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INSTRUCTORS MANUAL

03779

I am very pleased to see the implementation of the third phase of the Bureau's counseling program. This will allow us to achieve our objective of having a comprehensive line staff counseling program for our service. I consider the implementation of this program to be among our top accomplishments of the past few years. We all know that our line staff are our most valuable resource and the most effective change and control agent within our institutions.

Our current emphasis on the inmate's voluntary participation in correctional programs increases the need for good staff-inmate interpersonal relations. The line employee will become even more involved with assisting inmates to select and utilize voluntary programs.

I am vitally concerned that our institutions be safe and humane for both staff and inmates. The interpersonal communications and counseling program will greatly facilitate the achievement of this goal.

Norman A Carlson

NORMAN A. CARLSON

OVERVIEW:

Recognizing that the Bureau of Prisons is assigned the task of safely and humanely detaining and returning to the community, persons who have been convicted of violating federal laws, it is necessary that we use all resources available to us to meet this task. In doing so, we recognize the importance of the line employee and the tremendous contribution made to the realization of these objectives.

Over the past years, the need for interpersonal communications in managing institutions became increasingly evident. These communications skills are essential to the safety of officers and inmates alike. To meet this need, we feel that line staff communications skills can be greatly enhanced with the addition of a formal training program in interpersonal communications, and the establishment of a Correctional Counselor in the correctional service.

When we began designing a Correctional Counselor Program, we looked to the programs of the past and we found a variety of attempts to use the line employees as helper, to involve him in the classification process, and to make him feel an important part of the over-all effort of correcting and managing the offender.

Many institutions developed a liaison program using selected staff as liaison officers, who assisted casemanagers in the classification process and handled some of the less technical problems and duties faced daily by the casemanager. Other institutions further developed these liaison individuals into members of classification teams and thus gave them formalized input into developing the individual offenders' program. Efforts

to utilize Correctional officers as helpers emerged in many institutions such as Ashland and the National Training School many years ago. In all cases, properly trained line correctional officers contributed greatly to the Bureau's mission.

The forerunner of our current program was a facilitation training program based on Robert Carkhuff's writings, conducted at the Atlanta Federal Penitentiary in 1968. This program was later initiated at Lompoc, Springfield, Englewood and other institutions in succeeding years.

The evaluation of the beginning program efforts were very impressive and resulted in the formation of a formal Correctional Counseling training program in the Bureau.

In 1971 a task force was assembled to consider a formal counselor training program which would result in a mandatory promotional requirement for the Correctional Service.

January 1972, the first training conference was held in Ft. Worth, Texas with each institution sending a trainer to learn the basic Counseling program.

During the Summer of 1973, the intermediate Counseling program was initiated and the program was organized into three subprograms: Basic Interpersonal Communications, Advanced Interpersonal Communications and Correctional Counseling.

The present finds us initiating the final subsection of the interpersonal communications program: Correctional Counseling. We are also revising the

original Basic and Advanced Course to incorporate suggestions from line staff and changes in Bureau policies.

Over the past few years literally thousands of hours have been devoted to improving line staff skills in the Bureau of Prisons and the results within and outside the Bureau have been dramatic. Recently, the National Institute of Corrections initiated programs based on the Bureau's efforts on a nation wide state Correctional system basis. Again, reception and results have been excellent.

The Bureau is indeed indebted to Chuck Montgomery and Dr. Jack Blakeman for assisting in the writing and the training of trainers. Many others such as Garland Jeffers, Robert Douthitt, James Skinner, Vic Chavez, Ed Janes, Jeanne Hollett, Dr. Colen Frank, Hatley Stanfield, Joe Crowe, Dennis Hubbard, Dr. Bob Levinson, Roy Gerard, Joe Burrell, Jack Wise, Bob Walton, Dr. Bill Megathlin, Mason Holley, and many others have had great impact on the training and implementation of the program. Most of all the Bureau is indebted to the many trainers who have so unselfishly given of themselves to learn and teach the skills that have changed our system. To those who are too many to name individually, we say thanks.

SHERMAN R. DAY

SOME PERSONAL NOTES TO TRAINERS

Training is the ultimate demonstration of helping skills. It requires no more or less than the skills you are asking the trainees to acquire. To the extent you are able to demonstrate these skills in working with your group you will directly affect the learning of the skills by the group.

Training is exactly like helping. At first the trainees will be like helpees, (i.e. some will be excited, frustrated, resistive, eager, threatened, defensive, or skilled). Thus, the first task is to demonstrate empathy and respect--in other words to build a base with the trainees. As this base develops, you will be able to confront and be genuine with the individual trainees. However, this will occur at varying speeds depending on your ability to establish the base and the different characteristics of each individual trainee.

You will be instrumental in helping some go through the action stage with their concerns.

Here are some suggestions which you should consider in training:

1. Don't embarrass the trainees--give feedback in ways which encourage support, excite; do not immediately devalue, debase or expose weaknesses. Any weaknesses will become apparent as training progresses.
2. Be patient. Use the individuals who catch on first to assist others. Pick out the most facilitative people in the group and assign them to lead the small groups. Use the more facilitative persons to help at every opportunity.

3. Don't get hung up on numbers. They only help teach skills and attitudes. Don't spend all day arguing whether a response is a 2 or 3--call it a 2.5, etc., and go on.

4. Spend your time on the base building skills as your first priority. They are essential skills and the key to the helping process.

5. Make the training experience a positive one. You don't have to hurt to learn; in fact, "hurting" can limit the amount of learning that takes place. Use humor in good taste, be flexible, and don't use your valuable time or the trainees time to fight persons in the class who resist.

6. Time will fly--use each minute for useful training. If a discussion develops, use it to demonstrate and point out helping ideas.

7. Be prepared to stimulate members of the group with readings, etc., which emphasize skills and support the training.

8. Freely and openly demonstrate the skill you want others to learn.

9. Build confidence in trainees. They can make a difference in the lives of people. Reinforce any positive learnings immediately. Be free with positive feedback.

MODULE 1: INTRODUCTION

OBJECTIVE: Each trainee will be able to list and briefly describe three reasons for conducting interpersonal communications skills training.

Interpersonal communications skills training is a program designed primarily for the development of line correctional workers. It is a formal but simple program which includes various communication techniques and specific problem solving and program development skills. This program has been implemented through the Federal Prison System. It is now necessary to insure a high degree of consistency and quality in its' application at each facility. Hopefully, this rewritten program will better enable those charged with the responsibility for interpersonal communications skills training to provide that quality and consistency.

The manual follows a systematic format of structured experiences and practical exercises designed to teach each correctional worker the skills necessary to make a difference. Those skills are now more important than ever before because of several recent changes in the direction taken by the Federal Prison System.

First, there has been a movement away from the traditional medical model emphasis on "diagnosis" and "treatment" and an increasing emphasis on motivating inmates to take greater responsibility for development and completion of their own correctional programs. Thus, there is an even greater need to insure that the lines of communication between the "keepers" and the "kept" are open and free flowing

in both directions. Positive motivation of inmates requires that clear, concise, facilitative feedback be delivered and reacted to appropriately and quickly.

Secondly, the Bureau has increased its' commitment to participatory management with a great deal of decision-making responsibility delegated to line staff. In order to properly meet that responsibility, every line employee needs to have the widest possible opportunity to upgrade and update his or her skills. The interpersonal communications skills training program is one more attempt to help provide those opportunities.

Finally, research--both from outside and from within the Federal Prison Service--has proven that the line employee can make a significant difference in institution morale, in inmate levels of functioning, and in implementation and completion of positive correctional programs. However, in order to make that difference, the employee must not only be given the proper skills, but he must be provided an environment which allows and encourages him to use those skills. As a helper, your responsibility does not end with the mere passing on of your knowledge; it also includes the need to positively reinforce any and all attempts to foster more open communication between staff and residents. You are the keystone--without your support, the program cannot achieve its' full potential.

Meeting these responsibilities is not an easy task, but we hope that the material in this program will increase your abilities to deal with them.

MODULE II: PRE-TRAINING PREPARATION (ORGANIZATION OF PHYSICAL PROPERTIES TO MAXIMIZE EFFICIENT USE OF TIME).

OBJECTIVE: 48 hours prior to actual training, the trainer will satisfactorily complete the following checklist.

Checklist

1. Insure that the room reserved for training is available during the scheduled time and that the correct number of chairs (preferably without arms) and desks are available.
2. Insure that the room is properly lighted and ventilated (make sure ashtrays are available if smoking will be allowed). Arrange for restrooms and refreshments to be close by.
3. Plan the actual period of training so as to minimize noise, distractions and interruptions.
4. Check to see that the following materials will be available: chalkboard, chalk, paper, pencils, ashtrays, exercises (communication and discrimination indexes), watch (with second hand), minimum of two chairs without arms. A student manual should be provided for each trainee to refer to and keep.
5. Plan for a break about every hour or at the end of each module.

MODULE III: PRE-TRAINING ASSESSMENT (COMMUNICATION AND DISCRIMINATION INDEX)

OBJECTIVE: The level at which each trainee is offering facilitative conditions prior to training will be measured on an eight item "stimulus statement" assessment.

Steps:

1. Distribute a copy of the communication and discrimination exercise to each member of the class. See Appendix "A".
2. Read and discuss the definition of a helpful person (included on the front page).
3. Explain the scale to be used in rating. Use chalkboard to review the levels within the scale. See Appendix "A". (Page 1)
4. Instruct the trainees to write what they would say in the space provided below each of the eight stimulus statements (consider the stimulus statement to be the first statement in an interaction with the trainee as a correctional worker).
5. After completing the eight written responses, have the trainees turn to the back of each page and rate their responses to the stimulus statements. Place the scale to be used on the chalkboard. See Appendix "A". (Page 1)
6. Scoring of the Communication Index: After each trainee has rated his responses, he should total the ratings and divide by the number of stimulus statements. (Usually eight statements are adequate for pre-training assessment. The higher the score, the better the Communication Index).
7. Scoring of the Discrimination Index: Let the trainees score their own index as you call out the ratings on the four responses under each stimulus statement. The Discrimination index is calculated by

noting the differences between the expert rating (you, as the trainer) and the trainee's rating. This difference can be positive or negative; it does not matter. Then add all of the differences and divide by four times the number of stimulus statements. Example: Total discrepancy by the trainee is 28. The number of stimulus statements is 8 times 4 responses which totals 32. Twenty eight divided by 32 equals .87 or rounded off, is .9. In this case, the Discrimination Index is .9. Remember, the lower the score, the better the Discrimination Index.

8. The best time to let them know how they compare to other groups that have been tested is when the results are returned to the trainees.

9. To help trainees understand what their scores mean, refer them to the following norms:

Discrimination Index Norms:

.0 to .4	High agreement with expert
.5 to .9	Moderate agreement with expert
1.0 to 1.5	Low agreement with expert

Communication Index Norms:

3.5 above	Very helpful communication
2.5 to 3.0	Helpful communication
1.5 to 2.0	Less than helpful communication
1.0	Not helpful communication

Helpful means offering a person communications skill that stimulates further exploration of the concerns expressed.

10. All assessment scores must be treated as confidential information.

MODULE IV: UNDERSTANDING THE HELPING MODEL AND PROCESS

OBJECTIVE: Each trainee will be able to describe at least one personal experience which will illustrate the concept that "all human relationships may be for better or worse".

Steps:

1. (Read to Trainees) all human relationships may be for better or worse. The very first thing you should know is that what you do or don't do with someone else can either be harmful or helpful, regardless of your good intentions. It is only logical that if you can help someone, you can also hurt them. The fact is that the things you do with another person may make the difference in their life. We call the person who seeks help, the Helpee. The person who accepts the helper role is referred to as the Helper.

   TRAINER NOTE: At this time you should present a few of your personal experiences with respect to this program. Example: Include experiences gained at one of the workshops. It is further suggested that you consider making references to the paper by Dr. Day and Dr. Megathlin on "Line Staff as Agents of Control and Change." See Appendix "B". Also make reference to the fact that the line-staff correctional worker is one of the most impactful and influential staff members in a correctional setting.

2. (Read to Trainees) It became apparent early in the development of this program, that there was a need to develop a model which could be used as a "guide" or "roadmap". It had to be structured in a way that made it feasible to train large numbers of employees over relatively short periods of time. In addition, it had to equip them with practical, job-related skills.

   TRAINER NOTE: Impress upon your group the significance of developing a helping model out of their experiences. Emphasize that there have always been helpers and there always will be. Also explain that many people resent having a helping model imposed upon them. When helping models are imposed, it tends to create resistance and subsequent defensiveness.

3. Ask the trainees to think about a time in their lives when they felt they needed help. Perhaps there was a time (maybe even now) when there were relationship problems with superiors, associates, or within their family.

4. When these concerns appeared in each of their lives, ask the trainees to think about the person they sought out (or would like to have) for help. They need not reveal the identity of the person. Next, ask this question. Why did you identify that person? Put the characteristics they identify on the chalkboard.

5. Go over the list with the trainees and discuss how useful it would be for helping people to have these characteristics.

6. Ask the trainees the following question: "When you were asked to help, to what extent did you offer these characteristics?"

7. Now put the helping model on the chalkboard next to the list of characteristics that the trainees developed and match the characteristics that the trainees identified with those in the training model. Show how the characteristics are similar to the conditions of the training model.

TRAINING MODEL FOR INTERPERSONAL COMMUNICATIONS SKILLS

ATTENDING	RESPONSIVE CONDITIONS	INITIATIVE CONDITIONS
Physical (Posturing)	Empathy	
Psychological (Observing)	Respect	
Listening (Focusing)	Concreteness	
		Genuineness
		Confrontation
		Immediacy
		Self-Disclosure

8. Remember to give several different definitions and examples of the conditions as you go. Have the trainees refer to Appendix "C" (Guide to Understanding Levels of Conditions) and discuss.

9. State that empathy is the key to helping so the first emphasis will be on offering empathic understanding. See Appendix "D" (Trainer Manual) and Appendix 4 (Student Manual).

10. Relate the conditions to the process and phases of helping. Have the student refer to Appendix 3 in the student manual and follow along as you illustrate and discuss the conditions, phases of helping, and their relationships.

INTERPERSONAL COMMUNICATIONS SKILLS MODEL (PHASES OF HELPING)

	PRE-STEP	PHASE I	PHASE II	PHASE III
HELPER:	Attending	Responding	Initiation and Personalizing	Action and Directionality
	Psychological	Level 3 Responses	Level 4 & 5 Responses	Level 4 & 5 Responses
	Physical	Level 3 Initiation	Level 4 & 5 Initiation	Level 4 & 5 Initiation Problem Solving & Program Development
HELPEE:		Explores (where he is)	Understands (where he wants to be in relation to where he is with his problem)	Acts (how he is going to get there)

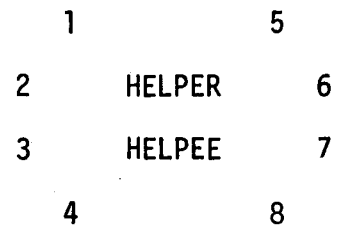
Refer to Appendix "F" (Trainer Manual) and Appendix 5 (Student Manual)

MODULE V: ATTENDING SKILLS

OBJECTIVE: Each trainee will respond physically and psychologically to a helpee selected from the trainee group. Each helper will be evaluated by the other trainees (on a scale of 1-5) on his attending behavior.

Physical Arrangement: Helper and helpee are sitting in two chairs (preferably without arms) facing each other. The group is arranged in semi-circles around the helper/helpee to view their interaction.

Diagram:



TRAINER NOTE: Starting with Module V and continuing through all modules, each trainee will participate in and complete all exercises.

Exercise 1. Attending Physically
(Facing fully, squaring off, leaning forward elbows on knees, making appropriate eye contact)

HELPER	GROUP	TRAINER
Helper attends physically to the helpee for 30 seconds.	Observes helper and comments on his physical attending and rates 1-5 to indicate facilitative attending behavior. See Appendix "F" and Appendix 5 in Student Manual.	Select pairs, observe each for 30 seconds, lead discussion and critique behavior.

Exercise 2. Attending Psychologically
(Observing helpee's appearance, behavior, energy level)

Helper attends physically and psychologically for 30 seconds to the helpee, relates observations to group. Note energy level of helpee, significants of dress, hairstyle, body movement, etc.	Observes helpee, adds to the observations of the helper, and rates 1-5 on scale for facilitative attending bahavior.	Same as Exercise 1 above.

MODULE VI: LISTENING

OBJECTIVE: Each trainee will act as the helper and will practice verbatim and gist responses to content.

Physical Arrangement: Same as Module V.

HELPER	GROUP	TRAINER
Exercise 3. Focusing (Verbatim)		
Listen for 10 seconds to the helpee stimulus, delay for 30 seconds* and repeat verbatim. Repeat if necessary.	Observes and rates accuracy of helper as equal to or not equal to feeling.	Select pairs, observe each for 30 seconds, elicit rating, equal to or not equal to feeling, and lead the discussion. Have the trainee repeat if necessary.
Exercise 4. Focusing (Gist)		
Listen for 30 seconds to the helpee (attend physically), delay 30 seconds (pick up details) then repeat gist (what does it all mean), and formulate how you would feel, (give feeling word.) Repeat if necessary.	Observes, rates gist given by helper as equal to or not equal to. Formulate feeling word and receive feedback from helpee and group to the accuracy.	Select pairs, observe 30 seconds, elicit rating and feeling words and lead discussion. Note: Beginning with this exercise and continuing throughout the remaining exercises, instruct the helpee to continue briefly after last helpers response. This may be helpful for you and the trainees to determine the accuracy of the response. Have trainee repeat if necessary. See Appendix "G" (Questioning the Question).

*TRAINER NOTE: (Explanation of 30 second delay) Explain to the trainees the reason for the 30 second delay. The delay is to help trainees improve the accuracy of their communications to the helpee. During the delay answers to self-imposed questions are to be determined. See next page for example:

1. How would I feel if I were experiencing the content I've just heard?
2. How would I feel if I looked like the helpee looks?
3. How intense would I feel about it (high, moderate, low)?
4. Am I attending fully?
5. Am I communicating caring?
6. Is my response specific and crisp?

MODULE VII: RESPONDING SKILLS I (INTERCHANGEABLE FEELING)

OBJECTIVE: Each trainee will accurately discriminate and respond to the helpee's feelings.

Physical Arrangement: Same as Module V.

HELPER	GROUP	TRAINER
Exercise 5. Reflecting interchangeable feeling to one stimulus statement:		
After helpee stimulus, delay 10 seconds, You feel _____. (If not equal to feeling--repeat exercise.)	Observes, rates response as interchangeable, equal to or not equal to feeling. Give response to helpee for similar feedback.	Select pairs, observe, elicit rating, lead discussion and critique. Have trainee repeat if necessary. (Homework assignment: Training Manual--Appendix "I" Exercise 5.)
TRAINER NOTE: Provide copies of homework assignments to each trainee. All assigned homework will be reviewed daily.		
Exercise 6. Reflecting feeling to three stimulus statements:		
After helpee stimulus, delay 10 seconds, You feel _____. Delay 10 seconds, You feel _____. Delay 10 seconds, You feel _____. Repeat if necessary.	Observes, rates responses as interchangeable, equal to or not equal to feeling. Formulate own response to major feeling theme. See Appendix "H" on Intensity in Trainer Manual and 6 in Student Manual.	Select pairs, observe, elicit rating and feeling words from group, and lead discussion on intensity. Instruct helpee to give stimulus after each helper response. Emphasize to helpees the importance of giving excerpts after each helper response regardless of accuracy. The excerpt should be as spontaneous as possible. Have a trainee repeat if necessary.

MODULE VIII: RESPONDING SKILLS II (INTERCHANGEABLE FEELING AND CONTENT)

OBJECTIVE: Each trainee will be able to accurately use the empathy scale and to accurately discriminate and respond to feeling and content.

Physical Arrangement: Same as Module V.

HELPER	GROUP	TRAINER
Exercise 7. Learn the empathy scale (See Appendix "J")		
	Read (listen) to the excerpts, practice rating until group reaches a minimum of .4 on discrimination (See Appendix "A" in Trainer Manual--How to Calculate Discrimination Index).	Present group with excerpts for ratings, (See Appendix "K" in Trainer Manual). Practice until group can rate with consistency and accuracy. Do not proceed to the next exercise until you are satisfied the group can use the scale appropriately.
Exercise 8. Responding to feeling and content (one to one)		
Helpee stimulus, delay 10 seconds before each response. You feel _____. You feel _____ because _____.	Observes, rates the responses 1-5. Each trainee is to formulate a response to feeling and content for feedback from helpee and group.	Select pairs, observe elicit ratings and lead discussion. Repeat if necessary. (Homework: See Appendix "I" in Training Manual. Exercise 8).

TRAINER NOTE: Additional responses by the helpee may be necessary to obtain confirmation; for example: helpee does not accept helper's response to the feeling and /or meaning, or helper recognizes that he did not respond accurately to the feeling and/or content.

HELPER	GROUP	TRAINER
Exercise 9. Multiple responses to feeling and content (one to one)		
Helpee stimulus, delay 10 seconds, You feel _____. You feel _____ because _____. You feel _____ because _____.	Observes, rates all 3 responses 1-5, each member formulates responses to feeling and content for feedback from helpee and group.	Select pairs, observe, elicit rating and responses from group and lead discussion. Have helpee rate each group member's response to them 1-5. Have helper repeat if necessary.

TRAINER NOTE: Assign "Fundamental Communication Exercise (Appendix "L")" Trainer Manual and Appendix in Student Manual, as homework for the following class session.

MODULE IX: INITIATING (PERSONALIZING)

OBJECTIVE: Each trainee, in a helper/helpee situation, will establish an interchangeable base of understanding (through multiple responses), being additive (going beyond helpee) developing theme, personalizing content, problem, feeling, and goal.

Physical Arrangement: Same as Module V.

HELPER	GROUP	TRAINER
Exercise 10. Personalizing content		
Three helpee--Three helper stimuli and responses with 10 second pauses, You feel _____. You feel _____ because _____. You feel _____ because you _____. Repeat if necessary.	Observes, gives modal rating, each member formulates personalized response to content for feedback.	Select pairs. Observe, elicit modal ratings and responses from group and lead discussion. Refer to Readings I (glossary) for definition of modal rating. Have helpee rate each group members response to theme 1-5. Repeat if necessary. (Homework: Training Manual--Appendix "I" Exercise 10).
Exercise 11. Personalizing Problem		
Four helpee--Four helper stimuli and responses with 10 second pauses, You feel _____. You feel _____ because _____. You feel _____ because you _____. You feel _____ because you can not (are unable to) _____.	Observes, gives modal rating, each member formulates response to problem for feedback.	Same as above. (Homework: Training Manual--Appendix "I" Exercise 11).

Exercise 12. (Personalizing Feeling)

TRAINER NOTE: Is there new or more accurate understanding of the feelings of the helpee towards himself? Is the helpee ready to accept personal responsibility for his feelings now?

HELPER	GROUP	TRAINER
Four helpee--Four helper stimuli and responses with 10 second pauses, You feel _____. You feel _____ because _____. You feel _____ because you _____. You feel _____ (at/with) yourself because you can not _____.	Same as Exercise 11, each member formulates response to personalized feeling.	Same as Exercise 11.
Exercise 13. (Personalizing Goal)		
Five helpee--Five helper stimuli and responses with 10 second pauses, You feel _____. You feel _____ because _____. You feel _____ because you _____. You feel _____ because you can not (are unable to) _____. You feel _____ because you can not (are unable to) _____ and you would like to _____.	Same as Exercise 11, except response is to personalize goal.	Same as Exercise 11. (Homework: See Appendix "I" Exercise 13
Exercise 14. (Summarizing)		
Summarize feeling: deficit, goal, direction, etc. Uses format such as: What all this adds up to is ... or What I've heard you say is ...	Same as Exercise 11, Give summarizing statement for feedback.	Same as Exercise 11.

MODULE X: CONFRONTATION (SEE READINGS I "GLOSSARY" AND APPENDIX "M" FOR DEFINITION AND RELEVANCE TO THE HELPING PROCESS)

OBJECTIVE: In a role play situation selected trainees will offer appropriate confrontations to a helpee.

Physical Arrangement: Same as Module V.

Exercise 15.

HELPER	GROUP	TRAINER
Role play situation with obvious discrepancies. Helper confronts helpee with discrepancies. Helpee acts or reacts to the confrontation. Helpee participates in helper and group rating. Repeat if necessary.	Listens to presentation. Asks relevant questions. Participates in role playing to illustrate level of confrontation. Rates helper. Formulates confrontations to be rated by the helpee. See Number 3 in Student Manual.	Leads discussion on this condition. Conducts role playing demonstration to illustrate appropriate use of low, moderate, and high levels of confrontation. Review scale to measure confrontation. See Appendix "C" in Trainer Manual. Repeat if necessary.

MODULE XI: PROBLEM SOLVING SKILLS

OBJECTIVE: In a helper/helpee situation, each trainee will help a helpee develop a problem solving course of action consistent with the model.

Exercise 16.

HELPER	GROUP	TRAINER
Helper determines helpee deficits. Operationalize goal. Assists in systematic problem solving.	Pair off, develop deficits. Develop preferred course of action. Critique partner. ++ + +- - --	Review model, (See Appendix "1-A" in Advanced Interpersonal Communications.) Make assignments. Circulate and give assistance. (Homework: Two (2) deficits using systematic problem solving.)

MODULE XII: PROGRAM DEVELOPMENT

OBJECTIVE: In a helper/helpee situation, each trainee will help a helpee develop a systematic program.

Exercise 17.

HELPER	GROUP	TRAINER
Assists in systematic program development.	Critique program.	Review program model, See Appendix "1-B" in Advanced Interpersonal Communications. (Homework: Two (2) goals using systematic program development.)

APPENDIX "A"

INTERPERSONAL COMMUNICATIONS SKILLS TRAINING PROGRAM

PRE TEST/POST TEST

Distribute the pre-test materials to the class. Following completion of the instrument, the trainer will score the test and give feedback to anyone who wants to know how they did.

The same procedure will be followed on the post-test.

INDEX #1

INTERPERSONAL COMMUNICATIONS SKILLS TRAINING PROGRAM

Assessing Communication
Segment #1

Introduction & Instructions:

I. The effective helper is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion when responding to others. He communicates an accurate, empathic understanding and respect for all of the feelings of other persons. He guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. Although open and flexible in his relationships with others, he is quite capable of active, assertive and even confrontive behavior when it is appropriate.

On the following pages--you will find (5) statements. After reading each statement write your initial response to that particular statement...Do not attempt to link any of the statements (or your response to those statements) together.

II. After you have completed the "Assessing Communication" portion of this index--move to the second segment: "Assessing Discrimination". This involves rating the various responses to the stimulus statements. When you rate these responses, you are to use the following scale:

Discrimination Scale: To be used for second portion only.

1 - 1.5	2 - 2.5	3	3.5 - 4.0	4.5 - 5.0
None of the conditions are present or communicated.	Some of the conditions are present and communicated. Some are not.	All conditions are present and are communicated. Minimally.	All of the conditions are present and are communicated. Fully.	All conditions are present and are communicated fully. Continually.

COMMUNICATION INDEX

Statement #1: "I don't know how much longer I can take this without losing my mind. I've never been locked up before, and this is just about to blow my mind. I'm really not a criminal, and to be treated like one is tearing me apart. What I did, anyone could do. I just got caught. I don't know how long I can take this. Help me do something that will give me a new outlook on life: this is the end."

Your Response: _____

_____

_____

_____

_____

_____

_____

_____

Statement #2: "I got a letter from my old lady yesterday, and she says she is going to split. Man, she is all I got. There ain't no one out there at all for me now. She say she ain't gonna come and visit me no more, so there ain't anything I can do. Do you think you can call her up and tell her how upset I am?"

Your Response: _____

_____

_____

_____

_____

_____

_____

_____

Statement #3: "Hey Mr. Smith, this is Mike Johnson. You remember me from the joint? I was the warden's houseboy. You were a good dude to me while I was there, and now I am in trouble. I wrote some bad checks here in town, and there isn't anyone I can turn to for help. All I need is a couple of bucks to split town with. I know they will catch me some day, but maybe I can get far enough away that I can get a fresh start. I'll pay you back, I promise."

Your Response: _____

_____

_____

_____

_____

_____

_____

_____

_____

Statement #4: "Hey! Man why don't you just get off my god-damn back. I don't want to play games with you any longer, I don't want any of your god-damn advice and I don't want to talk to you again."

Your Response: _____

_____

_____

_____

_____

_____

_____

_____

Statement #5: "If that god-damn captain doesn't keep off my ass I am going to blow it. I can never do anything the way he wants me to. He has had me on the carpet 5 or 6 times this past month and all he can say is--I don't know what I am going to do about you. When I hired on I had long hair and I'm going to keep it."

Your Response: _____

SEGMENT #2

DISCRIMINATION INDEX

Statement #1. "I just don't know what to do ... things are getting so bad, I just feel like quitting sometimes."

Rate Each Response:

_____ A. It will take some time but things are bound to get better.

_____ B. It is very discouraging when things don't go right.

_____ C. It's your attitude. You've got to think more positively.

_____ D. What things are going bad?

Statement #2. "We talk and talk, and it seems like we are getting someplace and then, two weeks later, nothing that was promised is ever done."

Rate Each Response:

_____ A. It's enough to really frustrate you isn't it? All those false promises.

_____ B. You need to take some action. Talking is getting you nowhere.

_____ C. You hate to see all your efforts go to waste. It's feeling like you don't even count.

_____ D. That's just a part of working in our agency. You'll get use to it.

Statement #3: "Things are still in a mess; no one knows what anyone else is doing, but you should have seen this school a couple of years ago. It looks like we are finally on our way."

Rate Each Response:

_____ A. Things look like they're beginning to straighten out, but they're still not as good as you'd like them.

_____ B. That's great! And you feel like you've had something to do with it.

_____ C. Sounds like you're suffering from a lack of good strong leadership.

_____ D. You still have some hope for the place yet.

Statement #4: "I know that I only have a bachelor's degree, but that doesn't make me stupid. They act like I don't know what I'm doing. They shouldn't treat me like that."

Rate Each Response:

_____ A. You're just as good or better than they are and they have no right to treat you otherwise.

_____ B. I'm sure you must feel bad if you're getting second-class treatment.

_____ C. Ignore them. You don't need those kind of people.

_____ D. How do they treat you?

Statement #5: "We have these meetings that are largely irrelevant; what we need is some short meetings where only those directly involved can share information or gripes or at least get some help from each other."

Rate Each Response:

_____ A. These meetings don't make much sense to you.

_____ B. You'd like to see the format of these meetings changed so as to involve those who need the help.

_____ C. You can't expect to change things overnight.

_____ D. You'd like to be in a position of authority so you could change the meetings.

INDEX #2

INTERPERSONAL COMMUNICATIONS SKILLS TRAINING PROGRAM

Assessing Communication
Segment #1

Introduction & Instructions:

I. The effective helper is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion when responding to others. He communicates an accurate, empathic understanding and respect for all of the feelings of other persons. He guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. Although open and flexible in his relationships with others, he is quite capable of active, assertive and even confrontive behavior when it is appropriate.

On the following pages--you will find (5) statements. After reading each statement write your initial response to that particular statement..Do not attempt to link any of the statements (or your response to those statements) together.

II. After you have completed the "Assessing Communication" portion of this index--move on to the second segment: "Assessing Discrimination." This involves rating the various responses to the stimulus statements. When you rate these responses, you are to use the following scale:

Discrimination Scale: To be used for second portion only.

1 - 1.5	2 - 2.5	3	3.5 - 4.0	4.5 - 5.0
None of the conditions are present or communicated.	Some of the conditions are present and communicated. Some are not.	All conditions are present and are communicated. Minimally.	All of the conditions are present and are communicated. Fully.	All of the conditions are present and are communicated fully. Continually.

COMMUNICATION INDEX

Statement #1: "The guys have counted me in on a rumble. We are gonna sit-down in the line tomorrow. I don't want to be in no buck ... I've got me about 6 months before I get out of this place, and I ain't gonna screw it up by getting off in no wreck. The only problem is if they get wind of you guys having any warning, they are gonna know that I tipped you off. If that happens, I'm dead. So, it looks like I have two choices, lose my good time, or my life."

Your Response: _____

Statement #2: "Man you talk about your losers. You're looking at the world's best. There ain't nothing I do that comes out right. You know what my rap is? Possession of pot. Two lousy ounces and ten lousy years. It's been that way all my life. What do I have to look forward to now? On top of all the other trouble, I've been into all my life, now I have to go through the rest of my life as an ex-con."

Your Response: _____

Statement #3: "So you are my parole officer. This is just great. A watch dog. I know that when I came up, I had to go along with what they said to get out. But I'm telling you like it is. I'm not going to stand for that guard shit. I'll come to you and do my report, but I'm out now and I'm gonna do what I damn well please."

Your Response: _____

Statement #4: "That god-damn Mexican has just about pushed me too far. I'm going to kill that greaser son-of-a-bitch if he comes around me once more. All he wants to do is borrow, borrow, borrow. He ain't got no bread of his own, but yet he always wants to spread with us."

Your Response: _____

Statement #5: "There's this cute little kid on "B" range that I've kinda got a hankering for. He ain't bad looking at all and I think he's got a little gal in him. I been here three years, now, and I been keeping my stuff together and haven't gotten into any hassels. But, man--that sure looks good to me. You know how it is after you have been locked up this long."

Your Response: _____

SEGMENT #2

DISCRIMINATION INDEX

Statement #1: "Some days when things get tense and there is so much to do, I'd scream if it weren't for some of the other people I work with ... They just keep me from blowing my mind."

Rate Each Response:

_____ A. Your co-workers really help you keep your head together.

_____ B. You look okay today!

_____ C. Sometimes things get so hectic you just don't know if you can get through the day.

_____ D. You ought to think happy thoughts when you feel uptight and tense.

Statement #2: I get calls day and night from some of the people. It probably sounds annoying to some people, but not to me."

Rate Each Response:

_____ A. That would really annoy me.

_____ B. You really enjoy hearing from these people.

_____ C. It doesn't bother you now and that's real fine, but you'll get tired of it before long.

_____ D. There aren't many people who enjoy their work as much as you. I can see that you are totally committed.

Statement #3: "Everyone comes to me for answers. But then when I make the decision they don't want to go along. What's wrong with them?"

Rate Each Response:

_____ A. Perhaps your decisions aren't as good as you think.

_____ B. You can't understand why people would come to you for help and then not go along with your decisions.

_____ C. Maybe you should involve them more in the decision making.

_____ D. You feel good about people coming to you for help.

Statement #4: "I know how some of them feel about me doing what I do. I'm going to do my best; it's that I just haven't had as much experience and training as I need. I wish ..... ."

Rate Each Response:

_____ A. They just can't understand that you're relatively new at your job, and you'll improve with experience.

_____ B. You get the feeling that some of them aren't happy with your work.

_____ C. You're much too sensitive. I'm sure they don't feel the way you think they feel.

_____ D. You'll be okay. Don't worry about it.

Statement #5: "The gripes come up, the orders come down; everybody seems to know how to run things but me."

Rate Each Response:

_____ A. People just don't respect your ability.

_____ B. You're really pissed off at the whole operation.

_____ C. They ought to let you run things the way you want, not how they want.

_____ D. You can't knock success.

GUIDE TO UNDERSTANDING LEVELS OF CONDITIONS

General Levels	Helper Conditions in Response to Helpee		Initiated by the Helper			
	Empathy (Understanding)	Respect (Caring)	Concreteness (Being Specific)	Genuineness (Being Real)	Confrontation (Telling it like it is)	Immediacy (What goes on between us)
5 ++	Really understanding (adding a lot)	Really caring	Really being specific	Really being real	Really telling it like it is	Really saying what's going on between us
4 +	Understanding	Caring	Being specific	Being real	Telling it like it is	Saying what's going on between us
3 openness to + absence of -	Interchangeable expression	Open to caring; Not caring.	Open to being specific; not being abstract	Open to being real; not being phoney	Open to telling it like it is	Open to saying what's going on between us
2 -	Not understanding (subtracting)	Not caring (Negative regard)	Not being specific (being abstract)	Not being real (being phoney)	Not telling it like it is	Not saying what's going on between us
1 --	Really not understanding at all (Subtracting a lot)	Don't give a damn (Really being completely negative)	Really not being specific (Really being completely abstract)	Really not being real (Really being completely phoney)	Really not telling it like it is	Really not saying what's going on between us

APPENDIX "D"

EMPATHY

Empathy is: the capacity for participating in the feelings or ideas of another...

Empathy is perhaps the most critical of all helping conditions; without empathy there is no basis for helping. From it flows the appropriate and meaningful use of all other conditions and, ultimately, the resolution of the helpee's problem. Without a depth of understanding on the part of the helper, there is little hope that the helpee can come to understand himself at deeper levels (insight). The helper's own self-understanding is the critical resource for achieving an empathic relationship with others. One definition of empathy, then is a functional one in which the activities of helper and helpee cannot be separated. The emphasis is on the helpee's ability to constructively use the communications of the helper. If the helpee cannot use (for his own purposes) the communications of the helper, then the helper is not accurately empathic.

If, on the other hand, the helper's communications enable the helpee to continue to understand himself at meaningful levels, or understand himself at even deeper levels; effective levels of empathic understanding can be seen and measured.

To be sure, empathic understanding is often not directly communicated nor are its effects immediately observed. The depth of understanding may dictate the introduction of some other condition, for example, confrontation in response to an implicit plea for someone to "pull me up short"; or action such as problem-solving and program development activities in response to the need for the resolution of immediate conflicts. In

addition, the effects are not always immediately evident. However, often the helpee needs no more than time to chew, digest, and translate the helper's formulations into positive change and/or effective use.

Initial Phase of Empathy:

During the initial phase of empathy, as well as during the initial phases of helping, the focus is upon interchangeable responses in both discrimination and communication. The establishment of such a base of communications enables the helper to identify with the ways in which the helpee is expressing himself. Such an interchangeable basis for communcations allows the helper to try the helpee's expression of himself "on for size". Generally, it enables the helper to gauge the level at which the helpee is functioning and, thus, his readiness for entering further phases of empathic understanding and helping. (See Appendix "N" on scale of self-exploration) Specifically, it enables the helper to estimate the helpee's depth of understanding in relevant areas. It also allows the helpee to determine how well the helper can comprehend his world as he has expressed his experience of it. Therefore, while the initial phase of empathy establishes the helper's readiness to proceed to higher and deeper levels of functioning, it also helps establish a secure base for the helpee to proceed to the next higher phase of attempted self-understanding. It is as if the helpee were saying, "If the helper can stay with me and be with me as I present myself, then there is a basis for my attempting to explore and understand myself at levels that I have not yet successfully reached".

Intermediate Phase of Empathy:

During the next phase of helping, the helper attempts to extend the limits of his own understanding of the helpee and thus the helpee's self-understanding; particularly the areas of functioning in which the helpee does not demonstrate a depth of understanding. It is as if the helper, having successfully formulated the helpee's world, stands up in it and stretches out his arms and legs to reach its corners and crevices. The only practical criterion is whether or not the helpee can effectively utilize the helper's contributions in his own life.

The helper must usually initiate entrance into this phase since the helpee is reluctant to go where he has not been before--at least in a constructive way. In its more successful applications, this phase becomes a highly interactional process during which both helper and helpee enable the other to move to deeper and deeper levels of understanding depends upon the depth to which the helper understands himself; indeed, over the course of helping, the helper often comes to expand his own self-understanding. With helpees functioning at a high level, it is possible for the empathic process to move directly to a higher phase after only the briefest period of interchangeable communication. However, the next phase of empathy is an extremely important phase within the helping process, one that makes possible the depth of understanding necessary for conflict resolution.

Advanced Phase of Empathy:

The advanced phase of empathy, like the intermediate phase of helping, concentrates upon the problem-solving activities that come from a depth of

understanding of the problem areas. It is as if the helper, understanding fully the helpee's experience, now discovers that (given a particular helpee at a particular developmental level) there really are alternatives available to him. This mutual understanding can give positive direction to problem resolutions. Ideally, the helpee will have made similar--hopefully, often shared discoveries.

In the traditional growth process, the "mother" nourishes the child (helpee) so that he is strong enough to experience and identify with the direction provided by a potent father. The dimension of respect, then, moves through different development phases, leading ultimately to the helpee's ability to function at his highest level.

APPENDIX "E"

SYSTEMATIC HELPING SKILLS

Developmental Training Outline

Interpersonal Skills			Helper Behavior
Attending			
Physically and Psychologically			Functional Environment
			Personal - Presentation
			- Posturing
			- Eye Contact
Observing			Appearance - Behavior
Responding			
Content			Repeat Verbatim
Feeling			You feel __X__.
Meaning			You feel _____ because __X__.
*Summarize			What I'm hearing you say is that you feel __X__ because __X__.
Initiative (additive)			
Personalizing	-	Meaning	You feel _____ because you __X__.
	-	Feeling	You feel __X__ (at, with) yourself because you _____.
*Summarize			What I'm hearing you say is that you feel __X__ (at, with) yourself because you __X__.
Personalizing	-	Problem	You feel _____ because you cannot __X__.
	-	Goal	You feel _____ because you cannot _____ and you want to __X__.
Problem Solving			Exploration of values and alternatives
Program Development			Exploration - Direction - Evaluation

*(as necessary)

Adapted from R. R. Carkhuff, The Art of Helping.

APPENDIX "F"

SCALE FOR MEASURING ATTENDING BEHAVIOR

Conditions referred to below are both physical and psychological; maintaining appropriate distance between helper and helpee (neither too close or too far away), facing helpee fully (squaring off), appropriate eye contact (to make critical non-verbal observations), and no distractive behaviors. For example: smoking, chewing gum, fidgeting in chair, pencil tapping, etc.

1	1.5 - 2.0	2.5 - 3.0	3.5 - 4.0	4.5 - 5.0
None of the conditions are present or communicated.	Some of the conditions are present and communicated. Some are not.	All conditions are present and communicated. Minimally .	All of the conditions are present and are communicated fully.	All conditions are present and are communicated fully and continually.

APPENDIX "G"

QUESTIONING THE QUESTION

There can be little doubt that most "helpers" ask too many questions, many of which are completely meaningless. Questions are asked which confuse the helpee, others cannot possibly be answered. Worst of all, some questions merely interrupt the helpee and break his chain of thought. Sometimes we ask questions we don't want answers to, and consequently, we do not hear the answers when they are given! Many helpers appear to be convinced that their main role is to ask questions. Examination of random counseling sessions indicate that many helpers only feel comfortable when they are asking questions, their questions keep them afloat; take them away and they will sink. By initiating the question and answer pattern, we are showing the helpee that we are the authority--"the boss"--and only we know what is important or relevant for him. Questions keep the helpee perpetually dependent. Perhaps the biggest danger of asking too many questions is the setting up of a pattern from which neither of you may be able to extricate yourselves. By offering no alternatives to questioning, we teach the helpee that his only resource is to seek answers (help) rather than provide answers for himself. In addition, the helper/helpee roles are reversed each time we find it necessary to ask a question.

APPENDIX "H" INTENSITY

(Additive Empathy)

It is imperative that the helper determine (discriminate) the intensity of the helpee's expression (s). If, for example, the helpee is "TERRIFIED" it would not be accurate if the helper understood him to be saying that he is "CONCERNED".

Category: "FEAR"			Intensity (scale)
afraid	embarrassed	restless	HYSTERICAL - HIGH
agitated	fearful	scared	
alarmed	frightened	tense	
anxious	hesitant	terrified	
apprehensive	hysterical	uncomfortable	
concerned	intimidated	uneasy	
confused	nervous	unsure	
desperate	overwhelmed	upset	
doubtful	puzzled	worried	CONCERNED - LOW

Category: "ELATION"		Intensity (scale)
confident	pleased	ECSTATIC - HIGH
contented	proud	
ecstatic	satisfied	
fantastic	secure	
fine	terrific	
good	thrilled	
great	tremendous	
happy	turned-on	
important	wonderful	SATISFIED - LOW

Category: "DEPRESSION"			Intensity (scale)
abused	helpless	put-down	HELPLESS - HIGH
alone	humiliated	rejected	
awful	hurt	ridiculed	
below par	left out	rotten	
defeated	lonely	sad	
deflated	lost	unhappy	
despondent	lousy	unimportant	
discouraged	low	unloved	
forsaken	neglected	worthless	BELOW PAR - LOW

Category: "HOSTILITY"		Intensity (scale)
aggravated	mad	OUTRAGED - HIGH
angry	mean	
annoyed	outraged	
cross	perturbed	
enraged	rebellious	
furious	resentful	
hateful	unfriendly	
hostile	vicious	
irritated	violent	PERTURBED - LOW

APPENDIX "I"

HOMEWORK

Module VII

Exercise - 5

Read (or have read to you) the following helpee excerpts. Choose a feeling word that is both accurate in terms of feeling expression and intensity of feeling expression. You may refer to Appendix "H" to assist you in completing this homework.

Excerpt - 1:

"Say, could I ask you something? When do you think I'll ever get transferred? I can't stay in here. Sooner or later one of these animals is going to get to me!"

Response: You feel _____ . - Low Intensity

You feel _____ . - Moderate Intensity

You feel _____ . - High Intensity

Excerpt - 2:

"One more month and then home. I guess to put it mildly, it's the thing I've looked forward to every minute I've been awake and half my dreams too!"

Response: You feel _____ . - Low Intensity

You feel _____ . - Moderate Intensity

You feel _____ . - High Intensity

Excerpt - 3:

"That's what I'm fed up with ... promises and more promises and nothing done. I've been shucked and jived and yo-yo'd til I've had it up to my neck!"

Response: You feel _____ . - Low Intensity

You feel _____ . - Moderate Intensity

You feel _____ . - High Intensity

Excerpt - 4:

"I've tried, God knows I have. I've been to the library, I've talked with some of the others here that have had some experience writing them up, but I guess I'm not going to be able to do it. Yet it means so much to me to have to give up now."

Response: You feel _____. - Low Intensity

You feel _____. - Moderate Intensity

You feel _____. - High Intensity

HOMEWORK

Module VIII

Exercise - 8

Read (or have read to you) the following helpee excerpts. Choose feeling words representative of different levels of feeling and meaning representative of accurate content.

Excerpt - 1:

"Say, could I ask you something? When do you think I'll ever get transferred? I can't stay in here. Sooner or later one of these animals is going to get to me!"

Response: You feel _____ because _____
(low)
_____.

You feel _____ because _____
(moderate)
_____.

You feel _____ because _____
(high)
_____.

Excerpt - 2:

"One more month and then home. I guess to put it mildly, it's the thing I've looked forward to every minute I've been awake and half my dreams too!"

Response: You feel _____ because _____
(low)
_____.

You feel _____ because _____
(moderate)
_____.

You feel _____ because _____
(high)
_____.

Excerpt - 3:

"That's what I'm fed up with ... promises and more promises and nothing done. I've been shucked and jived and you-yo'd til I've had it up to my neck!"

Response: You feel _____ because _____
(low)

_____.

You feel _____ because _____
(moderate)

_____.

You feel _____ because _____
(high)

_____.

Excerpt - 4:

"I've tried, God knows I have. I've been to the library, I've talked with some of the others here that have had some experience writing them up but I guess I'm not going to be able to do it. Yet it means so much to me to have to give up now "

Response: You feel _____ because _____
(low)

_____.

You feel _____ because _____
(moderate)

_____.

You feel _____ because _____
(high)

_____.

HOMEWORK

Module IX

Exercise - 10 (Personalized Meaning)

Excerpt - 1:

"Say, could I ask you something? When do you think I'll ever get transferred? I can't stay in here. Sooner or later one of these animals is going to get to me!"

Response: You feel _____ because you _____
(low)
_____.

You feel _____ because you _____
(moderate)
_____.

You feel _____ because you _____
(high)
_____.

Excerpt - 2:

"One more month and then home. I guess to put it mildly, it's the thing I've looked forward to every minute I've been awake and half my dreams too!"

Response: You feel _____ because you _____
(low)
_____.

You feel _____ because you _____
(moderate)
_____.

You feel _____ because you _____
(high)
_____.

Excerpt - 3:

"That's what I'm fed up with ... promises and more promises and nothing done. I've been shucked and jived and yo-yo'd til I've had it up to my neck!"

Response: You feel _____ (low) because you _____
_____.

You feel _____ (moderate) because you _____
_____.

You feel _____ (high) because you _____
_____.

Excerpt - 4:

"I've tried, God knows I have. I've been to the library, I've talked with some of the others here that have had some experience writing them up, but I guess I'm not going to be able to do it. Yet it means so much to me to have to give up now."

Response: You feel _____ (low) because you _____
_____.

You feel _____ (moderate) because you _____
_____.

You feel _____ (high) because you _____
_____.

HOMEWORK

Module IX

Exercise - 11 (Personalizing Problem)

Note: Excerpt number 2 is omitted from this and the remaining homework assignments.

Excerpt - 1:

"Say, could I ask you something? When do you think I'll ever get transferred? I can't stay in here. Sooner or later one of these animals is going to get to me!"

Response: You feel _____ because you cannot _____
(low) (are unable to)
_____.

You feel _____ because you cannot _____
(moderate) (are unable to)
_____.

You feel _____ because you cannot _____
(high) (are unable to)
_____.

Excerpt - 3:

"That's what I'm fed up with ... promises and more promises and nothing done. I've been shucked and jived and yo-yo'd til I've had it up to my neck!"

Response: You feel _____ because you cannot _____
(low) (are unable to)
_____.

You feel _____ because you cannot _____
(moderate) (are unable to)
_____.

You feel _____ because you cannot _____
(high) (are unable to)
_____.

Excerpt - 4:

"I've tried, God knows I have. I've been to the library, I've talked with some of the others here that have had some experience writing them up, but I guess I'm not going to be able to do it. Yet it means so much to me to have to give up now."

Response:

You feel _____ because you cannot _____
(low) (are unable to)
_____.

You feel _____ because you cannot _____
(moderate) (are unable to)
_____.

You feel _____ because you cannot _____
(high) (are unable to)
_____.

HOMEWORK

Module IX

Exercise 12 (Personalizing feeling)

Excerpt 1:

"Say could I ask you something? When do you think I'll ever get transferred? I can't stay in here. Sooner or later one of these animals is going to get to me!"

Response: You feel _____ (at/with) yourself because
(low)
you cannot _____.
(are unable to)

You feel _____ (at/with) yourself because
(moderate)
you cannot _____.
(are unable to)

You feel _____ (at/with) yourself because
(high)
you cannot _____.
(are unable to)

Excerpt 3:

"That's what I'm fed up with ... promises and more promises and nothing done. I've been shucked and jived and yo-yo'd til I've had it up to my neck!"

Response: You feel _____ (at/with) yourself because
(low)
you cannot _____.
(are unable to)

You feel _____ (at/with) yourself because
(moderate)
you cannot _____.
(are unable to)

You feel _____ (at/with) yourself because
(high)
you cannot _____.
(are unable to)

Excerpt 4:

"I've tried, God knows I have. I've been to the library, I've talked with some of the others here that have had some experience writing them up, but I guess I'm not going to be able to do it. Yet it means so much to me to have to give up now."

Response: You feel _____ (at/with) yourself because
(low)
you cannot _____.
(are unable to)

You feel _____ (at/with) yourself because
(moderate)
you cannot _____.
(are unable to)

You feel _____ (at/with) yourself because
(high)
you cannot _____.
(are unable to)

HOMEWORK

Module IX

Exercise 13: (Personalizing Goal)

Excerpt 1:

"Say, could I ask you something? When do you think I'll ever get transferred? I can't stay in here. Sooner or later one of these animals is going to get me!"

Response: You feel _____ because you cannot _____
(low) (are unable to)
_____,
and you would like to _____
_____.

You feel _____ because you cannot _____
(moderate) (are unable to)
_____,
and you would like to _____
_____.

You feel _____ because you cannot _____
(high) (are unable to)
_____,
and you would like to _____
_____.

Excerpt 3:

"That's what I'm fed up with ... promises and more promises and nothing done. I've been shucked and jived and jo-yo'd til I've had it up to my neck!"

Response: You feel _____ because you cannot _____
(low) (are unable to)
_____,
and you would like to _____
_____.

You feel _____ because you cannot _____
(moderate) (are unable to)
_____,
and you would like to _____
_____.

You feel _____ because you cannot _____
(high) (are unable to)
_____,
and you would like to _____
_____.

Excerpt 4:

"I've tried, God knows I have. I've been to the library, I've talked with some of the others here that have had some experience writing them up, but I guess I'm not going to be able to do it. Yet it means so much to me to have to give it up now."

Response: You feel _____ because you cannot _____
(low) (are unable to)
_____,
and you would like to _____
_____.

You feel _____ because you cannot _____
(moderate) (are unable to)
_____,
and you would like to _____
_____.

You feel _____ because you cannot _____
(high) (are unable to)
_____,
and you would like to _____
_____.

APPENDIX "J" SCALES TO MEASURE ACCURATE EMPATHY

Feeling			Content	
5	(+)	and (additive to feeling and meaning)	(+)	5 -- Completely tuned into feelings and meanings
4	(+)	or (additive to feeling or meaning)	(+)	4 -- Additive (gets at unexpressed feelings and meanings.)
3		and (interchangeable feeling and meaning)		3 -- Essentially interchangeable (feelings) and content (meaning)
2.5		(accurate feeling discrimination)		
2		(accurate content discrimination)		2 -- Subtractive (distractive denies person's feelings or takes away from person.)
1		(neither feeling nor content)		1 -- Irrelevant or very harmful response.

You feel _____ because _____.

TRAINER NOTE: Select the appropriate scale to meet class functioning.

SCALE TO MEASURE TRAINEE (HELPER) FUNCTIONING

(Levels Reflects Presence or Absence of Skills Being Learned)

5.0 Personalize additive interchangeable feeling--personalize additive meaning--personalize problem--personalize goal and directionality (Same as 4.5).

4.5 Personalize additive interchangeable feeling--personalize additive meaning--personalize problem--personalize goal (Same as 4).

4.0 Personalize additive interchangeable feeling--personalize meaning--personalize problem (Same as 3, but responses may be made to new personalized feelings or personalized meaning).

3.5 Personalize interchangeable feeling--personalize meaning (may, in addition, respond to unexpressed feeling or meaning)

3.0 Personalize interchangeable feeling and accurate content.

2.5 Personalize interchangeable feeling.

2.0 Accurate content.

1.5 Accurate content and irrelevant feeling.

1.0 Irrelevant.

APPENDIX "K"

EMPATHY SCALE EXERCISES

TRAINER NOTE: Have either yourself (trainer) or a student (trainee) read each excerpt out loud and have the remainder of the class discriminate feeling and meaning, and make appropriate ratings. It is important that you not proceed beyond this exercise until a high degree of rater reliability is achieved. Do one (1) excerpt at a time, including the scoring of the ratings.

Excerpt 1:

Helpee: "My wife and three kids need me at home and I am in here, doing five years that I really didn't do anything to get. They are punishing my family instead of me. They didn't try to understand my problem or consider my family."

Helper Responses:

A. _____ Who is supporting your family while you're here?

B. _____ Everything seems so unfair and no one seems to care.

C. _____ You feel bitter about the things that are happening to you and especially to your family, and you really know that you're needed at home.

D. _____ You must work very hard to earn parole so that you can get out and take care of your family as soon as possible.

Excerpt 2:

Helpee: "I have a problem. Seems I take one step forward and then because of my past record they kick me back two."

Helper Responses:

A. _____ You try so hard but they seem to keep knocking you back.

B. _____ You feel terribly discouraged.

C. _____ I know you'll keep trying to help yourself.

D. _____ Did you have a bad time at work today?

Excerpt 3:

Helpee: "I feel that people, friends, and loved ones have let me down. It's bad enough being locked up, but when your friends and loved ones put you down, well it makes me very bitter. This will cause me to turn off people, I'll never let them near me again."

Helper Responses:

A. _____ You get to feel that way after you're locked up a while.

B. _____ You feel like they're kicking you when you're down.

C. _____ Why don't you write your people and tell them how you feel about this.

D. _____ You feel like the whole damn world has abandoned you. You feel like telling them all to go to hell, but you're not sure that this would really help.

Excerpt 4:

Helpee: "Man, you blow my mind. You sit there with that blank look on your face while I talk. Your mind is like a computer, it eats up everything I say. You know me. I wish I knew what you're thinking. I wish I knew the answers. Man, can't you help me?"

Helper Responses:

A. _____ It makes you feel very angry when I don't respond to the things you're saying.

B. _____ You have to trust me, as I have your best interests at heart.

C. _____ What do you imagine I'm thinking?

D. _____ You feel that I just take the things you tell me and give nothing in return. I feel badly about that because I do want to help. I wonder is it me, is it you, both of us? Can we work it out.

Excerpt 5:

Helpee: "I've fought every inch of the way, yet I've not been trusted or given a chance to prove myself so how can I learn anything except what's already in my heart. So I doubt if I'll ever return again to a prison, but it hasn't been taught to me here. I'm tired and I lost too many years, so I just want to live a normal life like everyone else."

Helper Responses:

A. _____ You just have to keep trying. Eventually people will come to trust you.

B. _____ What is your idea of a normal life?

C. _____ You feel you have a right to be trusted because you know in your heart you've changed.

D. _____ You feel that you've had to do it on your own. You know you will make it even though no one else seems to believe in you.

Excerpt 6:

Helpee: "You know how it is when your woman really digs you. You go to bed and everything comes together just like you pictured it in your mind. That's the way it is for us and it always will be because that's the way we want it. Man, there is nothing better than that."

Helper Responses:

A. _____ You'll have to work very hard to make your dream come true. You know the disillusionment you've experienced in the past.

B. _____ How do you know that she feels the same way about it as you do?

C. _____ It's really a great feeling to love and be loved like that and to know there is someone at your side as you face the future.

D. _____ It's a wonderful thing to have a good woman to share your life.

Excerpt 7:

Helpee: "Well, I went up for parole Monday and I was told that things did not look good for me because I have been in and out of too many penitentiaries. It seems to me that the courts, as well as the parole board, would want to know why we do things and not just did we do it."

Helper Responses:

A. _____ The parole board has to make their decisions on the facts as they see them.

B. _____ You'll just have to buckle down and work all the harder to earn your release.

C. _____ It's sure discouraging when the system treats you as if you weren't an individual.

D. _____ It makes you feel awfully bad not to be understood as a person. It's real hard to keep on trying under these circumstances.

Excerpt 8:

Helpee: "I can't seem to do anything right. I keep trying, but it always turns out bad. I've always wanted to be a draftsman and I couldn't wait for my name to come up so I could get into the drafting class here. Now I can't even draw a straight line without messing up. I don't know what do do."

Helper Responses:

A. _____ What other kind of work have you been interested in?

B. _____ You feel like giving up, but you wanted this for so long that you know you must make it this time, even though you don't know yet how to go about it.

C. _____ It really hurts when you try so hard and it doesn't turn out right.

D. _____ Go to the instructor and tell him about the problems you're having. He will get you straightened out.

Excerpt 9:

Helpee: "There is this guy in my dormitory--I don't know how to tell it. Well, anyway, he says he loves me and wants to do it with me. I told him I don't play those games, but he keeps insisting. I actually like the guy. I don't know what to do about it and it's really getting me down. I even wonder if I'm turning into a queer."

Helper Responses:

A. _____ You should probably break off your relationship with this guy. He could lead you into something you might regret.

B. _____ It really shakes you up to realize that you like a guy whose queer.

C. _____ Homosexuality is a serious problem in institutions all over.

D. _____ It scares you. You know you aren't queer, but you don't understand how you can feel this way about another guy.

Excerpt 10:

Helpee: "Man, I made parole. I never thought it would happen. I've been waiting for this since the day I came through that front door. I'm going home. I just know I'm going to make it this time. I feel it in my bones."

Helper Responses:

A. _____ It's really satisfying to get the breaks for once in your life.

B. _____ Hey man, it really feels great. The deepest part of yourself tells you you're going to make it this time.

C. _____ Well, you'll have to begin planning how you're going to handle your responsibilities when you get out there this time.

D. _____ Have you got a release plan?

Excerpt 11:

Helpee: "I feel that I would not be here now if I had gotten some kind of help instead of continually being discouraged. I look around me every day and see people that would like to live outside, but just don't know how. I'm in that category. I've been in jail since 1961, and have not found the answer yet. I have only 30 days left to serve. Sometimes I feel I would be better off staying here. That's a hell of a statement to make."

Helper Responses:

A. _____ You haven't learned anything to help you make it on the street and it really scares you, but you know you're going to keep on trying to find the answer.

B. _____ A lot of guys feel the way you do, but all you've got to do is get out there, get a job and keep your nose clean and everything will turn out ok.

C. _____ The thought of going on the street really scares you. You know you're not the only one, but that doesn't help you understand it.

D. _____ Are you going to live with your family when you get out?

Excerpt 12:

Helpee: Silence (Moving about in chair)

Helper Responses:

A. _____ You can't really say all that you feel at this moment.

B. _____ Are you nervous? Maybe you haven't made the progress here we hoped for.

C. _____ You just don't know what to say at this moment.

C. _____ A penny for your thoughts.

Excerpt 13:

Helpee: "Damn! I've been in this stinking place two years and now I've finally been accepted for the work release program. God, its been hard enough thinking about women, now I've got to look and even work with them. That's real punishment."

Helper Responses:

A. _____ You do have to be very careful as you could put your parole in jeopardy.

B. _____ It's really hard for a man to be without a woman. You have to be very strong to maintain your manhood and live up to the regulations of the institution at the same time.

C. _____ You really feel up tight about facing this problem about women and work release.

D. _____ What kind of work release job did you get?

Excerpt 14:

Helpee: "You get my vote for anything, at any time. I deeply appreciate your consideration and help."

Helper Responses:

A. _____ Well, that's nice but we have a long way to go yet.

B. _____ It's a good feeling, I'm really happy to hear you say that I've been helpful. I know we'll continue to make progress.

C. _____ Gratitude is a natural emotion.

D. _____ That's a real good feeling.

KEY:

	Expert Rating	Group Mean	Difference
Excerpt 1:			
A.	1.0		
B.	2.0		
C.	4.0		
D.	2.0		
Excerpt 2:			
A.	2.0		
B.	2.0		
C.	1.0		
D.	2.0		
Excerpt 3:			
A.	2.0		
B.	2.5		
C.	1.5		
D.	3.0		
Excerpt 4:			
A.	3.0		
B.	1.0		
C.	1.0		
D.	2.0		
Excerpt 5:			
A.	1.0		
B.	1.0		
C.	2.0		
D.	2.0		

	Expert Rating	Group Mean	Difference
Excerpt 6:			
A.	2.0		
B.	1.0		
C.	4.0		
D.	3.0		
Excerpt 7:			
A.	1.0		
B.	1.0		
C.	3.0		
D.	4.0		
Excerpt 8:			
A.	1.0		
B.	4.0		
C.	3.0		
D.	2.0		
Excerpt 9:			
A.	2.0		
B.	3.0		
C.	1.0		
D.	4.0		
Excerpt 10:			
A.	3.0		
B.	4.0		
C.	1.5		
D.	1.0		

	Expert Rating	Group Mean	Difference
Excerpt 11:			
A.	3.0		
B.	1.5		
C.	4.0		
D.	1.0		
Excerpt 12:			
A.	2.0		
B.	2.0		
C.	2.0		
D.	1.0		
Excerpt 13:			
A.	1.5		
B.	4.0		
C.	3.0		
D.	1.0		
Excerpt 14:			
A.	2.0		
B.	3.0		
C.	1.0		
D.	2.5		

APPENDIX "L"

FUNDAMENTAL COMMUNICATIONS EXERCISE

Expression of Inmate (helpee)--"I'm sick and tired of being treated like an animal."

Communication Responses that are often unhelpful:

A. Ordering or Commanding -- Stop feeling sorry for yourself; don't feel like that.

B. Admonishing -- You had better be thankful we don't keep you locked up like we used to in the good old days.

C. Threatening -- You keep talking like that and you're going on report.

D. Advising -- If I were you, I would talk to the chaplain.

E. Instructing -- Start thinking of yourself in other ways.

F. Criticizing -- You are just making things worse on yourself by feeling that way. Why don't you grow up?

G. Praising and Agreeing -- Many men in here feel that way; I can see your point.

H. Name calling -- Listen boy, you've got to pull your own time like a man.

I. Interpreting -- You're just unhappy, you will get over it.

J. Probing or Questioning -- Why do you feel that way?

K. Reassuring, Sympathizing -- In time you will get over it. Everybody has trouble adjusting to prison.

L. Diverting (Often by humor) -- Treated like a what? Now that is silly. Why don't you write a letter to the folks and get your mind off things.

Relevant Responding:

A relevant response is one which indicates to the helpee that the helper understands what the helpee's concern, discomfort, or problem is; and that he also understands how the helpee really feels about it. Relevant responses are characterized by statements which are genuine, warm, respectful and accurate as to what was actually said.

Example: "Man, I'm really hurting--I wanted that promotion so bad I could almost taste it."

Statements like the following are not relevant ...

1. "You'll get over it."
2. "Don't worry about it--it happens to the best of us."
3. "If at first you don't succeed, try, try again."
4. "Why don't you talk it over with your supervisor."

The initial phase of the communication cycle begins with the helpee making a verbal expression of his need, concern, discomfort, or problem. The helper then carefully listens and discriminates the content with respect to what the helpee is talking about and equally important--How he feels about it.

Example:

Helper: "You're really disappointed because you wanted that promotion so badly and now you feel a big let-down because you didn't get it."

This response is accurate with respect to feeling and content.

Exercise #1: DISCRIMINATION OF FEELING

Listen to the following statements as they are read and then write (in the space provided) your response to: "How the helpee is feeling about what he is talking about."

After you have responded to the statements, the responses will be discussed by the group. Your response should then be compared with the group consensus. In accurate discrimination of feeling we nonjudgementally determine how the helpee feels about what he is talking about (or experiencing at that moment).

Example: "I've been in here for two years now and I guess I'm ready to make it and go straight. Everything's been arranged for a job and all, but next month when I walk out that gate ... I just don't know."

Interchangeable feeling(s): (Example: concerned, nervous, apprehensive, scared, fearful, cautious).

Phase 1: Record the feelings that you discriminate.

1. "The meetings that we have when we're supposed to all be discussing parole is a waste ... I never get a chance to talk."

   Interchangeable feeling(s): _____

_____

2. "This job I have here, well, I've had it since I got out ... that was three months ago ... I just seem to have to do too much all the time and the boss he just says "You do it, that's all"."

   Interchangeable feeling(s): _____

---

3. "That judge never heard me out ... it seemed that he had some wild idea as to what happened ... he wouldn't listen no how."

   Interchangeable feeling(s): _____

---

4. "At our last meeting with the warden, he singled me out on several occasions and asked me to explain how I handled certain situations. He really seemed to be proud of what I was doing with the men in my unit."

   Interchangeable feeling(s): _____

---

5. "Every time it comes to pointing out the things that we have been doing all wrong or could imporve on, the captain brings it up to me. Why doesn't he talk to the other officers too?"

   Interchangeable feeling(s): _____

---

6. "We try our best to help the black probationers and it's a tough job--expecially down around our area. Then all we hear is "discrimination, discrimination."

   Interchangeable feeling(s): _____

---

7. "Here we go out of our way to set up this real nice recreation program for these guys and then they write these complaint letters to "the man." Well, now they can just sit around and sleep for all I care."
   Interchangeable feeling(s): _____

_____

8. "I go around and talk to kids in the schools, parents, parent groups, civic clubs, and the like. Then as soon as something happens, what do they say--"pigs," "bulls," "police brutality." Sometimes I just get sick."
   Interchangeable feeling(s): _____

_____

9. "I heard that when the big shots from Atlanta came down last week they were really impressed with our program development here."
   Interchangeable feeling(s): _____

_____

10. "We try to recruit black officers, but we just can't find good, qualified blacks who want to work with us. Why the big push anyway?"
    Interchangeable feeling(s): _____

_____

APPENDIX "M"

CONFRONTATION

Confrontation is: responding to the discrepancies in helpee communication.

Confrontation is neither necessary nor sufficient in helping. Helpees may explore --- understand --- and act without direct confrontation. Going beyond where a person is, is in itself confrontation. Personalizing responses are clear evidence of confrontation since it is obvious that a discrepancy may exist in the ownership of feelings, meanings, etc.

Confrontation also takes place in more direct fashion; from mild confrontations such as open-ended questions to sharper confrontations which point out in a clear and direct way that something is not adding up.

Confrontations can be used to point out strength as well as weakness. Remember this important principle: Confrontation should help the helpee explore new feelings and meanings. Confrontations which are functional help build, not tear down.

Discrepancies take many forms. Among the most frequently encountered are the following:

- With what the helpee says ... and the facts.
- With what the helpee states as his feelings ... and how you observe him to be.
- With how he is ... and how he wants to be.

APPENDIX "N"

LEVELS OF HELPEE SELF-EXPLORATION

5 - Discusses personally relevant content and feeling fully.

4 - Discusses personally relevant content with appropriate feeling.

3 - Discusses content with minimal feeling.

2 - Discusses content mechanically.

1 - Is evasive, even if helper is initiating discussion.

*Adapted from: Scale for Measurement of Helpee Self-Exploration, Carkhuff, Vol. II, Helping and Human Relations, 1969, Holt, Rhinehart, and Winston.

COURSE CONTENT GUIDE AND SCHEDULE
ADVANCED INTERPERSONAL COMMUNICATION SKILLS TRAINING PROGRAM

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.	Review (Small Group)	Review (Small Group)	Critique homework (Small Group) Individual Presentation (Chalkboard) Each trainee: 1 - problem 1 - program	Critique interviews (Include cards) Work out program for deficits	Critique constant role
LUNCH					
P.M.	Review (Small Group)	Review through (Goal Operations Personalize Goal) --- Trainer: Review-Problem Solving Program Development Assign homework (Use class time if available)	Continue if necessary --- Review use of Recorder; Critique Cards Tape role playing Interviews - ½ hour per student; complete Critique cards	Continue Critique --- Constant role audio-video	- Clinic - Ethnic panel - Resource panel Individual critique and individual program planning

ADVANCED INTERPERSONAL COMMUNICATION SKILLS PROGRAM

"A Personal Message for Trainers"

By: Chuck Montgomery

One of the classic questions of training: What happens to the individual when he returns to his job? All too frequently the organizational demands are the same and so are the expectations of the other staff members with whom he has social relationships. In these circumstances it is not surprising that true value of training is seldom, if ever, realized. People who are encouraged to become more involved and more committed will frequently ask demanding questions, and they will expect to get answers. If it is not clear why training should be developed--to what end--to what limits--then we could conceivably arrive at a situation where the organization suffers an overall lowering of satisfaction, morale, and effectiveness. Long-term gain and benefit are only possible if the training is consistent with some overall plan of development. It is precisely for these reasons that the "Interpersonal Communication Skills Program" has been developed and structured the way it has.

Anyone who has been in the field of corrections for any reasonable length of time has probably seen one or more "programs" come and then, with time, seen them go. Often these programs are initiated with great expectations and given "lip-service" for a period of time before they are pushed aside for the sake of something "new". Program after program has been initiated; a few succeed, most fail, becoming bogged down in the follow through and delivery stages. Often these programs flounder for no other reason than the fact that no functionally meaningful criteria of effectiveness is required. Many "good" programs have suffered the same fate--they flounder because they were not programmed for success and like seedlings that are not given the necessary water and sunlight, they die having had little chance to grow or succeed.

Now the Federal Prison System has long provided helping services for inmates. Until recently however, there were few formally structured interpersonal communication skills programs, which are now incorporated system wide.

It is important to remember that although this program was only recently implemented, it was actually "in the works" for quite some time. The advanced phase of the interpersonal communications skills program should not be looked upon as just another new program at the expense of the basic program. It is, rather, a logically designed extension of the same overall program--a program which has been developed to assist in the development of "functional professionals" throughout the prison system. The emphasis is still on functionality.

In the helping profession, there are a great number of techniques and systems with which one could establish a helping relationship. There are many, in fact, without some kind of criteria for making choices. With such a system, the helper is likely to remain ineffectual forever. Without some overall plan or method of operation, the helper/trainer may find himself behaving in such a confused manner that he, in turn, confuses the very people he is attempting to teach or help. There is no doubt that almost anything works with some people, at some times and in some place. The functional helper, however, cannot be content with such a hit-or-miss approach to his job. He needs a relatively consistent philosophy (a functional philosophy which can guide effectively) behind the methods he uses to maintain effective helping relationships. Again, it is for these very reasons that the Interpersonal Communications Skills Program has been developed and structured in the way we have chosen.

Many times I have been asked--"Why is it that you are always so insistent that the people whom you train remain consistent with this particular model and philosophy?" I had an experience recently which I feel illustrates the need for this type of commitment. During a recent correctional training conference (designed for trainers) we had occasion to ask several trainers who had been conducting training sessions in basic "Interpersonal Communications Skills" to demonstrate their particular skills with this particular technique. Although some demonstrated a great deal of insight and proficiency with respect to what it was they were supposed to be doing, some could not even demonstrate that they understood the basic concepts of this particular program. Any resemblance between what they were doing and the program--was marginal. Note: I do not make reference to any such conference to be critical of anyone who may have attended such a conference in the past. I use it rather as an illustration of the necessity to remain consistent with the overall program and overall plan of development. Any and all changes should be made collectively rather than on an individual basis, if the program is to be successful as possible.

In short, a trainer should be able to at least recognize what it is that another trainer is doing with respect to this particular program.

It would seem obvious that the functional helper (or trainer) needs to know his subject. Almost everyone has had the experience of knowing people who knew their subject, but were ineffective in putting it to work. In all professions there exist the "knowers" and the "doers." Most of us have seen college students who were anything but bright. I am sure many of us have heard of psychiatrists who had more problems than the people they were trying to help. Knowing is not enough in helping; some people can deliver and some cannot, those who can deliver must be identified and then utilized. Those who cannot deliver must first learn what it is that can make a difference in the lives of others. Above all, however, they must commit themselves to making a difference in their own lives first.

Finally, I would like to say that it is for all of the above reasons that this program has been developed and structured the way it has. Each of you, as trainers, are encouraged to become as creative and spontaneous with this technique as is possible. You are, however, cautioned that you should first do whatever you must do to ascertain that you have, in fact, "got it all together" for yourself. The ultimate success of this or any program depends on the trainee's ability to understand and apply what the training is all about. The success of interpersonal communication programs will depend on your ability to teach and model those basic skills and principles which are fundamental to these programs. We feel it is these same basic skills and principles that cut across or constitute the "meat and potatoes" of all effective counseling systems.

Helping is for the helpee.

ADVANCED INTERPERSONAL COMMUNICATIONS SKILLS PROGRAM

Trainer Manual

Introduction:

While the basic program is aimed at teaching fundamental communication in a classroom setting, advanced interpersonal communications is an intensive, practical application of these skills to real situations. A portion of the trainees time will be spent in actual counseling with inmates, and/or outside helpees, with recordings being made for feedback purposes. In addition, the problem of communication exists across cultural lines and is attended to in the advanced program.

TRAINER NOTE: You, as trainers, must be prepared to handle the logistics of setting up interviews, getting tape recorders and coordinating the program in the institution. As trainers, you must be thoroughly familiar with the counseling model and language. A thorough review of the basic Interpersonal Communications Skills Program Manual should be conducted before attempting to begin the advanced program.

Review of Counseling Basics:

TRAINER NOTE: One of the biggest reasons trainers lose effectiveness in training helpers is they lose sight of their goals. You cannot emphasize enough the goals in:

Helping:

1. Helpee Exploration.
2. Helpee Understanding.
3. Helpee Action.

These goals--exploration, understanding, action--are dependent on other things, such as:

1. Helper attitude, opinion, prejudices.
2. Helpee attitude, opinion, prejudices, and desire for help.
3. Institutional climate and organizational restrictions.

TRAINER NOTE: Perhaps the most critical factors, however, are those which involve the helper's ability to deal with the above conditions. (Example: Temporary suspension of his own feelings, etc.)

First Goal of Helping:

To get the helpee to Understand his problem. The focus here is on offering base building conditions and characteristics (empathy, respect, etc.).

Second Goal of Helping:

To get the helpee to Understand his problem and his relationship that problem. The focus here is on increasing initiative conditions (confrontation, immediacy, etc.).

Final Goal of Helping:

To get the helpee to Act upon his understanding. The focus here is on offering both high level facilitative and initiative conditions (direction, reinforcement, etc.).

TRAINER NOTE: Have trainee group review Module V through Module XII, in the Interpersonal Communications Skills Program (ICSP).

CONTINUED

1 OF 2

INSTRUCTIONS FOR TAPING, CLIENT SELECTION, & INTERVIEWS:

Initially, where tape recorded interviews are used, we have found it extremely important to instruct trainees on the use of their tape recorder and have found it helpful to give them tips on how to make successful interviews so that a group feedback session can be more productive.

Helpee Selection:

It is important to discuss with the trainee the kinds of helpees (inmates) they should choose for their first taped interview. The inmate should be "a winner." That is, a helpee should be selected who is highly interested in discussing his concerns with the trainee. It should be someone who is willing to open up to the trainee. This point is important since the best learning comes through reinforcement or reward. The trainee also needs a helpee who will discuss concerns so they can be physically heard.

TRAINER NOTE: Instruct your trainees not to take the most resistant helpee that they have encountered. Caution them not to choose someone who will just be role playing with them. Such role played interviews turn out phoney, dull, and unrewarding.

Recorder Operation:

Threat caused by the tape recorder may be reduced by placing the recorder either in a desk drawer or underneath a desk or table out of the view of both the helper and the inmate. This, of course, must be done within the ethics of helping; that is, the helpee or person seeking help should know that they are being recorded and what use is to be made of the tape. If they object, no tape. The procedure to use of one wishes to put the recorder out of the view is to place the recorder in the

desired location with the mike between the helper and helpee. The mike can be either taped to a lamp or placed on a tissue box or other soft material. It will be distractive if the mike picks up other noises. After checking the recorder and mike out thoroughly, the tape recording may be started before the person to be interviewed is greeted. After receiving permission to obtain a tape of the interview, there is no fuss needed to start recording, since the recorder is already operating. If, however, the person coming for the interview objects to being recorded, the trainee simply turns off his recorder with a press of the stop-button. It has been our experience that tape recorded interviews are much less a problem for the helpee than for the helper. In a very short time the recording process should not be a problem. In any event, the tape recorder should be thoroughly checked and tested before the actual recording is made.

Our past experience has also been that the best recording you will ever make will be the one in which you forget to push in the recorder button, have the microphone jack too loose in the recorder, or not inserted at all. After you have succeeded in obtaining your taped interviews, there is a self-critique card to complete. An example of this self-critique card will be found in Appendix "1-D" and the cards will either be provided you, or you can make them up. Follow the instructions and procedures on the self-critique cards.

TRAINER NOTE: Each trainer should be able to measure the progress of his trainees. The self-critique cards should be filled out by each trainee on each tape recorded session. The self-critique form requires ratings be made by the trainee, his trainee group and the trainer. This rating process needs to be handled in a positive way. You should have a good emphatic understanding of where the class is and if they need more or less emphasis on measuring their skills.

Self-Critique Card

See Appendix "1-D"

COUNSELING SELF-CRITIQUE FORMS

Helpee Name _____ Date _____

Basic Concern _____

Type of Referral: Self _____ Other _____

Level of self Exploration (Helpee): 1 2 3 4 5
(Circle)

Gross Ratings (3) Segments (Self) _____ Early _____ Middle _____ Late

Gross Ratings (3) Segments (Group) _____ Early _____ Middle _____ Late

Gross Ratings (3) Segments (Trainer) _____ Early _____ Middle _____ Late

Direction or Plan _____

Group Tape Feedback & Review:

The setting for the group feedback would be similar to any adequate training setting. Chairs or desks arranged in a circle give each trainee a better opportunity to see and hear other trainees and their tape recording. Before beginning the critique of the individual's recordings, review the following process which should be helpful.

Before trainees play their excerpts, they should be allowed to discuss any of the characteristics of the helpee they feel might be important for the group to know. The trainee can refer to his self-critique card to discuss his perceptions of the difficulties the helpee introduced. The level of self-exploration or openness of the helpee should be noted and, in general, what kinds of problems he had displayed. The amount of time allowed for each trainee to critique will be determined by the number of trainees in your group. The length of excerpts chosen from the tape will also be subject to this qualification. It is desirable to obtain excerpts from early, middle, and late portions of the interview. From two to five minute segments are acceptable.

TRAINER NOTE: At the conclusion of the critique for each trainee, the trainee should be assisted by the trainer and the group in establishing the direction for his next interview. That may mean he needs to work with more focus on the base-building responses; or, because of the motivation of the helpee, he will be pushed to assist the helpee in deepening his understanding of himself in relationship to his problem, or perhaps due to the motivation of the helpee, he should begin the initiation stage earlier (even in a short term encounter) and begin working with the helpee (inmate) on the developmental plan of attack on his problem. As trainer, you might use a trainee's tape more directly as a teaching instrument for the entire group. This can be done by listening to short excerpts from a trainee's tape, stopping the tape recorder, and asking the trainees to discriminate and/or offer a response to the helpee. The recorder can be started and an examination can be made as to whether or not the trainee was accurate in his discrimination and his communication. The creativity of the trainer can be opened up in this phase of the program.

UNDERSTANDING ETHNIC DIFFERENCES THROUGH A COMMUNICATION AND ATTITUDE CLINIC:

The objective in this session will be to demonstrate to the participants how their stereotypes, attitudes, prejudices, etc., influence what they actually see in other people, and consequently affect their ability to relate helpfully to such people in some instances.

TRAINER NOTE: The less you discuss the details about the objectives for this session, the more impact the session will have upon your group; give them only as much information about what you're going to be doing as you feel necessary to get them involved in it.

I. Getting Set Up

The Equipment You Need:

(1) Slides - Provided by Institution Training Coordinator

(2) Slide Projector

(3) Screen

II. Participants

(1) Five or six participants in your group should be chosen to be "communicators."

(2) One person should be selected to be the door-keeper. The door-keeper's responsibility is simply to call communicators in, as needed, throughout the clinic.

(3) Before any participant has viewed the selection, send the communicators out of the room.

III. Introduction to the Clinic

When all the communicators are out of the room, explain that the group will now have a chance to see what happens in situations which are related by word of mouth when they are told and retold. Don't go into details. An air of mystery will make the demonstration more interesting and the results will be more obvious, if neither the communicator nor the rest of the group have been alerted to what is going to happen.

When introducing the clinic to your audience, you might say something like this:

"This is a demonstration to show you how stories about events change as they travel. Volunteers have been picked to act as communicators. A scene will be shown for you to study. We will call in the first communicator, who will be the only one to see the scene with you."

"He will study it, and then tell the next communicator as much as he can remember from this scene. Then communicator #2 will repeat the story of the scene to communicator #3, and so on, until each communicator has had a chance to tell the story. As the report is passed from person to person, we will watch to see what changes take place in a story as it is passed along. After the communicators have finished, we will try to get a good discussion going on these changes and the reasons for them."

IV. Putting on the Clinic

Show the attitude clinic slide you have selected for a minute or two.

Before calling in the first communicator, tell your group that the reports made in the clinic will probably be much less distorted than those we get in real-life "story spreading." Explain that there will be fewer changes for the following reasons:

(1) Having an audience makes the communicators more attentive toward details when telling the story; however, it also makes them shorten their story.

(2) Each communicator will tell his story right after he hears it; there is almost no time for the details to get fuzzy in his mind.

(3) The picture is quite simple when compared to some of the situations viewed and related in institutions.

TRAINER NOTE: Caution the group not to laugh, comment or "coach" the communicators in any way during the demonstration. Also, be sure that the communicators talk loud enough for the entire group to hear.

(A) Ask the door-keeper to bring in communicator #1, let him look at the scene for about two minutes, then ask him to turn his back on the screen.

(B) Call in communicator #2, but don't let him see the screen. Ask communicator #1 to describe the scene in the picture. (Try to keep the picture on the screen while communicators are telling the story to the audience if it is possible to do so without the communicators seeing it. If the communicator will see the screen as he walks into the room, you might turn the projector off until he has taken his place with his back to the screen.)

(C) Bring in communicator #3. Ask communicator #2 to repeat the story he has just heard from communicator #1.

(D) Continue until each communicator has heard and retold the story. Let communicator #6 tell the whole group his version of the story told him by communicator #5.

V. Discussing the Clinic

The clinic demonstration, by itself, usually makes a strong impression on the group. But the effect can be greater if a good discussion follows the demonstration. The discussion can help the members of the group realize:

(A) How great the changes and distortions in a scene can become as the story is passed along from person to person;

(B) How the changes take place, even when there is no desire on the part of the people involved to distort what they heard or viewed;

(C) Why stories should never be accepted as fact until they are checked, and why they must be checked carefully before they are made the basis for any action.

Begin the discussion by asking the group what changes they noticed in the story as each communicator passed it along. (The notes that you have taken will help you to remind the group what changes were made.) Ask the group for suggestions as to why people make changes in stories as they retell them.

TRAINER NOTE: It's a good idea to list the reasons on the chalkboard and discuss them as they are given. Let people illustrate the reasons using their own experiences in the institution and where they live. Here is a list of some of the more important reasons which will help you guide the discussion.

(A) Usually people remember sharp details and forget those that are not vivid.

(B) What people notice and remember depends on their own interest and experiences.

(C) People see what they expect to see, whether it was really there to be seen or not.

(D) People fill in gaps to make a story more believable.

(E) People build up a story in retelling it.

(F) People often shorten a story in retelling it.

At the conclusion of the clinic, focus on how an individual's prejudices, stereotypes (Jewish looking, small people), etc., affects how he sees things and how this might affect his ability to relate and facilitate helpees in helping situations. Stress the importance of listening in order to remember important details.

OPTIONAL

TRAINER NOTE: No more than 1-hour should be alloted for this section in the advanced program.

Understanding Ethnic Differences

During the one hour alloted for this segment of the training program, the trainer will arrange to have present representatives from some of the different populations that exist within the institutions. By different, we are referring to the differences that exist between certain ethnic and unique groups of inmates. We mean, for example, the Black, the homosexual, the Black Muslim, the Chicano, the Indian, the conscientious objector, etc. At least two, but not more than three, representatives from a particular group of inmates should be invited to attend the training session. Prior to their coming, those invited should be instructed as to the purpose for their visit. That purpose is to acquaint the trainee with the diverse values, feelings, beliefs, and goals that representatives from these groups hold. They should be instructed that they will be asked to respond to questions from the trainees about their attitudes and feelings. They should also be given the following questions (or similar questions) to respond to when they appear before the trainees:

(1) How do you feel different from others because of the ethnic (or different) group from which you come? (or do you feel different?)

(2) What do you value in the treatment you receive from others and in your treatment of others?

(3) What important things does someone need to know who is attempting to help you or get close to you on a one-to-one basis?

Other questions will obviously develop out of the discussion, but the group leader should keep the discussion focused upon discussion of relevant concerns that the invited representatives have. Hopefully, this will lead to a deeper understanding of those representatives and their feelings.

OPTIONAL

TRAINER NOTE: If trainee level of learning is satisfactory, you may find this experience will add to their repertoire. If not, basic review would be the best use of time. Time is a significant problem in the conducting exercises. After all equipment and facilities are arranged, you will need 10 minutes per taped session plus 15 minutes minimum per trainee for the critique. You can anticipate 30 minutes per trainee for this exercise and therefore may choose not to use it because of the time factor.

Constant Role Interviews (Video Taped)

In preparation for this session you will need to arrange to have either some helpee (inmate) or colleagues, preferably helpees (inmates) to play a problem (role) that would be relevant to your setting and have the members of your training group respond to the role playing situation while being video taped. The term "constant role" is used here to indicate that if you have one or more role players, they will play the same role, portraying the same kinds of problems and feelings about particular problems. In this way, you can get some standardization in the roles which will make the critique of this experience and activity more meaningful.

A rule of thumb is to have a role player play the role no more than six times. In most instances, two or three role players will need to be prepared for this experience. Try to select people who can work in these roles as naturally and consistently as possible.

In organizing the video session, you'll want to take into account the time factor of two hours alloted for this activity. Additionally, you should consider the time segments necessary to move role players in and out of the session. (For example, if you have ten participants in a two hour class period, you could devote not more than 10 minutes to each role playing session.) Seven minutes should be sufficient to obtain the number of responses for the person in the helper role and provide enough substance for later critique and feedback. The video receiving equipment should be set up in a separate room with the rest of the class; only the role player, the helper, and the video camera man should be in the interview room. If feasible, you should check the possibility of having your video camera equipment in the adjoining room if it is separated from the interview room by one way glass. If not, you might place the video camera just inside a doorway with the operator for the most part located outside of the room. Try to place the camera and operator so that they will be as insignificant as possible to the role players.

TRAINER NOTE: Make certain that your role players memorize as closely as possible the role they are to play and the situation they are simulating. Consistency is extremely important here. Choose your role players with great care so that this exercise can be carried off with the greatest possible impact. The scheduling of this activity can possibly create some dead time for those who are not directly involved in the taping. When they've completed their taping, they might be scheduled to see their clients, or use the remaining portions of the time for critique of tapes that have accumulated or been previously assigned. It is possible to have two activities running simultaneously; the video taping of the constant role activity and a critiquing session in another room with participants moving from one experience to another so that time can be used more efficiently.

Video Tape and Feedback

Past experience has demonstrated that when helpers simply look at themselves in a constant role situation, significant learning can take place. To insure that this activity provides meaningful feedback, instruct the group to view segments in the constant role experience with some structure (similar to that used for audio tape feedback). The advantage of video presentation is that it provides samples of non-verbal behavior. Since this is probably the first opportunity your group will have to take a look at the non-verbal behavior, considerable attention should be directed at the ways in which helpers are communicating warmth to helpee by smiling, nodding, shifting position, etc. It would also be desirable if, during this video tape critique, you would have each participant in your group log the ratings on the appropriate rating scale (See Appendices "A", "F", and "J" in Basic Manual). The participant can analyze the ratings and have opportunities to question the class about his rating, if he so desires. Plan your time carefully for this exercise, if it is used.

OPTIONAL

Development & Utilization of Institutional Resources

The trainer may choose to invite professionals and personnel from the programming and helping staff of the institution for a short presentation and panel discussion. This session's objective should be to familiarize the trainees with the existence of referral opportunities and other resources within the local institution. The guest speakers should be given a clear indication of what is expected of them during their presentation. They should be reminded that their task is not to make a presentation about technical or theoretical issues, but to describe the activities and services they can offer to inmates which the trainees encounter on a day-to-day basis.

SUMMARY AND EVALUATION

Each trainee should be interviewed and given the cumulative feedback on all training experiences.

Deficiencies should be specifically spelled out and developed to correct those deficiencies. Large group evaluations should be collected on the standard forms.

APPENDIX "1-A" PROBLEM SOLVING

Go through one problem solving session in the large group (see next two pages for outline and problem solving guide). The trainer should be the helper and describe the process as he works with a role played problem. Use the problem solving guide included in the student manual. Establish value limits as clearly as possible. Break into smaller groups and give each person an opportunity to work through an intellectual, physical, and interpersonal problem using the model.

State clearly that when we utilize live helpees, we will want to go through the complete model as helping progresses.

PROBLEM SOLVING

Developmental Training Outline

Helper Skills	Helper Behavior
Specify problem in behavioral terms*	You feel _____ because you cannot __X__.
Specify goal in behavioral terms	You feel _____ because you cannot _____ and you want to __X__.
List and explore personal value factors	What are some personal values you feel must be considered in reaching your goal?
Explore and list alternatives	What are some alternatives you have thought of to achieve your goal?
Develop favorability scale (Example: cost--Quantity if possible)	What is the (most,least) you could possibly spend in achieving your goal of _____?
Assign value hierarchy (Scale 1-10) to each personal value factor. The most important value rates 10. Others are arbitrarily assigned by helpee.	Which of the values you have listed is the most important to you? (Then) Which is next most important and how close does it rank?
Rate each alternative from favorability scale as to compatability with personal value factors. (++, +, +-, -, --)	Now we will rate each alternative according to its compatability with each of your personal values.
Multiply each rating by the value (1-10) assigned to that factor.	Next we multiply each rating by the value you assigned it.
Vertically total the columns for each alternative.	Now we total each column.
Check total of highest ranking alternative as to probability of success (2/3 number possible by doubling each factor value and totaling).	Let's check to see that this alternative has a high probability of helping you achieve your goal.

*Observable, achievable, repeatable, measureable

Adapted from R. R. Carkhuff, The Art of Problem Solving.

Problem Solving:

Briefly state problem: _____

_____

Goal: _____

Alternatives:	1	2	3	4	5
Factors:	_____	_____	_____	_____	_____
A.	_____	_____	_____	_____	_____
B.	_____	_____	_____	_____	_____
C.	_____	_____	_____	_____	_____
D.	_____	_____	_____	_____	_____
E.	_____	_____	_____	_____	_____
F.	_____	_____	_____	_____	_____
Totals:	_____	_____	_____	_____	_____

Favorability Scale: Develop for each factor

	A.	B.	C.	D.	E.	F.
++ = Very Favorable	_____	_____	_____	_____	_____	_____
+ = Favorable	_____	_____	_____	_____	_____	_____
+- = O.K.	_____	_____	_____	_____	_____	_____
- = Unfavorable	_____	_____	_____	_____	_____	_____
-- = Very Unfavorable	_____	_____	_____	_____	_____	_____

Conclusion: Develop value hierarchy (Scale 1 to 10) for each factor (A to F) The most important factor receives a value of 10 while the least important factor receives a value of 1, etc. Add and Subtract.

APPENDIX "1-B" PROGRAM DEVELOPMENT

In many instances, it is necessary to develop a systematic program to achieve either a preferred course of action or a goal. Program development is therefore a logical extension of the helping process. It breaks a goal down into steps. The easier steps should be achieved first before progressing to the more difficult. A good example of a program is one developed to achieve more skills in interpersonal communications. (See Appendix "1-C" in Trainer Manual).

Each participant should develop a program for each preferred course of action determined through systematic problem solving. Have the participants pair off and critique each other's program plans.

After this session, each trainee should be able to identify the problem solving and program development steps and be able to apply them to actual problems.

The development of a clear step requires some intellectual preparation for the step (See Readings II). Critical confrontations (questions) and specifics are important to success.

In preparation for each step the following questions need to be answered:

	Thinking	
Doing	Before:	What do I need to begin?
	During:	Am I accomplishing what I set out to do?
	After:	Did I accomplish my step? Am I ready for the next step?

Thinking out the questions will enable you to obtain necessary equipment, readings, and data etc., to carry out the "do." "Do" means actually carrying out the answers to "think." "Do" must be applied during each step.

In many cases, you will find that accomplishing a step is reward enough to keep the participant motivated to continue. If this internal reward is not sufficient, external rewards may be used. For example: some reward token can be granted--or taken away--upon accomplishment of each step; increased freedom, priviledges, material goods or money, etc. are useful in maintaining motivation. Involving friends or spouses in a program can assist an individual in establishing and implementing a reinforcement system. As is generally true in all systematic helping, the involvement of both helper and helpee (client) tends to result in the best programs. When used in group settings, such joint involvement can be even more successful since the experience of others can add to the planning of any one helpee.

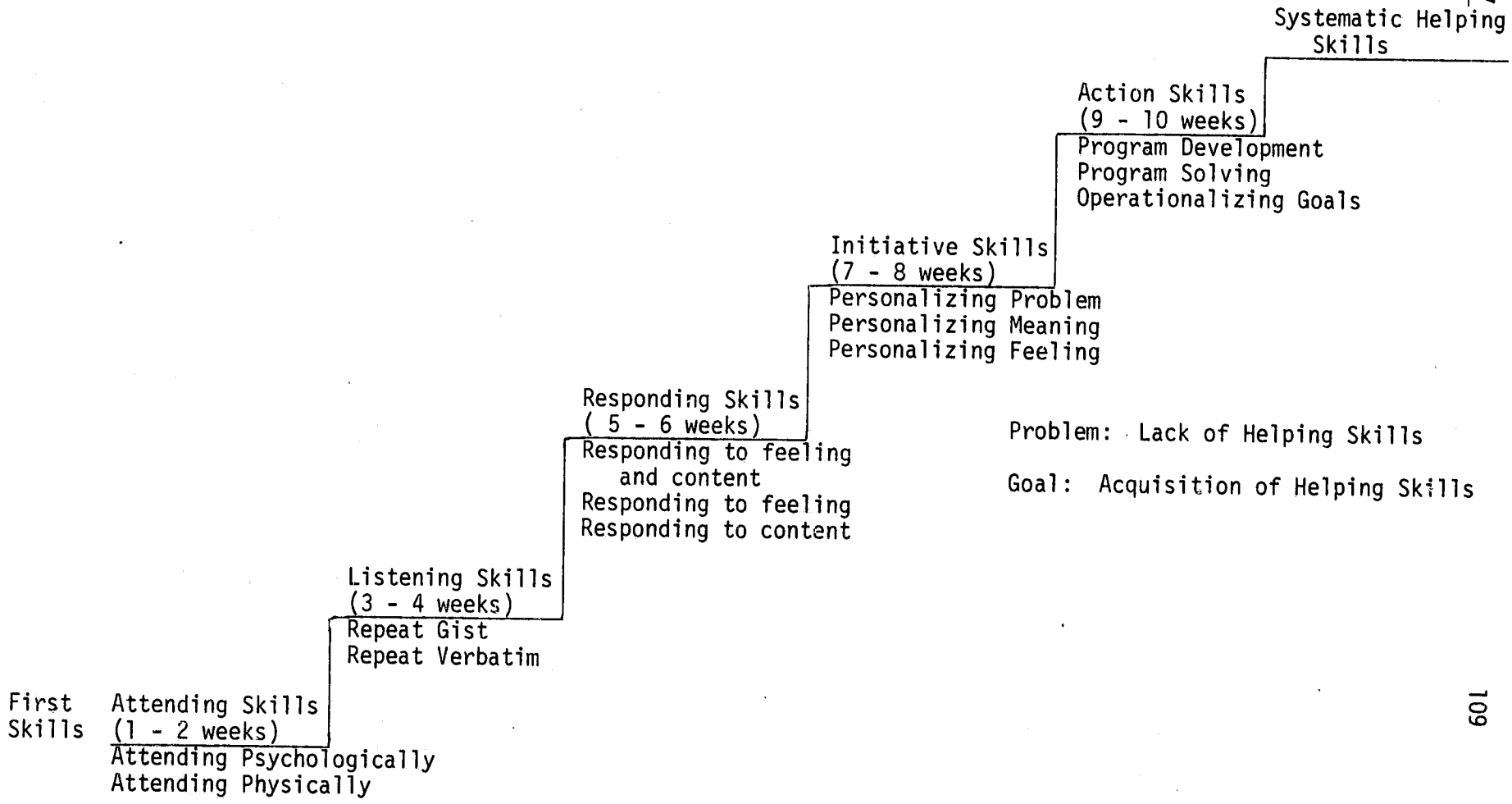
PROGRAM DEVELOPMENT

Developmental Training Outline

Helper Skills	Helper Behavior
State goal in behavioral terms (achievable, measureable, observable)	You feel _____ because you cannot _____ and you want to _____.
State preferred course of action (PCA)	Your PCA is to develop a program to _____ which will enable you to reach your goal.
Develop a pre-program list of needs (materials, physical, baseline data, etc.)	First let's discuss the items and data you need before you can begin your program.
Make the goal operational by determining the primary steps necessary to reach the goal and rank them in terms of complexity, difficulty, or chronological order.	Let's divide your goal into several smaller goals so you will have a better chance to assess your progress and reach your goal.
Develop a program of secondary steps for each primary step to achieve each primary goal.	Now let's break down each primary step into the secondary steps necessary to assure you achieving them.
Attach time units to each primary and secondary step.	How much time do you think you need to achieve your first primary step. (second?, third?, total program?)
Develop check-steps of things needed before, during, and after each primary and secondary step. (Think and do)	Let's look at each primary and secondary step and see what you must do before, during, and after each step to insure success in reaching your goal.
Develop a hierarchy of reinforcement schedules for each secondary and primary step in the program.	What you need next are some rewards to give yourself upon the successful completion of each step.
Draw a step chart ( ) to graphically display your program.	Now you draw a step chart to help visually organize your systematic program.

Adapted from R. R. Carkhuff, The Art of Program Development.

The Art of Program Development -- Systematic Helping Skills I



Problem: Lack of Helping Skills

Goal: Acquisition of Helping Skills

APPENDIX "1-D"

Institution _____

Helper _____
(name)

Helpee _____
(name)

Date _____

Counseling Session (Check One)

_____1st _____3rd _____5th

_____2nd _____4th

Self-Critique Sheet

Counseling Self-Critique Forms

Helpee Name _____ Date _____

Basic Concern _____

Type of Referral: Self _____ Other _____

Level of Self-Exploration (Helpee): 1 2 3 4 5
(circle)

Gross Ratings (3) Segments (self) _____ Early _____ Middle _____ Late

Gross Ratings (3) Segments (group) _____ Early _____ Middle _____ Late

Gross Ratings (3) Segments (trainer) _____ Early _____ Middle _____ Late

Direction or Plan _____

GROUP HELPING

Monday	Tuesday	Wednesday	Thursday	Friday
Roadmap and Group Assignments (pre-test) Begin Review of Module I (group helping) Begin Review of Module II	Continue Interpersonal Communications Skills Review (small groups) Complete Module II Review Begin Module III Exercise 1 (group helping skills)	Continue Module III Exercise II (Tutoring) Complete Module III	Continue Module IV Exercise I (Tutoring) Complete Module IV (Exercise 1)	Begin Module V (Lead trained group) 30 minutes per participant
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Review Modules V - XII in basic manual (small groups) (Tutoring)	Complete Module III Exercise I Begin Module III Exercise II (30 minutes including 10 minutes critique per participant)	Begin Module IV Exercise I (Introduction to problem solving in groups)	Begin Module IV Exercise II (act on preferred course of action) Program Development (as many as possible)	Continue Module V Begin Module VI Post Assessments and Individual Feedback Module VII Close-out

CORRECTIONAL COUNSELING -- GROUP HELPING

Group helping has been implemented at many federal correctional facilities. A wide range of group activities and programs are being used and are successfully meeting many institutional needs as well as inmate needs.

The group correctional counseling program is a logical extension of the "Basic Interpersonal Communications Skills Program" and is designed to assist the institutional helpers to develop special techniques and skills. These skills will enable helpers to conduct group sessions with inmates (or staff) and thus offer a wider variety of helping opportunities with resulting benefits for both the institution and inmates. The primary purpose of these groups is educational; participants should learn how to process their own deficits and develop constructive courses of action.

The pilot training model for this program was conducted in the Atlanta Federal Penitentiary and involved both correctional counselors and inmates. Group classroom and practicum (practice) experiences were conducted during the pilot program and special emphasis was placed upon video feedback techniques to enrich the learning experience.

The trainer of the group helpers used inmates in the pilot program to demonstrate how to prepare for, and conduct, group sessions. Training and helping skills were simultaneously considered.

Inmate groups consisted of volunteers, referrals, and a combination of both. The differences in achievement observed as a result of this variable grouping seemed to be more related to group helper skills rather than to group composition.

Before trainees began their groups, they were able to observe the master trainer conduct a group experience with volunteer inmates. The group leader trainees viewed the initial processes of group development via live television. A video tape recording of this initial training session was available for critique by the trainer and the group helper trainees.

The master trainer had each member of the volunteer group introduce himself to other group members and make a short statement about himself. The trainer facilitated this early segment of the process with at least minimal responsive and attending behavior. Each group member was asked to make a name tag and pin it to his shirt front. The trainer asked the members to use first names or "nicknames" and print or write them in large letters so that using the first name would be facilitated.

The trainer then asked the members of the group what they hoped to accomplish through a group experience. A list of group goals (See Appendix "2-A") was developed. Immediately following goal development, the trainer stated that ground rules (See Appendix "2-B") for group sessions needed to be developed. A thorough discussion of rules took place. A mini-group session was then conducted, with the volunteers exploring some basic institutional concerns while the group trainer helper facilitated the discussion by offering appropriate levels of helping conditions. In this way, group helper trainees were exposed to goal development, ground rule development, statements concerning ethical guidelines, and a demonstration of how systematic skills training could be implemented in groups. This demonstration took place prior to the trainees' first experience directing a group.

(The naive reader should be made aware at this point that all prospective group helper trainees had had extensive interpersonal communications skills training.) No one should attempt group helping without being completely skilled interpersonally on a one-to-one basis.

Group helper trainees each scheduled group sessions and arranged to have selected sessions video taped. The master group trainer participated in the video taped training sessions (with the permission of all the participants) and made interventions at appropriate times. If the group helper trainees were functioning at minimal levels or above, the interventions of the master trainer were minimal.

Following the video taped sessions, all group helper trainees were rated on the critical conditions included in the Scale to Measure Functional Group Facicitation (See Appendix "2-C").

During the group critique, requests were made to use some special group techniques (See Appendix "2-D"). These techniques were considered for use if they appeared to have the potential for accomplishing group goals and did not interfere with either established ground rules or group ethical standards (See Appendix"2-E"). Where possible, when special group techniques were introduced, they were video taped and used for group critique. On other occasions when this was not possible, the trainer observed the group when the technique was introduced. Following the observation, the trainer and group leader met to critique the experience. Group leaders should carefully examine the potential impact of any special group technique considered for use in a group. Only when it is determined that a technique is useful in achieving a group goal should it be introduced.

MODULE I:

A. Overview of group helping

B. Discussion of general group goals (See Appendix "2-A")

1. Institution (education training program)

2. Inmate (interpersonal, intellectual, physical goals through group helping)

C. Pre-assessment--Intellectual assessment of systematic interpersonal communications skills.

MODULE II:

TRAINER NOTE: Have each trainee practice all systematic skills in abbreviated form prior to group training. Further review needs can be determined from on-going assessments. Obtain modal rating.

I. Review of helping skills (see basic helping skills modules V - XII)

   A. Attending skills

      1. physical

      2. psychological

   B. Responding skills

   C. Initiating skills

      1. identify deficits

      2. determination of committment

      3. problem solving model

      4. program development model

      5. development of contracts

TRAINER NOTE: Training format: The training group will serve as a simulation group for each group helper trainee. The trainer will structure each setting with assistance of the group trainee. Group size should be approximately 5, exclusive of leader.

Each group trainee will develop a scenario and roles for his experience. (See Appendix "2-F")

MODULE III:

OBJECTIVE: Each trainee will structure the group process; including development of goals, ground rules, ethical standards, group helping practice, etc.
(See Appendix "2-A"; goals)
(See Appendix "2-B"; ground rules)
(See Appendix "2-E"; ethics)

Exercise 1: Orientation

GROUP HELPER	GROUP	TRAINER
A. Setting goals (See Appendix "2-A") (consistant with Bureau of Prisons regulations). Setting ground rules (consistant with Bureau of Prisons regulations). Review APA ethics (See Appendix "2-E") B. Discuss concerns, review Appendix "2-G" (orientation interviews) C. Practice orientation interview of prospective group members	*Observes; monitors and participates in triads. Give feedback and rate equal to or not equal to; if helper rating is not equal to the discrepancy should be made specific.	Circulate, conduct discussion on Appendices "2-A", "2-B", and "2-E". Have trainees group by threes to practice interviews; group leader (interviewer), prospective group participant, and observer. 15 minutes per interview maximum. Discuss Appendix "2-G" (Orientation Interview)

*The number of observers will depend upon group size; interaction groups should be at least 5 exclusive of leader.

Exercise 2: Helper Practice

GROUP HELPER	GROUP	TRAINER
A. Lead group in interaction discussion. B. Facilitation of interaction. Reward functional interventions; restructure or ignore non-functional interventions. Rewards for functional interventions may be made non-verbally--a not or smile can do it.	Participate and rate helper on his attending, responding, and initiating behavior. Observer logs ratings, gives modal feedback. See appropriate scale 2, in Appendix "C".	**Structure experiences, assign monitors, review responsibilities. Observe and conduct feedback, suggest additive behavior needed (Video if feasible). Limit this to a maximum of 15 to 20 minutes. Obtain modal rating. TRAINER NOTE: In structuring experience, remind leader and group that goals, ground rules, ethics have been covered in the interview. Participants are there voluntarily. Further remind group participants to play their roles consistently. Do not extend experience beyond time alloted for this exercise.

**The first time through have all group experiences role played.

From then on, use personally relevant experiences.

Exercise 1: Group Problem Solving (exploration, understanding, action; See Appendix "1-A" in Advanced Manual)

A. Identify deficit(s). B. Help operationalize goals. C. Facilitate group involvement in alternative development. D. Facilitate group involvement in value heirarchy development. E. Facilitate use of group problem solving model to preferred course of action.	Participate and rate helper on skills equal to or not equal to. Rate equal to or not equal to on problem solving effort. Be specific on deficits. Observer logs rating; gives feedback.	Same as Module III, Exercise 2. Discuss Appendix "1-A" in Advanced Manual on Problem Solving. Rate, observe, and conduct feedback. Suggest additive behavior needed. Allow leader sufficient time to take a participant all the way. Obtain and give modal rating.

Exercise 2: Group Program Plan Development (Following preferred course of action)

A. Establish steps leading to goal; primary, intermediate, and terminal. B. "Think" and "Do" steps. C. Reinforcement vs. Punishment	Participant rate equal to or not equal to. Be specific on deficits. Discuss Appendix "1-B" on program planning in the Advanced Manual.	Review Appendix "1-B" in the Advanced Manual (program development) Rate and observe helper. Critique. Obtain modal rating for each trainee.

30 minutes per group.

MODULE V

OBJECTIVE: Each trainee will demonstrate how to lead a trained group for 30 minutes and be evaluated on the following points:
1. Goal maintenance
2. Ground rule maintenance
3. Interpersonal functioning.

(See Appendix "2-H")

Exercise 1:

GROUP HELPER	GROUP	TRAINER
Facilitate trained group.	Participate in groups; give feedback.	Review Appendix "2-H" (Leading a Trained Group). Demonstrate 30 minutes. Organize, observe, give feedback. Obtain modal rating for each trainee.

MODULE VI:

OBJECTIVE: Post assessment and individual feedback.

Exercise 1:

GROUP HELPER	GROUP	TRAINER
Individual session with trainee.	Post assessment.	15 to 20 minutes per trainee for individual feedback. Post assessment to be included in feedback.

MODULE VII

OBJECTIVE: Each trainee will review and discuss all significant issues related to leading groups; including:

1. Goal maintenance
2. Ground rule maintenance
3. Interpersonal functioning.

Exercise

Large group meeting; general comments.

APPENDIX "2-A"

General Group Objective:

Broadly speaking, the objectives of helping in groups do not differ significantly from the objectives of helping on an individual basis. The dynamics, however, usually are quite different when group and individual helping encounters are compared and analyzed. Facilitating the growth of individuals through the group helping process offers enormous potential that individual helping cannot offer, but it requires group helpers to develop skills in managing several helpees at one time. Therefore, special training experiences have been developed.

It is important to note that institutions do realize some pay off for providing group helping. Helpees (inmates, etc.) who learn skills and find solutions to problems as a result of this learning are obviously less distractive to the institution. Systematic group helping provides a vehicle for the institution to achieve this management objective.

Inmates, on the other hand, are the focus of the group helping process and have the most to gain. Systematic group helping provides not only the opportunity for them to explore, understand, and act on the variety of deficits they bring to a group, but also the opportunity to learn skills that will enable them to correct their own future deficits. Additionally, they may be able to assist and teach others needing help whom they may encounter.

Objectives for Group Helping:

1. Increase self-understanding; learning about interpersonal, intellectual and physical deficits which inhibits functioning.
2. Increase skill in the communication of understanding to others.
3. Increase skill in problem solving; how to establish objectives and the development of preferred alternatives to reach objectives.
4. Increase skill in program development; how to plan effectively to achieve objectives.

APPENDIX "2-B"

Ground Rules for Group Helping

1. Members should strive not to hurt each other (physically, emotionally).
2. Members should strive to talk about their concerns, experiences, and feelings when giving feedback to others.
3. Each member is of equal importance to the group (mutual respect).
4. Each member will try his/her best to understand how other group members are experiencing what is being talked about (empathize).
5. Each member will try to help other members put communications in specific terms (concreteness) and will always try to communicate as specifically as possible themselves.
6. Each member will try to be appropriately genuine (be as non-phoney as possible).
7. Each member will try to be appropriately confrontive (if communications expressed are't real; the discrepancy should be exposed).
8. Each member should try to explore as much of their own feelings and situations as they can.
9. Each member should try to examine and discuss what may be happening between themselves and others in the group.
10. Each member should strive to carry out all plans and contracts developed within the group.

APPENDIX "2-C"

GROUP HELPER RATING GUIDE

Goal Direction	Interpersonal Functioning
Equal to or not equal to (specify)	*Record ratings below, refer to specific scales as necessary.
Ground Rules	
Equal to or not equal to (specify)	
Attending (circle one and specify)	
5	
4	
3	
2	
1	
Modal Interpersonal Rating (circle one)	
5	
4	
3	
2	
1	

*Each observer logs each response made by the group leader to any member. Accompany the rating with the initial of the member so any patterns can be analyzed. For example: a rating of 3.0 (interchangeable) to John would be logged as - J-3.0. If the leader confronts or offers other initiation conditions, it should be judged on its production of forward movement and labeled separately (for example: J-4.0 confr.).

APPENDIX "2-D"

There are many publications which review special group techniques and activities. Some publications that we feel are useful are:

Volumes I, II, III, and IV of A Handbook of Structured Experiences for Human Relations Training. J. William Pfeiffer and John E. Jones University Association Press - P. O. Box 615, Iowa City, Iowa 52240.

Included in the volumes are; getting acquainted and interaction techniques which you might find useful with unstructured groups.

APPENDIX "2-E"

The following ethical guidelines will supplement any institutional, or agency policy or regulations governing the behavior of group participants.*

1. Entering into a growth group experience should be on a voluntary basis; any form of coercion to participate is to be avoided.
2. The following information should be made available to all prospective participants:
   (A) a explicit statement of the purpose of the group:
   (B) types of techniques that may be employed:
   (C) the education, training, and experience of the leader or leaders:
   (D) goals of the group experience and techniques to be used:
   (E) amounts and kind of responsibility to be assumed by the leader and by participants:

   - FOR EXAMPLE -

   The degree to which a participant is free not to follow suggestions and prescriptions of the group leader and other group members: any restrictions on a participant's freedom to leave the group at any time.

   (F) issues of confidentiality.

*The primary purpose of group experiences conducted by a systematically skilled group leader is educational.

3. A screening interview should be conducted by the group leader prior to the acceptance of any participant. It is the responsibility of the leader to screen out those individuals for whom he or she judges the group experience to be inappropriate. Should an interview not be possible, then other measures should be used to achieve the same results.

   At the time of the screening interview, or at a time prior to the beginning of the group, an opportunity should be provided for leader/participant exploration of the terms of the contract as described in the information statement. This is to assure mutual understanding of the contract.

4. It is recognized that groups may be used for both educational and psychotherapeutic purposes. If the purpose is primarily educational, the leader assumes the usual professional and ethical responsibilities he or she would assume in individual or group psychotherapy, including before and after consultation with any other therapist who may be professionally involved with the participant. In both cases, the leader's own education, training, and experience should be commensurate with these responsibilities.

5. It is recognized that groups may be used for responsible research or exploration of human potential and may therefore involve the use of innovative and unusual techniques.

While such professional exploration must be protected and encouraged, the welfare of the participant is of paramount importance. Therefore, when an experience is clearly identified as "experimental" the leader should .....

(A) make full disclosure of techniques to be used:

(B) delineate the respective responsibilities of the leader and participant during the contract discussion phase prior to the official beginning of the group experience:

(C) evaluate and make public his or her findings.

These guidelines are based upon those established by the Board of Professional Affairs, American Psychological Association, February 15, 1973.

APPENDIX "2-F"

Scenario and Role Development

TRAINER NOTE: The training group or group helpers will serve as a simulation group for each group helper trainee. The trainer will structure each setting with the assistance of the group trainees. Group size should be approximately 5, exclusive of leader. Each group trainee will develop a scenario and roles for his experience.

A scenario must be developed for each group. The scenario makes clear all the relevant facts and conditions that affect the group experience. It describes the group setting, the reasons the group is meeting, etc. The group leader trainee must further develop each role to be played in the group. Information regarding such things as age, reason for being in the group should be covered in the role. It is of utmost importance that a description of how the role player behave be included. It should also be emphasized that the role must be played consistently. All information for the role players should be on a 3 x 5 card so that the data can be studied prior to the experience. It works best to use the real first names of the role players during the exercise.

Have each trainee develop his/her scenario and roles before moving to Module III.

APPENDIX "2-G"

Orientation Interview:

GROUP PARTICIPANT INTERVIEW GUIDELINES

Once helpers are trained and certified as having adequate skills to conduct groups, they may form groups in a variety of ways. One way is to advertise that the experience is available; another way is to accept referrals from individuals (inmates or staff). In some instances, procedures exist whereby new (and some old) inmates are required to be in a group experience. It goes without saying that this latter procedure is questionable when ethics are considered. If however; non-voluntary participation be the case, an inmate should not be required to attend for an indeterminate time. Two or three sessions should be sufficient. If after a limited experience, a helpee states he sees no benefits from remaining in the group, he should be free to drop out without penalty.

Regardless of how the group is formed, each prospective group participant should be interviewed by the group leader. Goals, ground rules and ethical guidelines should be explained. Responsibilities of both leader and participant should be made clear and opportunities for the prospective participant to ask questions should be provided. The review goals, ground rules, etc., should culminate in a verbal (or written) contract between prospective participant and leader.

If, for any reason, the leader feels that the prospect would be a poor risk due to a perceived lack of sincerity, a discriminated hidden motive, or immediate behavior thought to have a negative effect upon the group achieving its goals; the prospect should either not be considered for a group at that time (but offered alternatives) or be admitted conditionally.

In the case of conditional participation in one or more sessions being offered, any special provisions should be made clear as a part of the contract.

Covering all the conditions affecting the group and the individual participants will eliminate any need for covering these items in depth during the first group session.

Since all conditions affecting group members will be made known prior to the first group meeting, the leader will need only to give a superficial review of the conditions at the first meeting.

APPENDIX "2-H"

Leading a Trained Group:

The responsibilities of the leader of a trained group are directly related to the skill of the trainee participants. To lead a fully trained group places the leader in a role similar to an orchestra conductor. This means that you, as the leader, set the tone and blend the group members into constructive teams to help each other get where they wish to go. You monitor and give feedback to individuals and sub-groups in an additive way to assist them in finding directions more clearly.

Begin your groups just as you would any untrained groups. As members interact in their efforts to help the helpee of the moment, discriminate those group members functioning at a higher level. While you assist a helpee work through a deficit, be alert in assessing other skill deficits of individual group members. You may need to teach or review certain basic skills. This, of course, will vary widely among group members. When you are confident that you have one or more high functioning group members, develop sub-groups and identify the leadership of the sub-group if necessary. Plan your session so sub-groups can report back to the main group and problem solving and program development deficits can be analyzed and corrected.

Sub-groups should also be used to monitor program plans and participate in recycling when necessary.

Feel free to add to your group at any time. It is, of course, important to have the orientation interview with each prospect.

READINGS I:

GLOSSARY OF COMMON TERMS USED IN CORRECTIONAL COUNSELING

1. Additive response - Initiate; to add; additional information. A response that facilitates helpee self-understanding beyond the level he has previously expressed.

2. Alternatives - Options; courses of action; other ways of doing the same thing.

3. Attending - The physical acts displayed by the helper which communicate awareness of the physical and psychological needs of the helpee.

4. Commitment - To promise; pledge or assign oneself to a particular course.

5. Common theme - An underlying statement the helpee relates over and over about himself in relation to his life and world (feeling or meaning levels).

6. Communication - Exchange of information or options; to transmit and receive.

7. Concreteness - The process of being specific. The helper's ability to enable the helpee to be specific about the feelings and experience he is talking about, one means is through clarifying.

8. Confrontation - Being real; telling it like it is. A type of additive response which points out discrepancies in any type of behavior. (Neither a necessary nor a sufficient condition for helping).

9. Content - Cognitive information expressed by the helpee.

10. Courses of action - To proceed, to progress, sequence of events.

11. Cycle - A recurrence of procedures or events.

12. Directionality - Pursuing the goals of the systematic helping model (constructive action and growth) through effective application of the skills taught within the model.

13. Discrimination - The ability to understand what is being said.

14. Dominant theme - A common theme which stands out above the others.

15. Empathy - The ability to see through another person's eyes, to understand.

16. Experiental base - The skills and experiences from life which the helper brings to the helping situation.

17. Expression - Manner or making known; to speak or show.

18. Facilitation - A process by which something is made easier.

19. Factors - Something that actively contributes; advantages and/or disadvantages.

20. Father - Helping characteristics which illustrates the initiative conditions in a helping relationship. (traditional)

21. Feeling - To be conscious of an inward impression, state of mind or other condition.

22. Frame of reference - The personal and subjective perceptions of an individual. (How he sees his world).

23. Genuineness - The ability to be real; not phoney.

24. Goal - Objective, course of action to complete.

25. Hierarchy - Order of rank; value system.

26. Helpee - Any person who needs or seeks help.

27. Helper - A person who accepts the helper role and responsibilities.

28. Hot seat - Helper/helpee, one-on-one exercise before a group of other people.

29. Immediacy - The ability to understand what is going on between a helper and helpee. Also used to describe immediate or short term goals.

30. Initiation - An initial step or beginning; first step. Also used to describe the additive or second phase of the helping model (helper's phase II).

31. Initiative phase - The second major stage of a helping relationship when the helper responds at a level beyond where the helpee has been able to do by himself.

32. Intensity - To make more acute, sharpen, aggravate, heighten, or enhance. To describe level or feelings.

33. Interchangeable - Equal in feeling and meaning, content and intensity.

34. Leveling - Index for establishing a method of rating helper responses as to relevancy.

35. Live helpee - The use of real helpees in helper/helpee exercises.

36. Mid-point - Level 3 response on a scale from 1-5, middle.

37. Modal - The largest number of same or like scores in any test result or span.

38. Model - Helping guide or road-map used in the formal correctional counseling program.

39. Module - A standardized unit or section for easy construction or flexible arrangement.

40. Mother - Helper characteristics which illustrates the responsive conditions in a helping relationship. (traditional)

41. Personalized response - An additive response that relates the feelings and/or meaning expressed by a helpee to him. To give ownership or responsibility for behavior to helpee. To internalize feeling and meaning.

42. Poll - The process by which more than one person is encouraged to communicate to a given situation.

43. Problem - A behavior which the helpee and the helper identify as a deficit.

44. Program development - Following a preferred course of action through established think and do steps which lead to a goal.

45. Reflect back - Being empathic or interchangeable.

46. Relevant responding - Being facilitative, making appropriate responses and demonstrating accurate discrimination.

47. Respect - To refrain from interfering with; to care.

48. Responsive phase - The first of the three major steps in systematic helping skills which centers on exploration.

49. Road-map - Operational model for helping and human relations.

50. Scenario - Makes clear all the relevant facts and conditions that will affect an experience.

51. Self-disclosure - The technique in which the helper relates his own feelings about himself in order to model desired behavior and stimulate client self-exploration and understanding.

52. Skill - The ability to apply knowledge effectively.

53. Summation - A concise statement of the facts.

54. Unconditional regard - Acceptance of all helpee responses during early phases of helping in order to produce exploration.

55. Weighing - To value, rate, rank or otherwise compare one thing to another thing.

READINGS II:

HOW TO DEVELOP A PROGRAM

1. The first principle of program development is to define what a program is. A program is any means used to reach a goal. The best program is one where each step moves systematically towards the goal. Systematic programs allow you to know at each step how close you are to the goal.

   The most systematic means for achieving a goal is the best program .

2. The second principle of program development is to choose a goal. A goal tells you where you want to go. A goal also lets you know where you are. A goal will help you develop your program.

   A systematic program should be designed to achieve a goal .

3. The third principle of program development is to make clear to everyone the reason why the goal is worthwhile. The reason helps you to understand how the goal fits into the big picture. The benefits make clear why the program is necessary.

   Systematic programs that work towards goals are done for reasons that should be made clear to everyone concerned.

4. The fourth principle of program development is to describe the goals in terms of observable behavior. All goals must be defined in terms of observable behavior. Without observable behavior there is no way of determining whether or not you reached the goal.

   Systematic programs that work towards goals must be described in terms of behaviors that can be observable by everyone.

5. The fifth principle of program development is to rank the behaviors in terms of degree of difficulty. Difficulty ranges from the least difficult to the most difficult behavior. Behaviors are ranked in order to determine the steps leading to a goal.

   Systematic programs that work toward observable goals begin by ranking behaviors in terms of how difficult they are.

6. The sixth principle of program development is to begin with the least difficult behavior. Beginning with the least difficult behavior increased your probability of succeeding. In addition, the least difficult behaviors lay the blocks upon which the more difficult behaviors are built.

   Systematic programs that work toward observable goals begin with the behaviors which are ranked least difficult.

7. The seventh principle of program development is to repeat specific behaviors over and over until mastered. The principle of repetition insures that the skill is learned. The principle of repetition insures that a sound foundation is laid for more difficult tasks.

   Systematic programs that work toward observable goals practice specific behaviors over and over until they are mastered.

8. The eighth principle of program development is to review all previous behaviors upon the mastery of each new behavior. This principle of review allows you to identify any weakness in previous learnings. The principle of review also enables you to strengthen and reinforce the foundation by retraining.

   Systematic programs that work toward observable goals depend upon constantly _reviewing_ those behaviors which have been learned.

9. The ninth principle of program development is that advancement to the next most difficult behavior is dependent upon mastery of all simpler behavior. This principle of advancement only after mastering simpler behaviors is the key to successfully achieving goals. The principle of advancement insures that you have the skills necessary to learn the next most difficult behavior.

   Systematic programs that work toward observable goals _advance_ to new behaviors only after the mastery of all previous behaviors.

10. The tenth principle of program development is to conclude the program with the mastery of the most difficult behavior. The mastery of the most difficult behavior is the goal of the program. The mastery of the most difficult behavior includes the mastery of all simpler behaviors.

    Observable goals are best achieved by _mastery_ of behaviors determined by systematic programs.

Adapted from Robert R. Carkhuff, Ph.D. and Ted Friel, Ph.D., Eastern Psychological, Educational, and Community Services, Inc. 170 University Drive, Amherst, Massachusetts.

READINGS III:

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NOTE: This is not intended to be a complete bibliography with respect to counseling, helping and human relations etc.

Trainers may consider subscribing to one of the many journals which give broad coverage to many types of counseling and human relations techniques.

THE ART OF HELPING: COMPETANCY CHECK

1. In attempting to help a person resolve a problem, which of the following conditions is most important in giving help?

   _____ A. getting as many facts as possible

   _____ B. not allowing any lying or distortions

   _____ C. clearly understanding the person

   _____ D. checking the person out before beginning

2. Which of the following is most clearly a goal?

   _____ A. the deficit a person experiences

   _____ B. a missing value

   _____ C. the flip side of the problem

   _____ D. what a person discovers through the exploration phase of helping

3. What must a minimally helpful responce include?

   _____ A. affect and effect

   _____ B. cause and effect

   _____ C. feeling and meaning

   _____ D. problem and solution

4. The principle goal of self-exploration is which of the following?

   _____ A. know where you are

   _____ B. know where you are going and why you are not there

   _____ C. determine the causes of your problem

   _____ D. assess the validity of your perceptions

5. Which of the following is a way of telling who is a helpee and who is a helper?

   _____ A. a helpee understands himself better than the helper

   _____ B. a helper tends to go beyond what is happening right now

   _____ C. helpers are more loving and affectionate

   _____ D. helpers use clinical language in discussing problems

6. Before offering solutions to a person's problems, one of the concepts below is more critical than the others. Which is it?

_____ A. thoroughly exploring the person's situation

_____ B. determining a large number of positive solutions

_____ C. have a complete psychological work-up on the person

_____ D. establishing that the person really has the problem he says he has

7. Values will affect the choices people make in problem solving. Which consideration below is most important in assessing values?

_____ A. they should be given equal rank

_____ B. they should be ranked by importance

_____ C. they should be considered separate from choices

_____ D. they should be discussed before alternatives

8. What is the purpose of responding to the person's experience of a problem?

_____ A. facilitate exploration

_____ B. pinpoint the problem

_____ C. assess objectivity

_____ D. plan a course of action

9. What is the overall goal of helping?

_____ A. understanding the problem

_____ B. personal growth

_____ C. relieve tension

_____ D. develop alternatives

10. Which of the following is the most effective development of an additive response?

_____ A. look for common themes in what the person has been saying

_____ B. question the honesty of the person

_____ C. confront the inconsistencies in the person's statements

_____ D. personalize the meaning of the person's problem

11. What is one of the very early goals of problem solving?

_____ A. define the person's value system

_____ B. consider alternate choices

_____ C. break down the problem

_____ D. develop steps to reach the goal

12. When considering values in problem solving, which of the following is inappropriate?

_____ A. they should be given equal importance

_____ B. they should be ranked in order of their importance

_____ C. they should be considered with alternate choices

_____ D. they should <u>not</u> be considered if they have no effect on any choices.

13. Which word best describes "experiencing another person's world as if you were he"?

_____ A. empathy

_____ B. projection

_____ C. understanding

_____ D. respect

14. Which of the following can be a result of a personal crisis?

_____ A. growth

_____ B. deterioration

_____ C. growth and deterioration

_____ D. death

15. The act of making an "additive response" is the same as:

_____ A. filtering what a person has said through our own experience

_____ B. questioning what the person has said

_____ C. clarifying the person's statement

_____ D. finding a solution to the person's problem

16. In finding the right course of action to achieve an objective, which of the following things is most important in deciding which course one chooses?

_____ A. the course and its deviation from acceptable standards

_____ B. your analysis of how long it will take to achieve an objective

_____ C. who decides which course to take; you or the other person

_____ D. things that a person values most which would be affected by the choices made.

17. A program leading to an objective results naturally from which of the following?

_____ A. the determination of the most important value

_____ B. exploration of where a person is

_____ C. the preferred course of action or alternative

_____ D. understanding where a person wants to be or needs to be

18. Which of the following must you as a helper do to encourage the person to want to share his problem?

_____ A. tell him he can trust you

_____ B. suspend your own attitudes

_____ C. display your credentials clearly

_____ D. tell him he must try to cooperate

19. What is the most important behavior for a helper to display in the beginning of the helping process?

_____ A. attending

_____ B. control

_____ C. problem solving

_____ D. healthy suspicion

20. Which of the following would not be the result of an additive response?

_____ A. the person would be encouraged to proceed at his own pace

_____ B. the person would be led to deeper levels of understanding

_____ C. the person would be discouraged from continuting his line of thought

_____ D. the person would decide upon a course of action and act

21. In the development of alternate courses of action to achieve an objective which would be the more important consideration?

_____ A. the choice he made according to the highest moral and ethical standards

_____ B. the choice he made through mutual interaction

_____ C. the choice he made with direction from you, the expert

_____ D. the choice he made solely as the one with the problem without interference

22. In establishing a systematic program leading to an objective, it is most helpful to follow which sequence listed below?

_____ A. begin with the most difficult and taper off

_____ B. pick a step, by trial and error, and then adjust

_____ C. work on some easy and more difficult steps simultaneously

_____ D. move from the easiest to the more difficult

23. In order to understand the personal meaning behind the person's problem, which of the following must the helper understand?

_____ A. feeling and content

_____ B. causes of the problem

_____ C. current behavioral norms

_____ D. behavior objectives

24. Which is an important process in the beginning phase of helping?

_____ A. problem resolution

_____ B. understanding the problem

_____ C. exploration of the problem

_____ D. Pinpoint causes of the problem

25. Which of the following is a cue for the "additive response"?

_____ A. the person tells the helper off

_____ B. the helper sees that the person has nothing more to say

_____ C. the person can explore without the helper's response

_____ D. the person makes up his mind about a solution

26. Responding accurately to feeling and meaning during problem solving in helping is of what relative importance?

_____ A. unimportant

_____ B. of little importance

_____ C. critically important

_____ D. distractive

27. Which of the following does the least to insure movement toward an objective?

_____ A. ignore neutral behavior

_____ B. reward positive behavior

_____ C. allow spontaneous behavior

_____ D. punish negative behavior

28. What is the purpose of understanding behavior?

_____ A. be aware of your problem

_____ B. conform to the expected behavior

_____ C. act to learn new behaviors

_____ D. to identify the appropriate consequence

29. To which of the following should the helper's initial responding be directed?

_____ A. the helper's perceptions

_____ B. the helper's experience

_____ C. the person's perceptions

_____ D. the person's mistaken goals

30. What is the purpose of "additive empathy"?

_____ A. to get the person to understand where he is in relation to where he wants to be

_____ B. to get the person to develop a plan of commitment for solving his problem

_____ C. to get the person to respect the ability of the helper

_____ D. to get the person to be a better discriminator

31. What is a desirable outcome of a confrontation?

_____ A. the person recognizes his error and apologizes

_____ B. new exploration for the person

_____ C. renewal of commitment by the helper

_____ D. recognition of the person that he has been wrong

32. When a person is unable to accomplish an individual step on their program, the best course of action to follow is which of those below?

_____ A. restructure the whole plan

_____ B. confront the person about their commitment

_____ C. re-explore the entire problem

_____ D. build a mini-program to accomplish the step

33. The attending behavior of the helper, gives what message to the person?

_____ A. that he believes the person's story

_____ B. that he wishes to help or not

_____ C. that he likes him as a person

_____ D. that he understands the problem

34. Which of the following is a condition of responding in the initial phase of helping?

_____ A. acceptance

_____ B. channeling

_____ C. agreement

_____ D. leading

35. What kind of responses are needed before one can make use of "additive" responses?

_____ A. praising responses

_____ B. interchangeable responses

_____ C. confrontive responses

_____ D. self-disclosing responses

36. Which of the following is the correct order when responding additively?

_____ A. personalize meaning, personalize feeling, personalize objective

_____ B. personalize problem, personalize feeling, personalize meaning

_____ C. personalize objective, personalize meaning, personalize problem

_____ D. personalize feeling, personalize objective, personalize problem

37. Which of the following reflects an individual's psychological energy level?

_____ A. independence

_____ B. physical activity

_____ C. red cell count

_____ D. his family situation

38. What is the key ingredient in attending?

_____ A. understanding

_____ B. education

_____ C. posture

_____ D. listening

39. Which of the following is a response which would indicate "personalizing the meaning" by the helper?

_____ A. "you feel confused because they don't agree"

_____ B. "you feel angry"

_____ C. "you feel hurt because you have been put down"

_____ D. "you feel disgusted about the way she's acted"

40. Which of the following would be a definition of an "additive response"?

_____ A. a response which focuses on building respect with the person

_____ B. a response which emphasizes alternative solutions

_____ C. a response which is a summary of what has been said

_____ D. a response which puts pieces of the person's experiences together.

41. What is the first task in defining a problem?

_____ A. being specific in defining the problem

_____ B. seeing how others agree with the definition

_____ C. examining how the problem affects others

_____ D. placing the problem in context with the person's life style

42. Which of the following is an important behavior for the helper to model at all times in helping situations?

_____ A. complete knowledge

_____ B. warmth

_____ C. confrontation

_____ D. consistency

43. What behaviors are the basic dimensions of helping and living?

_____ A. working and sleeping

_____ B. deciding and acting

_____ C. subjective and objective

_____ D. responding and initiating

44. How should the person's problem be stated?

_____ A. in terms of what other people must do for the person

_____ B. in terms of what or where the person wants to be

_____ C. in terms of the objectives of society

_____ D. in terms of what is most likely to be attained

45. When is a confrontation appropriate?

_____ A. anytime a person's statement disagrees with facts

_____ B. after an interchangeable base has been established

_____ C. when the helper disagrees with the person

_____ D. when the person has made an error in judgement

46. If you are unable to be concrete (specific) with a problem, what step is most appropriate to follow?

_____ A. confront the person about their self-exploration

_____ B. confront the person about their honesty

_____ C. confront the person about their motivation

_____ D. recycle exploration and understanding

47. What must a helper do in order to respond to a person's feelings?

_____ A. give him a psychological exam

_____ B. interview his family and close friends

_____ C. observe his behavior and listen to his words

_____ D. ask him how he feels about it

48. Which of the following is a necessary precondition to learning new behavior?

_____ A. being told what you must learn

_____ B. assessment of where you are now

_____ C. giving the solution a chance to work

_____ D. action on what you have been advised

49. What is the difference between "personalizing the meaning" and "personalizing the problem"?

_____ A. personalizing the problem is formulating the problem in the past tense

_____ B. personalizing the meaning is formulating the problem in the past tense

_____ C. personalizing the problem is formulating the problem in the present tense

_____ D. personalizing the meaning is formulating the problem in the present tense

50. Which of the following is <u>not</u> a cue for confrontation?

_____ A. discrepancy between what a person says and the facts

_____ B. discrepancy between what a person says and the way he looks

_____ C. discrepancy between two things a person has said

_____ D. discrepancy between what a person wants to be and is

ANSWER KEY

1. C
2. C
3. C
4. A
5. B
6. A
7. B
8. A
9. B
10. A
11. C
12. A
13. A
14. C
15. A
16. D
17. C
18. B
19. A
20. B
21. B
22. D
23. A
24. C
25. C
26. C
27. C
28. C
29. C
30. A
31. B
32. D
33. B
34. A
35. B
36. A
37. B
38. D
39. C
40. D
41. A
42. D
43. D
44. B
45. B
46. D
47. C
48. B
49. B
50. D

RE: APPENDIX

TRAINER NOTE: The appendices are to be used in both the trainer manual and the student manual. Those items indicated for use in the student manual are to facilitate learning, and to serve as resource material. Copies should be made at your home institution and placed in the student notebooks prior to class session.

TRAINER MANUAL--BASIC INTERPERSONAL COMMUNICATIONS		STUDENT MANUAL
"A"	- Communication & Discrimination Exercise	
"B"	- Line Staff as Agents of Control and Change	- Yes
"C"	- Guide to Understanding Levels of Conditions	- Yes
"D"	- Empathy	- Yes
"E"	- Systematic Helping Skills Outline	- Yes
"F"	- Scale to Measure Attending Behavior	- Yes
"G"	- Questioning the Question	
"H"	- Intensity	- Yes
"I"	- Homework (hand out as indicated)	
"J"	- Scales to Measure Accurate Empathy	- Yes
"K"	- Empathy Scale Exercises	- Yes
"L"	- Fundamental Communication Exercise	- Yes
"M"	- Confrontation	- Yes
"N"	- Helpee Self-Exploration	- Yes

TRAINER MANUAL--ADVANCED INTERPERSONAL COMMUNICATIONS		STUDENT MANUAL
"1-A"	- Problem Solving Outline and Form	- Yes
"1-B"	- Program Development and Outline	- Yes
"1-C"	- Program on Interpersonal Communications	- Yes
"1-D"	- Self Critique Sheet	- Yes

TRAINER MANUAL--CORRECTIONAL COUNSELING		STUDENT MANUAL
"2-A"	- Group Goals	- Yes
"2-B"	- Ground Rules	- Yes
"2-C"	- Group Helper Rating Guide	- Yes
"2-D"	- Special Group Techniques	
"2-E"	- Ethical Standards	- Yes
"2-F"	- Scenario and Role Development	- Yes
"2-G"	- Orientation Interviews	
"2-H"	- Leading a Trained Group	- Yes

TRAINER MANUAL--READINGS		STUDENT MANUAL
I.	- Glossary	- Yes
II.	- How to Develop a Program	
III.	- Bibliography	- Yes

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END