

Strength-Based Supervision:

Supportive Authority, Intentional Interventions, and Habits of Mind

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Developed in collaboration with the Vermont Department of Corrections by:
Vermont Consultants for Language and Learning (dba)
Nine East Network
9 West Street
Montpelier, VT 05602
802-229-0100
www.nineeast.net
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Written by Chico Martin and Diane Robie with contributions from Joe Aldrich,
John Gorczyk, Brian Bilodeau, Christine Leslie, and Dana Lesperance.

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Overview

Underlying Assumptions

The Strength-Based Supervision curriculum complements the Academy Basic Correctional Officer Training and subsequent Corrections Department Advanced Communication Techniques (ACT) and Habits of Mind (HOM) Trainings. The underlying assumption of this training is that continuing professional development of strength-based approaches to supervision enhances staff safety and facility security while reducing the rate of offender recidivism. Professionals who employ these approaches report improved ability to fulfill job responsibilities, increased job satisfaction, and changed offender behaviors.

Strength-based approaches can be used to intervene with offenders along the entire behavioral spectrum. Both the pro-social and anti-social lengths of the spectrum provide unique challenges and opportunities. In any situation, strength-based approaches shift staff's focus away from offender shortcomings and direct attention to offender assets. Strength-based supervision offers a positive alternative to dictatorial models by helping offenders identify strengths and apply newly discovered personal resources to problem-solving.

Intended Results

Using strength-based approaches, staff work together with offenders to influence attitudes and achieve behavioral outcomes. The internalization of changes in attitude, combined with practiced success in the application of new skills to guide thinking and acting, provides offenders with a strong foundation for responsible decision-making and a basis for successful community re-entry.

Communication is the key for obtaining the information necessary to make strength-based approaches work. Relationship building in a "can do" rather than a "can't do" environment prepares the way for the more focused interventions that promote offender self-identification of strengths, recognition of choices, and acceptance of responsibility for the effects of thoughts and feelings on behavior.

Intervention can occur along a continuum from physical intervention to verbal de-escalation to strength-based. This continuum corresponds with the four levels of human interaction described in other trainings: no engagement, operational, relational, and intervention.

While inappropriate choices frequently provide a chance to direct offender awareness to the choice moment and its consequences, opportunities to re-

inforce appropriate choices are often overlooked. Abundant opportunities for laying the groundwork and effecting lasting behavior change can be found when staff learn to become more mindful and intentional in the way they think and interact with offenders.

Design

The Strength-Based Supervision curriculum challenges participants to look at their assumptions and perceptions as a means to focus on strength-based behavior. Participants will practice application of strength-based approaches and examine areas for further growth. They will also consider the implications of such approaches for themselves and the facilities where they work.

Specifically, the curriculum uses a strength-based lens to examine the application of the following:

- Supportive Authority,
- Intentional Interventions, including Challenging Choices and Cognitive-Reflective-Communication, and
- Habits of Mind.

When successfully employed, these non-judgmental approaches invite the offender to examine his or her thinking, feelings, and behavior and to build opportunity for self-responsibility.

Day One creates awareness of the values and beliefs of the Department of Corrections and those held by the participant. Anyone who engages in the process of helping others to look at their feelings, thoughts, and behaviors needs to be able to look at their own.

Day Two focuses on the use of intentional interventions and provides opportunity for skill building. Intentional Interventions are focused and depend on a practiced set of communication skills.

Day Three emphasizes structured reflection and the development of future steps. Reflection activities help personalize and internalize learning and form a basis for applying new learning.

Habits of Mind are introduced, trained, and reflected upon throughout all three days.

Notes

Notes

Historical Perspective

The Vermont Department of Corrections (VDOC) has had a history of innovation since its inception as a Department within the Agency of Human Services in 1969 and the passage of progressive 'community corrections' legislation governing its mission by the 1971 adjourned session. Its fulfillment of this mission has often been recognized at the national level as a model for the expression of best practice in the corrections profession.

Vermont became a leader in the development of best practices in the 1970's using the newly emerging approach referred to as 'community corrections'. As one of only a handful of states with a fully integrated corrections administration, in which the functions of probation, parole, jails and prisons are administered by one department within the executive branch of government, Vermont was able to create a relatively seamless approach to supervise the offender population. The Department coordinated its efforts and made a strong commitment to house offenders close to their home communities, and to partner with community representatives to plan for the offenders' return to their communities. Vermont Probation and Parole was one of the first two state organizations in the country to be formally recognized and accredited by its national association for the quality of its case planning and case management activities.

Vermont maintained its national leadership role in the 1980's, when it developed and implemented programs which drew upon and helped to define what has come to be known as the 'what works' literature in the field of Corrections. The nationally recognized Vermont Treatment Program for Sex Offenders began in the early eighties as a twenty-bed program in a single living unit at the Chittenden Correctional Facility. As of 2006, it has grown to two fifty-bed inpatient programs and a statewide network of outpatient treatment and assessment services. The Cognitive Self Change Program, initially called the Violent Offender Program, began in 1986 with funding from the National Institute of Corrections. The program was housed in a single living unit at Northwest State Correctional Facility. As of 2006, Cognitive Self Change has grown to a ninety-bed program with a statewide network of outpatient treatment services. Its development and use of cognitive behavioral interventions to address offender risk has been, and continues to be, a model for corrections jurisdictions throughout the United States and abroad.

In the 1990's, Vermont's leadership in corrections was expressed through its pioneering work in the areas of intermediate sanctions, restorative justice and the development of staff training programs in advanced communications techniques designed to reduce the incidence of negative events and increase staff safety in correctional institutions.

Notes

The Workforce Development Program was initiated in 2004 to build upon the strengths the VDOC has developed over these past four decades. Specifically, it establishes a working partnership between the Community High School of Vermont, Vermont Offender Work Programs and Corrections uniform and casework staff. The establishment of this single organizational culture is designed to teach and positively reinforce appropriate cognitive behavioral skills. The program builds upon the Department's work regarding advanced communications techniques within the context of the evidence-based practices articulated in the 'what works' literature. The Workforce Development Program is based on social learning theory and utilizes cognitive behavioral methodologies with an emphasis on positive reinforcement to address the needs of targeted moderate and high risk offenders.

Notes

Skills, Knowledge, and Attitudes

WHO

Corrections professionals.

WHY

To enhance staff's use of strength-based tools to assist offenders in gaining skills to engage in responsible decision-making.

WHEN

Three six-hour modules.

WHERE

Classroom setting.

WHAT

KNOWLEDGE

1. Impact of Supportive Authority and Strength-Based Approaches
2. 16 Habits of Mind
3. Intentional Interventions

SKILLS:

1. Supportive Authority: able to establish a rapport that supports offender's personal growth.
2. Challenging Choices: able to interact with offenders to increase their consciousness of choices and the effect of choices on self and others.
3. Cognitive-Reflective Communication: able to assist offenders to develop the ability to make the connections between thoughts, feelings, and behaviors.
4. Habits of Mind: able to apply the 16 markers of behavioral intelligence in conjunction with intentional interventions, especially to reinforce offenders' positive choices.

ATTITUDES:

1. Focus on strengths rather than weaknesses.
2. Identify capabilities rather than deficits.
3. Reinforce successes rather than failures.

Day I

Notes

Agenda

Part I

Welcome & Context Setting

Introductions

Strength-Based Approaches

Supportive Authority

Part II

Universal Steps of Engagement

Habits of Mind

Tying It Together

Learning Tasks:

Participants will:

- Identify and reflect on the principles they use to guide their life.
- Review mission statement and discuss how strength-based approaches advance Department of Correction vision, mission, values, and principles.
- Contrast Influential and Dictatorial Supervision.
- Apply Universal Steps of Engagement and examine Supportive Authority.
- Identify Habits of Mind (HOM) used in Universal Steps of Engagement and Supportive Authority.
- Describe the benefits of a strength-based approach that incorporates the use of Supportive Authority, Universal Engagement, and HOM.

Notes

Welcome & Context Setting (15 minutes)

- Introduction of presenters & participants
- Overview of the training
- Historical perspective
- Ground rules
- Housekeeping

Life Axioms—Warm-Up Exercise (30 minutes)

Learning Task

Participants will identify and reflect on the principles they use to guide their life.

Materials

Handout 1—Axioms for Life, page 20

Activity 1—Axioms for Life

- Given participants a copy of Handout 1—Axioms for Life.
- Instruct participants to share a statement or to pick one from the handout that summarizes their approach to life.
- In pairs, ask participants to share the axiom chosen and why.
- In the large group, participants introduce self and state their axiom.
- Reflect on choices—similarities, differences, make connections to strength-based approaches.

Depending on the size and nature of the group, this may be done as a whole-group exercise.

Making the Connection

Our behaviors are influenced by our values and beliefs. Becoming aware of philosophical groundings broadens our perspective, helps us to better understand our resistance to change, and creates an openness to new ideas. It is important for us to realize our underpinnings before engaging with offenders to challenge their thinking.

Strength-Based Approaches (30 minutes)

Learning Task

Participants will review mission statement and discuss how strength-based approaches advance the Department of Corrections vision, mission, values, and principles.

Materials

Handout 2—DOC Vision, Mission, Values, and Principles, page 21
Handout 3—Strength-Based Approaches, page 22
Newsprint and markers for related activity

Activity 1—Vision, Mission, Values, and Principles

- Provide participants with a copy of Handout 2, DOC Vision, Mission, Values, and Principles.
- Instruct participants to individually read the statements, highlighting statements that intrigue, surprise, or strike a chord with them.
- Share reflections with larger group.
- Ask participants what practices they engage in that support the vision, mission, values, and principles.
- Identify practices that are not aligned with vision, mission, values, and principles.

Activity 2—Mini-Lecture Strength-Based Approaches

- Prepare Power Point slide, overhead, or newsprint with information from Handout 3. Provide participants with a copy of the handout.
- Through a mini-lecture, present definition, purpose, principles and when to use. Give examples to illustrate points.
- Ask participants their reactions and thoughts. Ask for examples of how strength-based approaches support the Department vision, mission, values, and principles.

Notes

This may evoke discussion about fundamental principles and practices. Allow participants to share thoughts. Keep the focus positive. The concepts and ideas will be revisited throughout the curriculum. People's perceptions may shift as they go through the training.

Making the Connection

Traditional approaches in Corrections have focused on deficits and punishment. In recent years, there has been a shift to using strength-based approaches which have shown to be more effective in producing change that is sustained over time. The Mission, Vision, and Principles of the Department incorporate and support strength-based approaches.

Notes

Supportive Authority (45 minutes)

Learning Task

Participants will contrast Influential and Dictatorial Supervision.

Materials

Handout 4—Supportive Authority, page 23
Newsprint and markers

Activity 1—Pair and Share, Telling vs. Inviting

- In pairs, share a time when you were told you needed to do something and another time when you were invited to participate. In each situation,
 - What did you feel?
 - What did you think?
 - What did you do?
- In the large group, popcorn out a few responses.

Activity 2—Mini-Lecture Supportive Authority

- Prepare Power Point slide, overhead, or newsprint with information from Handout 4. Provide participants with a copy of the handout.
- Through a mini-lecture, highlight key concepts of Supportive Authority, noting definition, purpose, and principles.

Activity 3—Contrast Influential & Dictatorial Supervision

- Divide into two groups. Give each group newsprint and markers.
- Instruct one group to discuss characteristics of Influential Supervision and the other group the characteristics of Dictatorial Supervision.
- Each group presents to the larger group. Participants reflect and add to each other's work.

Mention that this is a parallel process. The goal is to embrace a strength-based approach in all our interactions at all levels—with co-workers, offenders, and others.

Making the Connection

We are more apt to experience greater resistance and defensiveness when we are told to do something. When communication is respectful and inviting, the level of influence increases. Offenders are more likely to cooperate and engage in self-examination with people with whom they have a positive rapport. Relationship building occurs in a professional context and is not compromised when boundaries between personal and professional relationships are respected. Embracing a Supportive Authority model allows for offenders to be held accountable and encourages learning and personal growth.

Universal Steps of Engagement (45 minutes)

Learning Task

Participants will apply Universal Steps of Engagement.

Materials

Handout 5—Universal Steps of Engagement, page 24

Handout 6—Case Scenarios, page 25

Activity 1—Mini-Lecture Universal Steps of Engagement

- Prepare Power Point slide, overhead, or newsprint with information from Handout 5. Provide participants with a copy of the handout.
- In pairs, ask participants what step(s) they find easy to apply and which one(s) are more challenging.

Activity 2—Practice Application, Changing the Lens

- Ask group for a situation where Dictatorial Authority was used.
- Write situations on a flip chart.
- Pick one example to use to shift thinking to using a Supportive Authority framework. Walk through each of the four steps.
 1. Observe the behavior
What specific behaviors did you observe?
 2. Thinking about the thinking
What do you think the offender was thinking/
experiencing at the time? What causes you to think this?

What might the corrections professional have been thinking/experiencing as s/he observed the behavior?
What causes you to think this?

What shifts in thinking might the staff person make to move from using a Dictatorial to a Supportive Authority model?
 3. Plan your approach
How might you approach the offender in a respectful way?

How is this choice affected by past experiences with the offender and/or similar situations?

Notes

Review the intervention continuum and the Four Levels of Human Interaction that are described on page 4.

Notes

What could be accomplished in this situation?

What new learnings or awareness might the offender gain?

How might this change current and future behavior?

How will you know when to stop and let the offender process on his or her own?

4. Engage and constantly adjust

What is the first thing you will say?

What adjustments can you anticipate?

Activity 3—Enactment of Engagement

If there are two trainers, they will present the role play. If there is one trainer, s/he will play the role of the offender and a participant will play the role of the corrections professional.

- Choose one situation brainstormed above or a case scenario from Handout 6.
- Set the stage by describing the situation and the observed behavior.
- Ask each participant to jot a note or two about what they think each person in the role play is thinking.
- Have each person in the role play describe what s/he is thinking.
- Role play the approach and engagement.
- Ask those who participated in the role play
 - How they felt and thought?
 - What went well?
 - What they would do differently?
- Ask group, what did they observe?
 - How close did their assumptions about thinking match those in the role play?
 - How effective was the preparation?
 - How effective was the approach?
 - Did the interaction stimulate offender awareness?
 - What communication skills were used?
 - What could have been done differently?

Making the Connection

The four steps of Universal Engagement can be applied to any interaction between two people. The steps provide a framework for considering the feelings, thoughts, and actions of both people. At first, it may feel trite or constrained to apply the four steps. As you become more proficient, you will develop a style that is more comfortable and reflective of your individualism.

Notes

Related Activities (optional)

One way of using Supportive Authority is to model good listening skills.

Active listening: *what I hear you saying is . . .*

Clarifying: *tell me more about this . . .*

Comments: *oh, wow . . .*

Empathy: *I can understand that feeling . . .*

Non-verbal: *nodding, making eye contact . . .*

The following two optional activities emphasize good listening skills.

1. How do you know when someone is listening to you?
 - Break into teams of two. Trainers pass out paper and markers.
 - One participant tells his or her partner about something that happened to them in the school, work, or residential unit during the past week. Keep the story to a couple of minutes. Then switch off.
 - After both are finished, they work together making two lists: one to describe at least five things that demonstrate listening; and the other at least five things that demonstrate what it feels like to be listened to.
 - Regroup and share responses.
 - Possible responses: things that show one person was listening while the other was talking: *pays attention, engages in eye contact, nods, indicates level of understanding, avoids interruptions, gives feedback.*
 - Possible responses: things that show what it was like to be listened to: *understood, cared about, respected, good, self-conscious, embarrassed.*
2. Film clip.
 - Show a scene from a movie, such as nun/offender interaction in *Dead Man Walking*, that shows empathetic and active listening.
 - Discuss examples of Active Listening.

Notes

**Habits of Mind
(90 minutes)**

Learning Task

Participants will identify HOM used in Universal Steps of Engagement and Supportive Authority.

Materials

Handout 7—Habits of Mind, page 26

Power Point slide, overhead, or newsprint with 16 HOM

16 pieces of construction paper with one HOM on each

Newsprint and markers

Activity 1—Problem-Solving Behaviors

- Brainstorm a list of behaviors people use to effectively solve problems and make decisions.
- Introduce the 16 Habits of Mind.
- Compare the two lists.

Activity 2—Mini-Lecture

- Discuss brain function and how HOM can help offenders think differently. Use newsprint and markers to draw a person's head and label the parts of the learning brain.

Activity 3—HOM

- Hang the construction paper with the HOM around the room.
- Ask participants to use the sticky notes to write a phrase or word that reflects how they have used that HOM. (Only one idea on each sticky.) Encourage participants to try to think of at least one for each HOM; however, it is okay if they can't come up with something for all of them.
- Post the sticky notes on the wall under the appropriate HOM.
- Ask participants to walk around the room and view what is listed for each HOM.
- Instruct participants to stop at an HOM that most interests them.
- As a small group, ask participants to share what interested them about this HOM and to discuss anything striking about the sticky notes.
- Reflect as a large group
 - What HOM generated the most interest? Which ones are easier to use? Which ones take more practice?
 - When are some times you have consciously used HOM?

A good source for the mini-lecture and drawing is Teaching with the Brain in Mind, by Eric Jensen.

- How was it helpful? What might the outcome have been if you hadn't used a HOM and reacted differently?

Notes

Activity 4—Application

- Divide newsprint into two columns, one for offender and one for corrections professional.
- Ask group, “What Habits of Mind were employed by the offender and the corrections professional during the earlier role-play of the Universal Steps of Engagement and practice of supportive authority?” Note HOM used by each.
- With a partner, ask participants to discuss what they notice about the lists and what HOM they tend to use in their interactions with offenders.

Making the Connection

Habits of Mind are a set of cognitive skills that, when employed repeatedly, form a pattern of intelligent behavior that results in better decision-making capabilities. HOM are a reflection of the internal and external dialogue we have with ourselves and others. Most everyone uses HOM to one degree or another without thinking about them. Some HOM come easier than others. As we sharpen our use of HOM, we build skills and internal resources that can help with decision-making and problem-solving. We never perfect the HOM.

Related Activities

Materials

Activity 1

Set of index cards with the 16 Habits of Mind
Container to hold the index cards

Activity 2

Handout 8—Self-Assessment, page 27

Activity 1—Which One Am I?

- Ask for volunteers to randomly choose a card with the HOM.
- Instruct volunteer to come up with a behavior that is an example of the HOM.
For instance:
 - Persisting—doing something a number of times
 - Thinking Interdependently—asking someone's opinion
- Volunteer acts out the behavior. Talking is allowed and s/he may recruit another volunteer if necessary.

Notes

- Other participants guess the HOM.
- Repeat with all the HOM.

Activity 2—Self-Assessment

- Given each participate a copy of Handout 8.
- Ask participants to rate their use of HOM on the job.
- With a partner, share
3 HOM you regularly practice and give an example
3 HOM you want to focus on and how you will do that
- As a large group reflect on the following questions:
What did I learn about myself?
How I will use this information?

Wrapping It Up (30 minutes)

Learning Task

Participants describe the benefits of a strength-based approach that incorporates the use of Supportive Authority, Universal Engagement, and HOM.

Materials

Handout 9—Tying It Together, page 28

Activity 1—Creating a PSA

- Prepare Power Point slide, overhead, or newsprint with the questions on Handout 9.
- Divide into groups of 4-5 people.
- Ask each group to consider the questions on Handout 9 and then to create a 30-second Public Service Announcement about the benefits of a strength-based approach that incorporates the use of Supportive Authority, Universal Engagement, and HOM.
- Choose one person to read the PSA to the larger group.
- Reflect on the day and congratulate participants for their work.

Activity 2—Rate the Training

- Ask participants to rate the day on a scale of 1-10, with one being not a total waste of time and 10 being wow, what a great day.
- Ask what would make the next two days more useful.

Notes

Making the Connection

Many of the activities today were designed to encourage us to think about thinking. To effectively engage others in examining their thinking and behaviors, we must be willing to participate in a parallel process.

We also explored how to use the Universal Steps of Engagement as a means for structuring our interactions in an intentional way to promote awareness and new learning.

Learning new skills requires practice. At first, practicing these techniques may feel awkward and constrained. With time, you will develop your own style and they will become more comfortable.

The Habits of Mind were introduced to provide a set of cognitive skills which can enhance problem-solving and decision-making.

For trainings that are scheduled back-to-back, ask participants to try using the Universal Steps of Engagement in a situation, any situation, they encounter between now and tomorrow morning. This could be an exchange with another participant, a family member, the cashier at the local market—anyone. Use the four steps. Note feelings, thoughts, and behaviors.

For trainings scheduled over a period of time, ask participants to be mindful of their interactions with others and to intentionally employ the strategies discussed today. Encourage them to note significant events in a journal. Ask participants to prepare something that they can share with the group in two minutes or less that summarizes their experience. It could be a journal entry, a poem or song, a picture or graphic, anything that conveys their experience. Remind participants of this assignment a week before the next session.

Handout 1—Axioms for Life

Treat others as you want to be treated

Turn the other cheek

Stitch in time saves nine

Better safe than sorry

Do and ask for permission later

Live and let live

Seize the day

Eye for an eye

Think before you speak

Take the middle road

Shit happens

Do your best and leave the rest

Do before others do unto you

Fake it 'til you make it

One day at a time

Easy does it

Practice random acts of kindness

Early to bed, early to rise

Better late than never

Go for the gusto

The end justifies the means

Tit for tat

Steal from Peter to pay Paul

Don't count your chickens before they hatch

A bird in the hand is worth two in the bush

Fool me once, shame on you; fool me twice, shame on me

Squeaky wheel gets the grease

Ounce of prevention is worth a pound of cure

When the going gets tough the tough get going

All for one and one for all

She who hesitates is lost

Can't never could

When we change the way we look at things, the things we look at change

No good deed goes unpunished

Stick with the winners

Far better to be hated for who we are than loved for who we are not

I would rather fail at what I am called to do than succeed at what others want me to do

Handout 2—Department of Corrections

Vision Statement

To be valued by the citizens of Vermont as a partner in the prevention, research, control, and treatment of criminal behavior.

Mission Statement

In partnership with the community, we support safe communities by providing leadership in crime prevention, repairing the harm done, addressing the needs of crime victims, ensuring offender accountability for criminal acts, and managing the risk posed by offenders.

This is accomplished through a commitment to quality services and continuous improvement while respecting diversity, legal rights, human dignity, and productivity.

Values

Responsibility, Commitment, Integrity, Judgment, Creativity, Enthusiasm, Compassion

Principles

We believe:

- That people can change
- That community participation and support are essential for the successful delivery of correctional services
- In the inherent worth and dignity of all individuals
- In treating people with respect and dignity
- In teamwork and the process of continuous improvement
- In professional self-improvement
- In the placement of offenders in the least restrictive environment consistent with public safety and offense severity
- In fairness throughout all decision-making
- In respect for the liberty, interest, rights, and entitlements of the individual
- In individual empowerment
- In non-violent conflict resolution
- In maintaining a safe and secure environment
- In the value of individual, racial, and cultural diversity
- That victims have the right to have an active role in determining how their needs can best be met
- That offenders are responsible, to the extent possible, to repair harm done to victims and the community

Handout 3—Strength-Based Approaches

Definition

An approach to practice that focuses on strengths, capabilities, resources, success, and successive approximations.

Purpose

To increase the ability of corrections professionals to influence offender attitudes, behaviors, and long-term success.

Principles

- There is good in every offender
- Opportunities can be found to help all offenders learn and grow as individuals
- All offenders have assets and strengths
- Corrections professionals can actively reinforce the assets and strengths offenders already possess
- Corrections professionals can help offenders recognize their opportunities to generalize the use of strengths and attributes across all areas of their lives

When to use

- In day-to-day interactions
- When reinforcing positive behavior
- When addressing negative behaviors of concern

How to use

Universal Steps of Engagement

1. Observe behavior
2. Think about the thinking
3. Plan your approach
4. Engage and constantly adjust

Handout 4—Supportive Authority

Definition

A model that fosters human and respectful communication with offenders in order to support offender growth. Professional initiated rapport and relationship building with offenders to effectively balance risk-control strategies and offender accountability with modeling, coaching, and mentoring.

Purpose

Supportive authority increases the ability of corrections professionals to influence offender attitudes, behaviors, and long-term success. Proficiency is developed through successive approximation.

Principles

- Professional and humane application of rules and related sanctions
- Development of respectful relationships that enhance collaboration and promote partnerships
- Use of intervention techniques to promote skill building and provide opportunities for offenders to practice self-regulation
- Mastery gained through successive approximation; emphasis on practice, not perfection
- Investment in offender success
- Encouragement of offender capacity to make conscious, deliberate choices and to participate constructively in social environments

When to use

- In day-to-day interactions
- When reinforcing positive behavior
- When addressing negative behaviors of concern

How to use:

Universal Steps of Engagement

1. Observe behavior
2. Think about the thinking
3. Plan your approach
4. Engage and constantly adjust

Handout 5—Universal Steps of Engagement

Definition

Model of engagement with offenders that can be applied to all intervention scenarios.

Purpose

Universal Steps of Engagement provide a framework for professionals to effectively intervene with offenders in an influential manner.

Principles

- Know as much as possible about a situation beforehand when intervening.
- It is as important to recognize where you are emotionally and cognitively when intervening as it is to know where the offender is emotionally and cognitively.
- Offenders should always be approached in a respectful and humane manner.
- Coming up with a plan for intervening increases the likelihood that you will be able to address the offender's strengths and assets during the intervention.
- Interventions always provide opportunities to facilitate offender learning and growth.
- Professionals remain flexible and responsive during encounters with offenders.

When to use

- In day-to-day interactions
- When reinforcing positive behavior
- When addressing behaviors of concern

How to use

Universal Steps of Engagement

1. Observe behavior
2. Think about the thinking
3. Plan your approach
4. Engage and constantly adjust

Handout 6—Case Scenarios

- As an officer, you notice that inmate Smith is yelling across the dayroom.
- Inmate Jones is in segregation yelling, punching the walls and kicking the door.
- During your routine rounds, you notice inmate Jones sitting on her bunk with her head in her hands, crying.
- Two inmates are in each other's face in the unit. They are shouting and yelling at each other.

Handout 7—Habits of Mind

Definition

Cognitive attributes that facilitate decision-making and problem-solving

Purpose

Provides a set of markers for developing attitudes, skills, and predisposition for thinking and behaving intelligently

Principles

16 Habits of Mind

- Persisting
- Managing Impulsivity
- Listening to Others with Understanding and Empathy
- Thinking Flexibly
- Thinking about Thinking
- Striving for Accuracy and Precision
- Questioning and Posing Problems
- Applying Past Knowledge to New Situations
- Thinking and Communicating with Clarity and Precision
- Gathering Data through All Senses
- Creating, Imagining, and Innovating
- Responding with Wonderment and Awe
- Taking Responsible Risks
- Finding Humor
- Thinking Interdependently
- Learning Continuously

When to use

- In day-to-day interactions
- When reinforcing positive behavior
- When addressing negative behaviors of concern

How to use

Universal Steps of Engagement

1. Observe behavior
2. Think about the thinking
3. Plan your approach
4. Engage and constantly adjust

Handout 8—HOM Self-Assessment

Habits of Mind Monthly Participant Rating Form

Participant _____ **Rating Date** _____ **Facility** _____

Participant self-rating form to be completed monthly: please check one column for each HOM

Habits of Mind	Rarely	Sometimes	Usually	Most of the Time
Persisting				
Managing Impulsivity				
Listening w/ understanding & empathy				
Thinking flexibly				
Thinking about thinking				
Striving for accuracy				
Questioning & posing problems				
Applying past knowledge to new situations				
Thinking & communicating with clarity & precision				
Gathering data through all the senses				
Creating, imagining, & innovating				
Responding with wonderment & awe				
Taking responsible risks				
Finding humor				
Thinking interdependently				
Remaining open to continuous learning				

[Rating Scale: Rarely = 1, Sometimes = 2, Usually = 3, Most of the time = 4]

Handout 9—Tying It Together

What are the benefits of a strength-based approach?

How do Supportive Authority, HOM, and Universal Steps of Engagement complement each other?

How do these approaches lead to improved outcomes and quality of life for offenders?

Write your Public Service Announcement (PSA):

References

Notes

Arthur L. Costa and Bena Kallick. Habits of Mind: A Developmental Series. Book 1: Discovering and Exploring Habits of Mind. Association for Supervision and Curriculum Development. Alexandria, Virginia. 2000.

Arthur L. Costa and Bena Kallick. Habits of Mind: A Developmental Series. Book 2: Activating and Engaging. Association for Supervision and Curriculum Development. Alexandria, Virginia. 2000.

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Notes

Day 2

Agenda

Part I

Reflections & Overview
Intentional Interventions
Challenging Choices

Part II

Cognitive Reflective Communication
Putting It In Action

Learning Tasks:

Participants will:

- Identify attributes of influential people and discuss how their actions affect others.
- Examine similarities and differences between Intentional Interventions and Supportive Authority.
- Apply Universal Steps of Engagement to Challenging Choices (CC).
- Apply Universal Steps of Engagement to Cognitive Reflective Communication (CRC).
- Identify Habits of Mind (HOM) used in Intentional Interventions, Challenging Choices, and Cognitive Reflective Communication.
- Describe the strength-based foundation of Challenging Choices and Cognitive Reflective Communication.
- Plan steps to improve their practice.

Reflections & Experiences (15 minutes)

- Ask for general reflections & thoughts from previous training.
- Ask participants to share their experience in using Universal Steps of Engagement.
- Provide an overview of today's agenda.

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Influential People—Warm-Up Exercise (30 minutes)

Learning Task

Participants will identify attributes of influential people and discuss how their actions affect others.

Materials

Flipchart
Markers

Activity 1—Pair and Share Influential People

- Think of someone who has had a positive impact on your life. This can be during any period of time. Think of someone who made a difference for you.
- Tell a partner about that person.
 - What attributes did the person have?
 - What did the person do that made a difference for you?
 - How did it make you feel? What did you think? How did it change you?
- On newsprint, record responses to the questions.
- Reflect on responses.

This can be a very powerful experience and may be the turning point for some as they see how they can make a difference for someone else.

Making the Connection

Most of us have encountered someone during some period of our life who had a positive impact on the person we have become. Who the person was and what s/he did may vary; however, there are some common attributes that influential people share. Through some action, they showed their concern and encouraged us. They affected our thoughts and feelings about our self-worth. Similarly, we can intentionally be influential people in the lives of others.

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Intentional Interventions (30 minutes)

Learning Task

Participants will examine differences between Intentional Interventions and Supportive Authority.

Materials

Flipchart

Markers

Handout 10—Intentional Intervention, page 38

Activity 1—Mini-Lecture Intentional Interventions

- Prepare Power Point slide, overhead, or newsprint with information from Handout 10. Provide participants with a copy of the handout.
- Through a mini-lecture, highlight key concepts of Intentional Interventions.
- Ask participants how this differs from Supportive Authority and modeling.
- Record answers on newsprint.
- Introduce Challenging Choices and Cognitive Reflective Communication as two Intentional Interventions.

Making the Connection

Supportive Authority is a philosophical approach. It is not enough to have collaborative relationships and model behavior. We must go further by focusing communications in a very intentional way to influence and effect behavior change. Challenging Choices and Cognitive Reflective Communication are two Intentional Interventions that, when purposefully used, encourage personal insights and help develop motivation for self-change. Becoming more skillful in the application of Intentional Interventions will create opportunities for us to be a positive influence and affect the way offenders think, feel, and act. When engaged in Intentional Interventions, professionals remain non-judgmental and try to encourage offender self-insight rather than “do their thinking for them” by providing the offender with answers to questions or solutions to problems.

Challenging Choices (60 minutes)

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Learning Task

Participants will apply Universal Steps of Engagement to Challenging Choices and HOM used.

Materials

Flipchart

Markers

Handout 11—Challenging Choices, page 39

Activity 1—Why Challenge Choices

- Hang two pieces of newsprint on the wall. One says Unhealthy Choice and the other says Healthy Choice.
- Ask participants to divide into two groups and brainstorm a list of reasons that it is important to challenge the offender choices.
- Review responses with the large group. Be sure to highlight that Challenging Choices can be used to promote pro-social behavior as well as addressing anti-social behavior.

Activity 2—Replay: Challenging & Reinforcing Choices

- In the same groups, ask participants a time when an offender's choice was not challenged.
- Instruct participants to review Handout 11, Challenging Choices, and then to prepare a short skit using the Universal Steps of Engagement to challenge the previous choices in a way that allows the offender to gain insight.
- Before skits are presented to the large group, ask observers to jot down things they hear or see that indicate to them that the Universal Steps of Engagement are being used to challenge or reinforce choices.
- Ask the first group to give a brief summary to set the scene and then to present the skit.
- Process the skit first with those who performed. Ask them to describe
 - What they were feeling?
 - What they were thinking?
 - What worked well?
 - What they would do different next time?
- Ask the observers what they heard or saw that supported the use

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of Universal Steps of Engagement in challenging the choice. What insights did the offender have? Did the person engaging the offender go far enough to allow the offender to gain insights? Did he or she go too far?

- Repeat with second group.

Activity 3—HOM

- Refer participants to the list of HOM, Handout 7, page 26.
- In pairs, ask participants to reflect on what HOM the people in the skit utilized well and which ones they didn't.

Making the Connection

Through our interactions with offenders, we can assist them to become more conscious of the choices they make and the effect of those choices on themselves and others. As offenders take greater ownership of their choices, they gain insight into the power of individual choice versus blaming the world around them for their situation. Engaging in interactions to encourage offenders to become conscious of their choices and how they are employing HOM assists them to build the skills and mindset to make better decisions and encourage long-term self-responsibility. There are countless opportunities in the day to challenge choices to build insight.

Cognitive Reflective Communication (60 minutes)

Learning Task

Participants will apply Universal Steps of Engagement to Cognitive Reflective Communication.

Materials

Flipchart
Markers
Handout 12—Cognitive Reflective Communication, page 40

Activity 1—Mini-Lecture Cognitive Reflective Communication

- Prepare Power Point slide, overhead, or newsprint with information from Handout 12. Provide participants with a copy of the handout.
- Through a mini-lecture, highlight key concepts of Cognitive Reflective Communication, noting definition, purpose, and principles. Give examples to illustrate points.

Activity 2—CRC Demonstration

- Describe a situation where Cognitive Reflective Communication could be utilized.
- Trainers role play.
- Ask participants to give examples of what they heard and saw that demonstrated the use of CRC.

Activity 3 – Practice Cognitive Reflective Communication

- Ask participants to describe other situations where they could utilize Cognitive Reflective Communication with offenders.
- Break into groups. Each group takes one situation.
- As a small group, describe first three steps of engagement.
- Take turns role-playing staff and offender interaction for step four.
- In large group, process reflections.
- List HOM used in role plays.

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Making the Connection

CRC is another Intentional Intervention that can be used throughout the day to increase offender insight. CRC encourages offenders to develop a conscious awareness of the relationship between thoughts, feelings, and behaviors. It assists offenders to internalize a process of self-reflection and encourages them to take responsibility for their feelings, thoughts, and behaviors. Developing HOM provides fundamental skills for decision-making.

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Putting It In Action (30 minutes)

Learning Task

Participants will describe the strength-based foundation of Challenging Choices and Cognitive Reflective Communication and plan steps to improve their practice.

Materials

Flipchart
Markers
Handout 13—Belief Statements, page 41
Note cards with statement of beliefs

Activity 1—Statement of Beliefs

- Prepare note cards with the statement of belief from Handout 13. Write one belief on one note card.
- Divide into six groups, giving each group one note card.
- Instruct groups to discuss their reactions to the statement and then to give one example of what it would look like to demonstrate that belief in day-to-day interactions.
- As a large group, ask participants for examples of how Challenging Choices and Cognitive Reflective Communication are strength-based.

Activity 2—Pair and Share, I Want to Practice

- In pairs, have partners discuss
 - Their strengths using Supportive Authority, Intentional Interventions, and Habit of Mind.
 - Situations that are easy for them to practice the use of these techniques.

After each partner has discussed strengths, have them share the challenges.

 - Something they would like to do better.
 - A step they can take to improve their practice.
- In the large group, ask people to identify the strengths. Ask for a few examples of what people would like to work on.

This activity is an opportunity to revisit some of the fundamental values discussed on day 1. Point out any changes in the group's opinion as a whole.

Making the Connection

CRC is sometimes described as a technique for addressing risky behavior. Risky behaviors are often reactive; that is, they are entered into when circumstances and conditions prompt habitual responses. Encouraging persons to reflect on thoughts and feelings that set off risky behaviors enables them to make the unconscious conscious and take responsibility for their behaviors.

CRC can also be used to reinforce positive behaviors. In all scenarios, it is important to balance too much intervention with too little. Active listening should be used to encourage the recognition of thoughts and feelings and these must be identified – given names – for the offender. The process of explicit identification of thoughts and feelings needs to be positively reinforced. However, once the thoughts and feelings have been brought to the surface and named, the professional needs to back off from the intervention and leave the offender to process these thoughts and feelings for him- or herself. It is always important to remain non-judgmental and recognize the point at which to step back.

Notes

Wrap-Up (10 minutes)

Learning Task

Participants will reflect on their experience.

Activity 1—Reflection

- Ask participants to write down a phrase that captures what they are feeling and thinking.
- Ask volunteers to share their phrase.
- Reflect.

Making the Connection

Thank participants for their participation and willingness to practice new skills and refine others with the group.

For trainings scheduled over a period of time, ask participants to journal how they are enhancing their HOM and using Intentional Interventions. When are they comfortable using Intentional Interventions? When is it challenging? How are they using their resources? Have they been able to ask for the support they need? What changes are they noticing about themselves and their interactions with offenders?

Handout 10—Intentional Intervention

Definition

Focused, intentional communication with offenders to influence and effect offender change.

Purpose

Intentional interventions promote offender self-awareness and develop offender motivation for self-change.

Principles

- Human interactions are opportunities to influence behavior.
- Opportunities can be used to help all offenders practice new skills and attitudes.

When to use

- In day-to-day interactions
- When reinforcing behavior
- When addressing behaviors of concern
-

How to use

Universal Steps of Engagement

1. Observe behavior
2. Think about the thinking
3. Plan your approach
4. Engage and constantly adjust

Handout 11—Challenging Choices

Definition

Intervention tool used to increase awareness of “choice moments”

Purpose

Challenging Choices helps offenders consciously examine the choices they make and the effect their choices have on others and themselves.

Principles

- Choices result in outcomes.
- A person who consciously recognizes the choices and related consequences of the choices s/he makes begins to develop self-awareness and the motivation for self-change.
- “Choice moments” occur for both healthy and unhealthy choices.
- “Choice moments” are opportunities to reinforce many of the Habits of Mind.

When to use

- In day-to-day situations where offender has made a choice
- When observing healthy choice-making or assisting to process previously healthy choices
- When observing unhealthy choice-making or assisting to process previously unhealthy choices

How to use

Universal Steps of Engagement

1. Observe behavior:
 - Situation where offender has made a choice
 - Healthy or unhealthy? Conscious or not?
2. Think about the thinking:
 - What am I thinking?
 - What is the offender thinking?
 - Do I need to adjust my thinking to plan my approach?
3. Plan your approach:
 - Put the choice on the table.
4. Engage and constantly adjust:
 - Check for awareness; ask, did you make a conscious choice?
 - Ask offender to look at short- & long-term consequences or benefits to him/herself and others.
 - Relate to HOM: What HOM did you use or not use? How could you have thought about this differently?

Handout 12—Cognitive Reflective Communication

Definition

Active intervention tool used to help offenders examine the connection between their beliefs, thoughts, and feelings and their hurtful, harmful, and destructive behaviors.

Purpose

Cognitive Reflective Communication helps offenders take responsibility for their beliefs, thoughts, and feelings and develop motivation for changing their habitual risk-taking while developing more pro-social patterns of behaving.

Principles

- Offenders engage in patterns of cognitive/emotional response that can be altered by self-reflection.
- Cognitive/emotional response is an “internal” and “invisible” activity that underlies “visible” and “observable” risk-taking behavior.
- A person who consciously examines the relationship between thought, feelings, and behavior begins to develop self-awareness and the motivation for self-change.
- The CRC model uses choice instead of consequences as the means for managing risk (trying to add strength-based statements wherever possible to explicitly weave that thread into everything).
- Cognitive Reflective Communication supports reinforcement of many of the Habits of Mind.

When to use

- Day-to-day interaction
- When offender has been observed responding reactively
- When processing past choices
- When reinforcing present or past use of HOM

How to use

Universal Steps of Engagement

1. Observe behavior:

- Any situation, with thought to timing and environment

2. Think about the thinking:

- What am I thinking?
- What is the offender thinking?
- Do I need to adjust my thinking to plan my approach?

3. Plan your approach:

4. Engage & Constantly Adjust

- Dig at the Cognitive/Emotional Roots
 - Engage with offender to assist them in exposing their emotional/cognitive basis of acting
- Connect & Reflect
 - Assist offender to reflect and make connections between beliefs, thoughts, feelings, and behavior
- HOM
 - Relate to HOM: what HOM did you use or not use? How could you have responded differently or how might you use this again in the future?

Handout 13—Belief Statements

Write each of the following statements on a note card.

- In order to effectively support offender real and lasting internal change, I have to believe change is possible.
- I have to “invest” in the offender’s success.
- I have to supportively challenge the offender to look inward at internal workings that drive risk and result in offending / risk behavior.
- I have to respect the offender’s absolute right to choose.
- The work that I do with the offender can and will result in greater protection for the public.
- Objectivity is an essential part of working with the offender.

Notes

Day 3

Agenda

Part I

Reflection and Overview

Habits of Mind

Implications

Part II

Self-Reflection

Applications

Learning Tasks:

Participants will:

- Appraise the lens through which they view life events.
- Critique their strengths and areas for growth in using Habits of Mind.
- Practice ways to engage and activate Habits of Mind.
- Examine their internal and external resources to support the use of Supportive Authority, Intentional Interventions, and Habits of Mind.
- Create a Plan of Action.
- Present a summary of what they learned in their training.

Reflections & Experiences (15 minutes)

- Ask for general reflections & thoughts from previous training. Let those who worked on an Action Plan know that they will be discussed in greater detail later.
- Provide an overview of today's agenda.

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What You Don't Know—Warm-Up Exercise (15 minutes)

Learning Task

Participants will appraise the lens through which they view life events.

Materials

Paper and pencils

Activity 1—Things People Don't Know About Me

- Ask participants to list three things that most people do not know about them. Let participants know that this is for them and they will only share one event if they choose to. Minimize talking during this exercise.
- Ask participants to review the list and note how many things on their list they would consider to be strength-based.
- Reflect as a large group on the types of things listed and whether they were strength-based.
- Ask those who are comfortable to share one of the items on their list.

Making the Connection

This exercise provides another glimpse into how we view the world. Some of us were more apt to list accomplishments or things we are proud of; some of us tended to list things that were a challenge or difficulty for us. We may have learned and grown from the challenge. It is important for us to constantly be aware of our thought processes so that we can become more strength-based in our focus and interactions with others.

Notes

HOM-Revisited **(30 minutes)**

Learning Task

Participants will assess their strengths and areas for growth in using Habits of Mind.

Materials

List of HOM

Activity 1—HOM, Where Do I Stand

- Create a space the length of the room to use as a line for participants to stand. Designate one end as Often, the middle as Sometimes, and the other end as Rarely.
- As you read each HOM, instruct participants to stand on the continuum from Often to Rarely to indicate how frequently they use that HOM in their daily life.
- Alternatively, the scale can be from very comfortable to challenging.
- After each HOM, ask people at various places along the spectrum to share. Draw out examples of how participants use the HOM. Ask group to reflect on which HOM are generally easier to us and which ones take more practice.

Making the Connection

There are many HOM that we use instinctively because of our previous learning experiences and our personality. Some are harder and take more practice. Becoming more aware of the thinking strategies and consciously using them is what turns them into habits.

HOM-At Work (45 minutes)

Learning Task

Participants will practice ways to engage and activate Habits of Mind.

Materials

Handout 14—Engaging and Activating HOM, page 50

Activity 1—Engaging and Activating HOM

- Tell participants there are five techniques that have been found helpful to engage and activate HOM.
 - Wait Time
 - Supplying Information
 - Accepting without Judgment
 - Clarifying
 - Empathizing

These are common techniques used to improve communication in general.

- Divide them into five groups. Give each group one of the five techniques.
- Ask each group to describe and give examples of what that technique looks and sounds like in general. Then ask groups to discuss specific scenarios and the application of the technique. They should prepare one exchange to demonstrate the technique to the larger group.
- Have each group report out and demonstrate one exchange.
- Review handout 14. Highlight any points that need clarification or more detail. As a small group, ask participants to share what interested them about this HOM and to discuss anything striking about the sticky notes.

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Making the Connection

The more intentional and skillful we can be about our interactions, the more likely we are to create the positive environments necessary for offender growth and self-awareness. In time, offenders will begin to generalize new patterns of thinking and acting and adopt them as their own.

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So What? (30 minutes)

Learning Task

Participants will critique the use of Supportive Authority, Intentional Interventions, and Habits of Mind in their work place and make recommendations for change.

Materials

Handout 15—How Does It Square, page 51

Activity 1—Pair and Share—Why I Come To Work

- Ask participants to share with a partner why they became involved with Corrections? What do they hope will be the result of their work? Why do they continue to show up for work every day?
- Hear a few of the responses in the large group.

Activity 2—What does this mean where I work?

- Divide into small groups of four. Try to group people from the same facility together.
- Ask each group to complete Handout 15 based on the facility where they work.
- Report back to the large group.

Making the Connection

People do the best they can given their knowledge, skills, and the environment where they work. For practice to be transformed, people and the system need to change. The closer the changes are to the people affected, the more likely culture and climate will change. For change to be sustained over time, there may need to be changes to the infrastructure of the system, including such things as training, policy, and protocols, and supporting staff in transforming practice.

What Do I Give & What Do I Receive? (45 minutes)

Learning Task

Participants will examine their internal and external resources to support the use of Supportive Authority, Intentional Interventions, and Habits of Mind.

Materials

Construction Paper Circles
11 x 17 Construction Paper or Oak Tag
Glue
Markers

Activity 1—Making It My Own

- Give each participant a large piece of oak tag and a construction paper circle.
- On top of the oak tag, participants will write—Supportive Authority, Intentional Interventions, and HOM.
- Ask participants to divide their circle in half. On one side they will write what they bring to Supportive Authority, Intentional Interventions, and HOM. On the other side, they will list what Supportive Authority, Intentional Interventions, and HOM bring to them.
- When finished, they will glue the circle in the middle of the oak tag.
- Next add arrows to and from the circle to show who they share with and who shares with them the items written in each half of the circle.
- When participants are done, have them hang them around the room. For those who are done quickly, have extra resource materials for them to view. For those who work close, let them know that they can go back and finish later.

View the designs. Ask for any general comments.

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Making the Connection

Each person connects to the mission of DOC in a different way. We are in different places with our understanding and use of Supportive Authority, Intentional Interventions, and HOM. We have things to give and things we need. Identifying our resources and building from a strength-based approach is a parallel process to that which we want others to use.

Notes

**Moving Forward
(60 minutes)**

Learning Task

Participants will create a learning plan.

Materials

Handout 16 —Self-Assessment Rubric, page 52

Handout 17—Plan of Action, page 54

Activity 1—Where Am I

- Give an example of how to use the rubric.
- Ask participants to complete.

Activity 2—Making a Plan

- Using Handout 16, ask participants to reflect on the activities of the day and then to describe:
 - What knowledge and skills they already possess that will assist them with the Intentional Intervention of Challenging Choices and Cognitive Reflective Communication and use of Habits of Mind.
 - Situations that will be most challenging for them.
 - Resources available to them.
 - Support they will need.
 - One thing they will do differently when they return to work.

Activity 3—Personal Headlines

- Ask participants to come up with a headline to capture what will be different a year from now if they are successful in implementing their plan.
- Share headlines with the larger group.

Making the Connection

True or False?

A common response to difficult behavior is to react with hostility or retreat from relationships.

When offenders become defiant or physically aggressive, conflict cycles can easily escalate into volatile confrontations.

Influential rather than dictatorial responses to difficult behaviors can break the conflict cycle.

Influential responses base interactions on what the offender does well rather than on what s/he does wrong.

Tying It All Together (45 minutes)

Notes

Learning Task

Participants will present a summary of what they learned in their training.

Materials

Paper
Markers
Props

Activity 1—Ready, Set, Action

- Divide into small groups.
- Ask each group to creatively depict the learnings for the three days of training. They may do this through a skit, demonstration, song, poem, drawing, silhouette, or any other creative means they choose. Their presentation to the rest of the group should take less than five minutes.
- Ask participants to present their work.

Activity 2—The Last Word

- Ask each participant if he or she is ready to share a final thought.

Handout 14—Engaging and Activating Habits of Mind

Wait time: length of pause

- After asking question
- After getting answer
- After offender asks question

Supplying information

- Feedback about performance
- “I” statements about personal info
- “See” (“try”) for yourself
- Answer questions
- Ask questions (“how did that make you feel?”)
- Provide labels/names

Accepting without judgment

- Posture, gesture, words are neutral
- Passive, nonverbal acknowledgment
- Paraphrasing

Clarifying

- “Can you explain what you mean by . . . ”
- “What you are saying is . . . is this correct?”
- “Please go over that again for me. I don’t think I got it.”

Empathizing

- “I can see why you’re confused. Those directions are unclear to me, too.”
- “It’s hard to wait when you’re anxious to do something.”

Handout 15—How Does It Square

Supportive Authority, Intentional Interventions, HOM

<p>Examples of how these practices are instituted in your place:</p>	<p>Examples of how these practices could better be incorporated into your work place:</p>
<p>How do these practices support longer-term growth, personal responsibility, and re-integration of offenders:</p>	<p>Three recommendations for future action and a possible first step for each:</p>

Handout 16—Self-Assessment Rubric

Read each description and choose the one that best reflects your current level of functioning.

Name _____ Date _____

	1 (Developing)	2 (Satisfactory)	3 (Mastery)	Present Level
Strength-Based Practice	Occasionally shifts from focus on offender deficits to focus on offender strengths. Sometimes recognizes good qualities in offender and acknowledges these good qualities to him or herself and to others.	Usually recognizes opportunities to help offenders to generalize the use of strengths and attributes. Tries to address negative behaviors of concern by actively reinforcing assets and strengths offender possesses.	Consistently demonstrates strong determination to focus on offender strengths rather than weaknesses, identify capabilities rather than deficits, and reinforce successes rather than failures. Uses interactions and interventions to promote skill building.	
Supportive Authority	Gives examples of how he or she can establish a rapport with offenders. Usually maintains a respectful attitude toward offenders.	Regularly engages in relationship building with offenders to support offender learning and growth by reinforcing positive behaviors in day-to-day interactions.	Consistently capitalizes on established relationships with offenders to influence offender attitudes, behaviors, and potential for long-term success.	
Universal Steps of Engagement	Identifies how s/he is thinking in three or more volatile situations; identifies and considers how offender is thinking in same situation; waits to intervene until s/he has considered both perspectives.	Observes multiple instances of offender behavior that provide opportunity for interventions from which offender can learn; remains flexible and makes adjustments during intervention. Uses active listening, clarifying, comments, empathy, and non-verbal skills.	Seeks out opportunities to approach offenders; consistently uses effective listening and communication skills while intervening and uses interventions as opportunities for offenders to develop and practice self-regulation skills.	
Challenging Choices	Identifies situations where it can be helpful to offenders to recognize choice-making and consequences of choices.	Usually assists offenders to independently make judgments about future actions and decisions and develop long-term self-responsibility.	Regularly facilitates offender ability to make conscious, deliberate choices and self-motivated positive contributions to social environment.	

<p>Cognitive-Reflective Communication</p>	<p>Observes the need for offenders to change habitual risk-taking behaviors and develop self-awareness of the relationship between thoughts, feelings, and behaviors. Begins to use choice instead of consequences as a means for managing risk and fostering motivation for self-change.</p>	<p>Usually can assist offender to describe the degree of risk and the value of the benefit to many scenarios and make thoughtful decisions about the risk.</p>	<p>Consistently supports offender motivation for self-change by engaging offender in self-reflection and examination of the relationship between thought, feeling, and behavior.</p>	
<p>Habits of Mind</p>	<p>Lists the 16 HOM and recognizes him/herself modeling at least five of these in interactions with offenders and in Intentional Interventions.</p>	<p>Recognizes when offender is using HOM in various contexts and is able to reinforce use by naming the HOM for the offender. Intentional Interventions reflect an accurate understanding of the importance of using strength-based approaches to facilitate offender reliance on HOM.</p>	<p>Consistently helps offenders systematically apply decision-making and problem-solving strategies learned from HOM to scenarios.</p>	
<p>Reflection</p>	<p>Sometimes inclusive of personal thoughts or observations of offender behavior and corrections setting and professional's own working situation.</p>	<p>Usually thorough and includes personal thoughts about interventions with offenders, strength-based approaches, and offender growth. Occasionally poses questions or new ideas related to discussions with professional staff, observations of offender behavior, or experiences in Corrections setting.</p>	<p>Thorough, ongoing, extensive, and includes personal thoughts regarding Intentional Interventions, strength-based approaches, observations, and experiences of professional role in Corrections setting. Consistently poses questions and reveals new ideas indicating thoughtful analysis of discussions, observations, and experiences.</p>	
<p>Training Participation</p>	<p>Attends to and offers thoughts or comments on discussions and activities; usually listens to others.</p>	<p>Actively participates in most discussions and activities; listens to others and builds on their comments. Is careful not to dominate learning forums.</p>	<p>Actively participates in all discussions and activities and offers meaningful and thought-provoking points for on-topic discussion. Listens to the comments of others and builds on their ideas to further develop ideas under discussion.</p>	

Handout 17—Plan of Action

	Knowledge & skill I already possess	Situation that will be more challenging	Resource available to me	Supports I will need	One thing I will do when I return to work
Challenging Choices					
Cognitive Reflective Communication					
HOM					