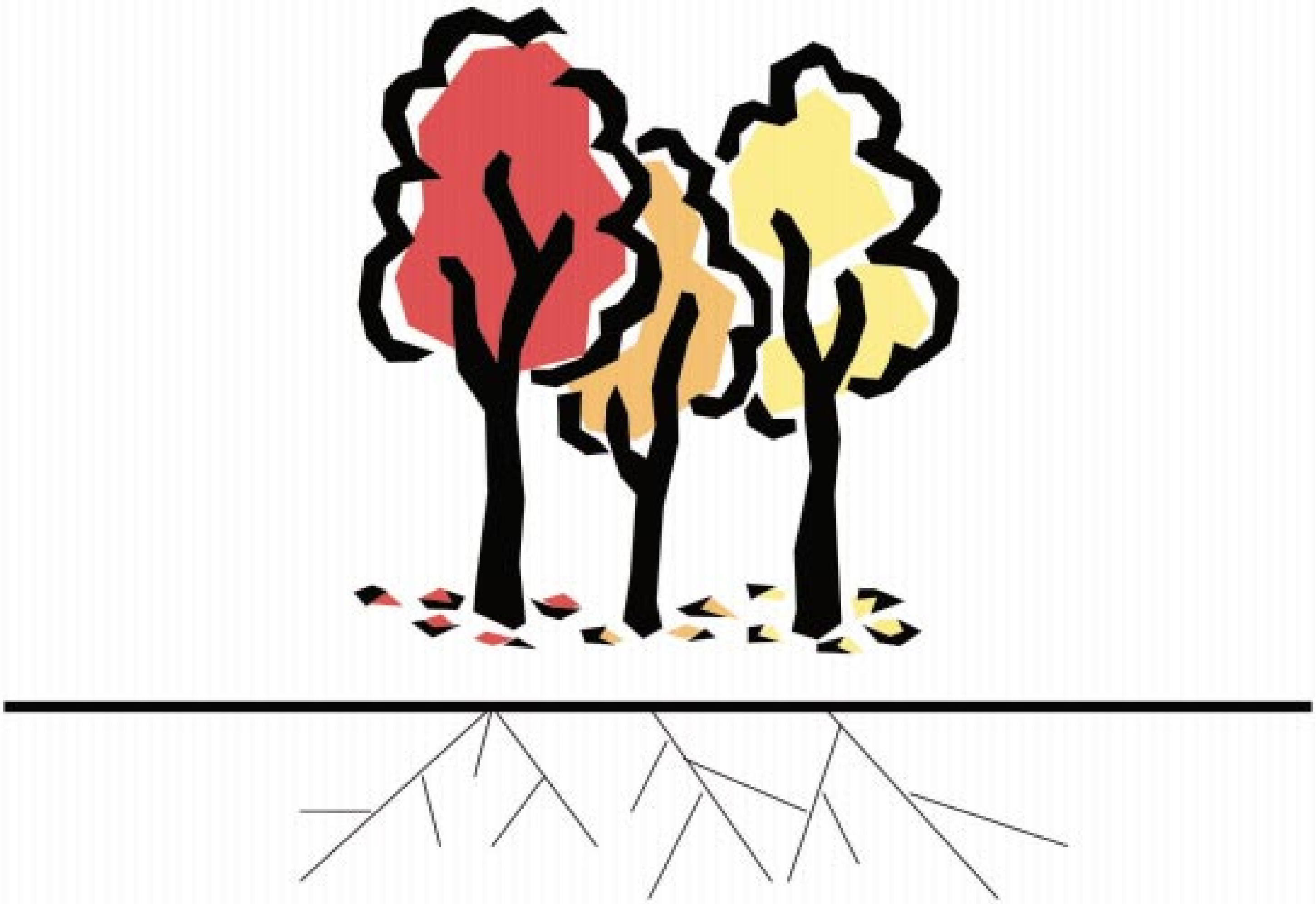
Cognitive Reflective Communications



"Advanced Communication, Intervention & Offender Management Strategies"

Section 1 – Trainer's Manual

Cognitive Reflective Communications

" A Correctional Communications Strategy"

Trainer's Introduction

Congratulations, you have chosen to participate in the 5-day Training for Trainers Cognitive Reflective Communications course. By doing so, you have demonstrated an investment in teaching, coaching and mentoring fellow staff as they seek to improve their interpersonal communication skills. Cognitive Reflective Communication is a highly advanced communication skill designed to promote intrusive, focused communication. Training staff to be intrusive while maintaining a human and respectful frame of mind can, and is, challenging. Teaching someone to use Cognitive Reflective Communications as a tool for self-discovery, self-awareness and possible intervention requires a high level of understanding and investment as a trainer. You will be faced with many challenges both active and passive as the 3-day training gets underway. This is to be expected, as you know this material often challenges individual attitudes at their very core. Being a Cognitive Reflective Communications trainer means you believe in the value of Human Connection, you understand the how human respectful communication can build rapport and you understand the need to operate as an intervention agent in carrying out your job responsibilities. Take pride with the work that you will be doing as a CRC trainer, the knowledge and skill that you will be imparting and the attitudes you will be effecting can and often do shape lives as you are teaching people to become self aware and connected with others.

The course will be most challenging and will require you to take a good deal of interpersonal risk as you test your skills as a trainer and as a CO-trainer. The course is designed to provide insight into all aspects of the training experience. You will be learning all of the following:

- To evaluate your own performance as a trainer
- To evaluate and give feedback to your CO-Trainer
- To receive feedback from your CO-Trainer
- To process daily training in order to make necessary revisions
- To dance as a trainer
- To observe and respond to participants' needs
- To observe and respond to CO-Trainer's needs
- To assess and respond to training needs day to day

- To create personal Module Delivery Plans using established lessons as a guide
- To evaluate your relationship with your CO-trainer in order to support a stronger CO-training relationship

You will be working with staff at all levels of skill. Some staff will immediately see the connection between CRC and how they already communicate, while others will need more of a shift in consciousness and skill. Regardless of where the participants are, or the resistance they might demonstrate, you will need to remain objective and respectful. After all, doing CRC requires that a person come from the right frame of mind in order to be successful and the "right frame of mind" can't be faked. Each participant will choose for themselves just what they will bring back when the training is completed. Your job is to provide an atmosphere that allows each participant to have a personal experience. The personal experience will help to shape their impressions of CRC and will determine their motivation for future life applications of the skill.

You will be going through two full days of preparation as you prepare to deliver modules of the 3-day Cognitive Reflective Communication course. Many of the actual specifics are covered in detail in the "Trainers Guide." You will also have a copy of the participant's manual as a reference. This is a long and involved 5-day course and we want to thank you for taking the time and making the effort to help others develop their advanced communications skills.

Good luck, remember to come from your core and above all else --- have fun!

Cognitive Reflective Communications
Training Agenda

Day # 1

60 Minutes - Introduction & Training Overview

75 Minutes – Introduction to Criminal Thinking

75 Minutes – Cognitive Risk Roots & The Science of Intrusion

75 Minutes – Levels of Human Communication & Human Connection

60 Minutes – Introduction to Cognitive Reflective Communications

Day # 1 Homework: Determined by CRC Trainers

Day # 2

60 Minutes – Steps of Cognitive Reflective Communications (Stretch exercise)

45 Minutes – CRC When & Where

90 Minutes – Live Trainer Demonstrations

90 Minutes – CRC Triad Exercise

60 Minutes – CRC Classroom Practice

Day # 2 Homework: Practice CRC on someone / self-evaluation sheet

Day # 3

75 Minutes – Homework Review & Classroom Practice

150 Minutes – Live Practice With Clients (Includes Set-Up & Debrief)

75 Minutes – Direct Client Contact CRC / Doing CRC from Scratch

60 Minutes – Closing & Evaluation

Cognitive Reflective Communications
"Training for Trainers"

Trainer Learning Objectives

- **Trainers, working from a set of basic learning objectives, will be able to create a simple module delivery plan**
- **Trainers will be able to deliver, in teams of two, the Cognitive Reflective Communication training modules**
- **Trainers will be able to evaluate and debrief module delivery and be able to strategize plans for making adjustments to meet training / participant needs**
- **Trainers will be able to draw from and focus participant knowledge, skills and abilities to facilitate understanding of training material**
- **Trainers will develop advanced training techniques that allow them to deliver training in a highly interactive manner in order to prevent participant attention drift and to help participants internalize learning**
- **Trainers will learn and practice the use of reinforcement techniques and supportive principles necessary for a successful training**
- **Trainers will learn to actively communicate with CO-trainers to address content, process, delivery and CO-trainer interaction in order to support CO-training skills and participant learning**
- **Trainers will learn to objectively and supportively evaluate themselves and others on the delivery of the CRC modules**
- **Trainers will be prepared to deliver any and all of the CRC modules to staff from their agency**

Introduction To Trainer's Guide

This guide is nothing more or less than an offering of ideas. As a trainer, your ideas to get a point across in training should always take the front seat. That is to say, as long as what you do or say as a trainer gets the learning / training objectives and key points met, it's a go. Your style, your latest idea, your exercise or your demonstration, is often better than the one suggested. If you choose to use the one offered that is fine also. At the same time, if you have your own idea on how to get the message across – use it! Making the training delivery your own often increases your enthusiasm for delivering the material.

This guide (along with your CRC lesson plans) will outline the parameters and guidelines for delivery in the following ways:

- What's the lesson called
- What time should be allotted to get the message across
- What are the learning/performance objectives
- Suggestions for delivery
- Possible options/methods for evaluation
- Key Points
- Trainer notes

Again, it's a guide not the bottom line. Feel free to be creative after all, the best training is your training. Coming from what you understand and believe always has more weight. COME FROM YOUR CORE, speak from your experience, come from your own understanding.

We will cover the following topics during the 2-days of training preparation:

- Introductions – 30 minutes
- Overview of Trainer's guide – 30 minutes
- Lesson Plan Format – 30 minutes
- What makes an effective trainer – 30 minutes
- Training Techniques – 30 minutes
- Trainer Skill Levels – 30 minutes
- Trainer Roles & Responsibilities – 30 minutes
- T-4-T Set-up and Design – 30 minutes
- Training Room Set-up – 30 minutes
- Daily Planning Process – 30 minutes
- Module Flow Development – 1 hour
- Daily Debrief Process Description – 1 ½ hours
- Trainer Barriers – 30 minutes
- Dance Exercise – 2 hours
- Delivery Plan Development – 2 hours
- Delivery Walk-thru (feedback and creativity promotion) – 1 hour
- Delivery plan development – 2 hours
- Making the pieces fit together – 1 hour

LESSON PLAN FORMAT

Module Title:	Time Allotted:	Target Audience:
Space Requirements:	Equipment Requirements:	Class Size:

Performance / Learning Objectives
Performance Objectives: ♦

Method of Evaluation
1.
2.

Connective Links:

The actual lesson plan content format looks like this:

LESSON PLAN (what you might say)	**Key Points** (What you want to be sure to cover)	**Trainer Notes & Delivery Suggestions** (ideas / suggestions to help get information / message across)	**Trainer Aids** (list of handouts, overheads, flipchart content)
Normal NIC Formatted Delivery Plan / Script	Key points to cover during lesson	Notes to the trainer Delivery suggestions & exercises	Listing of Overheads and Flipchart suggestions
This is a script to help you get started with the material.	These are "key points" to make / to cover in your lesson delivery to help support participant understanding of material and achieve the learning objectives.	Simple ideas for delivery – suggestions that don't have to be followed if you have an idea on how to get the material across to participants.	List of handouts, overheads and flipchart for suggested use.

There are some suggested basic rules for training delivery that we do recommend and here they are:

Trainer Guidelines

- You do not need to be the expert: Respect the knowledge of the participants
- Don't Argue or Debate
- Allow people to progress understanding at their own speed
- Teach from your own core – From what you believe
- Have fun - deliver with energy and enthusiasm
- Don't take resistance personal – Use resistance as a personal motivator
- Prepare, but don't over prepare – Dance
- Allow the needs of the participants to guide your delivery not the agenda or the clock
- Learning should be challenging and fun
- Take risk as a trainer and challenge the participants to take risk
- Participants are never, never wrong (redirect them vs shutting them down)
- Training is not about you as a trainer

If you follow these rules, you will almost never find yourself lost as a trainer.

What Does an Effective Trainer DO?

In training the Cognitive Reflective Communications course, you will be looking for much more than a sharing of information with the participants. You will be seeking to challenge participants to internalize the understanding that you already possess. In order for this to happen, they must evaluate (and sometimes challenge) what they already believe, in context with what you are seeking for them to understand. They, as all people, will learn from their understanding, not yours – respect that always. Here's the difference between an instructor and a trainer:

What do you want as a Trainer ??

Instruct →	**Teach** →	**Train**
Share knowledge or information	Share knowledge or information in a way for people to use in life	Facilitate the internalization of knowledge and skills in a manner that motivates participants to apply learning to personal /professional life process

As a CRC trainer you will always seek for the participants to have the highest learning possible. You will work to have them fully internalize the knowledge and skills you are offering. One of the very best ways to get participants to invest in the process - to learn the Cognitive Reflective Communication skills from the inside out – is simply to invest in them. Meet with them individually during breaks, have lunch with them, make a human connection both inside and outside the training classroom. They will have questions with this material, they will have experiences to share, help them process whenever and wherever possible.

In order to be a CRC trainer, especially training in the affective realm, you will need to understand the technique from the inside out. That is, it will be necessary for you to have used the technique and to possess understanding from having applied the technique in real life. If you use it, especially if you use it regularly, you will be able to train the technique as a way of doing business, a way of communicating. The technique is designed to be a part of the overall "Correctional Strategy." A way of communicating with offenders that requires them to look at themselves, to look at their behaviors, to own responsibility for their actions and even to look inward at the underlying cognitive structures that drive their hurtful, harmful and destructive behaviors. At it's best, staff that live and breath this type of intrusive, yet supportive communication, continually challenge offenders in a most humane way to look inward in order to face their own reality. CRC is more than a technique, it's a form of Correctional Intervention: LIVE, REAL and ONGOING.

In pushing the participant's you will also need to push yourself. The best way to do this successfully is to come from your "core." If you speak from what you believe, what you know, share your experiences – you will be speaking from your heart, from your core. CRC training challenges at the highest level and requires a strong trainer belief in the subject. If you believe and speak from this belief, you will succeed.

Interestingly enough, coming from your own beliefs can and will help you overcome a great deal of the natural fear a trainer faces. If you speak from what you believe people can and do respect that. Represent what you believe, what you know, and respect the fact that others always have a choice in what they believe and the number one fear is gone - the fear of what others think about what you are saying. After all they have a right to disagree, they have a right to think and see things differently and that's perfectly acceptable in training. Try to force them to think as you do and you will cause them to dig in and defend; allow them to choose and they will listen. Respect what they believe and speak about what you know and believe and they will listen and shift in time. If they don't, that's perfectly acceptable also, you have not failed – don't take it personal. Note: this is not to say they are not responsible for demonstrating the necessary skills at the end of the training – they are!

This is your chance as trainers to look at individual training modules and to develop your presentation of these lessons (we will actually do the lesson prep a bit later during your two days as trainers). You can use any of the typical training techniques listed below, but some methods are more intrusive and allow for a greater challenge of participant learning and support a greater internalization of that learning:

- Lecture (OK for making some points)
- Overheads / Flip Charts / Visual Aids (effective tool to support learning)
- Guided Group Discussion (Bounce, Challenge – great in checking & challenging understanding)
- Demonstration (great to help support understanding of points or skills)
- Small Group Exercises (Struggle with the understanding, Guided practice great tool for developing individual understanding & promoting participation)
- Role Play (Active practice, visual reinforcer – great for testing skill & knowledge)
- Live Practice (ultimate tool for learning)

As you prepare your module delivery plans, think about each of the training techniques listed above. Ask yourself if you can create an exercise to enhance or reinforce the learning. Change your delivery techniques as much as possible in order to promote energy and excitement within the participant group. Generally, the more involved the participants are, the greater the energy, the stronger the learning experience.

Let's get ready to train. Remember, have fun as a trainer. Use the format provided to plan your simple module delivery:

We will start with a list of the training modules and the learning objectives for each module (starting with a few modules for your preparation day as examples):

It's important to remember that the delivery process for each lesson is totally up to you as a trainer. As long as the general objectives and key points for the lesson are met, how they are met is not important.

Note: You are not expected to create lesson plans for all of the modules – time does not allow for that and the lessons have already been created. Rather, you are challenged in these preparation days to work through a module as practice in order to be prepared to deliver or assist in the delivery as the CRC training progresses.

About the Training – 4 – Trainers Process

As a trainer you will be participating in a "full- immersion" process. That is, you will be following a very prescriptive process that will require a great deal of effort and participation. Your 5 days will look something like this:

- Day 1 & 2 – 8 hour planning & preparation days
- CRC Training Delivery Days - 10 hour days – 1 hour daily set-up, 7 1/2 hours ACT training, 1 ½ hour daily debrief)

Trainer Levels / Steps of Trainer Development

Note: Step 2 represents this training – 4 – trainer's course

Step # 1 (CRC Skill Level)

Requirements
Participate in the 24-hour CRC course and achieve basic skill in CRC

Able to
Use CRC skills on the job

Responsibility
Use CRC skills with offenders as an intervention and teaching tool on the job.

Step # 2 (Apprentice Instructor)

Level Requirements
Participate in the 5-day training – 4 – trainer's CRC course and become skilled as a CRC Instructor

Able to
Train CRC to other agency employees

Responsibility
Train staff in CRC skill to use in communications with offenders (both field and facility). Need to deliver staff training a few times a year in some form to remain at skill level.

Step # 3 (Full Instructor Level)

Level Requirements
Deliver One 4-hour class of CRC at your local site under the observation of a Mentor Trainer to include, pre-training planning session with mentor, full 3-part debrief and written feedback from Mentor Level Instructor. Receive written feedback and written approval from Mentor Level trainer following direct observation from Mentor Trainer.

Note: This step may require remedial work and further direct observation visits from a Mentor Level trainer.

Participate with Mentor Level Trainer or Full Level Trainer in the Delivery of a 3-day CRC course.

Able to
Deliver CRC skill training to agency staff, train agency staff in the full 3-day CRC communication course.

Responsibility
Deliver informational CRC modules to agency staff. Deliver skill modules of CRC to agency staff. Deliver 3-day full CRC training to agency staff. Support Apprentice Trainer development.

Step # 4 (Mentor Level Instructor)

Skill Level Requirements

With support from a Mentor Level Instructor – facilitate a 5-day ACT T-4-T course.

<u>Able to</u>
Train CRC at any level to agency staff. Able to train CRC skills nationally if able to manage this opportunity through and with the support of your agency.

<u>Responsibility</u>
Train CRC modules, full 3-day course and 5 day training for trainers to statewide to agency employees as needed / as required by agency. Support Full Level CRC instructors in their professional development.

At This Training

- We will have two or three different levels of trainers at this T-4-T (depending on local development or need):

    1) Mentor Level Trainer
    2) Full Level Trainers
    3) Apprentice Trainers

- The training will be occurring on two or three levels as the 5-days progress. You will be learning to become CRC Apprentice Level trainers or Full Level trainers and a new group of staff will be learning the CRC techniques. Your practice as an instructor will be live, real and experiential.

- Training teams will be teams of two Apprentice Level trainers. Mentor and/or Full Level trainers will support, but you, as teams of two will deliver the lesson.

- We will have between 8-10 total Apprentice Level trainers.

- All trainers, including Mentors & Full Level instructors will spend the first two days planning the 5-day participant training, but all of the training modules will be presented by Apprentice Trainers.

Role Responsibilities

Apprentice Trainers

Apprentice Trainers are defined, as those trainers who have participated in the basic CRC course and who have had time to apply the CRC skills on the job. In selecting the Apprentice Trainers, those who have demonstrated CRC skills on the job will be given preference. Staff who are comfortable with the material, who intellectually understand the material at a high level, possess high level training skills and who have a natural investment / motivation to train the material are most effective and desired for this specialized course.

- Apprentice trainers have responsibility for preparing delivery plans (two or three modules per team of two, during the 3-day training week)

- Apprentice trainers will participate in the morning “Snapshot” exercise

- Apprentice trainers will participate in all three parts of each days debrief process

Full Level Instructors

- Support Apprentice Trainer Module Delivery Plan development

- Facilitate/Demonstrate 1st Day of “Snapshot” and “Daily Debrief” process to Apprentice Instructors
- Coach day 2 & 3 of the Snapshot and Daily Debrief process with Apprentice Trainers

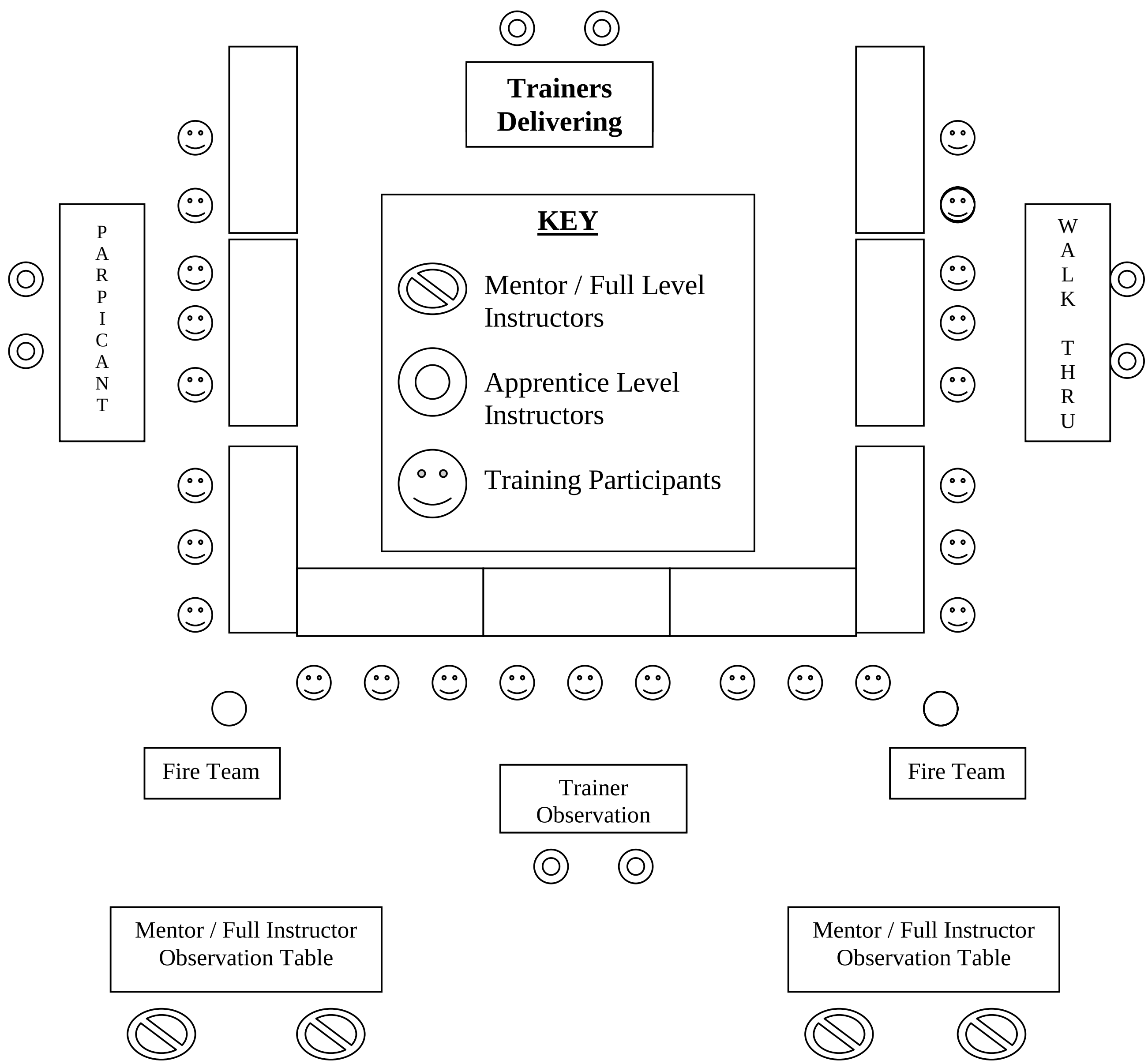
- Provide feedback to Apprentice Trainers all through 5-day T-4-T

Mentor Level Trainers

- Will act as coaches for Full Level Instructors
- Oversee the development of module delivery plans during the two day planning session
- Coach Full Level Instructors as they work with the Apprentice Trainers to practice delivery skills
- Observe Full Level Instructors as they oversee the 3-day CRC course delivery by Apprentice Trainers – Debrief Full Level Instructors after the normal daily debrief process (covered later in the trainer's guide)
- Support Facilitation of each day's verbal set up exercise (Day Snapshot process), but make sure the Apprentice Level Instructors are doing the daily planning with the Full Level Instructors

With all of this accomplished, your agency of should be fully self-sustaining in the training & delivery of the Advanced Communication Technique – Cognitive Reflective Communication.

View of Training Room / Roles & Responsibilities



Note: All trainers in the room will be assigned an observation role and will be responsible for applying their observations at the end of each day as part of the 3-part debrief process described later in this trainer's guide. The fire team will act as active catalyst during the module delivery by asking questions, filling in blanks, prodding the participant discussion, etc. This role will be further clarified during the 2-day preparation session.

Daily Planning Process

Each day, one hour prior to the participant's arrival, we will prepare for the day. The first day, your Mentor or Full Level trainer, will demonstrate how the preparation process works. After that, each of you, as trainers in training, will practice the daily preparation process. The process follows the following simple steps:

- Discussion where the training, in relation to the written agenda, is currently. Are there pieces that need to be covered, reviewed, redefined, discussed or enhanced before we move on with the participants? How do we look in relation to the agenda (time question)?
- Are there any adjustments that need to be made as we look ahead?
- What's up first today? What do we need to do to prepare? How do we link yesterday's ending to today's beginning?
- What follows the first piece today? Who is doing it? How does it look (verbal walk-through)? What does the link to the previous piece look like? Are there any other supportive links possible to reinforce previous modules?
- What does the rest of the day look like (quick walk-through)?
- How are we closing the day? Any review process? If yes, what?
- What kind of homework can we give today that will support the participant's learning?

DAY SNAPSHOT

This is a process designed to do the following:

- Allow the trainers as a group to look at and discuss where the training is in relation to the agenda
- Allow the trainers to reflect on and discuss any necessary adjustments to make sure content (knowledge and skill) has been delivered and to discuss adjustments necessary to solidify learning.
- Review the first training module to be delivered and modules up for the day
- To discuss any necessary review and related review exercises planned for the day.

Note: See actual "Day Snapshot" sheet in trainer attachment section of this trainer guide.

Remember to Make the Modules Flow Together

- With several trainers being trained at the same time, it becomes essential that each day be planned as a team in order for all trainers to see the "big picture." Each trainer will need to pay attention to how the modules that they deliver fit with the other trainer's modules. It's recommended that each trainer (or team of trainer's) think about how to make a link with the previous module within the first 10 minutes of the new module (see lesson plan connective links). In fact, you may choose to make that link part of your opening. The more trainers presenting the material, the more essential the supporting or linking is. The ability to support the work of a CO-trainer is, quite possibly, one of the most important CO-trainer skills you can have. After all, two great trainers working independently will confuse a room full of training participants very quickly. Trainers in competition with each other will, no matter how good the material and delivery, diminish the impact and understanding for the participants. Trainers who actively support each other will enhance the clarity, impact and understanding for the participants.

Daily Debrief Process

In many ways debriefing the day's training may be as important or more important than the training itself. Trainers who do not debrief their delivery and the participant's experience are missing valuable opportunities. It's like traveling 2,000 miles across the country to a place you have never been without consulting the map during the trip. Because CRC training is more than just a sharing of knowledge & information, because it requires the participant to travel through a personal and professional experience, it requires a very formal debrief process at the end of each day. This process should take from 60-90 minutes.

The debrief process is done in three distinctly different pieces:

1. Module Delivery Debrief – Each of the trainers in training (not delivering the module) will be responsible for completing a "Walk-Through Debrief Sheet" (see trainer attachment # 2) for each of the modules delivered throughout the day. The following steps will be used to process the module delivery:

   - Each trainer (or team) will assess their own delivery (what went well & what would you change)

   - Each trainer (those who did not participate in delivery) will share their feedback from their sheets

   - General discussion on how the module delivery / design might be changed to enhance participant learning

Note: See the Walk-Thru Debrief Sheet in trainer attachment section.

2. Review of Participant's Experience - Trainers will need to do a quick assessment of each participant's experience (see trainer attachment # 3 entitled: Participant Debrief). It should be noted that most of the assessment is purely subjective. Use the following steps:

- Discuss each participants participation, overall attitude and investment in the material and/or training (1 minute or less per participant)

- Discuss how to get participant more/less involved (depending on need)

This part of the debrief is designed to get trainers paying attention to the participant in order to better plan and deliver to participant need VS the trainer point of view.

2. <u>Trainer Experience / Using Cognitive Reflective Communication to Share Experiences as a Trainer</u> – Effective training is a matter of confidence as much or more as any other single factor. Great trainers, trainers that know the material inside and out, often falter in their delivery. Often this is because of little "occurrences" that happen in the training day. Little events that happen to derail motivation, confidence or focus. As a trainer, it becomes necessary to "pay attention" to those moments and how they effect delivery. Given this is a Communications training, we will use the tool that we are training – Cognitive Reflective Communication. That is, we will, as CO-trainers watch for these "events" in each other as the day progresses. If we see a CO-trainer struggle (may be a sigh, frown, pained look, loss of focus, headshake or anything of the sort) we will record that event for processing in the day's debrief. In fact, we will use the CRC technique exactly as we train it to process each other's internal experiences to help each other "see" how our thinking, feeling, attitudes and beliefs shape our attitudes and behaviors as trainers. Each trainer will be required to record no less than one "event" for each of the other trainers during the training day (see attached form). The debrief process will look like this:

<u>Note</u>

Trainer's will be using the trainer attachment # 4 entitled: Daily Trainer Observations

- The trainers charged with the "trainer observation" role will be responsible for recording one "event" for each of his/her CO-Trainers (trainers delivering module) as they deliver using the sheet in the trainer attachment section of this guide (trainer observations).

- In turn, each trainer picks a peer and processes the "event" that they recorded (5-7 minutes only)

Note: Remember your steps, especially your "Frame of Mind" as you process the "events" with your peer. Each trainer will choose one as part of the debrief process. Each trainer will have one event processed.

Each day's debrief is crucial for the trainers. The learning opportunities as a trainer are limitless. Learning to critique delivery, paying attention to training participant experiences and paying attention to your own experiences, as trainers are all essential. Yes, it's the end of a long day of training, but it may be the most essential part of your training as a trainer.

Dealing With Trainer Barriers

In this preparation module we will discuss trainer barriers. Here is a list of barriers or fears that we will discuss and work on:

- Fear of how I look or sound (what do people think of me)
- Fear of time (can I fill the time, will I have enough time)
- Fear of failure (will I fail to get the message across or demonstrate improperly)
- Competing VS Supporting CO-Trainers
- Reacting Vs Responding to participant comments / attitudes / behaviors
- Debating or pushing to hard
- Beating a "dead horse"
- Talking too much – working to hard as a trainer
- Talking too little

These are the kind of things that we will watch in each other as the training week gets underway.

Dance Exercise

This is a "special" trainer exercise. We will practice the "art" of working with nothing and challenging the participants to create the process for learning the material. In this exercise you will learn all you need in order to be prepared to deliver a module is the desired objective. In other words, if you know how to dance as an instructor and you understand the learning objectives, you can reach the desired objectives without following a scripted lesson plan. Starting with only the objective, you will be challenged to "work" the participants to reach the desired learning objective by using:

- Guided group discussions
- Demonstrations
- Small group exercises – stretch exercises
- Bounce facilitation
- Formulated questions

The trainer Dance exercise is designed to create "something" from "nothing." This is accomplished by facilitating trainer strategies listed above to challenge the participants to use their combined knowledge to achieve the same understanding that you might have given them. This allows for the highest level of respect for the participants. You are recognizing that they already possess the knowledge (combined in this case) that you are seeking to impart. Your role is just to facilitate them in the desired direction to achieve the module goals. One of the greatest benefits here is that the participants have to work, or "stretch" to find the answer themselves and this is, without question, a higher form of learning.

The format that we will use to practice the "dance" can be found in the trainer attachment section of this trainer's guide.

Learning to "dance" or to use the participants as learning tools may be the most important skill as a trainer. In fact, if you learn this process you will NEVER, NEVER get stuck as a trainer because you only need to turn the learning process over to the participants!!

Review of Training Modules / Understanding the Flow

Here's where we are going to switch gears. We will now look at each of the training modules in order to:

- Understand the module learning objectives (conceptual understanding)

Note: This will include the developing and understanding of each module "key points."

- Review possible delivery ideas and brainstorm delivery plans
- See & work on the connection between modules
- Develop creative ideas for delivery
- Brainstorm delivery possibilities with large group
- Plan for CO-Facilitation with team mate

Team Module Development

Time to get to work as trainers. In small teams (most likely teams of two). You will get the chance to work on your module delivery plans (see format sheet for delivery plans).

Take your time; pay attention to the "key points" and learning objectives for each of the lessons that you will be responsible to deliver. Pay attention to what's already been covered in the training as it provides your lessons' foundation.

Note: You will find the template for "Module Delivery Plans" in the attachment section of this trainer's guide.

- You will get time to work with your partner on each module you have been assigned
- During this time you will draft your module delivery plan
- We will meet to do a module walk-through – share ideas and brainstorm possibilities
- As we walk through each module, we will discuss the links or supports between modules
- You will than get the rest of day 2 (trainer day) to prepare your final module delivery plans

Time To Train --- Good Luck and Remember to Have Fun!!!

Cognitive Reflective Communications

"The Art of Intervention Through Communication"

Module Title: Introduction & Training Overview   Time Allotted: 50 Min   Target Audience: Any

Space Requirements: Horseshoe / Tables   Equipment Requirements: Overhead, flip chart, markers
Class Size: 15 per trainer

Performance Objectives:

- Trainers & Participants are introduced
- Participants learn training / learning objectives
- Participants Learn History of Cognitive Reflective Communications

Evaluation Methods

1) Guided group discussion

Connective Links

Previous Modules: None specifically, but CRC should be linked with other cognitive restructuring & skills programs

Upcoming Module / Modules:

LESSON PLAN (What you might say)	KEY POINTS (What you want to be sure to cover)	NOTES & DELIVERY SUGGESTIONS (Ideas / suggestions to help get information / message across)	TRAINER AIDS (List of handouts, overheads, flipchart possibilities)
Welcome to the Cognitive Reflective Communications course. This course will offer you a new communication skill that can be applied with clients (offenders, inmates – use local terminology) to help them own responsibility for their internal cognitive emotional risks and develop motivation for internal lasting change.	• Make sure they understand that Cognitive Reflective Communication is a "Communication Technique" vs a program or therapy.	• After making an introductory statement about CRC, ask the participants to describe their understanding of CRC at this point – What is CRC as you currently understand it?	• • Display overhead "Cognitive Reflective Communications" • Chart some of their responses from the What is CRC question
Introduce yourself and allow your CO-trainer to do the same Training participants introduce themselves	• Short & sweet concentrate on their introductions • Practice their names (get them right as soon as you possibly can)	• Share brief work, trainer, CRC history • Ask them to share name, where they work, what they actually do and brief experience with Cognitive programs and maybe what they expect to get from	• Display "Introductions" overhead • Write on Flip Chart: 1. Name

		training	2. Work Site 3. What do you do there? 4. History with Cog programs 5. Expectations
Review training objectives	• Make sure to allow participants to share questions or concerns from early in training	• Read objectives quickly (don't explain each – the training will play them out)	• Training / learning objectives overhead & handout (display page # 7)
Take a temperature of the room	• Need to get a feel early for individual participant apprehensions and fears • Allay the fears in any way you can (relax, have fun, enjoy yourself & others)	• Draw a comfort continuum on the flip chart – one end I'm so uncomfortable I could faint at any moment to I'm ready to dive in let's go already. • Ask participants to place themselves on the scale and to themselves, list the reasons why they are where they are on the scale (Why am I feeling this way?)	• Draw comfort continuum on flip chart or display OH "Comfort Continuum" • Question on flip chart: Why am I feeling this way?)
Close introduction with final rule for training ---- HAVE FUN!!			• Display page "Golden Rule" OH

Cognitive Reflective Communications……………………………………………The Art of Intervention Through Communications

Cognitive Reflective Communications

"The Art of Intervention Through Communication"

Module Title: Introduction To Criminal Thinking   Time Allotted: 75 min   Target Audience: Any

Space Requirements: Horseshoe w/Tables Equipment Requirements: Same   Class Size: 15 per trainer

Performance Objectives:

- Participants will understand the "Logic of Criminal Thinking" and how it applies to criminal behavior
- Participants will be able to describe how criminal logic supports and drives criminal or anti-social behavior

Evaluation Methods

- Guided Group Discussion
- Possible Test Questions @ End of Course

Connective Links

Previous Modules: NONE

Upcoming Module / Modules: Links to "Cognitive Risk Roots" – Criminal Thinking / Rewards are the Risk Roots

LESSON PLAN (What you might say)	KEY POINTS (What you want to be sure to cover)	NOTES & DELIVERY SUGGESTIONS (Ideas / suggestions to help get information / message across)	TRAINER AIDS (List of handouts, overheads, flipchart possibilities)
What is meant by "Criminal Logic" ? Introduce the concept of Criminal Logic and Related Criminal Rewards How does Criminal Logic Work ? What does Criminal Logic look like and sound like	• Make sure all class participants understand how criminal logic and criminal rewards support and drive criminal or anti-social behaviors	• Ask participants to define in their own words – from their own understanding what criminal logic is • Lead a guided group discussion on the topic • Discuss rewards of criminal thinking overhead • Discuss criminal characteristics actively with class participants • Discuss criminal continuum – how criminality occurs on a	• Overhead "Logic of Criminal Thinking" • Learning the rewards of Criminal Thinking Overhead • Overhead "Criminal Characteristics" • Learning the Rewards of Criminal Thinking • Criminal Continuum overheads (pages

		continuum • Ask the participants why it would be important to understand this logic when working with offenders or delivering programs • Optional Exercise: Have the participants create a "Logical Crime" using the Logic of Criminal Thinking Handout	14 & 15) • Importance of Understanding Criminal Logic overhead • Logic of Criminal Thinking

Cognitive Reflective Communications

"The Art of Intervention Through Communication"

Module Title: Cognitive Risk Roots & Science of intrusion Time Allotted: 75 min Target Audience: Any

Space Requirements: Same Equipment Requirements: Same Class Size: Same

Performance Objectives:

- Participants will understand what Cognitive Risk Roots are and why they must be the target of intervention
- Participants will be able to define the concept of "risk"
- Participants will understand the "Science of Intrusion" and the purpose of intrusion
- Participants will understand how cognitive techniques effectively support offender change

Evaluation Methods

- Guided Group Discussion
- Classroom Exercises
- Possible Test Questions at the End of Course

<u>Connective Links</u>

Previous Modules: The relationship between criminal logic and criminal or risk roots

Upcoming Module / Modules: Why would offenders share this "risk" with us people in authority – connection to levels of human communication coming up next

LESSON PLAN (What you might say)	KEY POINTS (What you want to be sure to cover)	NOTES & DELIVERY SUGGESTIONS (Ideas / suggestions to help get information / message across)	TRAINER AIDS (List of handouts, overheads, flipchart possibilities)
Criminal & anti-social thinking is a bit different than pro-social or responsible thinking. In order for offenders to act and operate pro-socially without the threat of consequences they have to see, own and change anti-social or criminal thinking that they have operated with for years.	• Participants must see and understand that learned / habitual risk thinking & feelings drive hurtful, harmful or destructive behaviors and that without changing this at the core, the offender will likely return to offending behaviors once consequences are removed	• Have the participants through a series of guided group discussions define the difference between the "seen" and "unseen" world • Have the participants describe what's likely to happen if the offender does not target and change some of the destructive "risk roots" that come from	• Cognitive Risk Roots Presentation Overhead 1. Cognitive Risk Roots – trees 2. Risk Road 3. Risk world

	• It's imperative that participants clearly see how an offender can make doing any kind of behavior logical by distorting their thoughts & feelings in order to justify their behaviors without guilt or remorse. • Risk roots are any part of the cognitive / emotional experience of the offender that supports or drives harmful or destructive behaviors • Express the need to intrude often with offenders in order to support their ownership and motivation for change.	attitudes, beliefs, thoughts and feelings. • Have class define what cognitive risk roots & share overhead definition • Have participants in small groups create risk roots (beliefs, typical thinking, typical feelings) given a criminal type or profile	4. Risk control vs risk management 5. Only Risk Control 6. What are cognitive risk roots 7. Examples of Cognitive Risk Roots 8. Effects of Risk Management 9. Why Intrude

		• Have same small groups define what happens if the risk roots are not exposed and dealt with effectively • Discuss the difference between risk control and risk reduction strategies	10. Science of Intrusion • Risk Management Strategies 11. Why Intrude?

Cognitive Reflective Communications

"The Art of Intervention Through Communication"

Module Title: Levels of Human Communication & Human Connection

Time Allotted: 90 minutes **Target Audience:** Same

Space Requirements: Same **Equipment Requirements:** Same **Class Size:** Same

Performance Objectives:

- Participants will learn the (4) levels of Human Communication
- Participants will be able to describe and define how each level of communication effects the offender
- Participants will be able to describe how "Human Connection" supports or influences offender change
- Participants will understand the "beliefs" or principles that support human connection to do CRC

Evaluation Methods

- Guided Group Discussion
- Small Group Exercises
- Course Test

<u>Connective Links</u>

Previous Modules: Connects to previous module "risk roots" by asking the question – what kind of communication/ rapport is necessary to support an offenders willingness to share cognitive/emotional risk roots.

Upcoming Module / Modules: Connects to the next module – Cognitive Reflective Communication – as collaborative communication / an open channel of communication is the necessary foundation for doing the CRC technique with anyone.

LESSON PLAN (What you might say)	KEY POINTS (What you want to be sure to cover)	NOTES & DELIVERY SUGGESTIONS (Ideas / suggestions to help get information / message across)	TRAINER AIDS (List of handouts, overheads, flipchart possibilities)
Human beings communicate in many different ways on many different levels. In this module we will explore different levels of human communication and their effect on the parties involved.	• Participants must understand that communication or the depth and quality of communication in based on the interrelationship of the parties involved.	• Have the participants read the levels of human communication handout • Discuss and demonstrate the first three levels of human communication	• Levels of Human Communication handout • Display Levels of Human Communication

LESSON PLAN (What you might say)	KEY POINTS (What you want to be sure to cover)	NOTES & DELIVERY SUGGESTIONS (Ideas / suggestions to help get information / message across)	TRAINER AIDS (List of handouts, overheads, flipchart possibilities)
		• As you demonstrate (using the same incident example), have the participants write out any of the possible thinking from both parties points of view	Overhead
The level / type of communication between parties plays a important role in defining both the quality of interaction and the degree by which someone can be influenced by the interaction. If people see	• Staff need to see the	• Process the effect of each level of communication on each party both short and long term. • Ask the participants what it	• Display what effect does each level of human communication overhead • Display Human Connection – The

LESSON PLAN (What you might say)	KEY POINTS (What you want to be sure to cover)	NOTES & DELIVERY SUGGESTIONS (Ideas / suggestions to help get information / message across)	TRAINER AIDS (List of handouts, overheads, flipchart possibilities)
you as being genuinely invested in helping – they are much more apt to listen, process, reflect and evaluate themselves and the choices that they make. Conversely, it the person feels judged, offended, threatened or does not feel connected in a human way to the person they are interacting with the likely hood that they will share their internal ugly & nasty is near nil.	"Value" and science of influence that human connection can bring	means to make a human connection. • Ask the participants what effect having a human connection might have on their ability to pro-actively influence offender change • Ask the participants what a person has to believe in order to be genuinely motivated to make a human connection • What fears create disconnection between people	Belief overhead & Human Connection "Pieces" • Making Human Connections

Cognitive Reflective Communications

"The Art of Intervention Through Communication"

Module Title: Introduction To Cognitive Reflective Communications (With Demonstrations)

Time Allotted: 2 hours **Target Audience:** Same

Space Requirements: Same **Equipment Requirements:** Same **Class Size:** Same

Performance Objectives:

- Participants will understand the steps of the Cognitive Reflective Communication technique
- Participants will be able to describe the function of each CRC step
- Participants, given a mock behavior and a mock person, will be able to apply the CRC technique in the classroom
- Participants, given a real life situation, will be able to apply the CRC skill / technique
- Participants will be able to assess their own "Frame of Mind" and reframe accordingly in order to prepare to engage others with the CRC technique

Evaluation Methods

- Group Discussion
- Group Exercise
- Guided Practice
- Practical Demonstration
- Skill Assessment Test

Connective Links

Previous Modules: Connects with all previous modules – make it clear to the call that all material presented so far was to prepare for skilled delivery of the CRC technique

Upcoming Module / Modules: Practice in the classroom for life

LESSON PLAN (What you might say)	KEY POINTS (What you want to be sure to cover)	NOTES & DELIVERY SUGGESTIONS (Ideas / suggestions to help get information / message across)	TRAINER AIDS (List of handouts, overheads, flipchart possibilities)

We are now ready to work with the Cognitive Reflective Communications Technique. We will start out slow; step-by-step in order to clearly understand the purpose for each of the steps and how they fit together to make the whole technique work effectively. It's now almost time to demonstrate the CRC technique,	• Participants should understand that the CRC technique is highly intrusive and specifically designed to target the offender "risk world." • Not all intrusions will identify major risk or any risk for that matter, but all intrusions teach the offender that crucial skill of self-reflection	• Have participants read Operation Intrusion (give them 20 minutes or more) • Discuss Why we do Cognitive Reflective Communications (use PP presentation)	• Operation Intrusion Handout • Overheads 1. Why Cognitive Reflective Communication 2. Active Intervention 3. Teaches Self-Reflection 4. Ownership & Motivation for Change 5. Making The Connection 6. What's in it for the client?

but first let's talk a little about when and where this technique should be used.		• Employ the stretch exercise to have the participants, in small groups, work to define each step • In order small groups report out how each step works out – push the small groups to clarify – use the other participants in the process – keep the presentations moving fast – make sure they cover the major points of each step.	• Stretch Exercise Page 72-73) • Participants use following overheads: 1. Steps of CRC 2. Observe Behavior 3. Think About The Thinking 4. Plan the Approach 5. Dig at Roots 6. Reflect & Connect (page # 50)

Here's a demonstration	• It's important that participants see that the technique can be used at any level of offender behavior, but when and how are important.	• List a few dozen institutional offender behaviors on a continuum of threat scale • Discuss approach planning factors: 1. Level of threat 2. Environment 3. Sanction 4. Timing • Demonstrate each step slowly including the cognitive steps here's a suggested step by step process: 1. If you are choosing a real situation, you will have to have observed a behavior with your CO-trainer in the previous 24 hours (make sure they are OK with the one you choose)	• Institutional Behavior Overhead • Write factors on flip chart and discuss several different institutional behaviors

	• Make sure participants can see the specific purpose and benefit for each of the steps – it's not necessary to go through all of the steps to be successful with the technique as long as they reflect	2. Demonstrate each step slowly – make sure to verbalize the thinking steps 3. Have the participants debrief each demonstration fill in the blanks accordingly 4. Demonstrate a few more times using the same process but going closer & closer to real life speed 5. Discuss Frame of Mind after the demonstrations: what's the frame of mind have to look like to be successful 6. Discuss staff fears related to being intrusive or using the CRC Technique	• Use Debrief Sheet Handout • Use Frame of Mind Handouts • Flip Chart a list & Use Barriers to Intrusion handout

		7. Discuss or in a small group assignment cover other key points like: their eyes their speed, objectivity, choice, respect, ect. Note: May already have been covered in Frame of Mind exercise 8. Have participants in front of class practice CRC technique based on an actual observation or given a mock situation – go slow and support success. 9. Have each participant assess themselves and get feedback from other participants	• Their Eyes / Their Speed • Human Connection Pieces • No solve / No Fix / No Cure • Practical Exam Check-Off Sheet

		10. Employ other parts as participants practice (use other handouts in their participants manual to process and debrief the on-going practice of CRC skills – it's a building process – add a new block every hour or so. Note: Live practice of CRC skill with clients can be substituted for in class training modules with the approval of local authorities. If you do this as a trainer you must control and regulate the exercise by doing at least the following: 1. Gain local approval from local appointed authority 2. Have local staff select clients 3. Get releases signed if required	• Triad Exercise (pages 79-81) • Boxes exercise • Live Practice Sheets – • Written Walk-Thru • Making the Human Connection • Make up your own!

		by local authorities (good idea either way) 4. Hold a 45 minute briefing session with the volunteer clients to share with them what the technique is and what they have volunteered for – practice a little with them 5. Prepare the class prior to the clients coming in for the demonstration 6. Go slow and respect the clients (their eyes / their speed) 7. Debrief with clients in room and give supportive feedback – thank them. 8. Debrief exercise with class participants	

Cognitive Reflective Communications

"The Art of Intervention Through Communication"

Module Title: Using CRC During Direct Client Contact   Time Allotted: 4 hours   Target Audience: P& P Officers, Counselors

Space Requirements: Large Room   Equipment Requirements: Overhead Projector, Flip Charts

Class Size: 12-24 staff

Performance Objectives:

- Staff will learn to focus directly on offender real world risk
- Staff will apply the CRC technique with a client given a potential risk situation reported by the client

Evaluation Methods

- Active demonstration using role plays
- Application of CRC Steps Assessment Sheet

Connective Links

Previous Modules: Link to active application module where participants used CRC based on an observation – moving to using technique based on an offender report out of a potential risk situation

Upcoming Module / Modules: None – last module in training

LESSON PLAN (What you might say)	**KEY POINTS** (What you want to be sure to cover)	**NOTES & DELIVERY SUGGESTIONS** (Ideas / suggestions to help get information / message across)	**TRAINER AIDS** (List of handouts, overheads, flipchart possibilities)
As a person having direct contact with clients desiring to help the client deal with cognitive / emotional risk, you will now get a chance to apply this technique during a client interview or counseling session. **This allows the client to practice owning and reporting "risk events" that are happening in their lives day-**	• **Make sure training participants understand there are risk events happening all of the time for the offender and not all of them (few in fact) are observed or reported by the client or third parties.** • **Make sure participants understand the need to be supportive when**	• **Ask the training participants what % of risk events they feel the offender is actively reporting and what % of events they are even aware of as they go through life.** • **Ask the participants what the benefits are if the offender has the skill and**	• **Display "Using CRC During Client Contact" overhead.** • **Display "Why use CRC In**

to-day. One of the best skills a client can have is the ability and willingness to share risk events openly – this promotes ownership and an open channel of communication between the client and the staff member. The interview with the client offers an opportunity to address directly cognitive / emotional risk. There are basically three types of opportunities: 1) Active observations of behavior during interview 2) Third Party information 3) Digging with client for risk	challenging the client to actively report risk events. • Make sure staff recognize and support client efforts at reporting risk events openly • Make sure participants see the interview as an "opportunity" to focus on cognitive emotional risk.	is willing to freely report risk events (looking for client awareness, ownership, open channel of communication, ability to address and better manage risk, etc.) • Ask participants to make a list of the types of risk events that their clients might run into during a typical day. • Ask for examples of each of the three types of opportunities	Interview" overhead. • Display "Types of CRC Interventions in Interview"

events The first two opportunities are relatively easy to jump into the CRC technique. In this module we are going to focus on the third type – Actively Digging for Risk Events occurring for the client in their lives.	• Make sure participants are comfortable with how to apply CRC with first two types	• Ask participants how they would apply CRC given both the 1st and 2nd type of opportunity.	overhead
Lets look at the process for digging for a "risk event" from the offender. It's imperative that the offender be encouraged to share risk events – make sure they understand that risk is normal and that talking about these events is a form of healthy self-risk management.	• Make sure participants understand the need to be supportive, invested, enthused and excited when challenging a client to report risk events	• Ask participants what barriers they think their clients might have when reporting risk events (often come out as fears) • Ask participants what attitude / type of presentation they will need to have to effectively support and challenge their clients to actively	• Create list of barriers / fears on flipchart • Create list of attitude characteristics they will need to have to be effective on flip

		report risk events.	chart
Before we go to far during this interview, before we start to challenge the offender to report risk events, we need to do the following: 1) Take care of all operational issues first 2) Establish a healthy level of human communication (human respectful on the chart)	• Make sure participants understand the need to address operational issues and to gain a human respectful rapport before digging for risk events	• Ask participants why it's necessary to address normal operational issues and to gain a human / respectful communication before digging for risk events and doing CRC with the client during the interview	• Chart reasons • Display overhead titled " Directive CRC Digging Steps."
Using the list of possible risk events you came up with earlier; we are now going to practice using mock situations and mock clients.	• When the participants start practicing have them deal with operational issues and establish human respectful communications first	• Create the scene: 1) Who is the client 2) What are the operational issues 3) Start interview 4) Have staff address operational issues / gain human respectful	

		communication level 5) Ask transition question – Are there any issues, events going on for you that I can help you with – that we can discuss? 6) Let the client describe the issue and scene 7) Pick a moment in time and ask the offender to tell you what they were thinking & feeling (step 4 of CRC) 8) Reflect back (step 5)	• Display CRC Steps overhead
Let's practice until we get comfortable with this active digging.	• Process each role play	• Ask the participant doing the technique what went well and what did not. • Ask the participants to give the role play participant feedback	• Write on flip chart: what went well and what they might change_(use for both parts of the role play debrief)

Now that everyone has had the chance to try on this technique, lets look at why we do this.		• Ask the participants what the benefits would be to the client to have the chance to explore the cognitive / emotional experience they had during the risk event. • Have each individual come up with three reasons / benefits for doing CRC during interview – have each participant share one reason and explain	• List benefits out on flip chat as the role plays progress
Thank the participants for their efforts.	• Ask for closing questions and/or comments	• Hand out training evaluations	

Human Connection Exercise

This exercise is optional during the Cognitive Reflective Communication training as it relies on the "Human Connection – The Key to Influencing Change" position paper, which is written from the point of view of a few people. Some of the content, due to its subjective nature, may be controversial. In fact, you as a CRC trainer may not agree with some of the material.

Here's what you need to consider before you use this paper or do this exercise:

- How do I feel about the content of this piece?
- Do I generally agree or disagree?
- How will the participants that I am training see this piece?
- Will it lend itself to a healthy discussion or will it be a moral debate that detracts from the training?
- If I use this piece, will the participants better understand the concept of "Human Connection" or will it confuse their understanding?

If you answer these questions and see the piece as a useful discussion prompter (both you and your CO-trainer) than proceed with the exercise as follows:

1. In the Levels of Human Communication Module, when you feel it's time to discuss "Human Connection" have the participants read the "Human Connection" article. Note: Be sure to let them know that it's a positional paper and that it's perfectly OK to disagree with the content.

2. Lead a guided group discussion by asking prompter questions. Here are some possibilities:

- What is "Human Connection"?
- Does making a human connection help influence change in others? If so, how?
- What are some of the ingredients, elements or beliefs that are necessary to make a human connection?
- Can we make human connections with people (including offenders) without enabling or losing professional objectivity and boundaries? If yes, how?
- What fears do you see as barriers to you making human connections with others? What would you have to do to overcome these barriers?
- What would happen to society if we became more connected, invested more in each other?

3. Optional piece (check for understanding) – have participants write a piece on the value of human connection as an agent of change.

<u>Human Connection / The Key to Influencing Change</u>

(Brian M. Bilodeau July 1999)

The key to change for all people is in the "Human Connection." All people are born with innate human connections. Feelings like love, joy, caring and compassion come directly from one's sense of interconnection with others. From an early age, possibly from the point of birth (or even before) we "feel" a connection to other beings. We are not born with fear, distrust, jealousy or hate. These emotions, these feelings, are developed over time as we shape our personalities. This "shaping" of secondary feelings is a direct result of the experiences that occur around us and how we perceive and process these events (shaping how we see the world). A small child, a child that has not experienced negative experiences, is likely to accept all people as "good." In a short time this perception of others is changed and influenced. Every word, every association, every event influences this state of "genuine goodness" and purity of spirit that we are born with. Yes, we may see this as a matter of survival, as a "facing of reality," but the bottom line is: we have begun the process of human disconnection.

How far can the human disconnection go? Some say that the psychopath represents the far end of this continuum. This person has reached a point of disconnection where he or she no longer is connected with others or society as a whole. This person has only one connection and that, sadly, is only to themselves. The sociopath, one step down the scale, only connects with others to gain personally. The sociopath may feel some degree of "human connection," but it is limited to his or her desires and does not genuinely consider the rights, wants and desires of others. The vast majority of society falls somewhere across the remaining portion of this continuum.

The scale of genuine goodness looks something like this:

No Human Connection	Strong Human Connection →
(Psychopath)	(compassionate person)

The more "connected" to others a person is, the more compassionate they tend to be. Thus, "human connectiveness" is the key to positive, pro-social change. The key to feeling "connected" is the helper's ability to "connect" in a genuine way. In the helping relationship, "genuine" can and does mean many things; however, the desire to help is one of the most essential elements. To desire to help, to influence another in a positive way is the beginning to all positive work. When the client, offender, co-worker or helpee feels "connected" to you because you "desire" to help, almost anything is possible. Without this human connection, without investment, without the genuine interest to "help", there is no "human connection" and supporting someone's change is difficult at best.

When this "human connection" is made, it becomes natural for a "supportive" relationship to develop. All people, no matter the level of "disconnection" will be influenced by the "human connection." In fact, those who are most disconnected will be impacted the greatest. This is the "falling rock" phenomenon. The disconnected people are not prepared for people to connect; conversely, they are armed against having to connect (to feel and consider others) and prepared to remain disconnected (defended against having to be responsible). They fully expect others to judge, find fault and generally point fingers at them. They actually feed on this, they need this to remain disconnected and disconnected is where they live, thrive and feed off others. They have developed elaborate cognitive structures (underlying thoughts, attitudes & beliefs) to repel any attempt to force change upon them. When a person refuses to judge, refuses to point fingers and genuinely "invests" in them, they are shaken and disarmed. Once disarmed, the human connection has a chance to grow. The change agent now has the ability to communicate openly, humanely and genuinely with the client. Disarming comes directly from creation of a "human connection."

You ask how can a person who is pro-social invest, connect and be genuine with someone who hurts others. Easy, just come to understand the necessity of the "human connection" in the process of change. Well there's still a missing ingredient. The change agent <u>must</u> accept the concept and power of "free choice." That is to say, no change is forced. Sure, force can bring compliance, but never lasting, real, personal change. Now it appears we are at a quandary here: how do we influence change if we don't judge, we don't point fingers, we don't tell them what they need to do or we don't sanction or punish them into change? Simple, we work with them to help them see their own reality without distortion. We help them see how it is that they "see" and "do" the world. We help them remove the distortions that allow them to "feel good" at the expense of others. We teach them to "point the finger inward." We help them develop a "human connectiveness" with all others. But the beginning of the process, the first step is always the "human / respectful" connection with the client. The relationship can not be a disconnected one. In disconnection there is no "shift of consciousness," the client does not have any reason to change outside of the threat of consequences.

If you want someone to become a member of society, ask them, not in words, but through the "human connection" that our society is built on. Don't ask them to make a connection that you yourself refuse to make. Model the highest level of goodness – connect as a human being. Dare to believe in the innate goodness that this person was born with. The most powerful teachers don't teach anything, they share. The great masters did not preach: they became connected. The stronger the connection, the greater the influence. The more genuine the effort, the more genuine the return.

Society today is in trouble. The connection between people is falling apart. We have been losing the ability to connect for a hundred years. We have forgotten the need to "share" moments, to talk, to emote, to look at each other, to care and to help. Recently, I gave a training class the simple assignment to make a human / respectful connection with a stranger. Simply walk up to someone you don't know and start a dialogue. Well you would have thought I asked them to strip naked in a mall (I think some of them would have preferred to do this!). When reviewing the "barriers" after the exercise here's what we discovered:

- *It just does not "feel" right to talk to a stranger*
- *It's not my nature*
- *They'll think I'm weird*
- *I don't really care about them*

One lady reported she saw a young lady in distress, felt her pain, but just couldn't bring herself to say or do anything. Well, I ask you again. What have we become as a society when we see someone in distress and can't bring ourselves to say or do anything – we just stay disconnected. We could go into a long list of reasons, but it all comes back to fear. The next time you find yourself looking at someone hurting or in some form of distress, ask yourself why you are doing nothing? Ask yourself what you are afraid of? Lastly, ask yourself if you still choose to stay disconnected. When you face your personal truth (we all do this), ask one more question: How is it we can reasonably expect this from a person who is infinitely more disconnected than we are??? If <u>we</u> can't connect, can we ask them to?

The answer for me is simple – we can't expect this from others until we can do it ourselves. The funny thing is, when we do face our fears, when we reach out and make a human connection, a most wonderful thing happens, we return to that love, joy and concern that we started with! Live a life of disconnection or little connection and your sphere of influence is limited: live a life of "connectedness" and you will find "genuine goodness." Is it possible to connect with all people, to share moments and help each other? – I say yes. Can you help someone see their own reality and the effect it is having on their quality of life? – again, I say yes. Two hundred years ago when you passed a stranger on the road it was natural to wave. Today, for some strange reason (you answer this one) we pass people on the street and say nothing; in fact, we often look away. What have we become, where are we going, why?

Dare to care – dare to share. The reward is in the return of those innate feelings that we are all born with: concern, trust, love and joy. There is nothing magical about this – just genuine goodness through human connection.

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

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 though 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.**

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

PROCESS CONTENT OBSERVATION EXERCISE

PURPOSE

To provide trainers with opportunities to practice making process and content observations.

MATERIALS

Pencil
Selected module from the training curriculum
Process observation sheets.

PROCEDURE

Choose members of the training team to deliver the module to other trainers in a role-play scenario.
Other trainers will observe and look for process and content using the process content observation sheet. Observers work as a group to rank factors on the observation sheet. Discussion and consensus must be complete within ten minutes.
Next, switch places and repeat the process.

DEBRIEF

Discuss the importance of being aware of both process and content.
Check for understanding on use of the process and content observation sheet as a format for checking process and content between modules "the huddle".
Discuss ideas for addressing process and content problems as they may come up during the weeks training.
Trainers check in with each other in regard to the CO-training experience.

PROCESS OBSERVATION SHEET

(Note any comments about the behavior of the person you are observing on the back of this sheet)

GOALS

1. To what extent did the participants act as if they understood the lesson?

1	2	3	4	5
did not appear to understand the lesson	a few members had understood lesson	average understood lesson	lesson understood by most	excellent understanding, everyone shared

ATMOSPHERE

2. What was the overall tone or feeling in the training?

1	2	3	4	5
hostile and competitive, signs of anger	defensive and inhibitive, participants afraid to take risks	average cooperation, limited amount of sharing or feeling	above average cooperation, most partici-pants appeared fairly relaxed	very cooper-active & open, participants appeared to value others' contributions

PARTICIPATION

3. What was the level of participation?

1	2	3	4	5
extremely low, most members didn't participate, one person monopolized	low, several members dominated discussion	average participation, most had a little to say	above average, most contributed to the discussion	high, all participated actively in the discussion

TASK/CONTENT

4. How relevant were the contributions to the task/content?

1	2	3	4	5
low, contributions were off the track and self-serving, topic discussed not what goal indicated	a little, most contributions were off the mark	average, there was a mixture of relevant and irrelevant comments	above average, most comments were relevant	high, almost all comments were relevant to task/ content

TASK/CONTENT VS. MAINTENANCE

5. Were the comments mainly factual (task-oriented) or were they aimed mostly at how the training was functioning (process)?

1	2	3	4	5
all task	mainly task, some process	about equal task and process	mainly process, some task	all process

DECISION MAKING

6. Did the trainers include participants in the decision-making process?

DAY SNAPSHOT

WHERE ARE WE NOW?

WHAT ADJUSTMENTS NEED TO BE MADE?

WHAT'S UP FIRST / WHAT DO WE NEED TO DO?

MODULE'S UP FOR THE DAY

ON DECK:

LATTER MORNING:

EARLY AFTERNOON:

LATE AFTERNOON:

EVALUATION:

Homework:

WALK-THRU DEBRIEF SHEET

MODULE TITLE:

TRAINER'S ASSIGNED:

TEACHING METHODS APPLIED:

- ❑ LECTURE
- ❑ GUIDED GROUP DISCUSSION
- ❑ DEMONSTRATION
- ❑ ROLE PLAY
- ❑ GROUP EXERCISES
- ❑ VISUAL AIDS
- ❑ OTHER

WHAT YOU LIKED / RECOMMENDED CHANGES

1.

2.

3.

4.

Debrief Team:

Participant Debrief

Pay attention to the participants during this training module by answering the following questions:

1) Who's actively participating and who's not?

2) Who's getting the material and who's not?

3) Who are the supporters and who are the detractors?

4) Any recommendations for involving participants more?

5) Any recommendations for handling difficult or challenging participants?

Team Assigned Debrief:

Daily Trainer Observations

Trainer Observed	Event Observed	Prompt: What was Going on	Notes
Write the Name	What was the Physical behavior You observed	What was going on? Who was talking? What was being said?	Notes/Comments

Note: Remember your steps, especially your "Frame of Mind" as you process the "events" with your peer. Each trainer will choose one as part of the debrief process. Each trainer will have one event processed.

Training Debrief Roles

Note: Team on deck may work outside of classroom on their presentation (usually team with next scheduled module)

Training Module or Exercise	Team # 1 Role Training	Team # 2 Role Walk-Thur Debrief (content)	Team # 3 Role Daily Trainer Observation	Team # 4 Role Participant Debrief	Team # 5 Role Fire Team	Team # 6 On-Deck Team

Advanced Communications Technique

"Cognitive Reflective Communications"
(Training evaluation)

Rank the Following 1 low and 4 high	1	2	3	4
How clearly were the learning objectives met?				
How useful will Cognitive Reflective Communications be to you on your job?				
How clear were the instructions given to you as participants during this training?				
How useful would this communications technique be to others at your worksite?				
Did you get the chance to actively participate during this training week?				
How well versed were the trainers on the subject?				
Would your recommend this training to others at your work site?				
How well were your expectations met during this training week?				
How effective were the training exercises offered in the training?				

What did you like about the training?

What would you change about the training?

Final Comments:

Intrusion: Cognitive Reflective Communications
(Written exam)

Name: Date:

1) What are the four levels of Human Communication / Interaction ?

2) List an example (what's it look like / sound like) of two of the 4 Levels of Human Interaction:

3) What are the 5 steps of Cognitive Reflective Communication ?

4) Define the difference between the behavioral / seen world and the cognitive / unseen world ?

5) Why would you, as a Corrections Professional, want to apply Intrusion (Cognitive Reflective Communications) with an offender?

6) Why is it necessary to be human & respectful when applying the CRC technique?

Intrusion: Cognitive Reflective Communications

(Practical Exam Check-Off Sheet)

Skill / Knowledge Area	1 Unacceptable	2 Satisfactory but Needs Work	3 Good	4 Exceptional (Coach Material)
Plans Approach Using Steps				
Approaches from Right Frame of Mind				
Creates a Human Respectful Atmosphere				
Observes Behavior & Times Well				
Demonstrates Thinking Steps Including the Reframe				
Digs at Risk Roots in Effective Manner				
Reflects Back Thoughts & Feelings				
Has the Offender Make the Connection				
Closes the Intrusion Supportively & Leaves Person Reflecting				
Is Able to Evaluate Technique Objectively				

Participant Name: Trainer Evaluating:

Date: Suggestions for Improvement:

MODULE DELIVERY PLAN

MODULE NAME:
TRAINER'S ASSIGNED:

PLAN FOR DELIVERY

Connective Link to Previous Module:

Training Outline
(who does what how and when – what techniques will you use):

Connective Link to Next Module:

Running Pointers

-
-
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-
-

TRAINING NEEDS / REQUIREMENTS:

EVALUATION METHODS:

Live Practice With Clients

1. Trainer secures volunteers from local facility or field office (with approval for exercise up-front from local authorities)

2. Logistics are worked out with local staff to coordinate location and time – should fit into the morning of day # 3

3. Clients are briefed ahead of time on the technique, its purpose and what they are volunteering for (this should include an overview and demonstration of the CRC technique – be sure to answer all of the questions that they might have)

4. Trainers set-up the exercise in front of the classroom (15 minutes) by:

- thanking the participants for having the courage to volunteer
- thanking for helping with the training, explaining who the staff are in the room
- doing introductions (just the module leaders and the offenders)
- re-explaining the technique and its purpose, pointing out that the person having the technique done with them always controls what they share
- the technique requires total objectivity and respect from the person doing the technique, regardless of what is shared or not shared, truthful or not truthful – unconditional respect for whatever they share or no matter the effort
- ask them if they are ready

5. Trainer demonstrates the first application of the technique with the offender slowly and totally respectfully – allow the offenders to discuss / talk about what they saw briefly after the first one's done – explain again as the trainer, what the steps and focus should be NOTE: Remember to reflect back only what they said, just the way they said it.

6. Trainer's demonstrate the CRC technique several times (not just the steps, but the DEGREE and "QUALITY OF HUMAN CONNECTION")

7. Challenge the training participants to "try on" the technique with the offenders

8. Debrief the offenders by:

- by allowing them to talk about what the experience was like
- ask if they think this type of interaction between staff and offenders would be helpful and in what way
- allow the offenders to ask any questions that they might have

- thank them as a class (allow participants to make personal notes (Verbal) of thanks)
- allow offenders to make any closing remarks they wish

9. Debrief the exercise with the whole class after the offenders have left the area

Note: Make sure participants understand the technique is most powerful when all of the steps are followed while at the same time making a genuine human connection. Putting all of the pieces together in this exercise almost never happens; however, even with some of the pieces in place, it's possible to leave the offender in a state of reflection. Have the participants discuss just how each step plays a part in the overall effectiveness of the technique (include human respectful / human connection in this discussion)

APPENDIX 1

OVERVIEW
PROCESS and CONTENT

ATMOSPHERE

Atmosphere refers to the general tone of feeling of the group meeting. This tone can range from warm and accepting to hostile and rejecting, and can be any combination between these two extremes. As a general rule, personal growth occurs when the atmosphere is open and accepting. When the atmosphere is hostile and rejecting, participants are not likely to take the risks leading to growth.

Establishing an open and accepting atmosphere can be a long and difficult task, requiring a certain amount of modeling and direction from the leader as well as norms that legitimize risk-taking behavior. Very often, a supportive atmosphere is generated only after the group has resolved conflicts over leadership and members have defined their positions in the group.

The atmosphere is always subject to change. Actually, one important reason for the leader to consider the atmosphere is that changes in the atmosphere often signal the occurrence of critical choice points in the growth of a group.

- *Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?*

- *Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?*

- *Do people seem involved and interested? What is the atmosphere like?*

- *Are certain topics avoided in the group (e.g., sex, immediate feelings in the group, leader's behavior, etc)?*

- *Who seems to reinforce this avoidance? How?*

- *Are group members overly nice or polite to each other? Are only pleasurable feelings expressed? Do members agree with each other too readily? What happens when members disagree?*

- *Do you see norms operating about participation or the kinds of questions that are allowed (e.g., "If I talk, you must talk," or "If I tell my problems, you have to tell yours")? Do members feel free to ask each other about their feelings? Do questions tend to be restricted to intellectual topics or events outside of the group?*

PARTICIPATION

Level of participation is a concept that is used to refer to the number of participants who are actively involved in the group and to indicate the intensity of the involvement. A high level of participation occurs when most of the group members are involved at an intense level.

The level of participation is one of the easy process observations that the leader makes. He/she can look at such patterns of communication as who talks to whom, how long they talk, whether or not they are interrupted. All of these observations are aspects of the level of participation. Considering the level of participation can help the leader get some idea of roles group members play; the most vocal members are often the most influential.

- *Who participates more than others?*

- *Who participates less?*

- *Do you see any shift in participation, e.g., frequent participators becoming quiet, infrequent participators suddenly becoming talkative? Do you see any possible reason for this in the group's interaction?*

- *How are those who remain silent treated? How is their silence interpreted—consent, disagreement, disinterest, fee, etc.?*

- *Who talks to whom? Do you see any reason for this in the group's interactions? Are the interactions male/male, make/female, or female/female?*

- *Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?*

DECISION-MAKING PROCEDURES

All groups make decisions, sometimes explicitly and consciously ("What shall we do about members who are absent a lot?"), sometimes without awareness that decisions are made at all (as when a group ignores members who talk about sexual problems). Because a group decision is hard to undo, the effective group leader should be aware of when and how decisions are made.

One example of decision making in a therapy group occurs early in the group's life when the leader(s) and members set goals. Once the goals are set, they can be powerful guidelines for group discussions and even for deciding which topic areas are appropriate. Clearly, decisions of such importance should be made carefully and in a manner that involves as much of the group as possible.

There are several methods of group decision making of which the leader should be aware. We will present four of the most frequently used methods. The are arranged in order, with the least preferred method first and the most preferred method last.

<u>Decision by one</u>: One person proposes and then begins to initiate his/her decision. For example, "I think we should introduce ourselves. My name is John Harris . . ."

<u>Decision by a minority</u>: Several members of a group (often the most outspoken) are in agreement and try to make the decision for everyone. Often these decisions are followed by, "Does anyone object?" or: We all agree." The group leader should be very careful that he/she doesn't lose leadership to this minority.

Decision by majority: The group makes this decision by counting votes "for" and "against." In this case the larger portion of the group might agree, but if the minority holds a strong opinion, then that often is not given adequate attention.

Consensus testing: This procedure does not necessarily require unanimity, but it does require that each member of the group be given the chance to express his/her feelings. If the feelings are very strong, then more discussion may be needed. When a decision is reached by consensus, all members of the group are in essential agreement.

- *Does anyone make a decision and carry it out without checking with other group members? For example, does anyone decide on the topic to be discussed and immediately begin to talk about it? What effect does this have on others?*

- *Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?*

- *Who supports other members' suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group? How does this affect others?*

- *Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote (majority support)?*

- *Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?*

- *Does anyone make contributions that receive no response or recognition? What effect does this have on the member?*

INFLUENCE

Influence and participation are not the same. Some people may speak very little yet they capture the attention of the whole group. Others may talk a lot but generally are not listened to by the other members.

- *Which members are high in influence? That is, when they talk, do others seem to listen? Are they women or men?*

- *Which members are low in influence? Is there any shifting in influence? Who shifts, women or men?*

- *Do you see any rivalry in the group? Is there as struggle for leadership? What effect does it have on other group members?*

MEMBERSHIP

A major concern for group members is the degree to which they are accepted by the group. Different patters of interaction may develop in the group that give clues to the degree and kind of membership.

- *Are there any subgroups*? (Two or three members may band together for a period of time during which they consistently agree and support each other. Or several members may consistently disagree and oppose one another.)

- *Do some people seem to be "outside" the group? Are some "in"? How are those "outside" treated?*

FEELINGS

During any group discussion, feelings are frequently generated by the interactions between members. Although these feelings are rarely discussed, the tone of voices, facial expressions, gestures, and many other forms of nonverbal cues can help observers understand what participants are feeling.

- *What signs of feelings do you observe in group members (anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness)?*

- *Do you see any attempts by group members to block the expression of feelings, particularly painful feelings? How is this done? Does anyone do this consistently?*

APPENDIX 2

GIVING FEEDBACK: AN INTERPERSONAL SKILL

by

Philip G. Hanson, Ph.D.

The process of giving and asking for feedback is probably the most important dimension of laboratory education. It is through feedback that we can learn to "see ourselves as others see us." This, of course, is not an easy task. Effectively giving and receiving feedback implies certain key ingredients: caring trusting, acceptance, openness, and a concern for the needs of others. Thus, how evaluative, judgmental, or helpful feedback is may finally depend on the personal philosophy of the individuals involved. Nevertheless, giving feedback is a *skill* that can be learned and developed and for which certain useful guidelines exist.

The term "feedback" was borrowed from rocket engineering by Kurt Lewin, a founder of laboratory education. A rocket sent into space contains a mechanism that sends signals back to Earth. On Earth, a steering apparatus receives these signals, makes adjustments if the rocket is off target, and corrects its course. The group can be seen as such a steering mechanism, sending signals when group members are off target in terms of the goals they have set for themselves. These signals—feedback—can then be used by an individual to correct his course. For example, a person's goal may be to become more aware of himself and to learn how his behavior affects others. Information from the group can help him to ascertain whether he is moving toward this goal. If he reacts to criticisms of his behavior by getting angry, leaving the room, or otherwise acting defensively, he will not reach his goal. Group members may help him by saying, ""George, every time we give you feedback, you do something that keeps us from giving your further information. If you continue this kind of behavior, you will not reach your goal." If George responds to the "steering" of the group by adjusting his direction, he can again move toward his target. Feedback, then, is a technique that helps members of a group achieve their goals. It is also a means of comparing one's own perceptions of his behavior with others' perceptions.

Giving feedback is a verbal or nonverbal process through which an individual lets others know his perceptions and feelings about their behavior. When *soliciting* feedback, an individual is asking for others' perceptions and feelings about *his* behavior. Most people give and receive feedback daily without being aware of doing so. One purpose of laboratory training is to increase the awareness of this process so that it can be engaged in intentionally rather than unconsciously.

INFORMATION-EXCHANGE PROCESS

Between two people, the process of exchange goes something like this: Person A's *intention* is to act in relation to person B, who sees only person A's *behavior*. Between his intention and his behavior comes an encoding process that person A uses to make his behavior congruent with his intentions. Person B perceives person A's behavior, interprets it (a decoding process), and intends to respond. Between person B's intention and his responding behavior an encoding process also occurs. Person A then perceives person B's responding behavior and interprets it. However, if either person's process is ineffective, the receiver may respond in a manner that will confuse the sender. Although the feedback process can help an individual discover whether his behavior is congruent with his intentions, the process focuses on *behavior* rather than in *intentions*. An individual's intentions are private; unless he explains them, other people can only conjecture what those intentions are. One of the most confusing aspects of communication is that people tend to give feedback about other people's *intentions*, rather than their *behavior*. Causing further confusion is the fact that many people perceive behavior as being negatively intended, when in fact it is not. It is often difficult to see that the sender's intentions may not be what they are perceived to be.

RESPONSIBILITY FOR FEEDBACK

In many feedback exchanges, the question of ownership frequently arises: how mush responsibility should the giver assume for his behavior and the receiver for his response? If person A behaves so that he evokes a negative response (feedback) from person B, how much ownership should each assume for his part of the interaction? Some people are willing to assume more than their share of the responsibility for another person's responses, while others refuse to own any responsibility for their behavior.

For example, an individual may be habitually late for group meetings and may receive feedback concerning members' negative reactions to this behavior. His response is to point out to the group members their lack of tolerance for individual differences. He says that they are limiting his freedom and that they seem to be investing too much responsibility in him for the group's effectiveness. He states that he wants to be involved in the group, but he does not understand why they need to be on time.

This situation presents a value dilemma to the group; his observations are accurate, but his behavior is provocative. One clarification of this dilemma is to point out that, while an individual owns only his behavior, the reactions of others inevitably affect him. To the extent that he cares about the others or his relationship with them, he must consider their responses.

Concern for the needs of others as well as one's own is a critical dimension in the exchange of feedback. Ownership or responsibility for one's behavior and the consequences of that behavior overlap between the giver and receiver of feedback. The problem lies in reaching some mutual agreement concerning where one person's responsibility ends and the other's begins.

GUIDELINES FOR USING FEEDBACK

It is possible to minimize a person's defensiveness in receiving feedback and to maximize his ability to use it for his personal growth. Regardless of how accurate feedback may be, if a person cannot accept the information because he is defensive, then feedback is useless. Feedback must be given so that the person receiving it can *hear* it in the most objective and least distorted way possible, *understand* it, and choose to *use* it or *not use* it.

The following guidelines are listed as if they were bipolar, with the second term in each dimension describing the more effective method of giving feedback. For example, in one group George, intending to compliment Marie, says to her, "I wish I could be more selfish, like you." Marie might respond, "Why, you insensitive bore, what do you mean by saying I'm selfish?" George might then get defensive and retaliate, and both people would become involved in the game of "who-can-hurt-whom-the-most." Instead, Marie might give George feedback by stating her position in another way. That is, she could say, "When you said, 'I wish I could be more selfish, like you,' I felt angry and degraded." This second method of giving feedback contains positive elements that the first does not.

Indirect vs Direct Expression of Feelings

When Marie stated that George was an insensitive bore, she was expressing her feelings indirectly. That statement might imply that she was feeling angry or irritated, but one could not be certain. On the other hand, Marie expressed her feelings directly when she said, "I felt angry and degraded." She committed herself, and there was no need to guess her feelings. If Tom says to Andy, "I like you," he is expressing his feelings directly, risking rejection. However, if he says, "You are a likable person," the risk is less. Indirect expression of feelings is safer because it is ambiguous. Andy might guess that Tom likes him, but Tom can always deny it. If Andy rejects Tom by saying, "I am happy to hear that I am likable, but I do not like you," Tom can counter, "You are a likable person, but *I* do not like you." Indirect expression of feelings offers an escape from commitment.

"You are driving too fast" is an indirect expression of feelings. "I am anxious because you are driving too fast" is a direct expression of feelings. Indirect statements often begin with "I feel that . . . " and finish with a perception or opinion, for example, "I feel that your are angry." This is an indirect expression or perception and does not state what "I" is feeling. Instead, "I am anxious because you look angry" expresses the speaker's feelings directly and also states a perception. People frequently assume that they are expressing their feelings directly when they state opinions and perceptions starting with " I feel that . . . ," but they are not.

Interpretation vs Description of Behavior

In the original example in which Marie said to George, "When you said, 'I wish I could be more selfish, like you,' I felt angry and degraded," Marie was describing the behavior to which she was reacting. She was not attributing a motive to George's behavior, such as "You are hostile," or "You do not like me." When one attributes a motive to a person's behavior one is interpreting that person's *intention*. Since his intention is private and available only to him, interpretation of his behavior is highly questionable. In addition, one person's interpretations probably arise from a theory of personality that may not be shared by the other person. For example, if William is fidgeting in his chair and shuffling his feet, and Walter says, "You are anxious," Walter is interpreting William's behavior. Walter's theory of personality states that when a person fidgets in his chair and shuffles his feet, he is manifesting anxiety. Such a theory interposed between two people may create a distance between them or act as a barrier to understanding. If, instead, Walter *describes* William's behavior, William may interpret his own behavior by saying, "I need to go to the bathroom."

In any event, interpreting another person's behavior or ascribing motives to it tends to put that person on the defensive and makes him spend his energies on either explaining his behavior or defending himself. It deprives him of the opportunity to interpret or make sense of his own behavior and, at the same time, makes him dependent on the interpreter. The feedback, regardless of how much insight it contains, cannot be used.

Evaluative vs Nonevaluative Feedback

Effective feedback to George was not accomplished by calling him names such as "insensitive boor" or, in other words, evaluating him as a person. When giving feedback, one must respond not to the personal worth of the person but to his *behavior*. When someone is told that he is "stupid" or "insensitive," it is extremely difficult for him to respond objectively. He may sometimes *act* stupidly or *behave* in an insensitive way, but that does not mean that he is a stupid or insensitive person. Evaluating a person casts one in the role of a judge and places that person in the role of being judged. In addition, a frame of reference or set of values is imposed that may not be applicable to, or shared by, other people. That is, the person making the evaluation assumes that he can distinguish between a "good" person and a "bad" person or between "right" and "wrong," and that if the receiver of the feedback does not exemplify these values, the sender will be unhappy with him.

Response to Evaluative Feedback

It is difficult for anyone to respond to evaluative feedback because it usually offends his feelings of worth and self-esteem. These are core concepts about ourselves that cannot be changed readily by feedback, nor can they be easily interpreted in terms of actual behavior. It is difficult, for example, to point out to an individual the specific behaviors that manifest low self-esteem. If a person is given feedback that he is "stupid," he may not know what *behaviors* to change. It is the person's observable behavior and not his self-esteem that must be responded to when giving feedback.

An additional problem with evaluative feedback is that it often engenders defensiveness. When this occurs, the feedback is not likely to be useful.

General vs Specific Feedback

When Marie responded to George by saying, "When you said, 'I wish I could be more selfish, like you,' I felt angry and degraded," she was describing a *specific* behavior. If she had said, "
You are hostile," she would have been giving feedback in *general* terms; George might not have known to which behavior she was reacting. The term "hostile" does not specify *what* evoked a response in Marie. If George wanted to change he would not know what behavior to change. However, when the sender is specific, the receiver knows to what behavior the sender is responding, which he can then change or modify. Feedback expressed in general terms, such as "You are a warm person," does not allow the receiver to know what specific behavior is perceived as warm. He cannot expand or build on this feedback until he knows which behavior evoked the response "warm."

Pressure to Change vs Freedom of Choice to Change

When Marie told George that she felt angry and degraded by George's statement, she did not tell him he had to change his behavior. If she or the feedback were important to George, however, he would probably change anyway; if these were not important to him, he might decide not to change. A person should have the freedom to use feedback in any meaningful way without being required to change. When the giver of the feedback tells a person to change, he is assuming that he knows the correct standards for right and wrong or good and bad behavior and that the receiver needs to adopt those standards for his own good (or to save the sender the trouble of changing). Imposing standards on another person and expecting him to conform arouses resistance and resentment. The sender assumes that his standards are superior. A major problem in marriages arises when spouses tell each other that they must change their behaviors and attitudes to conform with one or the other partner's expectations and demands. These pressures to change can be very direct or very subtle, creating a competitive, win-lose relationship.

Expression of Disappointment as Feedback

Sometimes feedback reflects the sender's disappointment that the receiver did not meet his expectations and hopes. For example, a group leader may be disappointed that a member did not actualize his potential impact on the group, or a professor may be disappointed in a student's lack of achievement. These situations represent a dilemma. An important part of the sender's feedback is his own feelings, whether they are disappointment or satisfaction; if he withholds these feelings and/or perceptions, he may give the receiver a false impression. If, however, the expresses his disappointment, the receiver may experience this feedback as an indication of personal failure instead of an incentive to change.

Persistent Behavior

Frequently the complaint is heard that a group member persists in behavior that others find irritating, despite the feedback he receives. Group members exclaim, "What are we supposed to do? He won't change?" The most the members can do is to continue to confront the offender with their feelings. While he has the freedom not to change, he will also have to accept the consequences of his decision, i.e., other people's continuing irritation at his behavior and their probable punitive reactions. He cannot reasonably expect other group members both to feel positive toward him and to accept the behavior they find irritating.

The only person an individual can change is himself. As a by-product of his change, other people may change in relationship to him. As the individual changes, others will have to adjust their behavior to his. No one should be forced to change. Such pressure may produce superficial conformity, but also underlying resentment and anger.

Delayed vs Immediate Timing

To be most effective, feedback should, wherever possible, be given immediately after the event. In the initial example of the exchange between George and Marie, if Marie had waited until the next day to give feedback, George might have responded with "I don't remember saying that," or if Marie had asked the other group members later they might have responded with only a vague recollection; the event had not been significant to them, although it had been to Marie.

When feedback is given immediately after the event, the event is fresh in everyone's mind. It is like a mirror of the person's behavior, reflected to him through feedback. Other group members can also contribute their observations about the interaction. There is often, however, a tendency to delay feedback. A person may fear losing control of his feelings, fear hurting the other person's feelings, or fear exposing himself to other people's criticisms. Nevertheless, although the "here-and-now" transactions of group life can often be most threatening, they can also be most exciting and growth producing.

Planned Feedback

An exception to this guideline is the periodic feedback session, planned to keep communication channels open. Staff members in work units or departments may have weekly feedback meetings, or a specific time may be set aside for structured or unstructured feedback sessions in one- or two-week workshops. In these scheduled sessions, participants may cover events occurring since the last session or may work with material generated during their current meeting. For this process to be effective, however, the decision to have these feedback sessions should be reached through a consensus of the participants.

External vs Group-Shared Feedback

When feedback is given immediately after the event, it is usually group shared, so that other members can look at the interaction as it occurs. For example, if group members had reacted to George's statement ("I wish I could be more selfish, like you") by saying, "If I were in your shoes, Marie, I wouldn't have felt degraded" or "I did not perceive it as degrading," then Marie would have had to look at her behavior and its appropriateness. If, on the other hand, group members had supported Marie's feelings and perceptions (consensual validation), her feedback would have had more potency.

Events that occur outside the group ("there-and-then") may be known to only one or two group members and, consequently, cannot be reacted to or discussed meaningfully by other participants. In addition, other group members may feel left out during these discussions. For example, when a group member is discussing an argument he had with his wife, the most assistance group members can provide is attempt to perceive from his behavior in the group what occurred in that interaction and to share these conjectures with him. Since, in describing the event, the group member's perception is colored by his own bias and emotional involvement, group members may receive a distorted picture of the argument and may not be able to discriminate between fact and fiction. If the argument had occurred in the group, however, group members could have been helpful since they would have shared the event. Then, if the involved group member had begun describing his perceptions of what happened, other group members could have commented on or shared their perceptions of the interaction.

Use of There-and Then

In other words, events within the group can be processed by all group members who witness the interaction; they can share their perceptions and feelings about what occurred. This does not mean that group members cannot get *some* value from describing events external to the group and receiving comments from other members. What happens frequently, however, is that the group member describes these events in such a way as to elicit support or confirmation of his own perceptions rather than objective evaluation. Yet this relation of there-and-then events to here-and-now can often be extremely productive as back-home "bridges." It can also be productive when some members have had long-term relationships with one another. It is important, at these times, to recognize both the necessity and the difficulty of involving other group members in the discussion.

Consistent Perceptions

Shared perceptions of what happens in here-and-now events is one of the primary values of a group. "Group shared" also implies that, ideally, each member has to participate. Frequently a person gets feedback from *one* member in the group and assumes that the rest of the group feels the same. This is not always a correct assumption. Feedback from only one person may present a very private or distorted picture because that person's perceptions of the event may differ from other group members'. When everyone's reactions are given, however, the receiver has a much better view of his behavior. If the group members are consistent in their perception of the receiver, and this disagrees with the receiver's view of himself, then he needs to look more closely at the validity of his self-perceptions. Frequently the fact that people perceive an individual's behavior differently is useful information in itself. Part of each group member's responsibility is to ask for feedback from members who are not responding so that the receiver will know how everyone sees his behavior. The receiver may have to be somewhat aggressive and persistent in seeking this information. Group members may tend to say "me, too" when their feedback is being given by someone else. When *all* the data have been obtained, the receiver is in a better position to make a more effective decision regarding his use of the feedback.

Imposed vs Solicited Feedback

In most exchanges, feedback is usually imposed. People give feedback whether it is solicited or not and whether the person is prepared to receive it or not. In addition, the sender's need to give feedback may be much greater than the individual's need to receive it. This is particularly true when the sender is upset about something concerning the potential recipient. In many situations, it is legitimate to impose feedback, particularly when a norm exists for giving as well as for soliciting feedback, or in order to induce a norm of spontaneity. However, feedback is usually more helpful when the person solicits it. Asking for feedback may indicate that the receiver is prepared to listen and wants to know how others receive his behavior.

In asking for feedback, however, it is important to follow some of the same guidelines as for giving feedback. For example, a person should be specific about the subject on which he wants feedback. The individual who says to the group, "I would like the group to tell me what they think about me" may receive more feedback than he planned. In addition, the request is so general that the group members may be uncertain about where to begin or which behaviors are relevant to the request. In these cases, other group members can help the receiver by asking such questions as "Can you be more specific?" or "About what do you want feedback?" Feedback is a reciprocal process; both senders and receivers can help each other in soliciting and in giving it.

Sometimes it is also important to provide feedback on how a person is giving feedback. If a receiver is upset, hurt, or angry, other group members can say to the sender, "Look how you told him that; I would be angry, too" or "What other way could you have given him the same information without evaluating him or degrading him?" It is desirable to give feedback so that the receiver can preserve his self-esteem.

Many people want to know how their behavior is being perceived by others, but they fear the consequences of asking for such information. How easily a person will ask for feedback is related to the amount of trust in the interpersonal relationship. However, people fear that the receiver will use their feedback (particularly negative feedback) to reinforce his negative feelings about himself. Again, it is sometimes difficult for a person to separate his behavior from his feelings of self-worth.

Unmodifiable vs Modifiable Behavior

To be effective, feedback should be aimed t behavior that is relatively easy to change. Many individuals' behaviors are habitual and could be described as a personal style developed through years of behaving and responding in certain ways. Feedback on this kind of behavior often is frustrating because the behavior can be very difficult to change.

Feedback on behaviors that are difficult to change may often make the person self-conscious and anxious about his behavior. For example, if the wife of a chain smoker gives him feedback (using all of the appropriate guidelines) about his smoking behavior, it would still be very difficult for him to change. Chain-smoking is a behavior determined by often-unknown causes. The individual may smoke to reduce his tension level; continuous feedback on his smoking behavior may only increase his tension. Consequently, he smokes more to reduce that tension.

Occasionally, in giving feedback, one must determine whether the behavior represents an individual's life style or results from some unknown personality factors. Sometimes it may be helpful first to ask the receiver whether he perceives his behavior as modifiable. Many behaviors can be easily changed through feedback and the person's conscious desire to change his behavior in order to produce a more effective interpersonal style.

Motivation to Hurt vs Motivation to Help

It is assumed that the primary motivation of membership in growth groups is to help oneself and others to grow. When an individual is angry, however, his motivation may be to hurt the other person. Frequently, the conflict turns into win-lose strategies in which the goal of the interaction is to degrade the other person. It is difficult when one is angry to consider that the needs of the other person are as important as one's own. Angry feedback may be useless, even when the information is potentially helpful, because the receiver may need to reject the feedback in order to protect his integrity.

Coping with Anger

There are several ways to cope with anger. One is to engage in a verbal or physical attack that frequently increases in intensity. Another method to deal with anger is to suppress it. One consequence of this strategy, however, is that the individual builds internal pressure to the point that he can lose control of his behavior. A third—and better—method is to talk about personal feelings of anger without assigning responsibility for them to the other person. Focusing on personal feelings may frequently encourage other group members to help the individual. In this way the anger dissipates without either viciousness or suppression. Anger and conflict are not themselves "bad." Angry feelings are as legitimate as any other feelings. Conflict can be a growth-producing phenomenon. It is the manner in which conflict or angry feelings are handled that can have negative consequence. Only through surfacing and resolving conflicts can people develop competence and confidence in dealing with these feelings and situations. Part of the benefit derived from growth groups is learning to express anger or to resolve conflicts in constructive, problem-solving ways.

CONCLUSION

The process of giving feedback obviously would be hampered if one attempted to consider all of the above guidelines. Some are needed more frequently than others are: i.e., feedback should be descriptive, non-evaluative, specific, and should embody freedom of choice. These guidelines can also be used diagnostically. For example, when the person receiving feedback reacts defensively, some of the guidelines have probably been violated. Group members can ask the receiver how he heard the feedback and help the giver assess how he gave it.

Giving feedback effectively may depend on an individual's values and basic philosophy about himself, about his relationships with others, and about other people in general. Certain guidelines, however, can be learned and are valuable in helping people give and receive effective and useful feedback.

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COGNITIVE REFLECTIVE COMMUNICATION
"A Correctional Communications Strategy"

Overview

The key to successful intervention and management of high-risk offenders, is communication 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. It effects the interpersonal relationship between staff and offenders (within professional limits) and helps to support pro-social skills and positive behavior of the offender. As such, it is a valuable tool, both for offender management and change.

Cognitive reflective communication is a skill practiced in five steps: **1) Observe the Behavior** (all behaviors, not just rule violations, **2) Think About the Thinking** (both yours and theirs). **3) Plan Approach Strategy** (what is the right time, way, etc.), **4) Dig at the Risk Roots** (thoughts and feelings) **5) Reflect the Connection** (the connection of thoughts and feelings to behavior).

COGNITIVE REFLECTIVE COMMUNICATION
"A Correctional Communication Strategy"

Training Overview

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. It is a skill practiced in five steps: **1) Observe the Behavior** (all behaviors, not just rule violations, **2) Think About the Thinking** (both yours and theirs), **3) Plan Approach Strategy** (what is the right time, way, etc.), **4) Dig at the Risk Roots** (thoughts and feelings) **5) Reflect the Connection** (the connection of thoughts and feelings to behavior).

Cognitive reflection training is designed to teach these steps as 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 finally the 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 in both staff and offender (training 4 ½ days).