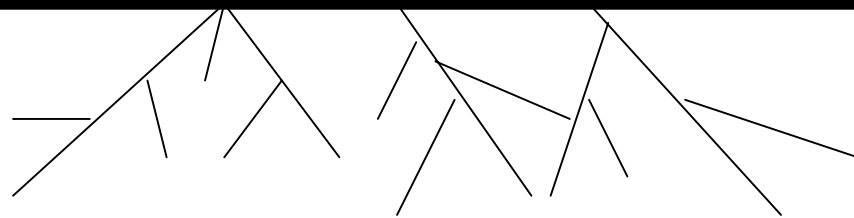


Cognitive Reflective Communications



Dealing with "Risk Roots"

Section 2 – Participant's Manual

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COGNITIVE REFLECTIVE COMMUNICATIONS

“A Correctional Communication Strategy”

Participation Introduction

The key to successful intervention and management of high-risk offenders, especially with offenders who are anti-social, self-centered, hostile, and who lack pro-social skills, is communication. Not just verbal interaction, but dialogue that has some degree of personal meaning and impact. In order for staff to communicate in a manner that has an effect on the offender's perspective or view of the world, the communication must *intrude* or disrupt the offender's normal thought process. Any communication technique that effects the interpersonal relationship between staff and offenders (within professional limits) and helps to support pro-social skills and positive behavior of the offender is a valuable tool, both for offender management and change. Cognitive reflection is such a technique.

Cognitive reflection training is designed to teach a correctional communication strategy that intrudes into an offender's cognitive risk (risky thinking). This technique allows the offender to reflect upon the connection between the internal experience and the response behavior. In short, cognitive reflection goes beyond limit setting and makes the offender see a piece of him/herself, giving them insight into how they view and respond to the world. This requires them, if only for a moment, to pause and turn the finger inward to examine the relationship between their thinking, feeling, and behavior, and cost to themselves and others. This technique provides an opportunity to use a mirroring strategy so the offender can see him/herself without the distortions that allow justification for the behavior. It helps promote personal accountability and responsibility.

Although, many staff may practice naturally the skills we will learn this week, the cognitive reflective communication strategy allows these skills to be taught and developed in others. These new skills will be difficult for some. Like many new ideas in the corrections business, the skill is awkward to practice and often not accepted by others until they understand it. It is imperative for staff to be supported, challenged, and encouraged while learning the technique. As security and other staff use cognitive reflection, are supported and challenged by this process, and witness the day-to-day benefits, it will grow to become part of effective the correctional practice. In fact, it will impact the entire correctional culture.

If done day-to-day by all staff, it can become an invaluable part of the correctional management tool belt. It is a communication strategy that can be applied in staff supervision, used in debriefing correctional incidents, and become a tool for continuous self-improvement. It is a simple technique with a broad range of applications.

This training is designed to be highly interactive. It will require you to participate in a good number of activities both as an individual and part of a group or team. Support each

other when you feel the need. As a participant, you can expect to be challenged all through the week. The key to your success, and the success of the training, is your participation. Before we get too serious, you are also **expected** to enjoy yourself and **have fun**. We will be operating in the Cognitive World as the week progresses and that can provoke personal fears; however, it can be enlightening at the same time. You will be expected to take some personal risks, but none beyond what you choose. Your hand is on the steering wheel here, and you have control. The trainers will pay close attention to you and your needs as a participant. Feel free to ask questions, ask for clarification and to speak your mind. We don't expect you will agree with all that's presented and it would be boring if you did - so say your piece when you choose. Below are listed the participant expectations from the training team. We will be asking you to give us expectations for the week that you feel are needed.

Participant Expectations:

- Stay open minded
- Participate
- Have fun
- Support Each Other
- Ask for Whatever it is You Need

During this weeks training we will use the following training techniques to enhance learning:

- Lecture (not much, but some)
- Guided Group Discussions
- Demonstrations by Trainers
- Role Plays
- Live Practice
- Homework
- Practice Training by Participants

Attached to this summary introduction is a participant's packet. It contains handouts, instructions, exercises, guides, etc. We may not use all of the handouts, but all of them are relevant to what you will be learning (keep them for future reference). You will also find the training agenda and a listing of learning objectives. Caution here: looking ahead can cause stress or generate questions. Questions and concerns are always welcome to the trainers at break before and/or after sessions.

Note: The agenda is only a guide. The needs of the participants and the training flow may alter the actual training agenda.

As said, when the week is completed, you will have an additional skill, Cognitive Reflective Communications. You will realize during the training that this tool has a series of sub skills also. It is our hope that you will learn these skills for application on the job. If the skills and/or knowledge that you gain also help you in your personal life, better still. Many staff who has attended this training has learned much about themselves and career by applying the technique.

Cognitive Reflective Communications

Created by:

Mark Gornik , Brian Bilodeau, Jacqueline Rizzuto

Sponsored by:

National Institute of Corrections

Cognitive Reflective Communications

- What is Cognitive Reflective Communications?
- Why do we do it ?

INTRODUCTIONS

- Who are your trainers ?
- What is their history with CRC ?
- Who are you ?
- Where do you work ?
- What do you do ?
- What's your history with cognitive programs?

Training / Learning Objectives

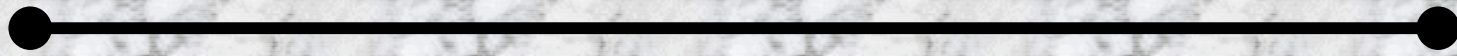
- Become familiar with how cognitive restructuring supports offender change
- Understand the “Logic of Criminal Thinking”
- Understand the concept of “Cognitive Risk Roots”
- Understand the levels of human communication and how they influence offender change
- Understand, define and apply the steps of Cognitive Reflective Communication in real life situations
- Define how key concepts like intrusion, choice, objectivity, support and human connection effect offender motivation for real and lasting internal change

Comfort Continuum

- How comfortable are you as we begin this training?

Ready to Faint!

Let's Do It!



1

2

3

4

5

6

7

8

One Golden Rule!

HAVE FUN!!

This may be work,
but its fun.



The “Logic of Criminal Thinking”

Criminal Characteristics

- What are the characteristics of a criminal ?



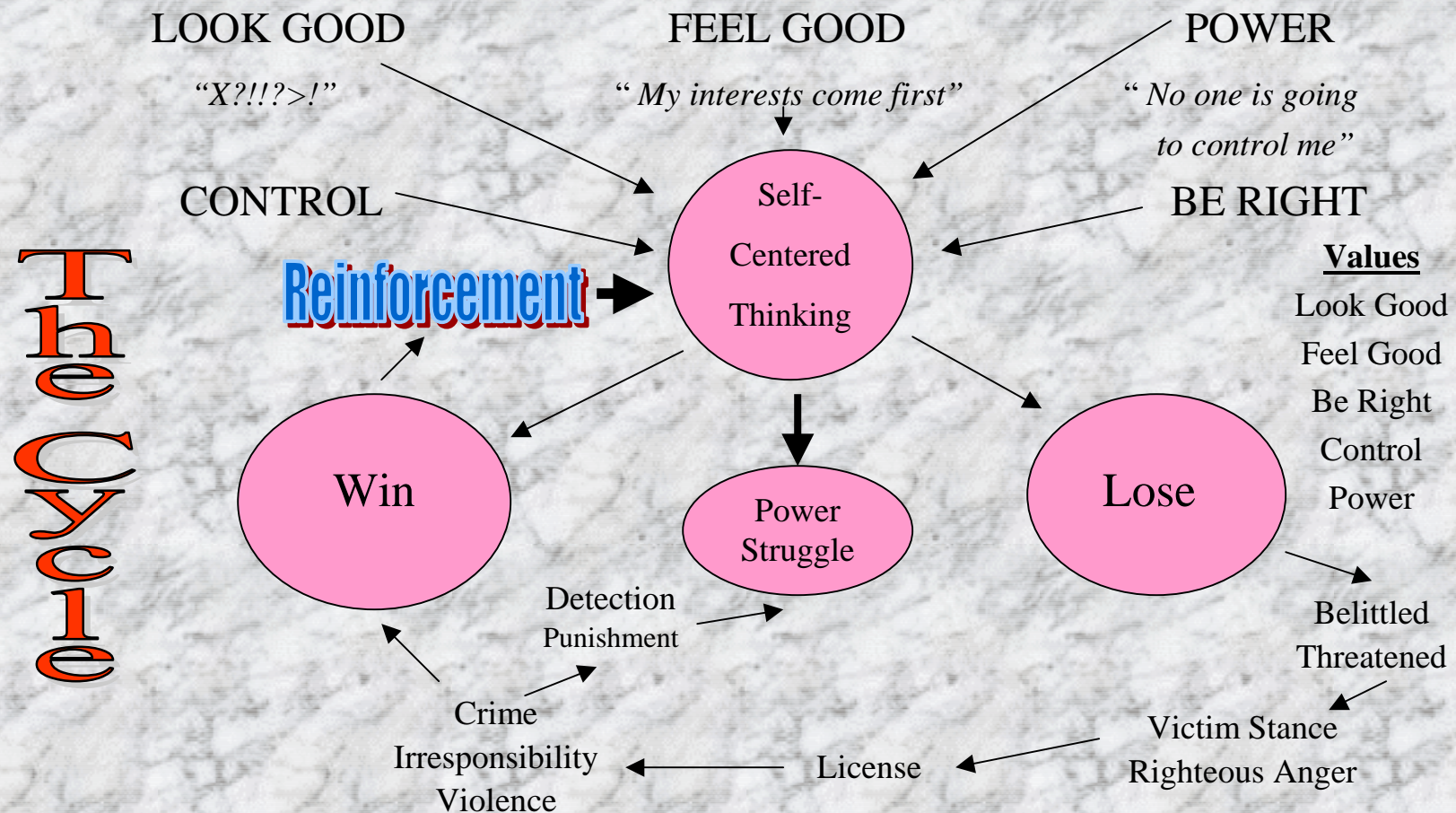
What are the attitudes or beliefs that lead to Criminality?

Rewards of Criminal Thinking

- What are the rewards of criminal thinking & criminal behavior ?

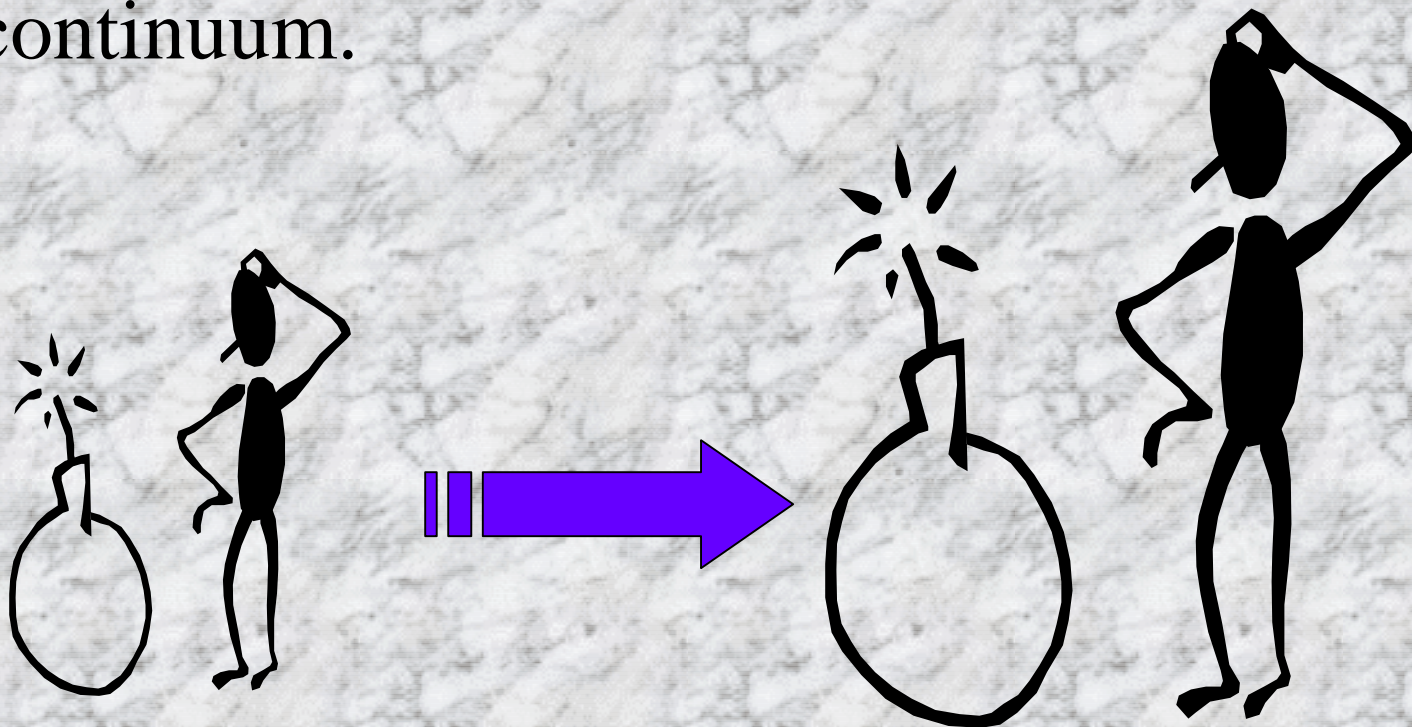


Learning the Rewards of Criminal Thinking



Criminal Continuum

- The logic of Criminality exists on a continuum.



Criminal Continuum

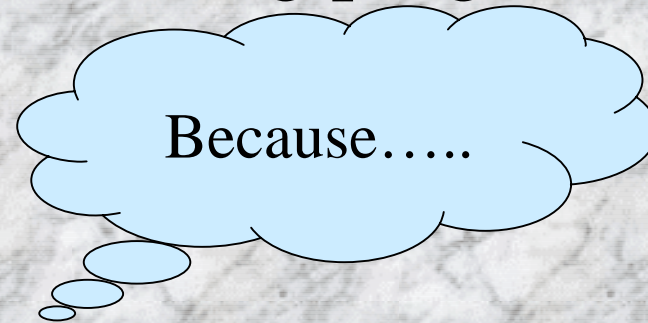
Definition of Crime: Anything that infringes on the rights, dignity or property of another.

Never	Responsible - Self-Adjusting		Irresponsible - Maladjusting		Habitual & Extreme
Other Centered Values	Unarrestable		Arrestable		Self-Centered Values
Family	Minimal	Occasional	Often	Continuous	Looking good
Friends					Feeling good
Community					Being Right
Job					Power
Service to others					Control
While maintaining a healthy self-care					At the expense of others

Legal consequences,
social norms, moral &
ethical principles

Importance of Understanding Criminal Logic?

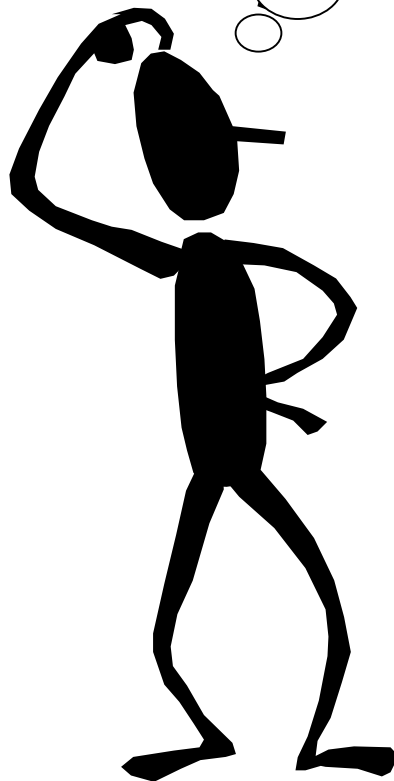
- Why would it be important to understand to understand criminal logic when working with offenders or delivering programs?



The Logic of Criminal Thinking

The Logic of Criminal Thinking

**How do I
make this
crime
logical to
commit?**





COGNITIVE RISK ROOTS

THE SCIENCE OF INTRUSION

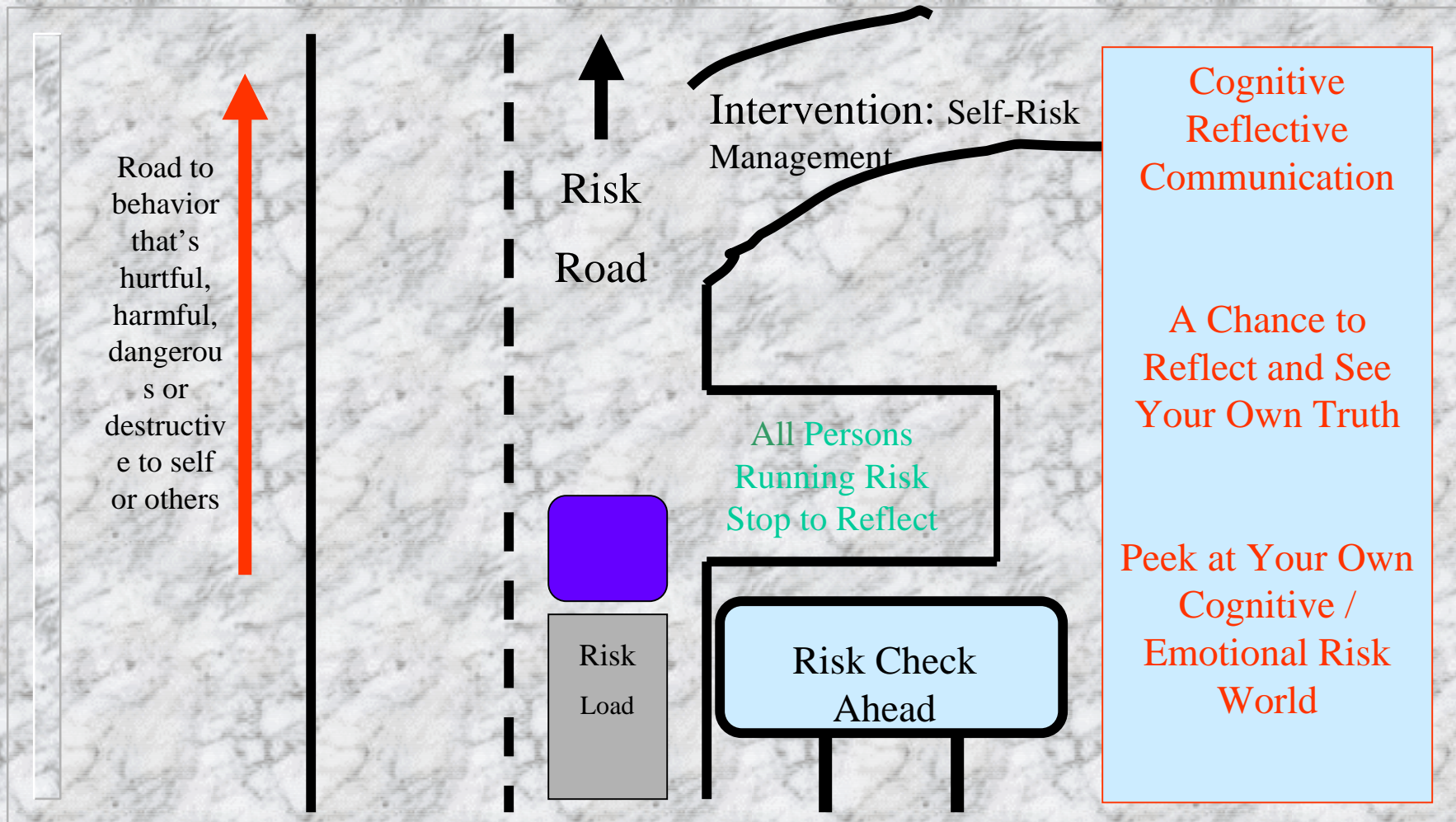
RISK ROOTS

- What are cognitive risk roots?



What we don't see: the underlying cognitive / emotional world of the offender.

Risk Road Of Life



The World We See

Offender behavior

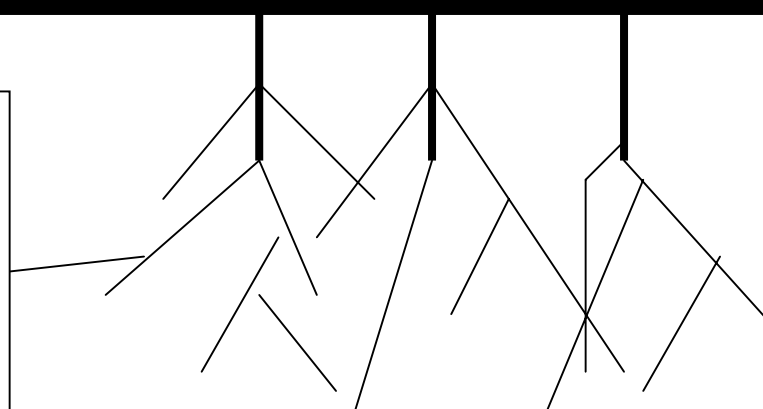


Observable Risk

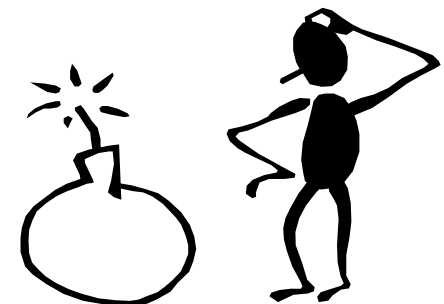
**Risk in the Outward
Behavior**



**The World
We Don't See**
Thoughts,
Feelings,
Attitudes &
Beliefs



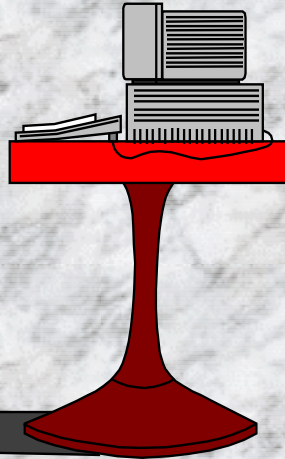
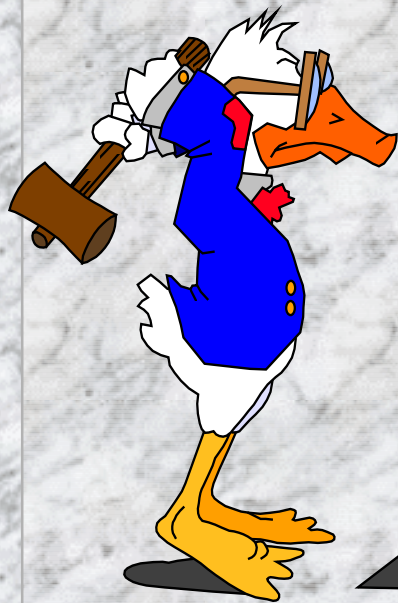
**The Underlying Risk Driving the
Behavior**



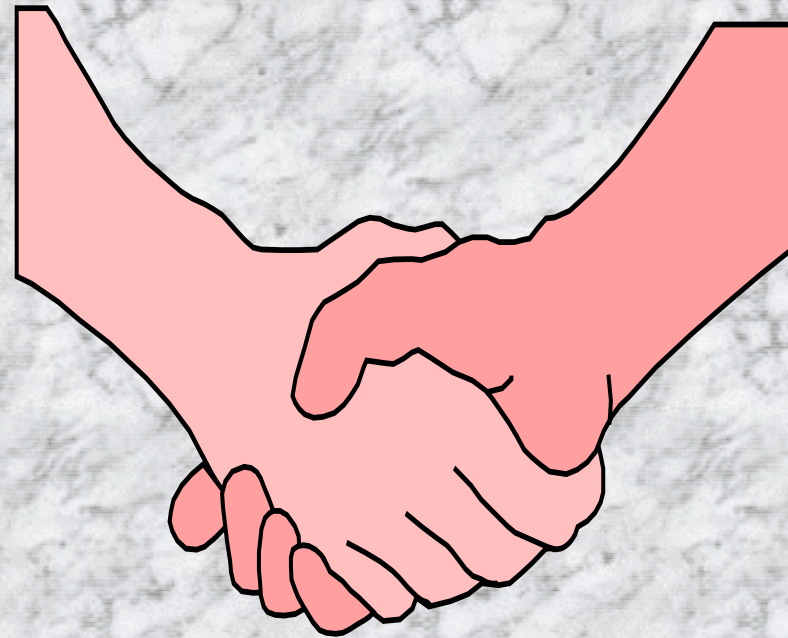
Risk Control

Risk Management

■ What is risk control ?

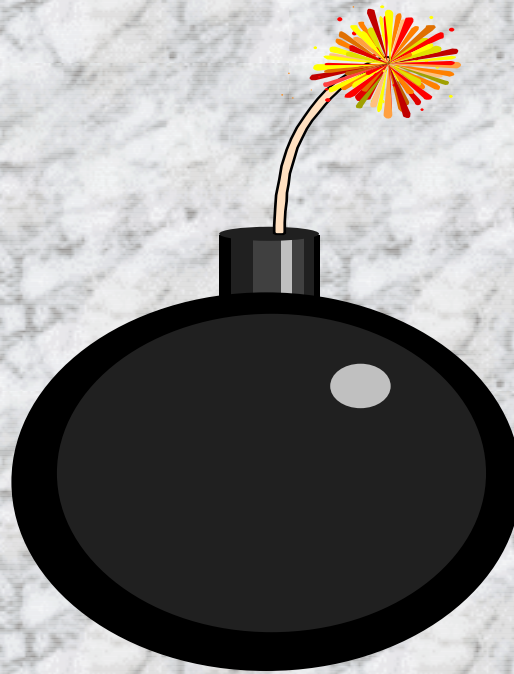


■ What is risk management ?



Only Risk Control

- What happens if all we do with offenders is pure risk control ?



Effects of Risk Management

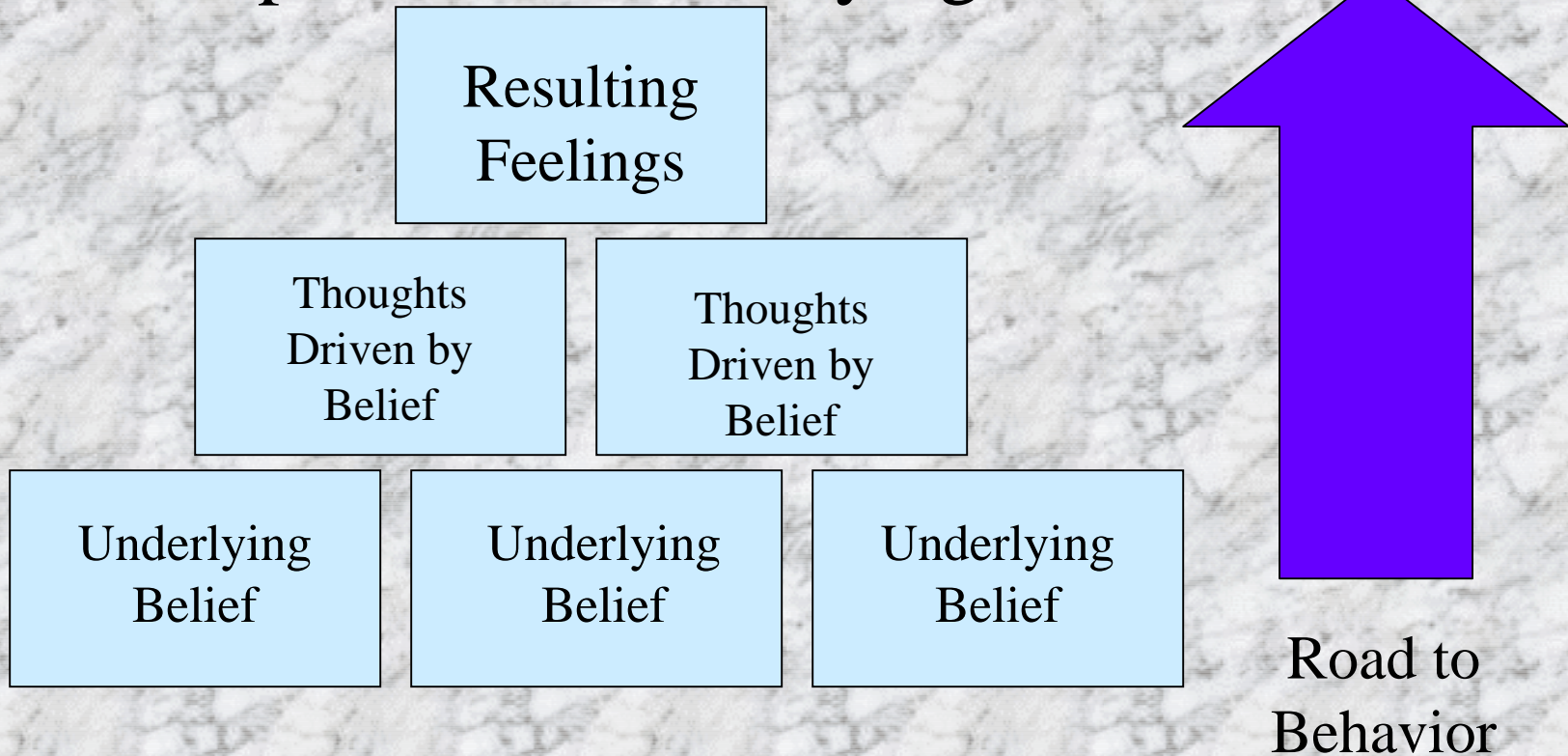
- Offenders and staff work collaboratively to identify and work on cognitive emotional risk
- Offenders develop awareness of internal & external risk
- Offenders accept responsibility for risk thoughts, feelings, attitudes and beliefs and work to change risk and / or effectively manage risk in their lives
- Offenders practice self-risk management by choice not because of threat of consequence - internally motivated
- Offenders see staff as allies in the change process
- Offenders become socially responsible and connected

What are Cognitive Risk Roots ?

- Any thought, feeling, attitude or belief that moves a person closer to doing something hurtful, harmful, dangerous or destructive to themselves or others.

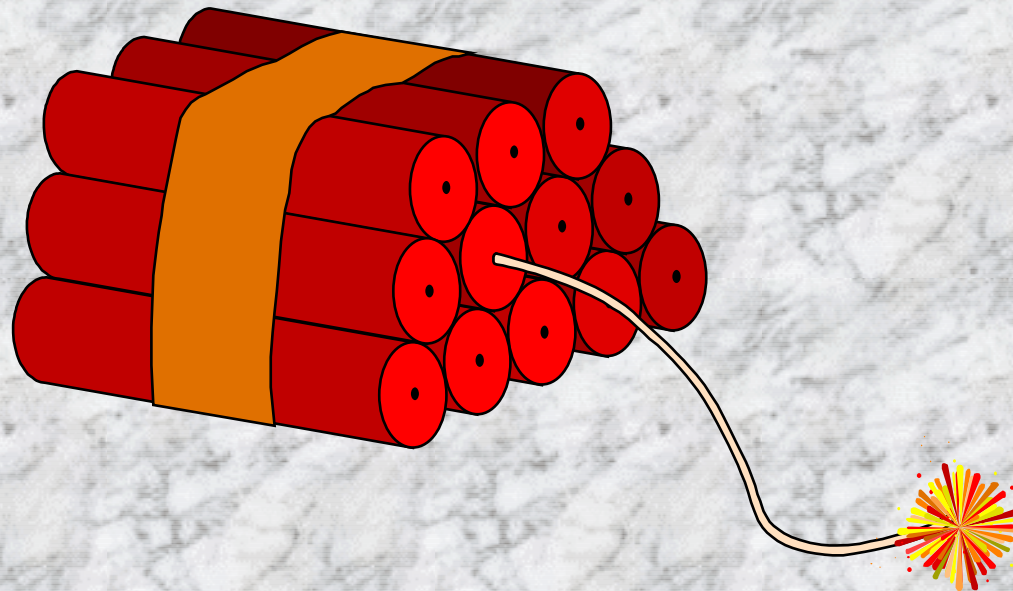
Examples of Cognitive Risk Roots

■ Components of underlying Risk

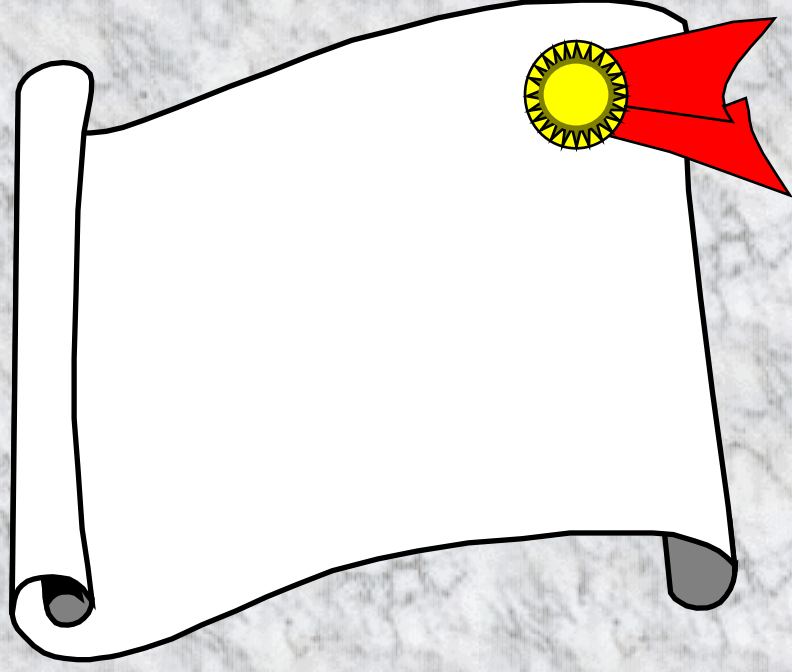


Why Intrude ?

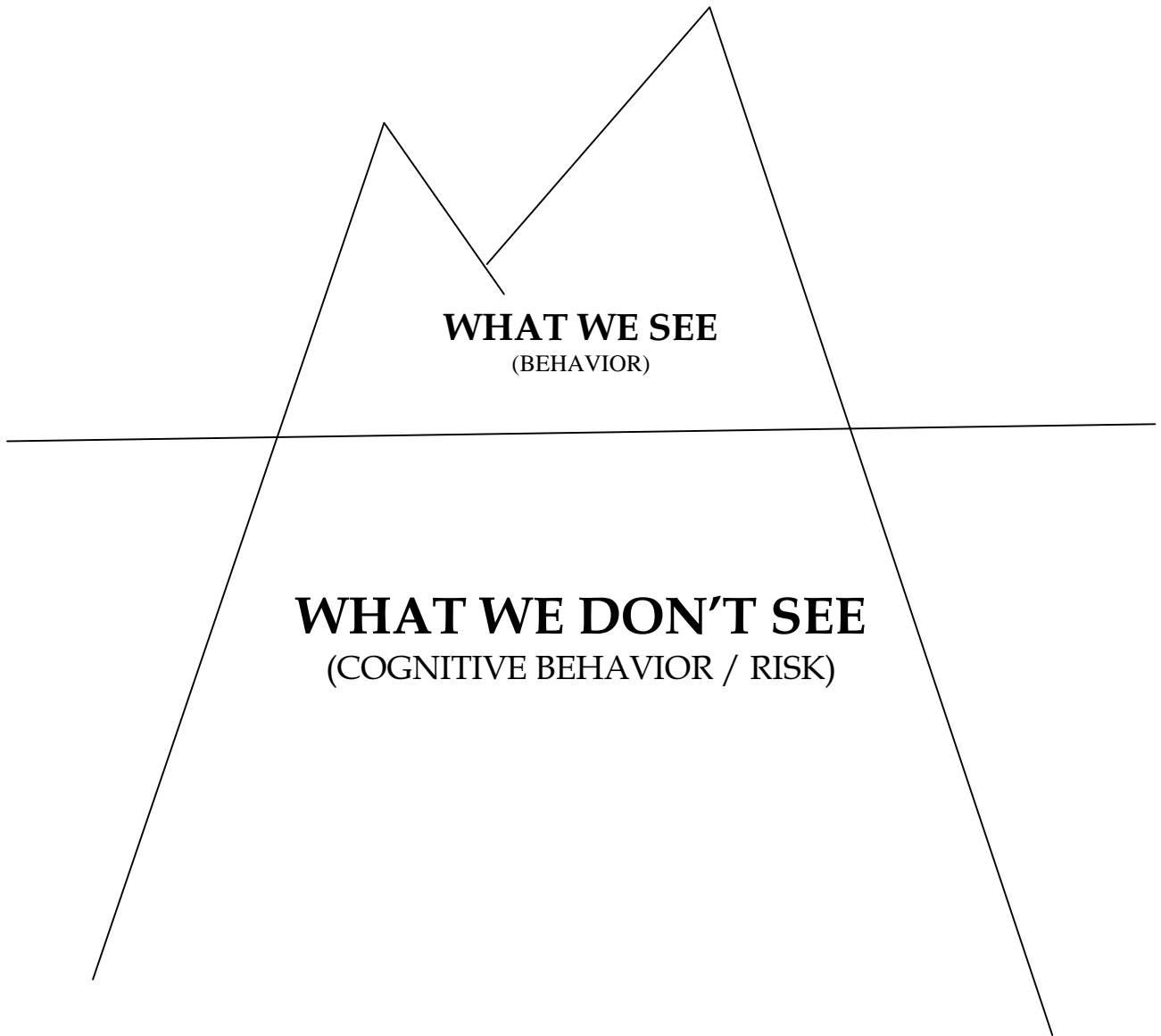
- What happens if the offender does not deal with the cognitive / emotional risk world ?



Why Intrude?



SCIENCE OF INTRUSION



Risk Management Strategies

- ◆ Incapacitation / Incarceration
- ◆ Direct Contact
- ◆ Supervision of Conditions
- ◆ Electronic Monitoring
- ◆ Drug Testing
- ◆ Restraints
- ◆ Graduated Sanctions

- ◆ Treatment Programs
- ◆ Cooperative Communications
- ◆ Challenge to Choose / Provide Clear Limits
- ◆ Offender Responsibility & Ownership
- ◆ Teaching & Supporting Self-Risk Management

Risk Control

Risk Reduction

Short Term Control

Long Term Change

Levels of Human Communication

Human Connection “The Key to
Influencing Change”

Levels of Human Communication

Different Levels of Communication

INTRUSIVE
COMMUNICATION

HUMAN / RESPECTFUL
COMMUNICATION

OPERATIONAL
COMMUNICATION

NO COMMUNICATION

What Effect Does Each Level of Human Communication Have On:

- Open channel of communication between staff and offenders
- Offender's willingness to share internal / cognitive / emotional risk
- Collaboration between staff & offender
- Staff ability to support or influence offender change
- "Real" work on the part of the offender

Human Connection “The Belief”

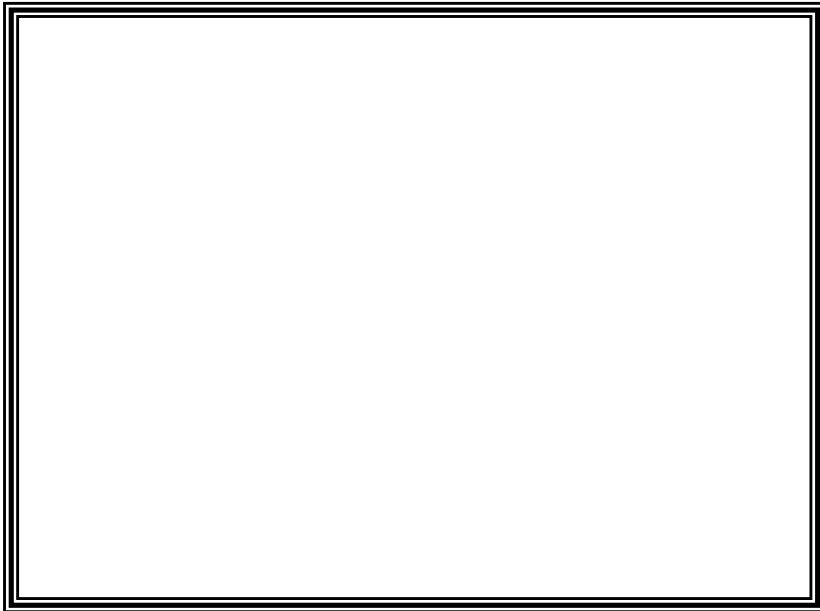
- In order to effectively support offender real and lasting internal change, I have to believe change is possible.
- I have to “invest” in the offender’s success
- I have to supportively challenge the offender to look inward at internal workings that drive risk and result in offending / risk behavior
- 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

No Communication	Operational Communication	Human / Respectful Communication	Human Connection Cognitive Reflective Communication
No verbal communication	Communication limited to operational needs - verbal communication required to operate facility and maintain order	Communication coming from a respectful place showing a interest and investment in the offender's efforts at making real and lasting change	Communication focusing on the offenders cognitive risk associated with a specific behavior - dealing with the "real" stuff at the core of the offender / starts from human respectful and goes into a deeper & more intrusive communication.
This communication (no-verbal) often has an adverse effect/affect on staff/offenders and security	This level of communication allows for institutional order, but has little or no effect on offender long term change	This level of communication opens the door of possibility: from here offenders listen, and are willing to examine some of their behaviors.	This level cuts to the heart of the matter - it allows staff and offenders to work collaboratively in order to uproot and examine the internal, cognitive risk associated with anti-social behaviors
What you get: very little positive - often dangerous, destructive or counterproductive as it allows offenders to continue unchecked in their risk worlds	What you get: Order and control necessary in a correctional environment: however, compliance does not equal change. Stay at this level and we often feed an offenders anti-social attitudes and beliefs even as they comply with our directions	What you get: the possibility to influence through modeling, coaching or generally communicating respectfully. Changes happen for offenders here, but it's limited to the superficial behavioral world and falls short at addressing underlying risk associated with behaviors.	What you get: the ability to deal with the real, underlying risk operating for offenders many, many times a day. The ability to shift offenders to look inward at how they see, do and operate in the world. Holding a mirror, and supportively challenging offenders to choose. Powerful human connections created - real, lasting change possible.

Making Human Connections

"HUMAN CONNECT" VS "HUMAN DISCONNECT"

**What thoughts, feelings, attitudes or
Beliefs do you need to have to be
Motivated to make a
Human Connection**



**What thoughts, feelings, attitudes or
beliefs would restrict you from
being motivated to make a
Human Connection**



Human Connection "Pieces"

- **Free Choice**
- **Objectivity**
- **Respect**
- **Interest**
- **Investment**
- **Support**

Cognitive Reflective Communications

The Art of Intervention Through
Communication

Why Cognitive Reflective Communication ?

- Provides an active intervention into offender cognitive / emotional risk
- Teaches offender to self-reflect at the internal processing that supports / drives risk
- Challenges the offender to face their own truth in order to develop motivation for change
- Offenders learn to make the connection between thoughts, feelings and behavior - self-responsibility connection
- Supports ongoing, meaningful dialogue between staff & offenders that is focused directly on offender risk

ACTIVE INTERVENTION

- Provides opportunity to stop and reflect on risk moment

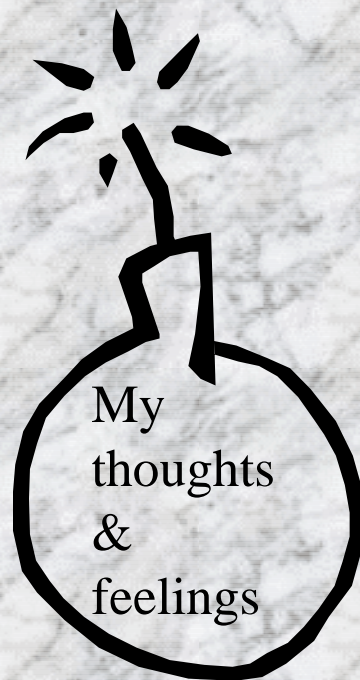


Hold on
a minute
here...



Teaches Self-Reflection

- Individual learns to self-reflect



So where's that all leading me ?

Ownership & Motivation For Change

- Seeing oneself without distortion is often the best motivation for change



Making The Connection

- When I think this + feel that = I do this
(possible future behavior, past behaviors,
attitude or mood)

Formula

$$A + B = C$$



I see how this all works,
heck look at what I'm
doing to myself here!!

Look at what's happened
in the past when I had these
types of thoughts & feelings

I do this stuff to myself!

What's in it for the Client?

- Increased Self-Control
- Learn Critical Thinking
- Learn & Practice Self-Reflection Skills
- Increased Ability to Handle Social Situations
- Stress Management Skills
- Stronger Sense of Self, Based on the Ability to Manage One's Own Risk
- Higher Self-Awareness
- Increased Empathy / Stronger Connection With Others
- Development of Internal VS External Reward System

STEPS OF CRC

- ① Observe Behavior
- ② Think About The Thinking
- ③ Plan the Approach
- ④ Dig at Cognitive / Emotional Roots
- ⑤ Reflect & Connect

STEP # 1: OBSERVE BEHAVIOR

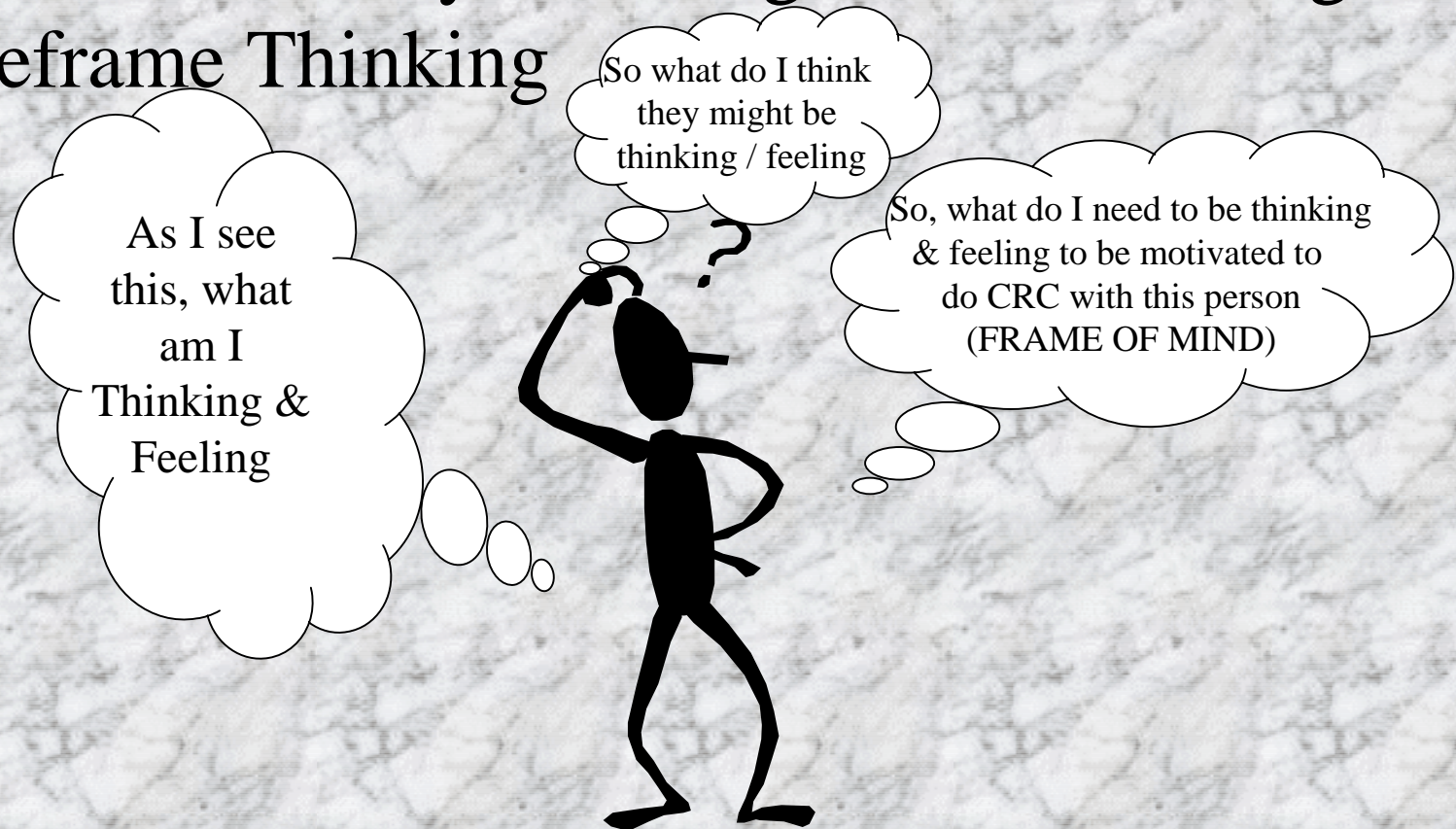
- Requires only that you have an actual observable behavior to anchor the technique to as the steps are applied.



STEP # 2

Think About The Thinking

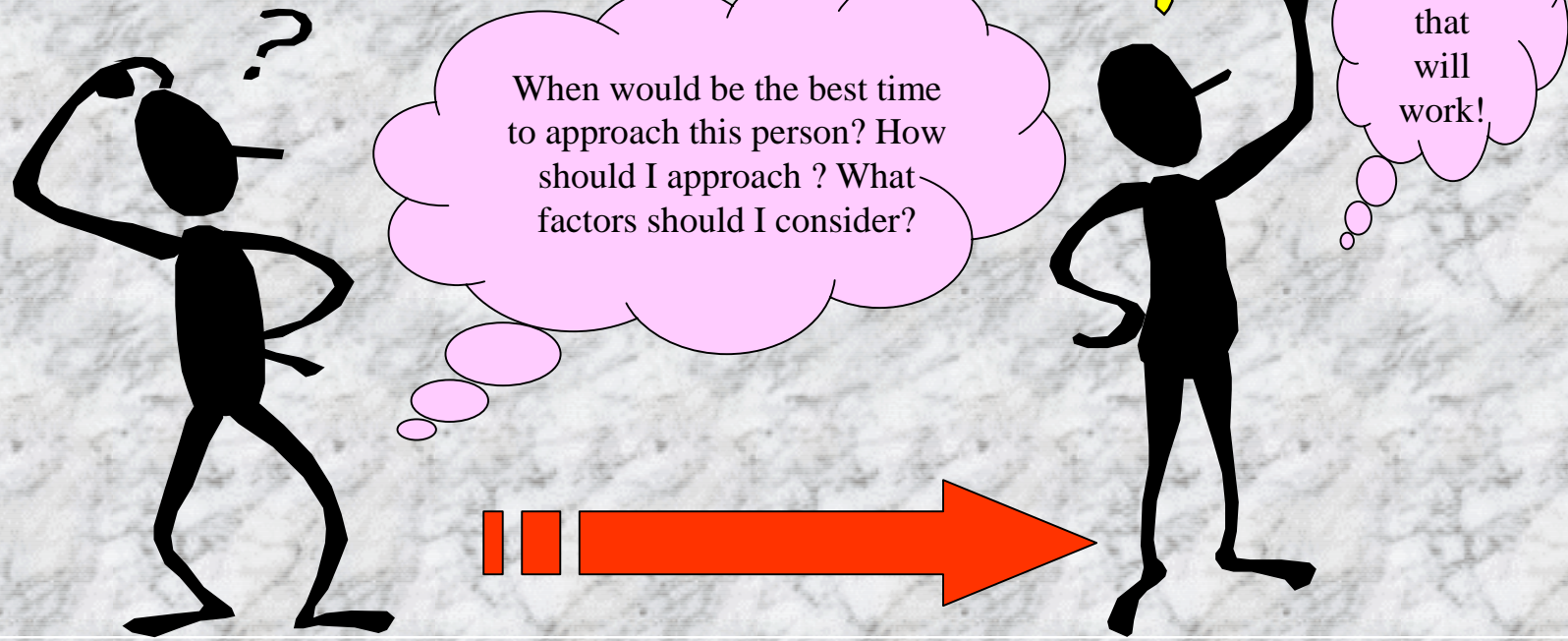
- Three Parts: My Thinking, Their Thinking, Reframe Thinking



STEP # 3

PLAN THE APPROACH

- What's the best way to approach this person and engage them in a human / respectful conversation ?



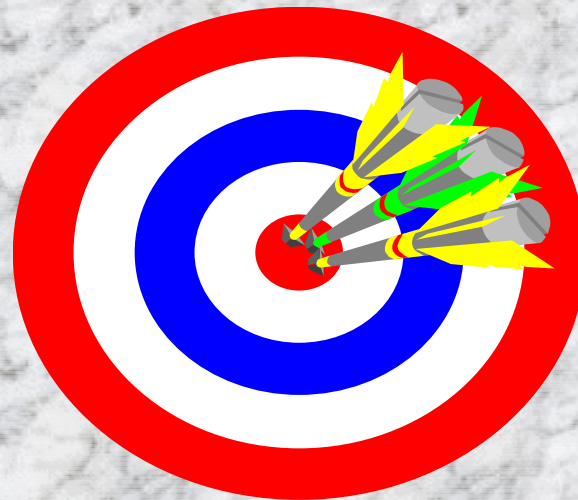
STEP # 4

Dig at Roots

- Ask Questions after reaching human / respectful that allow the person to share the thoughts and feelings they had in that moment in time: at the exact moment you observed the behavior.

Target Specific Moment in Time

I was curious, a few minutes ago you looked at your watch and shook your head - do you remember that? What were you actually thinking at that moment? When you thought _____ + _____, what were you feeling?



STEP # 5

Reflect & Connect

- Reflect back the thoughts & feelings and ask them to make a connection between $A + B = C$

Reflect



Let me see if I have this right.
You were thinking (repeat
back the exact thoughts) and you
were feeling..... (repeat back the
exact feelings) and you did
what?

Connect

$$A + B = C$$

So when you think that and feel that what are
you likely to do

In the past when you've thought like that and
felt like that what have you done.....

How does that thinking, feeling effect your
mood or attitude or stress level.....

FRAME OF MIND

- What's the Most Effective Frame of Mind to Make a Powerful Human Connection?



CRC SCRIPT

Step 1 - I saw that, I wonder what that was all about

Step 2 - What was I thinking when he did that..... what do I think he was thinking.. What do I need to be thinking to approach and do CRC...

Step 3 - What's the best time and method for approaching this guy?

Step 4 - Engage in a human respectful conversation - do I want to continue? - is this person receptive? Hey, I was curious a few minutes ago I saw you -- what were you thinking / feeling?

Step 5 - Let me see if I have this right .. You were thinking..... And you were feeling..... And you did what

Leave Them Reflecting

1-5



CRC

See the Truth
Understand the Truth
Own The Truth
Desire to Change the Truth
Change to New Truths

OPERATION INTRUSION

"THE ART OF INTERVENTION THROUGH COMMUNICATIONS"

Cognitive Reflective Communications

For the past one hundred years in this country "Correctional Supervision" has been delivered in many different forms. From pure incapacitation and punishment to client- centered treatment. Almost everything has been applied in an effort to successfully impact recidivism and to lower offender risk to do harm to others. The best of programs have had limited success, but not for the lack of effort or because theories or practices have been off the mark. In many cases practices have been on the money. Many "programs" have done a good job at focusing on real risk; however, the efforts have been somewhat limited to the "program realm." That is, offender change and focus on change has been limited to program or group efforts or activities. The science of intervention, in many programs has, in fact, been right on. The efforts have been focused and effective. The weakness or limitations of these programs and their related efforts seem to share a commonality: programs have been asked, even required, to accomplish the task of influencing offender change in a few (very few in some cases) short hours a week. Even the most intense of programs have been limited to 10-15 hours per week or 5-10 percent of the offenders time. Even programs housed in "therapeutic communities" have usually limited their focus to observing and addressing antisocial behavior. The real risk - the underlying risk - the risk in the thoughts, feelings, attitudes and beliefs of the offenders is seldom, if ever, addressed actively as an offender goes about the business of doing time inside or outside of the walls. Actually, most offenders escape responsibility for their internal behavior (the behavior that drives their antisocial risk & behavior) day in and day out. Yes, a focused program may get to some of the real underlying risk, but most of the internal dialogue that defines how the offender risk world operates goes unchecked situation to situation, event to event, week in and week out. Offenders may not physically escape often, but they continually escape responsibility for their internal risk world all of the time.

What if we employed all staff to address underlying risk? What if our staff were taught and encouraged to look for and address the underlying risk with offenders day in and day out by using specialized communication skills in order to "intrude" into the offenders "cognitive risk roots?" What if we as correctional staff saw our

jobs as "intrusion" into the offender world: see the offender/client behavior as the beginning of an opportunity to intrude not as the end of something that requires addressing just to control or gain compliance? What if we had the ability to teach offenders to see the connection between what happens in the head and its relationship to the driving behavior? What if we had the science to teach them how to accept responsibility for their behavior VS pointing the finger at the world and blaming the external environment for all of their actions? What if we could turn their finger inward away from us and we could be seen as coaches in their efforts at real, lasting change? Well the science is here - we already possess the understanding necessary to make this all happen. Anyone who has worked with offenders for even 6 months, knows what works and what does not work. We know how to control behaviors and we know how offenders experience our controls. We understand the difference between compliance and real change: we know real change only happens when offenders change by choice. If we know that, how do we get them motivated to make the right choice on their own? It's simple: we get them to face themselves without distortion, to look inward and face the truth that is them.

As long as we focus only on behavior, we will always provide them with the fuel necessary to stay in their "defensive state." In their defensive state, where they can see us as the authority, the enemy, they can not and will not find the motivation for change. In fact, from this state, they can and will reinforce their stance: they will dig in deeper - they will foxhole their position to defend against being told they are wrong. This tactic they have learned well, all of their lives they have used this process (this is oversimplified as the structures/processes they possess are highly developed and have been honed over the years with each passing event) to escape responsibility for their behaviors including their crimes against others. We often "push" them into accepting responsibility and in response they dig in deeper to defend and even to attack our efforts. Worse yet, they agree verbally or outwardly while internally they accept no responsibility (play the game) for their actions. We understand that telling them what is wrong and telling them what they have to do in order to change or be OK, is most ineffective. So what can we do??

The answer is relatively simple: we have to concentrate our efforts at getting them to look inward at themselves. We need to have them look inward all the time, every day, from situation to situation. To look outward is to blame: to look inward is to own. All staff, no matter their position or role needs to understand this and have the capacity and the skill to intrude. Staff must be trained to intrude in a most systematic and supportive manner, creating offenders that are willing and even motivated to look inward. Looking inward to see the truth about how they see, do and react to the world in their heads and to see how that internal working effects their external behavior. In order to see and appreciate the "internal risk" the

"cognitive risk", one must face the truth inside oneself. Even offenders who sincerely want to change often fail because they attempt to change behaviors without understanding and changing the underlying thoughts, attitudes and beliefs that have driven the behavior for a lifetime.

Example: Teach a domestic abuser to employ the practices of FAIR FIGHTING without getting them to see the underlying attitudes and beliefs that support the abuse and you swing a feather at a bowling ball. The skill is right, but the motivation to use the skill is seriously in question and the intervention, at best, will have only short lived, superficial effect. Have them look inward, search out all of the attitudes & beliefs (the underlying risk / garbage) and they will find the cognition & associated feelings that drive the behavior such as these possible risk beliefs: *women are inferior to men, women were put on earth to serve men, a man needs....., a women should....., I should not have to....., every now and then you have to show them who's in charge* (all of these pieces of cognitive/emotional risk have actually come from men that I have worked with who batter). Treat the symptom VS the cause - deal with the behavior and not the underlying risk roots - and long-term intervention is impossible.

Interestingly enough, we have many successful cognitive programs all over the country, but that's just not enough. We have to make intrusion part of the overall correctional strategy: it has to be how we supervise and how we communicate. Teach all staff to understand "risk roots" and to intrude with offenders as part of every day communication and we effect the correctional environment. The environment, for the offender, becomes an exercise in self-observation, self-discovery and self-change. Offenders are no longer allowed to do time their way, they are required to face themselves, how they operate internally and have to look at how it all effects their behavior. We use 100% of the staff where we normally use 5% (all staff are treatment staff to some degree) - we address "risk" 168 hours a week, not just 6 or 8. We concentrate our efforts to make sure that the correctional experience is one of "choice" and "change" VS "control" and "compliance." Do we ever stop paying attention and addressing behavior? - NO. Do we stop with the behavior? - Never! We help the offender to fully appreciate and understand the underlying risk with each and every behavior. We teach them to see the risk that they run and in doing so, they begin to see it and accept degrees of responsibility for it.

Can we move the science of Cognitive Intrusion from the experts to the general staff? Can we make intrusion a part of everything we do? The answer is yes. How, you might ask. It's simple: we make all correctional staff change agents. We provide them with the understanding and skills necessary to communicate with offenders (and each other for that matter) on a different plane. They learn to gain trust and

cooperation from the offenders they supervise in order to support the offender looking inward, reflecting on the internal roots that drive the behaviors. This, without question, requires a "frame of mind" adjustment for most correctional employees. All correctional employees need to "see" and be a part of the "big picture" - they need to actively participate in supportively challenging offenders to look at themselves. Staff need to be a part of the long-term correctional goal: protection of the public through the reduction of offender risk while incarcerated. If the correctional employee can only see control of behavior as their job, they can only effect day to day behaviors - no lasting, long-term changes will occur as a result.

Can the average staff member be taught to communicate in this manner? Can people, any person, intrude with an offender into the cognitive risk world as a matter of daily business? I know so - I have had the chance to see this happen. I have seen hundreds of staff both locally and nationally learn to apply this communication technique after as little as 8 hours training. Better than learning the technique, I have seen staff, long since burned out, develop an understanding of why intrusion is necessary and how it might effect/affect offenders. These same staff, having given up working on offenders after years of seeing no long term effect, become energized, motivated and excited about the possibility of intruding to help offenders see themselves without distortion. In fact, these staff have to be slowed - they want to dive in at their speed and need to learn how to go at the offender's speed to keep the cognitive intrusion window open. Some of the most controlling staff (usually solid staff) end up being the most motivated, effective cognitive reflectors - the offenders just see them as genuine.

The tool - **COGNITIVE REFLECTIVE COMMUNICATIONS** - is simple, but it requires a deep understanding of why and how to use it. It requires staff to communicate from a point of pure intelligence. That is to say, staff have to know where their head's at (what's my frame of mind and does it need adjusting) and be able to make an educated assessment of where the offenders frame of mind might be before they even approach the offender to engage in the CRC technique. Staff must learn to see the world from the offender's point of view in order to plan successful approach strategies. In order to make the connection with the offender, in order to apply the CRC technique, the staff member must understand that communication and related human connections happen on different levels. Each progressive level of human communication allows for greater human connection. With stronger human connection comes the ability to effect/support/influence offender insight through self- reflection (see chart below). If the offender sees the staff member as genuine in his/her efforts at supporting change (and they judge sincerity quite well) and the staff member is coming from a place of support

(not soft enabling support) - the communication will influence in a positive manner. This requires a great deal of professional objectivity and genuine investment in order to have the greatest possible effect. Here's what the scale looks like:

No Communication	Operational Communication	Human / Respectful Communication	Human Connection Cognitive Reflective Communication
No verbal communication	Communication limited to operational needs - verbal communication required to operate facility and maintain order	Communication coming from a respectful place showing an interest and investment in the offender's efforts at making real and lasting change	Communication focusing on the offender's cognitive risk associated with a specific behavior - dealing with the "real" stuff at the core of the offender, starts from human respectful and goes into a deeper & more intrusive communication.
This communication (no verbal) often has an adverse effect/affect on staff/offenders and security	This level of communication allows for institutional order, but has little or no effect on offender long-term change	This level of communication opens the door of possibility: from here offenders listen, and are willing to examine some of their behaviors.	This level cuts to the heart of the matter - it allows staff and offenders to work collaboratively in order to uproot and examine the internal, cognitive risk associated with antisocial behaviors
What you get: very little positive - often dangerous, destructive or counterproductive as it allows offenders to continue unchecked in their risk worlds	What you get: Order and control necessary in a correctional environment, however, compliance does not equal change. Stay at this level and we often feed an offender's antisocial attitudes and beliefs even as they comply with our directions	What you get: the possibility to influence through modeling, coaching or generally communicating respectfully. Changes happen for offenders here, but it's limited to the superficial behavioral world and falls short at addressing underlying risk associated with behaviors.	What you get: the ability to deal with the real, underlying risk operating for offenders many, many times a day. The ability to shift offenders to look inward at how they see, do and operate in the world. Holding a mirror and supportively challenging offenders to choose. Powerful human connections created - real, lasting change possible.



- LEVEL OF POSSIBLE LONG-TERM INFLUENCE

- **LEVEL OF HUMAN CONNECTION**

Note: In order to "intrude" into the Cognitive Risk world of the offender by using the Cognitive Reflective Communications Technique, the staff member must approach from the human/respectful communications plane.

The Cognitive Reflective Communication Technique is designed to be done from start to finish in 3-6 minutes. You are getting them to "taste" the truth inside and to "see" the connection to the internal world (experience) and the external behavior.

Steps of Cognitive Reflective Communication

Step # 1 - Observe the Behavior (spotting the opportunity)



Start with a behavior that you want to intrude on. Any behavior can be used, but more serious behaviors usually need to be done some time after addressing the behavior on the operational level; however, these are the most important behaviors to intrude into, as it often represents a great deal of underlying risk for the offender. No behavior is too small. Even something as simple as a facial expression has a cognitive/emotional experience behind it and often provides a less threatening opportunity for staff and offenders to practice the technique.

Step # 2 - Think about the Thinking (preparing the "frame of mind")



This requires three pieces:

1. Staff examine their own thinking - *what am I thinking and feeling as I observe this behavior??*
2. Staff assess what they think the offender might be thinking - *given what I see and what I know about this person, what might he/she be thinking and feeling.*

Caution: Always treat this assessment as no more than a guess, an attempt at understanding; nothing more, nothing less.

3. Reframe Your Thinking - Staff, after assessing their thinking and the offenders possible thinking, will need to create the "frame of mind" or mental state necessary to approach and be successful with the CRC technique: *hey, what is it I need to be thinking in order to make a make a connection with this offender. What's my motivation here.*

Note

The reframe step is crucial and often difficult for staff to learn initially. Just the concept of having to self-reflect and to evaluate one's own frame of mind can be threatening, but it's also enlightening and beneficial. In fact, many staff appreciate the new ability to be "real" with themselves. Many conflicts are actually avoided when staff can see how their frame of mind could potentially be part of the problem. Below is a list of "chunks" that often help when staff are attempting to create a "frame of mind" to do CRC:

- **Patience** - Create the thinking that allows one to slow down and not to have to "fix" the problem. Create the desire to have the offender to see his/her own stuff in order for them to create their own, real motivation for change.
- **Choice** - Create the thinking that reflects the understanding that real and lasting change only comes from the offender making his or her own choice. Learn to appreciate the "power of choice" and the human right to make our own choices (including the offender even if it's the wrong choice). This allows for the staff member to remain objective as he/she holds the mirror. It helps remove the desire to "push" the offender in a direction that he/she will only see as coercion, or a form of judgment. I can help them see their truth clearly. I can help them see how it is they see and do the world. I can help them see how the internal and external world is connected, but the choice to change must remain theirs in order for it to be real. Sure I can challenge, but only to have them see their truth. If I tell them what they need to do or change, it's just not real.
- **Interest** - Staff need to develop thinking that reflects a genuine interest in helping such as: *maybe I can help this guy see what it is he's doing and why, I wonder what's behind this one, etc.*

- **Coaching** - Develop thinking that allows for a coaching headset - *hey, with a little guidance (CRC) this guy might learn something. This is my job and I'm good at it. I wonder if I can effect this guy in a positive manner.*
- **Concern** - This is where investment counts - create the thinking that makes the work you do matter: *hey intrusion is my business, if I can do something I should, I may be the last chance this guy has, it's real stuff and I'm going to do it because it matters.*
- **Support** - Staff have to create thinking that supports any and all offender efforts. In fact, if the offender refuses to do the technique, thank him anyway: *if I'm supportive... I'm going to be effective. Supportive communication has the potential to influence even if I can't see it.*

Note: Building the "Frame of Mind" is the most crucial step in the CRC process. Without the frame of mind supporting the human connectiveness - the technique will not work - the offender will not go inward with you. With the right frame of mind the offender will go there every time - guaranteed. True they might not share their internal ugly with you, but they will look at it themselves. From the supportive headset you just can't help but be successful. I have seen three minutes of this human connection through CRC do more good than hundreds of hours of typical correctional communication - it shifts people! Remember, this technique allows for insight to occur for both parties involved.

Step # 3 - Planning the Approach (strategic planning)



Staff mentally prepare their approach: *given what I know, what's the best way to approach this person to enter into a human/respectful communication. What then do I say, do or ask that puts the behavior on the table and opens the cognitive window. How about something as simple as: I could not help but notice (behavior)and was curious (motivation) what was going on just than (crack the door) What were you actually thinking (focus on specific underlying cognition)..... feeling?? (complete the underlying experience)....*

Note: Falling rock is part of this step, but it can only be explained as necessary in the training itself.

Step # 4 - Digging at the Roots (focus on the underlying risk world)



This is the first action step. After making a verbal connection (human respectful level) it's time to dig/intrude into the specific thoughts & feelings connected to the specific behavior you observed. Thus, helping the offender reflect on and appreciate the cognitive/emotional connection to the behavior itself (internal ownership).

Example:

Staff - I noticed a few minutes ago you seemed upset when you got off the phone.

Offender - So (checking you out, may feel a judgment coming on here, may react adversely, be ready to stay with it).

Staff - I was just curious

Offender - Why are you curious? (wondering what your motivation is here - often a trust issue)

Staff - Hey, I know when I'm upset, it's because something's going on for me (interest demonstrated)

Offender - So what (testing still further)

Staff - What was going on?

Offender - Stupid girlfriend (don't correct here, don't get moral - he's sharing here - don't shut the window)

Staff - So what were you actually thinking when you hung up the phone? (shifting to the underlying experience)

Offender - Why do you want to know (fear of letting you see the ugly - but it's for sure he's thinking about what he was thinking and deciding what, if anything, he's going to share)

Staff - Just interested

Offender - Well I was thinking..... (just listen here, listen closely)

Staff - I see, and what were you feeling?

Offender - Well

Time for next step here (remain objective no matter what he/she gives you)

Step # 5 Reflecting the Connection (play back to have offender make connection between thoughts & feelings and behavior)



Staff - Let me see if I got it right: when you think and feel..... you do what?

Offender - I get upset

Staff - Thanks (*pause*) That's interesting.....

Walk away and leave them reflecting!!!!

That's it, that's all - just walk away - don't try and fix a thing.

Here's what the person potentially gets from this process

- They learn to reflect inward
- They begin to learn there is a connection between what they do on the inside and what they do on the outside (behavior)
- They learn cognitive, internal awareness
- They begin to see internal risk patterns (if done repeatedly)

- They begin to accept responsibility for their internal dialogue - *I do this stuff to myself*
- They learn that controlling behavior really comes from awareness of internal behavior and changing the internal workings
- They learn to see us as supporters of change - they even begin to seek us out to process and communicate in very real ways

Note: Does any of this happen easily or automatically? No, it requires that we step up to the plate to communicate in a most intrusive yet supportive manner. Does change begin to happen after a few dozen CRC intrusion events? Yes, it does. At a bare minimum offenders begin to struggle internally. This struggle has to happen for any real and lasting change to occur. Get them to struggle internally and you have provided the catalyst that begins the change process.

Staff Fears / Staff Barriers

The biggest single reason for failure with the CRC strategy is staff fear. We just are not programmed in today's society to intrude into the private internal world. Here are some of the fears / barriers we all face.

- **Fear of Failure** - The most common fear of all is simply the fear of failure that we all have to varying degrees. To do something new, something different, and something a little strange is often controlled by this fear. The only way to overcome this fear is by doing. Staff have to play with it, practice it and do it in order to gain the confidence necessary to overcome this fear. I encourage staff to look at it this way: don't try and you have failed - try to do it, come from a genuine, respectful desire and you just can't fail. Think about it - attempt to help someone and where's the failure? Just attempting opens a human respectful communication / relationship that's the most humane, supportive relationship possible. At a minimum, you are causing them to pause because they don't know what to make of this process. Just ask them what they were thinking and you are doing the process - they have no choice but to think about what they are thinking. What are you thinking right now? See, when someone asks you can help but go in there - you have to reflect, even if it's only for a second or two.
- **Fear of Intrusion** - Who am I to do this, is often the question. The answer is simple: you are a correctional employee. If not you, who than? Only attempting

the communication technique and experiencing degrees of success will allow a person to overcome this fear.

- **Not My Personality** - Many people are not intrusive by nature and have to learn to adopt a "just do it" attitude in order to make it work. In training, I often require participants to go into the community to practice the technique on strangers. Once they can do this, once they experience its potential impact, once they can "just do it," they have it and will overcome this fear.
- **Fear of Reaction** - Staff often worry a great deal about how the intrusion will be received. I've found that once a human/respectful connection is made, staff are often surprised just how well the technique is received. Almost never is the process rejected if the approach is genuine. If the response is not positive - just walk away after thanking them - nothing lost. In this business there is a tomorrow and offender curiosity often will get the best of them. They will come back to you, you can try again anytime you wish. After all, most offenders have never experienced anyone as having a genuine interest and they have to find out what's going on. Note: anytime they want to know what you are doing, tell them straight up - there are no secrets or tricks here - just tell them the truth.

Summary

I have had the opportunity to train staff on this simple, but powerful communication technique in several states. I have used this technique with peers, employees, offenders and community members and have found it to have universal application. Many staff, having gone through the training, have expressed its value to them on a personal level. Others have adopted this technique to better understand themselves and others. No matter the result, no matter the reason for using the technique - it has great potential in influencing the human relationship.

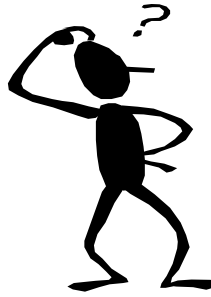
From the man that grabs his young daughter in the grocery store to the offender who explodes and assaults - the technique helps people understand themselves and why they do what they do. Awareness is the first step in the process of change, It's a gift - give it away when and where you can. It's not about influence over people, it's not about influencing others, it's about helping people influence themselves. I have never felt more useful, I've never had a better understanding of people, I've never been less critical or judgmental and I've never felt more genuinely connected to people. *Stress - what's that?* - when behaviors or actions of others are seen as an opportunity to help, an opportunity to intrude, one can only welcome such events!

Start with the desire to help, the desire to make a difference and you can't help but succeed with this technique. Tell a person what to do and you may help, show a person what to do and you can help, teach a person to help himself and you have helped. Cognitive Reflective Communication teaches the art of self-reflection, self-control and eventually self-risk management!

Brian M. Bilodeau
(March 7, 2001)

Why Cognitive Reflective Communications?

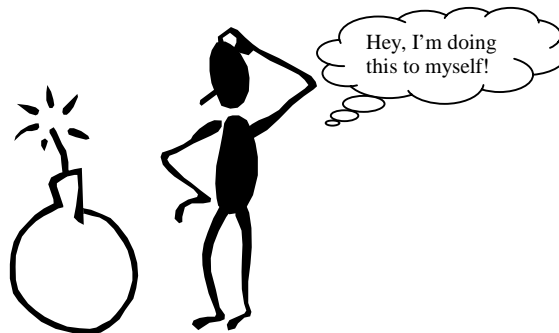
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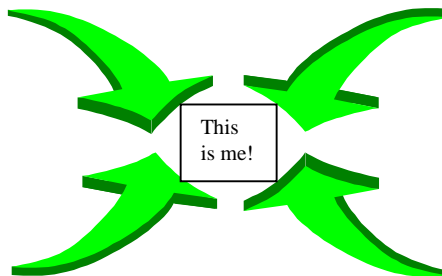
- **Active intervention into offender cognitive/emotional risk**



- **Teaches offenders to reflect / look inwards at cognitive/emotional processing that supports or drives risk**



- **Challenges offenders to face their own truth in order to develop genuine motivation for change**



- **Offenders learn to make the connection between internal thoughts & feelings and external behavior – making the self-responsibility connection**

$$A + B = C$$

- **Supports an on-going dialogue between staff and offenders that is focused directly on the offenders risk**



Cognitive Reflective Communications

Step # 1 Observe the Behavior



Step # 2 Think about the Thinking

My Thinking

What am I thinking when I see
This behavior??

Their Thinking

I wonder what's going on for them?
What might they be thinking??

“Reframed Thinking”

What do I need to be thinking in
Order to approach in a
Human / Respectful
manner? (Motivation)



Step # 3 Plan the Approach

How am I going to approach ? What would work best here? What are the possible
Reactions that might occur?



Step # 4 Dig the Roots

What's going on?? What's that all about? I'm curious, what were you actually thinking? When you think
that you feel what?

Step # 5 Reflect Back

Let me see if I've got this right: When you think and you feel You
do what?

Thanks, I think I Understand how it is you do that??

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Benefits to Client

- ◆ **Increased self-control**
- ◆ **Ability to Think Critically**
- ◆ **Ability to practice self-reflection**
- ◆ **Increased ability to handle social situations**
- ◆ **Better stress management**
- ◆ **Ability to “solve” problems by managing one’s own reactions first**
- ◆ **New sense of self / Values enhancement**
- ◆ **Ability to manage one’s own personal risk and to actively practice Self – Risk Management**
- ◆ **Support and encouragement from others**
- ◆ **Improved communication skills**
- ◆ **Awareness of effect on others / empathy**

CRC STRETCH EXERCISE

The time has come for you as a participant to stretch your understanding of this cognitive reflective communication technique. Soon you will be practicing this technique and that will require an understanding from within yourself. In this exercise you will be challenged to "pull out" of the CRC material and present it to a "mock" group of staff. Here's how the exercise is set up:

- Each team of two or three is given a pull out from the attached sheet
- Each team member takes 15 minutes to review CRC materials (recommend Operation Intrusion handout)
- The team spends 15 minutes coming up with a common understanding and preparing a 5-10 minute presentation to a mock group of staff

Note: You may use any material you wish to help prepare your presentation (handouts, overheads, flip charts).

- Each team presents their theme / pull out (10 minutes, includes answering questions at end of presentation)

NOTE: You are expected to be challenged by this exercise - that's the purpose, as the greatest learning comes from the struggle to understand.

GOOD LUCK

"PULL OUTS" TO BE ASSIGNED

1. Pull Out # 1 - Describe why we would intrude / apply the CRC technique with an offender (What's the desired effect / how's it accomplished).
2. Pull Out # 2 - Describe Step 1 of the CRC Technique
3. Pull Out # 3 - Describe Step 2 of the CRC Technique
4. Pull Out # 4 - Describe Step 3 of the CRC Technique
5. Pull Out # 5 - Describe Step 4 of the CRC Technique
6. Pull Out # 6 - Describe Step 5 of the CRC Technique
7. Pull Out # 7 - Describe why it's important to apply the CRC Technique from "their eyes" and at "their speed"
8. Describe why CRC does not seek to "solve / fix or Cure" the offender, problem or situation.

NO SOLVE

NO FIX

NO CURE

"JUST LEAVE
THEM
REFLECTING"

Institutional Behaviors

SAFETY
THREAT

OPERATIONAL
INTERFERENCE

MINOR
INCIDENTS

BARRIERS TO INTRUSION

*

*

*

*

*

MOTIVATION TO INTRUDE

*

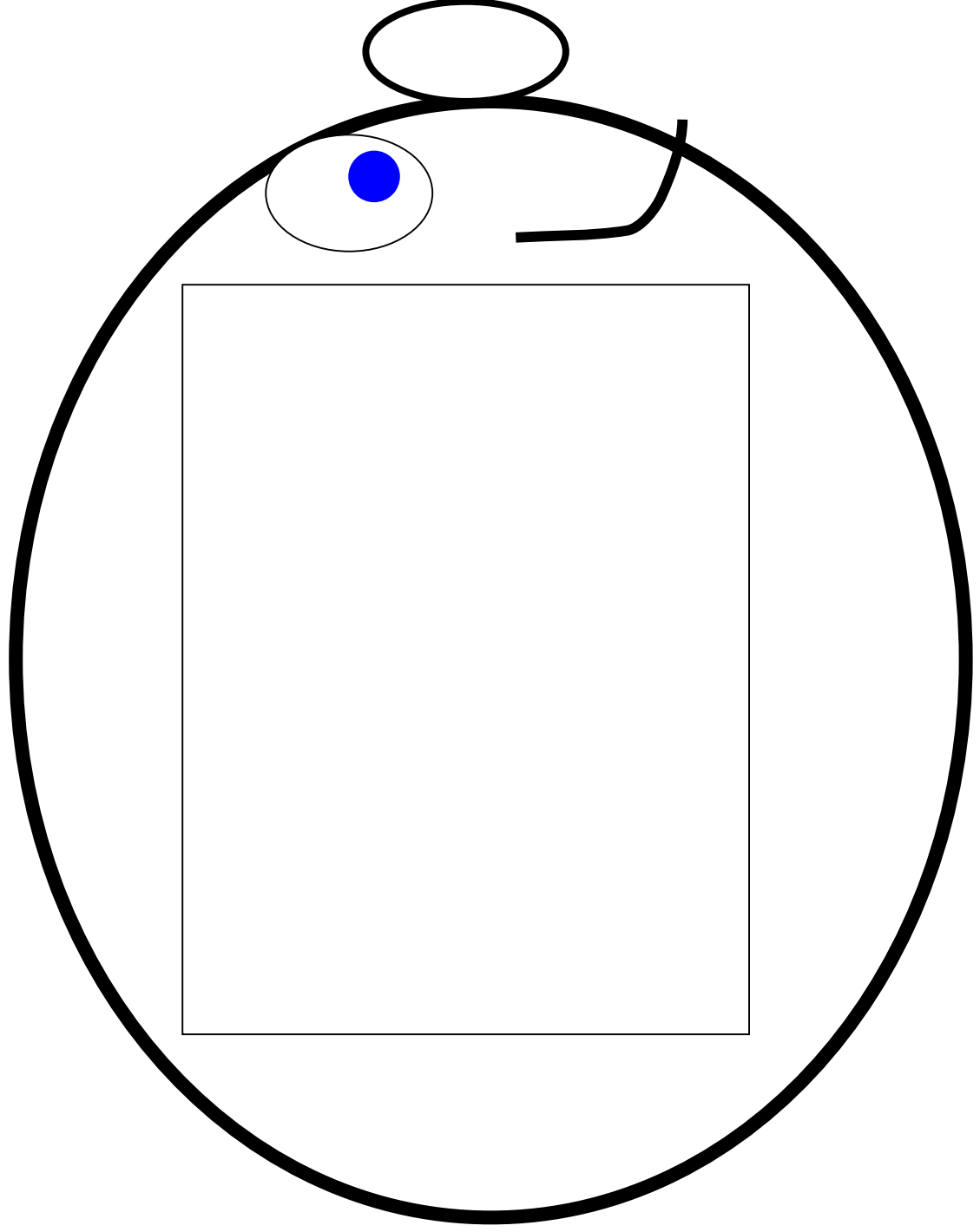
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Frame Of Mind



Developing "Frame of Mind"

Observed Behavior

Frame of Mind



CRC Triad Exercise

Exercise Steps

1. Split the Classroom into small groups of three
2. Explain Roles: Person doing the CRC Technique, person having the technique done with them, observer.
3. Have participants pick and write out a description of a situation (use form provided) in which they got irritated, upset, angry or frustrated with someone in the last 30 days. In the behavioral description the following two parts are needed: a description of the situation (one or two sentences) and a description of what they would have looked like if someone had observed their behavior at the time of the incident (facial expressions, body language and verbal dialogue happening at that specific moment in time).
4. Plan out all three of the CRC applications (who is doing what with each of the three). Each of the three group members takes a turn with each of the three roles.
5. Give each of the groups 45 minutes to be used in the following manner: 2 minutes for the description of the behavior (have them read off the exercise sheets), 6 minutes to do the technique from start to finish and 7 minutes for self-evaluation & feedback.
6. Once back in the classroom after the triad exercise is complete, have the participants fill out the self-evaluation form (practical exam checkoff sheet).

Triad Exercise Behavioral Description Sheet

- Describe the situation in your own words (2-3 sentences)

- Describe your visible behavior (facial expressions, body language and any verbal exchange that took place)

Note: Leave all names, dates, places and times out of your description

Triad Debrief & Feedback Process

As part of this CRC training, participants are expected to practice self-evaluation and giving feedback. Both of these skills are essential to transfer the classroom learning to the job. It's imperative, when giving feedback, that all feedback is supportive in nature. In order to facilitate this process it's recommended that you use the following three steps in giving feedback as you fill the observer role during this triad exercise:

Note: Keep all your feedback supportive and objective and be as descriptive as possible

Note 2 - Ask for details with all comments - not just what went well, but make sure they describe why it went well..

- 1. Have the participant self-evaluate first by asking the following two questions (using the 5-steps as a guide):**
 - What steps do you think you did well? Why?
 - What steps do you think could have been better and why?
- 2. Provide feedback based on your observation of the technique in the following manner (use steps as a guide):**
 - Comment on what you thought was done well as you observed the technique
 - Make suggestions or recommendations for improving the technique
- 3. Have the person who had the technique done with them comment and discuss how the technique worked for them.**

LIVE PRACTICE EXERCISE SHEET

THE BEHAVIOR	MY THINKING	THEIR STUFF	REFRAME	APPROACH
--------------	-------------	-------------	---------	----------

HOW DID IT GO?

Cognitive Reflective Communications / Written Walk Through

Behavior Observed:

Situation Occurring:

My Thoughts at the Time:

Their Thoughts:

Reframed Thinking:

Approach Plan:

What Happened:

- 1) I observed
- 2) I approached
- 3) Human / Respectful Dialogue
- 4) Pulled out pieces of their experience
- 5) Reflected Pieces Back
- 6) Did all of the above by steps

Effects of Cognitive Reflective Communications

Step of CRC	On You	On Them
Observation of Behavior		
Approach & Enter into Dialogue		
Reach Human/Respectful		
Pull out Pieces of Experience		
Reflect back pieces Make Connection		
All Steps Done / Left Reflecting		

End Result of Human Connection through Cognitive Reflective Communication is:

Cognitive Reflective Communications

- 1) List three reasons for doing the Cognitive Reflective Communications technique with offenders:
- 2) List the 5 steps of Cognitive Reflective Communications:
 -
 -
 -
 -
 -
- 3) List the three thinking process steps:
 -
 -
 -
- 4) Why is it important to be on a human/respectful communication level in order to use the Cognitive Reflective Communication technique?
- 5) List two components/pieces of a good “Frame of Mind”
 -
 -
- 6) Why is it important to reflect back the offenders thoughts and feelings exactly as they stated them?
- 7) What behaviors can you do this technique with?
- 8) How long does the technique take to apply?
- 9) Why don’t you want to fix, solve or cure the situation with the CRC technique?
- 10) Do you ever do this technique in lieu of consequences or sanctioning?

STAFF NAME:

DATE:

SCORE:

Using CRC During Client Contact

Target Risk



Why Use CRC In Interview

- Focus directly on risk situations
- Teach offenders to focus on stress situations that set up cognitive/emotional risk
- Teach offenders to be reflective
- Teach offenders to see the connection between underlying cognitive/emotional experiences and risk behavior or risk attitudes

Types of CRC Interventions in Interview

- Active Observation During Interview
- Information You Have Received About Possible Risk Situations or Behavior
- Directed Digging Process
- Based on direct observation
- From Information You Have Received
- Focused Discussion to Get Offender to Report or Share Risk

Directive CRC Digging Steps

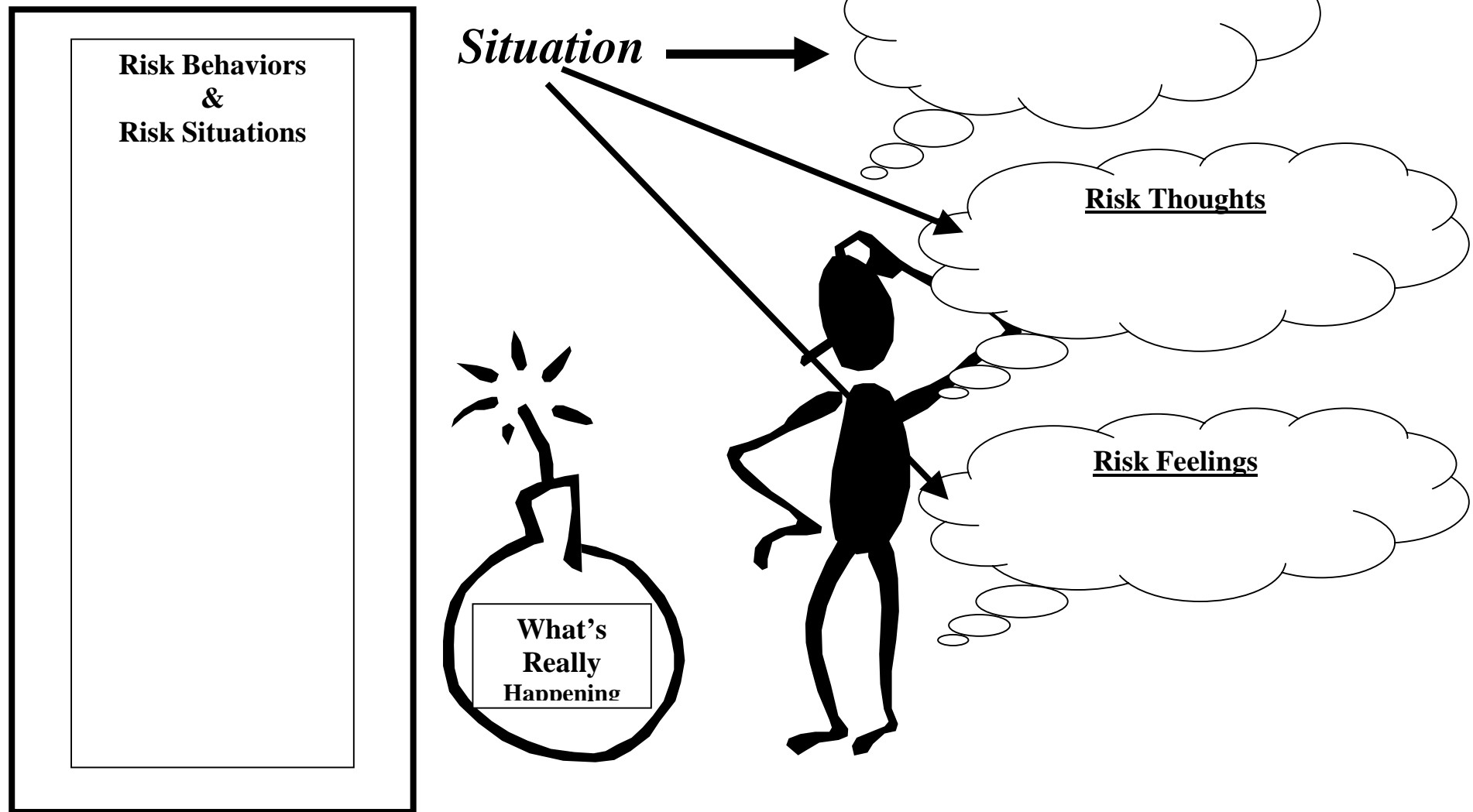
- 1) Take care of operational issues first
- 2) Ask if there are any issues that you can help them with - “before we finish are there any issues / stressors I can help you with?”
- 3) Capture the moment - “Let me see if I understand Your boss jumped on you about being late yesterday.”
- 4) Apply CRC technique - “When that happened what were you actually thinking?”

Effect at End of Interview

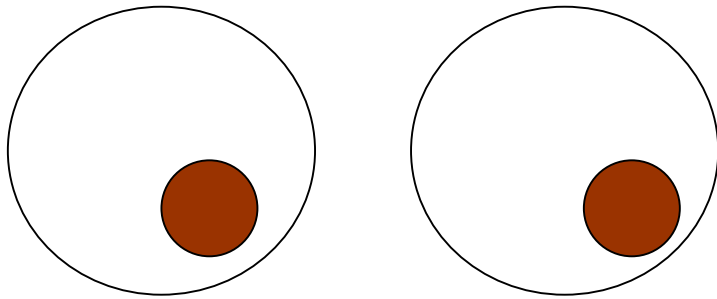
LEAVE THEM REFLECTING!!



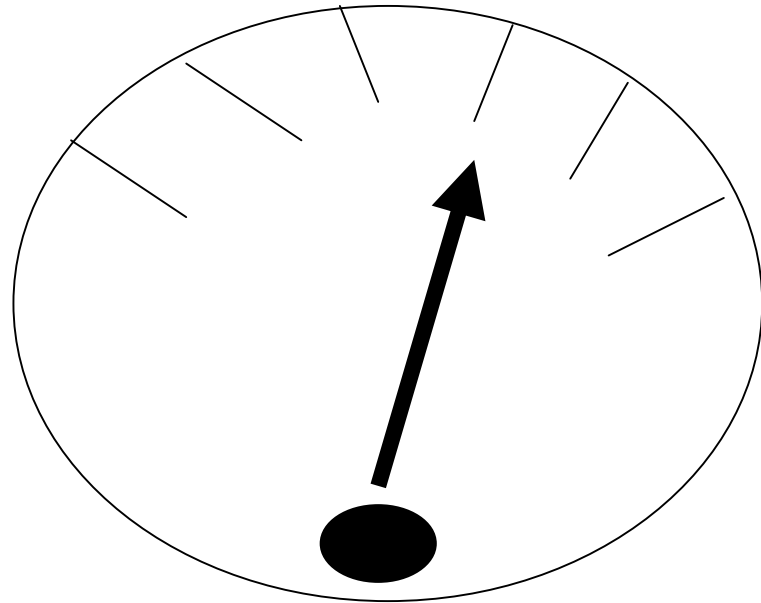
Dealing with Underlying Risk



THEIR EYES



THEIR SPEED



Always intrude by attempting to view and understand the situation from the other person's point of view - plan approach with from where they are!