

WORKFORCE DEVELOPMENT PROGRAM

Vermont Department of Corrections



Research Demonstration Project

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“Life Skills for Prisoners”

INTRODUCTION

This document will inform you of our systems design
and our progress to date with this effort.

It will also, hopefully, serve as a guide to others
who may wish to replicate or improve
upon our efforts.

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Acknowledgements

This manual was developed and revised during the operation of the Workforce Development Program (WDP) at Vermont Department of Corrections facilities. Many individuals contributed to refining its content over the course of the three-year program. Contributors include: Robert Lucenti, WDP Grant Administrator and Superintendent of Educational Services at the Community High School of Vermont; John Gorczyk, WDP Grant Manager and Manager at Vermont Offender Work Programs; J. Robert Senning, Director of Vermont Offender Work Programs; Christine Leslie, Brian Bilodeau, and Dana Lesperance, WDP Program Administrators; Micheline Trottier and Charity Baker, WDP Program Technicians; and John Holt, WDP Research Contract Staff, of Managed Correctional Resources, Shelburne, Vermont.

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Purpose & Mission

To build and operate an intentional community culture based on . . .

- Supportive Authority (human interaction strategy designed to help the development of collaborative relationships between staff and offenders at home, school, and work).
- Strength-based approaches with an intentional focus on participants' strengths and their development.
- The development of "Habits of Mind" (constant modeling and reinforcement to develop healthy "Habits of Mind" – the cognitive attributes for managing life's challenges).
- Intentional and focused communication methodologies designed to support offender long term success.
 1. Challenging Choices (support intervention)
 2. Cognitive Reflective Communications (support intervention)

. . . In order to effect measurable change in both the attitudes and the behaviors of offenders and staff.

Correctional Strategy vs. Correctional Program

The Workforce Development Program (WDP) is intended to be more than a correctional program delivered to a group of targeted offenders. The Workforce Development Program is a *strength-based approach* intended to be a system of correctional supervision that seeks to immerse correctional staff and program participants in an environment that supports human development in everyday life. Research in social learning theory indicates that instances of positive reinforcement should outnumber instances of negative reinforcement by at least four to one, and should ideally approach twelve to one for learning and behavioral change to occur. Such an emphasis on positive reinforcement, however, is not common practice in the controlled environment of a correctional institution.

To engage a strategy of positive reinforcement, it is essential that we clearly define the behaviors we view as desirable. Often, particularly in a profession such as Corrections, where the individuals with whom we are working come to us as a result of negative behaviors, it is far easier to identify and respond to behavioral mistakes than recognize and explicitly acknowledge positive behaviors. Yet, it is by taking the time to observe and acknowledge each other that we demonstrate genuine interest and establish the quality of relationship necessary to effect behavioral change.

Mastering a skill is not apt to occur instantaneously but rather is rooted in successive approximations of the full expression of the knowledge, skill, or ability being developed. A strengths based approach seeks to positively reinforce and build upon the assets and abilities that the individual has already developed and/or demonstrated. In so doing, it recognizes the critical importance of acknowledging success, no matter how small, as the foundation for personal growth, development, and the acquisition of new skills. Knowledge acquisition, skill building, and human development itself all involve a process of building upon what exists. Implicitly, if the building is to survive and thrive, it must be constructed on a strong foundation.

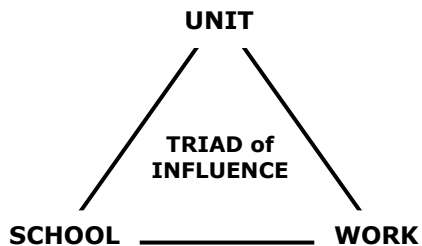
Traditionally, correctional programs are offered to offenders by a small group of the Department of Corrections (DOC) staff and contractors through a set of processes, activities and groups designed to target specific offender risk areas identified by DOC risk assessment tools. The Workforce Development Program seeks to expand these established practices by broadening the sphere of influence in the Correctional environment by incorporating *strength-based approaches* through day to day human interaction.

The Workforce Development Program broadens the intervention effort by including a wide variety of correctional staff into the "treatment mix." In the Workforce Development Program, the following staff are trained to incorporate intervention strategies into every day supervision and interaction with offenders:

- Correctional Officers
- Correctional Services Specialists
- Vermont Offender Work Programs staff
- Community High School of Vermont Faculty

- Correctional Facility Shift Supervisors
- Corrections Living Unit Supervisors
- Facility Management

The program includes all of the staff groups to have a greater degree of positive influence over offender change efforts. Instead of limiting the treatment to program group processes (this is still a component) or structured program activities, we promote that all interaction between staff and offenders occur with an intended focus on promoting personal development and the acquisition of pro-social attitudes and related skills. In the Workforce Development Program, the “intentional community” includes more than the living unit – it seeks to include the offender’s home (living unit), where they work (Vermont Offender Work Programs, VOWP, and other connected work sites) and where they go to school (Community High School of Vermont, CHSVT). Under the WDP, this is referred to as the “triad of influence.”



The theory behind the Triad of Influence is based in social learning theory: Surround the offender with people who share the same goal of helping the offender develop skills to more effectively manage their own risk through the constant application of new life skills. A broad cross section of staff can influence the offender’s environment in a healthy and supportive manner. In so doing, intervention becomes a way of doing business or a correctional strategy. If the offender is not surrounded by

a focused and supportive environment, but is subject to adverse influences at work in the correctional environment, the likelihood of real and lasting change is diminished.

Creating this environment by employing this broad cross section of staff to accomplish this work is no small undertaking and requires training, support, supervision, monitoring, management, feedback, and ongoing evaluation.

In essence, developing this comprehensive correctional strategy requires shaping the culture within the correctional environment. Staff becomes directly involved in supporting long term offender success through the application of intervention strategies employed in every day interaction with offenders. This strength-based cognitive behavioral application of authority adds a new dimension to correctional supervision. We are asking staff to supervise with an eye toward offender personal growth by using specific communication methodologies designed to supportively challenge offenders to consistently engage in practicing new skills and attitudes. The more an offender learns and practices new skills and develops new attributes, we believe, the greater the likelihood of success after release.

Introduction and History

In the fall of 2003, the US Department of Education, Office of Safe and Drug Free Schools, and Correctional Education awarded the Vermont Department of Corrections with a three-year, federal research and demonstration grant in the amount \$1,000,000. These funds from the USDOE Life Skills for State and Local Prisoners Program (84.255A) provide financial assistance for establishing and operating programs to reduce recidivism through the development and improvement of life skills necessary for the successful reintegration of adult prisoners into society. The Life Skills Program in Vermont, named the **Workforce Development Program**, is an initiative that seeks to teach inmates fundamental life skills using a holistic approach that will immerse program participants in educational, work, and living settings that use a strength-based approach to support offender development.

This *strength-based approach* is built on the understanding, integration and utilization of 16 aspects of behavioral intelligence, or life skills, that can increase one's ability to problem-solve effectively. The *Habits of Mind* are detailed in a series of four books, *Habits of Mind: A Developmental Approach*, edited by Arthur L. Costa and Bena Kallick.

The Workforce Development Program is offered in three of Vermont's correctional facilities. Northern and Northwest State Correctional Facilities for men have designated specific living unit(s) to house program participants, whereas the Southeast State program for women is operated facility-wide. The male program participants enroll in specially developed curriculum at CHSVT and are employed by Vermont Offender Work Programs or placed in a specially designated facility job. The female program participants live throughout the facility (not in a designated living unit) and are comprised, for research purposes, of four groups of offenders: 1) those who work and take the Habits of Mind (HOM) course; (2) those who take the HOM course but do not work; (3) those who neither work or take the HOM course, and (4) those who work but do not take the HOM course.

The WDP at any point in time is designed to serve at least 84 high-risk males who are enrolled in the program for twelve to eighteen months. At Southeast State women who have 90 days or more to serve have the opportunity to participate in the *Habits of Mind* course offered through the Community High School and be employed by Vermont Offender Work Programs (VOWP). All VOWP employees will be required to be program participants and be enrolled in the HOM course.

The grant is designed to:

- *focus on strengths*
- *promote the development of healthy "Habits of Mind"*
- *address offender transition and re-entry issues*
- *assist with career planning and employment efforts*
- *decrease recidivism by twenty-five percent*
- *increase offender success as measured by stable employment, housing, and support of dependents, and volunteer service in the community.*

Program participants are more willing to learn and integrate these 16 *Habits of Mind* when those from whom they receive day-to-day supervision, education and work instruction have a

working knowledge of and a willingness to use these same 16 *Habits of Mind* in their interactions with the program participants. We know that simply controlling offenders' negative behavior through containment does not support their willingness to become pro-social in their behaviors. This recognition is critical because the vast majority of people who serve time in our prisons return to their communities. Knowing this, and also knowing that collaborative, strength-based efforts have a far greater likelihood of influencing people to make positive changes, makes it imperative that we begin to craft and implement such programs if we are truly interested in reducing the numbers of people who return to prison.

Program Eligibility Requirements/Target Population

The WDP participants come from three distinct populations of offenders serving incarcerated sentences. They participate in the WDP in the following correctional facilities per their respective eligibility criteria:

Northern State Correctional Facility in Newport, Vermont

- 56 male offenders with 12 – 22 months left to serve to their projected release date
- LSI score > 23 with poor or no work history

Northwest State Correctional Facility in St. Albans, Vermont

- 30 male offenders with 12 to 22 months left to serve on their minimum
- LSI score > 23 with poor or no work history

Southeast Correctional Facility in Windsor, Vermont

- Up to 30 female offenders, at any point and time, who have at least three months to serve and who agree to enroll in the HOM course as offered by CHSVT and are, employed in designated VOWP and facility jobs.

Men's Facility Participant Selection & Admission Process

Admission to the Workforce Development Program begins when an offender is determined to be eligible for the program based on the criteria outlined above. Once an offender is found eligible, he enters the WDP eligibility pool. The offender is given a full explanation of WDP participation rules and requirements, as well as a description of the benefits to program participation. If he appears to be genuinely interested, he is invited to participate in the WDP and, asked to sign the Program Agreement. Arrangements are then made to have him transferred to the WDP Living Unit at either Northern State Correctional Facility (NSCF) or Northwest State Correctional Facility (NWSCF).

Women's Facility Participant Selection & Admission Process

Female offenders who are lodged at Southeast State Correctional Facility (SESCF), who have at least three months to serve on their minimum, are invited to participate in the WDP. Participation in the WDP research may take any one of four forms:

1. Completion of the HOM course and participation in a weekly HOM reinforcement group but not work.
2. Completion of the HOM course, participation in a weekly HOM reinforcement group and work (either at VOWP or in a facility job).
3. Work but not take the HOM course.
4. Not work and not take the HOM course.

Members of all four groups are asked to participate in completing the research surveys and questionnaires. Program participation is voluntary at all times and failure to follow through will not be grounds for disciplinary action.

Program Agreement

Given that participation in the WDP is voluntary for any eligible offender, WDP participants are required to sign the WDP Agreement found below. This is required so there is *an initial understanding* and *agreement* on the part of the participant that he or she is a willing participant who agrees to abide the WDP rules, activities, and research requirements as outlined in this document and the WDP Participant Handbook.

Workforce Development Program Participant Agreement

I, the undersigned offender, attest that I have read and discussed the Workforce Development Program (WDP) rules and program requirements outlined in the WDP Standards and Expectations [see following page] with my CSS and with a representative of the WDP and have done so to my satisfaction. Upon signing this agreement I hereby volunteer to enroll in the WDP at _____ (name of Correctional Facility) as of the date of this signed agreement.

I agree to abide by WDP rules and requirements and understand that my failure to abide the WDP rule and requirements may lead to the termination of my enrollment in the WDP.

WDP Participant's Name

Date

Name of Participant's CSS

Date

WDP Representative's Name

Date

Workforce Development Program Standards & Expectations

As a participant in the Workforce Development Program, you are expected to abide by the following Program Standards and Expectations.

It is the intent of the WDP to prepare participants for the “Real World”. With that in mind, if a participant is unwilling to work with the WDP team, known as the “Triad of Influence”, they may be asked to leave the program.

The “Triad of Influence” is made up of staff from VOWP and Kitchen (work); Community High School of Vermont (Education), and the Living Unit Program (Unit). The WDP reserves the right to change these expectations at any time for research or treatment purposes.

WDP Expectations:

- Be on time for all activities
- Attend all educational activities as required
- Attend all required program activities as required
- Actively participate in all program activities (work, school, unit, groups, etc.)
- Follow all facility rules
- Participate as an active/responsible member of a healthy, supportive community
- Maintain an open channel of communication with peers, program, and facility staff
- Practice intentional interventions (Habits of Mind, Cognitive Reflective Communication, and Challenging Choices)
- Practice skills to manage interpersonal risk
- Participate in all research related components
- Maintain suitable employment

Participant’s Signature

Date

Program Desired Research Outcomes

The WDP grant writers targeted the following research outcomes as those that would demonstrate the effectiveness of this triadic approach to working with and supervising WDP participants.

INTERNAL

Program Participants

- A significant reduction in (and preferably an elimination of) disciplinary infractions while incarcerated (major and minor)
- An observable and measurable understanding and application of the *Habits of Mind* by program participants in everyday situations within their facilities
- An observable and measurable ability by program participants to evaluate “choices” and make “healthier choices” through the use of the intentional intervention, “Challenging Choices”
- An observable and measurable development of self-reflection skills and related insight through the intentional intervention, “Cognitive Reflective Communication” by program participants.

Facility WDP Staff

- An observable and measurable use of *Supportive Authority's* three sets of intentional interventions (*Habits of Mind*, Cognitive Reflective Communication, and Challenging Choices) by facility WDP staff with offenders “on the floor” in the living unit, classroom, and workplace, to reinforce skill acquisition and provide positive support.
- An observable and measurable establishment of supportive and collaborative relationships between staff and offenders.
- An observable and measurable understanding and support of the Workforce Development Program and related initiatives by facility staff at *all levels*, and across all job disciplines within the institutions.

EXTERNAL

Program Participants

- WDP completers will demonstrate a 25% reduction in recidivism.
- WDP completers will demonstrate a significant reduction in, if not an elimination of, technical violations once released to the community (Graduated Sanctions, Notice of Suspensions).
- WDP completers will secure meaningful employment within 30 days of release to the community.
- WDP completers will demonstrate a significant increase in success in their community as measured by:
 - Retaining stable employment
 - Securing and retaining stable housing
 - Supporting of dependents
 - Volunteering in community activities

Staff Training

Initial Staff Training

The WDP provides five days of initial training for the Windsor, St. Albans and Newport facility staff, who participate in the WDP research and demonstration grant, to gain a working knowledge and level of competence in the application of the 16 *Habits of Mind* mentioned throughout this program manual.

In addition to the *Habits of Mind* training, an emphasis is made on *Supportive Authority* (see detailed description of *Supportive Authority* below) to provide staff with the skills needed to support participant acquisition of the HOM. Developing the cognitive attributes associated with the 16 *Habits of Mind* becomes the central theme of the WDP program.

The intentional interventions (Cognitive Reflective Communication and Challenging Choices) are employed as a means to reinforce the *Habits of Mind*. Staff employ intentional intervention strategies in their everyday interactions with WDP participants. The combination is believed to be a very effective way for staff to work “smarter, not harder” and to gain an increasing sense of being an effective “intervention agent” in the lives of those they supervise in this program.

This training has been designed with the adult learner in mind and is intended to be very practical in content and conduct. It involves a minimum of theory and a maximum of “hands-on” role play of realistic situations that correctional staff, faculty and shop instructors find themselves participating in with offenders every day.

In addition to the startup training described above, the WDP provides a variety of in service training opportunities designed to reinforce staff skills and use of *Supportive Authority*, as well as strengthen the “Intentional Community” and the “Triad of Influence”.

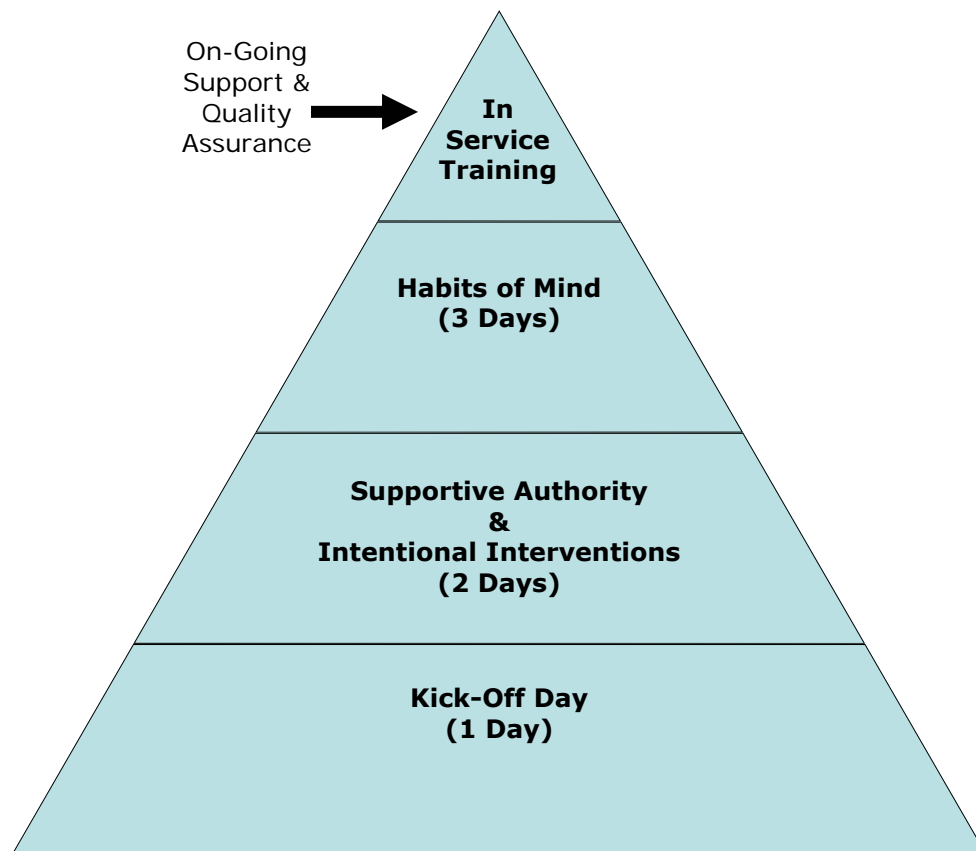
On-Going Training and Training for New Staff

The WDP Program Administrators serve as “on the floor” coaches and mentors to the WDP facility staff throughout the duration of the research and demonstration grant to provide ongoing training and support for their use of *Supportive Authority*, *Habits of Mind*, strength-based approaches and its two sets of intentional interventions.

The WDP Core Team also offers these trainings in smaller segments called **Stipend Trainings** to new staff as staff come and go over the course of the research and demonstration period.

The ultimate goal is to have staff at each of the three facilities that are competent in the delivery of these trainings “in-house” to sustain this initiative once the grant period ends. To that end, members of the original WDP Local Design Team have been encouraged to lead this effort at each of their respective facilities, and they have been invited to help deliver the second round of trainings in their facilities once they themselves have participated in the WDP staff trainings.

INITIAL STAFF TRAINING



Shaping Culture

The Vermont Department of Corrections (DOC) has taken significant steps over the past few decades to establish clear statements of vision, mission, values and principles. For these statements of intent to come to life, however, requires that the Vermont DOC also provide the necessary education, training and support to enable translation of intent into action.

The Workforce Development Program is designed to make the vision a reality by working on cultural issues within the institutions.

What is a “culture”? A “culture” can be described, for our purposes, as having a number of interactive elements (purpose, values, principles, language, education, governance, sanctions, rituals and ceremonies) that define its parameters. For a culture to be successful in meeting the needs and interests of its members, it must function in a manner that permits and encourages the individual to experience a sense of competence and control throughout their personal development.

What does it mean to “shape a culture?” It means that we must work towards the intentional and explicit expression of each of the actual elements in a manner that is consistent and congruent with the defined purpose of the culture in question.

Why would we want to “shape a correctional culture”? We shape the correctional culture in acknowledgement of our responsibility for the individuals placed in our care and custody, and to maximize our potential for success.

What do we mean when we say this?

Simply put, we want to shape the correctional culture of Windsor, Newport, and St. Albans so that the norms of these three facilities reflect a daily, even hourly, consistent commitment by all the staff to supervise and interact with the residents in ways that help them to recognize, understand, and change the beliefs and behaviors that led to their incarcerations. We expect that supporting the development of (new) knowledge, skills and abilities necessary for successful transition to the community will help offenders recognize opportunities to use new skills and attributes.

This means that nominal, operational conversations between staff and offenders can no longer be the predominate kind of communication between staff and offenders, nor can norms that allow verbal derision of residents, either to their faces or behind their backs, be permitted or thought harmless. Rather, all interactions, no matter the situation, need to be looked at as opportunities for learning and personal growth.

It means that every staff person, from the temporary Correctional Officer to the Superintendent, will no longer accept as standard practice ignoring an offender’s behavior (good or bad), speaking to an offender only when spoken to, or speaking to an offender only to tell them to stop a negative behavior while threatening them with negative consequences if they fail to cease and desist. These examples represent a few of the norms that shape the culture of most correctional facilities today.

What would a correctional facility look like, sound like, feel like that has at the heart of its culture a commitment to fostering and supporting collegial, collaborative and respectful relationships between staff and staff, and staff and offenders, so that EVERYONE receives the support and supervision that they need to work and live in that facility in life-improving ways?

We hope that the content of this Program Manual describes how a correctional facility and its staff can become a facility that is shaped by its desire to do more than contain and restrain its residents while they are incarcerated.

The key elements and “headsets” that undergird this approach in the supervision of incarcerated individuals who participate in Vermont’s WDP initiative include:

- Developing healthy *Habits of Mind*
- Using Strength-Based approaches
- Understanding Risk Management strategies
- Practicing Intentional Interventions and Supportive Authority

Strength-Based Risk Management Strategies

All inmates in the WDP are subject to Established Vermont Department of Corrections Discipline Policies and Directives (See: Policy 410; Policy, Directive 410.01)

Removal from the WDP is largely dependant on the inmate's own behavior. Any inmate who exhibits threatening, assaultive, or inappropriate behavior which poses a real or potential threat to institutional safety and security is moved to an appropriate housing unit. An inmate who uses or introduces illegal substances is immediately subject to suspension and/or removal from the unit pending a Special Program Review.

Removal from the WDP for any of the aforementioned reasons is at the discretion of Unit Staff and Supervising Authority.

Minor infractions and Major Disciplinary Reports not considered immediate threats to the safety of staff or other inmates are, whenever possible, responded to in a manner that is consistent with the principles and practices discussed below. That is, through a process that requires the inmate to accept responsibility for his/her behavior, understand its effects on others, make amends, and commit to a course of activity to reduce the likelihood of its reoccurrence. Loss of privileges and/or confinement continues to be used to assure appropriate consequences and unit security.

Any program designed to enhance a participant's ability to develop self-risk management skills must create an intentional balance between risk control and risk reduction. Risk reduction work clearly requires gaining and maintaining healthy rapport with offenders. Using *Strength-Based* approaches and employing Supportive Authority communication strategies helps to develop collaborative relationships. Traditional correctional supervision relies heavily on risk control to manage or control offender risk behavior. By design, the Workforce Development Program takes a broader approach to risk management by looking at all offender behavior (good and bad) as an opportunity to learn and practice new self-risk management skills. That is not to say that accountability is sacrificed; on the contrary, accountability is addressed on three levels:

Level 1 – Traditional Accountability

Facility rules, program rules and WDP expectations are a valuable and necessary part of the WDP Risk Management Strategy. Program participants will be expected to adhere to facility rules and program rules, thus raising the bar of accountability. Facility rule violations will continue to be dealt with through the traditional Offender Disciplinary System, Directive 410.01, and will be addressed through the WDP Individual Responsibility Plan (IRP) process., It is imperative that we hold program participants accountable in a manner that is consistent with the theory and methodology of the WDP. Accordingly, we use social learning theory and cognitive behavioral methodologies whenever possible when holding participants accountable for disciplinary infractions or rule violations. In doing so, we use the IRP process to have the participants acknowledge and accept responsibility for their behavior, understand its effects on others, work to make amends to affected parties and commit to a plan of intervention that will

eliminate or reduce the reoccurrence of similar behavior. Thus, the IRP process does not replace the Disciplinary System but is used to enhance accountability and allow the infraction to be used as a teachable moment for the offender. During the process, the facility WDP team is in constant communication to insure that the offender deals with the situation rather than simply accept the sanction.

Level II – Self-Responsibility / The Opportunity to Learn

In addition to the accountability that is associated with disciplinary infractions and rule violations, WDP program participants are supportively challenged to address their own behaviors through the focused practice of “Intentional Interventions.” The process for addressing behavior begins informally with the use of Intentional Interventions by WDP staff in the unit, workplace, and school. Staff and program participants are expected to see all behavior as an opportunity for learning and personal growth.

Level III – Reinforcement of Positive / Pro-Social Behavior

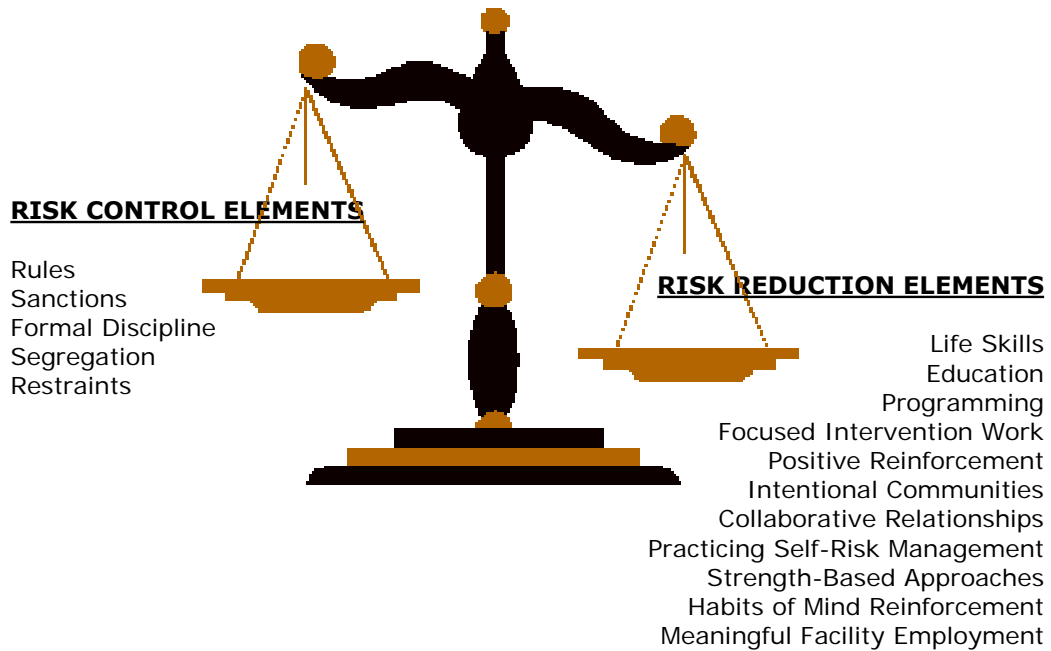
The use of positive reinforcement is included in any well-balanced, risk management strategy/system. This includes the reinforcement of all positive efforts, even when the effort starts with a negative or risk behavior. We do not reinforce the negative or risk behavior, but we understand and seek out the opportunity to reinforce the intervention efforts or work done by the program participants in response to the behavior.

Support for these efforts in response to behavior is only a part of the positive reinforcement that we seek in the Workforce Development Program. Program participants practice developing *Habits of Mind* through modeling, and using opportunities to reinforce the habits in daily communication. Two Intentional Interventions, Challenging Choices and Cognitive Reflective Communications, are also employed as tools to support the development of cognitive attributes associated with the *Habits of Mind*.

Program staff practices paying attention to and reinforcing program participants’ positive behaviors. This seems like a “no-brainer” or a given at first glance, but the correctional environment does not traditionally or naturally support this kind of work. Correctional staff is traditionally trained to pay close attention to offenders’ negative or risk-related behavior. To broaden the focus of interventions, it is necessary to learn to explicitly recognize and actively reinforce positive pro-social behaviors.

Evidence clearly indicates that reinforcement of positive behavior is effective. Paying attention to and reinforcing positive pro-social behavior provides an external reward for behaving in a correct or acceptable manner. Many offenders have very little experience being recognized or rewarded for positive behavior, and yet it is a significant motivational factor in the process of personal development and change. Further, demonstrating a genuine willingness to “see the good” in an offender often results in a shift in relationships between staff (the authority) and the offender. When an offender experiences genuine support from a person in authority, the relationship often becomes more “human.” From a human connection comes the ability to work in collaboration.

**EFFECTIVE PROGRAMMING MANAGES THE BALANCE
IN A RISK MANAGEMENT SYSTEM**

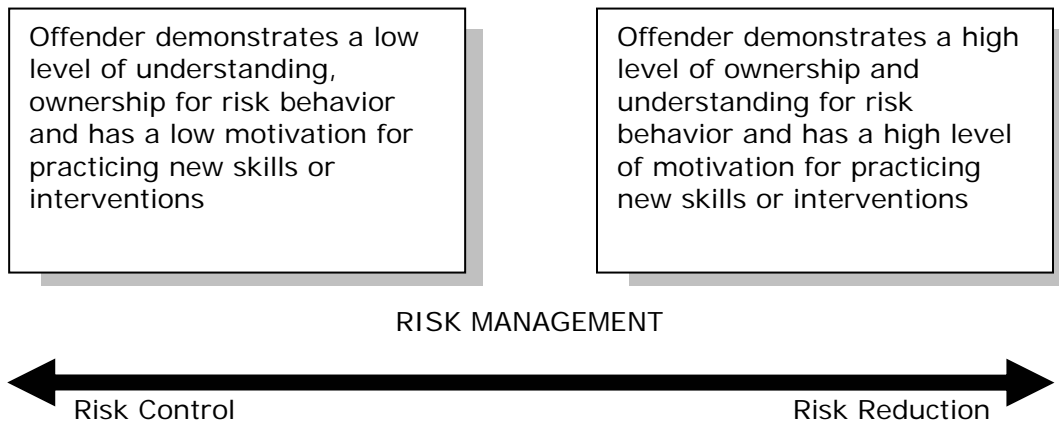


Relying solely on risk control can seem to be effective, but quite often the offender is controlling or concealing behaviors because of a threat of consequences. If the threat of consequences is removed, the old risk behavior will likely appear. One of the clear goals of the WDP program is to shift control from external loci and develop internal controls (manage yourself). Relying solely on risk reduction and avoiding risk control needs will often lead to unintentional reinforcement of negative or risk behaviors, thus enabling the offender. Success comes through the effective balance of risk control and risk reduction interventions.

One of the indicators of program participant progress and/or success is the ability to move from heavy risk control to heavy risk reduction. Risk reduction becomes the norm as offenders learn to manage their behavior effectively and develop self-responsibility.

In the Workforce Development Program, staff understands the need to assess offenders in terms of their motivations and will apply risk management strategies accordingly (risk control and risk reduction). However, the program and its staff always seek to employ risk reduction elements in situations where risk control applications are considered appropriate and necessary due to a participant's behavior and/or attitude (motivation level). Further, staff needs to recognize that overuse of risk control with offenders that demonstrate understanding and responsibility toward risk behaviors can often have an adverse effect on motivation and behavior.

OFFENDER MOTIVATION SCALE



Individual Response Plan

1. The WDP Treatment Team (WDP) grant staff, Correctional Services Specialist, Unit Officer, VOWP representative, CHSVT representative, Kitchen representative) and the program participant will address the issue.
 - Describe the situation and behavior, and its impact on affected parties
 - Ask the program participant to explain, describe and take responsibility for the behavior
 - Discuss all mitigating and aggravating circumstances
2. The WDP Treatment Team will discuss the situation and behavior to formulate expectations for the participant's Individual Response Plan. Whenever possible, the program participant should develop their own plan that specifically addresses the behavior, its effect on others and the expectations of the Treatment Team.
3. The final plan, upon approval of the Treatment Team, should take the form of a contractual commitment by the participant that is signed by all parties.

WORKFORCE DEVELOPMENT PROGRAM INDIVIDUAL RESPONSE PLAN

Participant's Name: _____

Date of Situation/Behavior Reviewed: _____

Date of Treatment Team Review: _____

Staff Involved: _____

Description of Issue at Hand: _____

Response Option Selected (check appropriate box):

- Return to work (no conditions)
- Return to school (no conditions)
- Continue in program (no conditions)
- Return to work, school, program (with conditions and/or assignments)
- Suspend from work, school, program for up to 30 days (with conditions and/or assignments)
- Remove from WDP and related activities for defined period of time (with conditions/plan for re-admission)

Description of Plan: (Includes conditions, activities and/or assignments):

Staff Signatures: _____

Date: _____

Offender Signature: _____

Date: _____

Supportive Authority: A Strategy for Effective Intervention

To support a successful Risk Management strategy that supports effective programming, the relationship between staff and offenders must be supportive and collaborative. The nature of the environment does not automatically lend itself to support and collaboration. For this reason, the Workforce Development Program seeks to define and incorporate a relationship strategy referred to as *Supportive Authority* to intentionally influence the desired relationship.

Definition of Supportive Authority

A headset, or attitude, employed within a correctional environment that fosters collaborative interaction to support more effective modeling, coaching, mentoring and supervision in support of offender personal growth.

To

INFLUENCE VS. CONTROL

It is

The ability to establish rapport and relationships that effectively balance accountability and intervention

That affords:

- The application of risk control strategies that promote accountability (including offender self-accountability) through professional and humane application of rules and related sanctions
- The development of human and respectful relationships that enhance collaboration and promote partnerships to support offender personal growth through coaching, modeling and mentorship
- The application of program related interventions, Challenging Choices and Cognitive Reflective Communication, designed to promote new skills acquisition and develop a participant's ability to practice self-risk management

Staff Role in Supportive Authority

- Staff interact with program participants in a supportive and collaborative manner rather than an adversarial and punitive manner
- Staff is genuinely invested in program participants' success.
- Staff uses human connection with program participants to support and influence offender attitudes, behaviors and long-term success.
- Staff encourages program participants to make deliberate choices to participate constructively in the social environment.
- Staff respects program participants' right and capacity to make their own choices (power of choice).

The more effectively staff practices the principles of *Supportive Authority*, the greater the likelihood of their ability to influence offenders.

The Science of Intentional Intervention

The correctional environment provides many opportunities to “influence” through human interaction. The environment and the behaviors that occur within the walls of a correctional facility provide opportunities for intervention, given we take advantage of those opportunities for the offender to practice new skills and attitudes. The formal work is often done through “programming” or “treatment” related efforts. The rest of the time, outside “program activities,” the offender is subject to the often adverse influence of the correctional environment. The best correctional program work can be, and often is, undone by the adverse influence of the offender’s living environment.

The Workforce Development Program focuses a great deal of its intervention or skill development work outside the “group process” or “program activity.” In the Workforce Development Program, staff seeks to do the heart of the treatment and/or intervention work through day-to-day communications. This allows for dozens of mini-interventions each week as staff incorporate intervention strategies into daily interactions with program participants. This is made possible by the fact that program staff includes Correctional Officers, Correctional Services Specialists, Correctional Facility Shift Supervisors, Correctional Living Unit Supervisors, Correctional Management, Community High School of Vermont faculty, Vermont Offender Work Programs staff, volunteers and contractors – the “Triad of Influence” concept.

In theory, more staff doing more focused intervention work in a consistent manner should provide for a greater effect on offender change.

Short of practicing new thinking, attitudes and related skills daily, the likelihood that an offender will make real, lasting internal change is unlikely. It is for this reason that many of the intervention strategies employed in this Workforce Development Program are embedded in everyday communications between staff and offenders (expanded opportunity to positively influence). The opportunities are endless if intervention strategies become a part of everyday communications between staff and program participants and a broad cross-section of staff are involved in the coaching and intervention efforts.

More communication is not necessarily the answer in and of itself. Communications need to be focused and have an intended outcome. The Workforce Development Program incorporates three “Intentional Interventions”: Habits of Mind, Cognitive Reflective Communications, and Challenging Choices.

PRACTICE MAKES PERMANENT



**FOCUSED PRACTICE MAKES FOR MORE AFFECTIVE/EFFECTIVE
INTERNALIZATION OF NEW SKILLS AND RELATED ATTITUDES**

Program Content and Intentional Interventions

- **Habits of Mind**
- **Cognitive Reflective Communications**
- **Challenging Choices**

Habits of Mind

Costa, Arthur L. and Bena Kallick, Eds. 2000. *Habits of the Mind: A Developmental Series*. Book 1: Discovering & Exploring Habits of Mind; Book 2: Activating & Engaging Habits of Mind; Book 3: Assessing & Reporting on Habits of Mind; Book 4: Integrating & Sustaining Habits of Mind. Alexandria, VA: Association for Supervision and Curriculum Development.

The *Habits of Mind* are an identified set of 16 problem solving, life-related skills necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 *Habits of Mind* serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. The 16 *Habits of Mind* include:

1. Persisting
2. Managing Impulsivity
3. Listening to Others with Understanding and Empathy
4. Thinking Flexibly
5. Thinking About Thinking
6. Striving for Accuracy and Precision
7. Questioning and Posing Problems
8. Applying Past Knowledge to New Situations
9. Thinking and Communicating with Clarity and Precision
10. Gathering Data through all Senses
11. Creating, Imagining, and Innovating
12. Responding with Wonderment and Awe
13. Taking Responsible Risks
14. Finding Humor
15. Thinking Interdependently
16. Learning Continuously

Cognitive Reflective Communication

Note: Cognitive Reflective Communication, by design, serves to reinforce several of the *Habits of Mind* in its application including:

- Managing Impulsivity
- Thinking Flexibly
- Thinking about Thinking
- Questioning and Posing Problems
- Applying Past Knowledge to New Situations
- Thinking and Communicating with Clarity and Precision
- Thinking Interdependently
- Learning Continuously
- Taking Responsible Risks

Steps of CRC:

1. Observe Behavior
2. Think about the Thinking
3. Plan the Approach
4. Dig at Cognitive and Emotional Roots
5. Reflect and Connect

Why CRC?

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

What is in it for the participant?

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

Challenging Choices

Once a person sees and owns the choices and related consequences for the choices they make they begin to develop self-awareness and internal motivation for applying new thinking or *Habits of Mind* and learn to successfully employ new intervention skills.

The ability to supportively point out “choice moments” and to have offenders reflect on the choices they make and the effect that the choices they make have on themselves and others is once again a means of reinforcing several of the *Habits of Mind* through modeling and application:

- Thinking About Thinking
- Applying Past Knowledge to Current Situations
- Managing Impulsivity
- Listening to Others with Understanding and Empathy
- Thinking Flexibly
- Questioning and Posing Problems
- Thinking and Communicating with Clarity and Precision
- Taking Responsible Risks
- Learning Continuously

Steps of CC:

1. What was the situation or event?
2. What was the choice?
3. Did you make the choice on purpose?
4. Were there any other choices connected to the situation?
5. What short term effects did this have on you? On others?
6. What long term effects did this have on you? On others?
7. Are any of these effects desirable?
8. If no, why not?
9. If they are desirable, why are they desirable?

Why CC?

- Increase the conscious process of making choices.
- See the relationship between choices and consequences and benefits for self and others, both short and long term.
- Learn to make well thought out conscious deliberate choices.
- Develop degrees of “ownership” by understanding individual power to make choices vs. blaming the world around you for your situation.

The “Power of Choice”

“Everything can be taken from a man but one thing: The last of the human freedoms – To choose one’s attitude in any given set of circumstances, to change one’s own way.”

V. Frankl

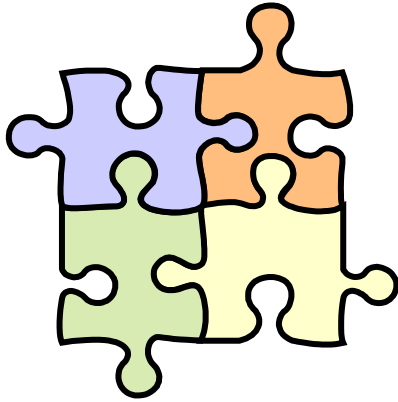
Simple Goals of Intentional Interventions

These interventions, employed by staff in daily interaction, will serve to:

- Help program participants develop internal awareness of thoughts, feelings, and related behavior (identify internal risk).
- Provide program participants with the opportunity learn, practice and apply new *Habits of Mind* in working to developing new life skills (develop new coping strategies).
- Help program participants to develop existing assets (strength-based approach work).
- Help program participants become conscious of day to day decisions they make, and the related consequences and benefits to themselves and others (making conscious deliberate choices).

What is in it for the Participant?

- Increased Self-Control
- Learn Critical Thinking
- Learn and Practice Self-Reflection Skills
- Increased Ability to Handle Social Situations
- Stress Management Skills
- Stronger Sense of Self, Based on the Ability to Manage One’s Own Risk
- Higher Self-Awareness
- Increased Empathy and Stronger Connection with Others
- Development of Internal vs. External Reward System



Key Components to Long Term Program Success

Long term program success has as much or more to do with what you do after program start-up than what you do in program design, start-up and initial staff training. Long term success requires on-going attention!

Component # 1 – Staff Training

- All staff connected with the Workforce Development Training will initially receive 6 days of training.
- Staff not receiving the initial Workforce Development Program Training will get a condensed version of the same training and go through on-the-job coaching process.

Component # 2 – Development of Staff Performance Expectations, Program Indicators and Related Measures

- All staff connected with the program will have a set of general and specific performance expectations.
- Staff performance-related indicators and measures will be established and monitored by staff supervisors and the Workforce Development Program Project Administrators.
- Program Success Indicators and Measures will also be created and monitored by Workforce Development Project Administrators.

Note: In keeping with the Supportive Supervision, Supportive Authority and strength-based concepts, all performance management efforts will be delivered with an eye toward recognition of success and with a problem solving approach when deficiencies arise.

Component # 3 – Ongoing Support

- The Workforce Development Program will rely heavily on coaching as a method of staff development and experienced program staff, including the Workforce Development Project Administrators, will serve as coaches and mentors to support ongoing staff development.
- The Workforce Development Program will ask staff to participate in ongoing processes of self-assessment and evaluation to enhance personal insight and problem solving abilities.

- The Workforce Development program will work in collaboration with existing supervision systems to create a unified and seamless means of staff supervision.
- The Workforce Development Program will develop and employ a formal system to recognize staff efforts to reinforce staff performance.

Component # 4 – Role of WDP Oversight Team and WDP Project Administrators

- WDP Local Oversight Teams and WDP Project Administrators become responsible for:
 1. Monitoring program delivery, program activities and program goals
 2. Operating as the response team for program related issues
 3. Providing direction, support and active coaching to WDP program staff
 4. Support of research-based goals and objectives
 5. Communications to facility administration and outside sources

Component # 5 – Ongoing Training and Staff Development

- The local WDP Program Oversight Teams and Project Administrators will be responsible for the development and delivery of ongoing staff training and special staff development activities.
- The local WDP Program Oversight Teams and Project Administrators will be responsible for assessing program and staff-related program delivery needs and respond accordingly (training and staff development related)
- The local WDP Program Oversight Teams and Project Administrators will be responsible for the development of any staff “professional development plans” and actively support staff efforts to meet the objectives of these plans.

Workforce Development Program Communication Protocol

Why develop and implement a WDP Communication Protocol?

A Communication Protocol that goes beyond current staff communication practices at the St. Albans, Windsor, and Newport correctional facilities is important because the WDP model institutes a TRIAD OF INFLUENCE in the conduct of the program. This is a component that all three WDP Local Design Teams identified as desirable and necessary.

The WDP Communication Protocol increases the level of regular contact and communication between WDP staff related to the participant's living unit, classroom and workplace. For example, this protocol involves the exchange of:

- Emails
- Phone calls
- Voice mails
- Written self-assessments by participants
- Face to face conversations
- Weekly treatment team meetings

The purpose for increasing the contact and communication between Community High School of Vermont faculty, Vermont Offender Work Programs staff (and Kitchen Coordinator in the case of Newport), and the WDP Correctional Facility Shift Supervisors, Correctional Living Unit Supervisors, Correctional Services Specialists, and Correctional Officers is *to create a "seamless" system of awareness and consistent supervision - Supportive Authority - upon the part of the staff, regarding the participation, progress or lack thereof of each program participant in the WDP.*

Moreover, WDP Staff are being asked to learn and use the 16 *Habits of Mind* and Supportive Authority's Intentional Interventions in their interactions with the WDP participants so they can they assist program participants in learning and using the 16 *Habits of Mind* and Intentional Interventions with each other and themselves. To support each other, we are also asking the staff to communicate with each other on a regular basis in their *mutual supervision and support of the WDP participants.*

It is the belief of the authors of this research and demonstration grant that this collaborative and interactive approach to supervising offenders participating in the WDP will result in an increase in the willingness of the offenders to grow more self-aware, productive, pro-social and less likely to re-offend upon their return to their respective communities.

A formalized and agreed upon Communication Protocol is the KEY to the success of the TRIAD OF INFLUENCE and is:

- Practiced by all three staff groups
- In each facility
- On a regular and reliable basis

Workforce Development Program Staff Roles

The WDP performance expectations for correctional facility staff participating in the implementation and running of the WDP initiative are listed below. The performance expectations for the facility staff responsible for supporting the success of this initiative are also incorporated. It is the starting point for developing the basis of performance evaluations for WDP staff and research on the impact of staff participation in the WDP initiative.

CORRECTIONAL OFFICERS

- Share information and communicate across team
- End of shift reports reflect WDP participants' behavioral progress
- Response to behaviors more responsive vs. reactive Officer models (long term change vs. short term control); commitment, appropriate language, respect, openness, willingness to change, commitment to program goals, objectives, ideals and standards
- Participate in program activities
- Respectfully engage offenders in focused conversation and coach intervention work
- Practice and support consistent use of intentional interventions and program objectives (headset always "I am always part of the TRIAD OF INFLUENCE")
- Willingness to develop collaborative and respectful relationships
- Active involvement, active engagement and intentional communication
- Career Development Plans – Career Path Opportunities (optional)
- Willing to provide written documentation to program members and researchers to identify program related intervention efforts
- Participate in ongoing WDP training as needed

CORRECTIONAL FACILITY SHIFT SUPERVISOR STAFF

- Share information and communicate across team
- Correctional Facility Shift Supervisor (CFSS) models; commitment, appropriate language, respect, openness, willingness to change
- Commitment to program goals, objectives, ideals and standards
- Tour unit each shift – communicate with program participants and staff

- Be willing to help solve and resolve issues occurring on the unit
- Participate in program activities when and where possible, e.g., attend a unit meeting once per week
- Practice and support consistent use of intentional interventions and program objectives (headset always “I am always a member of the TRIAD OF INFLUENCE”)
- Respectfully engage offenders in focused conversation and coaching intervention work
- Willingness to develop collaborative and respectful relationships
- Willing to work with Correctional Officers, Correctional Services Specialists, Correctional Living Unit Supervisors and other WDP staff to design performance expectations and evaluation practices and or related evaluation content to support WDP program practices and initiatives
- Participate in ongoing WDP training as needed
- Willing to participate on the WDP oversight team

VERMONT OFFENDER WORK PROGRAMS STAFF

- Share information and communicate across team
- End of shift communication with WDP Staff (Email defined team alias)
- VOWP Staff models; commitment, appropriate language, respect, openness, willingness to change, commitment to program goals, objectives, ideals and standards
- Participate in program activities (primarily unit and community meetings)
- Respectfully engage offenders in focused conversation and coach intervention work
- Practice and support consistent use of intentional interventions and program objectives (headset always “I am always part of the TRIAD OF INFLUENCE”)
- Willingness to develop collaborative and respectful relationships
- Work closely with Community High School of Vermont faculty and staff on participant transition issues (Portfolio review of resume, transition plan, work opportunities, etc.)
- Incorporate HOM and WDP intentional interventions into evaluation format
- Coach offenders by using WDP Intentional Interventions (CRC, CC) to support development of *Habits of Mind*
- Willing to participate on WDP Oversight Team

- Willing to provide written documentation to program members and researchers to identify program related intervention efforts
- Willing to share issues and or concerns as they arise with WDP program staff or facility staff.
- Willing to participate in self-evaluation re: level of connection to and support of WDP
- Participate in ongoing WDP training as needed

COMMUNITY HIGH SCHOOL OF VERMONT STAFF

- Teach HOM to program participants
- Share information and communicate across team
- End of shift communication with WDP Staff (Email to defined team alias)
- CHSVT Staff models commitment, appropriate language, respect, openness, willingness to change, commitment to program goals, objectives, ideals and standards
- Participate in program activities (primarily unit and community meetings)
- Respectfully engage offenders in focused conversation and coach intervention work
- Practice and support consistent use of intentional interventions and program objectives (headset always "I am always part of the TRIAD OF INFLUENCE")
- Willingness to develop collaborative and respectful relationships
- Interacts with VOWP staff and Correctional Services Specialists on transition issues (resume, transition plan, work opportunities, etc.)
- Willing to provide written documentation to program members and researchers to identify program related intervention efforts
- Incorporate HOM and WDP intentional interventions into classroom evaluation format
- Coaches offenders by using WDP Intentional Interventions (CRC, CC) to support the development of *Habits of Mind*
- Willing to participate on WDP Oversight Team following initiation of program
- Willing to share issues and or concerns as they arise with WDP program staff or facility staff
- CHSVT will provide assistance, coaching, instruction, guidance to program staff regarding program activities, e.g., uses of HOM
- Participate in ongoing WDP training as needed

CORRECTIONAL SERVICES SPECIALIST

- Share information and communicate across team
- End of shift debrief and communication with Correctional Officer
- Response to behaviors are more responsive vs. reactive (long term change vs. short term control)
- Willing to be team leader
- Spend time “in unit” interacting with staff and program participants
- Spend time at the workplace and at the school
- Willingness to initiate and maintain external relationships (employers, support networks, landlords, etc.)
- Willing to facilitate community meetings and or program activities
- Willing to coordinate unit activities
- Communication conduit
- Officer models; commitment, appropriate language, respect, openness, willingness to change, commitment to program goals, objectives, ideals and standards
- Respectfully engage offenders in focused conversation and coach intervention work
- Practice and support consistent use of intentional interventions and program objectives (headset always “I am always part of the TRIAD OF INFLUENCE”)
- Willing to develop collaborative and respectful relationships
- Active involvement, active engagement and intentional communication
- Willing to provide written documentation to program members and researchers to identify program related intervention efforts
- Participate in ongoing WDP training as needed

CORRECTIONAL LIVING UNIT SUPERVISOR

- Manages program population in conjunction with WDP researchers and facility Security and Operations Supervisor
- Partners with WDP Project Administrators to manage quality assurance
- Design and develop specific performance expectations in concert with WDP Project Administrators, Correctional Facility Shift Supervisors, Security and Operations Supervisor and WDP Oversight Team

- Respond and address performance issues as necessary
- Willing to participate on the WDP Oversight Team
- Share information and communicate across team
- Oversee End of shift debrief and communication process
- Spend time “in unit” interacting with staff and program participants
- Spend time at the workplace and at the school
- Willing to occasionally attend program activities
- Responsible for participation in community forums to support WDP initiative and related goals
- Correctional Living Unit Supervisor (CLUS) models; commitment, appropriate language, respect, openness, willingness to change, commitment to program goals, objectives, ideals and standards
- Practice and support consistent use of intentional interventions and program objectives (headset always “I am always part of the TRIAD OF INFLUENCE”)
- Willingness to develop collaborative and respectful relationships
- Willing to provide written documentation to program members and researchers to identify program related intervention efforts
- Participate in ongoing WDP training as needed

SECURITY AND OPERATIONS SUPERVISOR

- Share information and communication across team
- Security and Operations Supervisor models commitment, appropriate language, respect, openness, willingness to change
- Demonstrate a commitment to program goals, objectives, ideals and standards
- Tour unit each shift – communicate with program participants and staff
- Be willing to help solve and resolve issues occurring on the unit
- Participate in program activities, e.g., unit meetings and self-risk management groups when and where possible
- Practice and support consistent use of intentional interventions and program objectives (headset always “I am always a member of the TRIAN OF INFLUENCE”)

- Respectfully engage offenders in focused conversation/coaching intervention work
- Willingness to develop collaborative and respectful relationships
- Willing to work with Correctional Facility Shift Supervisors, Correctional Living Unit Supervisors and WDP staff to design performance expectations and evaluation practices and or related evaluation content to support WDP program practices and initiatives
- Willing to participate on the WDP oversight team
- Any permanent change in operations and logistics regarding facility functions (such as meal times, head counts, recreational and yard times, group meeting times) need to be reviewed and approved by SOS in consultation with WDP Oversight Team and Peers
- Works with Correctional Living Unit Supervisors to assist as needed in internal population movement management
- Security and Operations Supervisor willing to participate in self-evaluation regarding level of connection to and support of WDP
- Participate in ongoing WDP training as needed

FACILITY MANAGEMENT TEAM

- Facility Managers will participate on WDP Oversight Team by attending meetings as scheduled and reviewing notes when circulated
- Facility Managers will be an ongoing part of process for reviewing program goals and objectives on a quarterly basis with WDP Oversight Team to track and assess progress, accomplishments and failures
- Facility Managers will serve as the liaison for WDP to address and resolve needs that arise on the Living Unit and willing to pursue means for resolution of needs as high as Central Office
- Facility Managers will tour WDP Living Unit, VOWP, and CHSVT on a regular basis to observe and interact with WDP staff and program participants and provide input to Oversight Team as a result of tours
- Facility Managers will be briefed on a monthly basis by his/her designee on the progress and status of WDP after start up
- Facility Managers will participate in WDP research protocols throughout WDP
- Facility Managers willing to participate in self-evaluation regarding level of connection to and support of WDP
- Participate in ongoing WDP training as needed

WORKFORCE DEVELOPMENT PROGRAM PROJECT ADMINISTRATORS

- Support the management of program population in conjunction with WDP researchers and Facility Staff by making sure that program participant pool for random selection is operational and functioning smoothly
- Partner with WDP Facility to manage quality assurance
- Support and help to develop specific performance expectations in concert with Correctional Facility Shift Supervisors, Security and Operations Supervisor and WDP Oversight Team
- Respond and address performance issues as necessary
- Facilitate and oversee the WDP Oversight Teams at each facility
- Share information and communicate across team
- Track program activities and related staff performance as Quality Assurance Coaches
- Spend time “in unit” interacting with staff and program participants as active coaches
- Spend time at the workplace and at the school providing coaching and related support
- Willing to attend and co-facilitate program activities when and where possible
- Responsible for participation in community forums to support WDP initiative and related goals
- Model; commitment, appropriate language, respect, openness, willingness to change, commitment to program goals, objectives, ideals and standards
- Practice and support consistent use of intentional interventions and program objectives (headset always “I am always part of the TRIAD OF INFLUENCE”)
- Willingness to develop collaborative and respectful relationships
- Willing to provide written documentation to program members and researchers to identify program related intervention efforts
- Participate in the development and delivery of ongoing WDP training as needed
- Make sure that information technology needs are met

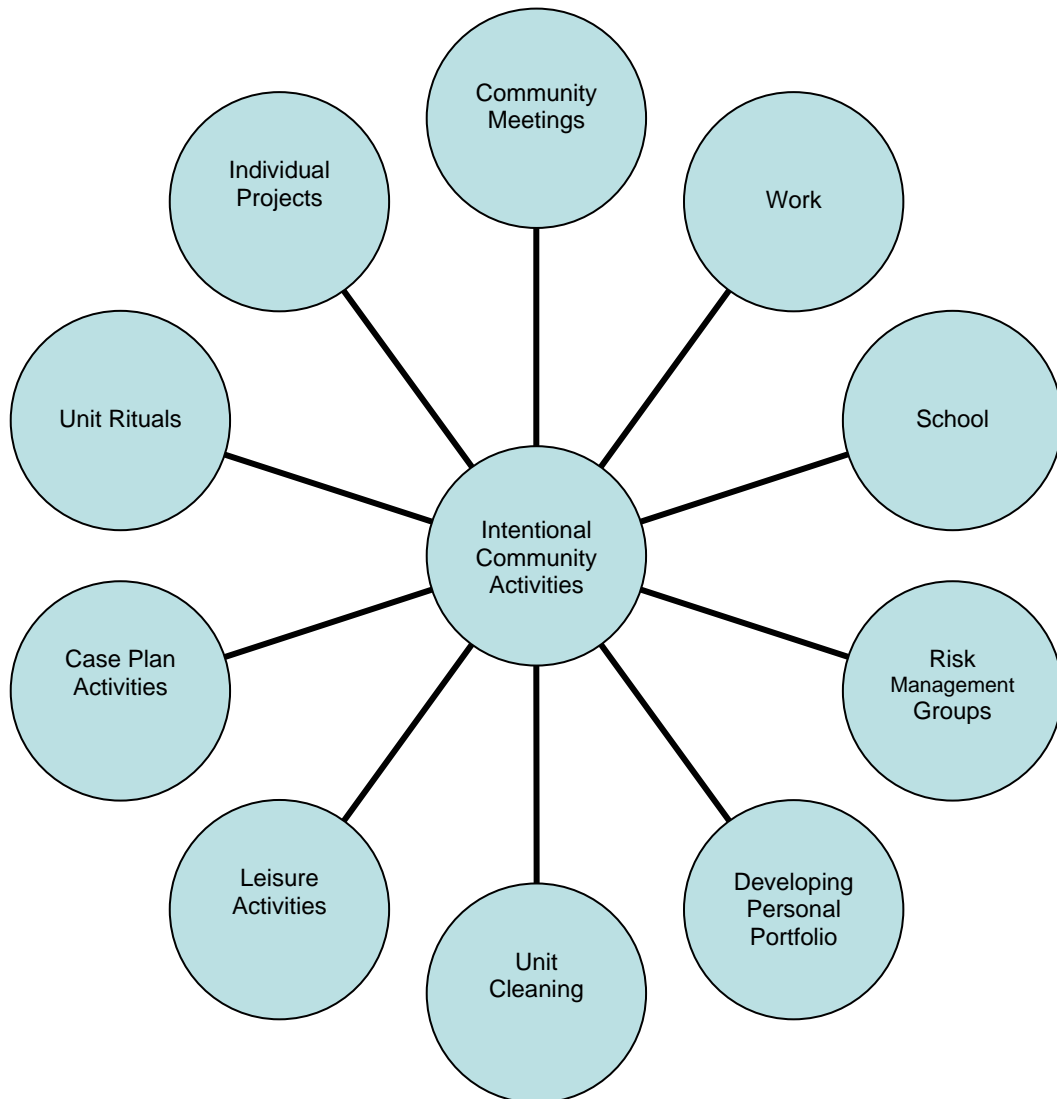
Intentional Community Concept and Related Components

The Workforce Development Program seeks to operate as an “intentional community.” The purpose of the intentional community is to closely replicate the goals, objectives and standards of a real community by:

- Establishing community standards and expectations
- Providing a safe and supportive environment where staff and program participants work collaboratively to promote human development
- Promote a “sense of community” by empowering program participants to engage in community activities that shape the environment in which they live
- Promote community responsibility concepts by challenging program participants to support individual community member efforts at self-improvement – I have more than just a responsibility to myself – I will support others and engage in activities that serve the greater good of the community
- Promote the ongoing practice and development of social, work, cognitive and life skills in order to provide individuals the chance to develop self-risk management skills and related attitudes
- Promote the concept of restoration – making amends, correcting a wrong and giving back to the community (unit community – facility community – and community at large)
- Promoting self-responsibility as part of broader community responsibility

A strong community requires that all parties (staff and program participants) demonstrate willingness to value and invest in each other and the community goals. Intentional communities never take this for granted they design and practice a set of processes to ensure their communities get and remain healthy.

View of WDP Community Activities



Community Meetings

Community meetings are almost always a part of any intentional community. The same holds true for the Workforce Development Program, even though much of the program intervention work is accomplished through ongoing daily communications. The Workforce Development program will limit the length of the community meeting process and develop meetings that are theme-based and focused. Meetings will be 45-60 minutes long to allow program participants time for work and school.

Unit Governance Community Meeting

- This meeting is closer to traditional intentional community based community meetings. The Workforce Development Program will establish a process for handling community issues. The agenda may look something like this:
 1. Community announcements
 2. Review of community standards, expectations
 3. Definition of community roles or rotation of roles
 4. Schedule of activities
 5. Introduction and welcome of new members
 6. Unit cleaning matters
 7. Community problems (conflicts, participation issues, roommate issues, etc.)
 8. Recognition
 9. Participant transition issues
 10. Other

- This meeting will have a pre-established agenda (likely following the agenda items from above) and have staff and offenders filling the following roles:
 1. Staff lead facilitator – person who guides and facilitates the meeting
 2. Staff co-facilitator – person who supports the lead facilitator and steps in when he or she feels that the meeting is off track or losing focus
 3. Time Keeper – program participant who is charged with tracking the process to make sure things are moving along according to time restraints
 4. Record Keeper – program participant that keeps simple notes of the topics discussed and any decisions made
 5. Meeting Set-Up Team – 2 or 3 program participants responsible for setting up room for community meeting
 6. Meeting Break-Down Team – 2 or 3 program participants charged with putting the meeting space back in order after the meeting.

Habits of Mind Lab Protocol

After completing the Habits of Mind (HOM) class offered by the Community High School of Vermont (CHSVT) offenders will be offered the opportunity to participate in a weekly HOM reinforcement group to apply their knowledge of the *Habits of Mind* to past and daily events in their lives to gain a better understanding of how to live and work in a pro-social manner. HOM reinforcement groups use a strength-based approach to assist participants in identifying, discovering and reinforcing personal characteristics, attributes, and choices that represent areas of personal strength the participant already possesses. The groups also help participants to identify ways to use these attributes and strengths to intervene on their anti-social thinking.

The following group protocol is scheduled for participants who will participate in the HOM reinforcement group for 12 months. If a participant has shorter or longer time frames, the group protocol should be changed to fit their time frames. Along with the six projects, participants should rate themselves on their use of the HOM once a month using the HOM participant self-rating form, and this should be turned into the group facilitator during the last group of the month (see Appendix A for this form and other materials used by WDP to facilitate this group).

MONTHS 1 & 2

In Group Participants will learn the Intentional Interventions: Challenging Choices, Cognitive Reflective Communications (CRC), and apply 16 *Habits of Mind* through the check-in process using current positive situations they have been involved in or choices they have made. During this time period, the participants should be sharing the check-in and observing the process but not asking intervention questions.

Project #1 Strength Based Inventory (SBI): The participants will identify at least 25 positive choices they have made in their lives using the SBI form. These choices should showcase the participants' individual strengths and characteristics, as well as reinforce the effect on others when they act in a pro-social manner. Four of these choices will be chosen in the group for the next project - Positive Choice Reports.

MONTHS 3 & 4

Group Participants should now know how to go through the Intentional Interventions, both sharing at check-in and asking other participants questions during the check-in process.

Project #2 Positive Choice Report (x4): Participants will complete a Positive Choice Report on each of the four choices identified from the SBI. These reports will include: the choice, thoughts, and feelings leading up to the choice. One of these will be presented to the HOM group.

MONTHS 5 & 6

Group Participants should be showing a strong knowledge of the Intentional Interventions and the 16 *Habits of Mind*. The participants should be able to complete check-ins using the Intentional Interventions and explain how their thinking is positive.

Project #3 Attributes and Characteristics: Participants will identify at least 10 attributes they possess. Using the Attribute Worksheet the participants will identify: the attribute, situations where it arises, how it is positive, when it is difficult to use and what its effect is on others.

MONTHS 7 & 8

Group Participants should be offering situations and choices for check-ins using Intentional Interventions, *Habits of Mind*, and the Practice Situation Worksheet, as well as helping to coach new group members.

Project #4 Core Attributes: Participants will identify at least five core attributes, using what they have learned about themselves in HOM group. They will identify the core attribute, which HOM they use when they are using that attribute and what they are thinking when they use that *Habit of Mind*.

MONTHS 9 & 10

Group Participants should be offering situations and choices for check-ins using Intentional Interventions, *Habits of Mind*, and the Practice Situation Worksheet, as well as helping to coach new group members.

Project #5 Relapse Prevention Inventory: Participant will identify at least seven situations where they have prevented a relapse. They will identify the situation, the thinking during the situation and effects on others, both short and long term. They should also be able to identify the *Habit of Mind* they were using.

MONTHS 11 & 12

Group Participants should be offering situations and choices for check-ins using Intentional Interventions, *Habits of Mind*, and the Practice Situation Worksheet, as well as helping to coach new group members.

Project #6 Offender Responsibility Plan (ORP): During this time frame the participant should be working on his or her release plan or ORP. The participant should present their release plan, and Self Risk Management Plan, if in Cognitive Self Change (CSC) group. The participants' release plan (ORP) should be personal and fit their goals and objectives for the community.

MONTHS 12- 36

- Group** Participants should be offering situations and choices for check-ins using Intentional Interventions, *Habits of Mind*, and the Practice Situation Worksheet, as well as helping to coach new group members. Participants completing more than 12 months in HOM groups should be given coaching assignments to help them increase their skills and knowledge of personal strengths.
- Projects:** Reassessment and review of past projects
Coach other group members
Present ORP to the group
Practice Situation Worksheet

Habits of Mind Workplace and Unit-Based Application Groups

The Workforce Development Program (WDP) is designed to weave a staff web of collaboration and positive reinforcement for learning using the 16 *Habits of Mind* (HOM). Correctional facility job supervisors, classroom teachers, and correctional staff (specifically correctional officers and caseworkers) learn and use a strength-based approach to supervise program participants who also learn and use the 16 *Habits of Mind*. This model for face-to-face supervision of offenders, entitled *Strength-Based Supervision: Supportive Authority, Intentional Interventions, and Habits of Mind*, is described in depth in this manual.

To support and enhance the staff web of collaboration, or "Triad of Influence," a HOM Curriculum was developed to be taught by teachers in the Community High School of Vermont (CHSVT) to WDP participants. Secondly, a HOM Lab Protocol was also designed to be delivered by corrections staff (e.g., caseworkers and correction officers, CHSVT teachers, or a combination of the three), that (1) invites participants to examine their history of positive choices and the attributes and characteristics they possess related to these positive choices, and (2) to look at their day-to-day, choice-making process and related patterns with an emphasis on HOM used or not used.

Thirdly, the HOM Workplace Application Group is designed as a framework for work supervisors of correctional facility kitchens, grounds crews, industries shops and vocational training programs to hold a weekly staff meeting with their respective employees/trainees. The HOM Workplace Application Group invites staff and supervisors alike to identify the tasks that individuals and groups of workers have done well during the previous week on the job and to name specific *Habits of Mind* used to accomplish these tasks. Highlighting what people do well helps to build a sense of safety, trust, regard, and rapport, and most workers become not only willing *but able* to hear what they could be doing better in their respective positions from their co-workers and supervisors when it is necessary to have these conversations.

Last but not least, the HOM Caseload-Based or Unit-Based Application Group uses the same protocol that the HOM Workplace Application Group uses. However, rather than being in a group made up of co-workers and shop supervisors, the group members for this HOM Application Group either live in the same unit or have the same caseworker, or both. The caseworker co-facilitates the weekly HOM Application Group with other correctional staff assigned to the participants' living unit, e.g., mental health counselors, correctional officers, shift supervisors.

Again, this group provides the members of the group with a way to learn the 16 *Habits of Mind*, explore the positive choices and actions they have made during the previous week while on the job or in the living unit, recognize the effects these choices and actions have had on themselves and others, and identify the specific *Habits of Mind* they used in making positive choices.

HOM APPLICATION GROUP FACILITATION PROTOCOL

INTRODUCTION

Below is a step-by-step description of a Habits of Mind Application Group. This group process is designed to use a strength-based approach that invites members of the group to identify and acknowledge what individuals and work groups have done well -- not what they have done poorly or wrong. It also emphasizes associating the conscious use of the 16 *Habits of Mind* with these positive choices and actions and explores the efficacy of using the Habits of Mind for the individual and/or work group.

When group members use the 16 *Habits of Mind* more consciously more often, and take the time to acknowledge and commend work done, projects completed, and interactions well managed, they tend to increase their ability to work together more effectively and improve their level of satisfaction with themselves and each other. Disruptive and problematic behaviors on the production floor or living unit tend to decrease over time as a result of running the HOM Application Group, and group members come to rely on the regular, weekly meeting to address and resolve their conflicts and concerns related to operational issues and/or interactions with each other.

Group Time Frame

Group time frame can vary from 0.75 to 1.5 hours depending on the number of people and issues to address and resolve.

Frequency

Optimum when held weekly.

Group Membership

Group membership needs to be an open enrollment with no more than 20 and no less than five participants. New members are either new hires to replace vacancies, new residents assigned to a living unit, or new clients assigned to a caseworker. New members can be easily integrated by veteran members due to the positive nature of the group. Turnover that is minimal in any six-week period strengthens the rapport as well as buy-in to the worthiness of the group process for members and facilitators alike.

Goals

- To help create, sustain, and strengthen a safe, positive, supportive, collaborative and productive workplace and/or living unit for participants and supervisors alike.
- To help create, sustain, and strengthen an environment in which the 16 *Habits of Mind* are learned and used by workers and/or unit residents and their supervisors to help everyone improve the quality of their relationships and their productivity.
- To help create, sustain, and strengthen a workplace and/or living unit culture that values and acknowledges the strengths and contributions of all of the group's members.

Purpose

- To provide a regular weekly meeting in which workers and/or unit residents, and their supervisors, *acknowledge the positive actions and attitudes* they and others have demonstrated during the previous week on the job or in the living unit.
- To provide a weekly meeting in which workers and/or unit residents, and their supervisors, identify the *Habits of Mind* that they, and others, use when choosing to show a positive attitude or use a positive action identified in acknowledgment process described above.
- To provide a regular weekly meeting in which workers and/or unit residents, and their supervisors, collaborate to name and address operational issues in need of improvement and to identify which *Habits of Mind* they might employ in the improvement process.
- To provide a monthly opportunity for each worker and/or unit resident to self-evaluate their overall use of the 16 *Habits of Mind* for the previous month, and for their respective supervisors to rate the workers and/or unit residents as well.

WEEKLY OPENING EXERCISES

1. Welcome everyone and ask participants to introduce themselves, if new.
2. *If many new participants, revisit purpose of group:* to learn 16 *HOM*, focus on what we do well, ask how our choices effect ourselves and others, and practice using 16 *HOM* to improve our ability to make positive choices in our lives.
3. *If many experienced participants,* ask them to describe the purpose of the group.
4. Take attendance with sign-in sheet to document each attendee's presence. Everyone his or her own name.
5. Go around the room and ask each person to pick a number between one and ten to indicate how they are today. Clarify that the range is from "terrible" (1) to "terrific" (10). Ask them *to briefly describe* the reasons for their number choice.

Facilitator Note:

This check-in process allows each person to contribute at the start, and allows all present to develop sensitivity and an awareness of each person's sense of well-being at that point in time.

Simply accept what people declare. If participants self-report that they are on the low side (four or below), offer them words of support and encouragement. If they report that they are five or above, celebrate with them. *Avoid derailing group by getting hooked into problem-solving with those on low side of scale.*

It is helpful for the facilitator to repeat what each person has said to validate feelings and indicate that each speaker has been heard. *Eventually, you may ask group members to practice this listening skill.*

Weekly Acknowledgement Exercises and Identification of HOM Used to Make Positive Choice(s)

Option 1 – Group Members Acknowledge Others’ Positive Actions/Choices and HOM They Observed Being Used

1. Review the 16 *Habits of Mind* and what they mean *if there are many new participants*. If the majority of participants are experienced, ask if anyone would like clarification on what a *HOM* might mean.
2. Ask group members to acknowledge something they have observed in someone else that was positive, and identify two or three *Habits of Mind* they observed that person used to make that choice.
3. Ask the person acknowledging someone to name the effects that this person’s positive choice had on others, including herself.

Option 2 – Individuals Self-Acknowledge Positive Choices Made & HOM Used

Review the 16 *Habits of Mind* and what they mean *there are many new participants*. If the majority of participants are experienced, ask if anyone would like clarification on what a *HOM* might mean.

1. Invite each person to share something she has done recently for herself or someone else that she feels good about.
2. Invite each person to identify two or three *Habits of Mind* they used to make this choice, and if they think that using the *HOM* were helpful.
3. Invite each person to share what the short term effects her positive choice had on herself and others.
4. Invite each person if this positive choice was the kind of choice they are used to making or is something new they have not done before.

MONTHLY EXERCISES

1. Distribute HOM Participant Self-Rating Form (see Appendix A) to participants in first meeting of new month.
2. Ask each person to rate his or her use of each *HOM* over the four weeks of previous month.
3. Group facilitators use HOM Staff Rating Form (see Appendix A) to rate each group member’s use of *HOM* over the last month.
4. After check in process, as described above, please ask each participant to share the *Habits of Mind* he or she has shown the most improvement in and what made it possible for her to improve.
5. Facilitators may want to share the *HOM* that they have seen each participant improve in as well.

Wrap Up Exercises for HOM Application Group

1. Thank everyone for participating.
2. Ask each participant to identify at least one thing they gained as a result of participating in the group, and/or anything that surprised them, intrigued or confused them.
3. Invite each participant to choose a *HOM* they want to work on between now and the next HOM Application Group, and be prepared to share with group why they want to work on it and ask group for support to do so.

Facilitators Note:

Facilitators will need to take notes on this declaration of *HOM* to be worked on so an accounting of how folks did can be checked in on in next group.

OPTIONAL HOM APPLICATION GROUP EXERCISES

1. Invite participants to identify difficult day to day situations they experience in the facility.
2. Invite participants to role play these scenarios and ask them to consider using a *Habit of Mind* or two in the role to practice new or rarely used HOM, e.g., managing impulsivity, thinking flexibly, listening with understanding and empathy, etc.
3. Invite role players to describe what they believe they did well and how it affected them at the time.
4. Invite group members who observed role play to acknowledge what the role players did well and how it affected them to observe the role play and what they might have learned from it.

Group Facilitation Tips:

1. Group norm requires each participant to share during in check in exercise at a minimum.
2. Remind folks to let each person participate in check in process for no more than 2 to 3 minutes and to do so with a minimum of cross talk conversation or attempts to hi-jack from person sharing.
3. Very beneficial for facilitators to participate in check in process without compromising personal boundaries!

Connection to “ORP Process” Creating an Individual Portfolio Transition to the Community

Over the past few years, the Vermont Department of Corrections has been developing a comprehensive classification and case management system designed to support community involvement, victim concerns and specific offender needs defined by risk assessments. This includes promoting offender ownership and responsibility for harm done. Under this “Offender Responsibility Plan” offenders, from the point of initial classification, are challenged to work on the risk related issues that brought them to jail and to make reparations for the harm they have done to the victim and the community at large. This includes, but is not limited to:

- Active participation in needs reducing activities (programs, groups, intentional interventions and activities specifically designed to effect risk reduction).
- Active participation in case plan objectives (work, education, vocational, pro-social leisure activities, etc).
- Active participation in “Restorative Activities” (letters of apology, victim offender mediation, activities that repay or add value to the community).
- Active participation in the development of comprehensive transition plans.

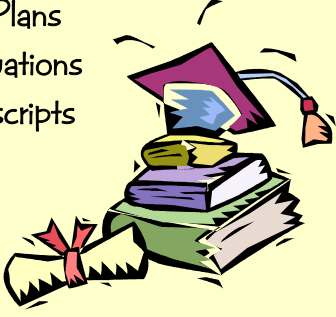
Along with participation in case plan and ORP plan goals and objectives, the program participants in the Workforce Development Program are expected to maintain a prescriptive portfolio of the work that they do in the program. This portfolio will serve several purposes:

- Provide an ongoing repository that represents a participant’s efforts and related progress toward program and individual goals.
- Provide a means of tracking progress and mapping out short and long term goals.
- Provide the program participant with a written history of work done and skills mastered to serve as evidence to use in the transition process in order to demonstrate self-worth to: community members, transition teams, community boards, prospective employers, landlords, support networks and family.

Building a Portfolio

My Portfolio

<ul style="list-style-type: none"> ✓ Certificates of Accomplishment ✓ CHSVT Transcripts ✓ Example Program Schedule ✓ Goal Sheets ✓ Intentional Intervention Examples ✓ Letters of Acknowledgement ✓ Letters of Support ✓ Program Description ✓ Program Evaluations 	<ul style="list-style-type: none"> ✓ Program Participation Summaries ✓ Resume ✓ Savings Records ✓ Self-Assessments ✓ Skill Mastery Assessments ✓ Transition Plans ✓ Work Evaluations ✓ Work Transcripts
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With solid, well-developed case plans and transition plans, along with these prescriptive individual portfolios, the transition process will be underway soon after a program participant enters the Workforce Development Program. That said, the transition process must be a shared responsibility and it is essential that DOC and program staff participate in the transition process. This includes connecting the offender with community resources that serve to help the offender find suitable housing, a job and a pro-social support network. One of the long-term goals of the Workforce Development initiative is to establish relationships and the related networks necessary for an offender's successful transition. In the case of the Workforce Development Program, this means sharing the program's structure and desired goals with the community in the hopes of gaining support for the offenders who transition through the program and return back to the community. Bottom line: offenders that are set-up for success by having gained risk-management skills and who find stable housing, meaningful employment and a healthy support network are much more likely to succeed once released back into the community.

Workforce Development Program Research Components

Why Do Research?

The Workforce Development Program is first and foremost a RESEARCH and DEMONSTRATION endeavor. To that end, every aspect of the program has been designed with the research requirements in mind. In order to document that the elements of the WDP are worth replicating throughout Vermont's DOC and other state correctional institutions (if the research shows that they are), the research needs to be conducted and documented throughout the three-year life span of this research and demonstration grant.

How Will the Research Be Conducted and Who Will Be Involved?

All staff at all three facilities are asked to read and respond to surveys and questionnaires that assess the impact of participation in the WDP or lack of it. The responses of the staff active in the training for and the delivery of the WDP will be compared to the staff who did not participate in the training for and delivery of the WDP. This will help us determine what the impact and value, if any, training for and delivery of the WDP will have had on correctional staff.

Similarly, WDP participants are asked to read and respond to the WDP surveys and questionnaires pertinent to them. The responses of those who participate will be compared to those who do not to determine what impact and value, if any, program participation will have had on the participants while in the program. (See section above on Desired Research Outcomes on page 10).

Example of Offender Track

Includes WDP Participants and Wait List/Control Group

Initial Self-Assessment

- Response Bias: Paulhus Deception Scales
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report
- Life Satisfaction: Satisfaction with Life Scale
- Criminal Attitudes: Criminal Sentiments Scale – Modified
- Habits of Mind: HOM Questionnaire
- Correctional Attitudes: Interpersonal Attitudes Questionnaire
- Demographics Questionnaire

6-Month Self-Assessment & Staff Assessment

- Response Bias: Paulhus Deception Scales
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report
- Life Satisfaction: Satisfaction with Life Scale
- Criminal Attitudes: Criminal Sentiments Scale – Modified
- Habits of Mind: HOM Questionnaire
- Correctional Attitudes: Interpersonal Attitudes Questionnaire
- Work: Work Performance Evaluation by Work Supervisors
- Habits of Mind: WDP Staff Assessment of Habits of Mind Awareness/Utilization
- Treatment Program Evaluation: Staff Assessment of Participant's Progress

12-Month Self-Assessment & Staff Assessment

- Response Bias: Paulhus Deception Scales
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report
- Life Satisfaction: Satisfaction with Life Scale
- Criminal Attitudes: Criminal Sentiments Scale – Modified
- Habits of Mind: HOM Questionnaire
- Correctional Attitudes: Interpersonal Attitudes Questionnaire
- Work: Work Performance Evaluation by Work Supervisors
- Habits of Mind: WDP Staff Assessment of Habits of Mind Awareness/Utilization
- Treatment Program Evaluation: Staff Assessment of Participant's Progress

18-Month Self-Assessment & Staff Assessment

- Response Bias: Paulhus Deception Scales
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report
- Life Satisfaction: Satisfaction with Life Scale
- Criminal Attitudes: Criminal Sentiments Scale – Modified
- Habits of Mind: HOM Questionnaire
- Correctional Attitudes: Interpersonal Attitudes Questionnaire
- Work: Work Performance Evaluation by Work Supervisors
- Habits of Mind: WDP Staff Assessment of Habits of Mind Awareness/Utilization
- Treatment Program Evaluation: Staff Assessment of Participant’s Progress

Final Self-Assessment & Staff Assessment

- Response Bias: Paulhus Deception Scales
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report
- Life Satisfaction: Satisfaction with Life Scale
- Criminal Attitudes: Criminal Sentiments Scale – Modified
- Habits of Mind: HOM Questionnaire
- Correctional Attitudes: Interpersonal Attitudes Questionnaire
- Work: Work Performance Evaluation by Work Supervisors
- Habits of Mind: WDP Staff Assessment of Habits of Mind Awareness/Utilization
- Treatment Program Evaluation: Staff Assessment of Participant’s Progress

Example of Staff Track

Includes WDP Staff Participants and Non-WDP Staff Comparison Sample

Initial Self-Assessment

- Demographics: Demographics Questionnaire
- Response Bias: Paulhus Deception Scales
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report
- Life Satisfaction: Satisfaction with Life Scale
- Habits of Mind: HOM Questionnaire
- Work Attitudes: Professional Orientation Scale
 - Attitudes Toward Correctional Work
 - Human Service Orientation
- Offender Attitudes: Attitudes Towards Prisoners
- Program Attitudes: Attitudes Toward Programs
- Attitudes Toward Rehabilitation: Rehabilitation Scale/Custody Scale

12- Month Point Self –Assessment

- Response Bias: Paulhus Deception Scales
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report
- Life Satisfaction: Satisfaction with Life Scale
- Habits of Mind: HOM Questionnaire
- Work Attitudes: Professional Orientation Scale
 - Attitudes Toward Correctional Work
 - Human Service Orientation
- Offender Attitudes: Attitudes Towards Prisoners
- Program Attitudes: Attitudes Toward Programs
- Attitudes Toward Rehabilitation: Rehabilitation Scale/Custody Scale

Final Self-Assessment

- Response Bias: Paulhus Deception Scales
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report
- Life Satisfaction: Satisfaction with Life Scale
- Habits of Mind: HOM Questionnaire

- Work Attitudes: Professional Orientation Scale
Attitudes Toward Correctional Work
Human Service Orientation
- Offender Attitudes: Attitudes Towards Prisoners
- Program Attitudes: Attitudes Toward Programs
- Attitudes Toward Rehabilitation: Rehabilitation Scale/Custody Scale
- Treatment Motivation: Self-Improvement Orientation Scheme-Self Report

Appendix A: WDP Habits of Mind Protocol and Application Group Materials

PROJECT 1 - STRENGTH BASED INVENTORY					
	1	2	3	4	Totals
STUDENT PERFORMANCE INDICATORS	NOT QUITE	YOU'VE GOT IT	OUTSTANDING!		
Participant reflects on his life and identifies a minimum of 25 positive choices in his life.	Participant identifies a partial list of positive choices with some information from all columns missing.	Participant identifies 25 positive choices and includes age, event, reason and effect on self and others.	Participants identifies more than 25 positive choices and includes age, event, reason and effect on self and others.		
Participant rehearses prior to presentation and shares with group list of positive choices.	Participant is somewhat prepared to present, but it is clear that rehearsal is lacking.	Participant seems pretty prepared but might have needed a couple more rehearsals.	Participant is completely prepared and has obviously rehearsed.		
Participant listens and accepts feedback from group in order to edit and/or complete SBI.	Participant listens somewhat but shows little acceptance of what others have to share and is unwilling to edit and/or change SBI.	Participant listens and shows a willingness to try to understand and incorporate feedback, when necessary, in the SBI list.	Participant asks for input and unhesitatingly and willingly revises SBI list when necessary using feedback.		
Strengths					
Suggestions					
Rated by:		Scale: 13-16=A 10-13=B 8-10=C Below 10= Unsatisfactory		Grand Total:	

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SBI Form

Participant's Name:

Date:

Age	Positive event	Reason in Your Mind	Effects on You	Effects on Others

PROJECT 2 - POSITIVE CHOICE REPORTS				
	2	3	4	Totals
STUDENT PERFORMANCE INDICATORS	NOT QUITE	YOU'VE GOT IT	OUTSTANDING!	
Participant uses 4 situations from his SBI and does a positive choice report on each.	Participant completes less than 4 positive choice reports from the SBI.	Participant completes 4 positive choice reports from the SBI.	Participant completes more than 4 positive choice reports from the SBI.	
Participants rehearses prior to presentation and shares with group 1 of the 4 positive choice reports.	Participant is somewhat prepared to present, but it is clear that rehearsal is lacking.	Participant seems pretty prepared but might have needed a couple more rehearsals.	Participant is completely prepared and has obviously rehearsed.	
Participants positive choice reports are completed with attention to detail in both "what I am thinking" and what I am feeling."	Participants thinking reports have few thoughts and feelings about each situation and effort to delve into the thoughts and feelings is not evident.	Participants positive choice reports have adequate thoughts and feelings about each situation and effort to delve into the thoughts and feelings is evident.	Participants positive choice reports have extensive thoughts and feelings about each situation and effort to delve into thoughts and feelings is evident.	
Strengths				
Suggestions				
Rated by:			Grand Total:	
<p>Scale: 13-16=A 10-13=B 8-10=C Below 10= Unsatisfactory</p>				
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PROJECT 3 - ATTRIBUTES AND CHARACTERISTICS				
	2	3	4	Totals
STUDENT PERFORMANCE INDICATORS	NOT QUITE	YOU'VE GOT IT	OUTSTANDING!	
Participant identifies 10 strengths, attributes and/or skills they possess.	Participant identifies partial list of strengths, attributes, and/or skills.	Participant identifies complete list of 10 strengths, attributes, and/or skills that they possess.	Participant identifies more than 10 strengths, attributes, and/or skills they possess.	
Participant rehearses prior to presentation and shares with group his attributes.	Participant is somewhat prepared to present, but it is clear that rehearsal is lacking.	Participant seems pretty prepared but might have needed a couple more rehearsals.	Participant is completely prepared and has obviously rehearsed.	
Participant reflects on his attributes and completes the Attributes and Characteristics sheet.	Participant partially completes the Attributes and Characteristics sheet with repetitious answers.	Participant completes the Attributes and Characteristics sheet and thoroughly addresses each area for each attribute identified.	Participant thoroughly completes the Attributes and Characteristics sheet for more than 10 attributes.	
Strengths				
Suggestions				
Rated by:		Scale: 13-16=A 10-13=B 8-10=C Below 10= Unsatisfactory	Grand Total:	
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Workforce Development Program

Habits of Mind Project#3: Developing Skills, Attributes, Characteristics
(Need to identify at least 10)

Attribute, Skill, or characteristic	Type of situation it comes out in	Why or how it's positive	When or where is this difficult to do	What makes you want to be known for this attribute, skill, or characteristic

1) Situation:	Task: Prior to a situation that has been risky in the past, prepare yourself by coming up with Habits of Mind you can use for interventions. Complete steps 1, 2, and 3 prior to the situation and steps 4, 5, and 6 after. Use this tool to help practice the intervention process.
2) Risk Thinking:	
3) Habits of Mind/Intervention Thoughts:	
4) How much I believed in my Intervention: (Scale 1- 10, 1 not good, 10 excellent) and explanation	
5) Effect on my behavior:	
6) How I felt about myself after the situation:	

PROJECT 4 - CORE ATTRIBUTES PROJECT				
	2	3	4	Totals
STUDENT PERFORMANCE INDICATORS	NOT QUITE	YOU'VE GOT IT	OUTSTANDING!	
Participant identifies 5-7 core attributes that they possess.	Participant identifies less than 5 core attributes.	Participant identifies 5-7 core attributes.	Participant identifies more than 7 core attributes.	
Participant rehearses prior to presentation and shares with group his attributes.	Participant is somewhat prepared to present, but it is clear that rehearsal is lacking.	Participant seems pretty prepared but might have needed a couple more rehearsals.	Participant is completely prepared and has obviously rehearsed.	
Participant identifies thoughts and HOM's that he uses when demonstrating this attribute.	Participant identifies less than 2 HOM's and less than 3 thoughts.	Participant identifies at least 2 HOM's and at least 3 thoughts.	Participant identifies more than 2 HOM's and more than 3 thoughts.	
Strengths				
Suggestions				
Rated by:	Scale: 13-16=A 10-13=B 8-10=C Below 10= Unsatisfactory		Grand Total:	
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PROJECT 5 - RELAPSE PREVENTION INVENTORY					
	1	2	3	4	Totals
STUDENT PERFORMANCE INDICATORS	NOT QUITE	YOU'VE GOT IT	OUTSTANDING!		
Participant identifies 7-10 situations in which you stopped yourself from relapsing.	Participant identifies less than 7 situations.	Participant identifies 7-8 situations.	Participants identifies 9-10 situations.		
Participant identifies thoughts that allowed him to prevent relapse.	Participant has few thoughts about each situation and an effort to delve into the thoughts is not evident.	Participant has adequate thoughts about each situation and an effort to delve into the thoughts is evident.	Participant has extensive thoughts for each situation and great effort is evident.		
Participant identifies the Habits of Mind they used in each situation to prevent relapse.	Participant recognizes and verbalizes 1 HOM but needs the facilitator and group to identify others.	Participant recognizes and verbalizes 3 HOM with some help from facilitator and group for others.	Participant recognizes and verbalizes more than 3 HOM for each situation.		
Strengths					
Suggestions					
Rated by:				Grand Total:	

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Intentional Interventions Worksheet

1. Challenging Choices
2. Cognitive Reflective Communication
3. Habits of Mind Reinforcement

Challenging Choices	Cognitive Reflective Communications	Habits of Mind Reinforcement
<p>Goals:</p> <ol style="list-style-type: none"> 1. To develop awareness of all choices 2. To identify and explore effects of short and long term choices <p>Steps:</p> <ol style="list-style-type: none"> 1. What was the situation / event? 2. What was the choice? 3. Did you make the choice on purpose? 4. Were there any other choices connected to the situation? 5. What short term effects did this have on you? On others? 6. What long term effects did this have on you? On others? 7. Are any of these effects ones you prefer to live with? 8. If not, why not? 9. If you do prefer these effects, why do you? 	<p>Goals:</p> <ol style="list-style-type: none"> 1. Practice / develop the ability to self-reflect 2. Develop acute self-awareness <p>Steps:</p> <ol style="list-style-type: none"> 1. Describe behavior/Situation 2. What were your thoughts related to this situation? 3. What were your feelings related to this situation? 4. So when you think (repeat list of thoughts) and feel (repeat list of feelings), what do you tend to do? 5. Did you do what you usually do in this situation or did you do something different? 	<p>Goals:</p> <ol style="list-style-type: none"> 1. Practice application and reinforcement of the 16 "Habits of Mind" – markers of behavioral intelligence <p>Steps:</p> <ol style="list-style-type: none"> 1. Which habits of mind did you use / apply in this situation 2. How effective were they – how and why? 3. Which Habits of Mind could you have you used – how and why?

**Habits of Mind
WDP Participant Rating Form**

WDP Participant _____ **Rating Date** _____ **Facility** _____

Participant self-rating form to be completed monthly: please check one column for each HOM

Habits of Mind	Rarely	Sometimes	Usually	Most of the Time
Persisting				
Managing Impulsivity				
Listening w/ understanding & empathy				
Thinking flexibly				
Thinking about thinking				
Striving for accuracy				
Questioning & posing problems				
Applying past knowledge to new situations				
Thinking & communicating with clarity & precision				
Gathering data through all the senses				
Creating, imagining, & innovating				
Responding with wonderment & awe				
Taking responsible risks				
Finding humor				
Thinking interdependently				
Remaining open to continuous learning				

[Rating Scale: Rarely = 1, Sometimes = 2, Usually = 3, Most of the time = 4]

Appendix B: WDP Protocol for Risk Management and Habits of Mind Reinforcement Groups

N.B., This section appeared in the original edition of the Research Demonstration Manual. During the course of the program, this protocol was redesigned and replaced with the Habits of Mind Reinforcement Group Protocol found on pages 41 through 48 in this revised edition.

When Workforce Development Program (WDP) was implemented at male facilities, the challenge was to intertwine Cognitive Self Change (CSC), Vermont's mandatory need reducing program for violent offenders, and Habits of Mind (HOM) lab, a strength-based skill building group within WDP. Initially, CSC group and HOM labs were run as parallel processes to mirror the monthly projects. However, participants without the HOM education class offered by Community High School of Vermont (CHSVT) did not understand the Habits of Mind and how to apply them to everyday life. Also, in some cases, depending on the participant's length of sentence, participants would be months into HOM lab and would not have started CSC. Program staff noticed that participants were less willing to address their criminal thinking in CSC if they had begun to work in the strength-based groups.

Participants are able to concentrate on the purpose of the two individual groups by running the groups as separate and complementary. CSC now starts when the participant enters the program. This allows the participant to begin to address criminal thinking and become accustomed to the group process. The participant then enrolls in the HOM education class offered by CHSVT and learns one Habit of Mind per class in an educational setting. Upon completion of the HOM education class, the participant enrolls in the HOM lab to learn how to apply the Habits of Mind in everyday life. CSC group is designed to address criminal thinking, and then build an intervention process to address that thinking. If the offender begins with CSC before HOM labs, the HOM labs support the work the offender is doing in CSC with his intervention process.

Introduction

Many offenders in our correctional system have a multitude of needs. To that end the Workforce Development Program has been designed to address many offender prescriptive needs. Given that most DOC programs are designed to be delivered just prior to release and operate as transitional programs, the WDP Design Teams have wondered if the WDP Participants could address more than one risk area (like poor work history and violence) while participating in the Workforce Development Program?

When the grant was written and as it is funded, the Workforce Development Program was slated to be available for a variety of offenders many of whom were classified as having to do the Cognitive Self Change program. In order to meet this particular need the Workforce Development Design Teams worked to design a way to address an offender's prescriptive needs including violence. To that end WDP Local Design Teams have created a **Risk Management Group Protocol** outlined below for use in the WDP (see Projects 1,3,5,7, 9, and 11 below).

Along with addressing and learning from criminal risk issues in the Risk Management Groups, the weekly **Habits of Mind Groups** also have WDP Participants identify and reinforce personal characteristics, attributes and events that represent areas of personal strength the program participant already possesses. Given this strengths-based focus, some of the check-ins and Thinking Reports focus on situations the WDP Participant handled well (see Projects 2, 4, 6, 8, 10 and 12 below). As a result of doing Projects 1–11, all WDP Participants will be equipped to design their own individual, **Personal Development Management Plan** prior to release (see Project 12 below).

<p align="center">Workforce Development Program Risk Management and Habits of Mind Group Protocols & Projects</p>		
Month	Assignment	Process for Review
1 & 2 RM	<p>Risk Behavior Inventory (RBI): Reviewing your life from as early as you can remember, identify a minimum of 50 situations/events you can remember in which you engaged in risky, rule-breaking behavior (any behavior that was hurtful, harmful, dangerous or destructive to you or others). Using the RBI form, list your age, the event, the reason you did it, the affect it had on you and then the affect it had on others. You will present this RBI to your RM Group.</p>	<p>Facilitator Notes: Identify themes of risk thinking. With the group, identify at least six TR's to complete and present in group.</p>
1 & 2 HOM	<p>Strength Base Inventory (SBI): For this project you will be asked to identify 25 positive events in your life that you chose to do that were positive, that you feel good about & where you might have helped or assisted others.</p> <p>Using the SBI form list your age next to the event, why you did it, the affect it had on you and the affect that it had on others. You will present this to your HOM group.</p>	<p>Facilitator Notes: Identify strength patterns. Begin to have participant recognize their strengths and attributes.</p>
3 & 4 RM	<p>Risk Behavior Thinking Reports: This project centers around the specific events in your RBI in which you caused harm to others or yourself. You will be expected to pick the most serious, harmful events and then explain to your group what happened in detail, using the Thinking Reports (TR) format to do so. The program staff will work with you to pick out at least three of these. Thinking Report to present in the RM Group. One of these TR's will be presented during this time. Other TR's will be presented while you are participating in WDP.</p>	<p>Facilitator Notes: The first TR will not be the participants Major Crime. First TR is to show the Participant how to present a TR. No defending, blaming, etc. Have offender start to look at risky patterns of thinking.</p>
3 & 4 HOM	<p>Attributes and Characteristics – The purpose of this project is to identify and reinforce the attributes and characteristics from your SBI. You will list 10 attributes and characteristics you feel strongest about. For each attribute you will list the attribute, situations it comes out in, why or how it's positive, where it is difficult to employ, and your attitude/belief about this characteristic. You will present this to your HOM group.</p>	<p>Facilitator Notes: Challenge participant to identify where they have employed these attributes and where it has been difficult in the past few days.</p>

<p>5 & 6 RM</p>	<p>Definition of Risk –</p> <ol style="list-style-type: none"> 1) You will be asked to go back to the TR's from your RBI and your daily TR's; you will now be identifying the Risk and Beliefs associated with these situations. 2) You will now present your Major Crime Thinking Report to your RM group. You will be expected to identify the Risk and Beliefs in this situation. 	<p>Facilitator Notes: Assist the participant in identifying the thinking that allows them to make poor choices and engage in hurtful or harmful behavior.</p>
<p>5 & 6 HOM</p>	<p>Attribute Strengthening - You will choose at least four situations from your attributes and characteristics where you found it to be difficult to express your attributes. You will complete Thinking Reports on these events and present one to your HOM group.</p>	<p>Facilitator Notes: Support participant and group in their response to the presenters' vulnerabilities.</p>
<p>7 & 8 RM</p>	<p>Themes & Patterns - In this project, you will be asked to identify the Themes and Patterns that emerge from your risk related behaviors and the Core Beliefs that you have identified in earlier projects. Draw a cycle diagram that shows how your core beliefs lead you into violent, criminal, hurtful or harmful behavior.</p> <p>Scope and Consequences - Once the Themes & Patterns are identified, you will be required to complete an assignment that calls for you to identify: 1) how often the pattern occurs; 2) what type of situations/where/with who the patterns occur and reoccur and; 3) the short and long term effects these patterns and related behavior have on you and others. This will be done in an outline form and presented to your RM group.</p>	<p>Facilitator Notes: The participant should be the "salesman" in this group and be able to show how their pattern of thinking leads them to risky behavior.</p>
<p>7 & 8 HOM</p>	<p>Cycles & Sequences – Do the same as in the assignment above but for the attributes or events in which you handled situations well or were helpful to others identifying the <u>Habits of Mind</u> you used and the thinking behind them. This is an important assignment as it begins a focused look at how you can operate to manage risk as already evidenced in your life.</p>	<p>Facilitator Notes: As above, the offender should be the "salesman" and show the group how this cycle of thinking will help them manage their risk thinking.</p>

<p>9 & 10 RM</p>	<p>Relapses Events Inventory – To avoid relapses in the future, a person studies and learns from relapse history. With this project, you will be asked to inventory specific relapse events from your life. Along side this inventory, you will be required to identify the “risk road” or the steps/events that occurred that led to the relapses in the past. From there you will examine the thoughts, feelings, beliefs, attributes, values, and attitudes that were at work in each “risk step” leading to the relapse. You will be asked to present this inventory to the HOM Group.</p>	<p>Facilitator Notes: Assist the participant to connect this project to his life post release. Look at “real life” events to prepare for risky community situations.</p>
<p>9 & 10 HOM</p>	<p>Relapses Prevention Inventory – All people have avoided relapsing in their lives. In order to gain more skill at relapse prevention, it is important to examine and reinforce the strengths you already have. Again, identify and inventory those events and identify the specific thoughts, feelings, beliefs, attributes, and attitudes you used to intervene on yourself to prevent relapse. Reference the Habits of Mind that you might have used in the process at the time. You will be asked to present this inventory to the HOM Group.</p>	<p>Facilitator Notes: Again, this project should be focused post release. Assist participant to prepare for managing his risk in the community.</p>
<p>11 & 12 RM</p>	<p>Developing Interventions – In this assignment you will be working on “life interventions” for all of your major patterns:</p> <ol style="list-style-type: none"> 1) List all of the patterns you have been working on 2) Create a risk statement 3) Create a set of new “core beliefs” that will support new thinking 4) Define what the attitude would look like and sound like – new thoughts/feelings and experience 5) Develop a simple way to self-assess your efforts at intervention, self-risk management 6) Develop a list of rewards that are associated with your new attitudes, interventions, and behavior. 	<p>Facilitator Notes: Here is where the RM and HOM groups truly come together. It is now that the participant should be using the Habits of Mind on a daily basis and be coaching others.</p>
<p>11 & 12 HOM</p>	<p>Self Risk Management Plan: Put all of the pieces together in a written plan/packet that you can use and share with others that will make-up your support network upon release. Be sure to include the Habits of Mind you will use to avoid risky behaviors and to practice positive behaviors.</p>	<p>Facilitator Notes: This project should be a summary of the participants past work. Assist the participant to connect his strengths to his life when he is at risk.</p>

<p>12 - 36 Months</p>	<p>Here are some examples of what you might expect for Journal Projects in months 12-36</p> <ol style="list-style-type: none"> 1. Reassessment and review of past projects to strengthen understanding and application 2. Intervention exercises 3. Coaching Roles – Project 4. Restorative Projects 5. Portfolio Development 6. Transition Planning 7. Projecting Scenes 8. Developing Support Networks 9. Job Placement/Planning 10. Housing 11. Developing specialized roles 12. Relationships 13. Parenting 14. Constructive Use of Leisure Time 	<p>Facilitator Notes: Participants with more than 12 months will be assigned special projects aimed toward ORP, Offender Responsibility Plan.</p>
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- Groups are co-facilitated by DOC staff and/or contract staff
- WDP Participants attend one or two scheduled groups per week based on their level
- Participants do check-ins at the beginning of each group - RM Group check-ins focus on current risk issues where as HOM Group check-ins focus on successful intervention / positive behaviors used keeping in mind that both kinds of check-ins use Challenging Choices & CRC plus HOM to reflect on the situations
- Participants do formal thinking reports to study interpersonal patterns of risk and successful interventions / positive behaviors in order to gain awareness and develop motivation to employ interventions and to strengthen current interventions.
- Participants practice using specific Habits of Mind as new intervention tools
- Participants actively practice new interventions by participating in role plays in the group
- Participants (project related also) design a Personal Development Management Plan (sometimes referred to as relapse prevention plan or Self-Risk Management Plan)
- Staff document the group by taking attendance and writing a brief summary of each participants participation/ progress