

Advanced Communication Techniques

Molding Tomorrows Corrections Professional

VERMONT CORRECTIONAL ACADEMY

Training for Trainers

June 9-13, 2008

**SERIOUS
LEARNERS
ONLY
BEYOND THIS
POINT**

**VERMONT
CORRECTIONAL
ACADEMY**

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Advanced Communications Techniques Training Manual

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Training Outline



ACT Training for Trainers

Training Outline June 9th, 2008

- 0830 Welcome and Introductions-
Review trainer standards/ curriculum enhancements
- Course and Manual overview
 - Participant introductions
- 0900 Ice breaker
- 1000 Anticipatory Set-
Reports, the Continuum and what we are saying...
- 1130 Lunch
- 1230 Skill assessment
- Demonstrate Review Games/ review the material
- 1300 Co-training lecture (B.C.)
- How to be effective and work with others
 - Breakout rooms to practice techniques
- 1530 On-deck drill (B.C.)
- Introduce Platform skills
- 1600 End of day game/ and debrief
- Reminder to read lesson plans for tomorrow
 - House Keeping

ACT Training for Trainers

Training Outline June 10th, 2008

0830 Review of previous Day

0900 Instructor development

- Professional Language
- Instructor delivery of skills
 - Feedback
 - Cooperation
 - Direction

1130 Lunch

1230 Instructor development

- Training the skills/ co-training

1300 On-deck drill/ platform skills

- 1600 Debrief and game

ACT Training for Trainers

Training Outline June 11th, 2008

0830 Review of previous Day

0900 Building a great trainer

- Flip charting
- Giving feedback
- Exercises
- Spelling
- Word usage
- Writing notes

1000-Instructor Development

- Instructor delivery
 - Ontrack
 - Clarity

1130 Lunch

1230 Lesson plan Practice / 2break out rooms – All Instructors

1600 End of day evaluation of training - Ross Farnsworth

- Reminder to read lesson plans for tomorrow

ACT Training for Trainers

Training Outline June 12th, 2008

0830 Review of previous Day

0900 Instructor Development

- Dealing with difficult participants
 - Snipers
 - Q's that aren't Q's
 - Side talking
 - No Participation
 - Knowing when to move on
 - Don't argue
 - Keep it simple

1000 Practice

1130 Lunch

1230 Game

1300 Lecture on co-training

- Physical presentation
- Blocking
- Role-playing
- Humor
- Mistakes

1400 Practice role-plays in break out groups

1600 Game/ debrief

ACT Training for Trainers

Training Outline June 13th, 2008

0830 Review of previous day

0900 Act Skill Assessment Practical/ grading and remediation lecture

0930 Break out rooms to practice

- Error Detection
- Break out rooms

1130 Lunch

1230 Stipend Lesson Plans Delivery

- To include Instructor Liability

1530 Certificates and level assessment – All Instructors

1600 End of course evaluation of training and sign-up for VCA training.

ACT 40 Hour Academy Training Overview



VT Department of Corrections Vermont Correctional Academy

ACT 40 Hour Academy Training Overview

Day One:

- Behavior Continuum
- Raising the B.A.R.
- Quiz #1
- Feedback
- Review Activity/Game/Home Work
 - Have the class copy charts and hang them on the back wall
 - Have individuals script out their intuition in a scenario of their choosing.

Day Two:

- Hand out flashcards and place them on the B.C. to review
- Intuition
- Cooperation
- Quiz #2
- Directions
- Ontrack
- Review Activity/Game/Home Work
 - Have each group write a scenario in which they use Intuition, Cooperation, Directions and Ontrack followed by Feedback.
 - Have class copy new charts and hang them on the back wall

Day Three:

- Review Homework- Have each group role-play their scenario and have class give feedback on how each group does.
- Clarity
- Quiz #3
- Break outs
- Review Activity/Game/Home Work
 - Have each individual make copies of all the skills, Raising the B.A.R. and the Behavior Continuum.

VT Department of Corrections Vermont Correctional Academy

Day Four:

- Listening
- Quiz #4
- At least 2 hours of seeing and practicing role plays
- Break out/Review –

Day 5:

- Written Test in the AM
- Practical Assessment

Note:

If you fall behind on days 1 or 2, you can incorporate (in the same order) any skills missed on the following day.

Vermont Correctional Academy Manual Section for ACT



VERMONT CORRECTIONAL ACADEMY

ADVANCED COMMUNICATION TECHNIQUES (ACT)

I. INTRODUCTION

The ability to communicate effectively with other individuals is essential to success in many important facets of life – social, economic, emotional, intellectual. What and how something is said can have both immediate and long-term effects on personal and professional relationships. Courtesy, compassion and common sense will often yield the best results.

However, in the correctional setting, effective communication with inmates requires further considerations and pointed strategies of interaction. Advanced Communication Techniques are critical in order to effectively “talk with” and manage inmates.

Communication skills are the single most important tool you can use as a professional corrections officer. The ACT curriculum is designed to further develop your ability to communicate with inmates in many of the situations that you will encounter in a correctional setting. ACT provides instruction on the classification schemes for inmate behaviors and effective techniques to enhance your professional communication capabilities.

II. GLOSSARY

A few of these terms differ in meaning from their usual application. They are defined here relative to their context in communications within the correctional setting.

- A) Behavior: The action(s) of an inmate that you can see with your own eyes.
(i.e., you can see an inmate crying; you cannot see that they are upset.)
- B) Translation: What the inmate is trying to say through their behavior.
- C) Assessment: The elements of a situation that staff look at to determine the level of behavior on the Continuum.
- D) Crisis: A major event (i.e., bldg. collapse, explosion, escape).
- E) Skill: Cooperation, Direction, Ontrack, Clarity, Listening, Feedback, Intuition.
- F) Component: A part of the skill.
- G) Positive: A “to do” statement.
- H) Observable: You can see it happen. You can photograph it.
- I) Directed: Identifying a specific person or people
- J) Opportunity: Coinciding timing and distance
- K) Jeopardy: An overt act

- L) Ability: The capability to cause harm
- M) Neuro-linguistic Programming: Matching Eye contact, body language and R.T.P.V. (rate, tone, pitch, and volume)

III. COMMON ACRONYMS

- A) AOJ (Ability, Opportunity and Jeopardy)
- B) TOL (Threat of Lethal)
- C) GMA (Gross Motor Activity)
- D) OC (Oleo-resin capsicum)
- E) APCT (Advanced Physical Control Techniques)
- F) RTPV (Rate, Tone, Pitch, Volume)
- G) NLP (Neuro-linguistic Programming)

IV. BEHAVIOR CONTINUUM

The Behavior Continuum gives us eight distinctly different levels to categorize inmate behavior. This is important because the continuum is the foundation for the professional language that the D.O.C. uses when dealing with any inmate behaviors. It also provides us with standardized responses for each different level of behavior on the Behavior Continuum.

Performance Objectives

By the end of this course segment, you should be able to:

- A. Staff will correctly differentiate, categorize and report inmate behavior using the Behavior Continuum.
- B. Identify five anti-social levels of the Behavior Continuum.
- C. Identify the translation and intervention at each level of the Behavior Continuum.

VII. COOPERATION

Would you want to be forced to comply with an order, or would you rather make a logical decision, on your own, based on what you know? Most individuals, including inmates, would rather be given information to use than just given orders. When we frame information in a specific way, we can create the expectation of cooperation, and we are more likely to achieve our desired results peacefully.

The use of Cooperation is a core component of ACT. Although enforcing compliance is sometimes necessary as a corrections officer, it is often more effective in promoting inmate change if we can get inmates to voluntarily cooperate. When we achieve this humane, respectful level, staff safety is greatly increased. Gaining cooperation also promotes responsibility by giving the inmate a chance to make a decision about their response, as opposed to forcing a reaction.

Performance Objectives

By the end of this module, participants will be able to:

- A. During interactions where offender cooperation is needed, staff will use the five steps in the test component of Cooperation to create the expectation of cooperation.
- B. List the three components of Cooperation.
- C. List the five steps of the test component.

VIII. DIRECTION

What happened? I tried to use Cooperation and it didn't work! Do I ignore the inmate and move on to another inmate? Do I just ignore the behavior altogether? No, of course not.

Cooperation is just one of the tools we have to deal with inmates. When an inmate has refused to make an appropriate choice, we apply a different technique to get the desired result.

Performance Objectives

By the end of this module, participants will be able to:

- A) Identify situations and behaviors when you would use the Directions skill.
- B) Identify the components of a good direction
- C) Demonstrate the use of the Direction skill.

IX. ONTRACK

You gave a good direction. It has all the right components, but the inmate refuses to comply. You begin to get frustrated, maybe even angry. The fact is, it is easy become invested with the inmate and the direction. Inmates have all day to argue with you and attempt to sidetrack you. It doesn't take long to get so far away from your original direction that you don't even remember what it was. The inmate has accomplished their goal if they get you to forget your direction.

No Problem, sit down and pull up a chair. The next skill we will be learning is Ontrack; what to do when Directions fail.

Performance Objectives

By the end of this module, participants will be able to:

- A) Explain why inmates use mind games and identify ways that inmates try to get you off-track
- B) Identify situations in which you would use Ontrack and demonstrate the use of the skill
- C) Identify the five steps of Ontrack

X. CLARITY

Sometimes as corrections professionals, we give an inmate a direction and the inmate ends up being defensive. How likely are we to get people to cooperate if they are defensive? The answer is, “Not very likely”. In this case, we need to explain or clarify our direction. If we can attach some reasoning to our direction and avoid placing the inmate on the defensive, we have increased our chances of success. To clarify our directions we use the skill called Clarity.

Performance Objectives

By the end of this module, participants will be able to:

- A) Identify situations and behaviors when you would use the Clarity skill.
- B) List the four components of clarity
- C) Demonstrate the Clarity skill.

← Behavior Continuum →

				Stress/ Conflict					
				Who/What is Affected					
				Behaviors					
				Translation					
				Assessment					
Reinforce- ments				Interven- tions					

ACT Verbal Exam



Advanced Communications Techniques

Verbal Exam



Name: _____ Date: _____

1 Please list the ACT Skills. (Must list all Seven to Pass.)

- Intuition
- Feedback
- Cooperation
- Directions
- OnTrack
- Listening
- Clarity

Passed _____ Failed _____

2. List the eight levels of the behavior continuum. (Must list all eight to Pass.)

- Community
- Productivity
- Recreation
- Agitated
- Disruptive
- Destructive
- Dangerous
- TOL

Passed _____ Failed _____

3. Give an example of behavior for each level on the behavior continuum.

- Community
- Productivity
- Recreation
- Agitated
- Disruptive
- Destructive
- Dangerous
- TOL

Scoring

8 correct = 3
5 or more = 2
4 or less = 1

Score:

Advanced Communications Techniques

Verbal Exam



4. List the components/steps for each skill.

<p style="text-align: center;">Intuition</p> <p>1. Environment 2. Self-Reflect/Reframe 3. Others 4. Plan approach</p> <p style="text-align: center;">Scoring</p> <p>4 correct=3 3 correct=2 2 or less correct=Fail</p>	<p style="text-align: center;">Feedback</p> <p>1. Appreciate 2. Confidence 3. Effort</p> <p style="text-align: center;">Scoring</p> <p>3 Correct=3 2 Correct = 2 1 Correct=Fail</p>	<p style="text-align: center;">Cooperation</p> <p>1. Look 2. Listen 3. Test (must get all Three)</p> <p>*Approach *Greet *Announce *Prompt *Skills</p> <p style="text-align: center;">Scoring</p> <p>5 Correct=3 3 or more=2 2 or less=Fail</p>	<p style="text-align: center;">Directions</p> <p>1. Positive 2. Observable 3. Directed</p> <p style="text-align: center;">Scoring</p> <p>3 Correct=3 2 Correct=2 1 Correct or less=Fail</p>
Score	Score	Score	Score

<p style="text-align: center;">Ontrack</p> <p>1. Repeat 2. Interrupt/Repeat 3. As soon as 4. Choices 5. Check</p> <p style="text-align: center;">Scoring</p> <p>5 correct=3 3 or more correct=2 2 or less correct=Fail</p>	<p style="text-align: center;">Listening</p> <p>1. Behavior Description 2. Comments 3. Phrases 4. Echo 5. Silence 6. Gestures 7. Paraphrase 8. Understanding</p> <p style="text-align: center;">Scoring</p> <p>7 or more Correct=3 5 or more Correct = 2 4 or less Correct=Fail</p>	<p style="text-align: center;">Clarity</p> <p>1. When you 2. I feel concerned 3. Because I 4. So please</p> <p style="text-align: center;">Scoring</p> <p>4 Correct=3 3 or more=2 2 or less=Fail</p>
Score	Score	Score

5. Give a specific example when you would use each of the skills.

- Intuition
- Feedback
- Cooperation
- Directions
- OnTrack
- Listening
- Clarity

Scoring
8 correct = 3
5 or more = 2
4 or less = 1

Score:

Advanced Communications Techniques

Verbal Exam



Instructions to Participant:

I am going to give you a scenario. Please use the appropriate skill(s) during the interactions.
(Evaluator instructs the participant which skill to perform for evaluation)

Competency Assessment Guide:

1. Can't participate in the scenario without being coached.
2. Can proceed with the scenario with little coaching
3. Can proceed in the scenario in a conversational tone with few pauses in conversation.

Name	Intuition	Feedback	Cooperation	Directions	OnTrack	Listening	Clarity

Remedial Plan: (If failure in any area)

Print Evaluators Name _____

Date _____

Signed By

ACT's 40 Hour Basic Lesson Plans



<div style="border: 2px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>AGENCY OF HUMAN SERVICES VERMONT DEPARTMENT OF CORRECTIONS Lesson Plan</p> </div>	
Course Title	Advanced Communication Techniques
Lesson Title	Behavior Continuum
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

<p>Time Frame: Total 1 hr., 30 min. Suggested Schedule: Taught first Day: 1 Times: 0830-1000</p>	<p>Target Population: Number of Participants: 15-30 Space Requirements/Room Setup: Large class room</p>
<p>Performance Objectives</p> <p>By the end of this course segment, you should be able to:</p> <ul style="list-style-type: none"> ◆ -Staff will correctly differentiate, categorize and report inmate behavior using the Behavior Continuum. ◆ Identify five anti-social levels of the Behavior Continuum. ◆ Identify the translation and intervention at each level of the Behavior Continuum. 	<p>Evaluation Procedures: (How will objectives be evaluated)</p> <p>Written Test Practical Verbal Test</p>

LESSON PLAN

SET:

The first module we are going to discuss is the Behavior Continuum.

I want you to watch the following scenario.

Now write a report about what you saw. Use only every other line of the report form.

Okay, now that you all have completed your reports, put them away. We will be referring back to them later on in the day. Now let's talk a little about the information I will be giving you in this unit, and why it's important.

The Behavior Continuum does several things for us.

- The continuum is the foundation for the professional language D.O.C. uses when dealing with inmate behavior.
- It gives us five distinctly different levels to identify anti-social behavior.
- It clearly identifies the interventions that we use for behaviors at each level of the Behavior Continuum.
- When faced with inmate behavior that makes us feel afraid, uncomfortable, embarrassed, angry, and/or challenged; the continuum gives us an objective way of relating to the situation and allows us to intervene in the situation in a professional manner.

Set up a scenario where an officer enters a cell to perform room inspection. The inmate is:

- Agitated
 - not being ready for inspection
- Disruptive
 - yelling at the CO when asked why they aren't ready for inspection
- Destructive
 - kicking the can.

Allow 10 minutes to write the report and set aside.

Chart

1. Provide professional language
2. Identify behaviors
3. Identify interventions for behaviors
4. Provides objectivity

LESSON PLAN

The performance objectives are:

- Staff will correctly differentiate, categorize and report inmate behavior using the Behavior Continuum.
- Identify five anti-social levels of the Behavior Continuum.
- Identify the translation and intervention at each level of the Behavior Continuum.

INSTRUCTIONAL INPUT/GUIDED PRACTICE:

I am going to count you off. I want you to create a list of anti-social inmate behavior you saw during your shadow week. These behaviors should vary in severity. Be very specific, and list **what you saw** the inmates do.

Okay, let's get back together as one large group and look at the behaviors we came up with. You are probably noticing that there is a pro-social and an anti-social side to the Behavior Continuum, for now we are going to build the anti-social side. Later on in the day we will build the pro-social side.

Group one.

- Give me one behavior you came up with. Other groups, if you have this behavior cross it off on your list. Etc.

You can see I have listed all these behaviors in the five rows. What makes the first list different from the second list? Right! In the first

Read aloud to class

Break up into small groups. Allow 7-10 minutes to form the list.

Check in with groups making sure the list contains **just behaviors and not emotions or opinions.**

Chart the behaviors in the correct columns. Do not write in the level names yet. The focus is to get the participants to recognize differences in the severity of the behaviors.

Continue until all the groups are finished.

Guided Group to get the difference in the levels of behavior. Get SELF, OTHERS, THINGS and PEOPLE. Chart these in small black letters in the row labeled "Who or What is Affected?"

LESSON PLAN

list only the person doing the behavior, **Self**, is affected. This behavior is also not “normal” for the inmate. Who is being affected in the second column? Third column? Fourth column? Fifth column? People are affected in both the fourth and fifth columns. Why do we say People and not others? Right, because you are affecting yourself and/or others.

Let’s look at the behaviors in the first column. How would you categorize them? If I was rubbing my head and tapping my knee what one word could describe me? **Agitated**.

If I am standing in front of the TV in the dayroom when other people are trying to watch it, what one word could describe me? **Disruptive**.

What if I throw the TV on the floor? **Destructive**.

What is the difference between disruptive and destructive? Right.

What if I threw the TV at another inmate? **Dangerous**.

What is the difference between Destructive and Dangerous? Good.

What am I doing in the fifth level? Right. I am threatening to kill/cause harm to someone. With behaviors in this column I am affecting people. This level of behavior is called **Threat of Lethal**.

I want you to look at the way the continuum is set up. You will see that Dangerous is before Threat of Lethal. Why do you think that is? This is because the continuum is arranged by frequency and not severity. In a correctional setting you will see a lot more yelling and door slamming then you will see hostage taking.

How do we assess whether behavior is Threat of Lethal versus Disruptive?

In order for a situation to be Threat of Lethal, three factors must be present: **Ability, Opportunity** and **Jeopardy**.

What is **ability**? *Capability of inflicting harm*. Who has the ability

Guided Group to tie the level names to the differences in the levels. Try to get the class to label the levels if you can.

Get- Agitated, Disruptive, Destructive and Dangerous and chart them on the Continuum.

Get-affecting others vs. affecting things.

Get-Destructive is hurting Things and Dangerous is hurting People.

Chart Threat of Lethal. Stress threat of harm without actual harm.

Get-Set up in order of frequency

Lecturette. Discuss **A.O.J.** and chart in the Assessment row. Focusing on showing the difference between disruptive threatening and Threat of Lethal.

Use spitting as an example. Anyone can spit.

Demonstrate by standing at other end of room from someone -No

LESSON PLAN

to hurt us? **EVERYONE.**

What is **opportunity**? *Coinciding distance and time.*

What is **jeopardy**? An overt act such as holding a razor to your wrist.

ROLE PLAY

Now that we know that A.O.J must be present for behavior to be Threat of Lethal, what has to be present for it to be Dangerous behavior?

What has to be present for the behavior to be Destructive?

Yes! We call this Gross Motor Activity (GMA).
At both Destructive and Dangerous there can be G.M.A. but at Dangerous there is someone being hurt.

What if I am standing a foot from someone and I am vigorously pointing my finger in their face without touching them? Where does this belong?

What has to be present for the behavior to be Disruptive?

Agitated?

We find that when there is a change in behavior we have

opportunity present.

Set up demonstration of standing behind a participant in chow line with a tray. Ask about ability, opportunity and jeopardy-No TOL, because there is no overt act. Now raise the tray towards the persons head and ask again, is this threat of lethal?-Yes, because there is A.O.J.

Chart the Assessments as you get them.

Get-Assault

Get- Larger faster movements,

Get the class to talk about the presence of GMA and the difference between Disruptive and Destructive. If there is GMA the behavior is destructive.

Get-Others are effected

Get-Change in behavior.

Chart:

LESSON PLAN

approximately 0 to 60 minutes to intervene before the person escalates. This is one of the Key Indicators of Violence. The other two are History=Future and GMA=0-5 minutes.

Who would be more likely to commit acts of violence, some one with no history of violence or some one who has two convictions of Domestic Assault?

Why?

GMA indicates the person will probably become violent within 0-5 minutes unless we intervene.

What do you think is the best indicator that someone will be violent in the future?

So let's review some things, Change in Behavior 0-60, GMA 0-5 and History=Future are the three Key Indicators of Violence.

BREAK

Guided Discussion

Once when I was working on second shift I was going to be late for work. I got in my car and noticed I was very low on gas. I knew I had enough to get to work but I wouldn't get home on it.

Where do you think I was on the Behavior Continuum?

Right. I was Agitated. Being a pro-social person, I went through the process of getting myself off the continuum. I made a plan. I would stop at the ATM on my way home and get some money to buy gas. I got myself off the anti-social side of the Continuum and I was no longer distressed.

That night at the end of my shift I opened my wallet to get my ATM card. It was gone! I yelled, "What the hell, where is my card?" Now where was I on the Continuum?

Right. I was Disruptive; I needed some one to pay attention to me.

Change in behavior = 0-60 minutes
Increase in GMA = 0-5
History = Future

Get- "*The guy convicted of Domestic Assault*"

Get- "He's done it before, he'll probably do it again"

BREAK

Guided Discussion.

Tell a relevant story about one of these times.

Get- Agitated.

Demonstrate *Disruptive* behavior.

Get - Disruptive

Get - "off the Anti-Social side."

LESSON PLAN

One of my co-workers noticed I was upset and asked me what was wrong. I told him and asked him to loan me five dollars. He said he would. Where was I on the Continuum?

Get- "Stress" and "Conflict" then chart.

Why did I get on the Continuum in the first place?

Get- "Go up the Continuum."

What do I do if I am an inmate who is Agitated and I don't get what I want or need?

Get- "It's worked before."

Why do you think inmates try to solve their problems like that?

Get-"Very"

How difficult is your job when they problem solve like that?

Inmates spend a lot of time on the Anti-Social side of the Continuum because they are accustomed to having others intervene with their behavior. It is our job to lead inmates off the Anti-Social side of the Continuum. Often times, inmates don't want us to know what is going on or they are unable to articulate their thoughts and feelings. Therefore as staff we are responsible for taking behavior and translating it into English so that we can effectively intervene.

Get- headache, upset, frustrated etc.

As pro-social adults, you are behavior experts. If I am rubbing my head what does that mean?

Chart
65-90%
IM, SFI

Our population is 65-90% Seriously Functionally Impaired (SFI) and/or Immature (IM).

The SFI category includes people with Serious Mental Illness (SMI), Traumatic Brain Injuries (TBI), Developmental Disabilities (DD) and other functional impairments.

These inmates may not have the opportunity or the ability to express their thoughts and feelings verbally in a manner that is conducive to solving their problems. They may also require more time to process information to reach a conclusion.

Get-Ours. Inmates typically cannot verbally identify their thoughts and feelings. It is important that we articulate back to the offender to model

Inmates often express their thoughts and feeling through behavior. Whose job is it to translate those behaviors? Why is it important that we use our skills to translate behavior?

LESSON PLAN

Good. Now in your small groups take three or four behaviors at each level and translate those behaviors into English.

Group one. What did you come up with? How about you group two? Great. Group three? Group four?

Great. The first list sounds as if the person is saying “**I’m Distressed**”. That is the translation for Agitated.

Can you see how the behaviors under Disruptive effect others? What does that person want?

Right, the translation for Disruptive is, “**Pay Attention to me**”.

The translations you came up with for Destructive sound like the person is saying, “**I am losing control.**”

If I am losing control when I break something, what does it say about my ability to control myself if I assault myself or someone else?

Right. So the Translation would be, “**I have lost control.**”
Let’s take a minute to look at dangerous behavior. Is Dangerous behavior usually predictable?

Right. Most of the time there are behaviors prior to an assault that are indicating that an assault may happen in the future. As correctional staff members, it is important that we pay attention to the people who we supervise to identify these indicators before the assault happens. They may even display threat of Lethal behavior before they become dangerous. If we effectively intervene when they are at that level, we can prevent them from becoming dangerous. Let’s look at what the inmate is trying to tell us at that level:

An inmate is standing with a razor to their wrist, but not cutting them self, what are they really trying to say?

communicating without reacting.

Do this for all levels and get the translations. Allow ten minutes.

Group process. Get the translations and chart them on the Behavior Continuum in the Translation row

Get- “Attention”

Get- “yes”

Get- “Help me” “stop me” “I Need you to stop me because I want to hurt myself”

LESSON PLAN

The translation for Threat of Lethal behavior is “**Stop me.**” Their ultimate goal is not to kill them self. If that was the case, they would not threaten to do it, they would just do it. They are intentionally giving you the opportunity to stop them, because they have not yet “lost control”.

We’ve talked about the SFI and IM portion of the population, people who exhibit behaviors in response to pressures in the environment. We have already talked about what happens when they are agitated and their needs are not met. They escalate.

If correctional staff can identify anti-social behavior early on, and intervene with Agitated behavior, it may prevent the staff from having to deal with more severe anti-social behavior. If you are preventing inmates from escalating, how does that impact you and your work environment?

Great! Our jobs are easier and safer! If we put a little extra time and effort into dealing with lower level behaviors, we won’t have to spent so much time dealing with more severe anti-social behaviors, writing reports and putting staff in harms way. We are involved in a line of work where it is necessary to be pro-active to protect ourselves and others. We are also responsible for setting the standards of behavior while we are supervising inmates, and modeling pro-social behavior. Because of this, it is important that we maintain our composure and calm while interacting with anyone while at work.

Now, think of the Continuum and tell me, when would be the most effective time to intervene in anti-social behavior?

If we ignore the low level anti-social behaviors, what are we essentially saying?

Good job! Now you have a general understanding of the Behavior Continuum and how we decide where behaviors belong. Let’s look at the environment of prison and see if we can identify any behaviors that are acceptable outside of jail, but not acceptable inside of jail.

Get –“ our jobs are easier and we are safer”

Get-“agitated” or “the lowest level that you see”

Get- “that the behavior is acceptable” or “ that it’s okay”

Have the class make a list, help them if they need it.
Get- “smoking”, “ Drinking”, “trading clothes”, “having a knife”, “possessing money” ect.

LESSON PLAN

Good list. We have identified behaviors that would normally be acceptable, even pro-social, outside of prison; but that are rule violations in jail. What about sex? Rape? Consensual sex?

Well, before we get to the Vermont Department of Correction's policies, let's look at the bigger picture. In 2003 the Prison Rape Elimination Act was signed by George W. Bush. This mandate was developed to address misconduct, rape and sexual exploitation in prison. Prison officials are not allowed to ignore rape. Failure to address rape constitutes a violation of the 8th amendment. Who knows what protection the 8th amendment offers people?

Right. Rape is not part of the prison sentence. Correctional staff are responsible for reporting any allegations of Rape and taking steps to keep the inmate(s) safe.

Vermont went a step beyond what was required by the mandate and embraced the concept of "no consent": Inmates can not consent to physical contact. Why would we make this rule?

Let's look at a scenario:

You see two inmates naked in bed together. They both say they love each other and that it's consensual. If they both agreed to it, does that make it alright? Why or why not?

Okay, so we talked about actual sex, but we all know that there are other behaviors that lead up to sex.

What sort of sexualized behaviors do you think you could see in a prison?

What do we do when we identify them?

Allow class to share opinions, and thoughts before continuing with the discussion

Get- "protects us from cruel and unusual punishment"

Allow participants to discuss possible reasons

Get-
"you never know if it's consensual"
"intimidation"
"strong arming"
"payment for protection/
commissary"
"They may have been coerced into saying they wanted it"
ect.

Have the class identify five or six behaviors and then discuss where they would go on the continuum.

Get- "Intervene as soon as possible to prevent the behaviors from escalating. "

LESSON PLAN

If inmate #1 is being forced to perform sexual acts on inmate #2, who is in control?

Who's supposed to be in control?

If we are not in control, then the victim has to create their own safety plan which may or may not include us or follow with facility rules and regulations. It is very important that WE are in charge of an inmate's safety.

Knowing that inmate can not consent, if you were doing your rounds and you saw an inmate performing oral sex on their roommate what might your initial thoughts or reactions be?

What would your professional response be?

When we are talking about sexual activity in jail, it is very important that we not look at it through a personal lens, but instead through a professional lens.

Looking at the continuum where would that oral sex go?

Great work. You have all done a great job exploring the complexities of a jail situation. Inmates can not consent to any kind of sexualized activity due to strong-arming for protection, possible coercion, sex being used as a bartering commodity or any number of other scenarios in which people can be exploited in jail. Knowing that, we as staff can not prove that inmate is freely consenting so we must always assume that they are not.

We have just built the foundation that you will use to be successful in your career in corrections. There are three basic steps to actively and effectively intervening with anti-social behavior. We call it **Raising the B.A.R.:**

Get- "Inmate #2"

Get- "We are"

Get- *"that's gross, embarrassed, stimulated, angry, etc..."*

Get- *"calls a 10-33, calls a supervisor, and separates them."*

Get-*Dangerous.*

Chart: **Raising the B.A.R.**

Behavior Identification
Address the Behavior
Report, Report, Report!!!

LESSON PLAN

Behavior Identification

Address the Behavior

Report, Report, Report!!!!...Because if it's not reported...

Look at the Behavior Continuum and tell me how this will help you effectively do all three of those steps.

What do we mean when we say report? There are many different methods of reporting. Tell me all the ways you can think of to report behavior.

INDEPENDENT PRACTICE/EVALUATION:

Now that you know this language I would like you to rewrite your report on the scenario that we started class with this morning, using as much of the language you have just learned as you can. You have 10 minutes.

Is your report better? What did you get for levels of behavior?

Now break into pairs and read both of your partner's reports. Compare the reports and note differences and similarities. How are the second reports different from the first reports? Make any corrections that you need to the second report, because we will be collecting them in five minutes.

Get- " It didn't happen"

Get-

- 1-The B.C. helps us identify behavior
- 2- Identifies interventions to use at each level
- 3- Offers professional language to use in reports
- 4- Gives justification for any intervention we employ.

Have class make a list of ways to document behaviors

- Unit logbooks
- Informational reports
- DRs
- E-mails
- End of Shift report
- Confinement sheets (Spec. Obs.)
- Ect.

Have the participants re-write their report. Allow ten minutes.

Give the pairs about five minutes to read, discuss and correct mistakes in their reports

LESSON PLAN

Okay, please hand in your reports so that the instructors can review them tonight.

REVIEW

Let's do a quick review.

The Behavior Continuum gives us five distinctly different levels to identify and intervene with anti-social behavior. It is the foundation for the professional language D.O.C. uses when dealing with and documenting inmate behavior. It provides us with an objective method of identifying appropriate interventions, as well as a means by which to justify our actions.

Put everything on the floor except for a pen and a piece of paper. Number 1 through 15 on the paper. Keep your eyes on the paper, as the answers to the quiz are on the board.

1. How many levels are there on the anti-social side of the continuum?
2. If I punch one of you in the arm, what level behavior am I displaying?
3. What causes people to escalate?
4. Is Dangerous behavior usually predictable?
5. What are the 3 steps of Raising the B.A.R.?
6. Is the Behavior Continuum arranged according to frequency or severity?
7. 65%-90% of the inmate population falls into what two categories?
8. Who or what is affected under Agitated?
9. What is the translation for Dangerous?
10. What is the Assessment for Destructive?
11. True or false, If two inmates say they are in love; it is permissible for them to engage in sex in jail.
12. Jeopardy is defined as_____.
13. GMA stands for_____.
14. What is the assessment for Agitated?
15. When is the best time to intervene in anti-social behavior?

Review the reports outside of class to evaluate each participants understanding of the material.

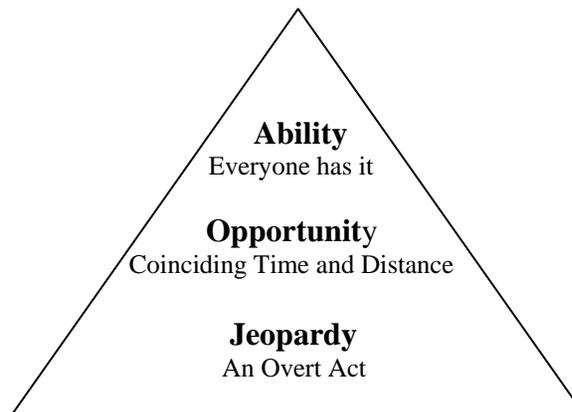
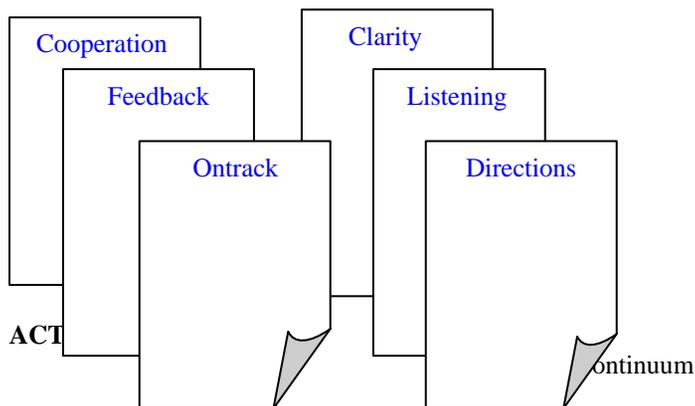
When the quiz is over, have them switch papers and correct them. Tell them the Quiz will not be graded.

1. 5
2. Dangerous
3. Stress and conflict
4. yes
5. Behavior identification, Address the behavior, Report!!
6. Frequency
7. Immature (IM) or Seriously Functionally Impaired (SFI)
8. Self
9. I lost control
10. GMA
11. False
12. An overt act
13. Gross Motor Activity
14. Change in behavior

VERMONT DEPARTMENT OF CORRECTIONS

LESSON PLAN

Level	Community	Productive	Recreation	Stress/Conflict	Agitated	Disruptive	Destructive	Dangerous	Threat of Lethal
				Who or What is Affected?	SELF	OTHERS	HURTING THINGS	HURTING PEOPLE	Threatening people
	Mentor Teach Church	School Work	Basketball Weights Sports	Behaviors	Pacing Crying Wring hands Loitering Difficulty Walking Room change request	Yelling Arguing Banging Strutting Flashing Sexual Gestures Sexual Jokes	Smashing Throwing Breaking Kicking Things Cutting crotch out of pants Ejaculating on bunk	Hitting Pushing Spitting Pantsing Oral Sex Digital Penetration	Weapon Hostage Threatening Suicide w/razor to wrist Coercion for sex w/threat of force
				Translation	"I'm Distressed"	"Pay Attention To me"	"I am losing Control"	"I have lost Control"	"Stop Me".
				Assessment	Change in behavior	Effecting Others	Gross Motor Activity	A.O.J. Assault	A.O.J. w/o Assault
Reinforcements 	Feedback	Feedback	Feedback	Intervention used during Behaviors 	Cooperation Directions Clarity Listening Ontrack	Cooperation Directions Clarity Ontrack Listening	Directions Ontrack Clarity Larger staff presence	Directions 10-33 O.C. NLUOF	Talk + Listen 10-33



KEY INDICATORS of VIOLENCE

History = Future

Change in Behavior = 0 – 60 min.

Increase in GMA = 0 – 5 Min.

LESSON PLAN

Intuition

Environment:

Lighting	Unusual Groupings
Exits	Sounds
Number of people	Possible weapons

Self: (Reflect and Reframe)

What am I thinking and feeling, and how will that look to the offender?

Others:

What do I think this offender is thinking and feeling?
 How is that going to affect my ability to gain cooperation?
 What else do I know about this offender?

Plan of Approach:

Given what I know what is the best time and way to approach this situation?
 What am I going to say or do as I approach this offender?

Feed Back

Appreciate

The unit appreciates it.
 Thank you

Confidence

I know/knew you can do it.

Effort

You worked hard.
 Good effort.

Clarity

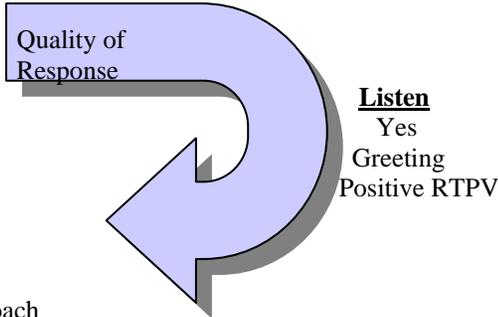
When you (Observation)
 I feel concerned
 Because I ...
 So Please (Clear Direction)

ACT

Cooperation

Look

Eye Contact
 Relaxed Body Language
 Smile



Test

Approach	(Pause and Pay Attention)
Greet	(Pause and Pay Attention)
Announce	(Pause and Pay Attention)
Prompt	(Pause and Pay Attention)
Skills	(Pause and Pay Attention)

Directions

Positive

To do statement

Observable

You can see it.
 If you took a picture.

Directed

Name
 Eye contact



Ontrack

Repeat:

Using same Direction, RTPV, and body language.

Interrupt Repeat:

Briefly raise RTPV and then bring it back down.

As soon As

Letting the offender cooperate while saving face.

Choices

You have a choice. You can (A) or (B). You choose.

Check

So let me be clear, you are choosing to...

Listening

Behavior Description: Something you can see.
 "I noticed you are..."

Comments: One word to show you are listening
 Oh, Really, OK, Wow, Interesting"

Phrases: Two or three words.
 I see, tell me more.

Silence: Maintain interest but say nothing.

Echo: Repeat exactly. (No negative)

Gestures: Silently indicate you are paying attention
 Nodding or a hand motion.

Paraphrase: summarize using your own words.
 "So what you are telling me is..."

Understanding: show a grasp of how they feel about the situation
 "That must be tough. That sounds very difficult"



<div style="border: 2px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>AGENCY OF HUMAN SERVICES VERMONT DEPARTMENT OF CORRECTIONS Lesson Plan</p> </div>	
Course Title	Advanced Communication Techniques
Lesson Title	Feedback
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

<p>Time Frame: Total 2 hr., 0 min. Suggested Schedule: Taught Second Day: 1 Times: 1000-1200</p>	<p>Target Population: Number of Participants: 15-30 Space Requirements/Room Setup: Large class room</p>
<p>Performance Objectives: By the end of this Session participants will be able to:</p> <ul style="list-style-type: none"> ◆ Correctly identify and categorize pro-social behaviors using the Behavior Continuum. ◆ Use the Feedback skill to reinforce pro-social behavior. 	<p>Evaluation Procedures: (How will objectives be evaluated)</p> <p>Written Test Practical Verbal Test</p>

LESSON PLAN

TRAINER NOTES

SET:

Okay, we spent most of the day talking about anti-social behaviors, but let's be honest. Are inmates always anti-social?

Right, they are not always anti-social.

The performance objective for this module is:

- Correctly identify and categorize pro-social behaviors using the Behavior Continuum.
- Use the Feedback skill to reinforce pro-social behavior.

In your groups create a list of pro-social behaviors and let's build the pro-social side of the Behavior Continuum.

Okay, group one; tell me what pro-social behaviors you have on your list. Group two? Group three? Group four?

Great! Now we are going to label the columns. What one word could you use to describe all of the behaviors in column one?

Good. What about column two?

Alright. Column three?

Great! If my job is 'staff safety and public safety', why do I care about identifying pro-social behavior?

Why would we want to promote pro-social behavior?

Right, we are safer and our jobs are easier. Those are just the short term effects that benefit us. Let's look at this from a different angle.

Get- "No"

Give the groups five minutes to create a list of pro-social behaviors.

Have each group read off a few behaviors and chart them on the continuum in the correct column.

Get and chart- "Community"

Get and chart- "Productivity"

Get and chart- "Recreation"

Get- "So we can reinforce that behavior"

Get- "To make our jobs easier and safer."

LESSON PLAN

TRAINER NOTES

Are inmates going to be in jail forever?

Get- "Some, maybe; but most will be released back into the community at some point"

If we only speak to them when they misbehave, are we helping them to make positive changes?

Get- "No"

What can we do to promote positive change?

Get- "Role model pro-social behavior", "Reinforce pro-social behavior"

Who benefits if we can promote positive changes in the inmate population?

Get- "The inmate", "The facility staff" and "The public when the inmate is released"

INSTRUCTIONAL INPUT/ GUIDED PRACTICE:

The first skill you are going to learn is Feedback. This skill is used to reinforce positive pro-social behavior.

Chart: Feedback

Feedback had 3 components:

Chart:

Appreciate
Confidence
Effort

-Appreciate
-Confidence
-Effort

What is the most common way that we see people in society express their appreciation to each other?

Get and chart:- "Thank you" and "The unit appreciates it" next to Appreciate

Good. Now, what could be wrong with saying, "I appreciate you doing that for me?"

Get- "It sounds like he/she did you a favor, and we never want that to be perceived."

Right. Do we do favors?

Get- "No"

Right, when we use appreciation we should avoid personalizing it to prevent the perception that favors are being exchanged.

What do you think showing Confidence looks like?

Get- "I knew you could do it!"
"There was not a doubt in my mind you would succeed"

LESSON PLAN

Is it okay to personalize when you use the Confident component?

We can see that, in this case, personalizing is acceptable. What about Effort? What does it look like when you use the Effort Component?

Is it okay to personalize when using the Effort component?

Good job. This is a simple skill that we use with each other all day long. It's just how most polite people operate. It is not only acceptable to use this type of communication with inmates, it is expected.

What are some things to consider when we use the Feedback skill?

The more immediate the reinforcement the more the inmate will associate it with the good behavior.

We need to be cognizant of where we are when we talk to people, to avoid comments like "brown noser" and "teacher's pet".

If we are sarcastic when we speak to the inmates, we are accomplishing nothing positive.

Even if we are sincere, overdoing it make us sound 'fake'.

Great job. Now I will demonstrate the skill and then I will have you practice.

TRAINER NOTES

Guide a group discussion until the participants conclude that it is okay. Give scenarios to help them process the question.

Get- "Good try"
"I can see you put in a lot of work"
"It looks like you are working really hard on getting your GED"

Get- "Yes"

Have class generate a list of this to consider. Get and chart:

"Timing"

"Environment/Groupings"

"Sincerity"

"Don't overdo it"

Trainer(s) should demonstrate the skill.

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

INDEPENDENT PRACTICE:

Now, in groups of three, come up with a situation where you can use this skill. One person plays the officer, one person plays the offender and one person is the coach to insure the skill is done correctly.

EVALUATION:

Now I want each person to come up and try this skill on me. I will give you a behavior and I want you to use the feedback skill to reinforce my pro-social behavior.

Give the groups five minutes to come up with a scenario, and then have them Role-play it in front of the class.

AGENCY OF HUMAN SERVICES VERMONT DEPARTMENT OF CORRECTIONS Lesson Plan	
Course Title	Advanced Communication Techniques
Lesson Title	Intuition
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

Time Frame: Total 1 hr., 15 min. Suggested Schedule: Taught Third Day: 1 Times: 1300-1415	Target Population: Number of Participants: 15-30 Space Requirements/Room Setup: Large class room
Performance Objectives: By the end of this Session participants will be able to: <ul style="list-style-type: none"> ◆ Define Intuition. ◆ Identify the four components of Intuition ◆ Assess your own thinking and make adjustments to effectively intervene with offenders. ◆ Identify potentially dangerous situations and plan an effective intervention. 	Evaluation Procedures: (How will objectives be evaluated) Written Test Verbal Memory Test Demonstration

LESSON PLAN

TRAINER NOTES

SET:

Not long ago when I was working at NSCF I had something happen to me that made me aware of a tool that we all use, but are not necessarily aware of.

I was working DB unit. I saw two offenders, who were leaders among the inmates, fighting in a cell. They were directly in front of my desk with the cell door open.

What do you think they expected me to do?

I called a 10-33 and ordered the unit to lock in. Once back-up arrived and the offenders locked in we found out what they were up to.

They had a pot of boiling water; sugar and wads of toilet paper set to through on me. They thought I would respond to the fight. If I had, they would have scolded me with the water and sugar then thrown the toilet paper on me. Tar and feathering me.

Some staff later told me I was lucky. Some told me I had good instincts. I said I just had a “Gut Feeling”.

Some people call that gut feeling “magic”.

After doing some research this is what I found this feeling was. Intuition.

Intuition is our natural ability to process information. We use it all day every day. I like to think of it as a filter. The normal stuff goes through with no problem, but odd things are caught. When they are caught they trigger an emotion that gets our attention.

What are some feelings that you have experienced during a situation like mine?

Nagging feelings
Humor
Wonder
Anxiety
Curiosity

Tell a relevant story where the trainer’s intuition may have saved them. Use this one if you need to.

Get – respond/run down there.

Write on a chart.

Draw the filter example.

List them. Get a list similar to the one to the left.

LESSON PLAN

TRAINER NOTES

Hunches
Gut feelings
Doubt
Apprehension
Fear.

I have felt all of these. When the feeling is more intense, what do you think the degree of danger is? More or less severe?

Being correctional officers we can not just run away from dangerous situations. We have to intervene. Because of the nature of our jobs we have to be effective or people get hurt.

The performance objectives for this module are:

- Define Intuition.
- Identify the four components of Intuition
- Assess your own thinking and make adjustments to effectively intervene with offenders.
- Identify potentially dangerous situations and plan an effective intervention.

INSTRUCTIONAL INPUT:

When your intuition is triggered the first thing you do is evaluate the Environment you are in.

What are some things you look at when you think something is going on?

Great list. How long do you think this will take? Not long, maybe a few seconds.

Because we are correctional officers, we are required to go into situations we know are potentially dangerous. The next step in insuring your safety is assessing yourself.

You have to assess your physical well being. Can I

Get – More severe.

Display the performance objectives.

Chart Environment.

Get –

- Lighting
Exits/escape routes
- Number of people
- Unusual groupings
- Sounds
- Smells

Chart Self.

LESSON PLAN

TRAINER NOTES

protect myself?

Next I have to ask myself:

- What am I thinking?
- What am I feeling (afraid, aroused, angry, challenged)?
- How is what thinking/feeling going to look to the offender?
- How will s/he respond?

If I go in looking ready to fight because of what I am thinking or feeling, what are the chances I will effectively de-escalate the offender?

I have to Reframe what I am thinking so I can be more effective. It reduces the potential of negative responses when approaching others

Ask yourself. What do I need to be thinking/feeling to be effective?

How long will this take?

Now that we have talked about ourselves let's talk about Others.

Now that we have re-framed our thinking, what might we look for in Others as cues to how the interaction will go?

What the offender may be thinking/feeling.

What is the best approach

Chart – Reflect under Self. Then chart all three questions.

Get – very small.

Chart – Reframe under Reflect and the questions. **What do I need to be thinking/feeling to be effective?**

Explain that if a CO goes in with aggressive attitude, offenders will read it and will probably not de-escalate.

Get – Just a few seconds.

Chart

Others
<ul style="list-style-type: none"> • Dress • Hygiene • GMA • Change in behavior

Chart

Others
<ul style="list-style-type: none"> • What do I think this offender is thinking and feeling? • How is that going to effect my ability to gain cooperation? • What else do I know about this offender?

LESSON PLAN

TRAINER NOTES

GUIDED PRACTICE:

Imagine I am a sex offender. My offence was against an infant. You see me crying in my cell. Do you have to intervene?

What are you probably thinking?
Feeling?

How would you respond thinking and feeling that way?

How will the offender see it?

How would you reframe your thinking to be more effective?

INDEPENDENT PRACTICE:

On this piece of paper I want you to write the script that is playing in your head during the situation I am about to give you. I want you to record your thought process as you go through the sets in Intuition.

EVALUATION:

Debrief the group. Get the participants to hand in the “thinking reports”.

Evaluations will be conducted during role-plays while practicing the hard skills.

Written and Verbal tests.

Chart

Planned Approach

- Given what I know, what's the best time and the best way to approach this situation?
- What am I going to say/do as I approach this offender?

Get – yes, it's our job.

List some answers.

Have everyone secure a blank piece of paper.

A well known sexual predator is asking to be housed with an 18 year old offender that just arrived last night.

Allow ten minutes for them to complete the exercise.

<div style="border: 2px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>AGENCY OF HUMAN SERVICES VERMONT DEPARTMENT OF CORRECTIONS Lesson Plan</p> </div>	
Course Title	Advanced Communication Techniques
Lesson Title	Cooperation
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

<p>Time Frame: Total 1 hr., 30 min. Suggested Schedule: Taught first Day: 1 Times: 1415-1530</p>	<p>Target Population: Number of Participants: 15-30 Space Requirements/Room Setup: Large class room</p>
<p>Performance Objectives: By the end of this Session participants will be able to:</p> <ul style="list-style-type: none"> ◆ During interactions where offender cooperation is needed, staff will use the five steps in the test component of Cooperation to create the expectation of cooperation. ◆ List the three components of Cooperation. ◆ List the five steps of the test component. 	<p>Evaluation Procedures: (How will objectives be evaluated)</p> <p>Written Test Verbal Memory Test</p>

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

<p>SET:</p> <p>We have discussed what it looks like when someone is on the behavior continuum. How do we get them off the continuum? Can we force them off? What happens when you try to force a person to do something they do not want to do?</p> <p>Let's take look at what people look like when they are going to cooperate. Have you ever had to ask a parent or some other influential person for something? That's what I want you to do now.</p> <p>(Co-trainer) and I will play the parents. When we enter the room you decide which parent you want to ask for the car keys. You are sixteen and have a date. You need the car.</p> <p>Which one would you ask? Why? That is what we are talking about.</p> <p>The performance objective for this module is:</p> <ul style="list-style-type: none">• During interactions where offender cooperation is needed, staff will use the five steps in the test component of Cooperation to create the expectation of cooperation.• List the three components of Cooperation.• List the five steps of the test component. <p>INSTRUCTIONAL INPUT:</p> <p>I want you to watch the following scenario.</p> <p>What about the body language? What did you hear?</p> <p>Now we are going to do that again and I want you to notice any differences?</p>	<p>Group Discussion. Get, you can't force anyone to do anything. They have to cooperate.</p> <p>Break the large group into two.</p> <p>Scenario: "Parents enter the room. One is angry about a bad day and one is happy and willing to talk.</p> <p>Group discussion. Get the reasons why they would ask the happy parent. (That parent will probably cooperate.)</p> <p>Set up a scenario where a CO is going to ask their CFSS for tomorrow off. The first time will be the "bad CFSS," as evidenced by lack of eye contact, annoyed tone of voice, not listening, arms folded, foot tapping.</p>
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V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

<p>What was different between the first and second? Which CFSS are you likely to ask for a day off, or for anything? What will the culture of the institution be like with each CFSS?</p> <p>When we test someone for cooperation we look for the Quality of his or her Response. This shows the person's Readiness, Willingness and Ability to cooperate.</p> <p>What are some ways that we measure a person's Quality of Response (Q.O.R.)?</p> <p>Great. The three steps of Cooperation are Look, Listen and Test.</p> <p>What are we looking for?</p> <p>What are we listening for?</p> <p>Your rate is the speed at which you speak; your tone is the quality of the sound that you are making; Pitch refers to the octave in which the sound is being made, and volume refers to the loudness of the sound.</p> <p>What is the first thing you have to do before you can ask someone to do something? Right. You have to approach them. People already do this.</p>	<p>Repeat the role play as the "good CFSS," as evidenced by positive tone, eye contact, active listening</p> <p>Have the Cooperation circle drawn. Show that you are constantly measuring the Quality of Response throughout the interaction.</p> <p>Get- "We look at them and we listen to them"</p> <p>Lecturette to show: Look, Listen Test</p> <p>Chart answers under Look- Pos. Body language Eye contact A smile</p> <p>Chart the answers under Listen: RTPV-Rate Tone Pitch and Volume. "Yes" Greeting</p> <p>Briefly explain what RTPV means.</p>
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V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

<p>We just ask that you pause and pay attention to how the person reacts when you walk up. Close the distance, make eye contact and close the distance more. Maintain a safe distance. What am I pausing and paying attention to during the approach? Right. The quality of the response.</p> <p>Now while I am standing in front of the person what is the next logical thing to do? Give a greeting. This gives a perfect opportunity to find out how someone is doing and if I can get cooperation. It is important to pause and pay attention to the Q.O.R. If I am getting all positives up to here, I may just make the request. If I am getting neutral or negative responses, I will go on the Announce.</p> <p>The Announce lets the person know why you're there and is a good way to test how they feel about the subject matter without telling them to do anything. Have I told the person to do anything? No. Have I asked them a question? No. What would a pro-social person do at this point? Right, cooperate.</p> <p>This process slows things down so the offender makes a choice and doesn't just react. It also allows time for the staff member to make a plan if the person does not want to cooperate.</p> <p>The next step is prompt. We have already said that I have not asked them to do anything. If they do not cooperate at this point I can cue them further with a verbal or physical prompt.</p> <p>Also, if I start walking in the direction of the door and the person wants to complain about this, what do they have to do? Yeah, follow me to medical. When their feet hit the floor and they start walking what are they doing? Cooperating. When you get people cooperating on a low level it is easier to get the ball rolling.</p> <p>If the inmate is not cooperating at this point, Cooperation is not going to work and we can move on to one of our other skills. SO the last step of the Test component is Skills</p>	<p>Chart under Test: Approach, pause and pay attention Use in an example of the nurse wanting someone down in the medical office</p> <p>Chart: Greet, pause and pay attention Use in the example scenario: "Hi how are you?"</p> <p>Chart: Announce, pause and pay attention Use in the example scenario, "The nurse called up and said she wants to see you now."</p> <p>Chart: Prompt, pause and pay attention Use the example scenario, and gesture towards the medical office.</p> <p>Chart: Skill, pause and pay attention.</p>
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V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

<p>We have spent a lot of time talking about Pausing and Paying attention so that we can measure the inmate's Q.O. R., But we have not really talked about why we do it. I want to start off with a story that will help explain the reasoning behind it.</p> <p>THE CRAB TREE STORY</p> <p>Mr. and Mrs. Crabtree lived in Texas with their teenage daughter. One night the daughter went out to a friend's house for the night so Mr. and Mrs. Crabtree went out for a night on the town. When they returned home, there were lights on in the house and the door was unlocked. Mr. Crabtree went into the house and directly to the bedroom to get his gun. When he turned around and was facing the door his daughter jumped out in front of him and yelled "surprise!" What do you think happened?</p> <p>Yes, he shot her and she died. Mr. Crabtree had to go to court for killing his daughter and the prosecution argument was that his daughter was directly in front of him, bullets don't go around corners, and he must have seen that she was in front of him before he pulled the trigger, so he is responsible for his daughters death.</p> <p>The defense made this argument. Mr. Crabtree was a gun enthusiast. He had fired a gun thousands of times in his life. The amygdala response, also know as the fight or flight response, hi-jacks your thought process in stressful situations and forces your body to react without thinking. A reaction takes 3/8 of a second; a response (thinking before doing something) takes 4 seconds. Mr. Crabtree reacted without thinking resulting in his daughter's death. If he had thought before he acted, then the outcome would have been different.</p> <p>We apply this same logic to interacting with inmates. We are more likely to get a good response from some one if they have had time to think about their actions. The reason that we pause and pay attention after each step is to allow people time to think and respond, instead of forcing them to react.</p> <p>Think of the population of inmates who fall into the SFI or IM categories. Allowing people time to process questions and formulate a response is an essential component of dealing effectively with people who have cognitive impairments.</p>	<p>to differentiate between responses Vs. reactions</p> <p>You will get; "he shot her"</p>
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V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

<p>GUIDED PRACTICE:</p> <p>Now we are going to play a game. I will play offender. You have to get me to cooperate with you without asking me a question. If you get through steps 1-4 with out asking me a question, you get to sit. If you miss you go back to the end of the line.</p> <p>Nice job. If I don't ask the question, can the person say no?</p> <p>If we still do not get cooperation at this point, we can go on to the skills you already use and we will cover this week. It is important to get the offenders to cooperate in steps one to four. That is what they will get on the street. If we force them to do stuff all the time, they don't get practice cooperating ritualistically. We lose nothing by getting them to practice ritualistic cooperation.</p> <p>INDEPENDENT PRACTICE/EVALUATION:</p> <p>I am going to count you off into groups of three. One person will be the offender, one will be a staff member and one will be a coach. Come up with a situation where you have to get cooperation. Practice and switch roles. Everyone practices and every group must go through all 5 steps of the test component before the "inmate" complies.</p>	<p>Role play a male offender who has his pants pulled down showing his boxer shorts. Half way through switch and you are now a female offender who is not wearing a bra.</p> <p>When you are finished, have the class add these behaviors to the continuum.</p> <p>Get a volunteer to start the line. Line all the other participants up behind the volunteer.</p> <p>Get all participants through.</p> <p>Get all participants to practice. Bring the group back together and demonstrate in the large group. Form triads.</p>
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<div style="border: 2px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>AGENCY OF HUMAN SERVICES VERMONT DEPARTMENT OF CORRECTIONS Lesson Plan</p> </div>	
Course Title	Advanced Communication Techniques
Lesson Title	Directions
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

<p>Time Frame: Total hr., 45 min. Suggested Schedule: Taught first Day: 2 Times:0830-0915</p>	<p>Target Population: Number of Participants:15-30 Space Requirements/Room Setup: Large class room</p>
<p>Performance Objectives: By the end of this Session participants will be able to:</p> <ul style="list-style-type: none"> ◆ Identify situations and behaviors when you would use the Directions skill. ◆ Identify the components of a good direction ◆ Demonstrate the use of the Direction skill. 	<p>Evaluation Procedures: (How will objectives be evaluated)</p> <p>Written Test Verbal Memory Test</p>

LESSON PLAN

TRAINER NOTES

SET:

I want you to watch the following scenario.

Great, Let's do another one.

There are some directions here that have very good elements and some that are not so good. What happened when the CO gave a direction that was not clear?

Will offenders do that? You bet they will. If I give an offender a direction that is not clear, then I am setting myself up to get messed with.

The performance objectives for this module are:

- Identify situations and behaviors when you would use the Directions skill.
- Identify the components of a good direction
- Demonstrate the use of the Direction skill.

INSTRUCTIONAL INPUT:

Most of the offenders we supervise lack communication skills or choose not to use them. Therefore, if we issue clear directions, it leaves the offender less wiggle room to mess with us and we have a better understanding if they are going

Role play- Set up a chair in the front of the room.

Stand on a chair in the front of the room. CO tells you to get off the chair. Move from one chair to the other. CO tells you to get down. Dance on the chair. CO tells you, you need to stop it. You respond by saying you don't need to do anything.

Get-the inmate messed with the person.

Role-play an inmate who is standing in a doorway.

Display on a pre-made chart.

Lecturette: Give P.O.D.

LESSON PLAN

TRAINER NOTES

to cooperate or not.

As I said, many of your directions had very good components. Let's look at what worked.

One good thing I saw you doing was making some of your directions Positive.

- **Positive:** When I say make directions positive I mean tell them to do something. I don't mean be chipper and happy. If there is trash on the floor and I say, "there is trash on the floor" to an offender, is he going to pick it up? Probably not. Give me a positive direction to pick up the trash.
- **Observable:** This just means I can see it happen. If I want the trash picked up, can I see you do that? Yes. Can I see you pay attention? No. You may look at me but I don't know what you are thinking. Give me an observable and positive direction that will show I am paying attention.
- **Directed:** I don't expect you to yell "cut" at the end. What this means is that the direction is focused at someone by saying their name, making eye contact or gesturing. (If I walk into a room and say, "this trash has to be picked up by noon," who is going to pick it up?) Make this request Positive, directed, and observable.

(co-trainer) and I will give you an example of a good direction

GROUP PRACTICE:

Now get in the same small groups that you were in. Rewrite each of the directions you wrote earlier and insure they are P.O.D.

INDEPENDENT PRACTICE

Now, I am going to have each person come up to the front of the class and run through a scenario with me. Give me directions that meet all three criteria for a good direction.

Get examples from several participants.

Get several participants to give examples.

Role-play inmate has their feet on a table

Have each group come up with a good direction to use on the behavior that you opened up the module with (standing on the chair).

Have each group report out

V.D.O.C.

LESSON PLAN

TRAINER NOTES

Class, pay attention because you are going to be judging how they do.

Get all participants up and practice. Check and make corrections as needed.

- Mop the floor
- Woman wearing a cut off shirt
- Woman not wearing a bra
- Man wearing saggy pants
- Man with hands in his pants
- Trolling the shower area

<div style="border: 2px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>AGENCY OF HUMAN SERVICES VERMONT DEPARTMENT OF CORRECTIONS Lesson Plan</p> </div>	
Course Title	Advanced Communication Techniques
Lesson Title	Ontrack
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

<p>Time Frame: Total 1 hr., 0 min. Suggested Schedule: Taught first Day: 2 Times:0915-1015</p>	<p>Target Population: Number of Participants:15-30 Space Requirements/Room Setup: Large class room</p>
<p>Performance Objectives: By the end of this Session participants will be able to:</p> <ul style="list-style-type: none"> ◆ Explain why inmates use mind games and identify ways that inmates try to get you off-track ◆ Identify situations in which you would use Ontrack and demonstrate the use of the skill ◆ Identify the five steps of Ontrack 	<p>Evaluation Procedures: (How will objectives be evaluated)</p> <p>Written Test Verbal Memory Test</p>

LESSON PLAN

TRAINER NOTES

SET:

The next module we are going to cover is a skill I use when an inmate is trying to get out of doing what I want them to do. This skill is called Ontrack.

Have you ever asked someone to do something and had the person try to change the subject? Inmates are especially good at this.

One technique I have seen used is this. I would approach an inmate and announce what I wanted to have happen. They would respond by yelling and waving their hands around. Things like, “*I can’t believe you are messing with me!*” What is the offender trying to do?

That is why offenders play these mind games. They want to:

- Intimidate
- Confuse you
- Silence you
- Avoid you or
- Push your buttons.

Why do they want to do these things?

The first mind game I showed you a *verbal explosion*. Here are some others. Use mind games to defeat our attempts at intervention.

- *Shock statement*. This is where you ask someone to mop the floor and he/she say’s “*I have AIDS*” or “*I have cramps*.” Does that have anything to do with mopping the floor? Can it be shocking? Does it get you off track? Yeah.
- *Accusations*. This is where you hold someone accountable and they say, “*You’re the only one who ever messes with me. It’s because I’m different than you!*” Do you want to defend yourself? What is the offender doing while you are doing this?

Introduce Ontrack.

Demonstrate a *Verbal Explosion*.

Get; *intimidate*.

Chart.

Get-To *get out of doing what they are supposed to do*.

Chart each of these games as you explain and describe them.

Chart.

Chart.

Get; *Not what you want them to*.

LESSON PLAN

TRAINER NOTES

- *Inferences.* This is where the offender say's, "What's the matter, you didn't get any last night?" How's that for pushing your buttons?

Chart.

- *Irrelevant Past Issues.* Here the offender says, "You didn't make her do it yesterday and it was her day to clean!" What does that have to do with anything?

Chart.

- *False Praise.* This is where the offender tells you how good you look or how you are different because you treat them like equals. While this is going on nothing is getting done.

Ontrack is a good way to keep from biting off on these mind games.

The performance objectives for this module are.

Show the P.O. on a pre-made chart.

- Explain why inmates use mind games and identify ways that inmates try to get you off-track
- Identify situations in which you would use Ontrack and demonstrate the use of the skill

Identify the five steps of Ontrack

INSTRUCTIONAL INPUT:

I am going to break you up into small groups. I want you to write a script to show me how you will intervene in the following situation. There is an inmate walking in the dayroom wearing only green bikini underwear. Script what you will say to him/her and then have the inmate use a mind game. Then write how you will respond. When we come together I will play the offender.

Break into small groups. Allow 5-7 minutes for participants to write the scripts.

As you can see some things worked well and some things did not. What happens when we engage in an argument with an inmate, or defend ourselves against accusations that they make?

They get us off onto another topic and get us engaged in inappropriate behavior.

LESSON PLAN

TRAINER NOTES

Let's look at the steps of Ontrack. Lot's of people think of this skill as "planned ignoring".

- **Repeat:** What I saw work well was when the officer responded to the word game by repeating the original request. Giving a good direction makes this a lot easier. It is important to maintain the same *Rate, Tone, Pitch and Volume* of the voice. Also use the same vocabulary. What happens when these things change?
- **Interrupt/Repeat:** Now if the offender will not let you get a word in this is a good way to interject without having to yell over the person. What happens if I try to yell over him/her? They just get louder. When the person is running on raise your hands and voice to match the person's voice. Say, "*Excuse me, Excuse me,*" and bring your voice and body language down to your original level. Then repeat the request.
- **As Soon As:** This skill is a good way to get the offender to cooperate by saving face. The offender is provided with an out. It makes it easier for the offender to cooperate when it doesn't look like he/she is backing down. For example, "*As soon as you mop the floor I will go on my way.* Does this offender want to have to deal with you? This is very effective if there are other offenders around.

Choices: What kind of choices do offenders make? Right. Usually bad ones. This skill gives the offender practice making good choices. It is effective getting cooperation because it gives the offender some control over the decision. It is important that both the choices are positive. For example. "*You have a choice. You can mop the floor now or you can mop the floor during a commercial. You choose.* Is there any punishment or threats in this choice? No.

Chart each component as you discuss it.

The trainer plays the offender. Role-play all the scripts. Show what worked well and what didn't. Pick out those things that looked like begging or threatening. Show why they don't work. When the participant does something correctly, cooperate.

Chart: **Repeat**

Demonstrate to show how the voice shows investment and how the offender will respond.

Chart: **Interrupt/ repeat**

Chart **As soon as.**

Chart **Choices-***You have a choice. You can A or, you can B,...* **You choose.**

LESSON PLAN

TRAINER NOTES

- **Check:** This skill is a good way to inform the offender that they are *refusing* an order without having to say those words. “*Let me be sure I understand. You are refusing to mop the floor. Thanks for being clear.*” If the person still refuses you and they are clear who is responsible for the disciplinary action that occurs. They are. There is no reason to get angry if a person refuses to cooperate. It just changes what we do next.

GUIDED PRACTICE:

(Co-trainer) and I will demonstrate the five Ontrack components.

Now I want someone to come and practice with me.

Break into the Teams of two. The trainer will play the inmate, one person will be the staff member and one person will be a coach.

Now I want you to come back to the large group. One person from each group will come up and practice.

Where on the Behavior Continuum can you use Ontrack?

INDEPENDENT PRACTICE:

Watch the following scenario and write a report using as much of this language as you can.

Chart: **Check**

Demonstrate using the floor mop scenario. Use Cooperation before using Directions and Ontrack to show the progression of the interaction.

Get the participants to go through this skill with the instructor.

Coach and make corrections during the small group exercise. The trainer will correct and provide scenarios.

Chart under Agitated, Disruptive and Destructive.

Set up a scenario where an inmate is sitting on their roommate's bunk giving them a massage. While role playing offender say things like “You just want him for yourself, You’re just saying that because you’re a bigot and hate gays.” Use Cooperation, Directions and Ontrack.

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

EVALUATION:

Okay, hand in you reports. I will review them and return them to you tomorrow.

Check reports for the correct skills.

AGENCY OF HUMAN SERVICES VERMONT DEPARTMENT OF CORRECTIONS Lesson Plan	
Course Title	Advanced Communication Techniques
Lesson Title	Clarity
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

Time Frame: Total 0 hr., 45 min. Suggested Schedule: Taught first Day: 2 Times: 1315-1400	Target Population: Number of Participants: 15-30 Space Requirements/Room Setup: Large class room
Performance Objectives: By the end of this Session participants will be able to: <ul style="list-style-type: none"> ◆ Identify situations and behaviors when you would use the Clarity skill. ◆ List the four components of clarity ◆ Demonstrate the Clarity skill. 	Evaluation Procedures: (How will objectives be evaluated) Written Test Verbal Memory Test

LESSON PLAN

TRAINER NOTES

SET:

Look at this group! Line those chairs up! It's time you people started to look professional. Stack all of your books under your chairs now.

What did I just do? I am sure I made several of you angry. If you were all offenders what type of responses do you think I would have gotten?

The next module we are going to discuss is all about Clarity. Sometimes we need more words to get at our meaning. This happens particularly when the person doesn't want to hear what we have to say.

What happens when I start talking and the person who I am talking to gets defensive? The module we are going to discuss now is a good way to get around the person getting defensive so the information you want to present is better received.

The performance objective for this module is:

- Identify situations and behaviors when you would use the Clarity skill.
- List the four components of clarity
-

INSTRUCTIONAL INPUT/ GUIDED PRACTICE:

Take out a piece of paper and write I don't like it when you. Now I want you to think of a behavior that some one in your personal life does that you do not like, keep it appropriate so that you can share it with the class when we are done.

Break that behavior down so you are describing just what a camera would see if it were recording. I want this

Demonstrate what the effects of a non-professional interaction look like. Process how the participants felt while being addressed this way.

Show how this is counter productive when looking for cooperation.

Reassure you are not really upset.
Lecturette to introduce Clarity

Get, they stop listening to form an argument.

Display on a pre-made chart.

Guided group: To show the four parts. Trainer will show exactly what he wants on large paper in front of the class.

Get participants to read out loud to the class and make corrections as needed.

LESSON PLAN

TRAINER NOTES

description Observable. Now write this behavior after the word you. What do you have?

Great! That is the first box. That describes what we are talking about. You see it works better if there is no exaggeration or room to argue.

Is there any part of this sentence which would make some one defensive?

Right. If we are trying not to get some one's defenses up, we would be more effective to leave out the "I don't like it" part. When we are dealing with inmates, do they necessarily care what you do, or don't, like? No. Because it is completely irrelevant and makes people defensive, let's get rid of it.

Now I want you to write the words "I feel". After the word feel I want you to describe how what you saw makes you feel. Use just one word. Remember we are talking about someone at home. Write this word after the word 'feel'.

These emotion words are clear because we have all felt them. When I say sad you know exactly what I am talking about. When I say angry you know exactly what I am saying. That is clarity.

Now, can you identify any issues that might arise if we are constantly telling people how we feel about their behavior?

Right, we don't want to tell inmates how to push our buttons, so what would an appropriate word be to use instead of those feeling we were talking about earlier?

Good, Concern is a benign word that could mean a lot, or it could mean nothing. You may not be feeling personally concerned for someone when they engage in inappropriate behavior, but you do have a professional concern for the individual.

Show you can argue if it is not correct.

On a separate piece of paper draw the first box and write **I don't like it when you...**

You can't take a picture of "always" or "being an idiot". Stick with behaviors.

Get: "Yes, the "I don't like it" part"

Cross of: "I don't like it"

Chart: **I feel...**

Get the participants to identify their emotions, identify the difference between a thought and a feeling

Get: "yes, they will do those behavior to make us mad, or get us wound up"

Let the group discuss it, and get : "Concerned"

Chart: **Concerned** after "I feel"

LESSON PLAN

TRAINER NOTES

Now I want you write 'Because I' after I feel concerned.

As normal functioning adults we realize we are responsible for ourselves. Do inmates usually take responsibility for their actions? No. We have to role model that so they know what it looks like. After 'because I' tell me the person why you feel that way. This models taking responsibility for the way we feel.

I am responsible for my emotions. I feel the way I do about a situation because of the way I process the information. That is the third box.

You have described what you saw. Told the person how you felt about it and why. Now tell them what you want them to do. Use a clear direction here. Remember POD.

Great. That is the last part.

I say please because it is pro-social. When someone asks me to do something, I expect a please. I show them the same respect.

This skill is great to use in uncomfortable situations, to get around their defenses. It is also very effective to use on occasions where you are accused of misconduct.

Chart: **Because I...**

Talk about the importance of taking responsibility for ourselves.

Chart: **So please... (P.O.D.)**

Correct if necessary.

Rewrite the skill on a clean chart, so that it is clear.

Give the example of an inmate accusing a staff member of sexually harassing them.

"when you accuse me of sexually harassing you, I feel concerned because I know it is illegal and I did not engage in that behavior, so please sit in this chair while I call my supervisor to come talk to you."

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

INDEPENDENT PRACTICE:

Now in your small groups come up with a situation where you can use this skill. One person plays the officer, one person plays the inmate and one person coach to insure the skill is done correctly.

EVALUATION:

Now I want each person to come up and try this skill on me. I will give you a behavior and I want you to use Cooperation and clarity to get me to cooperate.

Break the group into triads.

Evaluate and practice the skill with all participants.

<div style="border: 2px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>AGENCY OF HUMAN SERVICES VERMONT DEPARTMENT OF CORRECTIONS Lesson Plan</p> </div>	
Course Title	Advanced Communication Techniques
Lesson Title	Listening
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

<p>Time Frame: Total 2 hr., 0 min. Suggested Schedule: Taught first Day: 2 Times:1015-1315</p>	<p>Target Population: Number of Participants:15-30 Space Requirements/Room Setup: Large class room</p>
<p>Performance Objectives: By the end of this Session participants will be able to:</p> <ul style="list-style-type: none"> ◆ Identify two reasons we use the Listening skill. ◆ Define neuro-linguistic programming, and explain its relationship to the Listening skill. ◆ Staff will identify and demonstrate the eight components of the Listening skills to achieve 80/20 conversation. 	<p>Evaluation Procedures: (How will objectives be evaluated)</p> <p>Written Test Verbal Memory Test</p>

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

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<p>SET:</p> <p>Welcome back. Before we get started we are going to do a little exercise. I am going to count the group off by twos.</p> <p>Okay, everyone is going to take their pulse.</p> <p>Ones, you are going to go with my co-trainer and twos will be in here with me.</p> <p>Twos, we are going to conduct a little experiment. We are going to practice gaining rapport. This technique is going to help us effectively use the next skill we learn. Here is what I want you to do. When the outside group returns I want you to move your chairs so you can pair up with one of them. The chairs should be a comfortable distance apart. I want you to let them sit first. Then you sit. I want you to match their:</p> <ul style="list-style-type: none">• Body language. When they sit you sit like they do. If they move, you move when it is comfortable. Pause and then match their body language.• Eye Contact. When they look at you, you look at them. If they look away, you look away.• Rate, Tone, Pitch and Volume. If the person is excited and speaks quickly, I want you to do the same. If they sound sad, I want you to do that. <p>What happens to a person when they are talking with someone who does all of these things? Yeah. They get comfortable and talk. Don't mirror them exactly, that can make the interactions uncomfortable.</p> <p>The term we use to describe when we match a person's body language, eye contact, and R.T.P.V. is Neuro-Linguistic Programming, or N.L.P.</p>	<p>Count the group of by twos. Send one group out of the room.</p> <p>Have the class take their pulse</p> <p>Send twos outside to do some sort of activity, like walk around the building a few times.</p> <p>Chart "Gain Rapport".</p> <p>Chart:</p> <p>Chart:</p> <p>Chart:</p>
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V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

The goal of this exercise is to get the outside person to talk eighty percent of the time and you talk only twenty or less.

Chart: 80/20

When the other group comes back in, I will have them take their pulse again and then I will collect all of the results. I will tell them that I need a few minutes to organize the results of the exercise so you all can just talk among yourselves and we will get started shortly. I'll say "go" and you start trying to gaining rapport.

Make sure the charts you wrote on are covered, so group one isn't clued into what the twos are doing

Bring group one in.

Set up the exercise as explained and start. Run the exercise for two minutes. Get one person from the outside group to observe

O.K. Everyone face me. (Outside Observer) what do you think just happened?

Get feedback. Do not let on what was going on.

Inside group, without letting the cat out of the bag, were you able to do both what I asked and hear what the person was saying?

Process the questions. Point out how well the exercise worked by showing how the person watching did not even see what was happening.

Outside group, how many of you knew you were being manipulated? Why?

What I asked the inside group to do was gain rapport. This is an important component of the Listening skill. Using the rapport gaining techniques we can increase the likelihood that a person will talk to us.

The performance objectives for this skill are:

- Identify two reasons we use the Listening skill.
- Define neuro-linguistic programming, and explain its relationship to the Listening skill.
- Staff will identify and demonstrate the eight components of the Listening skills to achieve 80/20 conversation.

Display on a pre-made chart.

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

INSTRUCTIONAL INPUT:

When I asked the inside group to gain rapport, this is what I had them do. They used Neuro-Linguistic Programming (N.L.P.) to get you to engage in a conversation with them. N.L.P. means matching:

- Body language.
- Eye contact.
- Rate, tone, pitch and volume of voice.

The goal of this is to make a person comfortable so they will open up and talk. When we are in the listening mode we should talk only twenty percent of the time. Are we listening when we are talking? No.

What do we get when offenders talk to us?

If I have a problem, what comes with me when I talk about my problem?

What happens to that emotion when I feel listened to?

How much easier is my job when I have a rapport with inmates?

How much more information will I get from them?

Gaining rapport is based on Neural Linguistic Programming. Doctors found when working with patients who were disabled, they got much better results working on communication with these people when they used N.L.P. As this applies to Corrections, we use this skill to build rapport with the inmates and to gather information.

When I am having a conversation with someone and I stop speaking what happens? When I talk and stop that puts the ball in the other person's court and they play it. The skills we are going to discuss now are a good way to put the ball in the other person's court with out saying much. These skills let us increase our ear time.

The components of the Listening skill are:

Cover for the outside group.

Group Discussion.

Get: information.

Get: emotion.

Get: you de-escalate

Get: Easier

Get: More

Chart: Goals

- Gain rapport
- Gather info

Get "they talk."

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

- **Behavior Description:** This skill is a good way to start things off. Just describe what the person is doing. If a person is rubbing their head, say “You’re rubbing your head.”
- **Comments:** A brief comment is just one word. Examples are really, oh, wow, interesting.
- **Phrases:** This is a little more intrusive but is still only two or three words. Examples are: tell me more, tell me about it, I see, that’s interesting.
- **Gestures:** Nodding of the head or small hand movements that put the ball in the other person’s court. This works well with silence or brief comments.
- **Echo:** This skill is exactly what it sounds like. You repeat a word or two the offender just used. Insure you do not guide the conversation down anti-social avenues by echoing anti-social terms.
- **Silence:** Attend and maintain interest using N.L.P., but say nothing.
- **Paraphrase:** This skill is more intrusive. However it is a good way to check for understanding. It also lets the offender hear what they are saying. “You’re telling me...”
- **Understanding:** This skill gets the person to talk by showing you understand and are listening to what they are saying. Be careful you do not show judgement about the content of what is being said during this skill, and avoid saying you understand. Chances are, you don’t really understand, and even if you do, you wouldn’t want the inmate to know that information. This is often a very good way to end conversations. “That must be really difficult for you.”, “That sounds like a tough situation.”

Lecturette.
Give quickly. Ten minutes top.

Chart and demonstrate each component as you define it.

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

I am going practice this once so you can watch.

GUIDED PRACTICE:

Now, I want a volunteer to come and practice with me.

I want each of you to come and practice this once through with me. (Co-trainer will point out the skill as you do it for everyone else.)

What happens when I ask the offender a question? Right, it appears I am looking for information. Do inmates want to be known as informants? If you ask questions while trying to listen you shut inmates down.

It is also important to get the inmates to solve their own problems. Who is going to have to do it when they get out? Give them practice now. Get them to talk about the problem so they can solve it themselves. When you are through listening, you can take the appropriate actions. During the skill you do not make suggestions, or offer solutions. You are just there to listen.

I am going to break you into groups. The trainer will play the inmate. One person will play the staff person and one person will be a coach. The coach is to make sure the staff member uses all the skills in order. For now, go right down the list so they are easy to identify.

O.K., Bring the large group together. I want one person from each group to come up and demonstrate Listening for me.

Once the components have been delivered, demonstrate a complete role play with the co-trainer.

Practice and correct. Identify that asking questions, answering questions and asking why are not listening.

Co-trainers set participants up to use each component and also provide scenarios.

Only if time permits and more practice needed.

V.T.D.O.C.

LESSON PLAN

TRAINER NOTES

INDEPENDENT PRACTICE/ EVALUATION:

I want you watch the following scenario. Write a report using as much ACT language as you can.

Your report will show the offender's level of behavior, an intervention and the result. When you are finished please turn in your reports with your name on them.

Where on the behavior continuum can I use these skills?

Role-play a scenario where an offender is agitated then disruptive. The officer uses Listening to de-escalate and find out he/she is being strong-armed into smuggling in drugs.

Chart in intervention area as the group identifies the levels: Agitated, Disruptive and TOL

ACT Stipend Training



Certification:

There are three ways for staff to receive certification.

1. Training Challenge
2. Comp Assessment Day
3. Stipend Classes

To certify in ACT, a person must show competency in the following 7 skills (Intuition, Listening, Directions, OnTrack, Clarity, Cooperation, and Feedback). Competency is shown by receiving at least a rating of 2 or higher in each skill.

They must also pass the 50 question written test with an 80%.

Training Challenge:

Staff can challenge any of the 7 skills by asking a certified ACT instructor to do a Skill assessment. They receive a rating of at least a 2 to pass the skill. They must also pass the written test with an 80% or better.

A Training Challenge can be done anytime, anyplace (including on shift) and does not need to happen at a stipend Training.

Also the testing does not have to take place all at once but can be broken down to take place over a couple of days or weeks.

Instructors only do assess at a Challenge, they do not teach.

Comp Assessment Day:

A Competency Assessment day can be set up at a local work site to assess staff skills and to certify them in Core Comps.

Staff will take the Skill assessment for each of the 7 skills and takes the written test. They must pass with a 2 in each skill and an 80% on the written test.

Instructors only assess at a Competency Assessment day, they do not teach.

Stipend classes:

ACT is 8 hours of training each year. It is broken down into four two hour blocks that review two skills each.

ACT instructors should work with their work sites training coordinator to set up training for the FY.

Each work site needs to schedule enough classes that all staff has an opportunity to attend.

The following is a recommended break down of classes.

- First Quarter: Behavior Continuum, Intuition,
- Second Quarter: Directions, OnTrack
- Third Quarter: Clarity, Cooperation
- Forth Quarter: Feedback, Listening

Staff should be given the Student material in the first quarter. Student materials are posted on line. Staff can challenge out of any skill but the only receive stipend for time attended.

Participants may take the test at any of the classes when they feel ready.

Record Keeping:

Instructors will maintain:

- A copy of the participation list from each class
- The date of any staff challenges.
 - Staff name
 - Date
 - Skill(s) assessed
 - Score(s)
- A copy of the list of staff attending their station at a comp assessment day
- A copy of the students assessment sheet
- A copy of the student's test

A copy of the above will be forwarded to the work sites training coordinator.

Supervisory notes should be written and passed on to the staff member's immediate supervisor for the following issues:

- Class misconduct
- Failure to participate
- Skill assessment of a one in any Skill area
- Receiving a Score of less then 80% in the written test

ACT Stipend Training

- Successful completion of all skill assessments and passing the written test.

Remediation of Skills:

Supervisors are responsible to set up a remediation plan for any staff member they supervise that does not pass ACT.

Instructors are responsible to work with Supervisor in building any remediation plans that involve ACT.

Remediation plans should include

- independent practice
- study of written materials
- Co-practice with other staff that have passed the skill or an ACT instructor
- Writing an essay on a situation using the skill
- Setting up a test out date with a Certified ACT Instructor.

Advanced Communications Techniques Stipend Practical



Staff Members Name: _____

Instructions to Participant:

I am going to give you a scenario. Please use the appropriate skill(s) during the interactions.
(Evaluator instructs the participant which skill to perform for evaluation)

Competency Assessment Guide:

1. Can't participate in the scenario without being coached.
2. Can proceed with the scenario with little coaching
3. Can proceed in the scenario in a conversational tone with few pauses in conversation.

	Intuition	Feedback	Cooperation	Directions	OnTrack	Listening	Clarity	Written Test
Rating/ Test Score								
Date Skill was Assessed or Test was Conducted								
Signature Box for Instructor who Rated Skill or Conducted Written Test								

Remedial Plan from Supervisor: (If failure in any area)

**AGENCY OF HUMAN SERVICES
VERMONT DEPARTMENT OF CORRECTIONS**

Lesson Plan

Course Title	Advanced Communication Techniques
Lesson Title	Stipend
Instructor (s)	
Prepared By	ACT Training Team
Date	June 2008

Time Frame: Total 8 hr., 0 min. Suggested Schedule: Taught first Day: Times:	Target Population: Number of Participants:15-30 Space Requirements/Room Setup: Large class room
Performance Objectives: By the end of this Session participants will be able to: <ul style="list-style-type: none">Show a proficiency rating of at least a 2 in the 7 skill sets of ACT	Evaluation Procedures: (How will objectives be evaluated) Written Test Verbal Memory Test

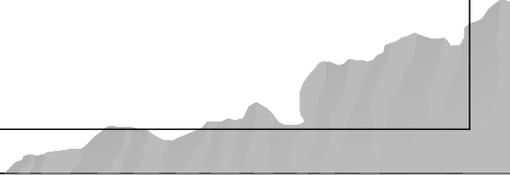


Methods/Techniques:	
Instructor Materials: Lesson plan	References:
Equipment and Supplies Needed:	<i>Video Player (VCR/DVD)</i>
<i>Flip Chart & Stands at least 1</i>	Type: VHS DVD Other
<i>Chalkboard</i>	<i>Videotape recorder with camera</i>
<i>Slide Projector</i>	TV (s) 23" 27" 33" (Indicate size and quantity)
<i>Screen yes</i>	<i>LCD Projector</i>
<i>Flip Chart Pad</i> <i>Number Needed 2</i>	<i>Laptop or Desktop Computer & cables yes</i>
<i>Felt-tip Markers</i> yes <i>Different Colors</i>	<i>Overhead Projector</i>
<i>Masking Tape (size 1/2")</i> yes <i>Rolls Needed 2</i>	
<i>Other Items:</i>	

Student Materials (Handouts)
Student manual

<u>Title</u>	<u># Needed</u>	<u>When Distributed</u>	<u>Comments</u>

Copyright clearances will need to be obtained, unless otherwise indicated.



ANTICIPATORY SET



Lecture

Introduction to Skill

You will introduce the skill you are going to review.

- Intuition
- Feedback
- Cooperation
- Direction
- Ontrack
- Clarity
- Listening

Performance Objectives

- By the end of this training the participant will show a proficiency rating of at least a 2 in this skill set of ACT

Cover Performance objectives with class

INSTRUCTIONAL INPUT



Demonstration

Show the skill

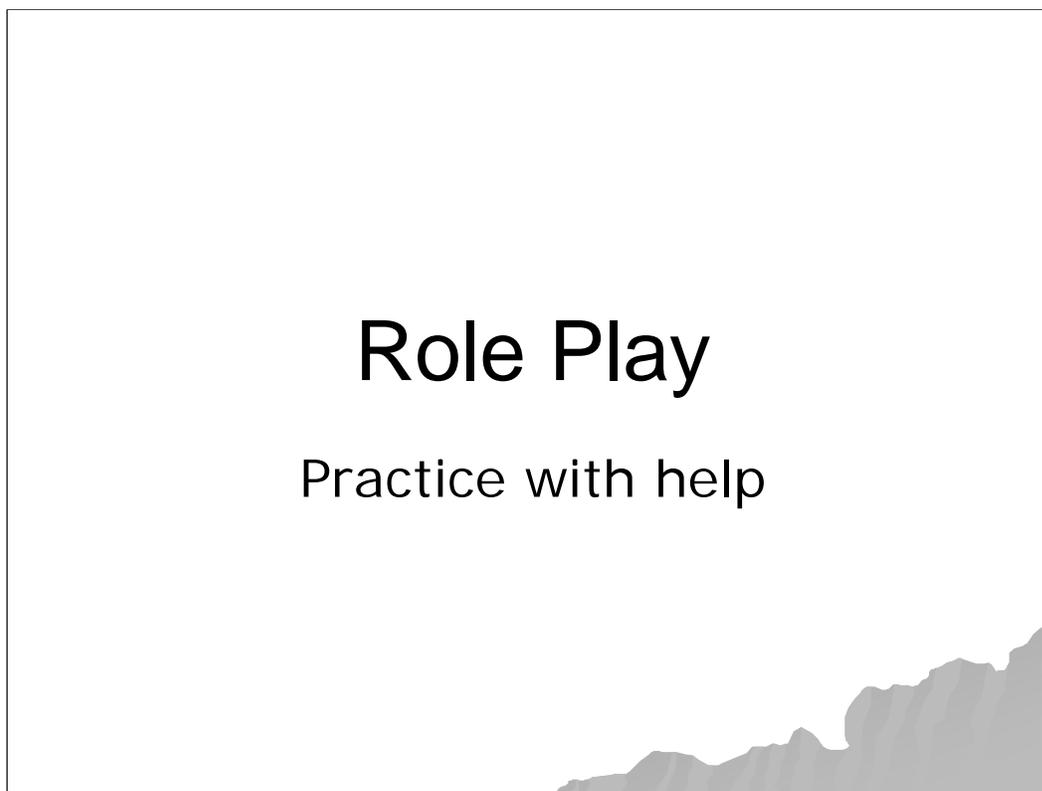
Demonstrate the skill to the Class to refresh their memory on the skill

Answer any question they have about the skill

Put a list of steps up on a flip chart for the class to follow

GUIDED PRACTICE





Have each of the participant come up in front of the class to practices skill with the instructor.

The instructor will play the role of inmate

Reinforce when the skill is done correctly.

Have the group help to correct problems.

INDEPENDENT PRACTICE



Small Group Practices

Break the participants into small groups to practice the skill

There should be at least 3 in each group.

One plays the offender, one the officer, and one the coach.

Keep them practicing in these small groups as you do evaluations.

CLOSURE EVALUATION



Test

Conduct skills test

Conduct skills test for the skills that you covered in this block of instruction. They will have to show proficiency in all 7 skills before you can sign off on them being certified.

If a participant gets a one, send them back to the small groups to keep practicing the skill. Given time, re-evaluate them before you end class.

Students that pass easily, use them to help others to practice.

Maintain a copy of each students skills assessment sheet. This sheet is passed in to the training coordinator

Written Exam



Advanced Communications Techniques Written Exam



Name: _____ Date: _____

Select the **Best** possible answer for each question.

Match the translated message to the level of behavior

Translation	Behavior
1) I'm losing It _____	Agitated
2) Stop Me _____	Disruptive
3) I want attention _____	Destructive
4) I'm distressed _____	Dangerous
5) I'm out of control _____	Threat of Lethal

Match the assessment with the proper translated behavior

Assessment	Translation
6) GMA _____	I'm losing control
7) Others _____	I'm distressed
8) AOJ _____	Stop me
9) Assault _____	I want attention
10) Change in behavior _____	I'm out of control

Identify the correct level on the Behavior Continuum for each behavior.

- 11) Inmate punching a wall and braking his hand. _____
- 12) Sitting in cell crying _____
- 13) Doing home work at the day-room table _____
- 14) Lifting a chair up and threatening to throw it at an officer if the officer doesn't leave them alone. _____
- 15) Playing basketball _____
- 16) Performing oral sex on another inmate _____
- 17) Masturbating in the unit's tier _____
- 18) Pacing in cell _____

Advanced Communications Techniques Written Exam



Identify the correct level on the Behavior Continuum for each behavior

19) Accusing an officer of talking to someone about them.

20) Inmate did not go to any meals all day

21) Sticking a pencil in their own arm

22) Knocking the unit TV on to the day-room floor

23) An inmate picking their nose in the middle of the day-room.

24) One inmate talking to another inmate about attending an AA meeting

True or False

25) Dangerous behavior is usually predictable.

26) Stress and conflict cause people to escalate.

27) It is professional to use "street language" with inmates

28) You should only use Cooperation with unfamiliar inmates.

29) We can force inmates off the behavior continuum

30) 65% to 90% of the inmate population is made up of IM/SFI inmates.

31) Using ACT means we don't hold inmates accountable.

Fill in the correct amount of time to the indicator of violence.

32) Change in Behavior

33) History=

34) Gross Motor Activity

Advanced Communications Techniques Written Exam



If the directions below are good directions, indicate that on the right with "Good Direction", if it is not a good direction; indicate what component is missing (The Positive, The Observable, or The Directed component)

- 35) Mr. Smith, please sit in the blue chair.
- 36) Mr. Smith, please stop yelling in here.
- 37) Someone please clean up the trash.
- 38) Mr. Smith, please go to the Supervisor's office.

Multiple Choice

39) Identify a positive sign you look for when assessing an inmate's readiness, willingness and ability to cooperate:

- A. Greeting
- B. Positive rate, tone, pitch and volume
- C. A smile
- D. Tense body language

40) Which of the following is not a component of Feedback?

- A. Appreciate
- B. Test
- C. Confidence
- D. Effort

41) Neural Linguistic Programming is:

- A. Giving brief comments to the person to change their behavior
- B. Matching RTPV, eye contact and body language
- C. An intervention that can be used on anti-social behaviors
- D. One of the steps to the Listening

42) Which of the following is not a component of Intuition:

- A. Environment
- B. Self
- C. Dig at the cognitive roots
- D. Plan of approach

Advanced Communications Techniques Written Exam



43) Select the best intervention in dealing with an inmate who is throwing the day-room TV against the wall

- A. Call for assistance and use Directions
- B. Lethal force
- C. Feedback
- D. Send for TV repairman

44) Select the best intervention in dealing with an inmate who is holding a knife to their own throat and threatening to kill himself:

- A. Directions
- B. Lethal force
- C. OC
- D. Call for assistance, talk and listen

45) Select the best intervention to deal with an inmate who begins punching their cell mate in the day-room.

- A. On-track
- B. Cooperation
- C. Step in between them
- D. Call for assistance on the radio and then use Directions

46) Select the best intervention in dealing with an inmate who is yelling across the day-room to another inmate.

- A. Larger staff presence
- B. Ask the Supervisor to report to your unit
- C. Use Cooperation and Directions
- D. Ignore the behavior unless someone complains

47) While you are talking to an inmate, they refer to another officer as a "jerk". If you were to correctly use the Clarity skill at this time, you should:

- A. Use the word "jerk" to keep the conversation real for the inmate
- B. Call the other officer a "jerk" in order to allow the inmate the chance to reflect on their own reality
- C. Do not use the word "jerk" in order to keep your conversation Pro-social
- D. Clarity would not be an appropriate skill to use for this type of inmate behavior

48) Our ability to process information quickly is called:

49) The "O" in AOJ stands for:

50) The Department defines Jeopardy as:

Advanced Communications Techniques Written Exam



Name: Master Test Date: Jun 9, 2008

Select the **Best** possible answer for each question.

Match the translated message to the level of behavior

Translation		Behavior
1) I'm losing It	<u>Destructive</u>	Agitated
2) Stop Me	<u>Threat of Lethal</u>	Disruptive
3) I want attention	<u>Disruptive</u>	Destructive
4) I'm distressed	<u>Agitated</u>	Dangerous
5) I'm out of control	<u>Dangerous</u>	Threat of Lethal

Match the assessment with the proper translated behavior

Assessment		Translation
6) GMA	<u>I'm Losing Control</u>	I'm losing control
7) Others	<u>I want Attention</u>	I'm distressed
8) AOJ	<u>Stop Me</u>	Stop me
9) Assault	<u>I'm Out of Control</u>	I want attention
10) Change in behavior	<u>I'm Distressed</u>	I'm out of control

Identify the correct level on the Behavior Continuum for each behavior.

- 11) Inmate punching a wall and braking his hand. Dangerous
- 12) Sitting in cell crying Agitated
- 13) Doing home work at the day-room table Productive
- 14) Lifting a chair up and threatening to throw it at an officer if the officer doesn't leave them alone. Threat of Lethal
- 15) Playing basketball Recreation
- 16) Performing oral sex on another inmate Dangerous
- 17) Masturbating in the unit's tier Disruptive
- 18) Pacing in cell Agitated

Advanced Communications Techniques Written Exam



Identify the correct level on the Behavior Continuum for each behavior

- | | |
|--|--------------------|
| 19) Accusing an officer of talking to someone about them. | <u>Disruptive</u> |
| 20) Inmate did not go to any meals all day | <u>Agitate</u> |
| 21) Sticking a pencil in their own arm | <u>Dangerous</u> |
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| 23) An inmate picking their nose in the middle of the day-room. | <u>Disruptive</u> |
| 24) One inmate talking to another inmate about attending an AA meeting | <u>Community</u> |

True or False

- | | |
|---|--------------|
| 25) Dangerous behavior is usually predictable. | <u>True</u> |
| 26) Stress and conflict cause people to escalate. | <u>True</u> |
| 27) It is professional to use "street language" with inmates | <u>False</u> |
| 28) You should only use Cooperation with unfamiliar inmates. | <u>False</u> |
| 29) We can force inmates off the behavior continuum | <u>False</u> |
| 30) 65% to 90% of the inmate population is made up of IM/SFI inmates. | <u>True</u> |
| 31) Using ACT means we don't hold inmates accountable. | <u>False</u> |

Fill in the correct amount of time to the indicator of violence.

- | | |
|--------------------------|-----------------------|
| 32) Change in Behavior | <u>0 - 60 Minutes</u> |
| 33) History= | <u>Future</u> |
| 34) Gross Motor Activity | <u>1 - 5 Minutes</u> |

Advanced Communications Techniques Written Exam



If the directions below are good directions, indicate that on the right with "Good Direction", if it is not a good direction; indicate what component is missing (The Positive, The Observable, or The Directed component)

- 35) Mr. Smith, please sit in the blue chair. Good
- 36) Mr. Smith, please stop yelling in here. Missing Positive
- 37) Someone please clean up the trash. Missing Directed
- 38) Mr. Smith, please go to the Supervisor's office. Good

Multiple Choice

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Advanced Communications Techniques Written Exam



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48) Our ability to process information quickly is called:

Intuition

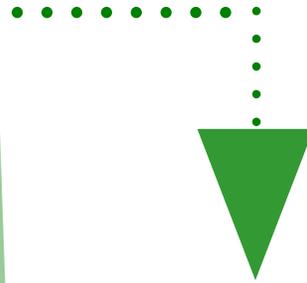
49) The "O" in AOJ stands for:

Oppertunity

50) The Department defines Jeopardy as:

An Overt Act

INSTRUCTOR'S NORMS



Be Respectful of others

**Be familiar with the equipment you use
to teach**

Be prepared to train

**Be professionally dressed and clean
shaven**

**Note all deficiencies and make
corrections**

Cover all of the curriculum

Make the learning experience fun

**Teach what you have learned at the
Academy and your work site**