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Grant
357

CORRECTIONAL OFFICERS' WORKSHOP

P.A.C.T.

Pennsylvania Adult Correctional Training
Institutes

The Pennsylvania State University
College of Human Development
Division of Community Development
Center for Law Enforcement and Corrections

THE KEY ROLE OF THE CORRECTIONAL OFFICER IN THE ADMINISTRATION OF JUSTICE

ALL MEETINGS WILL BE HELD IN ROOM 305 OF THE CONFERENCE CENTER, UNLESS OTHERWISE INDICATED.

Monday, April 14, 1969

- 8:45-9:15 a.m. REGISTRATION - Nittany Lion Inn Lobby
- 9:15 OPENING BREAKFAST - Penn State Room, Nittany Lion Inn
- WELCOME TO THE WORKSHOP
 Charles L. Newman, Head
 Center for Law Enforcement and Corrections
- PENNSYLVANIA MOVES AHEAD: THE PENNSYLVANIA CRIME
 COMMISSION
 J. Shane Creamer, Executive Director
 Pennsylvania Crime Commission
- 10:30 GROUP PHOTO (Entrance to Conference Center)
- 10:45 WORKSHOP ORIENTATION SESSION
- ORGANIZATION AND OPERATION OF THE WORKSHOP
 William H. Parsonage
 Division of Community Development
- DISTRIBUTION OF MATERIALS AND COMPLETION OF PRE-
 CONFERENCE QUESTIONNAIRE
- 11:15 THE CORRECTIONAL OFFICERS' ROLE IN THE ADMINISTRATION
 OF JUSTICE: PURPOSES AND ROADBLOCKS
 Charles L. Newman
- 12:00 noon LUNCH (Individual arrangements)
- 1:30 p.m. WHAT CORRECTIONAL OFFICERS SHOULD KNOW ABOUT THE LAW
 ENFORCEMENT PROCESS
 Henry Guttenplan
 Division of Community Development
- 2:30 COFFEE BREAK AND BUZZ SES

3:00 WHAT THE CORRECTIONAL OFFICER SHOULD KNOW ABOUT
PROBATION AND ITS REVOCATION
William H. Parsonage

Tuesday, April 15, 1969

9:00 a.m. THE CLASSIFICATION OF OFFENDERS: THE ROLE OF THE
CORRECTIONAL OFFICER
Ernest Patton, Superintendent
State Correctional Institution at Camp Hill

10:30 COFFEE BREAK AND BUZZ SESSION

11:00 GROUP TASK I

11:45 GROUP REPORTS & DISCUSSION

12:15 p.m. LUNCH (Individual arrangements)

1:30 THE LEGAL RIGHTS OF PRISONERS: IMPLICATIONS FOR THE
CORRECTIONAL OFFICER
Charles Sweet, President Judge
Washington County

2:45 COFFEE BREAK & BUZZ SESSION

3:15 GROUP TASK II

4:00 GROUP REPORTS & DISCUSSION

Wednesday, April 16, 1969

9:00 a.m. THE GOALS & PRACTICES OF CUSTODIAL SERVICES
Joseph Brierley, Superintendent
State Correctional Institution at Pittsburgh

10:30 COFFEE BREAK & BUZZ SESSION

11:00 GROUP TASK III

12:00 noon GROUP REPORTS & DISCUSSION

12:30 p.m. LUNCH (Individual arrangements)

1:30 TREATMENT OF OFFENDERS AND THE ROLE OF THE
CORRECTIONAL OFFICER
Gilbert Walters, Correctional Counselor Supervisor
State Correctional Institution at Philadelphia

2:45 COFFEE BREAK & BUZZ SESSION

3:00 GROUP TASK IV

4:00 GROUP REPORTS & DISCUSSION

Thursday, April 17, 1969

9:00 a.m.

PREPARATION FOR PAROLE: THE ROLE OF THE CORRECTIONAL OFFICER

Harry Poole, Member
State Board of Probation and Parole

10:15 a.m.

COFFEE BREAK & BUZZ SESSION

10:30

GROUP TASK V

11:30

GROUP REPORTS & DISCUSSION

12:00 noon

EVALUATION SESSION - COMPLETION OF POST CONFERENCE QUESTIONNAIRES

1:00 p.m.

CLOSING WORKSHOP BANQUET - Nittany Lion Inn - Laurel Rm.

NEW DIRECTIONS IN PENNSYLVANIA: A FUTURISTIC LOOK AT THE ROLE OF THE CORRECTIONAL OFFICER

Arthur Prasse, Commissioner
Bureau of Corrections

AWARDING OF CERTIFICATES

Center for Law Enforcement and Corrections
College of Human Development
Pennsylvania State University

NAME _____

TITLE _____

AGENCY _____

LOCATION _____

1. In the past year, do you feel the crime rate in your home community has been increasing, decreasing, or has it remained about the same as it was before?

Increasing _____
Decreasing _____
Remained about the same _____
Not sure _____

2. If you had to choose, would you say that an individual's own internal psychological problems or the outside social conditions an individual is raised in are the major cause of most people becoming criminals?

Psychological problems _____
Outside social conditions _____
Both equally (vol.) _____
Not sure _____

3. Thinking of the total criminal justice system in this country from police through corrections, how well would you say the system is doing in dealing with the problem of crime. Do you feel the system is very effective, somewhat effective or hardly effective at all in dealing with the problem of crime in this country?

Very effective _____
Somewhat effective _____
Hardly effective at all _____
Not sure _____

4. How would you rate the job done by law enforcement officials? Would you say they are doing an excellent job, pretty good, only fair or a poor job?

Excellent _____
Pretty good _____
Only fair _____
Poor _____
Not sure _____

5. Do you feel that our system of law enforcement works to really discourage people from committing crimes or don't you feel it discourages them much?

- Really discourages _____
- Doesn't discourage _____
- Encourages (Vol.) _____
- Not sure _____

6. How would you rate the job done by the courts in dealing with the problem of crime -- would you say they are doing an excellent job, pretty good, only fair or a poor job?

- Excellent _____
- Pretty good _____
- Only fair _____
- Poor _____
- Not sure _____

7. Generally, do you feel the courts have been too lenient in dealing with criminals, too severe, or do you feel they have been generally fair?

- Too lenient _____
- Too severe _____
- Some too lenient, some too severe (Vol.) _____
- Generally fair _____
- Not sure _____

8. Some people have said that recent court decisions (particularly the Supreme Court) have gone too far in the direction of protecting the rights of the accused and have not paid enough attention to protecting society. Do you tend to agree with this statement or disagree with it?

- Agree _____
- Disagree _____
- Not sure _____

9. Do you feel there is a great deal of cooperation between the police, the courts and corrections in dealing with the problem of crime, some cooperation or hardly any cooperation?

- Great deal _____
- Some _____
- Hardly any _____
- Not sure _____

10. Some people have said that the restraint of offenders -- their custody, control, and containment is incompatible with the attempt to rehabilitate them (to try to change offenders into law abiding citizens) and that restraint makes rehabilitation more difficult. Do you tend to agree with this claim or disagree with it?

- Agree _____
- Disagree _____
- Not sure _____

11. In the setting in which you work, to what extent do you feel treatment of offenders (psychological counseling, work training, and other steps) is now emphasized -- a great deal, some but not a great deal, or hardly at all?

- A great deal _____
- Some but not a great deal _____
- Hardly at all _____
- Not sure _____

12. Do you feel that there should be more treatment than there is now, less, or about as much as there is now?

- More _____
- Less _____
- About as much as now _____
- Not sure _____

13. About what proportion of the offenders you deal with do you feel need intensive individual counseling -- less than 1/4, about 1/4 to 1/2, 1/2 to 3/4, or over 3/4 of the offenders?

- Less than 1/4 _____
- 1/4 to 1/2 _____
- 1/2 to 3/4 _____
- Over 3/4 _____
- All (Vol.) _____
- Not sure _____

14. How successful do you feel past counseling efforts have generally been -- very successful, somewhat successful, or hardly successful at all?

- Very successful _____
- Somewhat successful _____
- Hardly successful _____
- Not sure _____

15. In the setting in which you work, to what extent are correctional personnel attempting to help offenders by influencing the community to make jobs, school, housing, and other help more available to the offender. Is this being done a great deal, some but not a great deal, or hardly at all?

- A great deal _____
- Some but not a great deal _____
- Hardly at all _____
- Not sure _____

16. Do you personally feel that there should be more emphasis by correctional personnel on enlisting community help than there is now, less than there is now, or about as much emphasis as there is now?

- More _____
- Less _____
- About as much as now _____
- Not sure _____

17. If you had to choose, which course do you personally feel is more likely to help an offender become a law abiding citizen -- the use of treatment or of getting help from the community or do you feel they are both equally important?

- Treatment _____
- Influence community _____
- Both equally important _____
- Not sure _____

18. Generally do you feel probation and parole should be used more often than they are now. less often or do you feel they are being used about the right amount now?

- Used more _____
- Used less _____
- About right amount _____
- Not sure _____

19. To the best of your knowledge, how successful do you feel most community-based corrections programs (Halfway Houses, etc.) have been -- very successful, somewhat successful, or hardly successful at all?

- Very successful _____
- Somewhat successful _____
- Hardly successful at all _____
- Not sure _____

20. Would you like to see more Halfway Houses and other community based correction programs set up or don't you think this is likely to accomplish very much?

- Set up more _____
- Not accomplish ver much _____
- Not sure _____

21. To the best of your knowledge, how successful have self-help programs like Alcoholics Anonymous, Syanon, Gamblers Anonymous, Narcotics Anonymous, and others like that, been in helping individuals straighten themselves out -- would you say they have been very successful, somewhat successful, or hardly successful at all?

- Very successful _____
- Somewhat successful _____
- Hardly successful _____
- Not sure _____

22. Do you feel that these self-help programs can make any real contribution to the rehabilitation of offenders or don't you feel they have much to offer in the way of rehabilitation of offenders or don't you feel they have much to offer in the way of rehabilitation?

- Can make contribution _____
- Not have much to offer _____
- Not sure _____

23. How do you feel about the recent trend toward keeping alcoholics and drug addicts to hospitals for treatment. Do you think this is a good idea or not such a good idea?

- Good idea _____
- Not good idea _____
- Not sure _____

24. What is the last grade of school that you completed?

- 5th grade or less _____
- 7th or 8th grade _____
- 9th -- 11th grade _____
- High School graduate _____
- 1 -- 3 years of college _____
- College graduate _____
- Some graduate school _____
- Masters degree _____
- Doctorate _____

25. (If have college degree) In what field did you get your Bachelor's degree?

26. (If have masters) In what field did you get your Master's degree?

27. (If have Doctorate) In what field did you get your Doctorate?

28. How helpful do you feel your formal education has been in preparing you for the job you now have? Would you say it was very helpful, somewhat helpful, or hardly helpful at all in preparing you for the job you now have?

- Very helpful _____
- Somewhat helpful _____
- Hardly helpful at all _____
- Not sure _____

29. Thinking of the job you now have, which of the following areas of formal education do you think provides the most useful background for your job?

- Psychology _____
- Sociology _____
- Criminology (corrective) _____
- Public Administration Social Work . _____

30. Since you have been in the correctional field, have you participated in any in-service training programs? (other than this one)

- Participated _____
- Not participated _____
- Not sure _____

31. (If participated in the above question) What kind of in-service training programs was that?

- One run by correctional personal in an institution or field setting _____
- University or college program _____
- Private industry program _____
- Other _____
- Not sure _____

32. Generally, how helpful have you found these training programs -- have they been very helpful, somewhat helpful, or hardly helpful?

- Very helpful _____
- Somewhat helpful _____
- Hardly helpful _____
- Not sure _____

33. In performing the job you now have, which of the following would you say was most important -- your formal education, in-service and on-the-job training programs, or your work experience in corrections? Also, which of these is the least important? (record below)

	Most Important	Least Important
34. Formal education	_____	_____
Inservice and on the job training .	_____	_____
Work experience in correction	_____	_____
Not sure	_____	_____

35. Check the letter of the statement which comes closest to describing how you feel about your job.

- A. I find this job almost always very satisfying . _____
- B. This job is usually satisfying but there are times when I wish I had a different job _____
- C. I usually wish I had a different job although there are times when I find this job satisfying _____
- D. I almost always wish I had a different job _____
- E. Not sure _____

36. What are the things you like most about the job you have now? What are the rewards of this job? Anything else?

37. And what are the things you don't like so well about your job? What are some of the problems and frustrations you have on this job? Anything else?

38. In carrying out your job, would you say you have a great deal of freedom to do things as you would like, some freedom, or are orders and rules very strict and you have little freedom at all?
- Great deal of freedom _____
 - Some freedom _____
 - Little freedom at all _____
 - Not sure _____
39. Are there any volunteers working in your agency?
- Are volunteers _____
 - No volunteers _____
 - Not sure _____
40. Do you feel these volunteers are very helpful, somewhat helpful, or hardly helpful at all?
- Very helpful _____
 - Somewhat helpful _____
 - Hardly helpful at all _____
 - Not sure _____
41. Would you like to see more volunteers used in your agency, fewer volunteers, used, or do you feel there are about the right number now?
- More _____
 - Fewer _____
 - Right number now _____
 - Not sure _____
42. (If no volunteers in your agency) Would you like to see volunteers used in your agency or don't you think this would be a good idea?
- Like to see volunteers _____
 - Not like to see them used _____
 - Not sure _____
43. Do you think it is a good idea for correctional agencies to hire ex-offenders as full-time correctional workers or don't you feel this is a good idea?
- Is a good idea _____
 - Not a good idea _____
 - Not sure _____
44. Some people have said that by hiring ex-offenders as full-time correctional workers, the standards of the correctional profession will be lowered. Do you feel that this is a problem or not?
- Is a problem _____
 - Not a problem _____
 - Not sure _____
45. How about the use of offenders on probation or parole as neighborhood aides? Do you feel this is a good idea or not such a good idea?
- Good idea _____
 - Not good idea _____
 - Not sure _____

46. Do you plan to make your career in corrections or do you think you will probably end up in some other field?

- Career in corrections _____
- Some other field _____
- Not sure _____

47. If a young person close to you was trying to choose a career and came to you for advice, do you think you would probably recommend a career in corrections or not?

- Recommend career in corrections ... _____
- Not recommend career in corrections _____
- Not sure _____

48. (If recommend) What job do you think you would tell this young person to aim for in corrections?

- Administrative _____
- Treatment _____
- Custodial _____
- Other _____
- Not sure _____

49. Would you say that, in your position and at your level, there are many individuals who have recently left or are planning to leave the correctional field, some but not many, or only a few individuals who have recently left or are planning to leave the correctional field?

- Many _____
- Some, not many _____
- Only a few _____
- Not sure _____

50. How old are you?

	MALE	FEMALE
Under 21	_____	_____
21 - 29	_____	_____
30 - 34	_____	_____
35 - 49	_____	_____
50 - 64	_____	_____
65 - older	_____	_____

51. How many years have you worked in correction?

- Under 1 _____
- 1 - 3 _____
- 4 - 5 _____
- 6 - 10 _____
- 11 - 15 _____
- Over 15 (specify) _____

52. What was the title of the first full time position you held in the corrections field?

1 = Strong Agreement 2 = Mild Agreement 3 = Mild Disagreement 4 = Strong Disagreement

1. Most individuals turn to a life of crime because they are lazy and don't want to work 1 2 3 4
2. Most responsible people in corrections know what the problems are and all this research that goes on is waste 1 2 3 4
3. More Negroes than white seem to become second-timers (recidivists) 1 2 3 4
4. If there weren't so much poverty in this country, there would be much less crime 1 2 3 4
5. The best way to straighten out a lot of offenders is with a good crack on the head 1 2 3 4
6. Negroes seem to care what happens to them less than whites 1 2 3 4
7. There would be a lot less crime if parents were more strict with their children 1 2 3 4
8. Too much easy-living and welfare are turning this country soft 1 2 3 4
9. Hard work is the only real route to success 1 2 3 4
10. If we want to solve the problems of riots and demonstrations in this country we're going to have to let the police act much tougher than now 1 2 3 4
11. There are some groups of people you just can't trust 1 2 3 4
12. There is too much emphasis in this world on how to get the fast buck 1 2 3 4
13. Too often, broken homes are the breeding ground of future criminals 1 2 3 4
14. Psychiatric examinations and treatment could straighten out a lot of delinquents 1 2 3 4
15. Harsh treatment is a good deterrrent to prevent offenders going back to a life of crime 1 2 3 4
16. Many offenders never had anybody treat them decently 1 2 3 4

54. By whom were you employed immediately before you started work in the correctional field?

- Educational institution _____
- Military _____
- Federal government _____
- State or local government _____
- Non-profit organization _____
- Industry/ Business _____
- Self-employed _____
- Student _____
- Unemployed _____
- Other (specify) _____

55. Are you currently going to school or a training program (other than this one)?

- In-Service training _____
- Non-degree oriented coursework _____
- Degree oriented coursework _____
- Other (specify) _____
- None _____

P.A.C.T. VIII

Pennsylvania Adult Correctional Training
Institutes

The Pennsylvania State University
College of Human Development
Division of Community Development
Center for Law Enforcement and Corrections

LINE OFFICER TRAINING MODEL

Consistent with the Pennsylvania Adult Correctional Training Institutes (P.A.C.T.) Operational Guidelines, the Center for Law Enforcement and Corrections proposes to develop a model training program for line-level personnel in the administration of justice system (law enforcement, correctional institution, probation, and parole personnel).

The purpose of this endeavor is to develop and operationally test curriculum units and strategies for their presentation which are intended to provide participants with:

1. An understanding of the administration of justice as a system, the interdependence of its elements, and the implications of their role performance for the successful operation of the system;
2. An understanding of the goals of the system and the role-relevancy of universally applicable principles, concepts, and procedures in providing protection for the community and rehabilitative services to offenders;
3. And an understanding of the ways in which they may improve role-performance consistent with the system's need for increased understanding, cooperation, coordination, and improved service capabilities.

The conduct of this project will be divided into three distinct phases. Phase I will involve administrative, managerial, and training personnel from State and local administration of justice agencies in the design of cross-agency curriculum materials and innovative strategies for their presentation to trainees. Additionally, this group will design evaluative methods to test the effectiveness of the training package they generate.

Phase II will involve the curriculum materials and methods of presentation designed during Phase I. A line-officer training workshop involving law enforcement, correctional institution, probation, and parole personnel will immerse participants in classroom instruction, participant-observation experiences, group discussion, and dialogue with correctional clients and experts in the administration of justice. Emphasis will be given to the relevancy of materials presented to the participant's functioning in his agency.

Phase III is projected to involve administrators, managers, and training specialists from the administration of justice agencies represented in Phase I to evaluate workshop experience, recommend appropriate modification, make recommendations as to the distribution of resulting training materials, and project models for continuing training programs.

MIMRO BOND
8-11
TA-NON-KA

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Pennsylvania Adult Correctional Training
P.A.C.T.

GROUP TASK I

THE CLASSIFICATION OF OFFENDERS: THE ROLE OF THE CORRECTIONAL OFFICER

The classification of offenders is an ongoing process. From the time of admission to discharge or parole from the institution, the offender's program of custody, care, training and treatment should reflect a planned progression of steps preparing him for release to the community.

During the inmate's confinement, the person with the greatest opportunity for face-to-face contact with him is the correctional officer. He sees the offender in a number of situations and is often the person most available to the offender for guidance and advice.

As a group, please respond to the following questions:

1. What kinds of knowledge and information can the correctional officer develop about the offender in his contact with him?
2. How can the correctional officer develop information about the offender that is required but unknown to other institutional personnel?
3. How can the correctional officer most effectively transmit information about the offender to other institutional personnel which will influence classification and planning?

Pennsylvania Adult Correctional Training
P.A.C.T.

GROUP TASK II

THE LEGAL RIGHTS OF PRISONERS: IMPLICATIONS FOR THE CORRECTIONAL OFFICER

In the past several years, increasing attention has been given to the legal rights of prisoners for redress of grievances. The courts and correctional administration are currently coping with the establishment of procedures whereby these rights may be systematically protected.

In light of the remarks made by Judge Sweet, please respond to the following questions:

1. Should the correctional officer be aware of the legal rights of prisoners in order to perform their jobs effectively? Why?
2. What is the role of the correctional officer in insuring that the inmate's rights are protected?

Pennsylvania Adult Correctional Training
P.A.C.T.

GROUP TASK III

THE GOALS & PRACTICES OF CUSTODIAL SERVICES

The responsibility of modern corrections is a dual one; to protect society and rehabilitate the offender so that he might return to the community as a useful and law-abiding citizen. Custodial services provided offenders must, therefore, be constructively related to the fulfillment of these goals.

Remembering the presentation made by Superintendent Brierly, please respond as a group to the following questions:

1. List what you think to be the custodial functions of the correctional officer and their relationship to the correctional goals mentioned above.
2. In performing the routine custodial functions, how can the correctional officer contribute to the offender's understanding of the goals and purposes of custodial services, as constructive in intent?

Pennsylvania Adult Correctional Training
P.A.C.T.

GROUP TASK IV

TREATMENT OF OFFENDERS AND THE ROLE OF THE CORRECTIONAL OFFICER

The training and treatment of prisoners is no longer viewed as the exclusive responsibility of "training and treatment units." Indeed, a great deal of attention is being paid to the gut-level involvement of correctional officers in the T & T process because of their on-going face to face contact with and the proximate influence they have on inmates.

Please respond as a group to the following questions:

1. What kinds of training and treatment tasks can be performed by correctional officers?
2. In order to perform these tasks, what kinds of relationships should correctional officers have with training and treatment personnel?
Why?
3. What kinds of training and treatment activities would you as correctional officers like to be involved in in the future?

LET'S "SELL" CORRECTIONS: A STRAIGHT TALK TO PROBATION OFFICERS

Charles L. Newman
Center for Law Enforcement and Corrections
College of Human Development
Pennsylvania State University

We in the correctional field are our own worst enemies. We go around town day-by-day telling each other and anyone who will listen how miserable, ineffectual, and unsuccessful the people in our work are, how unsuccessful are our training schools and prisons, how disinterested and how uninformed are our police officers, how ineffectual and unknowledgeable are our judges, and then in the next breath say, "Won't you please support us in our work?" This internal sniping at each other is one of the problems which we must face up to in the correctional field.

I very strongly subscribe to the concept of the correctional cycle, that is, the interdependence of each stage in the administration of justice: police, courts, probation, institutions, parole. I do not believe that we can isolate ourselves as juvenile probation officers, institutional personnel, or adult probation and parole officers, and still do an effective job for the field of corrections. I contend that we have to think of ourselves as correctional people recognizing corrections as a total field. Unless we see ourselves as part of an on-going system, rather than each part as a separate "cog" turning all by itself and engaging with nothing else, we are abdicating the responsibility of corrections which is first and foremost the protection of the community. This is our public responsibility and there is no way that we can avoid it.

The issue, then, is not whether it is our charge to protect the community, but how we can carry out this responsibility. The alternatives are whether we carry the mandate strictly in terms of investigation, surveillance, or custody, or whether we intend to restore the offender by attempting to modify his attitudes and community behavior so that he can become a socially responsible member of society.

Unfortunately, among some probation and parole staff we find as much rejection of sound correctional philosophy as we do in the various other agencies related to the administration of justice. There are law-enforcement people who are probably more treatment-oriented than some correctional officers. Conversely, there are probation and parole officers who act like frustrated "cops" and who carry out their jobs as if it is exclusively a police function.

WHAT IS THE CORRECTIONAL MISSION?

Most probation and parole officers are successful within reasonable objectives they set for themselves. They are successful because they interpret their job as one to help in the adjustment of the individual offender within his community and within his home. In setting treatment goals, we must recognize that in every community there are many people who do not meet the blueprint for normality but who, nevertheless, are functioning quite adequately. Can we expect total normality from the offender? There are substantial numbers of people whose behavior is neurotic but who function within society without getting into legal difficulty. Our mission in corrections is to help offenders to function so that they do not get into further difficulty.

For too many years we have concentrated our treatment approaches on intrapsychic manipulation. We believed that the cure to the problem of crime and delinquency was to get officers to modify and manipulate the basic personality structure of

the offender. Admittedly, intrapsychic concepts are useful, but I do not believe they are the only concepts which are useful to us in corrections. If we assume the responsibility for changing basic personality structures, we might as well concentrate on a handful of offenders and then dedicate the rest of our lives to that end. Since the reality of the situation suggests that we cannot afford such luxury, the sooner we get away from this thinking, the better off we will be.

OUR NEGATIVE SELF-IMAGE

Many correctional people share the feeling that there is something "wrong" with corrections. I have been to a score of meetings in the last few years where people in one way or another have expressed: "Why doesn't the community understand us?" More appropriately the question might be stated: "Why is it that the community will not support us in our activities (even though we are convinced that what we are doing is correct and right, proper, holy, and virtuous)?"

I alluded at the outset to the first reason when I mentioned the fact that we are extremely negative and critical of ourselves and each other. We spend a great deal of time being on the defensive. We spend an even greater amount of time apologizing that we are not more successful than we are. I have never heard a probation officer say, "I had a higher rate of success than I anticipated." Rather, we are inclined to say, "Despite our best efforts, we had a failure of 25 percent."

Certainly it is desirable to acknowledge our failures, but we must also recognize that there are some offenders who are not going to be "cured" despite our best efforts. When we talk with groups in the community and present our programs, we should make a positive approach and say, "These are our successes -- successes which we and the community have made possible." They can subtract the difference, and if they want to concentrate on the unreformed, they can also share in the responsibility for the failures. In other words, accentuate the positive!

COMMUNICATION BREAKDOWN

Secondly, communication breaks down because we surround ourselves with a wall of secrecy. Sometimes this is done in the interest of protecting the offender. Frequently, it is in the interest of the protection of ourselves, and occasionally, it is because we do not feel the public has any business in knowing.

The public does have the right to know what is going on in corrections. I am not suggesting that we take every case record and say to the community, "Come in and read it." But I do contend that the public is entitled to know what is going on -- what we are doing successfully and where we need more help.

We need to familiarize the public with the field of corrections. The public does not know about the correctional field, for the reason that we have not told them who we are or what we do. If we ask the "man on the street" what a physician or a dentist, or a lawyer does, the answer we will get centers about curing ills and protecting rights. If we ask anyone what a police officer is, he can tell you that, too. If we ask the first hundred persons you meet on the street about the function and responsibilities of the juvenile officer or the adult probation or parole officer, the responses will be vague and mostly in punitive terms. And we know whose fault that is -- ours!

If we are going to be able to work with the community and enhance their understanding our first responsibility is to tell them who we are and what we are trying to accomplish. I am convinced that once the public understands the correctional mission, they are intelligent enough to draw the right conclusions regarding our needs for increased staff and resources. I am convinced of this because I have seen it happen time and time again throughout the United States. When the public has an understanding of what it is we are doing, they will be more willing to support those services than if we kept what we are doing a secret, private and hidden behind a wall of secrecy.

MASS MEDIA CAN HELP

Thirdly, we have not created an image of our field through the public media. The public's view of the penal institution -- lock-step and sadistic guards is what they see in the late show on television. They get little of a view of what can be done to provide constructive support and help. Such mass media as the television, radio, newspaper can do a significant interpretive job for us if we are willing to take the time to tell them what it is we are doing.

All too often here is what happens: A newspaper reporter becomes interested in our program. The first thing he wants to do, because he is a reporter, is to read some of your cases. What would you reply?

"You can't read the cases; they are confidential."

"O.K., then can I sit in on a presentence investigation or two?"

"I'm sorry, presentence investigation reports are confidential."

"Well, what can you give me?"

"Here's our last year's annual report."

That makes exciting reading! Three pages of charts. And then we say to ourselves, "Why don't the newspapers support us?"

How much time are we willing to take with the interested reporter, walk him through the court, and, after having insured the anonymity of the client, show him case material; then tell him why it is restricted and give the reasons why we keep it confidential. In this way we get across the philosophy of corrections. To tell him we are concerned with people are mere words. To show him that we are concerned about the rights of people is concrete. In this way the work of corrections can be told without invading the client's privacy. I have sufficient experience with newspaper reporters over the years to know that, for the most part, they are trying to do a good job. I have known very few who are intentionally dishonest in their reporting.

It seems to me that the principle concept to get across is that we deal in rehabilitation and thereby increase public safety. We must get this across -- not just in phrases but in the demonstration of acts. A majority of our cases end up successfully. Surely the public is entitled to know this. They are entitled to know, also, that there are some cases for which we do not have the techniques or know-how to bring about changes, and that for those cases we want secure custody.

IT PAYS TO ADVERTISE

Fourth, let us ask ourselves, "To what extent have we used the lead of big business in using advertising?" American free enterprise depends heavily on advertising. It works for them. Why can't it work for us? Have we ever considered the possibility of a program of interpretation for our programs? I am not suggesting that we place a three-column advertisement in the morning papers saying "People in probation and parole are nice people," although I believe there might be some merit in this type of approach. It would be different anyway! Perhaps we should initiate a promotional effort by "planting" stories about the success of our programs. This is advertising, too.

It has been said that today's paper wraps tomorrow's garbage. But in the intervening time, perhaps a dozen persons might become sufficiently curious to find out more about what it is we are doing. This suggests a vital next step -- followup. For example, not too long ago we received an envelope through the mail from one of the national manufacturers with a bunch of little coupons: 7 cents off this, 6 cents off that, 5 cents off something else. I went to my grocery store to exchange the coupons for the products, but the items were not stocked. As far as I am concerned, that advertising campaign was a complete flop because there was not adequate preparation to receive the consumer when he was ready to buy the product.

When you start advertising, you are soliciting public interest. You then have the responsibility to create a source where the public's curiosity and interest can be satisfied. Thus we move from "advertising" to "public relations." I suspect we might be more successful in the programs we are attempting to promote if we were more skilled in our public relations. The channels of communication we can use are many. High school career days and social studies classes provide fine interest groups. Service clubs, church groups, women's clubs, letters to the editor, professional organizations are but a few illustrations of other ways of "selling" corrections.

There are a number of ways that we can tell the public about our program, our problems and needs, and successes. We have to concentrate on selling an idea. Good advertisements sell one thing and they sell one thing over and over again. Present an idea which you think is worthwhile, for example, the savings to the community if we provide adequate correctional services. Another example: the saving of souls. Some people appreciate this but most see the offender as a sinner "beyond redemption." Any of a variety of approaches are possible but don't try to sell them all at once. Present one good idea. In doing so I submit that we will get much greater receptivity than if we try to sell economy, salvation, and treatment all at one time.

The mass media people are experts in communication. I like to believe we are experts in corrections, but that we have to learn some of their skills. If we cannot learn effective communication skills then at least we have to teach them enough about our field so that they can be of help to us. Probably we are going to have to spend more time "educating" the mass media people. And if we can accomplish this, then we will have some more allies.

I have talked about selling the community. We assume that the community is a homogenous mass and that one set of ideas will have universal acceptance for everyone. The community is not a homogenous mass no more than are probation and parole; and we are not dealing with an offender group but rather with a

variety of offenders. When I talk with a P.T.A. group my approach is entirely different from a talk to a businessmen's group, or when I talk with a correctional group. I may be presenting the same general ideas but I say them differently. We must adjust our methods of communication to the groups we are trying to reach. Moreover we cannot assume that a single "selling" campaign is going to accomplish the overall goal. We have to vary and alter our techniques so that we can reach that which we want to accomplish.

A PHILOSOPHY OF CORRECTION

Before we can ever hope to convince the public as to our claim to special knowledge and skills in the correctional field, we are going to have to agree on a philosophy of corrections. I am not sure there is this sort of agreement in the overall correctional field. For example, I hear comments that "the best place to take care of a child is in his home and in his community." Yet, I know that some children and adults lack internal controls, and are unable to "make it" in the community. But just so long as we continue to believe that commitment to institutions is the "last resort" we deny the contribution which a segment of the correctional field can make.

Frequently, we promote the idea that we need new programs to accomplish our ends in corrections. We keep asking the community for money to underwrite new types of programs. The current fad is halfway houses, group therapy, and semi-institutions. Last week it may have been something else. Of the programs we now have, how many have we really tried out with adequate staff, intake controls, and finances? In the final analysis we have never given the basic one-to-one relationship in probation and parole a fair chance. Rarely has the probation officer a reasonable caseload. We know what needs to be done, but rather than to try what we know will work if we do it, we go to the public and ask for money to set up a new program which may or may not work. (I should note here I am not speaking against support of halfway houses or guided group interaction programs or any other type of program which may or may not be successful.) If we are to start new programs, let us at least make certain that every project is given a thorough preliminary study. Some of the "new" program suggestions will not work, and we should be cautioned against widespread implementation until their work is proved. Certainly "new" ideas must be tried, but let us also promote some of the "old" ideas because they have value and they work, too.

Sometimes the people from the smaller communities feel "left out" because they cannot display a brand new building in which to do their work and an intercom system which makes them look like they have some status, too. In the final analysis, it is the probation and parole officer and his personality which does the job of correction and not the beautiful building or the carpets on the floor. Unless we are totally and completely identified with the field of corrections, unless we are totally and completely accepting of a philosophy which suggests that people do have the capacity to be responsible persons in the community, that they can adjust, that can be helped to live successful and contributing lives, then the likelihood is that we are not going to be able to sell anyone else on what we can do.

Moreover, we cannot do the whole job alone. We must get the help of others in adjunct professions and fields of practice. We cannot afford the luxury of

separatism in the twentieth century, nor can we afford the luxury of antagonistic philosophies in the correctional services. If we are going to be successful, I believe we must be sold ourselves on the worthwhileness of the job we are trying to do. I am convinced that corrections can be "sold" to the public, but we are the ones who are going to have to do the job. We cannot "pass the buck." Other people in the community can help us, but the final responsibility for correction in the community is ours.

WIKI
Cf. Charles L. Hewman, *Sourcebook on Probation, Parole and Pardons* (Second Edition). Springfield, Illinois: C. C. Thomas, 1964.

Excerpted from
TRAINING METHODS

by

Lyman K. Randall

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INDIVIDUAL LEARNING METHODS

GROUP I

Methods	Basic Activity	Level of Experience
Lecture Books, Articles Slides, Filmstrips Movies, Television Phonograph Records, Tapes Programmed Instruction	Data input for the Individual (Intellectual- concept)	Low involvement

GROUP II

Methods	Basic Activity	Level of Experience
Case Study Incident Process In-Basket	Data-processing and decision-making by individual (Skill-intellectual)	Moderate involvement

GROUP III

Methods	Basic Activity	Level of Experience
Role Playing Task Exercises Laboratory Methods . T-Group . Instrumented Group Psychodrama	Personal Interaction . Skill-Interpersonal . Attitudes/Values	Moderate to high Involvement

GROUP IV

Methods	Basic Activity	Level of Experience
Management Games Dyadic Programming Diagnostic Task Group	Combinations of previous I, II, III	Moderate to high Involvement

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LEARNING METHODS: DATA INPUT

The chart shows about 20 learning methods combined into three family groupings determined by the common types of learning for which the methods seem most appropriate.

We are all probably familiar with the learning methods in Group I. They include lectures, books, articles, film strips, slides, movies, TV, phonograph records, tapes, and programmed instruction. I categorize these methods as a group because the basic activity involved is data input and the type of learning is largely the intellectual learning of new concepts.

All of the methods in this first group, with perhaps the exception of programmed instruction, put the learner in a fairly passive role which usually results in low involvement. For example, all of us have probably had the experience of falling asleep during a lecture or a movie or nodding off over a conversation. This simple example illustrates what I mean by low involvement versus high involvement.

An advantage of this first group of learning methods is that they can be easily used to magnify. Through magnification, it is possible to reach more people quickly, to dramatize a point and make it come into sharp focus by cartooning or diagramming it. But magnification has some inherent dangers. If the original content is basically poor material, we may magnify it so that a large number of people are coerced into a poor learning experience. For example, my own experience tells me that most industrial training films are poorly made. Thousands of people may have to suffer from a poor learning input because the original material in the films was low-grade ore.

A second advantage coming from the use of the learning methods stressing magnification is a motivational one. A well-done learning input of this type really can catch hold of people. It can be an attention-grabber. If we can effectively dramatize something, we can make sure everyone will pay attention. However, this advantage also holds a danger. If we sit back through life waiting for the "big curtain" to go up on experience, we will spend most of our lives very passively. It seems to me this passive posture will work against the concept of a continuously learning individual. My own experience seems to point out that it's very difficult to be passive very long and learn very much. To learn, I must get involved. At some point I must get out of the monologue stage and into the dialogue process. This last danger certainly is one of the messages contained in the medium of data-input methods listed in Group I.

DATA-PROCESSING AND DECISION-MAKING METHODS

Group II of the learning methods includes the case study, the incident process, and the in-basket. They are grouped together since they all focus on data analysis and decision-making.

The case study is a detailed description of a complex problem. All of the important facts are included. The learner is asked to consider all the information, make a decision regarding the problem, and support it from the available data. The Harvard Business School is usually given credit for developing this technique into a formal method of learning.

In writing case studies, we can vary the complexities as much as we wish. We can make it a simple yes-or-no type of decision. Or we can make it a

decision that involves two, three, or a hundred variables, such as: "What are the problems? List them. Knowing what you know about the case, what would you do? And why?"

The case study involves the learner to a moderate degree, since it requires some study on the part of the individual or the group. It requires the learners to wrestle with the data, to weigh the data and arrange them to make better sense. As I have already mentioned, the basic activity characterizing the case study is the processing of information already available to the learner. It teaches him nothing about the skill of gathering the information because it is already accumulated for him. The basic learning accomplished can be categorized as intellectual skill learning, i.e., teaching the learner to do something with information that is given to him.

The incident process is a variation of the case study. In this method the incident itself is described very briefly with only a capsule of the information. The learner is then required to ask a resource person or persons for additional information. Through this method we can build practice in the skills required for gathering information. The resource person in this situation is the person who has the additional facts. The learner has to work for them. They won't be given to him unless he asks for them. Therefore the learner is developing skills in both decision-making and information-gathering.

The third technique in this group is the in-basket. Basically an in-basket is a simulation of what a person often finds in his own in-basket when he walks into his office after vacation. He has a pile of letters, reports, notes, or telephone calls. The in-basket method is structured on some unit of time. "You have just come back from vacation, and you have one hour before you have to catch a plane to your main office in Pittsburgh. Your job is to work through your in-basket. Jot down either on the letters or on a separate piece of paper what you are going to do." The learner, having 60 real minutes, starts to go through all the various pieces in the in-basket. He has to develop some sort of overall framework to which he can relate each of the individual pieces. Often he will project into the in-basket his own frame of reference. If his normal behavior is to give a letter from the vice president first priority, he will probably list the vice president's letter as the most critical decision he has to make, regardless of its contents. Usually we ask participants in our in-basket groups to list the decisions in order of importance after they have worked through the total in-basket.

One problem with using in-baskets is how to help each participant at the end of the exercise get some specific individual learning and meaning from it. We can discuss how he assigned priorities to the decisions required by the in-basket. This is meaningful to many people. We may also talk about how he tackles a complex problem. This includes looking at the process of how he went through the material and the order in which he worked on it. Sometimes we staple the in-basket materials together, and it is surprising how many individuals work through it in the same order in which it is given. We ask: "Why did you accept the given physical boundaries as a limitation, when you could have ripped the in-basket apart and spread the papers out on the floor so that you could get an overview?" Some participants get very angry at this question. Their attitude is: "If you didn't want us to work with the material in that order, why did you staple it?" I believe it helps them to take a look at their anger and their unthinking acceptance of artificial limitations.

LEARNING METHODS BASED ON INTERACTION

Group III methods are primarily concerned with personal interaction. The areas of behavior that are being focused on here are interpersonal skills, attitudes, and values.

Let me quickly describe role-playing for you. Role-playing is designed to capture certain types of personal interactions. The interaction being focused on may be between boss and subordinate, interviewer and applicant, husband and wife, or some other pair or small group of people. A role-playing exercise normally begins with several separate pieces of printed material. A writeup is developed for each person involved in the incident under study. Another handout will describe in some detail the incident which brings all of the characters in the exercise together. Each participant is asked to assume the identity of one of the individuals in the incident, and it is then enacted.

The assignment of roles may cause difficulty if they turn out to be much different from the ones the participants are accustomed to playing. For example, if a participant is a boss and the role requires him to interact with a subordinate, it may be easier for him to identify with the boss role. If the role is that of a father interacting with a child, it may be easier for the participant to get into the father role. However, significant learning can occur from having a participant assume a role which is opposite to his normal situation.

Typically in a role-playing exercise participants receive feedback either from a preselected observer or from the remainder of the group. The participants themselves also often contribute to the feedback session. The feedback normally includes information about such questions as: What took place? What was the general nature of the interaction? Was the decision reached satisfactory to each individual? How did each participant feel about the other participants during the exercise? How might the interaction have been more effective?

In a task exercise, a joint assignment is given to a group of people. An example: "In the next hour, plan how to construct this model airplane from the pieces which have been distributed among you. You are competing against other groups. The objective is to duplicate the model in front of you in the shortest period of time without making any mistakes. You have the next hour to plan this task. You will have no more than 15 minutes to work on the actual building of this model from the pieces you have among you. You may start actual construction before the end of 60 minutes if you so choose. No pieces may be pre-assembled before you begin actual timed construction."

Most of the people in our American Airlines training courses with whom we use task exercises initially think: "This is going to be simple." However, I am repeatedly amazed at how involved grown-ups can get in something seemingly as simple as this.

Normally, several issues arise during a team's work on a task exercise. How do team members communicate with each other about the construction pieces which are a basic part of their task? Do they assemble all of the resources necessary and available for accomplishment of the task? How do they handle the issue of leadership for the team? How well do they utilize all of their resources? How do they test their assumptions about the ground rules for the task and about their ideas for accomplishing it?

The primary focus in a task exercise is not on how fast a team can build a model given to them to duplicate. Rather, the focus is on the process which they as individuals and as a group go through to accomplish an objective. What kind of assumptions do they make? The task exercise serves as a means for generating task-oriented behavior with the objective of looking at what takes place in the exercise.

The next learning approach in Group III is the laboratory method. In most laboratory method applications, a group of 10 to 20 individuals meet without any formal written agenda. A trainer is also a part of the group. His basic instruction to the group may sound something like this: "We are primarily going to be interested in what is happening here and now, right here in this room at this moment. We are not especially interested in people outside of this group or your boss back on the job. What happens between us here in this room is what I want us to give our attention to. Another thing we are going to do is to collect data about ourselves from the other people here. That means that we are going to be giving rather candid reactions as to how we see each other. This carries with it the responsibility for each of us to accept his share of ownership of what the group does. We have complete freedom to decide what we wish to do in the group."

This initial lack of structure, with an unaccustomed amount of freedom, is a unique experience for most people. My own years of experience in academic and work settings have conditioned me to believe that time is a precious resource and I ought to utilize it. Therefore, I have a strong urge to get something going. Usually there will be several people in a group who will want to step in and get things started. Probably there will be other people who resist them and feel irritated because they try to take over and determine what the group is going to do.

Through his prior training and experience, the T-Group trainer is able to see most of the interpersonal process occurring in this kind of unstructured group situation. Sometimes the group will get hung up and be unable to progress because there is a problem with one person. Sometimes there will be a considerable build-up of feelings that can't quite bubble up to the surface to be discussed openly and candidly. In situations such as these, the trainer may sometimes intervene. He may say, "Look, I have a feeling that there are some irritations from the stunt that Frank pulled yesterday. Maybe we need to talk about it before we can move on." Again I emphasize that the focus is on the here and now, the process of interaction, and on what takes place between individuals in the ongoing experience of the laboratory group.

The instrumented laboratory is another variation of the laboratory method. Here, rather than having an expert sit with the group to help with its problems, data about here-and-now interactions between group members are collected through the use of instruments or questionnaires. I may, for example, be feeling angry toward Carol Weiss, but I can't tell her because I have difficulty telling women I am angry with them. In an instrumented laboratory, I will have an opportunity at various times during the learning experience to fill out a questionnaire about my feelings and about my perception of other people in the group. The data are collected. The group as a whole takes a look at them out in the open and decides what to do. The group may choose to ignore the data or to identify (or try to identify) what problems seem to be indicated. The instrumented laboratory approach removes the trainer from the group, thereby resolving the issue of the trainer being perceived by group members as the authority.

Some of you have probably heard of Blake's management grid theory and program. Blake uses the instrumented laboratory approach in his management grid training seminars.

In psychodrama, the last method in Group III, an individual is asked to assume the role of a person with whom he is having some kind of difficulty. For example, if Marshall Fels and I work together and he is telling me about a problem he is having with one of the men in the shop, I might try to take his role and he might take the role of the other man. Using this approach, we would try to work through the situation to see what Marshall's reactions might be when he is in the other person's shoes. Or I might assume the role of the man with whom he is having the problem and ask him to go through it again the way it actually happened or the way he imagines it is going to happen when they have the encounter. In some respects, psychodrama is similar to role-playing except that it is somewhat more reality-based and therefore more involving.

LEARNING METHODS IN COMBINATION

Each of the learning methods in Group IV basically combines the major features and functions of several methods previously described: data input, data-processing and decision-making, and personal interaction.

The management game is a method being used more and more widely today in American business. At American Airlines, we call our management game Desertopolis. As in any business game, our Desertopolis game involves giving a problem to a team of men with a structured role for each of them which contains specific information and tasks to be accomplished. The initial task of Desertopolis is to organize and launch an airplane operation where none has existed before. There are seven roles to be played: city manager, sales manager, cargo manager, maintenance manager, market research and advertising manager, controller and schedule manager. This roughly duplicates our American Airlines form of local organization. Each team's task is to make seven kinds of decisions which represent a distillation of the reality they normally work in. On their real jobs, these same men would have to make hundreds of decisions. However, we are taking out of reality and building into this game key decisions to be made by a group. For example, each team must decide how much advertising it is going to buy, how many mechanics it is going to hire, how many spare parts it will have to stock for its aircraft, how many salesmen it will hire, where it will place them in the market, what market or markets it will specialize in, etc.

Desertopolis is played on a quarter basis. Every three months -- which can vary in real time from 15 minutes to 30 minutes -- each team is required to fill out a set of decision forms. These forms are reviewed and scored by the trainers. The results from each team's decisions are returned to the teams. From them they learn how many sales they made and how many pounds of cargo they sold. These sales can then be converted into dollars which are, in turn, used to buy more advertising, to hire more salesmen, to stock more spare parts, etc. The involvement in this type of exercise is extremely high.

What is learned from it? Primarily, participants learn two things. For many of our managers, the game provides a means for them to integrate for the first time the multiple basic functions of an airline. When a spare part is not available or a mechanic is not on hand to fix an aircraft, the operation stops. This is the way it happens in real life. Usually the maintenance man will

understand it, but he really begins to feel what his function does to other functions as they interrelate during the game across the organizational structure. In a game such as this, where everything is condensed in terms of simplicity and time, it is easier to see how the various functions interrelate with each other and how a problem in one area can cause problems in all others.

The second thing a participant learns is the way in which his own analytic, decision-making, and interpersonal skills affect his teammates in the results the team achieves. Periodically we stop the action and put the game aside for awhile to discuss why each team is getting certain results. Sometimes it turns out that one individual is having a real problem in being listened to by another man. During the team feedback discussion, he may say: "If you'd listened to me, we wouldn't have got into that fix. But you never listen. You just stand up and talk all the time!" This is valuable feedback to get. It is highly probable that each participant's behavior in his team is similar to his behavior on the job.

The dyadic programming approach to learning is an interesting experimental attempt to program meaningful interpersonal interaction. One example is the management improvement program developed by the Human Development Institute in Atlanta, Georgia. The program requires two people to sit down and read the programmed content aloud to each other. Much of the program contains information about how people often deal with each other. There are also questions about this information, and the two people are asked to fill in blanks just as in a traditional form of programmed instruction. However, at other points in the dyadic program, they are asked to describe what they are feeling at that moment. Or they may be asked to engage in a role-playing episode with the learning partner and then describe how they felt about the interaction. These discussions are then related back to the main content of the program.

Human Development Institute has developed another dyadic program on improving marital relationships. A husband and wife sit down and work through the program, talking about key concepts of a marriage relationship and problems that frequently arise between husband and wife. They stop from time to time to discuss their feelings in the here and now. Role-playing situations are enacted during the program, problems with the kids and how they are handled. The participants see each other in certain family situations. Thus they work jointly toward a more open family relationship without the assistance of a trained third party.

The diagnostic data task exercise is a learning method aimed at bringing about vital behavior change on the job. It enables people to take a look at what's happening right now as they work together. As an example, Union Carbide has used a one-page questionnaire to generate data in group meetings about the quality of interactions occurring at that moment in time. Such areas as trust, open communication, and quality of member participation in the meeting are rated by each individual on a nine-point scale. The data are then displayed for everyone to see. Because the data came directly from the group that they are working in, it is difficult if not impossible for the individuals to disown them by saying, "Oh, that's someone else's problem" If there is an area where the average rating of a group is a three, then the group knows that on that point it has some real problems to resolve. Perhaps there is a distorting of communication in the group. They may not be sharing information fully because they really don't trust everyone. Obviously, unless the group faces up to such problems, its effectiveness will be seriously impaired. By using diagnostic

data devices, individuals and work teams can find out what interpersonal problems are influencing the effectiveness of the job.

SUMMARY

In summary, there are numerous methods which we can use to help other people learn about almost anything. Each method is particularly appropriate for certain kinds of learning. Our major job in constructing programs that will help others to learn is to select the right combination of methods for the knowledge, skills, and attitudes to be learned. This task is analogous to playing a piano. There are 88 keys which can be played in an almost infinite variety of combinations. But unless we know in advance what the overall composition should sound like, our playing will be full of discords and void of any real meaning.

AUTHORITY IN CASE WORK - A BREAD-AND-BUTTER THEORY

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Some years ago some of my family got together to build a house for my father. We were pretty well prepared for this, since in the family we had a carpenter, a roofer, a sheet metal man, a social worker, and a bootlegger.

We met at the building lot on the appointed day and said, "Okay, Dad, what kind of a house do you want?" Well, he thought he'd like a sort of meatloaf shape with large rooms; windows about this wide (indicating with his hands) and about this high from the floor. He wanted an old-fashioned fruit pantry about so wide, with shelves about this high, and so on through the house.

So we set to work. However, it soon became evident that no two of us were building the same house, and we had soon wasted half a day. We finally went back to Dad in desperation and said: "We simply can't get anywhere until we can see what it is we are trying to do. It's absolutely impossible to work without a plan."

On that day I learned something about carpentry, and also about social service: you must have a plan to know what you're doing.

In the social sciences we call such a plan a theory, or philosophy, or frame of reference. It is such a plan - a plan for authority in casework - that I should like to acquaint you with.

The value of a theory, says Guthrie,¹ is to facilitate communication between people. Unlike Guthrie's theory this plan is not designed for laboratory testing. It is a plan for practitioners - a bread-and-butter theory.

Limitations

A plan for a house or for a social service faces certain restrictions:

1. It must conform to the setting. I can't have an eight-foot basement where there is a six-foot water table, for instance. During the war years we employed a conscientious objector in the receiving cottage of our institution. One day a husky boy pounced on another caretaker and began a tussle to get his keys. Our CO took one look, ran to the door, unlocked and flung it open, and the boy ran away. My plan, then, must be compatible with agency policies, rules, and standards.

* Reproduced from NPPA Journal Journal, July, 1959

*Presented at the National Conference on Social Welfare, May 13, 1958.

¹E. R. Guthrie, Ch. II in J. McV. Hunt, Personality and the Behavior Disorders, New York, Ronald Press, 1944.

2. My plan must comply with my unique personality requirements - my needs, goals, standards, and culture. If I am thirty inches wide, then twenty-four inch doors won't do; I'd get stuck. If my experience tells me that aggression is learned and my theory holds that aggression is innate, I will get stuck whenever I deal with aggression.
3. My plan must have an internal consistency. A friend of mine built a house with a bedroom which you entered through the bathroom. If you awakened some morning and found someone taking a bath, you could either wait for him to finish or you could climb out the window. It lacked internal consistency. A Rankian instructor I knew would not allow her students to use her first name. "In the world of reality," she said, "one may not call administrators by their given names. I will therefore help you to learn to adapt to this reality by daily practice in class." On graduation day she gave a social for her students. When a student addressed her as Miss Y she replied, "Charlie, you may now call me Jane." You may or may not like this rationale, but I would like you to observe that it has an internal consistency which is a thing of beauty. The Rogerians consistently and repeatedly insist that a client make his own decisions and assume his own responsibilities. Above everything else I believe they have achieved internal consistency.

If I seem to belabor this point, it is because social workers in the correctional field have lacked internal consistency. It is toward achieving this end that this paper is presented.

Foundation

Like most houses, our plan calls for a foundation. The foundation upon which this house must stand or fall is this:

The use of authority is not antagonistic to the principles of good social work or counseling. Further, the actual employment of authority itself - its skillful use and manipulation - can be a powerful therapeutic tool in social service.

Contrast this, for instance, with Scheidlinger:² "This [authority] would be very undesirable as it would change the child's concept of the therapist as a warm, accepting, and nonpunitive person." Use of authority, then, makes one cold, rejecting and punitive. Or consider a halfway station between these two views - Williamson and Foley:³ "Disciplinary counseling may prove to be less effective than other types of counseling, because of the necessary coercive conditions under which it must take place." An apologetic approach to authority, at best.

Now note that I did not limit this assertion to the correctional field. This was not an oversight. "Positive Aspects of Authoritative Casework" would have

²S. Schellinger, Chap. II in S. R. Slavson, The Practice of Group Therapy, New York, International Universities Press, 1947.

³E. G. Williamson and J. D. Foley, Counseling and Discipline, New York, McGraw Hill, 1949.

been a misleading title for this paper because I do not believe there are two kinds of casework - authoritative and nonauthoritative. Every public welfare worker, school worker, child guidance worker, marriage counselor, and probation and parole officer must learn to say: "These are our rules; this is our policy. These are the limits within which you may operate." When we reach the point of having agencies without policy, then, but not until then, may we have social service without authority.

Framework

We must have a framework for our house:

Postulate I: Authority is inherent in all cultures. A society free of authority does not and cannot exist.

In any Utopia we will find a need for traffic lights, stop signs, and Form 1040. Two corollaries of this are: (1) One of the dimensions of socialization, and consequently of adjustment, is an individual's ability to adapt to authority. (2) Any measure of antisocial tendencies is largely a measure of the individual's resistance to authority.

If I were asked to name a half-dozen common conflicts which a social worker encounters, I would name dependency, separation and rejection, sex, status, and authority. (The sixth choice is yours.) I would guess that welfare workers most often encounter dependency conflict; child welfare workers, separation and rejection; marriage counselors, a high ratio of sex conflict. In the correctional field no conflict appears more frequently or intensely than conflict around authority.

Postulate II: In a democratic society, all authority is derived or delegated authority. No person may exercise control or coercion over another except as this authority is delegated to him by society.

What about parent-child rights, you say. Consider: If I attempt to turn back history and assume the right to sell or trade my child, for instance, I will shortly have one of these probation officers knocking on my door. Further, the moment that any social agency assumes any authority not specifically delegated to it, it's in trouble. Which is exactly why we have executive boards. I may exercise only such authority, then, as society delegates to me, whether I am a parent, probation officer, or playground director.

Need for Authority

Postulate III: Every person entertains both positive and negative feelings toward authority.

At our correctional school we inherited several hundred wooden pallets from war surplus - large flat wooden racks. The boys from one cottage learned they could nail six or eight of these together to make a little shanty; permission was granted and soon we had a young shanty town springing up. I went to have a look at this budding young Utopia, and each boy took me to see the progress on his particular shack.

But before any individual shanty was finished, they stopped work on their own

construction and jointly and cooperatively completed one large civic structure - the one and only social endeavor in their community. What do you suppose this was? I fancy that you will not guess it was a school or a church or a library. A beer joint, perhaps? A casino or bawdy house or some such den of iniquity? No, they built a jail. They built it first and they built it best. One boy proudly demonstrated its virtues by locking himself in for me. Now only three days before, this boy was in my office telling me: "You wanna know what'd make me real happy? A whole squadron of Russian bombers come flying over this place and drop about a million tons of bombs on it. I'd sit up there on that hill and watch the bricks fly and the smoke boil up and I'd just laugh and laugh." Furthermore, a month or two prior to this we were tearing out some old lockup cells. Every boy in the institution wanted a chance to wield a sledge hammer and knock down a few walls. And motivated! If social workers attacked their problems with the zeal of those kids with the sledge hammers, I'm sure we could solve the problems of the world in a few months. Yet these same lads, so eager to smash any symbol of authority or restraint, were a few weeks later building a jailhouse. Why? We do not adequately describe authority conflict by saying they have resistance to authority. They also have some strong positive feelings: a need to be controlled, a need for a checkrein on their wild impulses - a need for authority. Ambivalence can operate here as well as in love relations.

Postulate IV: As in other casework roles, the aim of casework in authority is to help a client understand and accept these conflicted feelings, and to learn new ways of controlling and expressing them.

Dr. Schulze relates the story of a young social work student who entered the boys' dormitory in an institution and found a small boy in a tantrum, smashing the furniture to kindling. Her reaction was not unlike our conscientious objector's: she flung her hands in the air, screamed, and ran out. Because these workers were unable to come to grips with the problem of authority, these children were not helped to face or rechannel their conflicted feelings. On the contrary, their pathological behavior is reinforced when they learn they can control adults therewith.

Any Relation Can Be Therapeutic

Postulate V: Any interpersonal experience can be made therapeutic or nontherapeutic, helpful or harmful, by the way it is handled.

In the January '58 issue of Social Work,⁴ Zimmerman maintains that a school social worker cannot be a truant officer. Yes, a social worker can be a parole officer or an intrusive caseworker, he admits, but not a truant officer. Why? Because school social work "is based upon a basic tenet of service." Service, then, is inconsistent with use of a truant officer's authority.

Now I have just said - and I'm stuck with it - that any interpersonal experience can be made helpful or harmful according to its handling. First I must define my term "helpful" or "therapeutic": Any time that I help a client achieve a self-enhancing experience, so that he is better prepared to achieve other such experiences, this is therapeutic. Further, any time that I help a client to face a traumatic experience so that he is better prepared to face similar subsequent experiences, this is therapeutic. Facing negative as well as achieving positive experience, then, is therapeutic.

Is this a new definition? I ask you to reflect on your caseloads. In how many cases must you help the client make the best of a bad situation rather than eliminate the problem? How often must a client learn to live with a handicap, with an alcoholic husband, or with a neurosis? Are we nontherapeutic when we attempt these things?

Let's carry this postulate to the ultimate. Any interpersonal relationship would include death. Let's say I am warden of a prison, and as such it is my job to put another human being to death. The degree to which my work is therapeutic is the degree to which I can reduce the trauma of the situation. I understand that the period between conviction and execution is a little more than one year. Imagine that our prisoner will want something to keep his mind occupied during these long days. I believe he may want someone to talk to professionally, to ventilate some feelings. I will try to provide this. He may want to make his peace with God. I will try to provide him a clergyman. I am sure he will want to see friends and family during this interim. I once stood by while a young murderer said his last goodbyes to his family, a few hours before his execution. There is no question in my mind that this helped reduce the trauma of the situation - in short, that it was therapeutic. Is his total experience with me less traumatic than if he were in unskilled hands? Is my work, then, therapeutic by this definition?

Some highly pertinent inferences can be drawn from this definition. I will not attempt a job that someone else can do better; neither will I send someone else to do a job that I can do better. For instance, if I have a violator to be picked up, I don't send a copy to do the job. I do it myself. There was a time when I didn't believe this. I recall I once issued a pickup order on a juvenile parole violator and after his arrest I went to visit him in jail. The arresting officer had slapped him around considerably, called him various names, man-handled his mother, and otherwise abused his family. I said I was sorry he had had such a rough experience, but that he had to be brought in. He replied angrily: "Yeh, I know that. But you coulda come and got me yourself." Yes, I could have. Why didn't I? I could find volumes to rationalize my not going - filled with such phrases as "incompatible, inconsistent, and antithetical." But note that the boy did not think it inconsistent for his caseworker to come after him. What seemed to him inconsistent was that his friend and caseworker should send a sadistic cop to maul him and his family around. I kept saying to myself: "This is for the boy's good - I must preserve our relationship." But this was not the real reason I didn't go after him. The real reason was that it was not therapeutic for Hardman. Whose needs, then, was I filling? How well did I preserve our relationship?

Authority - A Tool

This leads us to Postulate VI: The degree to which a worker can be helpful to a client with authority conflict is a function of (1) the degree to which the worker understands and accepts his own feelings around authority, and (2) the skill with which he uses his delegated authority.

Again, I assert that this dictum is not peculiar to correction. Last year I attended a case conference on a military post. It was the consensus of the staff that the client had symptoms which indicated referral to the Neuro-psychiatric Clinic. The next question: how to get him there? We had the authority, if necessary, to send him over under military police escort, though no one anticipated this. The psychologist suggested: "Call his sergeant and let him make the referral. We'll let the sergeant be the bastard that sent him." He was

unwittingly paraphrasing Shakespeare: Some sergeants are born bastards, some achieve bastardy, and some have bastardy thrust upon 'em.)

Now let's apply our dictum that we don't send someone else to do a job that we can do better. Why? Would the sergeant likely increase or decrease the man's anxiety about referral? Make the clinic's job harder or easier? Make the man more or less likely to bolt and go AWOL? What is the probability that the client will learn from the sergeant, from the other non-coms, the clinic, or even from us, by some slip, that this was our idea? In my experience it is 50-50. Will this enhance our relationship? If we thought referral would help him, the client says, why didn't we refer him ourselves? If we thought it wouldn't, why did we send him?

Now suppose we do decide to refer him ourselves. "Private Z," we say, "we would like to get some expert opinion in your case. We would like you to see Dr. X, a psychiatrist at the base hospital. [Now note the next line.] What do you think about this?"

This was a good interview until that last line. Suppose he says, "I think the ~~idea~~stinks." Or more likely, just: "Do I have a choice?" No, he doesn't. If we should let him choose not to go and he commits an act of violence, we are responsible. Then why ask him? Are we not, in effect, throwing him a few crumbs of spurious autonomy from our table? Our client, like most, entertains an impoverished self concept. Does it enhance his self concept to throw him crumbs? Would he not be more likely to feel like a worthwhile, mature person if we honestly and openly shared with him exactly where we stood and where he stood? When, at a later date, I insist that the client be responsible for his decisions, will he consider how I passed my responsibility on to the sergeant? Is this good teaching? Good correction? Good casework? Yet I will wager that the records of any social agency will reveal a hundred examples of such casework. Why do we do it? Why pass the buck to the sergeant? Why pretend that we don't hold and use authority when we do? Because we believe that he who executes authority becomes a bastard. In short, we suffer from the same illness as our client.

All of which introduces Postulate VII: Authority need not be associated with hostility, punishment, or rejection, except as these traits inhere in the personality of the worker. Authority can be identified with love, acceptance, and understanding.

A few summers ago I worked in a cerebral palsy camp. When we opened our swimming pool the director announced to the campers: "We are very sorry, but we can't allow you to swim alone. The Red Cross has a very strict rule against it." Now this was not a Red Cross Camp. We had no affiliation with this organization. Yet we felt compelled to find some scapegoat to hang our authority on. Why? Because it's mean, punitive, and rejecting to use authority. But must it be so? Consider this approach to swimming rules: "We don't want you to swim without a counselor in the pool because we are concerned about you and don't want you to get drowned." I hold that this same approach is equally applicable to probation and parole, to school attendance work, to disciplinary counseling, or to protective agencies.

And lastly, Postulate VIII: An outstanding - perhaps the greatest - service that a worker can render to a client with authority conflict is to provide a new and differential and therapeutic experience with authority. Some of the aspects of this new relationship are:

1. Whenever I use authority, I will use it openly and honestly. Whenever I do anything to or for or about a client, I will tell him so. This means that I will never make a referral, recommendation, or report about a client without sharing this with him.
2. I will fully execute that authority, but only that authority delegated to me by the administrative agency. By following this dictum I avoid overuse or underuse of authority.
3. I will make crystal clear in structuring with a client where my authority begins and ends. This will eliminate a vast amount of testing.
4. I will further clarify which decisions are mine to make and which the client must make. If agency policy includes increasing client responsibility (by such means as parole honor cottage living, for instance), I will clarify each successive transfer of responsibility to the client.
5. I will steadfastly resist all of the client's efforts to alter my decisions by threats, tantrums, seduction, illness, etc. I will just as steadfastly defend his right to make his decisions and stand by them.
6. I will scrupulously insist that my client assume and face the responsibilities impinging on his decisions. And I will just as scrupulously stand by the responsibility for my decisions.
7. The exercise of authority will always be managed with empathy for and understanding of the client's total needs as a person - a person always worthy of my interest, respect, and affection.

Mullahy⁵ quotes Harry Stack Sullivan as saying: "Restraints, above everything else, bring about the evolution of the self dynamism." It is possible that it is rather the balance and interaction of authority and autonomy which engenders maturation and socialization. In either case - if either of these be true, or only partly true - then authority is a major dimension in the process of social adjustment. I therefore submit that for a person with antisocial traits to experience a fresh and wholesome relationship with authority is as truly therapeutic as for a dependent person to experience independence or an inadequate person to experience adequacy.

⁵P. Mullahy, Oedipus: Myth and Complex, New York, Hermitage, 1948.

POST WORKSHOP QUESTIONNAIRE

Center for Law Enforcement and Corrections
College of Human Development
The Pennsylvania State University

NAME _____
TITLE _____
AGENCY _____
LOCATION _____

2. If you had to choose, would you say that an individual's own internal psychological problems or the outside social conditions an individual is raised in are the major cause of most people becoming criminals?
- Psychological problems _____
Outside social conditions _____
Both equally (Vol.) _____
Not sure _____
7. Generally, do you feel the courts have been too lenient in dealing with criminals, too severe, or do you feel they have been generally fair?
- Too lenient _____
Too severe _____
Some too lenient, some too severe (Vol.) _____
Generally fair _____
Not sure _____
8. Some people have said that recent court decisions (particularly the Supreme Court) have gone too far in the direction of protecting the rights of the accused and have not paid enough attention to protecting society. Do you tend to agree with this statement or disagree with it?
- Agree _____
Disagree _____
Not sure _____
10. Some people have said that the restraint of offenders -- their custody, control, and containment is incompatible with the attempt to rehabilitate them (to try to change offenders into law abiding citizens) and that restraint makes rehabilitation more difficult. Do you tend to agree with this claim or disagree with it?
- Agree _____
Disagree _____
Not sure _____

12. Do you feel that there should be more treatment than there is now, less, or about as much as there is now?
More _____
Less _____
About as much as now _____
Not sure _____
13. About what proportion of the offenders you deal with, do you feel need intensive individual counseling -- less than 1/4, about 1/4 to 1/2, 1/2 to 3/4, or over 3/4 of the offenders?
Less than 1/4 _____
1/4 to 1/2 _____
1/2 to 3/4 _____
Over 3/4 _____
All (Vol.) _____
Not sure _____
14. How successful do you feel past counseling efforts have generally been -- very successful, somewhat successful, or hardly successful at all?
Very successful _____
Somewhat successful _____
Hardly successful _____
Not sure _____
16. Do you personally feel that there should be more emphasis by correctional personnel on enlisting community help than there is now, less than there is now, or about as much emphasis as there is now?
More _____
Less _____
About as much as now _____
Not sure _____
17. If you had to choose, which course do you personally feel is more likely to help an offender become a law abiding citizen -- the use of treatment or of getting help from the community or do you feel they are both equally important?
Treatment _____
Influence of community _____
Both equally important _____
Not sure _____
18. Generally do you feel probation and parole should be used more often than they are now, less often, or do you feel they are being used about the right amount now?
Used more _____
Used less _____
About right amount _____
Not sure _____
20. Would you like to see more Halfway Houses and other community based correction programs set up or don't you think this is likely to accomplish very much?
Set up more _____
Not accomplish very much _____
Not sure _____

22. Do you feel that these self-help programs can make any real contribution to the rehabilitation of offenders or don't you feel they have much to offer in the way of rehabilitation of offenders?
Can make contribution ___
Not have much to offer ___
Not sure ___
23. How do you feel about the recent trend toward keeping alcoholics and drug addicts to hospitals for treatment. Do you think this is a good idea or not such a good idea?
Good idea ___
Not good idea ___
Not sure ___
40. Do you feel these volunteers are very helpful, somewhat helpful, or hardly helpful at all?
Very helpful ___
Somewhat helpful ___
Hardly helpful at all ___
Not sure ___
41. Would you like to see more volunteers used in your agency, fewer volunteers, used, or do you feel there are about the right number now?
More ___
Less ___
Right number now ___
Not sure ___
42. (If no volunteers in your agency) Would you like to see volunteers used in your agency or don't you think this would be a good idea?
Like to see volunteers ___
Not like to see them used ___
Not sure ___
43. Do you think it is a good idea for correctional agencies to hire ex-offenders as full-time correctional workers or don't you feel this is a good idea?
Is a good idea ___
Not a good idea ___
Not sure ___
44. Some people said that by hiring ex-offenders as full-time correctional workers, the standards of the correctional profession will be lowered. Do you feel that this is a problem or not?
Is a problem ___
Not a problem ___
Not sure ___
45. How about the use of offenders on probation or parole as neighborhood aides? Do you feel this is a good idea or not such a good idea?
Good idea ___
Not good idea ___
Not sure ___
46. Do you plan to make your career in corrections or do you think you will probably end up in some other field?
Career in corrections ___
Some other field ___
Not sure ___

1 = Strong Agreement 2 = Mild Agreement 3 = Mild Disagreement 4 = Strong Disagreement

1. Most individuals turn to a life of crime because they are lazy and don't want to work 1 2 3 4
2. Most responsible people in corrections know what the problems are and all this research that goes on is waste 1 2 3 4
3. More Negroes than whites seem to become second-timers (recidivists) 1 2 3 4
4. If there wasn't so much poverty in this country, there would be much less crime 1 2 3 4
5. The best way to straighten out a lot of offenders is with a good crack on the head 1 2 3 4
6. Negroes seem to care what happens to them less than whites 1 2 3 4
7. There would be a lot less crime if parents were more strict with their children 1 2 3 4
8. Too much easy-living and welfare are turning this country soft 1 2 3 4
9. Hard work is the only real route to success 1 2 3 4
10. If we want to solve the problems of riots and demonstration in this country we're going to have to let the police act much tougher than now 1 2 3 4
11. There are some groups of people you just can't trust 1 2 3 4
12. There is too much emphasis in this world on how to get the fast buck 1 2 3 4
13. Too often, broken homes are the breeding ground of future criminals 1 2 3 4
14. Psychiatric examinations and treatment could straighten out a lot of delinquents 1 2 3 4
15. Harsh treatment is a good deterrent to prevent offenders going back to a life of crime 1 2 3 4
16. Many offenders never had anybody treat them decently 1 2 3 4