

DAY FIVE

INFORMATION AND INSIGHT



MATERIALS

The Prepare Curriculum - pp. 302 - 386

Problem Solving Lesson - pp. 23-28 (Yellow Sheets)

Handouts (Blue Sheets)

- Gather Information and Insight (*Detour Handout-22*)
- Role Play Worksheet (**Detour** Handout-23)
- Grab Bag Problems (*Detour Handout -27*)

Transparencies

- Gather Information and Insight (*Detour Transparency- 7 7*)
- Photo Activities 1 - 3 (*Detour Transparency-12a thru 12f*)

Scenario Two (*Billy and Damon's Shouting Match*) (Pink Sheets)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Introduce the last four (4) *breathing exercises* in *The Prepare Curriculum*, pages 382-386; stomach squeeze breathing, active diaphragmatic breathing, inhaling through nose, and exhaling through lips.

STEP TWO

Problem Solving Lesson - pp. 23-28 (Yellow Sheets)

STEP THREE

Provide an opportunity for the students to write in their Problem Log. If there are some specific problems that some of them want to share, allow time for them to do that. Be sure that any step toward a positive approach to solving their problems is recognized and acknowledged.

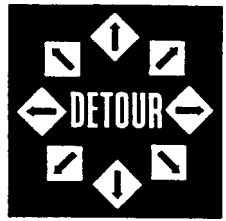
Supplements (Green Sheets)

- Photo Activity (with three pictures) (*Detour Supplement-03a thru 3d*) (*display Detour Transparencies-12a thru 12f*)
- Brain Teasers (*Detour Supplement-04*)
- Mime Activity (*Detour Supplement-05*)
- Tone of Voice Activity (***Detour Supplement-06a and 06b***)

DETOUR PROGRAM

DAY SIX

CHOICES AND CONSEQUENCES



MATERIALS

The Prepare Curriculum - pp. 387 - 391

Problem Solving Lesson - pp. 29-32 (Yellow Sheets)

Handouts (Blue Sheets)

- Problem Solving Steps (*Detour Handout -09*)
- Explore Choices and Consequences (*Detour Handout -24*)
- Divided Highway (*Detrou Handout-25*)
- Grab Bag Problems (*Detour Handout -21*)

Transparencies

- Problem Solving Steps (*Detour Transparency-05*)
- Explore Choices and Consequences (*Detour Transparency-13*)
- Divided Highway (*Detour Transparency-14*)

Scenario Three (Vince's Dilemma) (Pink Sheets)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Introduce *somatic focusing* as stress/anger management techniques. Demonstrate and -- practice the warmth and heaviness exercise on pages 388-391. Compare and contrast this type of exercise to those previously introduced. Allow an opportunity for the students to determine which exercise is most helpful in managing stress and anger. If some of the students have some experiences to share in regard to the use of these stress/anger management techniques, provide them with the opportunity to share these experiences with the group.

STEP TWO

Problem Solving Lesson - pp. 29-32 (Yellow Sheets)

STEP THREE

Provide an opportunity for the students to write in their Problem Log. If there are some specific problems that some of them want to share, allow time for them to do that. Be sure that any step toward a positive approach to solving their problems is recognized and acknowledged.

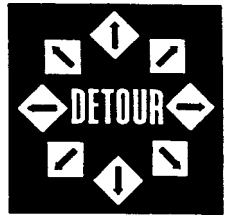
Supplements (Green Sheets)

- Divided Highway-Vince's Dilemma (*Detour Supplement-07*)

DETOUR PROGRAM

DAY SEVEN

CHOOSE... PLAN... DO!



MATERIALS

The Prepare Curriculum - pp. 391 - 392

Problem Solving Lesson - pp. 33-36 (Yellow Sheets)

Handouts (Blue Sheets)

- Divided Highway-Vince's Dilemma (from Day Six) (*Detour Handout-25*)
- Choose... Plan... Do! (*Detour Handout -26*)
- Vince's Plan (*Detour Handout-27*)
- Grab Bag Problems (*Detour Handout-21*)

Transparencies

- Divided Highway-Vince's Dilemma (***Detour Transparency- 74***)
- Choose... Plan... Do! (***Detour Transparency-15***)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Reintroduce the *warmth and heaviness* exercises on page **388** of *The Prepare Curriculum* and lead the class through the exercise. Compare and contrast this form of stress/anger management with those performed previously. Provide an opportunity for any student who would like to share about a time outside of class when he/she was able to utilize one of the exercises previously introduced.

STEP TWO

Problem Solving Lesson - pp. 33-37 (Yellow Sheets)

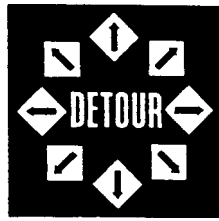
STEP THREE

Provide an opportunity for the students to write in their Problem Log. If there are some specific problems that some of them want to share, allow time for them to do that. Be sure that any step toward a positive approach to solving their problems is recognized and acknowledged.

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DETOUR PROGRAM

DAY EIGHT



EVALUATE

MATERIALS

The Prepare Curriculum- pp. 392 - 395

Problem Solving Lesson - pp. 37-39 (Yellow Sheets)

Handouts (Blue Sheets)

- Evaluate (*Detour Handout-28*)
- Problem Analysis Sheet (*Detour Handout -29*)

Transparencies

- Evaluate (*Detour Transparency-16*)

Scenario Four (The Showdown) (Pink Sheets)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Introduce the students to the *sensation* exercise on page 392 of *The Prepare Curriculum*. Guide the students through this exercise. Allow any student who would like to share an experience they have had using one of the previous stress/anger management techniques.

STEP TWO

Problem Solving Lesson - pp. 35-40 (Yellow Sheets)

STEP THREE

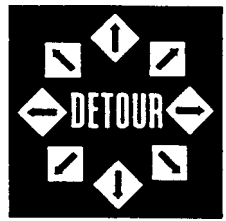
Provide an opportunity for the students to write in their Problem Log. If there are some specific problems that some of them want to share, allow time for them to do that. Be sure that any step toward a positive approach to solving their problems is recognized and acknowledged.

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DETOUR PROGRAM

DAY NINE

PRESENTATIONS / WRAP UP



MATERIALS

The Prepare Curriculum - pp. 396 - 390

Problem Solving Lesson - pp. 40-42 (Yellow Sheets)

Handouts (Blue Sheets)

- Final Quiz (**Detour Handout -30**)
- Client Behavior Report - Self Rating (**Detour Handout-01**)
- Client Behavior Report - Staff Rating (**Detour Handout-02**)

Transparencies

- Objectives (**Detour Transparency- 1a thru 1d**)
- Client Behavior Report - Self Reporting (**Detour Transparency- 77**)
- Client Behavior Report - Staff Reporting (**Detour Transparency-18**)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Introduce the *meditation* exercises and guide the students through the **centered focus** meditation. Ask them to compare and contrast this stress/anger management technique with the other techniques previously introduced. Allow any student who has had an opportunity to successfully utilize any of the stress/anger management techniques to discuss how they used it.

STEP TWO

Review some of the lessons that have had a particular impact on the class. Ask the students to work in groups and develop skits that demonstrate appropriate problem solving techniques.

Ask the students to take the Final Quiz independently. Go over the questions and results after everyone has had an opportunity to work on it by themselves,

Give each student a copy of the Client Behavior Report - Self Rating (**Detour Handout-01**). Ask them to complete it and compare it to the one they filled out the first day of class. Provide an opportunity for anyone in the class to share a positive experience using some of the techniques learned in class.

Problem Solving Lesson - pp. 41-44 (Yellow Sheets)

STEP THREE

Provide an opportunity for the students to write in their Problem Log, If there are some specific problems that some of them want to share, allow time for them to do that. Be sure that any step toward a positive approach to solving their problems is recognized and acknowledged.

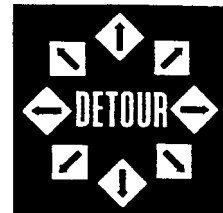
Supplements (Green Sheets)

- Final Quiz Answer Sheet (***Detour Supplement-08***)

DETOUR PROGRAM

DAY TEN

GRADUATION DAY



MATERIALS

Handouts (Blue Sheets)

- Course Evaluation (*Detour Handout-31*)

Transparencies

- Course Evaluation (*Detour Transparency-19*)

Student folders

Pencils for each student

PROCEDURE

STEP ONE

Relate the following to your students:

"You have just completed ten days of an intensive assessment of your problem solving skills and your ability to manage stress and anger. You will be receiving certificates shortly that indicate you have successfully completed the DETOUR Program. It is our hope that the information you have been exposed to during the course of this program will assist you in making a smooth transition to TDCJ-ID and that you will determine to use this time in such a manner as to give you the tools necessary to make good decisions when you return to the free world. Society needs each of us to make a commitment to living together peacefully and providing an environment for our children and young people that will allow them to grow up feeling safe and secure. It takes a strong commitment from each of us to realize that dream."

STEP TWO

Have the students review their Client Behavior Rating Scales and compare the current one with the one they completed the first day. If appropriate, show them how staff scored them as well. If you feel this would not be a positive experience, only do the self-assessment. Discuss how they have improved and what kinds of things helped them improve.

Encourage the students to keep their folder and to use the Problem Log for any problems they may encounter in the future (pass out several extra copies of the Problem Log for the students to take with them.) This is a good time to introduce the concept of journals as well.

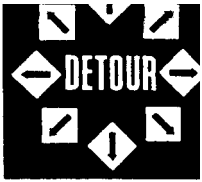
Supplement

- DETOUR Instructor's Comments (*Detour Supplement-09*)
- DETOUR Certificates

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Detour Program

PROBLEM SOLVING LESSON



DAY Two

Have you ever done something that you later regretted? Think of a time when you've lost your temper or acted without thinking, and then later said to yourself, "*I wish I hadn't done of said that...*"

Problem situations like this can grow into **out-of-control crisis** before you know it. What starts out as a "little scene" can quickly blow up into a major incident. Afterwards, many of us have a hard time remembering how things even got started.

In this course, you will learn how to maintain control of the way that you react to problems, to think before you act and avoid the kind of trouble that always ends up hurting **yourself** and **others**.

Class Objectives

Over the next few classes, we will:

1. Explore the way you *think* about a problem situation and how it affects the way you act.
2. Practice some ways to avoid **problems** by calming down enough to **think** first.
3. Learn and practice 5 steps to follow in solving problems.
4. Figure out how to apply these skills in and outside the class.

A few "housekeeping" details first:

We expect each of you to:

1. **Participate** fully in activities.
2. Show **respect** to others by listening and encouraging.
3. Be **honest** when talking about problems.
4. Show **responsibility** by attending every session on time.

Instructor's Notes



Perform Scenario One (Billy's Conflict) [Pink Sheets] as written. Select two participants to play **Billy** and the **Commissary Officer**.



Display overhead transparencies for *Reasons to Learn* (Detour Transparency-03a thru 03d).



Display overhead transparencies for *Objectives* (Detour Transparency-01a thru 01d).



Display overhead transparencies for *Expectations* (Detour Transparency-02a thru 02d).

Day Two **Continued**

By the last day of class, you will understand this material so well that we will have you prepare group skits, and take a final quiz. Do you have any concerns about this course that you would like to talk about now?

Let's quickly review a couple of the key concepts we'll be discussing. Fill in the blanks on your sheets as we go along.

Answers to **Key Concepts**

1. automatic
thought
first
think
2. difficult situations
other people
"Solicit written or verbal examples"
3. in your face
time to think
4. react
think
problems
5. control
calm down
think
act
best decision

The Conflict Cycle

In Scenario One (Billy's Conflict), we saw an example of a conflict between an inmate and an officer who is an authority figure. Neither of them seemed to care about the consequences of what they were doing, only about winning and being in control.

Like the characters in Scenario One, many people who act impulsively can take small problem situations and blow them up into major crises by getting into power struggles. The Conflict Cycle, created by Dr. Nicholas Long, shows how these situations can get out of control so quickly.

Instructor's Notes



Be open to nervousness or resistance from participants, but share that their participation is essential.



Distribute a student folder to each participant.

*Distribute **Key Concepts** (Detour Handout-06). Help participants fill in the blanks **for** definitions. Accept similar responses if suitable.*

*Where possible, use examples **from** common experiences or from Scenario One (Billy's Conflict) to illustrate these concepts.*



*Distribute **Conflict Cycle** (Detour Handout-07), to each participant.*

*Display **Conflict Cycle** (Detour Transparency-04).*

Day Two Continued

Stage 1. Problem Situation

A **problem** starts - a difficult situation that we don't know exactly what to do about. It can be made a lot worse by **stress** from outside things, like illness, family or personal problems, substance abuse, etc.

What kind of stress was going on that caused the situation in Scenario One to build, making it harder to keep tempers under control?

Stage 2. *Feelings and thoughts*

The problem creates a whole series, sometimes a flood, of feelings and thoughts.

Feelings are your unique emotional response to a situation.

If you're a person with a quick temper, the strongest feeling you have in a crisis may be . . . what?

Or if you get down really easy, then it might be...

What kinds of feelings do you sometimes have when a problem starts?

Thoughts are your unique mental response to a situation.

Sometimes, we say positive things to encourage ourselves to go on when things get tough. A basketball player, standing at the foul line for a last second free throw might deliberately talk himself through the drill, "Okay, I can do this. Deep breath, focus on the rim, and release smoothly.. ."

We might find ourselves thinking **negative** things too, a voice inside our heads that says, "I can't win... Why even try?" or "No one ever gives me a fair break." What are some other examples of negative self-talk?

In Scenario One, what feelings are going on inside of Billy as the officer first began to challenge him? What thoughts were running through his head?

Instructor's Notes



Solicit responses from participants such as:

1. Hot and tired
2. Worried that commissary would run out of desired items
3. Peer pressure to stand up and not get run over by officer.
4. Frustration on part of officer for having to deal with belligerent inmates all day.



Anger, frustration...



Sadness, depression...



Solicit appropriate responses from participants.



Hatred for authority...

"She's bluffing!"

"She thinks I really care? She can't scare me... "

Day Two Continued

Stage 3. Actions

Taking time to think before we act leads to well **thought-out actions**.

What if we let our anger or depression get the better of us, though? Sometimes **we act impulsively** on the first thing that comes to mind, instead of thinking things through.

Stage 4. Consequences

Usually, when we act impulsively, others react to us with **negative consequences**. Authority figures usually punish irresponsible behavior. And other times, people can do or say things that encourage us to continue making poor choices – but we're the ones that have to pay for them. For instance, what happens if someone deliberately disrespects you in front of your friends. You might try to ignore it, but what kind of reaction would you get from your friends?

What happened to Billy after he first mouthed off to the officer in the commissary window?

Stage 5. Problem Situation Worsens

If the problem ended like this, maybe things wouldn't have been so bad. But, a lot of times, situation can build up quickly into a **power struggle** and cause an **"out-of-control crisis"**. As a result, we get angry or depressed and go through this whole cycle of **acting** rather than **reacting**, which can then lead to arguments, fights or even arrests, Which helps us to understand that power struggles **never do us** any good in the long run.

Both Billy and the commissary officer ended up in an out-of-control situation. Why didn't things just stop **as** soon as it was clear there was trouble? Let's track the rest of the problem around the Conflict Cycle.

For Billy, or any of us for that matter, **mastering effective problem solving skills equals using your head to control you impulses**. This gives you personal power to influence the things that happen to and around you,

Instructor's Notes



Solicit responses from participants concerning types of impulsive behavior that causes problems:

- 1. Saying something hurtful in anger*
- 2. Striking out physically*
- 3. Running away*



...Laugh at you, saying you're scared- calling you a chicken



*The officer became unwilling to work with him and he didn't get to make his commissary **purchases**.*



Distribute Billy's Conflict Cycle (Detour Handout-08). Use this handout interactively! if participants are having trouble. Also refer to Billy's Conflict Cycle Answers (Detour Supplement-01).

Day Two Continued

instead of letting them control you. You can't always control the way people treat you, but you don't have to let things get to you. Sometimes the best way to get back at an aggravating person or situation is simply to be better than them by having the **self-control** they don't have.

Problem Solving Steps

What are the steps to problem solving? We've talked a lot about how they can help you to think before you act – so what do you do? Let's use Scenario One as an example.

Stop and Think!

You've got to calm down and ask yourself, "**Do I really want to get into this?**"

Why *is this so important?* Each person has specific thoughts and feelings in problems that usually come just before situations get out of hand.

What thoughts and feelings did Billy have that should have warned him to cool it?

At what point in the power struggle with the officer should Billy have stopped and left well enough alone?

Problem Solving Step #1: Problem and Goal

Once you're calm, you take the time to ask yourself exactly what is wrong, and what you really want to get out of the situation. Be realistic about both. Let's try to break Billy's problem down and try to solve it.



Distribute Problem Solving Steps (Detour Handout-09) and display Problem Solving Steps (Detour Transparency-05).



Because you can't think clearly when you're upset...



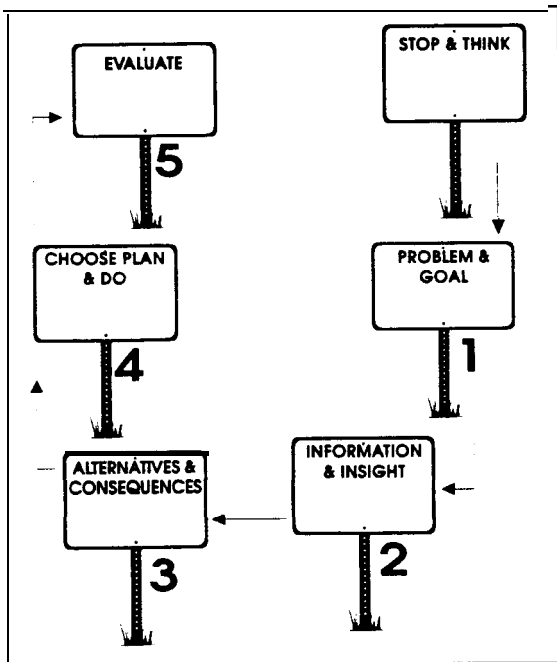
When the officer gave him ice cream he didn't want. He began to argue with her, pushing the ice cream back at her, knocking it to the floor.



Choose one participant to remember each step as you introduce them. Later you'll be doing "rapid fire recall" by asking them to remember only their assigned step.

Day Two Continued

As we discuss the Scenario again, let's try to determine the thoughts that might have been going through Billy's mind.



Guide Questions:

What's really wrong? What exactly is Billy's problem?

What do you think Billy really wants? What should be his goal in this situation.

Problem Solving Step #2: Information and Insight

Once you've clearly laid out your problem and decided what you want, take time to look at the **facts** versus the **assumptions** you might be making, and decide what to get more information about. It's important to look at the **other person's point of view**, as well, to understand how they feel and think.

Instructor's Notes



Help the participants with **this first question** to be sure things get started **off on the right track**. Then-distribute *Blank Problem Solving Steps (Detour Handout-10)* and display *Blank Problem Solving Steps (Detour Transparency-06)*. Have participants write down their answers on the Handout.



Suddenly, the tables have turned and Billy is being humiliated in **front of his peers**.



Billy's goal should be:
To make commissary purchases, especially ones he wants, without having to **argue or get in trouble**.

Day Two Continued

Guide **Questions:**

*What does Billy **&now**?*

*What does **be** only think **be** knows?*

*What is the commissary officer probably feeling or thinking **right no w**? What **does she need of want**?*

Instructor's Notes



Solicit responses such as:
Everyone is watching him.

The officer didn't like him to begin with and **now** she's **really angry**.



He can make the **officer** back down if he hangs tough.

His peers will have more respect for him if he acts up.



That this kid isn't going to get the best of her, because she's right.

She has to show Billy that she is in charge of the **commissary** and that what she says goes.

She wants to punish **Billy** because he questioned her actions and authority

Day Two Continued

Problem Solving Step #3: Alternatives and Consequences

Once you have some information to work-with, you need to come up with as many possibilities for action as you can. Then, think about what would happen if you did each of those things, Your first choice is not always the best; the more choices you can come up with, the better.

Guide Questions:

What are Billy's choices ?

What would happen for each, to him and to others ?

Problem Solving Step #4: Choose... Plum... Do...

Once you have listed choices and thought about the consequences, choose the best option, the one that gets you closest to your goal and try it. Be sure to make a plan, and think about an alternate plan if the first one doesn't work out.



Solicit as many responses as you can from the participants, both positive and negative, such as:

He could apologize to the officer.

He could continue to argue with her.

He could just walk away from the commissary window



If he apologizes, he might get his commissary after all.

*If he continues to argue, the officer will just become more **angry** and may shut the **commissary** window early preventing others from getting to the window.*

If he walks away from the window, the problem will not be resolved and could cause other problems down the road.

Day Two Continued

GuideQuestions:

*What do you think Billy's **best option** is? (The one that let's him get **closest to his goal**)*

What would his plan be ?

Problem Solving Step #5: Evaluate

Carefully thought-out actions often solve the problem, but sometimes things backfire on you, or lead to consequences you didn't expect. By looking again at your problem and goal, you can evaluate whether or not your problem solving was effective. You may need to try "Plan B" if "Plan A" doesn't work.

It is worth taking the time to learn from your successes and your mistakes,

A Little Feedback

Let's act out the scenario as we have rewritten it. We know what happened in the original, but let's see how Billy comes out using **your** strategies.

Two of you will pretend to be the characters in the scenario. You will hear Billy talking to himself, asking himself questions as he tries to work through his problem. All of you need to become Billy's conscience, prompting him with good ideas (and maybe a few bad ideas) to consider as he tries to come to a decision.

We'll use the questions that guide the problem solving process to evaluate whether or not Billy followed through.

GuideQuestions:

What was Billy's original goal? His plan?

Did his plan work?

What should he (and all of us) learn from this experience?

Instructor's Notes



Solicit group opinion and choose the option that seems most likely to accomplish the goal set earlier.



Distribute Scenario One Role Play Guide (Detour Handout-II), for use with this demonstration.

*Select participants to play the roles of Billy and the commissary **officer**.*

During the role play, solicit participant input from the others in the room, as "Billy's conscience", a kind of voice inside of Billy's head, especially in generating alternative steps.



Solicit appropriate responses.

Day Two Continued

Some Reasons to Learn

When people who have learned problem solving skills are asked what they like best about it, they answer:

1. You have the chance to decide how you want a problem solved, rather than letting others make the decision for you.
2. You learn to think before you act, and to choose the best solution, rather than the first one that comes to mind.
3. You end up getting along better with others – friends, family, authority figures.
4. You have more control over what happens to you.

Let's Think About a Few Questions

So, by now we should be able to answer some review questions:

1. What are the elements of the Conflict Cycle?
2. What do you have to do before you can try to solve a problem? Why?
3. Once you have calmed down, what are the steps to use so you problem solve logically?

And now, number one of the four objectives we discussed when we first started.

4. How can the way you think about a problem situation affect the way you act in it?

Instructor's Notes



Display Reasons to Learn (Detour Transparency-3a thru 3d).

Solicit responses demonstrating how each reason can make a positive difference in dealing with problems and interacting with others.



Review the elements of the Conflict Cycle (Detour Handout-08)



Stop & Think: because you can't think straight when you're upset...



Call on the participants to remember each step.



Sometimes the way you look at a problem is what makes it a problem.

If you have a negative attitude about a problem, you'll have a closed mind!

If you pump yourself up with negative thoughts, you'll get into a power struggle.

Day Three

A Little Review

The first of our four objectives was: "Explore how the way you think about a problem situation affects the way you act in it." At the end of the last lesson, we came up with several answers, What were some?

Have you had or seen any incidents lately in which this was true? Was there an occasion where a person's way of thinking about a situation made the problem worse?

A New Objective

Today, we're going to focus on the second of our objectives: "Practice some ways to avoid problems by calming down enough to think first." In other words, . . . what?


Hit or Quit!


So, imagine that you're in a difficult situation and you don't know what to do. You've stopped and are thinking about things, but you're also getting **more and more upset**, Part of you wants to lash out. while another part of you simply feels like just giving up. You begin to mutter things under your breath, like "Who does he think he is?!!"


How far can you go before you reach the point of no return? How can you tell when you've reached the point where you **just lose it**?


Each person is different, of course, but we all have our breaking points, People who are poor problem solvers usually have only one or two ways to handle sudden stress like this: They "**HIT or QUIT**". On the handout, list other ways that you can "**Hit**" or "**Quit**".


Instructor's Notes

 Display Objective #1 (Detour Transparency-la).


 Solicit responses.

 Encourage participants to share experiences or insights that occur between classes. If they expect that these will be solicited, they will begin to look for them. and generalize concepts outside of class.

 Display overhead transparencies for Objective #2 (Detour Transparency-01 b).

 **Stop and think!** At this point, display Problem Solving Steps (Detour Transparency05) and refer to Problem Solving Steps (Detour Handout-09) to show where the "Stop and think!" step is in the process.

 Solicit answers from participants.

 Differentiate clearly between patterns of **Hit!** (offensive responses) vs. **Quit!** (defensive responses).

Distribute Hit or Quit (Detour Handout-12). Complete **the first part** of the handout together. writing **many** of the participants' responses on the chalk board.

Day Three Continued

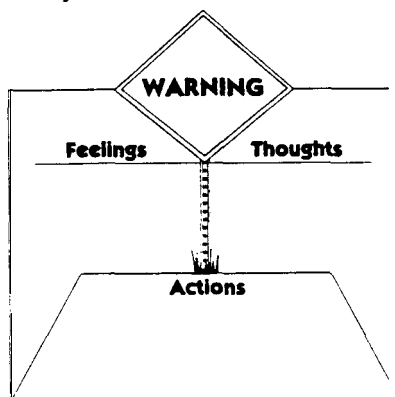
Your Personal Warning Signs

Now, think of a time that you got really worked up. It may have been something big, or just a bunch of little things that added up. It might have been with your spouse or children, a co-worker or fellow resident, or just at yourself over "something stupid". Think about how it all built up, who was involved, where it happened, ... all those details, The more specifically you can recall it, the more you'll get out of this next activity. Once you've remembered as many details as possible, use the Hit! or Quit! handout and complete the second section.

Now think about **how you felt** and **what you were thinking** just before you started going over the edge,


What I want you to do now, is make a list of those feelings and thoughts, Use the Warning Signs Chart handout and write down your specific feelings first.


Next, I want you to write down your thoughts. Be sure and write down the whole thought, just like you would say it, not just a word or two.




Finally, using the Personal Warning Signs handout, let's think of some of the things you did or might do if you didn't pay attention to your warning signs, if you reacted impulsively, instead of stopping to think before you act.

Instructor's Notes

 Continue using Hit or Quit (Detour Handout-12). Allow *necessary* time for participants to complete the second part of handout. It *may be useful* to share participants' situations, at your discretion. **If** you do so however, be careful that the discussion doesn't turn into an ad lib therapy session.

 Distribute the Warning Signs Chart (Detour Handout-15) and have the participants write down their specific feelings-first.

Next, have them write down their thought statements. **Typically**, participants have more *difficulty* framing their thoughts, so be encouraging as you help them get specific, enabling thoughts to be visualized as "self-talk".

 Distribute the Personal Warning Signs Activity Handout (Detour Handout-16) and have the participants write down their responses. Have some of the participants read their responses to the group.

Day Three Continued

Just Imagine...

It's a sunny day and you're driving down the road with your window open. Suddenly a bee flies straight into the car and begins buzzing around the windshield. You become determined to **smash** the bee. You're so focused on the bee that you miss a yellow warning hazard sign along the roadside...

Finish the story for me. What happens next!

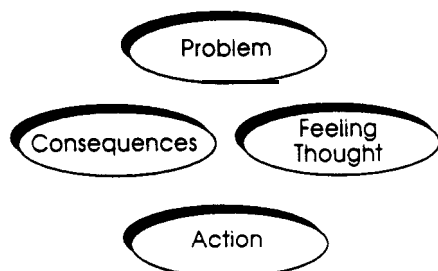
Avoiding Hazards

Learning problem solving skills is all about avoiding these kinds of "hazards" by dealing effectively with those "pesky" feelings and thoughts rather than letting them control you and create chaos in your life.

What kinds of "hazards" or consequences do we face when we act impulsively, when we do some of the things listed on the Warning Signs Chart?

Now, let's put these into the context of the Conflict Cycle, which we learned about last time.

Somehow, before that first impulse turns into an action you'll live to regret, you've got to buy time to think. Even when you feel like blowing up or giving up, you've got to find a way to calm down so that you can begin to think rationally, to solve the problem rather than just make it worse.



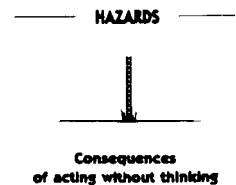
Instructor's Notes



Encourage group participation. This is a quick, fun activity to illustrate an easily transferable concept.

Allow the group to generate responses like:

"You don't pay attention to the **Dangerous Curves Ahead** sign and go flying off the road just so you could kill a bee."



Distribute the Hazards Chart (Detour Handout-17) and have the participants write down their responses to the warnings they listed earlier.



Distribute the Applied Conflict Cycle Handout (Detour Handout-18) and have the participants read the scenario and write down their responses to the warnings and hazards; list the causes of stress that are present; and complete the conflict cycle.

You may have to help them with some responses with information from the Applied Conflict Cycle Supplement (Detour Supplement-02).

Day Three Continued

So, Stop and Think!

How do you do this? Three simple steps will help you out of most hothead situations.

1. **Be quiet** - when you're upset, you're likely to be running off at the mouth; yelling; threatening; arguing; pleading; complaining; moaning; and groaning. To calm yourself down, you first have to **stop talking**.

2. **Back off** - give yourself some physical space if you can. A step back, a slight turn to the side, an excuse to call back later... anything that can take you physically or mentally away from the scene of the problem will give you a minute to quiet down,

3. **Deep breath** - a deep, deep breath takes only a moment and can release some of the tension that builds up in a problem situation.

Then ask yourself:

"Do I really want to get into this? If not, how can I get out of it so I have time to get help or do more thinking?"

These steps are **simple**, but they're **not easy** when you're angry or hurt or desperate, and thinking that you just can't take this stuff anymore. The way to get **good** at them, to have them at your fingertips when you most need them, is to **practice - practice - practice**.

This three-step "Stop and Think" process is especially good with immediate anger problems (at least those that aren't life threatening).

When you have time to think about a problem, you can use a variety of other relaxation techniques to calm down,



Display the *Stop and Think Transparency (Detour Transparency-07)* and distribute the matching *Stop and Think Handout (Detour Handout-1 3)*.



Solicit responses.

Day Three Continued

A Little Feedback

Now, I need two volunteers to demonstrate a simple example of using the three "Stop and Think" steps to control anger.

What steps did you see used to calm down and buy time to think? What do you think might have happened otherwise?


Okay, let's try another demonstration. I need two more volunteers who will act out another scene showing us how to use the "Stop and Think" steps.

The scene goes like this:


You two are sitting in a dayroom watching television—John gets up to leave, accidentally bumping into Rick, causing Rick to spill his coffee all over his pants. John tells Rick he's real clumsy and then walks away.


What steps did you see taken to calm down **and** buy time to think? What do you think might have happened otherwise?


Instructor's Notes

 *Distribute copies of the Stop and Think Role Play Guide (Detour Handout-14). Use this guide to role play the scenario using two participants. This should be brief, no more than a couple of minutes, but should clearly demonstrate the three steps with self-talk.*

This is a good modeling scenario and it can be used as an example for the participants in helping them write their own role play scenarios.

 *Solicit responses and reinforce the steps just presented.*

 *Describe the scene to the two volunteers and ask them to perform the skit for the group. Then ask the volunteer who plays "Rick" and gets coffee spilled on him, to practice the Stop and Think steps with self-talk for the benefit of the group.*

 *Solicit responses from the participants.*

*Have your group make up some additional scenarios. Don't try to solve these problems, just introduce them. Be sure the participants show the three steps to gaining self-control **and finish** by saying something like, "It's not worth getting into."*

Day Three Continued

Let's Think About a Few Questions

1. How many of the five (5) problem solving steps can you remember? What are they?

2. Why is it important to "Stop and Think" before you even try to problem solve?

3. Our second major objective was to: "Practice some ways to avoid problems by calming down enough to think first." How do you do that? What steps do you use? What question should you ask?

Instructor's Notes



Display the Blank Problem Solving Steps Transparency (Detour Transparency-06).



You have to calm down to solve a problem.



The three "Stop and Think" steps.

Be quiet, then back off, then take a deep, deep breath.

"Do I really want to get into this?"

Day Four

A Little Review

The first time we were together, we started talking about the value of problem solving. We said that learning problem solving skills could help you get more control over your life. In what ways?

We did an overview of the five problem solving steps, and the one thing you have to do before you can start problem solving. What are these five steps?

And why is it so important to "Stop and Think"?

Our first two objectives have been covered:

1. You understand how thinking affects behavior.
Can anyone give me an example or story?

2. You also know how to avoid problems by calming down enough to think first. What are the three steps involved in this process?

And what question should you ask yourself as you calm down?

A New Objective

In this lesson, we are going to begin on the third objective:

3. Learn and practice five steps to follow in problem solving.

Today, we will discuss and practice step one: **Identifying the problem and goal.**

Instructor's Notes



Write these answers on the chalk board:

Helps you think before you act.

Gives you more self-control.

Keeps others from making your decisions for you.



Display the Blank Problem Solving Steps Transparency (Detour Transparency-06). Write the correct responses on the chalk board.



Because you can't make good rational decisions when you're really upset.



1. Solicit or provide a good example of thinking distortions, e.g., "She can't do that and get away with it!"



Be quiet- back off - deep breath...



"Do I really want to get into this?"



Whenever possible, try to reinforce again and again the sequence of getting self-control and logically attacking a problem.

This constant repetition of "what we've covered" is important to in-grain concepts meaningfully into the memory and to connect current learning to past learning.

Display the Problem Solving Steps Transparency (Detour Transparency-05) to point out where we are at this point in the process.

Day Four Continued

Problems, Problems, Problems!

Let's say that you feel the warning signs of a problem coming on. For instance:

You can feel your face flush.

You're starting to curse under your breath.

You're thinking about how people always seem to put you down.

Then you do the "Stop and Think" steps (how many? what are they?) to calm yourself down. You ask yourself that all important question - what is it? Right, "Do I really want to get into this?" and decide that this is a bad time to lose your cool.

You get yourself enough time and space to think, and you ask yourself the next question, the one that helps you identify the problem - "What's really wrong?" (Exactly what is my problem here?)

In order to have control over a problem, you must start by focusing on the one person you can control: **YOU!**

A GOOD PROBLEM STATEMENT SHOULD...

1. Make you the focus of your problem by stating what you think, how you feel, or what you did ("I" messages).
2. Be specific about the who, what, and when of the problem.

Instructor's Notes



Display the Problem Solving Steps Transparency (Detour Transparency-05).



The three "Stop and Think" steps are be quiet, then back off, then take a deep, deep breath.

"Do I really want to get into this?"



Display the Identify Problem and Goal Transparency (Detour Transparency-10; distribute the Identify Problem and Goal Handouts (Detour Handouts-19 and 20). During the Problem Statement session, you will work with Detour Handout -19; the Goal Statement session will require Detour Handout-20.



NOTE: Participants typically have difficulty forming useful, directed problem statements. It's not an easy skill. Work through this next activity as thoroughly as need be - accurate problem identification is essential to the rest of the process.

Day Four Continued

Let's take a look at some examples of problem statements. We're going to use the Problem Solving Handout I've just given you.

For each of the problem statements listed, decide if they are good or bad. To determine whether they are good or bad, use the two rules about good problem statements. If they are bad, then let's re-write them to make them better.

- a. "My husband/wife is about to leave me, and I feel like I can't do a thing about it!"
- b. "My kids don't care about me anymore; they've got a new mommy/daddy!"
- c. "Nobody can tell me what to do!"
- d. "I'm attracted to someone at my new job, but I'm afraid she won't like me if she knows I'm an ex-con."
- e. I just can't take these stupid job interviews anymore."

A second important part of this step is **identifying your goal**. Once you've defined the problem, you need to figure out what you really want.

A GOOD GOAL STATEMENT SHOULD...

1. **BE SIMPLE:** Deal with one thing at a time. Take "baby steps" rather than hoping to solve a huge problem all at once.
2. **BE REALISTIC:** Don't overestimate how much you can do to change yourself or someone else.
3. **BE POSITIVE:** Set goals that say what you will do or want to happen instead of what you won't do or don't want to happen.

Instructor's Notes



Using Detour Handout-19, Problem Statements, you may wish to do the first two examples as a large group, then complete the remaining three in small groups.

Problem Example ANSWERS



a. Good example



b. Bad: focused on kids.
"I'm worried that I've lost the loves of my children"



c. Bad: too general.
"I've had it with Mr. Billings ordering me around every time he's in a bad mood."



d. Good example.



e. Not bad, but too general.
"I'm so nervous about this job interview that I could throw up any minute now."



Use Detour Handout-20, Goal Statements, and read aloud the criteria.

An important note: While we don't want to force our values on offenders, this is an opportunity to promote prosocial problem solving. If the goal is stated in anti-social terms ("I want to get back at my wife"), the whole process will be antisocial.

Whenever possible, try to focus the participants on positive goals: "What is it that's really important to you? You want your wife to understand how much this is hurting you, right?"

Day Four Continued

Goals should state clearly either **what you want to get**, or **what obstacles you want to overcome**.

What's wrong with each of these goals?

(Use the three rules of good goals.)

- I want to get my wife and children back, get a new job and a new car.
- I will never, never touch another drop of alcohol as long as I live...
- I won't lose my temper with my kids anymore.

Let's look at the problem statements we fixed up in the last worksheet and come up with good goals for each.

- "My husband/wife is about to leave me, and I feel like I can't do a thing about it!"
- "My kids don't care about me anymore; they've got a new mommy/daddy!"
- "Nobody can tell me what to do!"
- "I'm attracted to someone at my new job, but I'm afraid she won't like me if she knows I'm an ex-con."
- I just can't take these stupid job interviews anymore."

Instructor's Notes



Suggested responses:



• *Too complicated, too many things at once.*



• *Not realistic.*



• *Not realistic, stated in negative terms rather than what you will do when you get upset.*



Using the Detour Handout. Goal Statements, have the participants write goal statements for the problem statements they wrote in the last activity

Goal Example ANSWERS



a. *"... to show my wife how much she means to me."*



b. *"... to be sure of my kids love for me."*



c. *"... Mr. Billings to get off my back."*



d. *"... to get her to see me for who I am now."*



e. *"... to feel less nervous about this job interview: "*

Day Four Continued

A Little Feedback

I need some volunteers to act out a couple of short scenarios included in our Grab Bag Problems Handout. These will show you how to use the **first step of problem solving**. Just **as** before, you'll hear us self-talking (something that most sane people do in their heads) to make our points. Use the questions listed in the first step of the Problem Solving Steps Handout (*Detour Handout-09*) to evaluate us on using each step properly.

What did you see or hear that demonstrated good use of the first steps of problem solving? **What is the next step?**

So, how did our actors do?

Let's Think About a Few Questions

1. What are the five (5) steps of problem solving?
2. What are the three steps of "Stop and Think"?
3. There are two parts to today's step: defining the problem and defining the goal.

What are the rules for a good problem statement?

What are the rules for a good goal statement?

4. Why is this step so important? (Inference question)

Instructor's Notes



Display Detour Transparency-14, Problem Solving Steps.

Distribute Grab Bag Problems Handout (Detour Handout-21). Select at least one problem and during a break, assign volunteers to develop scenarios based on the problems. You can give them a Role Play Worksheet (Detour Handout-23) to help them develop their scripts. Let them demonstrate the problem tension building up, the Stop and Think, and the Problem and Goal Identification.

"Cut!" the scene and do a "Take two!" if you have to redirect the action so that it properly demonstrates the use of the skills.

Be sure to clearly identify the problem and goal, and freeze the role play at that point. In the next lesson, you will pick up where you left off, adding the next piece of the problem solving process.



Get feedback from all involved, generally in this order:

*Co-actor(s)
Observers / Participants
Primary actor
Facilitators*



Call on individual participants to stand up and present each step.



Be quiet, then back off, then take a deep, deep breath.



Good problem statements focus on what you think, feel, or are doing, and are specific.



Good goal statements are simple, realistic, and positively stated.



Because your goal is what keeps the rest of your problem solving on track.

Day Four Continued

Instructor's Option

As instructors, you have a couple of choices at this point: you may allow participants 10- 15 minutes at the end of each session to work in small groups and develop skits piece by piece, generally based upon either the included Grab Bag Problems, or problems encountered in their new surroundings. Or, you may choose to give them a block of time (45 minutes - 1 hour) after all the instruction is completed to script out a skit. If you choose the latter, save the following explanation for your last session.

Small Group Work:

We're going to break you up into the small groups so that you can start putting together a skit for presentation at the end of our last class.

You can choose a problem from the Grab Bag, or you can come up with your own problem situation (which I will approve). Then, as we discuss each new step in the problem solving process, you'll add a little more to the stories you will be writing.

You will have a Role Play Worksheet to help keep things in perspective.

This activity can really be a lot of fun if you give it a chance.

Instructor's Notes



Suggestions:

*Using the Grab Bag Problem Handouts, you may want to assign a problem situation to **your** groups, or allow them to develop their own skit ideas with your help.*

*Distribute the Role Play Worksheet (Detour Handout-23) to each group. Suggest up to 20 minutes to develop background info and discuss characters problems. Groups **may** write, outline or illustrate actions, feelings, and thoughts as the story unfolds. **Some groups may enjoy detail, while others may prefer to simply come up with a rough outline of the sequence and ad lib details later. Be flexible as you circulate to give guidance and suggestions.***

Day Five

A Little Review

1. What are the five (5) steps of problem solving?
2. What are the three steps of "Stop and Think"? Why is it important to problem solve?
3. There are two parts to the first step of problem solving:
 - a. What are they?
 - b. What are the rules for good problem statements?
 - c. What are the rules for good goal statements?

A New Objective

Today, we'll be continuing with our third objective:

3. learn and practice five steps to follow in problem solving.

Once you've been able to identify your problem, and you know what you really want (a goal), you're halfway there.

One of the main reasons that problem situations turn into crisis situations, is because we make impulse decisions, we act on the first idea that comes to mind. So, the next step in problem solving is **Gathering Information and Insight**. Consider the following questions:

1. What do you know? (facts)
2. What do you only think you know? (assumptions)
3. What is the other person's point of view? (insight)

What can happen if you jump to conclusions before you have the whole picture?

Instructor's Notes



Call on individual participants to stand up and present each step.



Be quiet, then back off, then take a deep, deep breath.



Problem Statements and Goal Statements.



Good problem statements focus on what you think, feel, or are doing, and are specific.



Good goal statements are simple, realistic, and positively stated.



Display the Gathering Information and Insight Transparency (Detour Transparency-11) and distribute several copies of the matching handout, Detour Handout-22 to each participant. These handouts, can be used with several of the upcoming activities.



PHOTO ACTIVITY

*Display the Photo Activity Transparencies (Detour Transparencies-12a thru 12f). The first transparency has half the picture covered. Allow the participants to **guess** what's really happening, the change transparencies and reveal the entire picture.*

Day Five Continued

Gathering Information

To be a good problem solver, you have to be able to gather clues and determine exactly what it is that you know, as opposed to what you simply think you know.

Brain Teasers

Let's try a brain Teaser that forces you to gather clues. I'll give you a mystery that makes perfect sense to me, because I know a key fact that you have to find out.

You can ask as many questions as you like, but I can only answer with a YES or NO. For instance, you couldn't ask "What color shirt is the person wearing?" , but you could ask, "Is he wearing a blue shirt?" Got it?

(Pull Brain Teasers from Detour Supplement-04. Use as many as possible depending upon your time frame,)

Scenario Two (*Billy and Damon's Shouting Match*)

Let's take a look at a typical scene from the cell block. In this scenario, one person living in a cell has a problem with the other person.

What I want you to do be able to do is answer the first two questions of this problem solving step.

- a. What does Damon know (as fact)?
- b. What does he only think he knows (assumptions)?



Encourage participants to ask questions that gather information about what's going on: motives, setting, misleading information. If a question is irrelevant to the solution, tell them that, but be careful about giving away too many clues.

*Because brain teasers are verbal problems, participants must mentally construct a visual picture of the scene in order to solve the **mystery**.*



Use Scenario Two (Billy and Damon's Shouting Match) [Pink Sheets]



Allow the group to discuss questions about facts versus assumptions made by Damon in the skit.



Solicit responses.

Day Five Continued

This might also be a good time to review by asking the following questions:

- a. What would a good problem statement be from Billy's point of view?
- b. What would a good problem statement be from Damon's point of view?
- c. What would a good goal statement be from Billy's point of view?
- d. What would a good goal statement be from Damon's point of view?

Gaining Insight

Most problems (and their solutions) directly involve someone else, so it's important to take that person's point of view into account. This is a hard thing to do, especially if you're still upset with this person. However, it's critical to finding a good solution, particularly if you need that person's cooperation to make your plan work.

Considering someone's else's "point of view" means **thinking about the way your problem affected them**, especially their:

Feelings

Thoughts

Wants or Needs

In an "In Your Face" argument, you have to figure out that person's intentions right away. What clues can you use to determine someone's feelings?

Instructor's Notes



Display Problem and Goal Statement Transparency (Detour Transparency-1 0), and review, problem and goal statements with the group.

Divide the group in half Let one-half work on Billy's problem and goal statements and the other half on Damon's.

This is a good way to show that there are two different points of view that need to be examined; about how your problem affects someone else.



Solicit answers such as:

*Tone of voice
Facial expressions
Body language*

Day Five Continued

Deciphering Body Language

Body language is a powerful way of communicating feelings and thoughts. What am I feeling or thinking if as an instructor, I show you an expression like this? Or this?

Let's try a short activity on reading body language. I'll need a couple of volunteers to mime a scene for us. Mime is short for pantomime, a type of acting in which there is no speaking, no sounds at all. The actors tell their stories through their expressions and the way they move. As observers, your job will be to "read" the story after they've acted it out.

(After the activity is complete)

What was happening? What were the characters feeling and thinking? How could you tell?

Deciphering Tone of Voice

Okay, so you're all experts on reading body language and facial expressions. During a phone call, many people can read a person's tone of voice well enough to know when they're in trouble. Let's try an activity to test your ability.

I need two more volunteers. I'm going to demonstrate the first tone of voice example and our volunteers will try the next two.

(After the readings. ...)

Based upon tone of voice, what would you guess he/she is feeling? What is he thinking that he/she is **not** saying? What is the **meaning** behind the words?



Model **boredom**, then **impatience** by expression and posture.



Choose two volunteers. (You may wish to have prepared **two** during the break to avoid confusion.) Use *Mime Activity (Detour Supplement-05)*. Allow the volunteers time to read and prepare their presentation.



Solicit responses.



Use *Tone of Voice Activity Supplement (Detour Supplement-06a and 6b)*. Each tone of voice statement actually has the same **message**, but each should be read differently, with emphasis and tone depending upon the feeling being described.

1. **Curiosity**
2. **Anger**
3. **Resignation**



Solicit specific answers to these questions.

Day Five Continued

A Little Feedback

Okay, let's go back and take a look at the skit we began in the last session.

Use the three guide questions for this step to evaluate the participants performance.

So... meanwhile, back at the ranch, our hero has been busy gathering information and gaining insights into his/her problem.

(After you have "cut" the skit...)

What did you hear or see the actors do that demonstrated good use of this step? Any suggestions? What is the next step?

A Little More Feedback

Let's go back now and review Scenario Two, Billy and Damon's argument in the cell. What I want to do is have two new actors take it from the top and continue the argument while using self-talk to demonstrate an understanding of the questions in both of the problem solving steps we've studied so far.

Look at the overhead transparency of the Problem Solving Steps, In Step One, there are two questions to answer, In Step Two, there are three. I want each of you to listen carefully to see if our actors do a good job of asking and answering these questions during the skit. Listen carefully, I'm going to ask questions.

Instructor's Notes



Display Detour Transparency-14, Problem Solving Steps.

Use Grab Bag Problems Handout (Detour Handout-21). Refer back to the selected Grab Bag problem. Allow the actors to continue with the skit, demonstrating the gathering of information and gaining of insight through self-talk, or through discussions with trusted friends, mentors, journaling, etc.

"Cut!" the scene and do a "Take two!" if you have to redirect the action so that it properly demonstrates the use of the skills.

Freeze the role play when you feel the actors have demonstrated what you are looking for. In the next lesson, you will pick up where you left off, adding the next piece of the problem solving process.



Get feedback from all involved, generally in this order:

Co-actor(s)

Observers /Participants

Primary actor

Facilitators



Display Detour Transparency-14, Problem Solving Steps.

Use Scenario Two and have two new actors portray Billy and Damon during the argument. Have them use self-talk to ask and answer the questions in Steps One and Two of the Problem Solving Steps.

Stop the skit after you are sure the actors have gathered enough information and gained some insight into the problem and solicit responses from **the** group about **what they saw and heard** (body language, facial expressions, and tone of voice).

Day Five Continued

If you have chosen to develop group skits piece by piece, as described under Instructor's Option in the last session...

Go ahead and break into your small groups again and pick up where you left off in scripting your situations

Remember to include everyone in the skit somehow. Use the Gathering Information and Insight Worksheet and the Role Play Worksheet to give you some ideas. If you need more worksheets let me know.

Let's Think About a Few Questions

To summarize:

1. How many of the problem solving steps can you remember, without looking at your handout?

2. Why is it so important to clearly identify your problem and your goal before trying to solve the problem?

3. Why is it important to gather as much information as possible?

4. What two questions should you ask yourself at this point?

5. Why is it important to consider the other person's point of view?

6. What things should you think about when doing this?

7. What do you find easiest about problem solving so far? Hardest? Most Valuable?

Instructor's Notes



Allow about 10 minutes for groups to jot down this next step. Do not allow them to get ahead of the process, however. Be sure that each group has **worked** exploration of the three questions in this problem solving step into this process.



1. Call on different participants to recall the steps.



2. To be sure you're getting what you really want out of a problem, not just getting back at somebody.



3. So you don't jump to conclusions.



4. . What do I know? (Fact)
. What do I only think I know? (assumptions)



5. Because most problems involve other people. If your solution doesn't take them into consideration, you'll probably have to deal with the problem all over again.



6. The person's feelings, what **she/** he might be thinking, and what they want and need.

Day Six

A Little Review

In Scenario Three (Vince's Dilemma), Vince Williamson is a library clerk working during the noon hour while most everyone else is at lunch. Vince gets a visit from Johnny Garcia who wants Vince to do something illegal.

Let's get a couple of volunteers to handle the parts of Vince and Johnny and walk them through this script and the problem solving process, at least as far as we've covered it.

Stop and Think

- What is Vince feeling and thinking?
- What should Vince do to calm down?

Identify Problem and Goal

- What's wrong?
- What does he really want? (What's his goal?)

Gather Information and Insight

- What does he know? (facts)
- What does he think he knows? (assumptions)
- What are the other peoples' perspective?

Instructor's Notes



Choose a couple of volunteers to role play the parts of Vince and Johnny. Display the Problem Solving Steps Transparency (Detour Transparency-14) on the overhead projector **Point** out to the **group where** they are in the process at each step of the role play.



Angry, confused, controlled
"Do I really want to do this?"
"I'm not a wimp, if I get caught. I get caught."



Send Johnny away and take a deep breath.



These people have **me** locked up, controlling **everything** I do. I can't make **any** mistakes without getting in trouble.



To keep his job and stay **on** the wagon without anyone **thinking** he's a wimp.



That **staff** will be back from lunch soon. That if he makes the copies and gets caught he'll lose his **job**. That if he doesn't get caught and takes the pot, he'll smoke it.



That the other **guys** will think **he's** cool if he gets away with it. That he is so slick and **knows the routine** so well, he can do it without getting caught.



Johnny: Thinks Vince is a wimp if he **won't** do this little job.
Staff: Think Vince is a good guy who does his job well and would be real disappointed if he screwed up.

Day Six Continued

The Next Step

In this lesson, we're going to discuss and practice the third step of problem solving.

Exploring the Choices

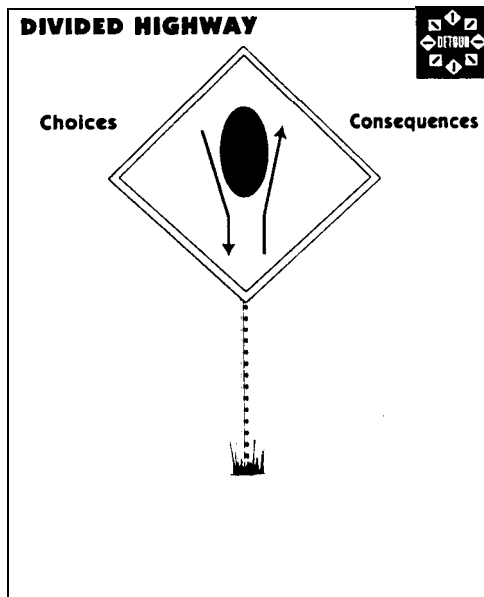
You're ready to move on and explore some of your options so that you can make a good plan to solve the problem.

Why bother exploring options instead of just going with the first one that feels right?

Let's go back and look at Vince's problem. What is his goal again?

List all the things he could possibly do at this point, considering the way he feels. Come up with as many possibilities as you can (at least 6 or 8). Don't worry about whether they're realistic or not, and don't eliminate any yet.

Very often, it's helpful to group reactions by what they have in common. Six or eight reactions that are all "quitting" in one form or another defeats the purpose. Grouping makes it clear when you're doing this,



Instructor's Notes



Display the *Exploring Choices and Consequences Transparency*; distribute the matching handout, *Detour Handout-24*. Also distribute the *Divided Highway Handout (Detour Handout-25)* for use in listing options.



Solicit responses like, "Because, the more thoroughly you look at your choices, the better the decision you will probably make."



Distribute the *Divided Highway Handout (Detour Handout-25)*. Solicit responses, and have the participants write them on the left side of the *Divided Highway Handout*.

You can display the *Divided Highway Transparency (Detour Transparency-14)* or just use *Divided Highway Supplement (Detour Supplement-07)* to assist with assignment, as an example of what a finished sheet, with grouped reactions, could look like.

Day Six Continued

Why is it so important to look at **all** the options? Three reasons:

1. To avoid impulse decisions. What are they?
2. To avoid developing tunnel vision. What do you think that is?
3. To avoid habitual reactions, What are these?

The **next step** is to look at each of your options and ask the questions: **"If I do this..."**

1. what could happen, good or bad, to me?
2. what could happen, good or bad, to others?

Let's apply these rules to the choices Vince has and come up with consequences for each one.

A Little Feedback

We'll need a couple of new volunteers to role play the parts of Vince and Johnny. What we are going to do this time is have Vince self-talk his way through the script. I want the group to provide Vince with his choices and help our actor come up with the proper consequences of those choices.

What are Vince's choices and consequences?

Instructor's Notes

Write definitions on board:



*Doing the first thing that comes to mind, without thinking **carefully** first.*



*When you can **only** see one solution to a problem.*



*Automatic reactions to problems, doing things the **way your've** always done them.*



*Solicit likely consequences to the choices generated previously. Have the participants write them on **the right hand side** of their Divided Highway Handout. Save this sheet **for the** next lesson.*



*Select two **new** actors to **play** Vince and **Johnny**. Be **sure and** freeze the action at the **point** where Vince (and the **group**) has completed developing **consequences** for each choice supplied to him by the group.*

Day Six Continued

A Little More Feedback

And back at the ranch, our hero has been carefully considering his/her choices and consequences.. .

Let's take a look again at the skit we began on Day Four and continued on Day Five. Can we get new volunteers to act out today's scene and use the problem solving steps we studied so far?

If you have chosen to develop group skits piece by piece, as described under Instructor's Option in the last session...

Go ahead and break up into your small groups again and pick up where you left off in scripting out your situations.

Remember to write everyone into the skit somehow. Use the Choices and Consequences Divided Highway and the Role Play Worksheet to give you some ideas, If you need more worksheets let me know.

Let's Think About a Few Questions

To summarize:

1. Why is it so important to think about lots of possibilities before making a choice?

2, What are "impulse decisions"?

What is "tunnel vision"?

What are "habitual reactions"?

3. When thinking about the possible consequences of your actions, who should you consider?

Instructor's Notes



Display Detour Transparency-14, Problem Solving Steps.

Use Grab Bag Problems Handout (Detour Handout-21). Refer back to the selected Grab Bag problem. Allow the actors to continue with the skit, demonstrating the making of choices and determining consequences through self-talk, or through discussions with trusted friends, mentors, journaling, etc.

"Cut!" the scene and do a "Take two!" if you have to redirect the action so that it properly demonstrates the use of the skills.

Freeze the role play where you feel the actors have demonstrated what you are looking for. In the next lesson, you will pick up where you left off, adding the next piece of the problem solving process.

Get feedback from all involved, generally in this order:

Co-actor(s)

Observers /Participants

Primary actor

Facilitators



To avoid impulse decisions, tunnel vision, and habitual reactions.



Doing the first thing that comes to mind.



When you only see one solution to a problem.



Doing things the way you've always done them.



Yourseld arzd other people.

Day Seven

A Little Review

1. What are the five (5) steps of problem solving?
2. What are the three steps of "Stop and Think"? Why is it important to problem solve?
3. In the last lesson, we discussed the importance of coming up with lots of choices and consequences. What were the three things this helps you avoid, and what does each one mean.
4. In thinking about consequences, what should you consider.

A New Objective

Today, we'll be working on our fourth problem solving step. Think of a time when you've made a decision that you later regretted, especially one where you misjudged what the consequences of your decision might be, or didn't plan out what you would do.

4. The Choose... Plan... Do! step helps you to pick the best alternative available and develop a plan to make it work.

Choosing the best option...

The Choices and Consequences step left us with a number of choices. How do you decide which one is the best?

After looking back at your original goal, you eliminate the options that:

- a. cause more problems than they solve,
- b. won't get you closer to what you want, or
- c. could harm others.

Instructor's Notes



Call on individual participants to stand up and present each step.



Be quiet, then back off, then take a deep, deep breath.



Impulse decisions; tunnel vision; habitual reactions



*The effects of a decision on **you** and on others.*



Point out on the Problem Solving Steps Transparency where the next step is then display the Choose... Plan... Do! Transparency (Detour Transparency-15) and distribute several copies of the matching handout, Detour Handout-26 to each participant.

Day Seven Continuud

Remember Vince's dilemma with Johnny over making illegal copies? Well, what was Vince's original goal? What were the choices he considered?

Let's look at each choice and eliminate the ones that:

- a. cause more problems than they solve,
- b. won't get him any closer to what he wants (his goal), or
- c. could harm others.

All of the remaining options are positive ones. Now it's a matter of choosing the one most likely to work. Pick one and let's see if we can come up with a realistic plan.

Let's Do Some Planning

Some decisions can be put into action right away, while others take a bit of planning first, especially those that are complicated or require the cooperation of others,

Effective planning means understanding two things:

Resources and Restraints

What are resources?

What are restraints?

Resources and restraints could be physical things, personality traits, or other people. Many poor problem solvers are pessimists, and focus only on their restraints, but many people with very few resources have been able to solve big problems by keeping a positive attitude and making good plans.

Instructor's Notes



Refer back to the Divided Highway Handout-Vince's Dilemma, from last session and review Vince's choices. Have the participants cross out the options that do not meet qualifications.



Allow participants to choose one of the remaining options from Vince's list.

Write definitions on the board:



Resources: Things that help you accomplish your goal..., that work for you.



Restraints: Things that keep you from accomplishing..., that work against you.

Day Seven Continued

Think of a time when you overcame some obstacle to accomplish something **positive**. Think of the way you felt afterwards. What was it that helped you through?

Take a moment now to list the resources that you have in your life that can help you through problem situations. Remember, resources can include:

Physical things
Personality traits
Other people

Let's look back at Vince's situation. What are his resources and restraints, given the option you've chosen for him? Feel free to be creative.

Given what he's got going for and against him, is this still the best option? If so, what should he plan to do first, next, etc., to make it happen?

If your plan requires the help of others, particularly someone like a boss or parent, it's a good idea to carefully pick the time and place for implementing your idea.

Some people find that they have more resolve to carry out their 'positive plan when they share it with someone they respect.

When should Vince begin implementing his plan?

Instructor's Notes



Solicit responses from participants.



Discuss.



Be imaginative, since we don't have a wealth of knowledge about his outside life.



*Come up with a step-by-step plan to accomplish the chosen option. Write this out on **your** Choose... Plan... Do! Handout.*



Solicit responses.

Day **Seven** Continued

A Little Feedback

And back at the ranch, our hero has been carefully making a plan of his/her own...

Let's take a look again at the skit we began on Day Four and continued on Day Five and Six. Can we get new volunteers to act out today's scene and use the problem solving steps we studied so far?

If you have chosen to develop group skits piece by piece... go ahead and break into groups and pick up where you left off last time in scripting.

Remember, write everyone into the skit somehow. Use the Choose... Plan... Do! worksheets to give you some ideas.

Let's Think About a Few Questions

1. How do you eliminate negative options from your list?

2. What are resources?

What are restraints?

How do they fit into the planning process?

3. What should you do if Plan A fails?

Instructor's Notes



Display Detour Transparency-14. Problem Solving Steps.

Use Grab Bag Problems Handout (Detour Handout-21). Refer back to the selected Grab Bag problem. Allow the actors to continue with the skit, demonstrating the making of a plan through self-talk, or discussions with trusted friends, mentors, journaling. etc.

"Cut!" the scene and do a "Take two!" if you have to redirect the action so that it properly demonstrates the use of the skills.

Freeze the role play when you feel the actors have demonstrated what you are looking for. In the next lesson, you will pick up where you left off, adding the next piece of the problem solving process.

Get feedback from all involved. generally in this order:

*Co-actor(s)
Observers /Participants
Primary actor
Facilitators*



Eliminate the ones that cause more problems, that don't get you to your goal, or that will harm others.



Resources work for you.



Restraints work against you.



Solicit responses...



Have a backup plan.

Day Eight

A Little Review

To date, we have covered the "Stop and Think" step, plus four (4) of the five (5) problem solving steps. Let's review the details and see how much you remember.

1. What are the warning signs that signal that you might be driving into a dead end power struggle?

2. What are the three (3) steps for stopping and thinking?

3. What are the Guide Questions for each of the steps that follow?

a. Problem and Goal?

b. Information and Insight?

c. Choices and Consequences?

d. Choose.. . Plan. .. Do!

4. How do you decide on your "best choice"?

A New Objective

Today, we'll discuss our last step, evaluating the problem solving, do another of our scenarios, and work on our group skits.

By the end of today's lesson, we will have finished our third objective:

3. Learn and practice the five (5) steps to follow in solving problems.

Instructor's Notes



1. Negative feelings and negative thoughts



Be quiet, back off then take a deep, deep breath.



a. What's really wrong? What do I really want?



b. What do I know? (fact); What do I only think I know? (assumption); What is the other person's point of view?



What choices do I have? What will happen in each?



What's my best choice? What's my plan ?



Eliminate the ones that get you in more trouble, get you no closer to your goal, or hurt others.

Day Eight Continued

The Final Step

The final step in problem solving is looking back to see if what you got in the end is what you wanted in the beginning.

Use these problem solving step questions to help:

1. What was my original problem and goal?
2. Are things better? (Did I get what I wanted?)
3. What have I learned from this experience? (Why did I succeed or fail?)

Let's Do Another Scenario

We'll need four (4) volunteers to help with this next scenario (Detour Scenario Four-The Showdown). This skit involves all four of the individuals we've previously met in our role play skits, Billy, Damon, Vince and Johnny.

What I want our actors to do is use each of the problem solving steps we've reviewed since the beginning of this program to self-talk their way through this skit. The rest of you will be called upon from time to time to help each of them answer the questions provided in the problem solving steps.

Instructor's Notes



Display Evaluate Transparency (Detour Transparency-16) and distribute Evaluate Handout (Detour Handout-28).



Allow participants to choose one of the remaining options from Vince's list.



Distribute fresh copies of the various problem solving step handouts including the Divided Highway handout and the Problem Analysis Sheet (Detour Handout-29) to assist use during the production of the next scenario.

Use Detour Scenario Four- The Showdown. Select four participants to role play the parts. After the initial script, have the players continue, in turn, self-talking to the group to develop a goal and answer each of the questions posed in the problem solving steps.

If the actors get stuck for an answer, take suggestions from the group. Participation by group members in making choices, developing consequences, and making a plan is welcome.

During the skit have the group complete the various handouts to help them provide assistance to the actors during role play and reinforce the learning process.

Day Eight Continued

The Final Step

Finally, back at the ranch, our hero is about to implement his/her plan and evaluate its success...

What did you see that demonstrated good use of this step? Any suggestions?

(If your participants have been working on developing their skits all along, this is the time to finish them up. If you elected to put off the group skits until the end, this is it! You can use the Grab Bag Problems and Role Play Worksheet Handouts to assist with this activity.)

The Final Step

Only one question to wrap this lesson up:

1. What are the problem solving step questions used to evaluate the success of your problem solving plan?

A Little Homework

For our final class, look at a problem that you have had in the past or are having right now. Use a fresh copy of the Problem Solving Analysis Sheet Handout to break it down. If you're not satisfied with the way the problem was/is being solved, here's your chance to change the past. Describe how you'd like to solve it, using the five steps we've taught you.

The next time we get together, we'll have our final quiz and our group skits, Be ready to show what you've learned!

Instructor's Notes



Complete the skit begun in Lesson Four. Be sure to include:



1. The implementation of the selected plan.

2. Other's reactions (i.e., the consequences) to the main character's action.

3. A thoughtful moment in which the character reflects on the success or failure of his choice.



1. What was my original problem and goal?

2. Are things better? (Did I get what I wanted?)

3. What have I learned from this experience? (Why did I succeed or fail?)



Distribute extra copies of the Problem Solving Analysis Sheet Handout (Detour Handout-29) for the homework assignment.

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Day Nine

The Final Quiz

Please turn in your homework from our last lesson and get ready for the final **quiz**.

Group Skit Time

For the past several classes, you've been working on group skits that will demonstrate what you've learned about problem solving. Now its time to present them

After each presentation, we'll offer constructive feedback about the steps we saw in action, using the Problem Solving Steps questions. We need one or two people (depending upon class size) to specifically watch for the correct use of the "Stop and Think" step... Now, one or two more to watch for the use of the Problem and Goal step... Etc.

(After each skit)

Did they demonstrate knowledge and use of each step? Group 1, what did they do to show they were using the "Stop and Think" step?

Group 2, the Problem and Goal step? Etc.

Let's Review

Let's quickly summarize the things you should have learned in these classes by looking back at the original objectives.

1. Explore how the way you think about a problem situation affects the way you act in it:
2. Practice some ways to avoid problems by calming down enough to think first;
3. Learn and practice the five steps to follow in solving problems,
4. Figure out how to apply these skills in and outside the class.

Instructor's Notes



Distribute the Final Quiz Hand-out (Detour Handout-JO). Allow 10-15 minutes as necessary. Be attentive to participants with reading difficulties.



*Try to create an atmosphere of enjoyment; some participants are bound to be nervous, but this is supposed to be fun! You **may** wish to have prearranged the order of presentation.*



Select or assign volunteers for each step.



*Ask leading questions to get participants to state correct answers. Move fairly quickly over these **four** questions.*

*You can display any of the transparencies that are relevant to the questions. Also, feel free to **add** more questions to this list.*

Day Nine Continued

A Few Truths

Let me state a few truths that we have emphasized in this class over and over again,

1. Problem situations build into out of control crisis situations when you act out your upset feelings and thoughts without considering what the consequences might be.

2. You have control over how you respond to problems, You can either react impulsively, or you can think carefully and work to solve them. Problem solving teaches you to think before you act.

3. There are five steps to good problem solving, but nothing works until you are calm enough to think straight.

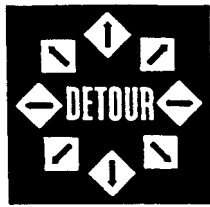
Quiz Review

Let's take a few minutes to review the answers to the final quiz you just took. The results will be available in about ten or fifteen minutes

Client Behavior Report-Self Rating

While I'm checking your final quizzes, I want you to complete another copy of the Client Behavior Report, just like you did the first day. After you've completed it, I want you to compare it with the first one.

CLIENT BEHAVIOR REPORT - Self Rating



Name _____ Date _____

Please use the following scale to rate your own behavior, compared to other clients in the facility. Please be honest. This information will not be used against **you** in any way.

1
Never

2
Seldom

3
Average

4
Often

5
Constantly

Behavior with other clients:

- _____ 1. Was short-tempered and quick to show anger.
- _____ 2. involved in bickering and squabbling with other clients.
- _____ 3. Verbally abusive to other clients,
- _____ 4. Threatened, harrassed or intimidated others,
- _____ 5. instigated or involved in fights.

Self-Control:

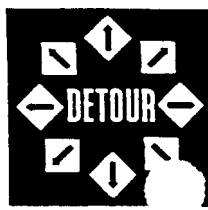
- _____ 6. Was aggravated or abusive when frustrated.
- _____ 7. Threw articles, e.g., chair, books, etc.
- _____ 8. Slammed doors, punched walls, kicked lockers, etc.
- _____ 9. Damaged state or personal property.

Behavior with staff:

- _____ 10. Failed to calm down when requested.
- _____ 11. Upset when I could not do something immediately.
- _____ 12. Argued with staff when told what to do.
- _____ 13. Became antagonistic when registering a complaint.
- _____ 14. Used vulgar/profane language with staff.
- _____ 15. Was physically controlled by staff.

Other: (specify)

CLIENT BEHAVIOR REPORT - Staff Rating



Name _____ Date _____

Please use the following scale to rate this client's behavior, compared to other clients in the facility.

1
Never

2
Seldom

3
Average

4
Often

5
Constantly

Behavior with other clients:

- _____ 1. Was short-tempered and quick to show anger.
- _____ 2. Involved in bickering and squabbling with other clients.
- _____ 3. Verbally abusive to other clients.
- _____ 4. Threatened, harrassed or intimidated others.
- _____ 5. Instigated or involved in fights.

Self-Control:

- _____ 6. Was aggravated or abusive when frustrated.
- _____ 7. Threw articles, e.g., chair, books, etc.
- _____ 8. Slammed doors, punched walls, kicked lockers, etc.
- _____ 9. Damaged state or personal property.

Behavior with staff:

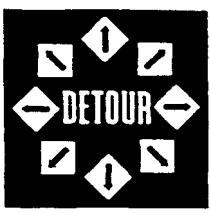
- _____ 10. Failed to calm down when requested.
- _____ 11. Upset when he/she could not do something immediately.
- _____ 12. Argued with staff when told what to do.
- _____ 13. Became antagonistic when registering a complaint.
- _____ 14. Used vulgar/profane language with staff.
- _____ 15. Was physically controlled by staff.

Other: (specify)

Staff _____ Date of Report _____

PROBLEM LOG

Date _____



What is the problem? Describe it (Who is involved, happened?). _____

What do you want to happen? _____

What did you do or say to solve the problem? _____

Did your choice solve the problem? _____

How well did it work?

1
Poorly

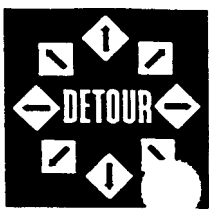
2
Not so well

3
Okay

4
Good

5
Great

Comments:



Discouraged

Feel like you can't make the best decision anyway

Confused

Uncertain

Uptight

Tense

Doubtful

Feel like giving-up

Worried

Inadequate

Angry

Annoyed

Unhappy

Uncomfortable

Put Down

Questioning

Restless

Want to escape

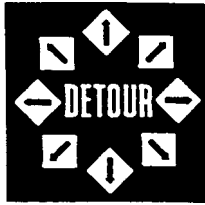
Avoid by doing something else

Sad

Do anything just to get it done

Sleep

ALTERNATIVES FOR DEALING WITH PROBLEM SITUATIONS



Assertiveness

Ignoring the situation

Calm, non-hostile response.

Rational, logical arguments

Clear, direct answers

Pleasant, firm- tone of voice

Accepting responsibility for behavior

Apologizing

Asking for a chance to discuss problem

Humorous answer

Inviting others to join your group

Asking for help

Asking for information

Understanding your own feelings

Thinking about how others think

Thinking about how others feel

KEY CONCEPTS



1. **DECISIONS** have to be made everyday. Some decisions, like stepping on the gas when the light turns green, are _____, while others, like deciding what kind of car to buy, should require more _____

Problems often happen when we act _____ when we should take time to _____

2. **PROBLEMS** are _____ that we don't know what to do about.

INTERPERSONAL PROBLEMS are problems that involve _____

Give an example of an interpersonal problem you have had recently:

3. Some problems require an immediate reaction from you. We'll call these " _____ " **PROBLEMS**.

Other problems happen slowly enough that you don't have to react right away.

We'll call these " _____ " **PROBLEMS**.

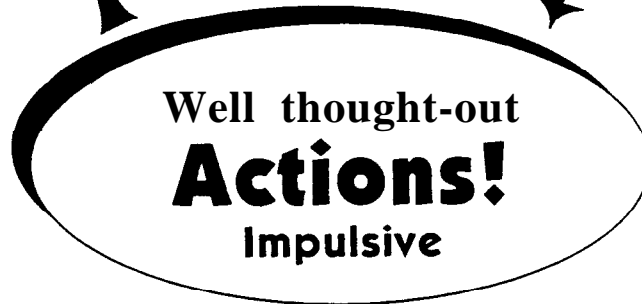
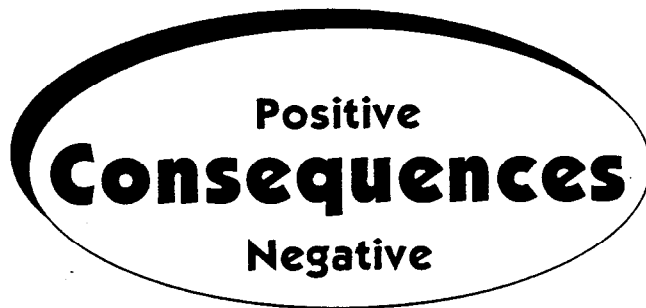
4. An **IMPULSE DECISION** is when you _____ before you _____ about a problem. Impulse decisions usually create more _____ than they solve.

5. **PROBLEM SOLVING** helps you _____ the way you react to problems. Using this process can help you to _____ when you are upset.

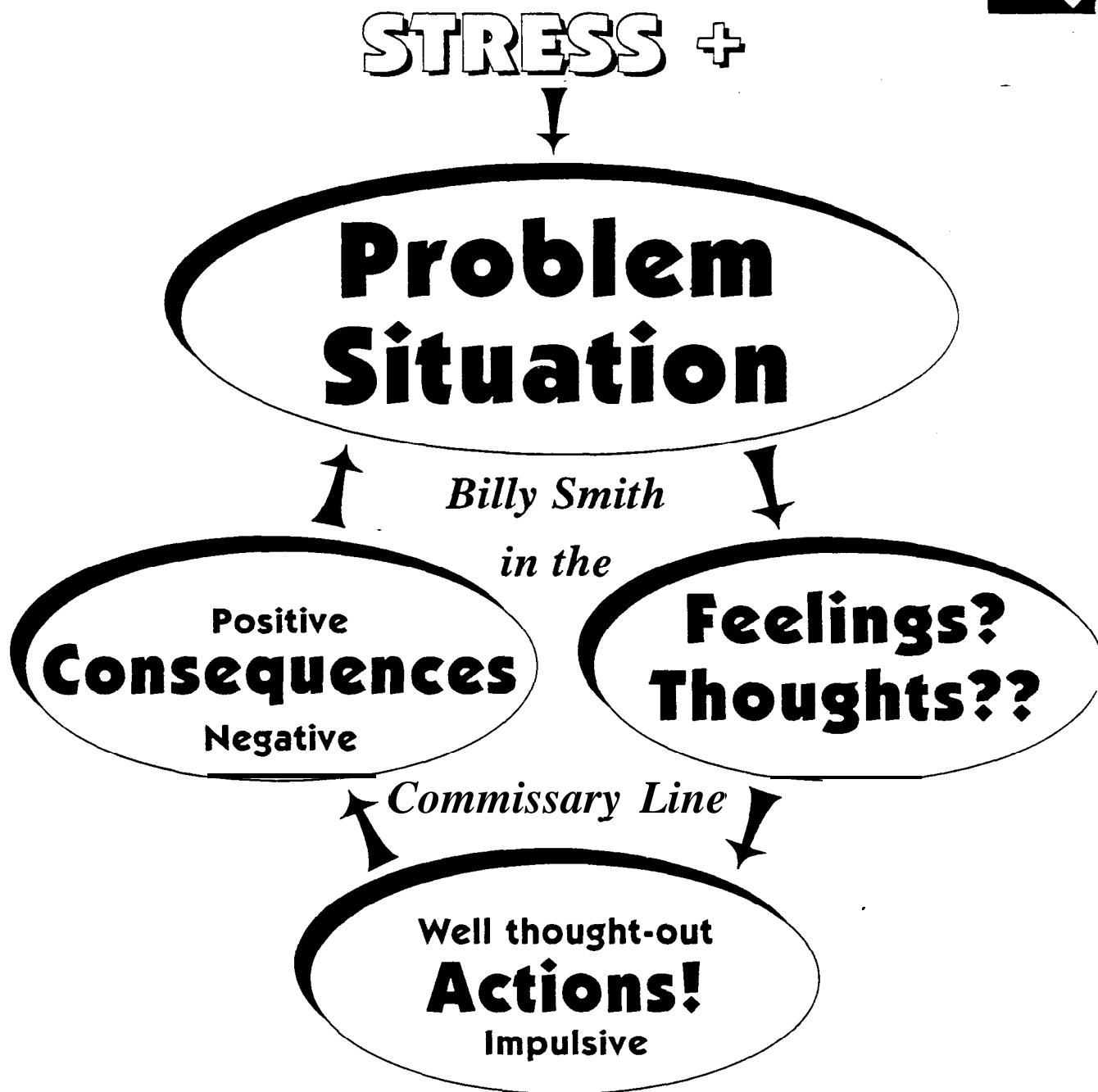
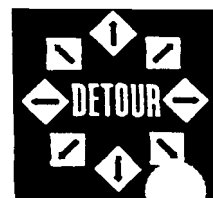
Problem solving can help you learn to _____ before you _____ so that you make the _____ instead of the first one that comes to mind.



**STRESS +
Personal Perspective**

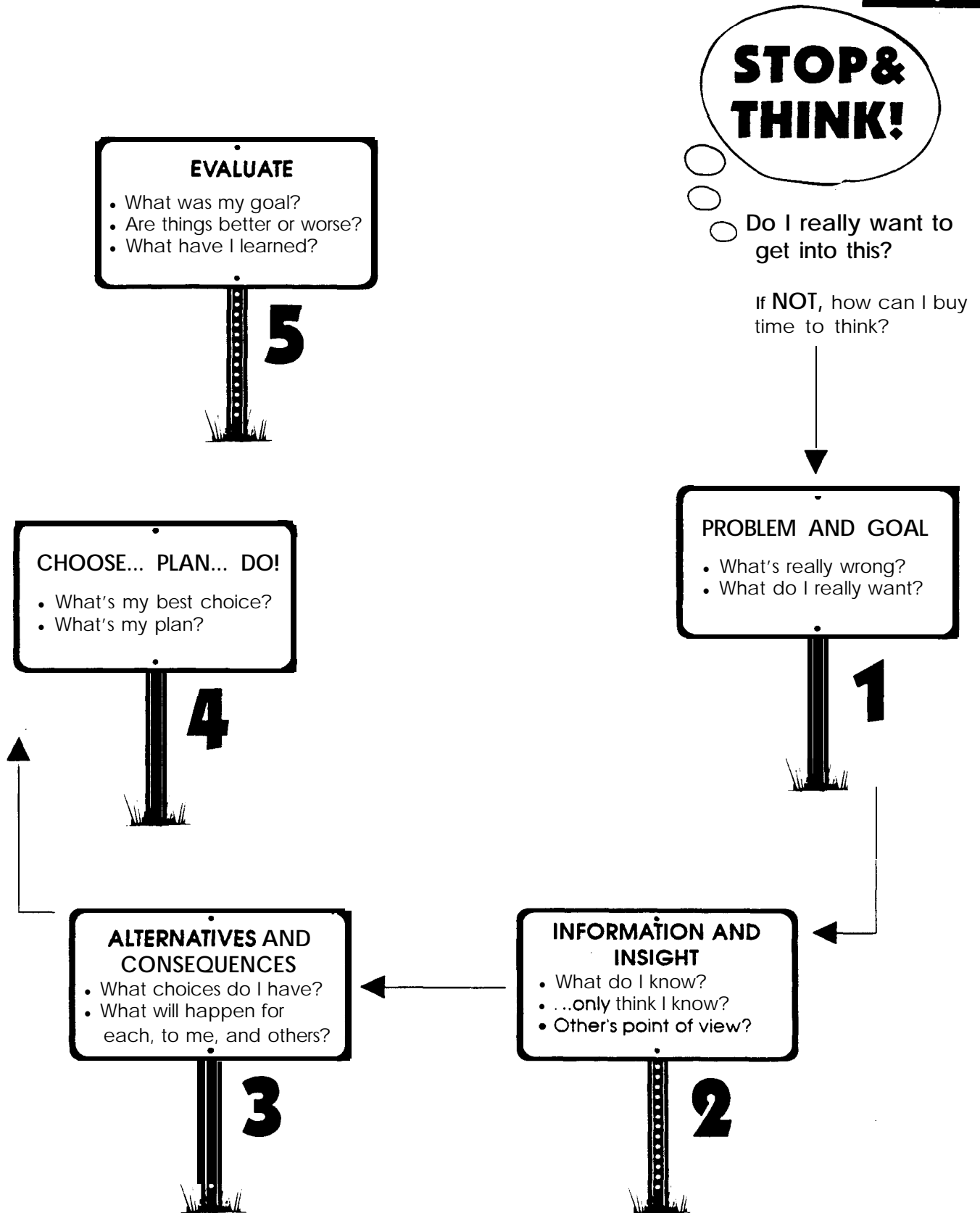


BILLY'S CONFLICT CYCLE

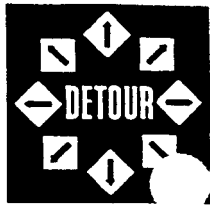


Cycle	Feelings/Thoughts >>>	Actions >>>	Consequences >>>	Stress
1.	Empowered by attention "Everybody's watching me"	Repeated insult: "Can't you all do your jobs right!"	Punished No commissary	Escalation New problems
2.				

PROBLEM SOLVING STEPS

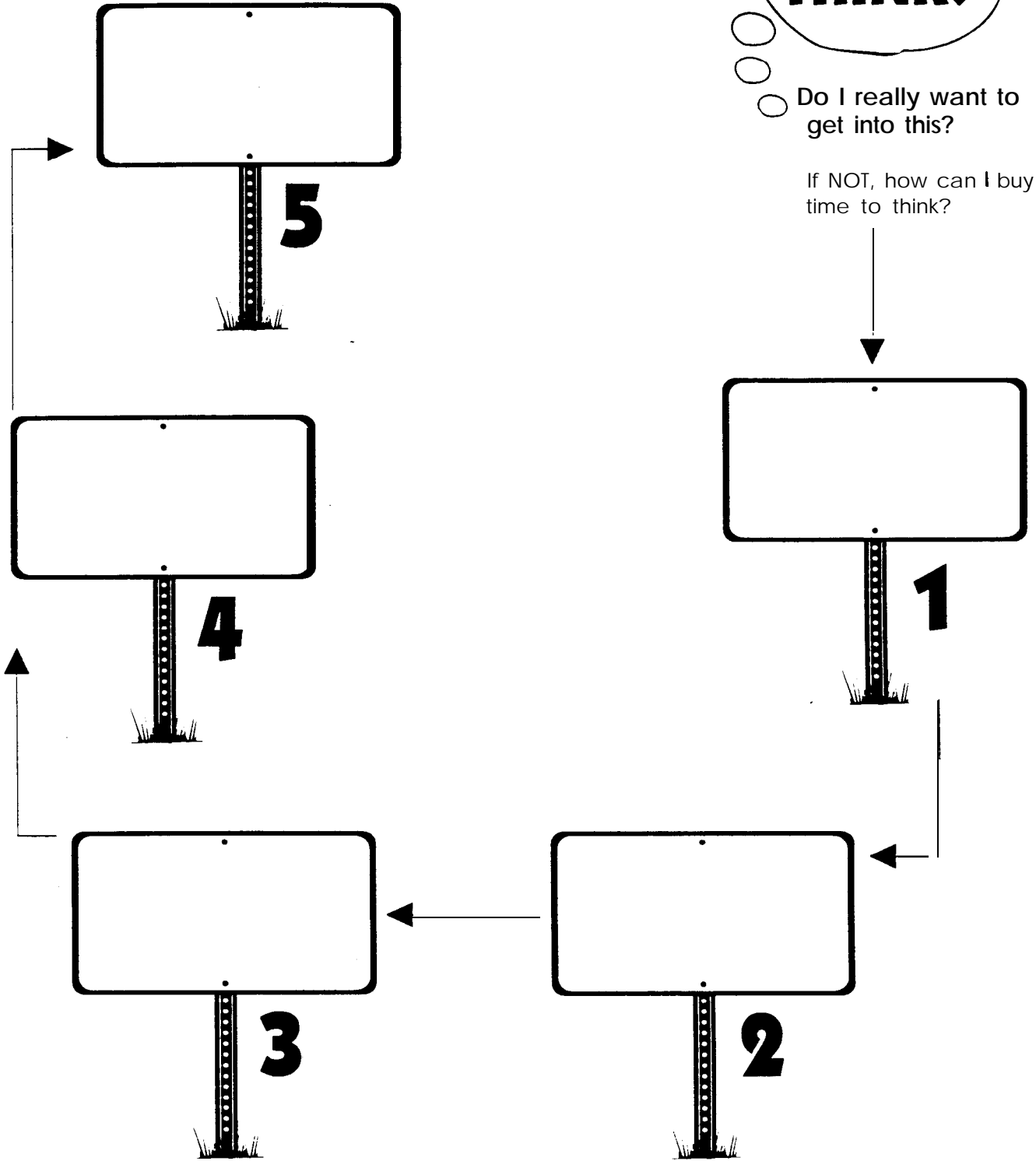


PROBLEM SOLVING STEPS

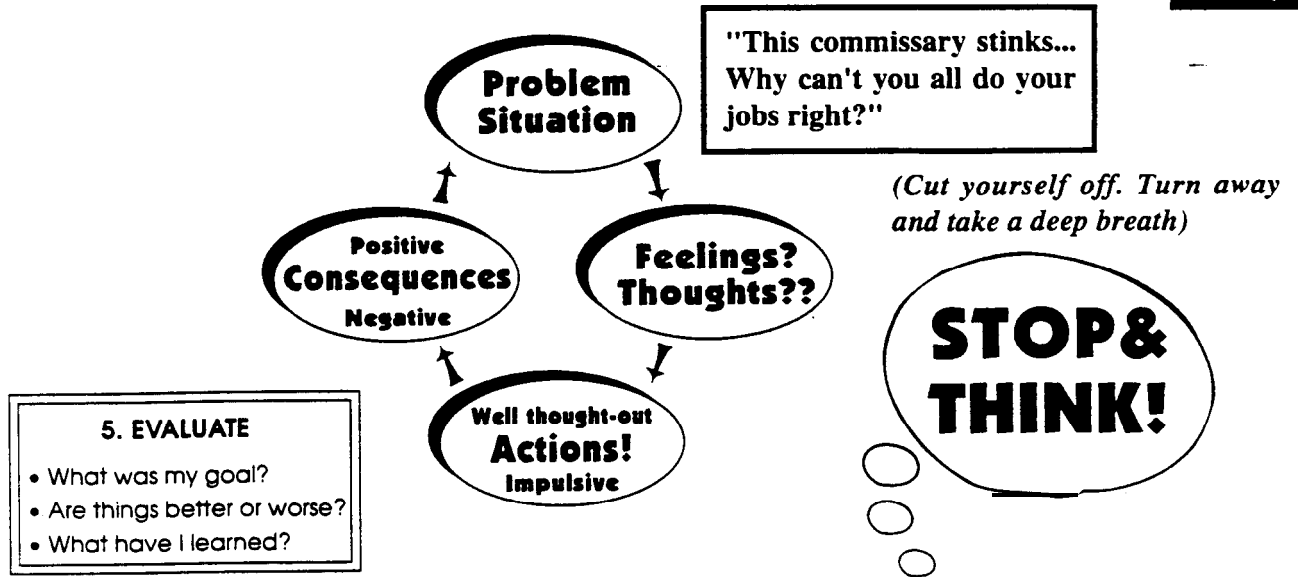


Do I really want to get into this?

If NOT, how can I buy time to think?



SCENARIO ONE ROLE PLAY GUIDE: BILLY'S CONFLICT



5. EVALUATE

- What was my goal?
- Are things better or worse?
- What have I learned?

"Well, at least I got my commissary, including ice cream, even though it's not what I wanted, and she didn't close the window on the rest of these guys."

"I'd love to throw this stuff right back in her face!"
"Calm down, Billy. You've got to think."

4. CHOOSE... PLAN... DO!

- What's my best choice?
- What's my plan?

"Ok, my best option is to shut up and not say anything else that I'll regret. But, I don't have to wish her a nice day.. After all, she can't right me a case if I don't mouth off to her or throw anything at her..."

1. PROBLEM AND GOAL

- What's really wrong?
- What do I really want?

"I'm being humiliated in front of all these guys by this officer and she's running all over me and not letting me have the commissary stuff I really want. I've got to show her that she can't get away with treating me like that, but I also have to keep from getting a case or I'll end up with commissary restriction and never make store."

3. ALTERNATIVES AND CONSEQUENCES

- What choices do I have?
- What will happen for each, to me, and others?

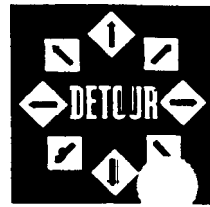
"So, what are my choices?"
(What are Billy's options? Consider the consequences for each option.)

2. INFORMATION AND INSIGHT

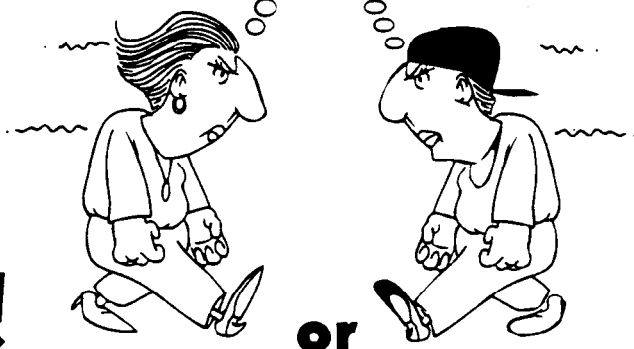
- What do I know?
- ...only think I know?
- Other's point of view?

"Well, I wanted attention, and now I've got it. Everyone's watching us now... I know she is really angry and would like nothing better than shutting down the commissary and making all these other guys mad at me."

HIT OR QUIT



HIT!
or
QUIT...



HIT!

or

QUIT...

List other ways that you can HIT

List other ways that you can QUIT

Think of a **time** that you got **really** worked up. It may have been something big, or **just** a bunch of little **things** that added up. It might have been with your spouse or children, at a staff meeting or with a neighbor. You may have even gotten angry at yourself over something you **did** that was "stupid". Think about how **it** all built up, who was involved, where it happened, . . . all those details. The more **specifically** you can recall it, the more you'll get out of the next activity.

Just before you started going over the edge...

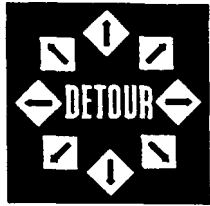
What was happening? _____

What were you feeling? _____

What were you thinking? _____

Did you HIT or QUIT or neither? _____

STOP AND **THINK**



DO THE THREE-STEP!

1. BE QUIET -

When you're upset and your mouth is working faster than your brain, you've got to get it under control. To calm yourself down, you first have to **STOP TALKING**, at least for a little while.

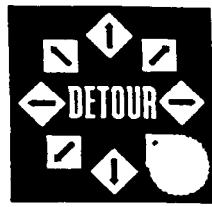
2. BACK OFF -

Give yourself some **PHYSICAL SPACE** if you can. A step back, a slight turn to the side, an excuse to call back later. Any of these can take you physically or mentally away from the scene and give you a moment to calm down.

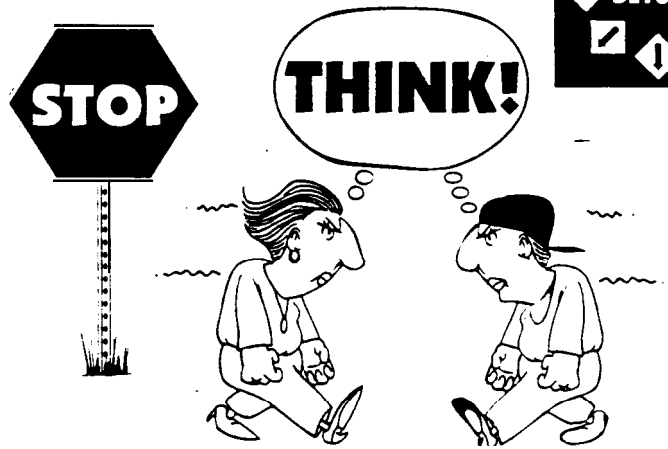
3. DEEP BREATH -

One deep, deep breath can **RELEASE** a lot of the tension built up by sudden stress.

STOP AND THINK ROLE PLAY GUIDE



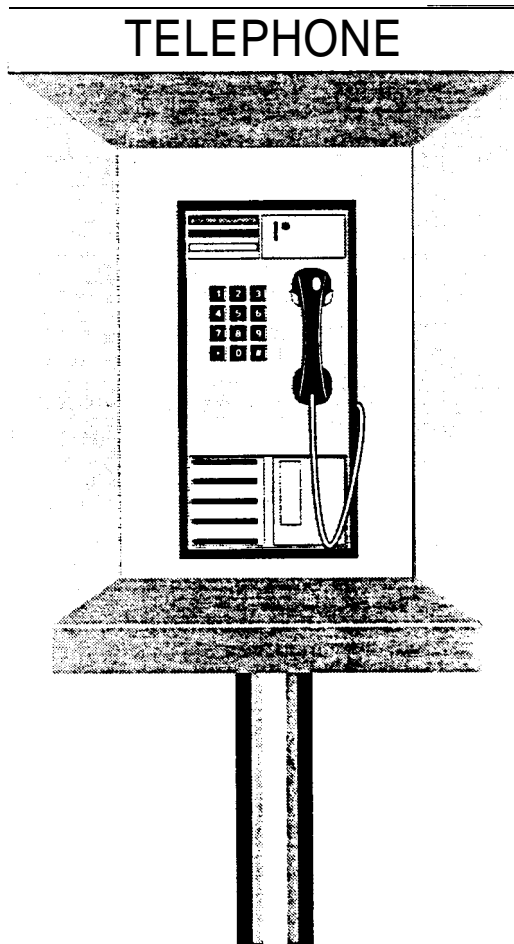
Act out the following scenario. Be sure to visibly demonstrate the steps of stopping and thinking as *italicized*, especially the self-talk and **boldfaced** actions. Feel free to elaborate within the context of the script.



Read this background information first:

Pete is a resident on a release program. Pete's been trying to get in touch with his girlfriend about a weekend visit for the past three days, but the phone's been constantly busy. If he doesn't get through to her before 5PM tonight, he'll have to postpone his weekend plans till next week.

Now, act out the scenario...



There's someone using the public phone outside the Quicky Mart when Pete walks up. "Hey man, do you mind if I make a real quick call? I'm kinda in a hurry," Pete asks the burly man on the phone.

"Yeah, yeah... wait your turn, kid," the guy replies irritably, turning his back on Pete.

Pete feels his temper flare up. He hates being brushed off, and really hates being treated like a kid. "Yo man, I said I'd be quick!"

"Get outta here, kid. Go find another phone. I told you this one's mine!"

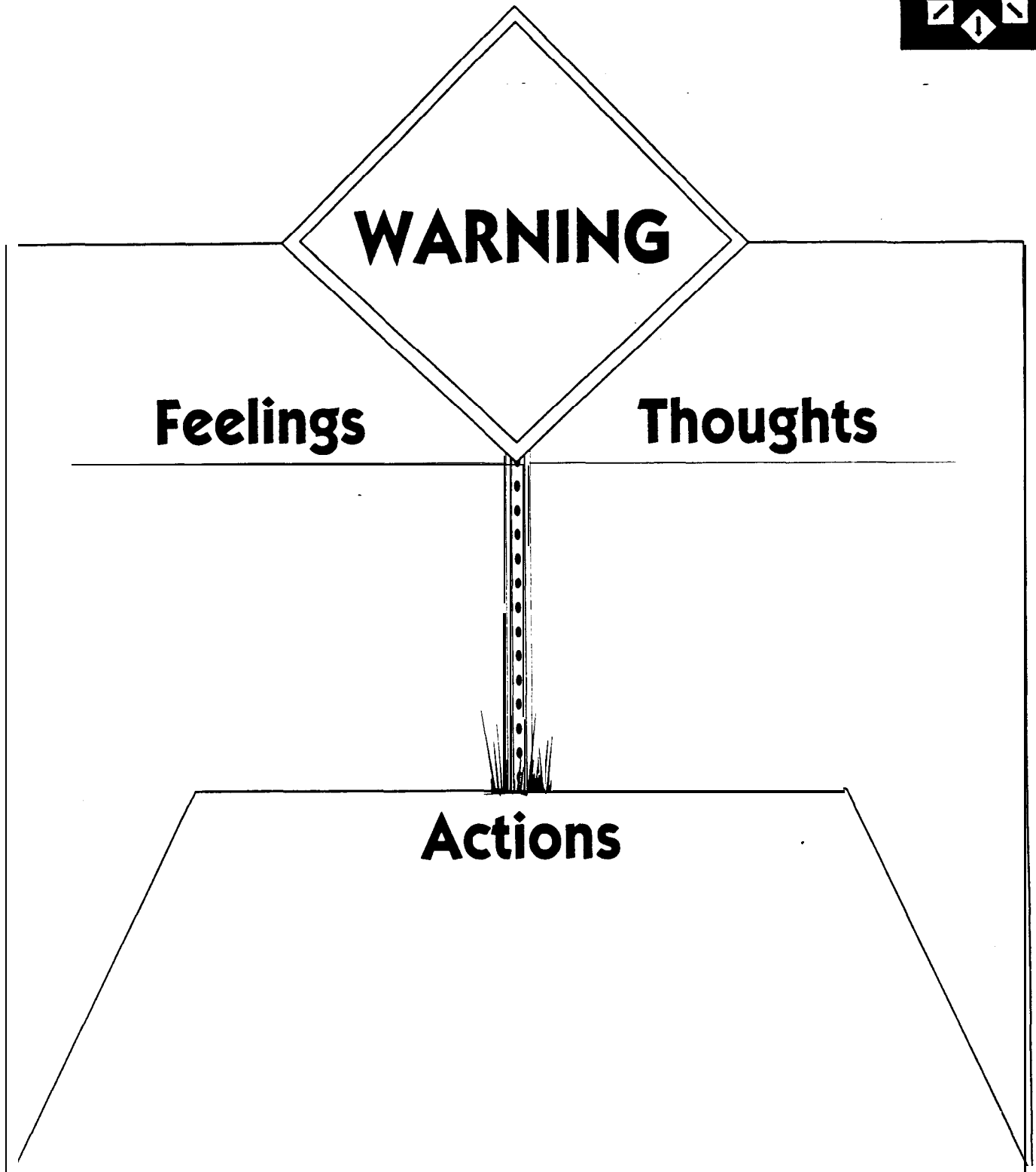
Pete steps toward the phone booth, then suddenly stops, and visibly draws a deep breath, clenching his jaw and shaking his head.

He turns to the wall, punches it sharply, and says to himself, "Son of a &\$%@*! (curse-curse-murder-mutter). Who does he think he is? I oughtta just pop him one - that's what he's asking for..." Pete takes a couple of steps away from the scene.

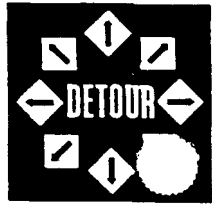
'Alright, the guy's a butthead, but do I really want to get into this? He's not worth it, right? I gotta keep my cool and get outta here. No trouble with anyone, that's what the parole officer said...'

"Whew! I was that close to losing it! Guy's got a real problem... I'll find another phone."

WARNING SIGNS CHART



PERSONAL WARNING SIGNS



Take a minute to think about how you are when you get into a personal problem with someone else. Answer honestly.

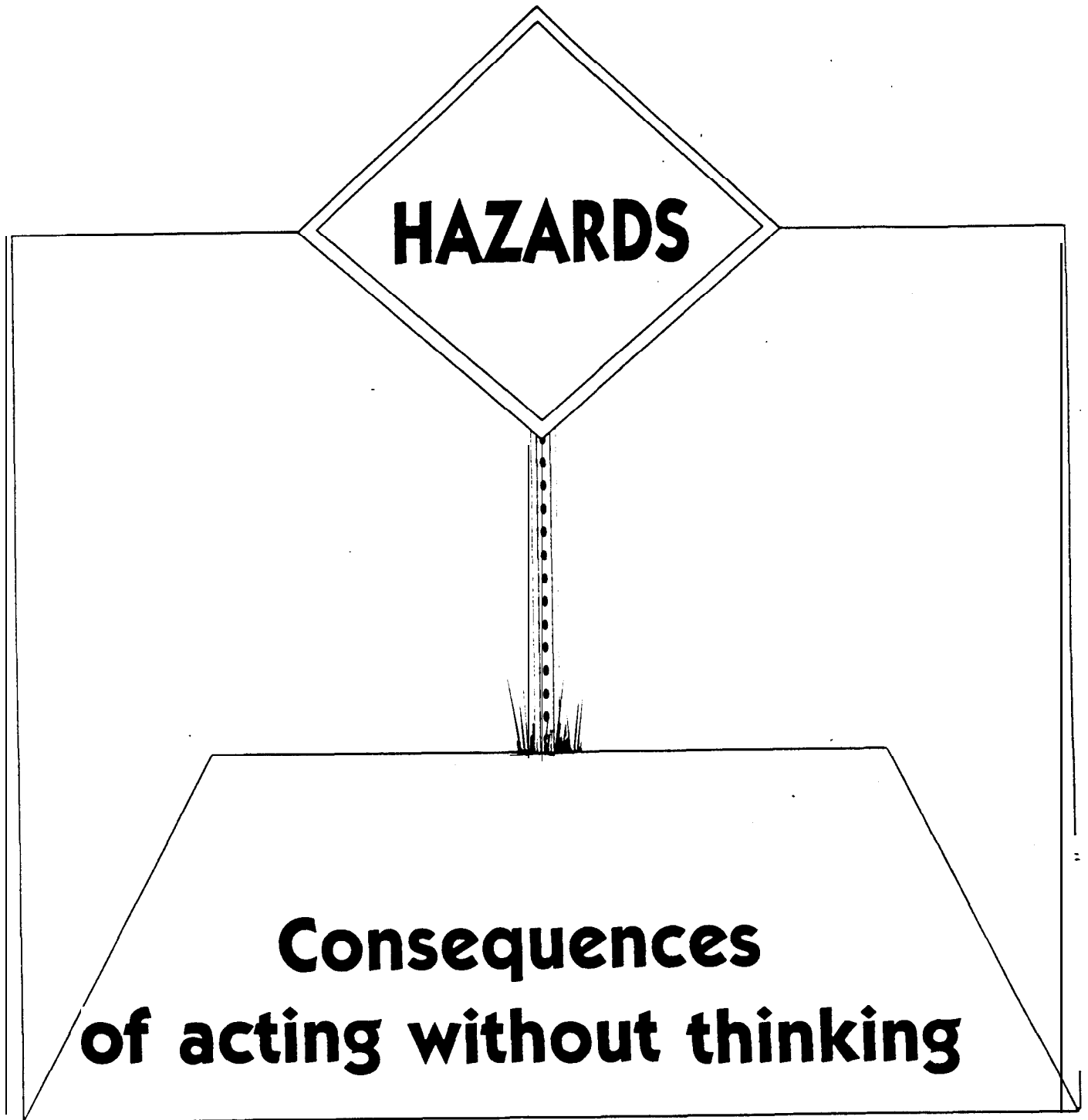
"I know a real problem is brewing when I start feeling _____ or _____, and start saying things like ' _____ ' to myself."

"When I start feeling or thinking that way, I usually start _____ing or _____ing,"

"- and end up _____ which only makes my problem worse."

Example: "I know a real problem is brewing when I start feeling picked on or put down, and saying things like, "They're taking advantage of me" to myself. When I start feeling or thinking that way, I usually start complaining or arguing, and end up making people angry, which only makes my problem worse."

HAZARDS CHART

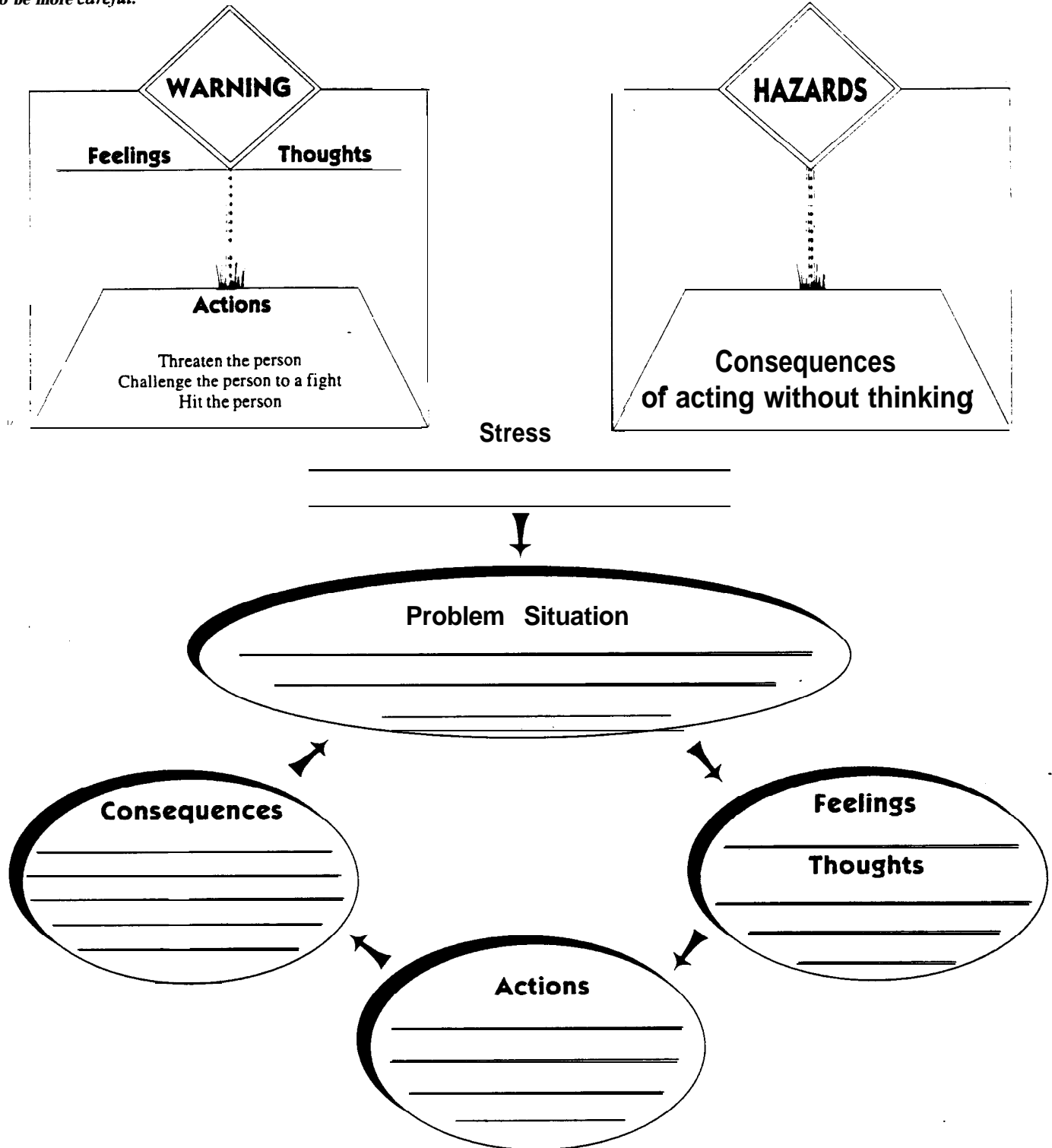


APPLIED CONFLICT CYCLE

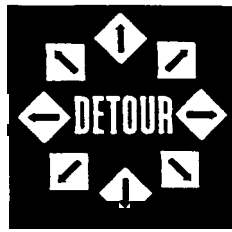


Read over the scenario and list your warning signs and hazards. Then describe what kinds of stress are discussed in the scenario. And finally, complete the Conflict Cycle with appropriate responses.

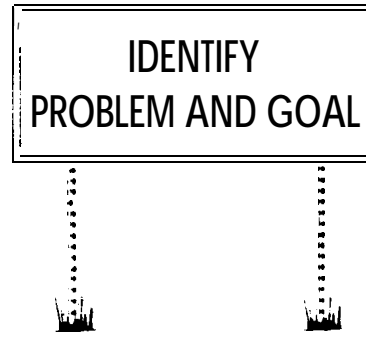
The scenario is this: I'm in the chow hall with some of my friends. The temperature is about 110 degrees and it's been a lousy day. The next thing I know, this idiot at the table next to me turns around and bumps into me, spilling purple juice all over me and then telling me to be more careful.



IDENTIFY PROBLEM AND GOAL, PART 1



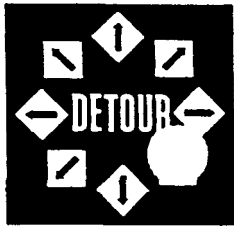
Read each statement aloud and figure out whether these are good or bad problem statements. *If they are good, write GOOD in the space next to the statement. If they are bad, re write them correctly.*



Problem Statement - "What's really wrong?"

1. Make yourself the focus of your problem by stating what you think, how you feel, or what you did.	
2. Be specific about the who , what , and when of the problem	
a. "My husband/wife is about to leave me, and feel like I can't do anything about it."	a. _____ _____ _____
b. "My kids don't care about me anymore - they've got a new mommy/daddy."	b. _____ _____ _____
c. "Nobody can tell me what to do!"	c. _____ _____ _____
d. "I'm attracted to someone at my new job, but I'm afraid she won't like me if she knows I'm an ex-con."	d. _____ _____ _____
e. "I just can't take these stupid job interviews anymore."	e. _____ _____ _____

IDENTIFY PROBLEM AND GOAL, PART 2



Write out positive Goal Statements for each of the Problem Statements on the previous handout.

IDENTIFY
PROBLEM AND GOAL



Goal Statement - "What **do I** really want?"

A good goal statement should be:

1. **SIMPLE:** Deal with only one thing at a time.
2. **REALISTIC:** Don't overestimate how much you can do.
3. **POSITIVE:** State what you will do rather than what you won't do.

a. _____

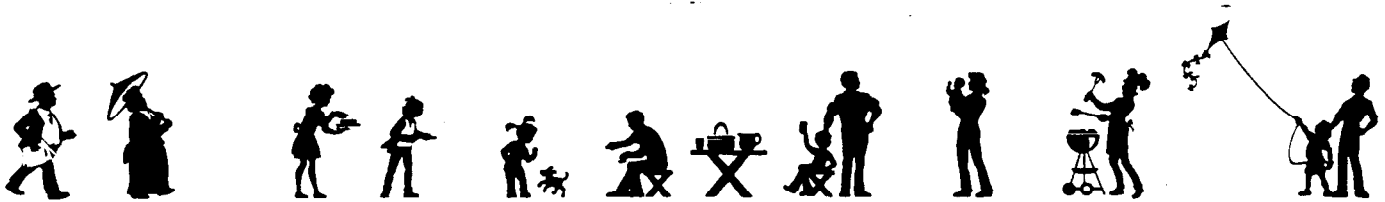
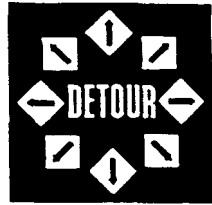
b. _____

c. _____

d. _____

e. _____

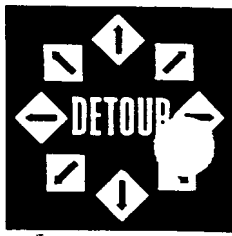
GRAB BAG PROBLEMS



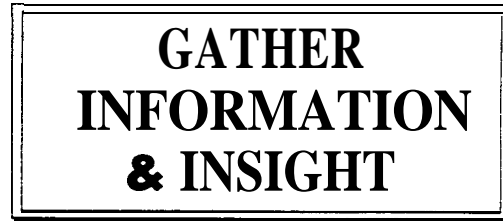
The following scenarios should be used for discussion and role play. For each, participants are encouraged to carefully consider each step of the problem solving process before deciding what to do.

1. This morning, a close friend needed to borrow \$100 for “a little emergency.” You’ve been running a little tight, but loaned it anyway. Your spouse noticed that the checking account was running a little light. however, when she tried to write a check for groceries this afternoon and was refused. Your spouse, who doesn’t care much for your friend in the first place, wants an explanation... NOW! What will you do?
2. Your 14-year-old son comes home at midnight on a school night. smelling of beer and cigarettes. You trusted him when he said he’d be home at **10PM**, and when you ask him where he’s been. he tells you angrily that he’s old enough to run his own life. and reminds you that you’ve often enough told stories about *your* wild teenage exploits... What will you do?
3. Your daughter sneaks into the house after a date with her new boyfriend. She avoids your eye. clearly hiding something. As you pursue the matter, you find out that her date this evening pressured her to have sex with him, then slapped her when she refused. If you look closely, you can still see the fading red mark on her face. The boy is the son of the banker who will approve or deny the loan for your new home sometime this week. What will you do?
4. You are sharing an apartment with a friend, splitting expenses **50/50**. You’ve set aside your half of next month’s rent, but money’s pretty tight and there are a lot of things you could really use that you just won’t be able to afford this month. A friend gives you a hot tip on a racehorse. a “sure thing” at 3 to 1 odds. The last time you refused to go with one of his tips, he won \$1000. What will you do?
5. Your husband left almost a year ago. leaving you with 2 young kids and a load of bills. Since then, you’ve worked a number of pretty bad jobs. Then two months ago, you got a job as an executive assistant at a nice business firm downtown. Lately, your married boss has been asking you to work late into the evenings, and has begun hitting on you. What will you do?
6. At your sister’s wedding reception, you got really drunk and made a pass at your new sister-in-law, a very attractive married woman. The details are kind of foggy, but she’s clearly avoiding you at this **morning**-after family breakfast. No one else has said anything about it yet, but you’re worried about the implications. What will you do?

GATHER INFORMATION & INSIGHT



**Don't jump to conclusions...
Make sure you get the
whole picture!**



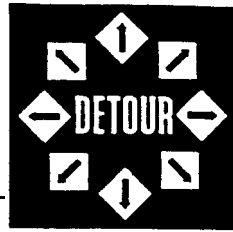
1. What do you know for certain?
What are the facts?

2. What do you only think you know?
What assumptions are you making?

3. What is the other person's point of view?
What is the other person feeling? Thinking?
What does the other person want?

ROLE PLAY WORKSHEET

Use this worksheet to plan out your group role play...



Characters _____

Scene? _____

What will the characters do to demonstrate stopping to think before acting?

STOP

Problem

Consequences

Feeling Thought

Action

THINK!

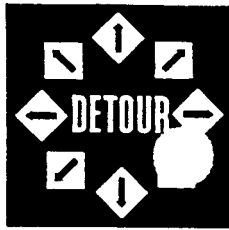
IDENTIFY PROBLEM AND GOAL



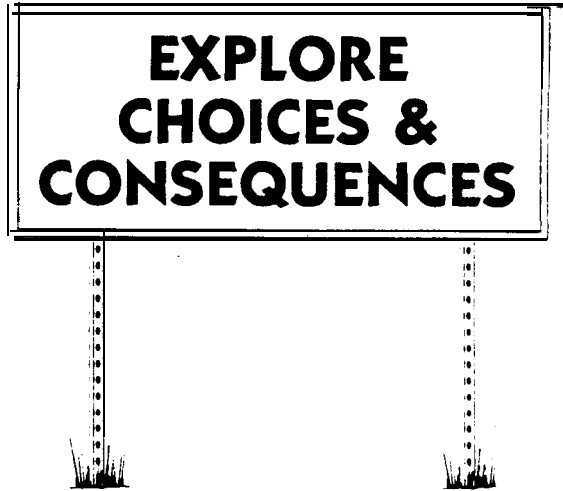
What's really wrong?
(Focus on the characters
and be specific)
What do they really want?

How will the characters define the real problem and express a realistic goal?

EXPLORE CHOICES & CONSEQUENCES



The more choices you can come up with, the better your final decision will be...



1. What are the CHOICES?

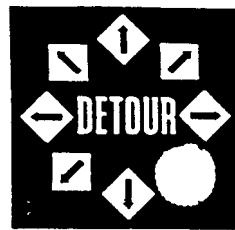
What could you do if you had to?

2. What are the CONSEQUENCES? -to you?

-to others?

What's the best and worse that could happen?

CHOOSE... PLAN... DO!



1. CHOOSING the best option

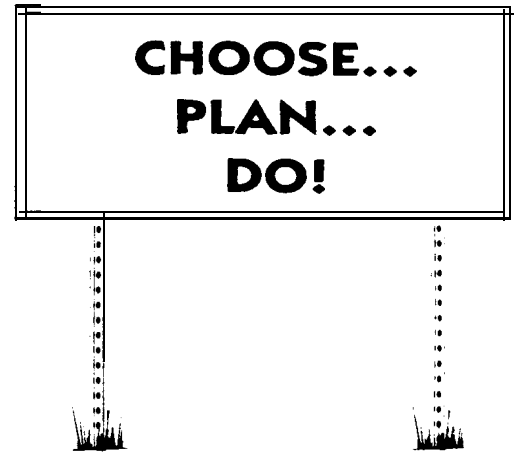
Does this choice:

- *cause more problems than it solves?*

- **get you no closer to what you want?*

- *cause harm to other?*

“(If so, ditch it!)”



2. PLANNING for success

A. What are your resources? _____

B. What are your restraints? _____

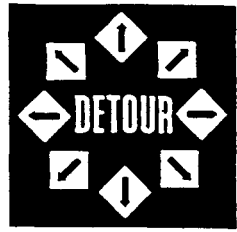
C. What's your plan? Specifically, what will **you** do, and when?

D. What is “Plan **B**” if your first plan fails? _____

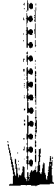
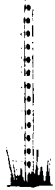
3. DOING it right

A. What is the right time and place to put your plan in action?

VINCE'S PLAN



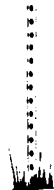
**CHOOSE...
PLAN...
DO!**



Of my choices, which one will not cause more problems than it solves? Which one will get Vince closer to his goal? Which one will cause no harm to others?

Of those left, which one has the best chance of succeeding? How will Vince accomplish it?

EVALUATE



What was my goal?
How is my problem better or worse?
What have I learned from this?

What is Vince's goal? _____

Eliminating the choices that: Cause more problems than they solve; don't get you closer to what you want; or could harm others...

What is Vince's best choice? (Use your choices from Divided Highway in previous lesson) _____

List Vince's resources: _____

List Vince's restraints: _____

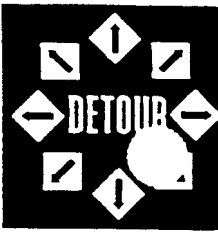
So, what is Vince's Plan?

1. _____

2. _____

4. _____

EVALUATE



1. What was your original goal?



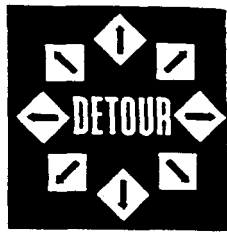
2. Are things better or worse?

(Did you get what you wanted?)

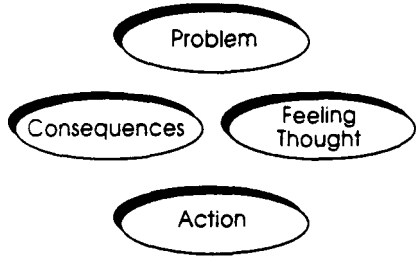
3. What have you learned?

(Why did you succeed or fail?)

PROBLEM ANALYSIS SHEET



Use this sheet to break down and solve problems rationally, step by step.

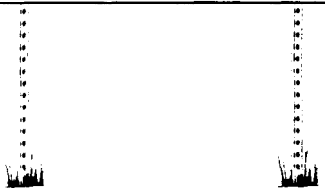


What feelings and thoughts are warning me that I'm having a problem?

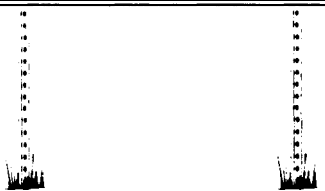
What can I do to buy time and think?



**IDENTIFY
PROBLEM AND GOAL**



**GATHER
INFORMATION
& INSIGHT**



-What's really wrong? (Focus on yourself and be specific)

What do I really want?

What obstacles are in the way?

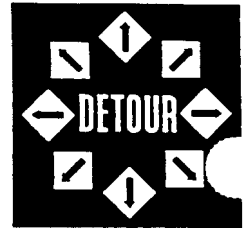
What do I know for certain?

What do I only think I know?

What information do I still need?

What is the other person feeling? Thinking?

DETOUR FINAL QUIZ



In questions 1 - 9, match each term with the best definition.

TERM	DEFINITION
1. <u>P</u> roblems	A. 'I don't care what I have to do. I'm gonna win.'
2. <u>I</u> mpulse decisions	B. Things that work for you to help you achieve your goal.
3. Feelings	C. Difficult situations you don't know what to do about.
4. Thoughts	D. 'There's only one thing to do...'
5. <u>P</u> ower Struggles	E. Unique emotional responses to situations.
6. <u>T</u> unnel Vision	F. Doing the first thing that comes to mind.
7. <u>H</u> abitual reactions	G. 'Guess I'll do what I always do...'
<u>R</u> esources	H. Things that work against you to prevent you from achieving your goal.
9. <u>R</u> estraints	I. Unique mental responses to situations

In questions 10 - 19, choose the-best answer to each question based on the following:

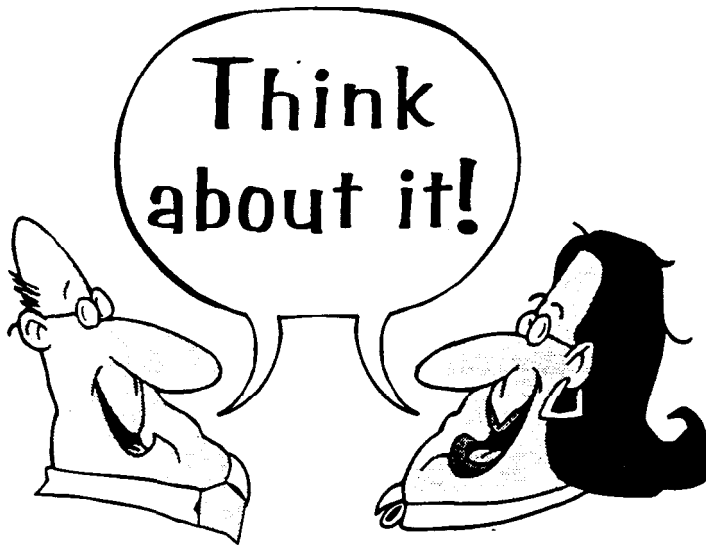
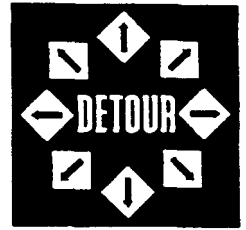
Tim has been working at a new job for the past month. He gets along with most everybody, but one co-worker gets on his nerves a lot, calling Tim "boy" and passing off jobs on him, though he doesn't have any real authority over him.

Today, it's starting again in the lunchroom, as this co-worker calls out to him over the room, "Come over here, boy! I've got a little something for you to do this afternoon, if you don't mind."

Tim finds himself about to lose his temper and start yelling at this co-worker. What should he do first?

- A. Hold it all in until he can get even.
 - B. Stop and think about what he's getting into.
 - C. Just go with his gut feelings.
11. Tim has a lot of different thoughts and questions rolling around in his head. Which one is most likely to help him deal with the problem at this point?
- A. "What am I going to do about this guy?"
 - B. "Everyone's watching me. I've got to do something."
 - C. 'Do I really want to get into this right now?'
12. Tim feels his temper about to blow; any second now he's going to nail the guy. What three things should he do **right now** to deal with the situation?
- A. Be quiet, back off, then take a deep breath.
 - B. Approach the co-worker, ask to be heard, and tell his side of the story.
 - C. Decide what the problem is, what the choices are, and what his plan is.
13. Which of the following would be the best **problem statement**?
- A. "This guy's a jerk! Nobody in this place likes him!"
 - B. "No matter what I do, I always get the losers messing with me."
 - C. "I really can't stand this guy, but I can't afford to lose my temper with him."

DETOUR COURSE EVALUATION



Our goal was to provide each of you with a fun and enlightening training experience that would include:

1. Explore how the way *you think* about problem situation influences the way you *act* in it;
2. Practice some ways to avoid problems by calming down enough to think first;
3. Learn and practice five (5) steps to follow in solving problems;
4. Figure out how to apply these skills in and outside of class.

How did we do? Please comment on each of the following. Thank you for your honesty.

INSTRUCTOR: 1 (*poor*) ➔ 5 (*excellent*) _____

(How well prepared was the instructor? How well did the instructor communicate? How understanding of individual differences? How motivating?)

Please comment: _____

CONCEPTS: 1 (*poor*) ➔ 5 (*excellent*) _____

(How useful are these concepts and skills for you? How much will they help you in the future?)

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MATERIALS: 1 (*poor*) ➔ 5 (*excellent*) _____

(How helpful were the handouts, transparencies and other materials brought into class?)

Please comment: _____

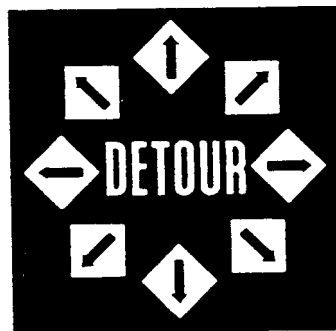
ACTIVITIES: 1 (*poor*) ➔ 5 (*excellent*) _____

(How helpful were the role plays, demonstrations, skits and other activities done in class?)

Please comment: _____

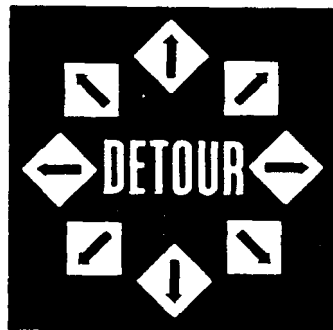
OBJECTIVE #1

Explore **the way**
you think about a
problem situation
and how it affects
the way you act.



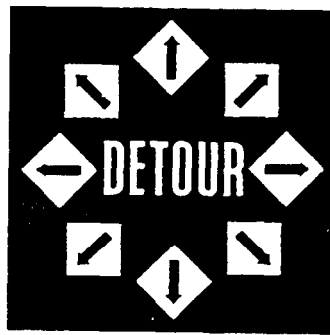
OBJECTIVE #2

Practice some ways
to **avoid** problems
by calming down
enough to think first.



OBJECTIVE #3

Learn and practice
5 steps to follow in
problem solving.



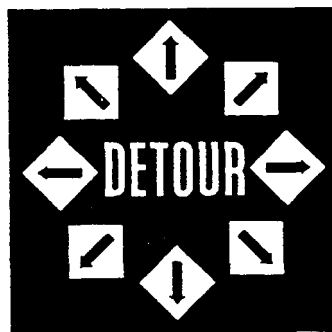
OBJECTIVE #4

Figure out how to apply **these** skills **in** and outside of class,



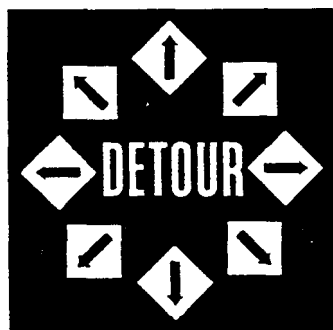
EXPECTATION #1

Participate fully in activities.



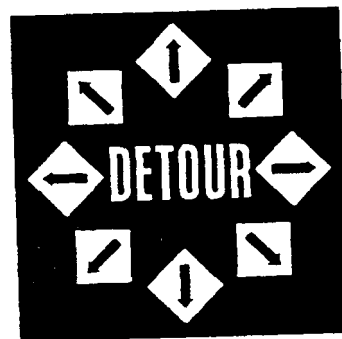
EXPECTATION #2

**Show respect
to others by
listening and
encouraging**



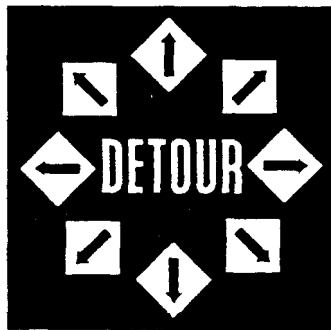
EXPECTATION #3

Be honest when
talking about
problems



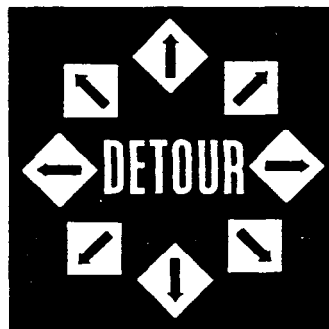
EXPECTATION #4

Show responsibility
by attending every
session on time.



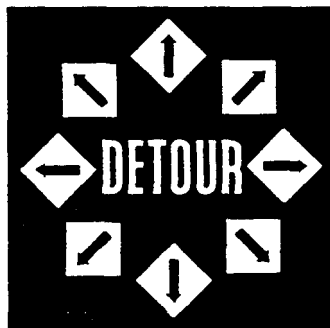
REASON- TO LEARN #1

You have the chance
to decide how you
want a problem
solved, rather than
letting others make
the decision for **you**.



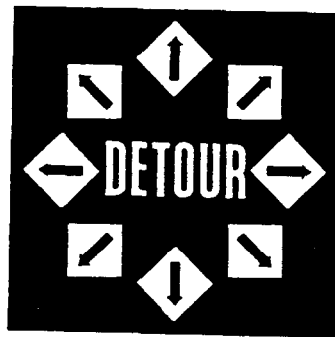
REASON TO LEARN #2

**You learn to think
before you act, and
to choose the best
solution, rather than
the first one that
comes to mind. .**



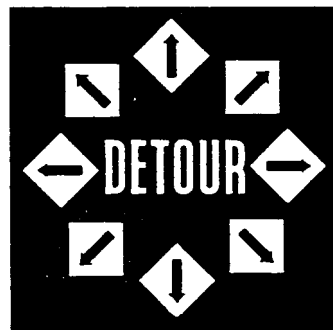
REASON TO **LEARN #3**

**You end up getting
along better with
others (friends,
family, authorities),**



REASON TO LEARN #4

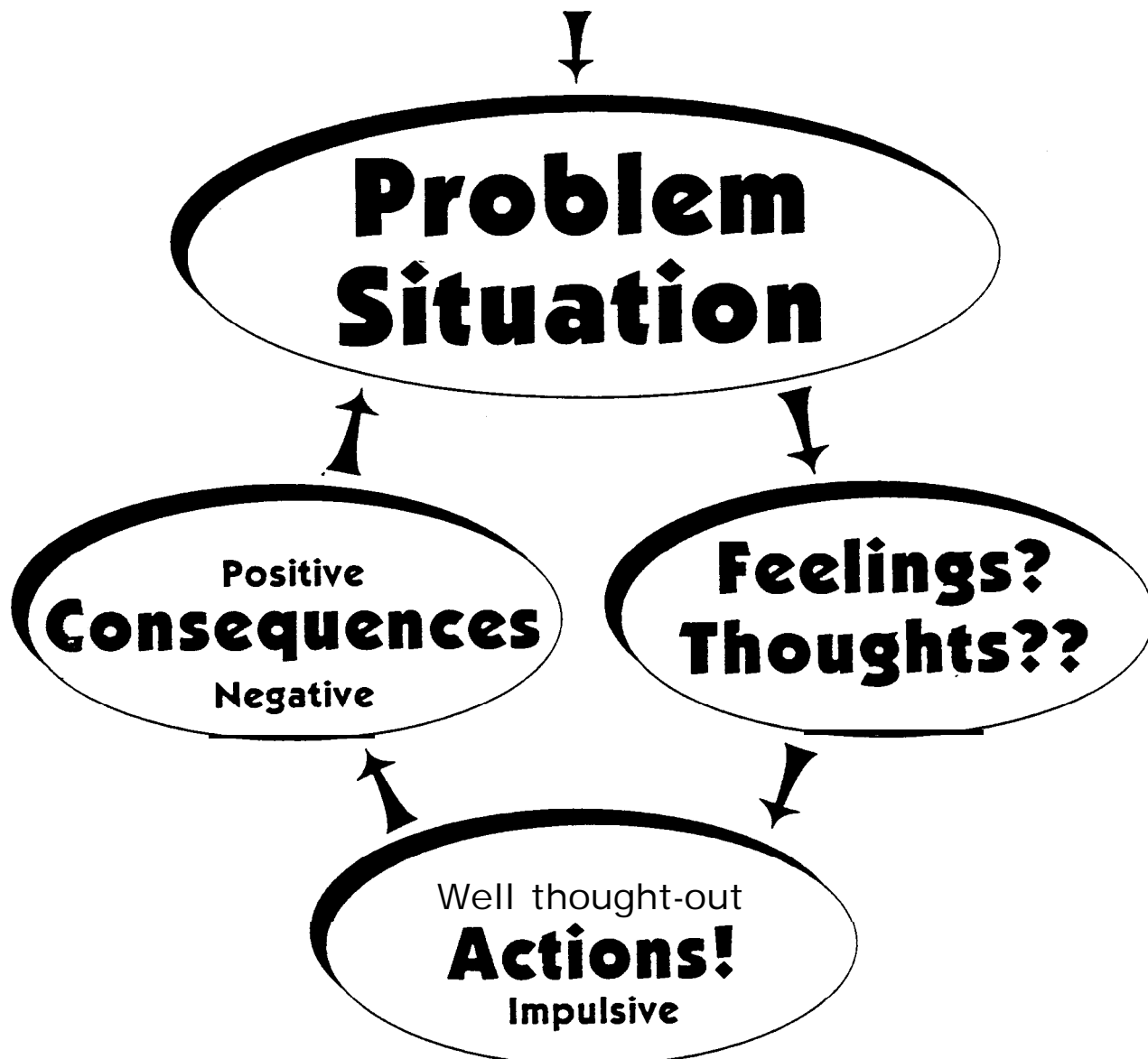
**You have more
control over what
happens to YOU.**



CONFLICT CYCLE



**STRESS +
Personal Perspective**



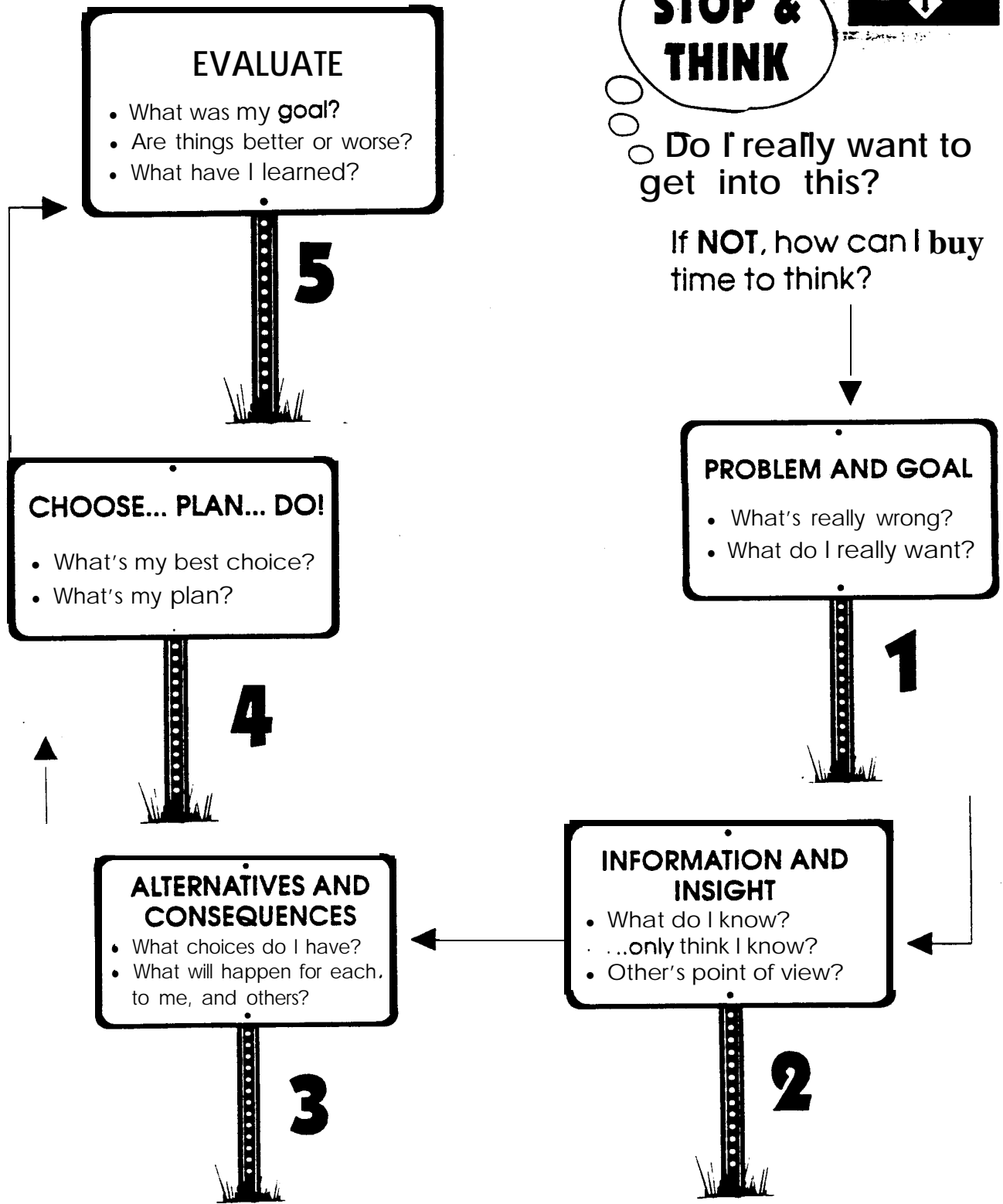
PROBLEM SOLVING STEPS



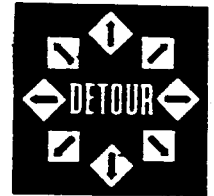
STOP & THINK

Do I really want to get into this?

If **NOT**, how can I buy time to think?



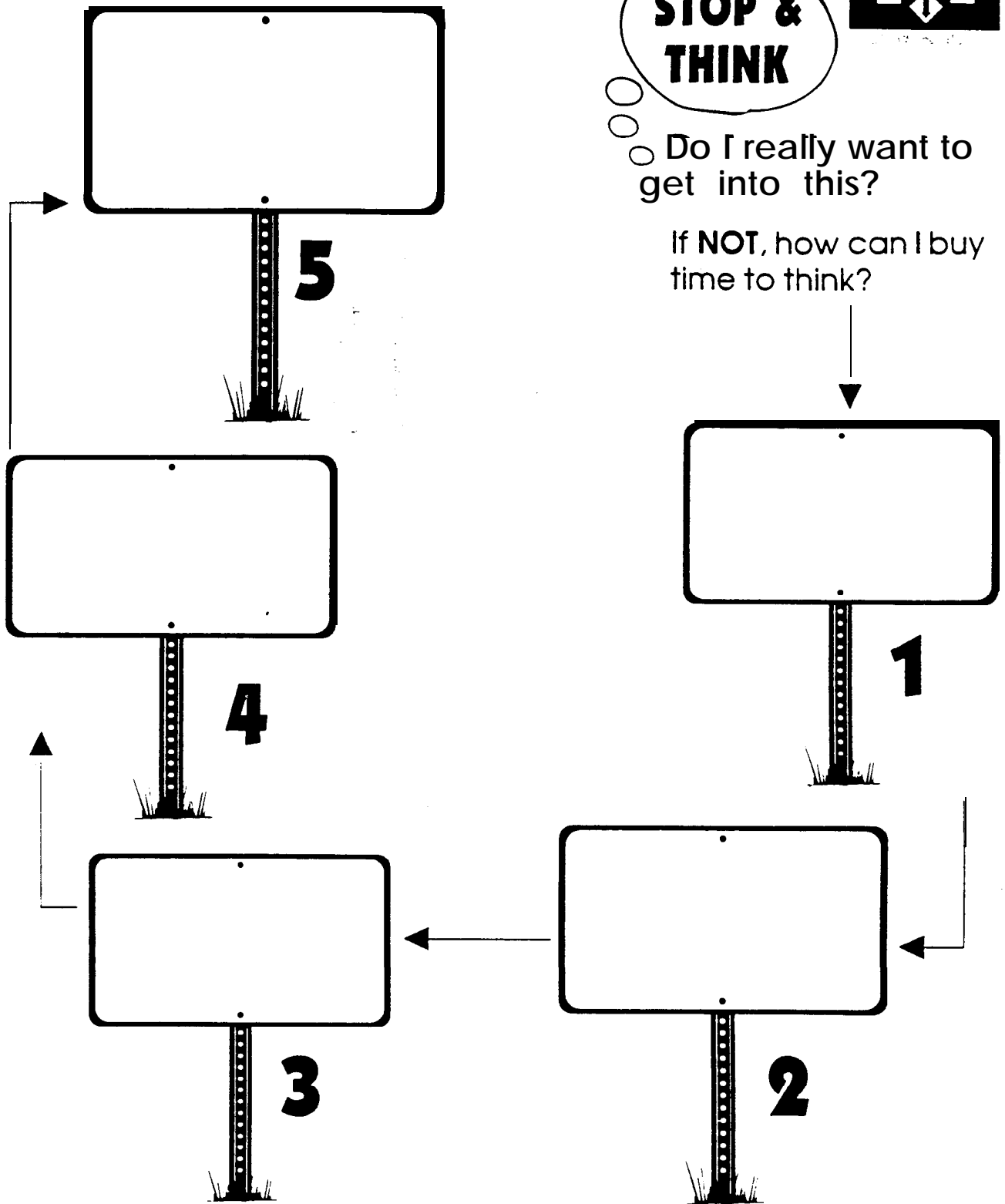
PROBLEMSOLVING STEPS

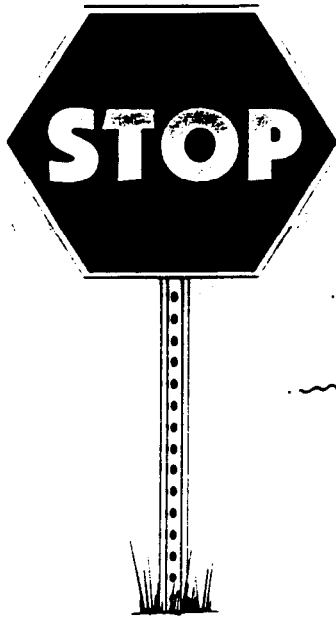


**STOP &
THINK**

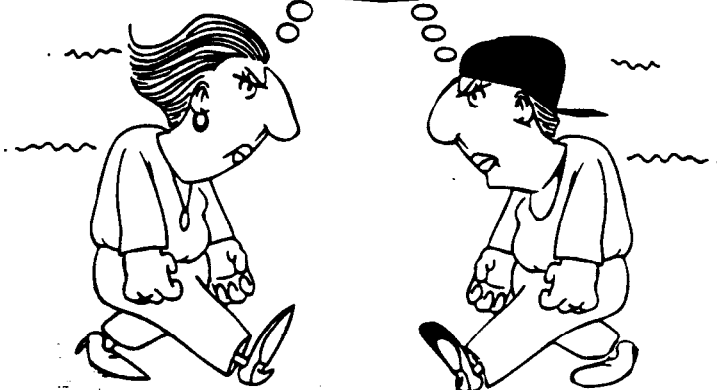
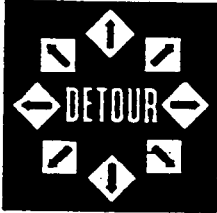
Do I really want to
get into this?

If **NOT**, how can I buy
time to think?





Do I really want to get into this???



DO THE THREE-STEP!

1. BE QUIET -

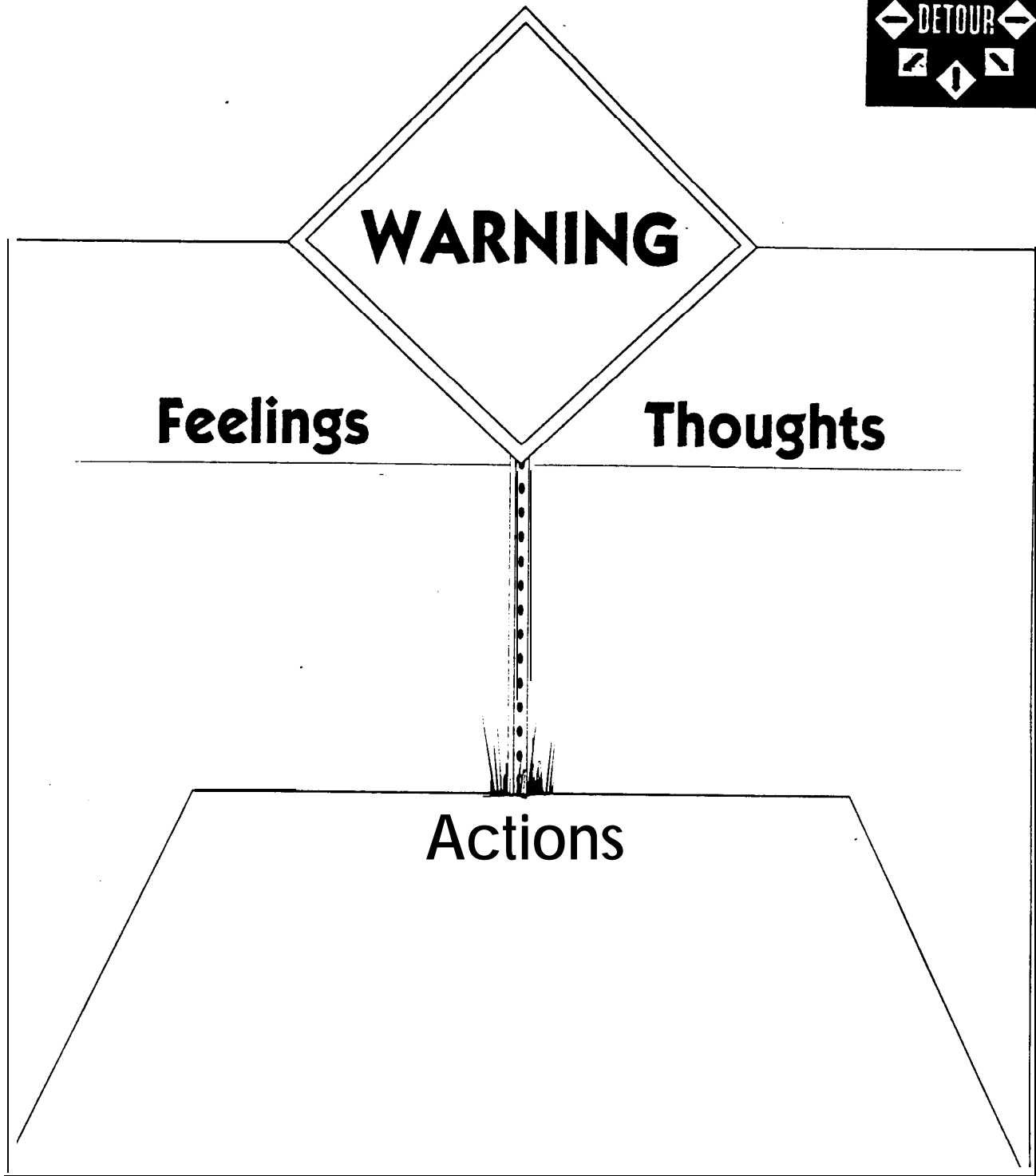
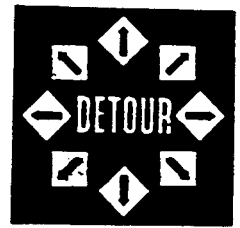
When you're upset and your mouth is working faster than your brain, you've got to get it under control. To calm yourself down, you first have to **STOP TALKING**, at least for a little while.

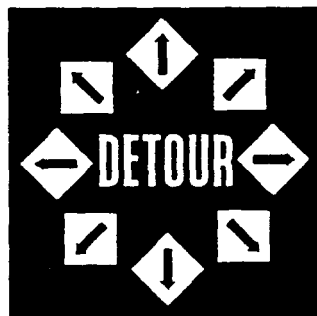
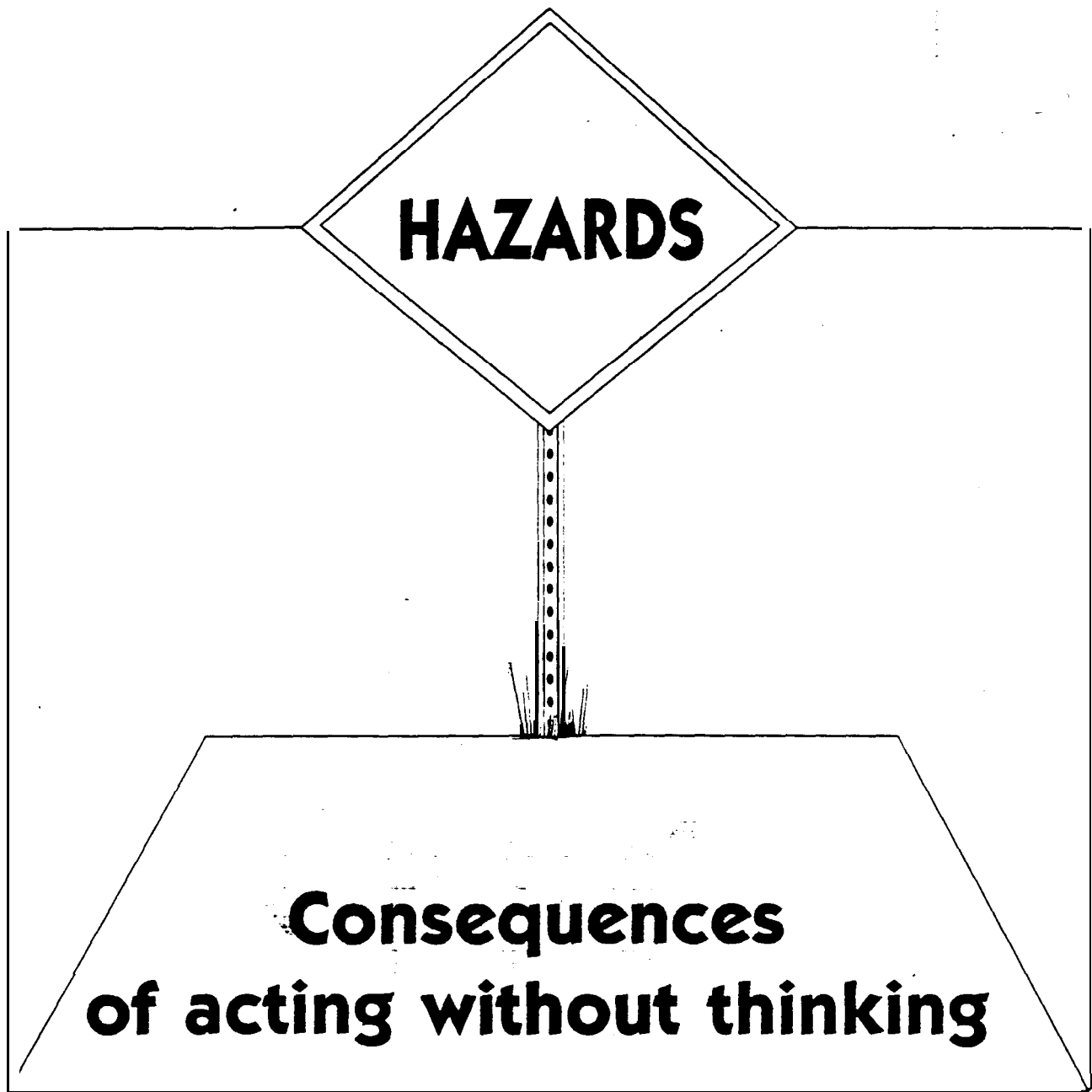
2. BACK OFF -

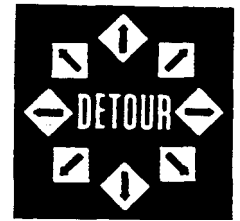
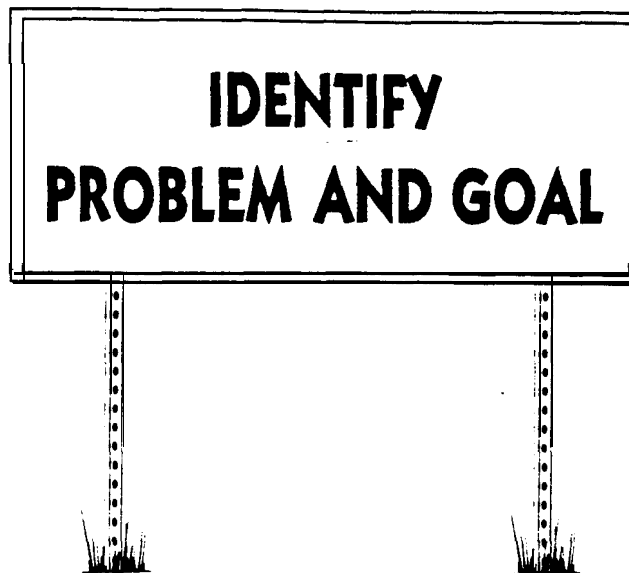
Give yourself some **PHYSICAL SPACE** a slight turn to the side, an excuse to call back later. Any of these can take you physically or mentally away from the scene and give you a

3. DEEP BREATH -

One deep, deep breath can **RELEASE** a lot of the tension built up by sudden stress.







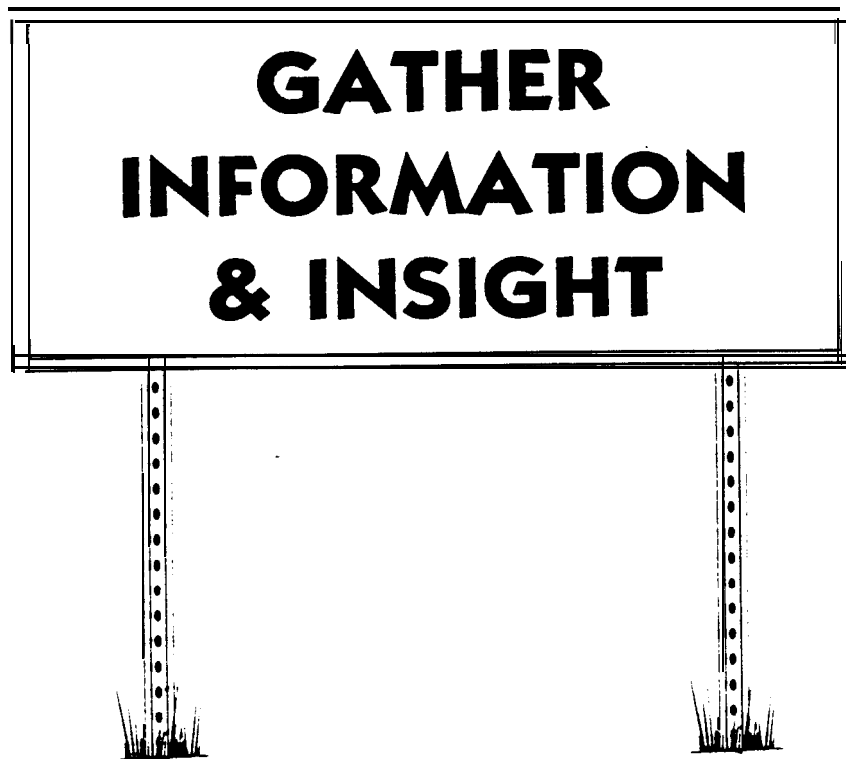
Problem Statement - "What's really wrong?"

1. Make **yourself the focus** of your problem by stating what you think, how you feel, or what you did.
2. Be specific about the **who, what, and when** of the problem

Goal Statement - "What do i really want?"

Your goal should be:

1. **SIMPLE:** Deal with only one thing at a time.
- 2, **REALISTIC:** Don't overestimate how much you can do.
3. **POSITIVE:** State what you **will** do rather than what you **won't** do.



Don't jump to conclusions... Make sure you get the whole picture!

1. What do you know for certain?

What are **the** facts?

2. What do you only think you know?

What assumptions are you making?

3. What is the other person's point of view?

What is the other person feeling? Thinking?

What does the **other** person want?

PHOTO ACTIVITY #1

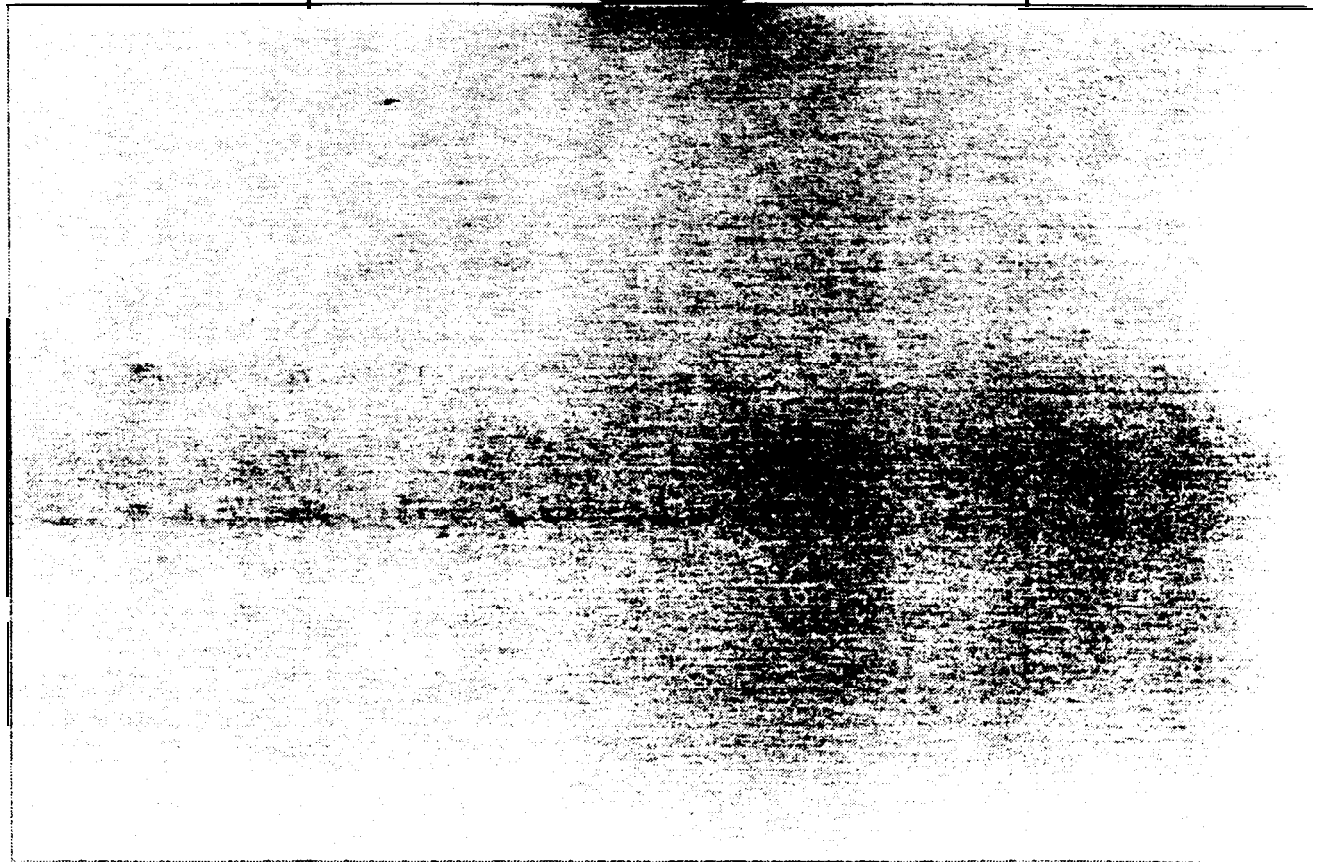


PHOTO ACTIVITY #1

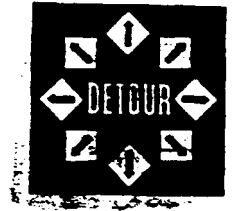


PHOTO ACTIVITY #2

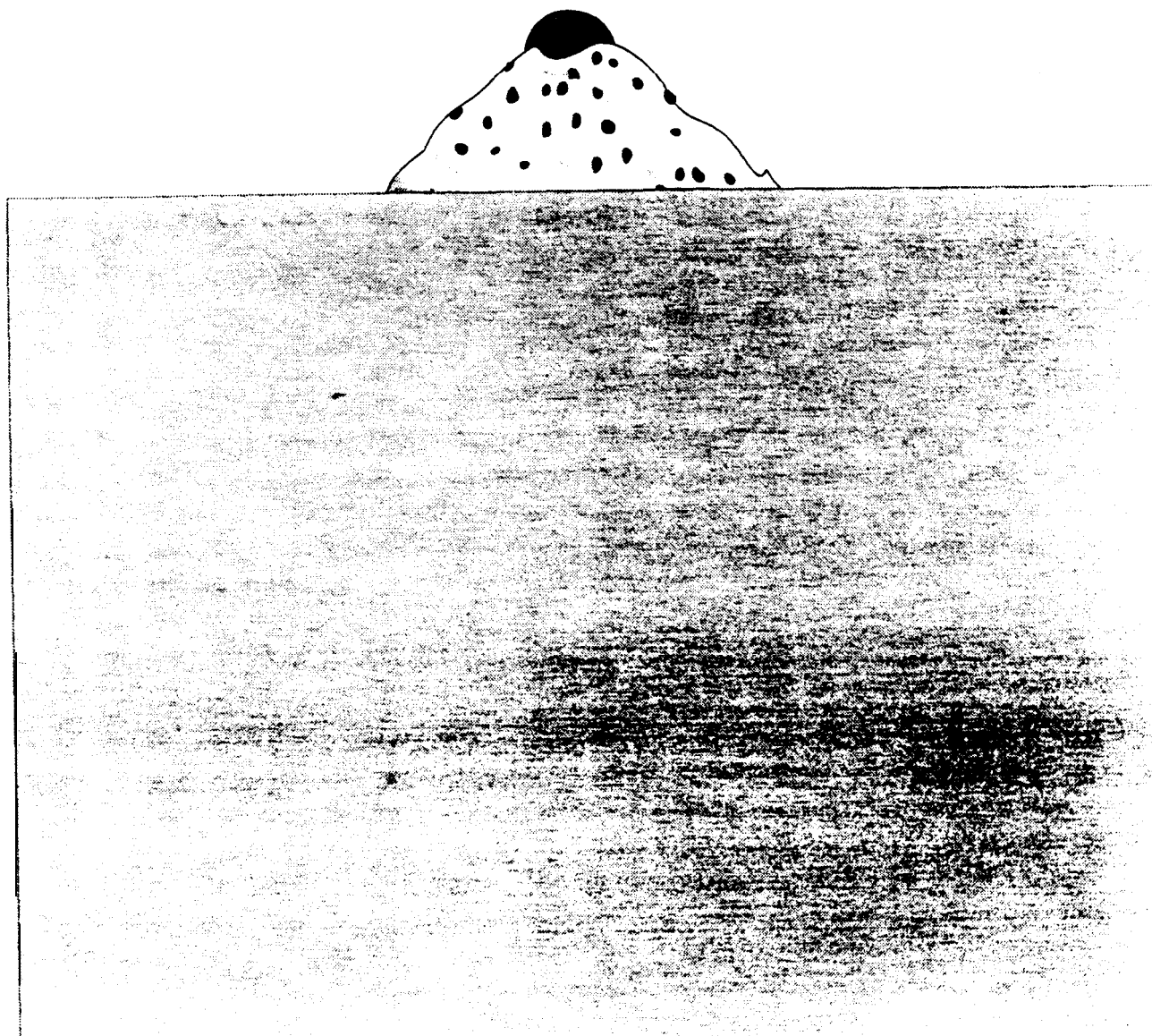
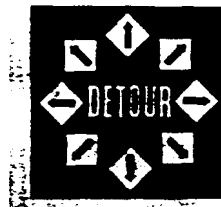


PHOTO ACTIVITY #2

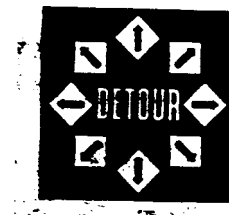


PHOTO ACTIVITY #3

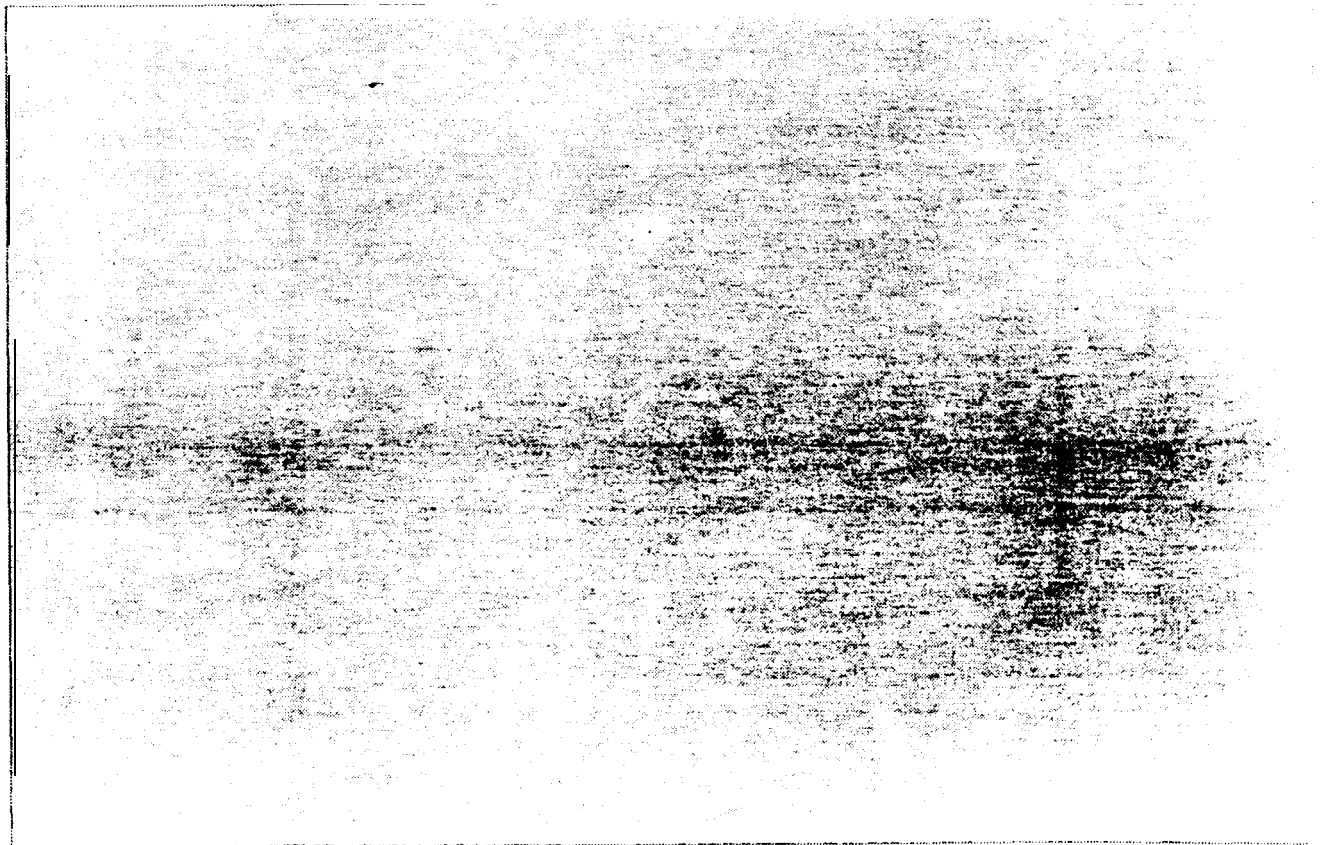
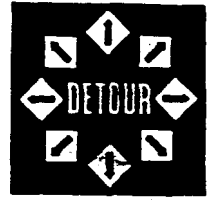
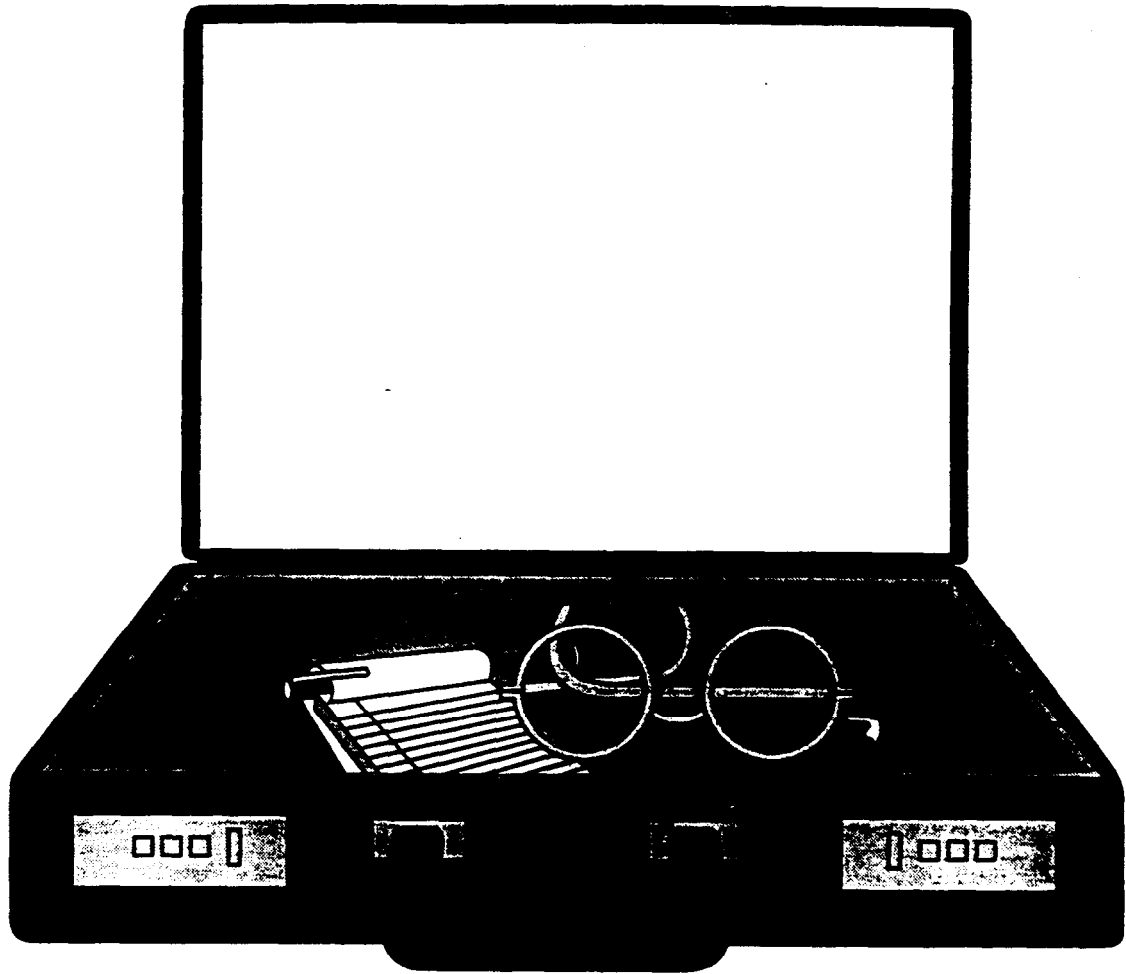
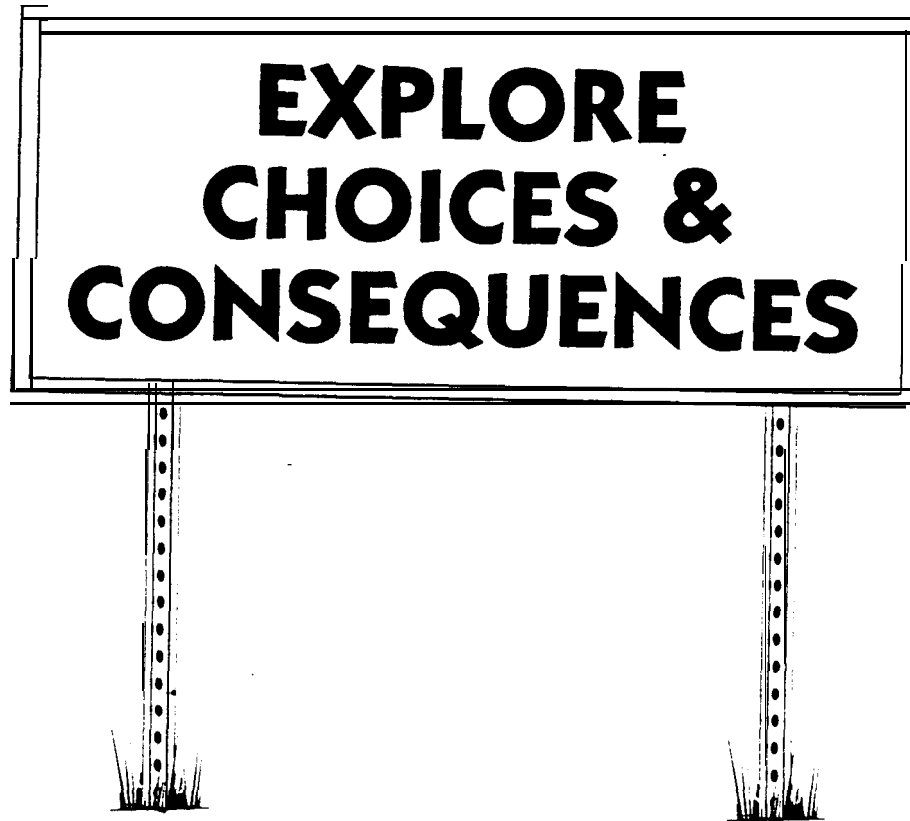
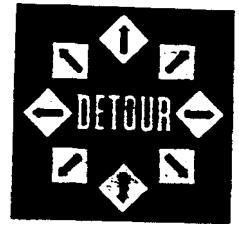


PHOTO ACTIVITY #3





The more choices you can come up with, the better your final decision will be,

1. What are the CHOICES?

What could you do if you had to?

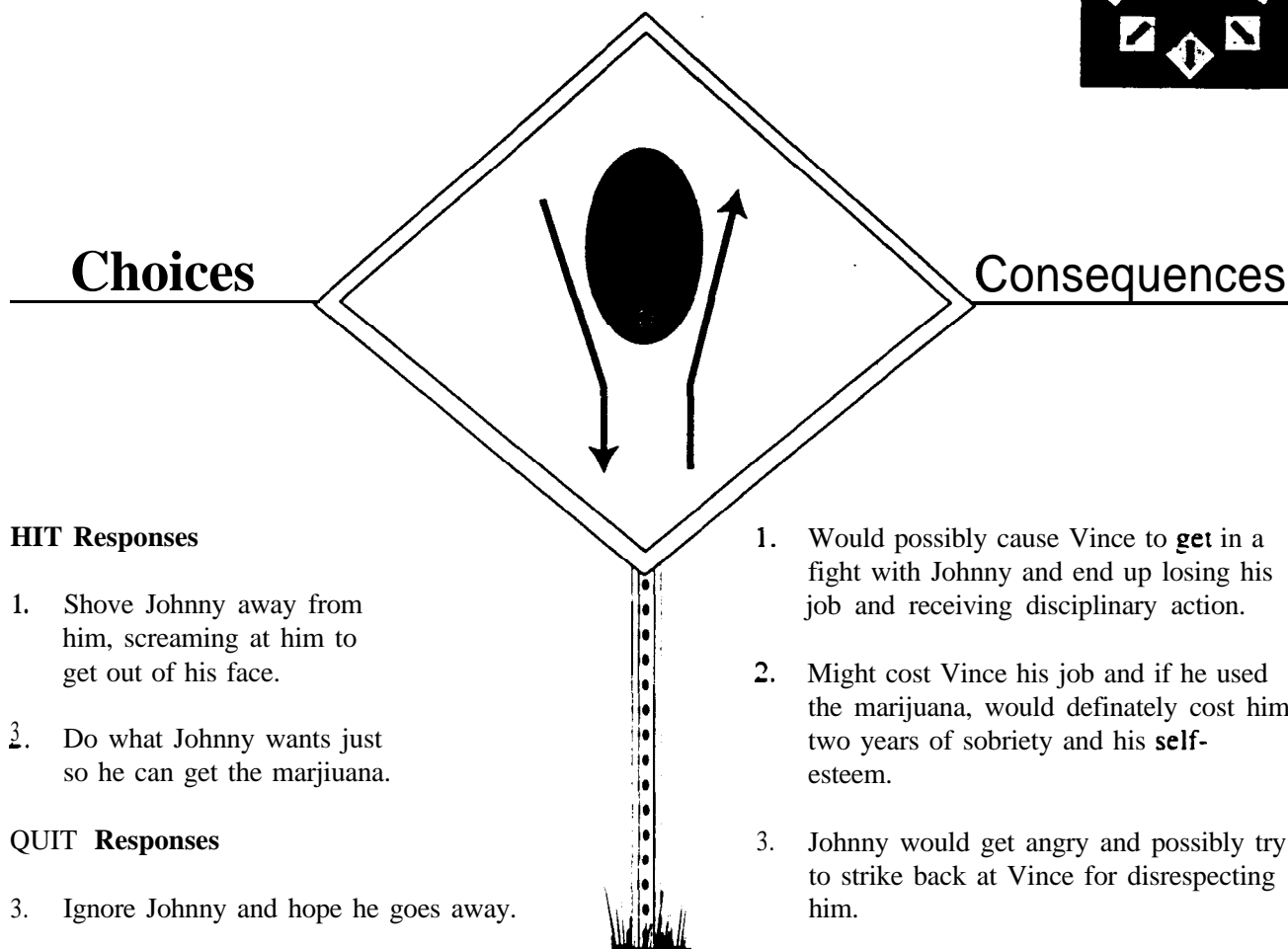
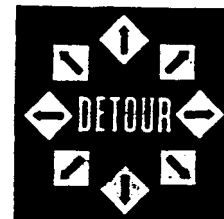
2. What are the CONSEQUENCES?

-to you?

-to others?

What's the best and worst that could happen?

DIVIDED HIGHWAY



HIT Responses

1. Shove Johnny away from him, screaming at him to get out of his face.
2. Do what Johnny wants just so he can get the marijuana.

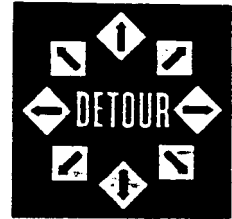
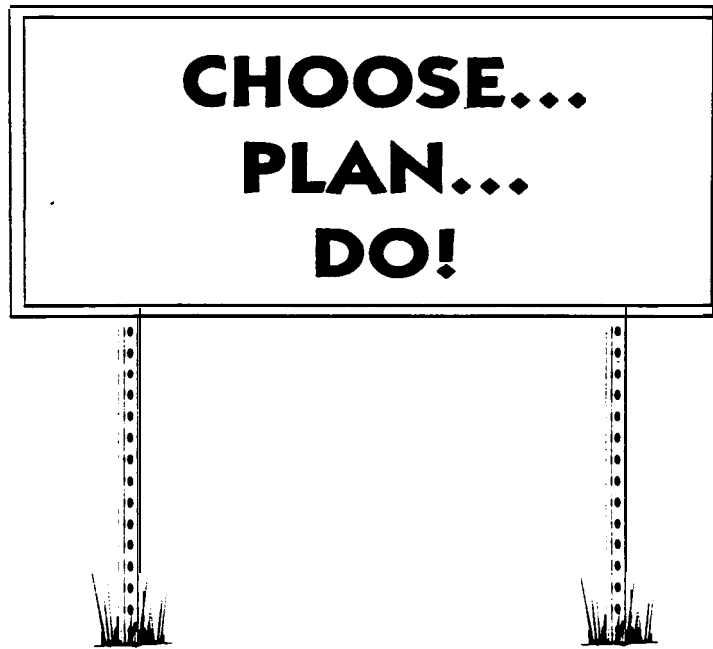
QUIT Responses

3. Ignore Johnny and hope he goes away.
4. Tell Johnny he can't help him because he's scared of getting caught.

MIDDLE GROUND

5. Try to explain to Johnny why he (Vince) really shouldn't take advantage of the trust his boss places in him and why Johnny should not take advantage of their friendship like this.
6. Tell Johnny that if he would go through the proper channels, he could get what he needs without having to do it under the table.

1. Would possibly cause Vince to **get** in a fight with Johnny and end up losing his job and receiving disciplinary action.
2. Might cost Vince his job and if he used the marijuana, would definitely cost him two years of sobriety and his **self-esteem**.
3. Johnny would get angry and possibly try to strike back at Vince for disrespecting him.
4. Johnny would think he was a wimp and tell everyone he knows about Vince's cop-out.
5. Trying to talk to Johnny might work. Johnny understands friendship, but still tends to use people, so this might not get Vince anywhere.
6. By explaining to Johnny that indigent inmates can get their legal copies made free if they get it okayed by the proper authorities and do things the right way, no one gets hurt and Vince and Johnny can remain friends and Vince stays on the wagon.



1. CHOOSING the best option

Does this choice:

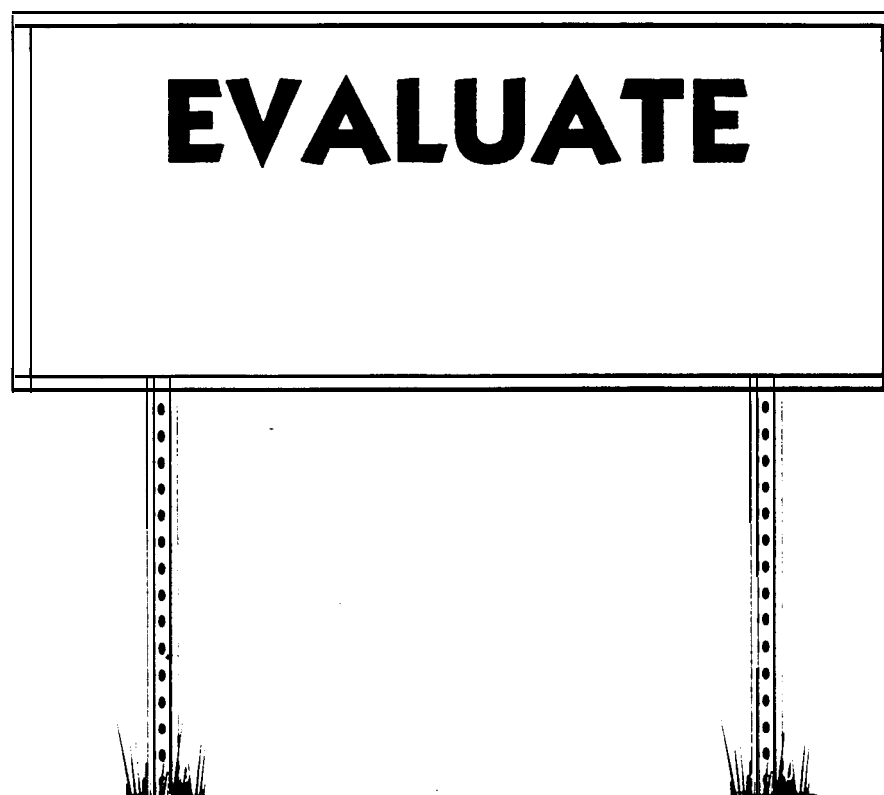
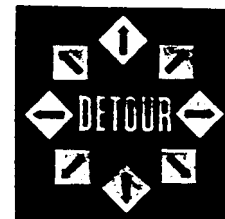
- *cause more problems than it solves?*
- *get you no closer to what you want?*
- *cause harm to other?*
- *(If so, ditch it!)*

2. PLANNING for success

- A. What are your resources?
- B. What are your restraints?
- C. What's your plan? Specifically, what will you do, and when?
- D. What is "Plan B" if your first plan fails?

3. DOING it right

- A. What is the right time and place to put your plan in action?



1. What was your original goal?

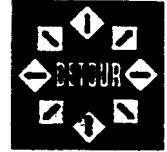
2. Are things better or worse?

(Did you get what you wanted?)

3. What have you learned?

(Why did you succeed or fail?)

CLIENT BEHAVIOR REPORT - Self Rating



Name _____ Dates _____ to _____

Please use the following scale to rate your own behavior, compared to other clients in the facility. Please be honest. This information will not be used against you in any way.

1
Never

2
Seldom

3
Average

4
Often

5
Constantly

Behavior with other clients:

- _____ 1. Was short-tempered and quick to show anger.
- _____ 2. Involved in **arguing** and squabbling with other clients.
- _____ 3. Verbally abusive to other clients.
- _____ 4. Threatened, harrassed or intimidated others.
- _____ 5. Instigated or **involved in** fights.

Self-Control:

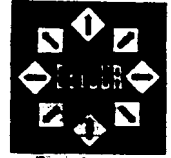
- _____ 6. Was aggravated or **abusive** when frustrated.
- _____ 7. Threw **articles**, e.g., **chair**, books, etc.
- _____ 8. **Slammed** doors, punched walls, kicked lockers, etc.
- _____ 9. Damaged state or personal property.

Behavior with staff:

- _____ 10. Failed to calm down when requested.
- _____ 11. Upset when I could not do something **immediately**.
- _____ 12. Argued with staff when told what to do.
- _____ 13. Became antagonistic when **registering a complaint**.
- _____ 14. Used vulgar/profane language with staff.
- _____ 15. Was physically controlled by staff.

Other: (specify)

CLIENT BEHAVIOR REPORT - Staff Rating



Name _____ Dates _____ to _____

Please use the following scale to rate this client's behavior, compared to other clients in the facility.

1 2 3 4 5
Never Seldom Average Often Constantly

Behavior with other clients:

- _____ 1. Was short-tempered and quick to show anger.
- _____ 2. Involved in bickering and squabbling with other clients.
- _____ 3. Verbally abusive to other clients.
- _____ 4. Threatened, harrassed or intimidated others.
- _____ 5. Instigated or involved in fights.

Self -Control:

- _____ 6. Was aggravated or abusive when frustrated.
- _____ 7. Threw articles, e.g., chair, books, etc.
- _____ 8. **Slammed** doors, punched walls, kicked lockers, etc.
- _____ 9. Damaged state or personal property.

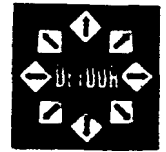
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- _____ 14. Used vulgar/profane language with staff.
- _____ 15. Was **physically** controlled by staff.

Other: (specify)

Staff _____ Date of Report _____

DETOUR COURSE EVALUATION



Our **goal** was to provide each of you with a **fun** and enlightening training experience that would include:

1. Explore how the way you **think** about problem situation influences the way you **act** in it;
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How did we do? Please comment on each of the following. Thank you for your honesty.

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(How well prepared was the instructor? How well did the instructor communicate? How understanding of individual differences? How motivating?)

Please comment: _____

CONCEPTS: 1 (*poor*) ➔ 5 (*excellent*) _____

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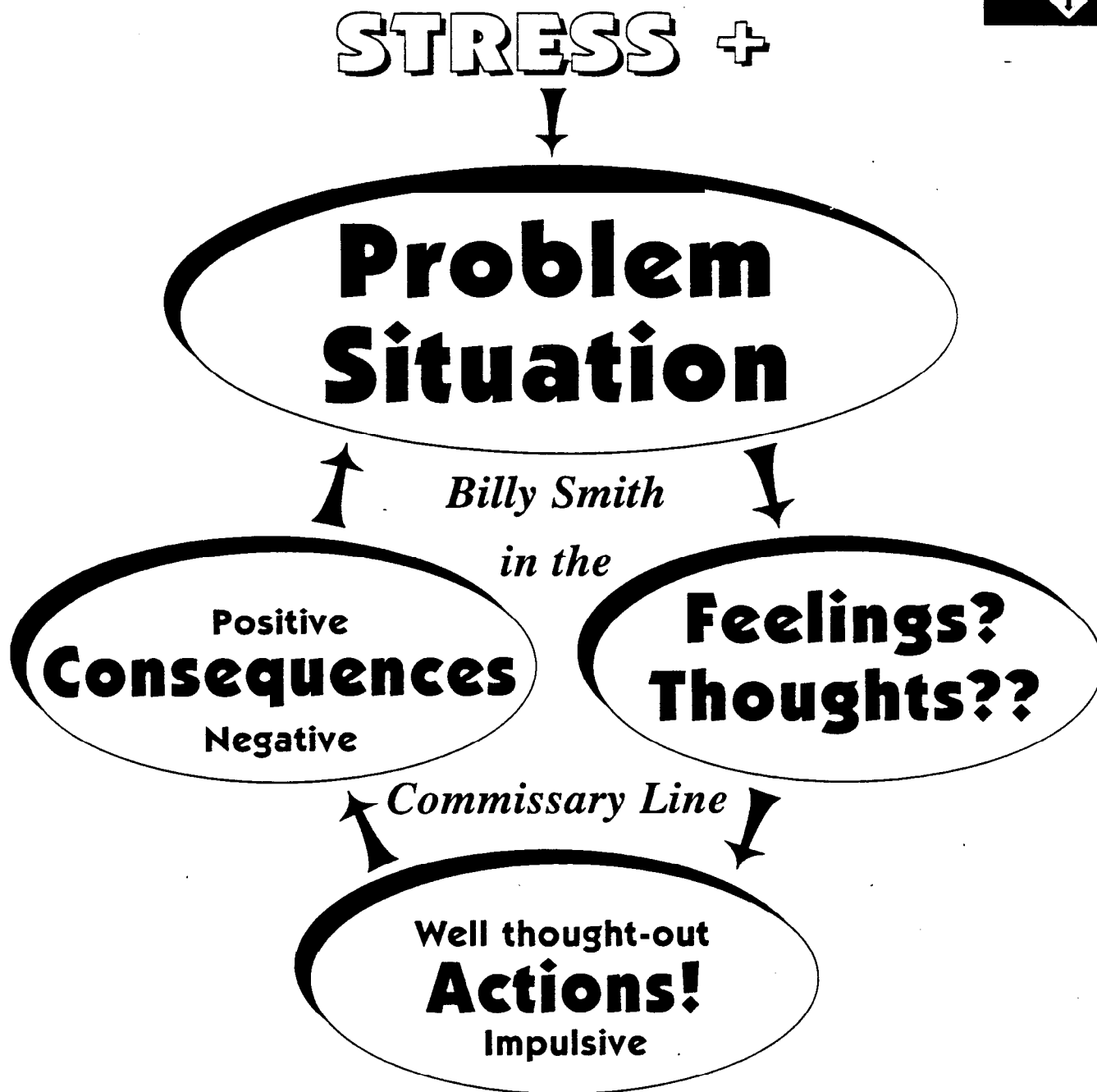
Please comment: _____

ACTIVITIES: 1 (*poor*) ➔ 5 (*excellent*) _____

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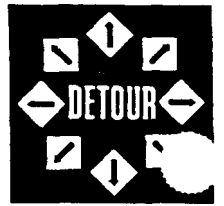
Please comment: _____

BILLY'S CONFLICT CYCLE ANSWERS



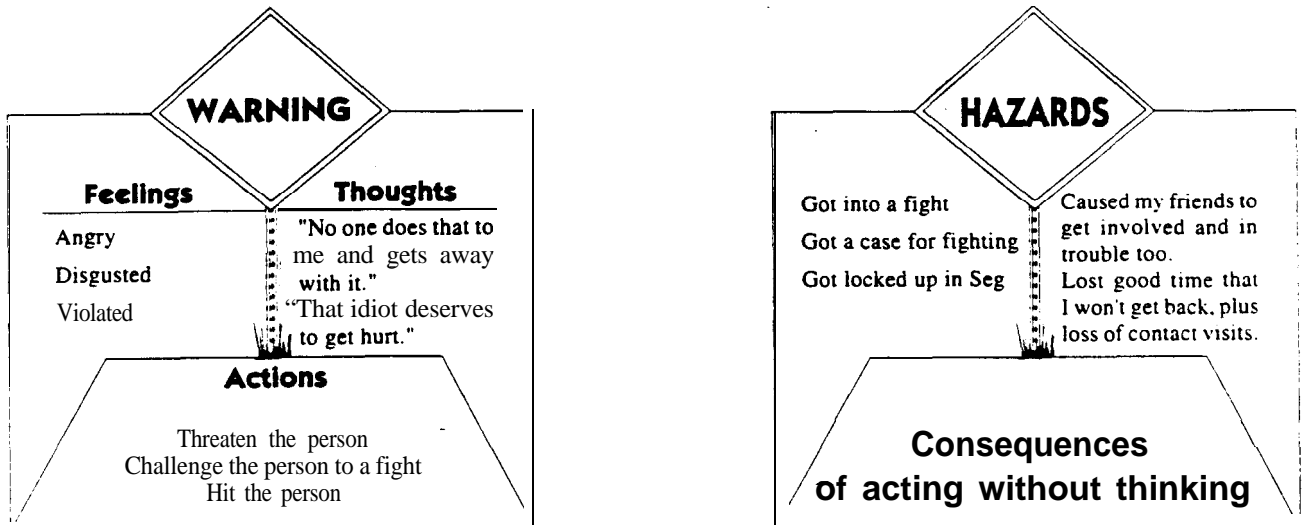
	Cycle Feelings/Thoughts >>>	Actions >>>	Consequences >>>	Stress
1.	Empowered by attention "Everybody's watching me"	Repeated insult: "Can't you all do your lobs right!"	Punished Wrong Ice Cream	Escalation New problems
2.	Hatred for authority "Give me my stuff"	Mouthed off further "You can't do this"	Punished more Forced out of line	Escalates more lots of anger

APPLIED CONFLICT CYCLE (Instructor's Copy)



Distribute the Applied Conflict Cycle Handout (*Detour Handout-18*). Have the participants read the following statement and fill-in the blank areas. You may have to help them over the rough spots with **the** suggested information listed below.

*The situation is this: I'm in the chow hall with **some of** my friends. The temperature is about 110 degrees and it's been a lousy day. The next thing I know, this idiot at **the table** next to me turns around and bumps into me, spilling purple **juice** all over me and then telling me to be more careful.*



Stress

Having a really bad day plus the heat and noise and confusion

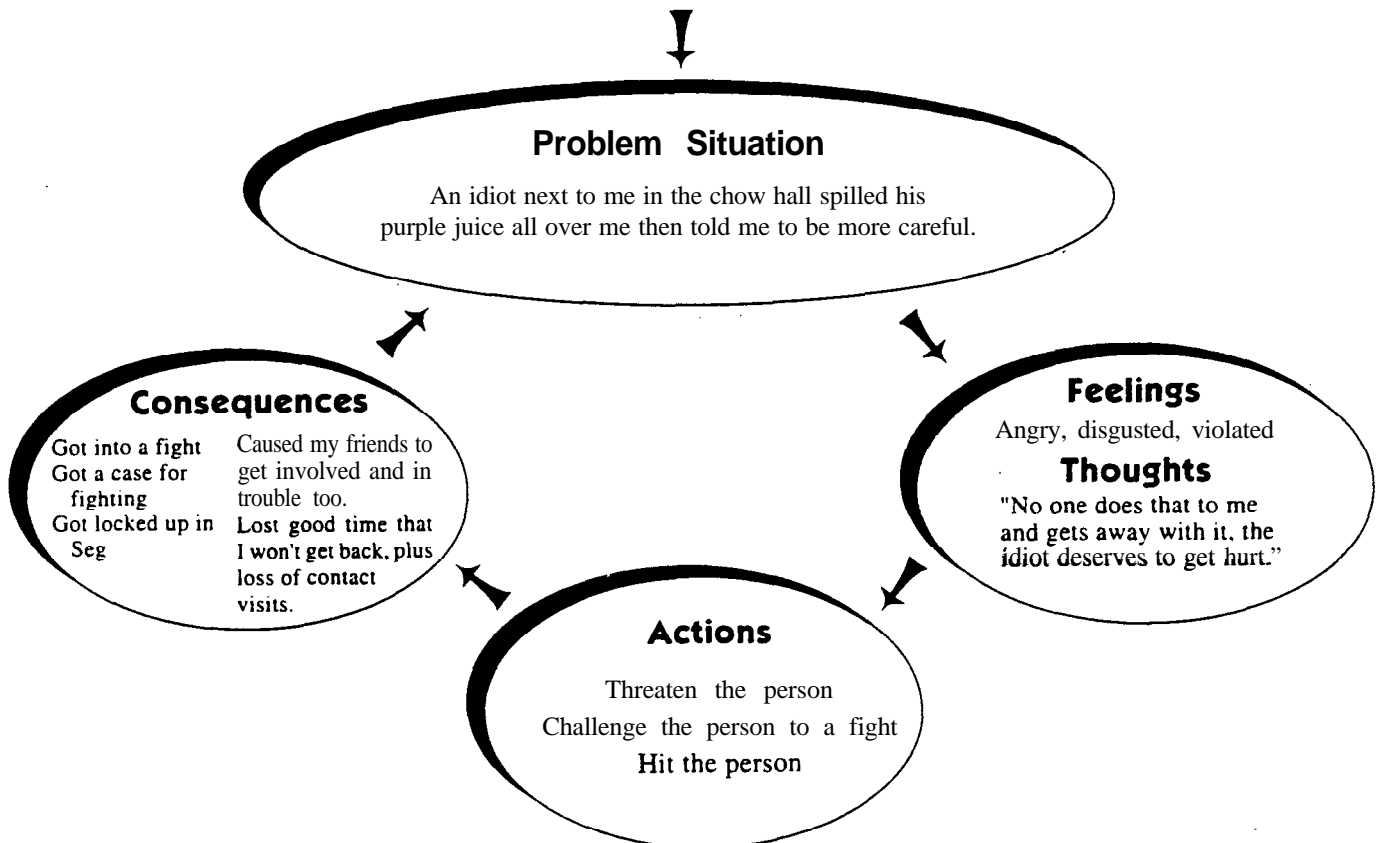
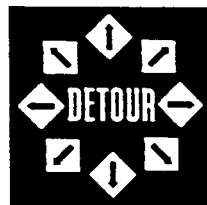
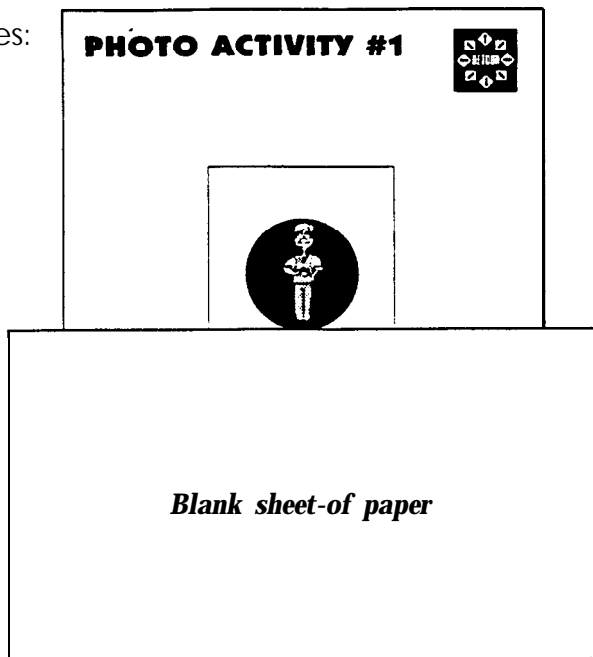


PHOTO ACTIVITY (Note to Instructor)

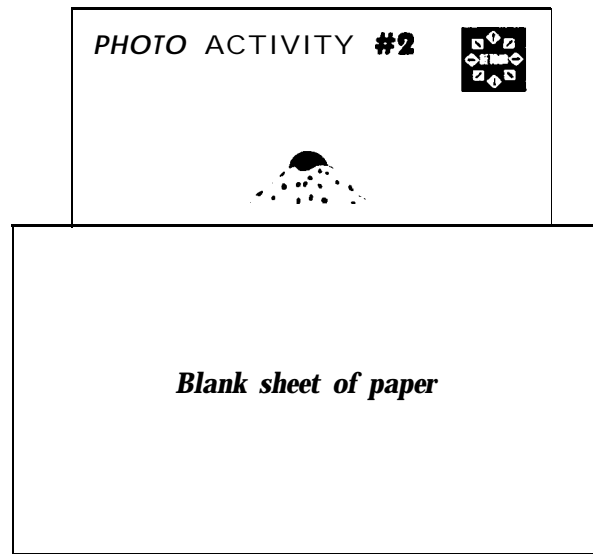


1. Cover lower portion of each graphic with a blank sheet of paper and **allow** the participants to make guesses about the description of the entire graphic.

Examples:

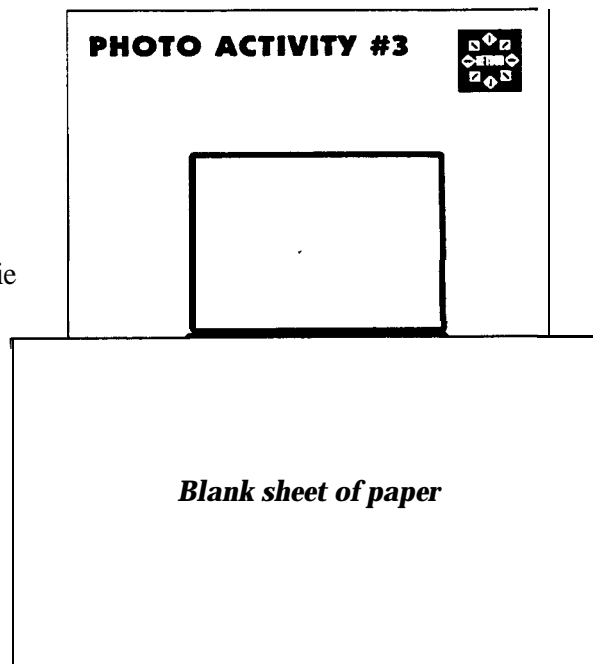


Guesses may include: Man drinking coffee, portrait of man in oval frame...



Guesses may include: Sun setting over snow capped mountain...

Guesses may include: Television or movie screen, or computer monitor...



2. Then reveal the entire picture. Make the point that guessing based upon only half the information can lead to the wrong conclusion. This photo activity makes a great point, and takes only a few minutes of class time.

PHOTO ACTIVITY #1

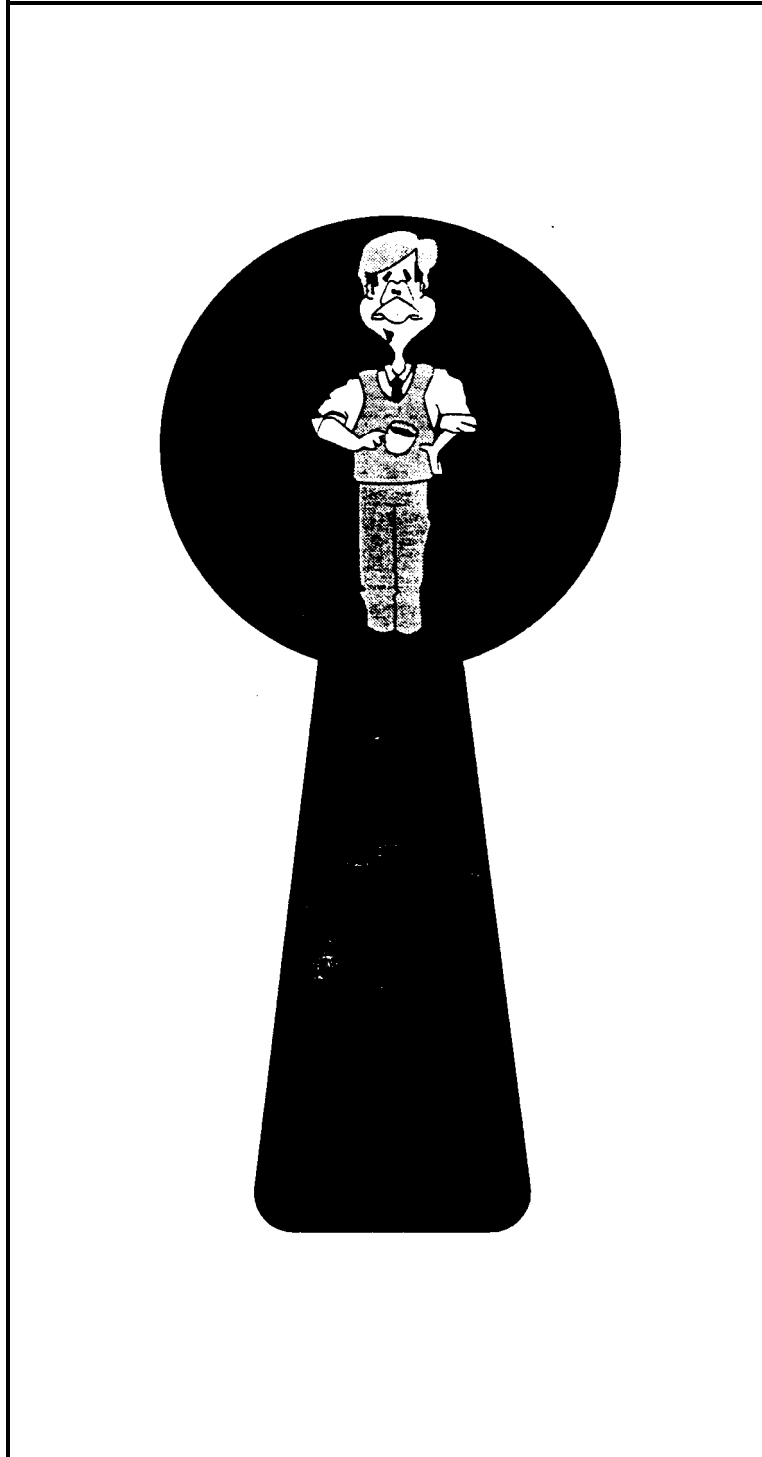
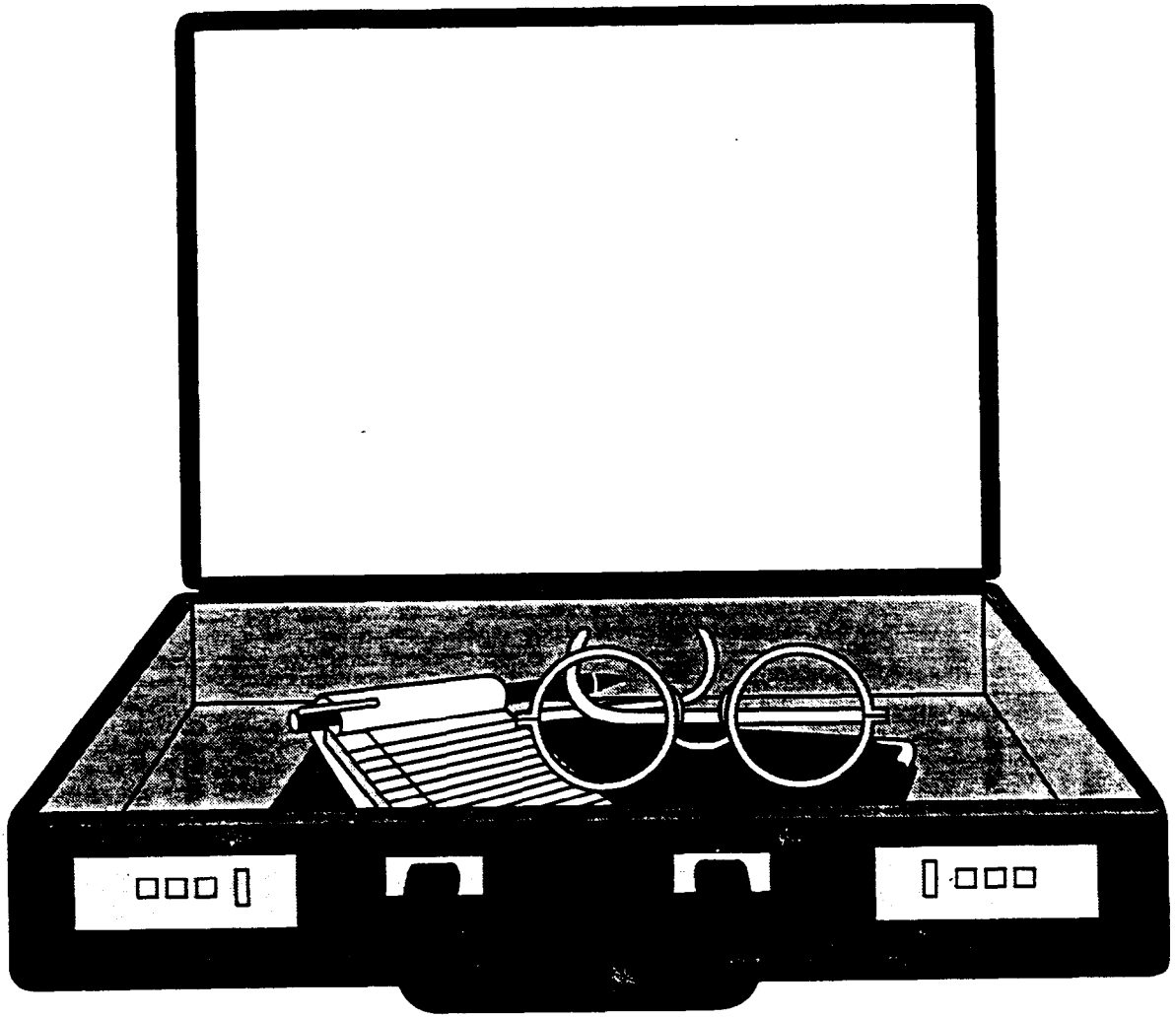
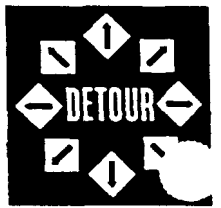


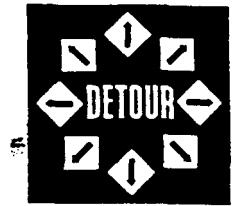
PHOTO ACTIVITY #2




PHOTO ACTIVITY #3



BRAINTEASERS



Let's try a brainteaser that forces you to gather clues. I'll give you a mystery that makes perfect sense to me, because I know a key fact that you have to find out. You can ask as many questions as you like, but only those I can answer with a "yes" or "no". For instance, you couldn't ask me, "What color shirt is the person wearing?" But you could ask, "Is the shirt he's wearing green?" That question would get a "yes" or "no" answer.

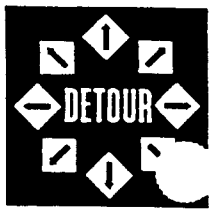
1. A man/woman  walks into a bar and asks for a glass of water. The bartender pulls out a gun and points it at him. The man says "Thank you," and walks out of the bar. Why does this make complete sense?
(Answer: The man had hiccups. He wanted the water to cure his problem, but the fright of the gun accomplished the same purpose.)
2. A man/woman is running home when he/she meets another man/woman with a mask, and never makes it home. Why?
(Answer: They were playing baseball, and the catcher tagged the runner out!)
3. A man lives on the seventh floor of an apartment building. Everyday when he comes home, he takes the elevator to the second floor, and walks up the stairs the rest of the way to the seventh floor. WHY?
(Answer: The man was a midgit and could only reach the #2 button in the elevator.)
4. A man is found lying dead in an alley way, surrounded by 53 Bicycles. How did he die?
(Answer: He was surrounded by 53 Bicycle playing cards. There are only 52 cards in a deck; he was caught cheating and killed by the other players.)
5. A woman is found dead, lying face down in the desert. There is a pack on her back, but no tracks leading up to her body. How did she die?
(Answer: She jumped from an airplane, but her parachute didn't open.)

This is a real tough one... (A hint might help get things started.)

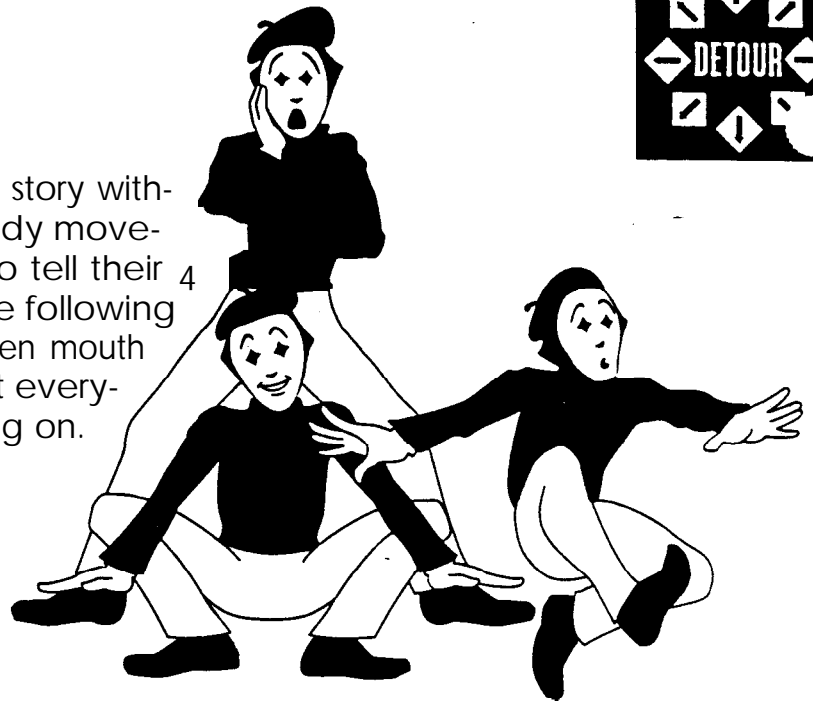
6. A man lived on the top floor of an apartment building. The police find him dead in his bed, a glass of bloody water on the on the nightstand beside his bed. How did he die? (A hint: It's the middle of winter)
{Answer: He was murdered. Someone snuck into the room while he was asleep, opened the window, and took an icicle from the roof: The murderer stabbed him in the chest, then put the bloody icicle into the glass, where it melted.}

Come up with more of your own? Let me know!

MIME ACTIVITY



A mime is a person who can tell a story without any words. Mimes use their body movements, expressions and gestures to tell their stories. Now it's **up** to you to tell the following stories without talking at all! Don't even mouth the words. Mime the stories so that everyone else knows exactly what's going on.



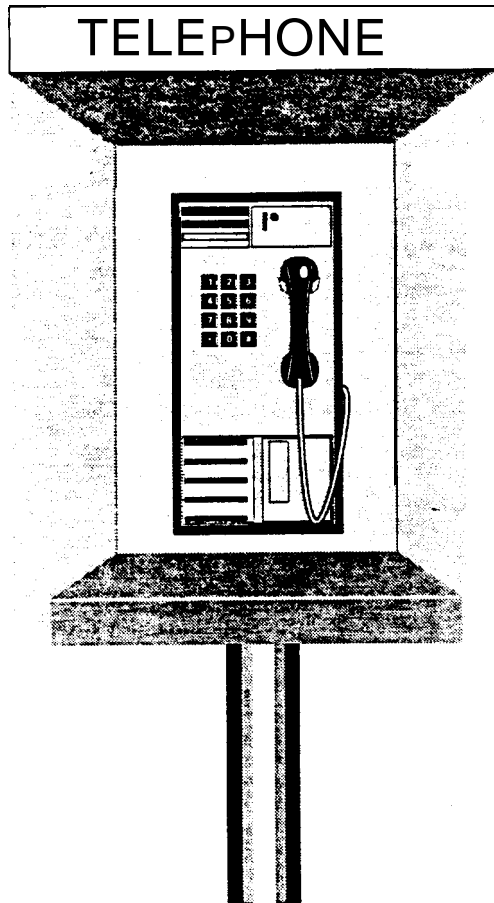
A man is seated at a table in a fine restaurant. As he waits for some service, he becomes more and more impatient, looking frequently at his watch, until the waiter finally arrives to take his order. The waiter looks bored and is not at all apologetic, even though he says he's sorry for the wait.

After a long time, the waiter finally brings out the meal. The customer cuts into his steak, expecting a delicious mouthful, but finds his food has been overcooked. He throws down his utensils in disgust, and demands to see the manager.

Now let's see how well the audience is able to guess what was happening, and what body language clues they used to read the scenario.

TONE OF VOICE ACTIVITY

(Instructor's **Notes**)



Read the first Tone of Voice message to the participants putting as much “**curiosity**” in your voice **as** possible. Based upon your tone of voice, see if the participants can guess: *what you mean by the question, what you are feeling, what you’re thinking but not saying, and what is the meaning behind the words.*

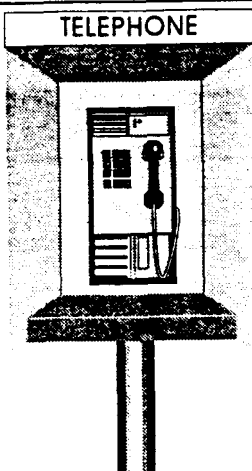
Then give the sheet to two volunteers who will read the same message only with “**anger**” and “**resignation**” in their voices. Solicit specific responses to the questions listed above for each reading.

TONE OF VOICE **ACTIVITY**



The instructor will read #1 and two participants will read #2 and #3.

#1



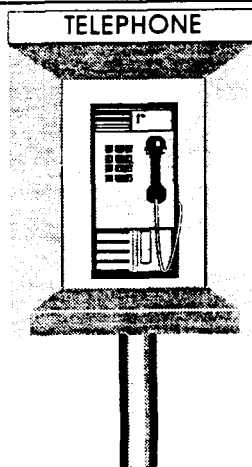
Pretend that you are on the phone with your husband or wife.

Read the following statement with as much "CURIOSITY" as you can manage:

"So, what time will you be home tonight, hon?"

Underlying message: I want to have dinner ready on time.

#2



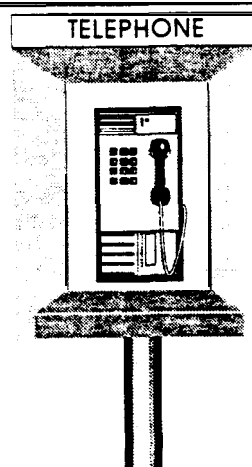
Pretend that you are on the phone with your husband or wife.

Read the following statement with as much "ANGER" as you can manage:

"So, what time will you be home tonight, hon?"

Underlying message: Don't bother coming home at all!

#3



Pretend that you are on the phone with your husband or wife.

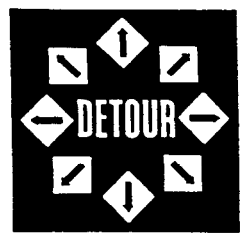
Read the following statement with as much "RESIGNATION" as you can manage:

"So, what time will you be home tonight, hon?"

Underlying message: Just another late night, as usual? I-lo-hum..

DIVIDED HIGHWAY

Vince's Choices and Consequences



Exploring the Choices

Exploring the Consequences

HIT Responses

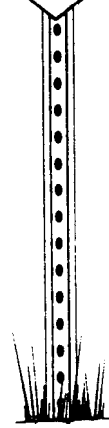
1. Shove Johnny away from him, screaming at him to get out of his face.
2. Do what Johnny wants just so he can get the marijuana.

QUIT Responses

3. Ignore Johnny and hope he goes away.
4. Tell Johnny he can't help him because he's scared of getting caught.

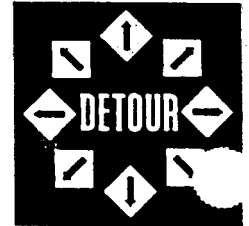
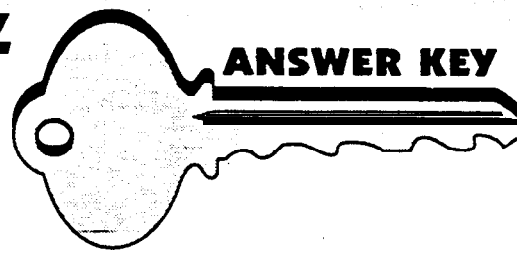
MIDDLE GROUND

5. Try to explain to Johnny why he (Vince) really shouldn't take advantage of the trust his boss places in him and why Johnny should not take advantage of their friendship like this.
6. Tell Johnny that if he would go through the proper channels, he could get what he needs without having to do it under the table.



1. Would possibly cause Vince to get in a fight with Johnny and end up losing his job and receiving disciplinary action.
2. Might cost Vince his job and if he used the marijuana, would definitely cost him two years of sobriety and his self-esteem.
3. Johnny would get angry and possibly try to strike back at Vince for disrespecting him.
4. Johnny would think he was a wimp and tell everyone he knows about Vince's cop-out.
5. Trying to talk to Johnny might work. Johnny understands friendship, but still tends to use people, so this might not get Vince anywhere.
6. By explaining to Johnny that indigent inmates can get their legal copies made free if they get it okayed by the proper authorities and do things the right way, no one gets hurt and Vince and Johnny can remain friends and Vince stays on the wagon.

DETOUR FINAL QUIZ



Answers to questions 1 - 9, matching terms and definitions:

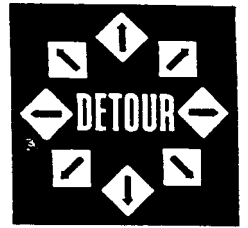
- | | | | |
|----|---|----|---|
| 1. | C | 6. | D |
| 2. | F | 7. | G |
| 3. | E | 8. | B |
| 4. | I | 9. | H |
| 5. | A | | |

Answers to questions 10 - 19, choosing the best answer:

- | | | | |
|-----|---|-----|---|
| 10. | B | 15. | B |
| 11. | C | 16. | A |
| 12. | A | 17. | C |
| 13. | C | 18. | B |
| 14. | B | 19. | A |

Question 20 is essay.

DETOUR **INSTRUCTOR'S** COMMENTS



Date _____

Student Name _____ TDCJ # _____

Teacher Name _____ Class Time _____

TEACHER COMMENTS

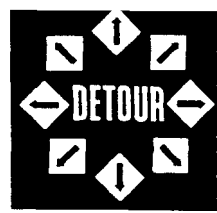
Student strengths _____

Concerns _____

TEACHER SUGGESTIONS

Teacher Signature _____

DETOUR PROGRAM



SCENARIO ONE

BILLY'S CONFLICT

OBJECTIVE

Think before you act and avoid the kind of trouble that always ends up hurting yourself.

SCENE

Commissary line, in the late afternoon just before count (trying to hurry to beat count), in the middle of a July heat wave with a hundred plus temperature.

SITUATION

Billy Smith, a drive-up with a quick temper, has been in line for an hour and half. He worked all day chopping broom corn and hasn't had a shower yet. The commissary Out Board keeps getting longer and he has to continually change his list. He is not even sure if his money has been posted yet.

Billy has been arguing with two guys in front of him because they were trying to sneak a homeboy in line.

He finally gets to the window, He greets the female commissary officer – he thinks he can come on to her and make points just because she is female.

The commissary officer checks his list and finds three items that are on the Out Board. She begins chewing him out about the mistakes on his list. Billy fires back that he just didn't see the outs, She tells him that is no excuse. She goes back to his list and finds several bad prices.

"What price list have you been using?" she asks angrily.

He used an old one with out-of-date prices. Billy knows it is his mistake but won't admit it, He's hot and mad.

Billy didn't specify the ice cream type he wanted and she throws a pint of vanilla out the window. He shouts at her that he wanted Cookies and Cream. She tells him tough luck, take what he gets, He pushes the pint back at her, knocking it onto floor.

"I don't even want it, take it off the list," he shouts.

"No problem, I'll just put it all back," she says, and proceeds to close out his transaction and give him his card back.

He throws the card back at her and says, "I got money, give me my stuff."

She says "NO, but I'll keep your card," and tells him to get out of line.

He wants to argue but she says to get away or she will call security. He keeps trying to argue, making those behind him upset and mad as well. Then she closes the window in his face and keeps his card. Now everyone behind him is mad.

SCENARIO ONE SCRIPT

BILLY: "Boy, isn't this a pain. I just know they're gonna shut the window before I get there. "

(The line continues to move slowly)

" Hey you guys, can't you go any slower, some of us want to spend our money."

(He gets to the window)

(Speaking to the Commissary Officer)

"Hi Ms. Miller, I didn't think I was ever gonna get here, then I'd have missed seein' your pretty smile."

(He gives her a big grin and shoves his list and card into the window - she starts checking his list)

OFFICER: "You've got three different things here that are on the out board. Didn't you bother to look at the list? I don't waste my time writing that stuff out there, just to have you all ignore it."

BILLY: "Sorry, I didn't notice them."

(She continues to check list)

OFFICER: "And look at these prices, tuna hasn't been 70 cents for six months. What is the date on the list you used?"

BILLY: "Sorry, it was the one on the dayroom bulletin board. How about a new price list, you got any?"

(Both of them are acting very hot and miserable and angry.)

BILLY: "Soy, did you ever get any squeeze cheese in?"

OFFICER: "Do you see it on the new item board? Take a look at the board. If it's not there we don't have it and don't ask for it."

BILLY: "Yea right, just like all the other stuff you don't have. This commissary stinks. You're out of it or you don't order enough of it. Why can't you all do your jobs right?"

SCENARIO ONE SCRIPT CONTINUED

OFFICER: 'I do my job the way I want to, you just have to come up here and keep your mouth shut. "

(She pushes a pint of vanilla ice cream out at him,)

BILLY: 'I don't want this, I wanted Cookies and Cream. Change it."

OFFICER: "You didn't say what you wanted on your list. This is what you get."

BILLY: 'I'm not eating that crud. I don't even want it, take it off the list."

(He pushes the pint of ice cream back into the window and it falls off the counter.)

OFFICER: 'No problem, I'll just put it all back."

(She proceeds to close out his transaction and give him his card back)

(He throws the card back at her)

BILLY: "I got money, give me my stuff."

(She takes his card)

OFFICER: "NO, but I'll keep your card! Now get out of line, you're finished here."

BILLY: "What's the deal, give me my card and my stuff. I've got money, you can't do this."

OFFICER: 'Go away before I call security."

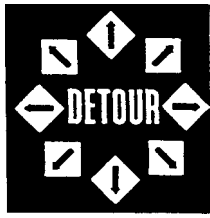
BILLY: "No, I want my commissary."

(She slams commissary window in his face, keeping his card. Guys behind him are now very angry and upset. Billy's in trouble.)

BLANK

DETOUR PROGRAM

SCENARIO Two



BILLY AND DAMON'S SHOUTING MATCH

OBJECTIVE

It's important to consider someone else's point of view and think how your problems may affect others,

SCENE

Cell location, top row, during a hot summer night. Time - about midnight on a week night. Lights are already supposed to be out, even night lights. It is "quiet time." Who's in the cell?

SITUATION

Two youngsters - Billy Smith and Damon Jones have been cellies only two weeks. They have been arguing over one thing or another ever since they became moved in together. They work in the same hoe squad and have to get up at the same time each morning, and share sink and toilet facilities in a very short period of time.

Billy likes to go to breakfast at 3:00 a.m. and goes to bed a little earlier, Damon doesn't eat breakfast and stays up late at night listening to his radio and hollering at the homeboys on both sides of him.

Billy asks Damon to be quiet so he can get some sleep. Damon tells him to shut up and go to sleep, that he's not running anything - then goes back to loud conversations with homeboys.

Billy comes down off the top bunk and gets in Damon's face.

"I said to shut up and let me sleep. I have to get up in three hours for breakfast," shouts Billy.

Damon jumps off his bottom bunk and puts finger in Billy's face, telling him it's his (Damon's) cell as well, and he can do whatever he wants.

Billy fires back that Damon gives him no respect and that he (Billy) is a man who doesn't have to take that stuff off anyone.

Damon says "Hit your bunk shorty and leave me alone."

"Don't call me shorty and I'll get on my bunk when I'm good and ready and not before," screams Billy.

"You better do it now or I'll put you up there," hollers Damon.

"You and who else?" responds Billy.

The argument continues to escalate until they are screaming at each other, each too afraid to do anything but scream. Even the neighbors are shouting, urging them into fighting.

SCENARIO Two SCRIPT

(Damon is talking to homeboys next door in a loud voice)

DAMON: "Say bro, I know what you mean It's them kind of girls that will always get you in trouble. You have to"

(Billy interrupts him)

BILLY: "Man hold it down, I've got to get some sleep."

DAMON: "Shut up and go back to sleep. You ain't runnin' nothin' but your mouth."

(Damon goes back to conversation with homeboy)

"Man my cellie's just gripin'. He's no good and he's short. Looks like a Keebler elf."

(Billy jumps down off the top bunk and gets in Damon's face)

BILLY: "I said to shut up and let me sleep. I have to get up in three hours for breakfast,"

(Damon jumps off bottom bunk and puts finger in Billy's face)

DAMON: "Man this is my cell too, you can't tell me what to do or who I can talk to."

BILLY: "You talk about that respect stuff all the time, but you never give any. I don't have to take your noise anymore."

DAMON: "Hit your bunk shorty and leave me alone."

BILLY: "Don't call me shorty. I'll get on my bunk when I'm good and ready and not before. "

DAMON: "You better do it now, or I'll put you up there."

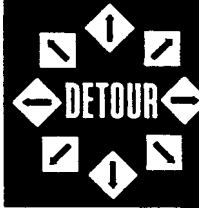
BILLY: "You and who else?"

(They are standing nose to nose ready to jump on each other)

DETOUR PROGRAM

SCENARIO THREE

VINCE'S DILEMMA



OBJECTIVE

Think about consequences before making a choice that might get you into trouble. There are always alternatives.

SCENE

In the unit library, about noon on a week day.

SITUATION

While most of the security staff are at lunch, Vince Williamson, the library clerk, is on duty.

Johnny Garcia is up in the library hoping to score some illegal photocopies of his legal material. He knows the staff are mostly out to lunch and the copy machine is unattended.

Johnny goes to Vince and asks him to run some copies. He offers Vince a marijuana pen joint if he will do it for him. Johnny knows Vince is a drug addict and thinks the joint will do the trick. Johnny is the devil in disguise, an old-time convict who knows all the tricks and he is tempting Vince to do something wrong to obtain the illegal copies,

Vince has to weigh the consequences of his actions. If he gets caught making the copies, he will lose his job and may get a disciplinary case which will affect his upcoming parole review. But if he gets away with it, he gets the marijuana, which he craves even though it will throw him off the wagon. (He's been going to AA/NA for two years now.) A single security officer is wandering around the library and could catch Vince in the act. Vince has to really think about the consequences of his actions.

SCENARIO THREE SCRIPT

(Vince is sitting at his desk in the library checking in books, Johnny comes up to the desk with a manila envelope in his hand.)

VINCE: "What's up man, what can I do for you?"

JOHNNY: "Buddy, I need some copy work done. You've got access to the machine in the office in there. Why not copy this legal stuff for me, okay?"

VINCE: "Man, that's hot stuff. It could cost me my job and get me a case. I can't do it."

JOHNNY: "All you got to do is run in there and I'll hold jiggers for you. Besides, I got a little marijo-uana for your time and trouble. A sweet little joint."

(Vince thinks about the consequences of his actions)

VINCE: "Go over and sit at the table and let me think about it for a few minutes,"

JOHNNY: "You'd better hurry, them office people will be back from lunch pretty quick."

VINCE: "Yea, I know, but I got more than that to worry about."

(Johnny moves off and Vince worries and thinks)

DETOUR PROGRAM

SCENARIO FOUR

THE SHOWDOWN



OBJECTIVE

Evaluate behaviors and activities that will keep you from returning to prison.

SCENE

All four of our guys are in the classification waiting room, They have passes to see counselors for six-month review. They are the last four of the day and alone in the waiting area.

SITUATION

Billy and his cellie, Damon are still arguing about no sleep. Billy tells Damon he's asking for a cell change when he sees the counselor, Damon tells him to drop dead.

Billy then says, "Man, I'm not coming back to this place, and have to live with dead heads like you. Once is enough for me,"

Johnny pipes up, "Kids like you are the reason they build these prisons, just because you can't stay straight."

Billy shouts back that he can stay out, that he knows he has a drug problem, so he's only going to drink alcohol from now on. He is sure he can handle the booze.

Vince looks at Johnny and tells him that he could have gotten a case for making those copies and it might have cost him his parole.

Vince then says to Johnny, "Besides, no one twisted your arm to come back to prison again and again. How many times have you been down now, four or five?"

Damon looks at Vince and says, "Man don't even talk about parole. I have to do thirty the hard way and I don't want to hear about anyone making parole, so leave it alone,"

Vince fires back that he wants to make parole to get away from people like the other guys in the room and go back to civilization and intelligent conversation.

Billy says to Vince, "So what makes you so sure you will stay out of here and not come back if they give you a parole?"

Vince says, "I've got a great chance of not coming back - I'm working at it. I go to college, AA/NA - I spend my time reading and trying to better myself. I don't get cases for contraband like you guys probably do. I just do my own time and leave everyone else alone. How about you, what's going to keep you out."

Billy says, "I'm getting my GED. At least I'm trying. I even joined the church choir so I can keep my voice in good shape. If I could get some sleep at night, I might even be able to pass my GED in a few months. It's old Damon here that's going to come back when he gets out. You ought to hear all his stories about dope and gangbanging."

SCENARIO FOUR CONTINUED

Damon says, "Man, I've got too many years to do in this joint and I'm living the high life as best I can while I'm here. To heck with all the cops and teachers, they can't make me do anything I don't want to do. And when I get out, I'll get a faster car and a new location the cops don't know nothing about, Selling drugs is easy because people want to buy them. The easiest money I will ever make and no one gets hurt."

Johnny says, "Yeah, that's what I thought until they caught me this last time. Now I'm here on that "three-strikes-you're-out-for-the big-one" bull and this is where I'm going to die. There won't be any getting out for me and if you kids come back again and again, you'll probably die in here too. You just don't know what it cost me. My family tries to ignore me, I don't have friends anymore, most of the money I have is from what I can hustle. I don't go to the commissary like you all do, and when I do, I have to buy tooth-paste, no zoo-zoos or wham-whams for me. You kids got it too easy. You don't know what hard time is. But if you come back you'll learn. The state is just going to make it tougher time from now on and you're going to be **doin'** lots of it."

Vince says, "Well, I know I won't be back. I've got people out there who love me and want to see me make it. I'll stay away from booze and drugs because they are what put you inside this place, not the cops. This might be my first time down, but it'll be my last."

Billy says, "When I get out, the first thing I'm going to do is get high on something. Man, I can just get high thinking about some good Cuervo Gold and a cold can of brew. Then I'll worry about finding a band to play with and earn some bread."

Damon says, " What you gonna pay for the tequila with? They only give you fifty dollars when you walk out the door, fool. You are such an ignorant little Keebler elf fool."

Billy says, "Don't call me no elf. I'm better than you are, at least I didn't get no thirty years for shooting someone. All I did was take a few things from people. I never hurt no one, plus they all had insurance."

Johnny says, "You guys just don't get it. If you keep thinking things like that they won't even have to close your commissary account you'll be back so fast."

SCENARIO FOUR SCRIPT

(Four guys are sitting in the classification waiting room They are trying to ignore each other, looking around at the walls and ceiling)

BILLY TO DAMON: "Man, when I see my counselor I'm asking for a cell change. I ain't gonna live with you any longer than I have to. Bad enough I have to work with you too."

DAMON TO BILLY: "Drop dead."

BILLY TO DAMON: "Man, I'm not coming back to this place, and have to live with dead heads like you. Once is enough for me."

JOHNNY TO BILLY AND DAMON: "Kids like you are the reason they build these prisons, just because you can't stay straight."

BILLY: "I'm gonna stay out of here this time. I know I can't handle drugs, so I'm just gonna drink. I mean, everybody drinks, It's even legal."

VINCE TO JOHNNY: "You know that I could have gotten a case for copying that stuff for you. If I had, it would have cost me my parole. Don't talk to them kids about staying out of here. You're just an old convict who doesn't care anymore about anything. How many times you been down anyway, four, five?"

DAMON TO VINCE: "Man, don't even talk about parole. I've got to do thirty the hard way and that means fifteen flat. I don't want to hear about that stuff."

VINCE TO EVERYONE: "I've got to make parole just to get away from people like you. I'll do whatever the man want me to just to get out of here."

BILLY TO VINCE: "So what makes you so sure you will stay out of here and not come back if they give you a parole?"

VINCE: "I've got a great chance of staying out - I'm working at it. I'm working towards a college degree, AA/NA and I spend my time reading and trying to better myself. I don't get cases for contraband like you guys probably do. I just do my own time and leave everyone else alone. How about you, what's going to keep you out of here?"

BILLY: "I'm getting my GED. At least I'm trying. I even joined the church choir so I can keep my voice in good shape. If I could get some sleep at night."

(Billy then points at Damon)

SCENARIO FOUR SCRIPT CONTINUED

- BILLY:** 'I might even be able to pass my GED in a few months, It's old Damon here that's going to come back when he gets out. You ought to hear all his stories about dope and gangbanging."
- DAMON:** "Man, I've got to do at least fifteen years in this joint and the only thing I'm doing is living the high life. To heck with all the cops and teachers, they can't make me do anything I don't want to do. And when I get out, I'll get a faster car and a better location the cops won't know nothing about, Selling drugs is easy because people want to buy them. The easiest money you will ever make and no one gets hurt,"
- JOHNNY:** "Yeah, that's what I thought until they caught me this last time. Now I'm here on that three-strikes-you're-out bull and this is where I'm gonna die. There won't be any getting out for me and if you kids come back again and again, you'll probably die in here too. You just don't know what it cost me. My family tries to ignore, I don't have friends anymore, most of the money I have is from what I can hustle. I don't go to the commissary like you all do, and when I do, I have to buy toothpaste and deodorant. No zoo-zoos and wham-whams for me, You kids got it too easy. You don't know what hard time is. But if you come back you'll learn. The state's just gonna make it tougher time from now on and easier for you to come back to do lots of it."
- VINCE:** "Well, I know I won't be back. I've got people out there who love me and want to see me make it. I'll stay away from booze and drugs because they're what put me inside this place, not the cops, This might be my first time down, but it's also gonna be my last."
- BILLY:** "Well, when I get out, the first thing I'm going to do is get high on something. Man, I can almost get high thinking about some good Cuervo Gold and a can of Bud. Then I'll worry about finding a band to play with and earn some easy money. A band will keep me out. I just want to play my tunes."
- DAMON:** "What you gonna pay for the tequila with? They only give you fifty dollars when you walk out the door, foool. You are such an IGNORANT, LITTLE KEEBLER ELF FOOL."
- BILLY:** "Don't call me no elf. I'm better than you are. At least I didn't get no thirty years for shooting someone. All I did was take a few things. I never hurt no one. Plus, they all had insurance."
- JOHNNY:** "You guys just don't get it. If you keep thinking things like that, they won't even have to close your commissary account, you will be back so fast"

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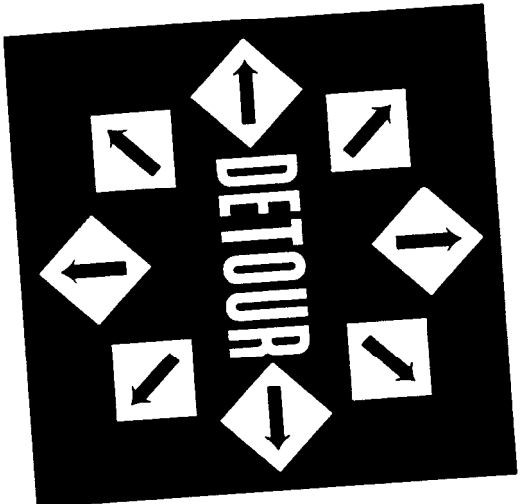
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On this date, the _____ day of
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Teacher

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