



INDUCTION MODULE



Induction Module

Rationale

The purpose of this module is to introduce the participants to the idea of starting to live within a therapeutic community (TC), to provide a brief overview of the expectations and history of the programme, and to start to introduce the group to key skills that will help them feel part of the community.

However, aside from the TC rules no expectations are placed upon them to start directly challenging their behaviour at this stage.

This module can be delivered in a structured way, in line with the session plans, as at this stage the sessions aim to build awareness only, and do not need to tie in with specific individual needs. The sessions are also likely to be shorter than in the main modules, as individuals get used to offering and receiving opinions.

Sessions involve differing processes and mixed-modalities of delivery methods to communicate key-concepts (including role-plays, didactic delivery, group exercises and brainstorming)

As with all modules tutors are encouraged to be familiar with the ethos of motivational interviewing (MI) - a person centred approach which seeks to minimize client resistance and the group work approaches of Corey and Corey.

Aims of the Module:

- To build awareness of the ethos of the programme
- To build awareness of self management skills
- To build awareness of how to work in group
- To start the process of group cohesion

Number of sessions: 8

Useful Resource Books

- ROLLNICK , S. and MILLER, W.R., *Motivational Interviewing (2nd Ed.)*. 2002. Guilford Press.
- COREY, M.S. and COREY, G.C., *Groups - Process and Practice (6th Ed.)*. 2002. Brooks/Cole.
- PALMER, E.J., *Offending Behaviour - Moral Reasoning, Criminal Conduct and the Rehabilitation of Offenders*. 2003. Willan.

INDUCTION MODULE CONTENTS

Session	Title	Outline of content
One	Introduction to the programme	Welcome Overview of the programme Compact Group rules Understanding Comfort, Stretch & Panic Zones
Two	The cycle of change	Entry into change behaviour
Three	Listening Skills	The principles of listening to others
Four	Problem Solving	Developing thinking skills Team building
Five	Topic discussion	How I view the world
Six	Need and motivators	Basic needs Emotional needs Cognitive needs
Seven	Stress	History Facts Identifying stress
Eight	Dealing with stress	Lifestyle Eating Exercise Relaxation



INDUCTION

SESSION ONE

INTRODUCTION TO THE PROGRAMME



INDUCTION

SESSION 1 : Introduction to the programme

SESSION AIMS:

- For participants to feel welcomed to the programme.
- To cover programme practicalities.
- Introduction to programme themes and content.
- Introduction to the concepts of community ethos.
- Understanding Comfort, Stretch & Panic Zones

REHABILITATIVE NEEDS TARGETED:

- To reduce responsivity issues of:
 - Lack of programme transparency
 - Distrust
- To begin to build group cohesion
- To begin to build individual identity with pro-social norms (community living)

MATERIALS:

Flipchart, Marker Pens, OHP & Acetates

HANDOUTS:

1. Overview of the programme
2. Overview of the module
3. Community Intervention
4. Kainos Compact
5. Group Boundaries.
6. When Does Learning Take Place?

INTRODUCTION

TUTOR: Welcome the group to the module, and to the first session of the whole programme.

CHART LIST Encourage the group to come up with all the feelings, both positive and negative, that they might be feeling at the beginning of this programme

Learning point: It is quite normal for there to be a wide range of emotions, and intensity of emotions, when beginning a new programme.

Time: 10 minutes

Elapsed time: 10 minutes

TUTOR: Put up the OHP of the programme modules, and go through each one, explaining the rationale for each module. Ask the group if the programme process makes sense and field any questions.

Then put up the OHP of the module sessions. Explain how these sessions are aimed at helping each group member to feel safe and supported within the community. Explain also that this is really important, as the community is one of the central tools in helping them to progress within the programme.

HANDOUTS: *Programme overview*
Module overview

Learning point: The programme is structured to support them in leading more fulfilling lives in future.

Time: 10 minutes

Elapsed time: 20 minutes

ICEBREAKER: This simple exercise is for group members to introduce themselves to one another and learn something new about each other.

Divide the group into pairs. In a few minutes each person will introduce their pair/partner to the group. Three pieces of information are required:

- Their name
- Where they are from
- To find one piece of information about themselves that no-one else in the group may be aware of.

This information does not have to be something intimate or a secret, it could be something simple such as their middle name.

Learning point: It can feel a bit strange to begin with in a new group, but you can reduce these feelings by getting to know people

Time: 10 minutes

Elapsed time: 30 minutes

GROUP PRACTICALITIES

After the icebreaker ensure group members are settled and distribute the relevant resources that participants will need through this intervention e.g. folders, paper, and pens.

TUTOR: Explain that the folder is to keep programme handouts and that paper may be used for their own personal programme notes.

Allow time for any questions.

HANDOUTS: *Community Interventions (Review with group)*
Issue unit timetables which outline the weekly routines and Programme meetings, with regards to the Kainos unit.

TUTOR: Explain expectations of attendance required for these meetings. The timetable should include a brief explanation of the purpose of various meetings. Outline those purposes to the group.

HANDOUT: *Kainos Compact*

Although participants will have received and signed a copy of the Kainos compact as part of their personal developments plan, it is important to review the compact as a group and discuss any raised issues.

HANDOUT: *Group Boundaries*

TUTOR: Every group requires certain rules or guidelines in order to operate.

Review the following handout with the group, which includes set Kainos community rules. Explain that these rules have been developed over time by past group members, and that if they feel these rules need to be challenged or changed, they may bring this up at community meetings. Allow time after the above issues for questions from participants regarding any further practical community issues.

Learning points:

- The programme and community values have been developed over time as they have been found to help the whole community in the change process
- By using the programme, the community and the values change to a more fulfilling life becomes more likely.

Time: 20 minutes

Elapsed time: 40 minutes

COMFORT, STRETCH AND PANIC ZONES

TUTOR: On the Kainos programme you are going to be learning about many different things. In a community like Kainos many of you may feel a bit uncomfortable at first. It is a new environment, there is a different culture and you may all have your own ideas of what this programme is all about. All of these and other elements may make you feel like you are outside your comfort zone.

There are three zones that fit into a learning environment. These are referred to as the:

Comfort Zone (Same as always, safe)

Stretch Zone (New experience and growth)

Panic Zone (Fight or flight)

HANDOUT: *Comfort, Stretch and Panic Cartoon*

TUTOR: Explain each Zone

The comfort zone is where:

- We are at ease.
- We seek to live most of our lives.
- We feel safe and secure.
- There are no threats.
- There are going to be no nasty surprises.

Outside of this comfort zone is the unknown world of challenges and risk. This could be described as the stretch zone and it is in this zone where the situations and experiences are new or testing for us.

The stretch zone is where:

- We are in unfamiliar situations.
- We feel at risk of not performing well.
- We are not sure if we have the right/all the appropriate information we need.
- We may not trust the people we are with

The panic zone is where:

- We feel overwhelmed by the situation.
- We may fight what is making us feel uncomfortable.
- We may avoid what is making us feel uncomfortable
- We may just freeze and are not able to do anything

GROUP EXERCISE:

Get the group to consider a time when they, or someone they know, have:

1. Kept themselves comfortable and not tried to change anything
2. Gone into the panic zone with a problem
3. Tried to push themselves to get something they wanted

Discuss the examples, and highlight the learning point:

Learning point: It is tempting to stay in the safe zone, as we may fear getting into the panic zone. However, if we overcome our fears, the stretch zone is where most learning occurs

Time: 15 minutes

Elapsed time: 55 minutes

SESSION CLOSE:

TUTOR: While you are on this programme you may feel that you are experiencing all three zones. However because you are individuals and you may not feel all the same things at the same time. In some situations some of you may be in the comfort zone whilst others may be in the stretch or panic zone.

We will be exploring the comfort zone more in the focus intervention.

It is important for all of you to recognise that when someone is not acting in a way that you would in a situation please do not be judgemental as they may be in a different zone to you and therefore experiencing very different emotions. (Tutor to leave time for discussion on this point)

CHECKOUT: Go round each group member and ask how they have found the first session. If they have questions, get them to consider how they could get these questions answered out of the group (talking to someone, bringing it up at community meetings etc)

Time: 10 minutes

Elapsed time: 65 minutes

Induction

SESSION ONE - Handout 1

Programme Overview

The programme is broken down into five main modules:

Induction: The purpose of this module is to introduce and get comfortable with the idea of starting to live within a therapeutic community. It also starts to introduce everyone to key skills that will help them feel part of the community.

Community Living: When we first enter a new environment, we can feel uncomfortable and not sure how to act. This module helps with understanding how the Kainos community works, and how to get on with other community members in a way that helps us build more fulfilling lives.

Focus: For change to be possible, we need to know ourselves better. This module looks at firstly how to develop an understanding of why we think and behave the way we do, secondly what we might want to change, and thirdly, starts the process of identifying how we can put this into practice within the Kainos Community.

Interpersonal Relations: When we want to improve our lives, this impacts on the people around us. This module helps us to consider how to best work with other people to get our needs met, both immediately and in the longer term.

Citizenship: To change also requires us to consider how we want to fit into our society. This module identifies what makes society function, and considers how we can best reintegrate into society following release to make sure our long term needs and goals are likely to be achieved.

Induction

SESSION ONE - Handout 2

Module Content

- Introduction
- Cycle of change
- Listening skills
- Problem solving
- Identifying needs
- Managing stress
- Quiz

Induction

SESSION ONE - Handout 3

Community Intervention

Community Meetings

- Held to bring the community together.
- Relevant concerns, issues and staff communications are to be discussed. Usually mentors will chair these meetings with sections for welcoming new members, discussing mentor, Kainos, staff, and/or community issues.
- Community certificates, readings, shared. (*Not for individual problems*).

Integrity Meetings

- Held for specific community areas i.e. dormitory/spur/landings.
- Phase groups are for participants to share relevant practical problems and issues not suited for the whole community meeting.
- Personal targets for change are discussed

Social Interaction Meetings

- Where volunteers from the community attend the unit to talk and interact with community members.

Mentor Meetings

- For unit mentors to meet together and raise appropriate issues and concerns regarding the community.

Induction

SESSION ONE – Handout 4

THE COMPACT

- 1 I agree to take part fully in all aspects of the Challenge to Change Programme as agreed for me. I agree to live by the principles it teaches and to be supportive of all other members.
- 2 I agree to take responsibility for my own actions, to work for change within my own life and to be a positive influence within the Prison and the wider community. Any violent, abusive or threatening behaviour deemed unacceptable will result in a review of incentive level and possible removal from the Wing.
- 3 I will keep my personal area/cell and myself clean; I will respect and enhance the environment in which I live and will undertake to share any extra cleaning tasks as requested.
- 4 As a participant in the Programme on the Kainos Unit, I accept that I am still subject to normal Prison rules and regulations, and that information recorded may be used at any time to check re-offending statistics.
- 5 I will work as required, co-operate fully with the sentence planning system and attend any offending behaviour groups and courses recommended for me.
- 6 I will not be involved in the use of, or trafficking in, drugs, alcohol or pornography within the Unit or the Prison, and readily agree to be drug tested on a frequent ad hoc basis if required and searched in line with normal prison procedures. I accept that Kainos is a Voluntary Testing Unit and that it operates a zero tolerance drugs policy.
- 7 I agree that if I test positive for the use of any illicit substances, fail to attend or if any sample I give proves to have been adulterated, my incentive level will be reviewed, I will be removed from the Kainos Community, and Sentence Management will be informed.
- 8 I agree to commit myself to the Kainos Programme and to participate fully so that I get the maximum benefit from it.
- 9 I accept that anyone not complying with the above may be removed from the Programme and the wing at the discretion of the Wing Principal Officer, Senior Officer or Programme Manager and, if appropriate, returned to the Prison of transfer, or back to the wing of origin.

- 10 As I have committed myself to participate fully in this Programme as agreed with me, I accept that no transfer applications will be processed during the period of the Programme except in very special circumstances in agreement with the Programme Manager and Principal Officer.
- 11 As part of the Challenge to Change Programme Photos may be taken on some occasions and published to promote the Programme

Have you read and do you understand the COMPACT? YES ☐ NO ☐

I give my consent to allow my picture to be used in publications to promote the programme YES ☐ NO ☐

Do you agree to abide by the COMPACT? YES ☐ NO ☐

Applicant's signature: Date:

Induction

SESSION ONE - Handout 5

Group Boundaries

- Respect is to be shown to all group members and volunteers
- No 'isms'. For example sexism or racism.
- Respect someone who is talking, do not talk over them.
- Confidentiality will be maintained. What is said in a group stays within

the group. However in a prison the following exception exists:-

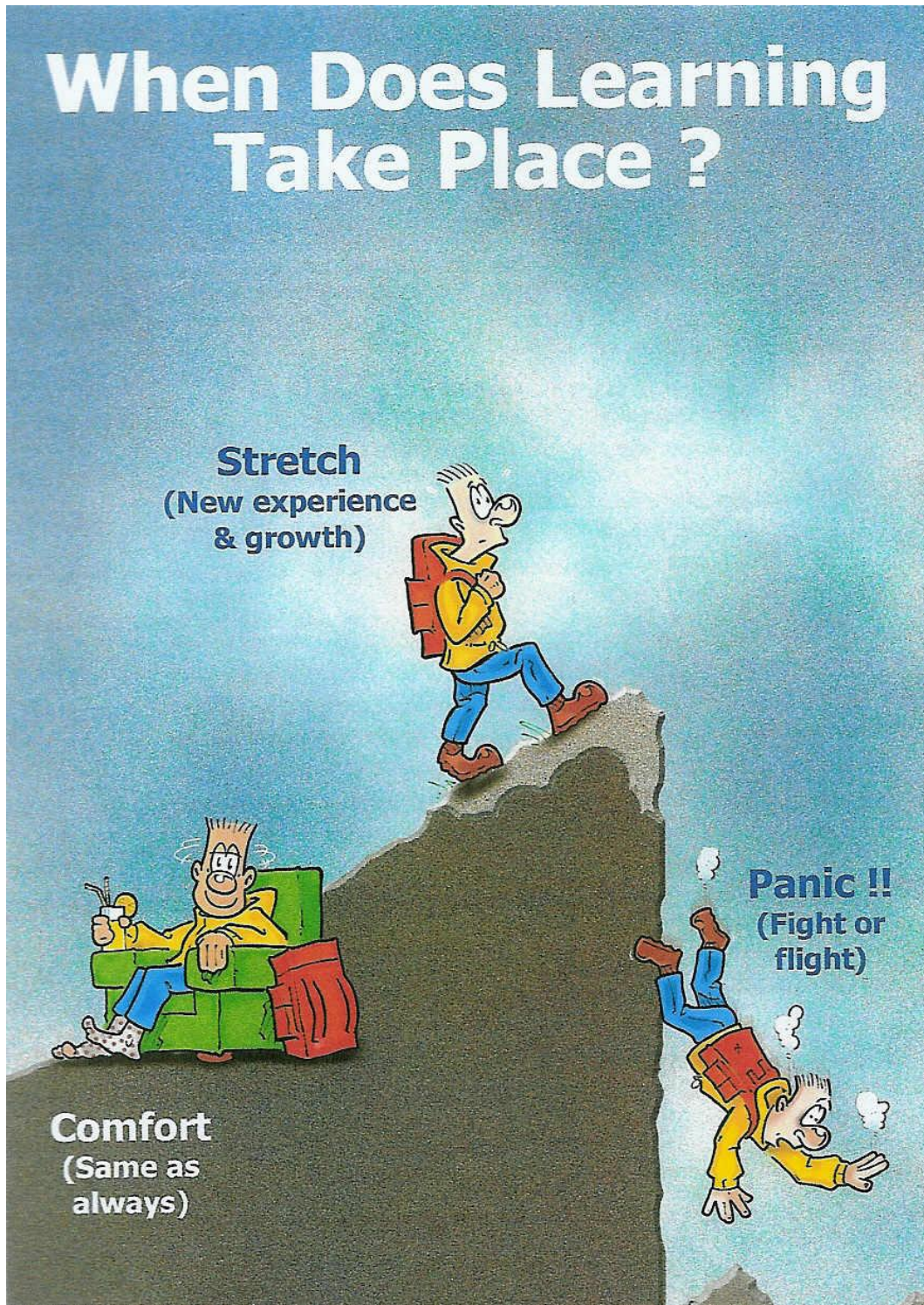
1. Health and Safety - of both yourself and others. Staff have to report anything said which may affect your personal health and safety.
2. Security issues - for example regarding escape from prison or current drug use.
3. If you give specific information about an unsolved crime such as date or place, we would be obliged to pass this information onto the Police. However, if no specifics are given, we will still be able to discuss any issues that may be relevant.

- No smoking in group time.
- No food and drinks in group.
- Take personal responsibility for your own timekeeping/punctuality.

Induction

SESSION ONE - Handout 6

When Does Learning Take Place?





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SESSION TWO

STAGES OF CHANGE



INDUCTION

SESSION 2: The cycle of change

SESSION AIMS:

- For participants to understand how change happens
- To identify currently where they are on the cycle of change
- To identify how the Kainos Community can help with the process of change

REHABILITATIVE NEEDS TARGETED:

- To reduce responsivity issues of:
 - Treatment resistance
 -
- To continue building group cohesion

MATERIALS:

Flipchart, Marker Pens, OHP & Acetates, sheet with each of the stages of change heading

HANDOUTS:

- Pursuing my full potential
- The Cycle of Change
- Definitions from the Cycle of Change

SESSION TWO: The Cycle of Change

TUTOR: Welcome the group, and respond to any questions arising from the first session

TUTOR: The Kainos programme is called 'The Challenge to Change', because any change is a challenge, and sometimes it can help to have support from others. But in order to consider whether we want to change or not, the first question to answer is are we pursuing our full potential or are we satisfied with our 'lot'?

Consider your life thus far:

INDIVIDUAL WORK AND DISCUSSION

ASK: If the Kainos programme helps you to change, how would you like yourself to be different? How, would you like your life to be so that you can fulfil your full potential?

TUTOR PROMPTS

Think about the quality of their relationships

Think about their contentment in themselves

Think about how often they feel at peace

Think about the feelings they would like to have (not the things or possessions)

Provide the handout, and ask them to fill it in, as this can help them decide what, and how much, they want anything to change in their lives. If any says they are completely happy with their lives, ask them why they agreed to come on the programme

HANDOUT: *Pursuing my full potential.*

LEARNING POINTS

Most of us have areas in our lives we would like to change
Whilst we may focus on things, it is how we want to feel about
ourselves, other people and the future that influences change
We all have different needs and desires in life

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: The previous handout may help you to focus upon what are the key issues in order for you to change. But our motivations to put change into practice are likely to all be at different points. The following model was devised to show the stages of change that individuals can go through. This is the first model of the course that takes the viewpoint that change happens gradually and slowly. The desire to change can 'come and go'.

CYCLE OF CHANGE DISCUSSION

HANDOUT: *The Cycle of Change.*

ASK: participants for their understanding of the word 'pre-contemplation' ('before thinking /or considering').

EXPLAIN: That as none of us have perfect lives, there is usually something that we want to change. However, some of us have not thought in detail about what or how to change, or if we have we have come to the conclusion that we cannot change. So we may say that we are not bothered about changing anything. This is what is known as the pre-contemplative stage of change.

Ask the group to consider what it is like being in the pre-contemplative stage of change:

TUTOR PROMPTS

Hopeless

Helpless

Not thinking about anything

Pretending everything is OK

EXPLAIN: The next stage is that of 'contemplation' (thinking/considering). In this stage we are thinking about where we are, and deciding whether the costs

of staying where we are outweigh the benefits and where change is 'worth the effort'.

Ask the group to consider what it might be like being in the contemplative stage of change:

TUTOR PROMPTS

Confusing

Uncomfortable (if don't like where they are)

EXPLAIN: If we weigh up the costs of where we are, and they outweigh the benefits, then we might have a real decision to make- Whether to change or not- This is the big 'DECISION TO CHANGE'.

Ask the group to consider what it might feel like to be in the decision to change stage.

TUTOR PROMPTS

Scary/uncomfortable

Tempting to go back to no change (as less frightening)

Fear of putting change into practice and it going wrong

EXPLAIN: Once the decision to change has been reached, the next phase is the '**action**' phase, which is the first time where behavioural change occurs

Get the group to consider what it might be like in the action stage.

TUTOR PROMPTS

Motivated to change, but still scary

Putting plans into action

Exciting

EXPLAIN: '**Maintenance**' is the maintaining of change, when people need different strategies to make short term changes into long term changes. This is often the time when people can lose their motivation, for example having been off drugs for three or four months.

Ask the group to consider why it might be hard to make the move from short term change (action) to long term change (maintenance):

TUTOR PROMPTS

Feel the effort has already been put in the action stage

May get complacent (now 'cured' so don't need to try)

May start to get bored (had enough of trying to change)

EXPLAIN: If someone has difficulties in the maintenance phase, they may end up going back to their unwanted behaviour temporarily. This used to be called the **relapse phase**, but this is now more usually called have a '**lapse**'.

Encourage the group to consider the difference in seeing a move back to old behaviours as a lapse, versus a relapse.

TUTOR PROMPTS

Lapses can be seen as predictable, temporary slips, from which we can recover

Relapses can feel like 'going back to square one' (not possible as we can never unlearn the changes we have put into place up to that point!), and such a failure that there is no point in trying again.

EXPLAIN: Change is not a clear process of simply moving from one phase to another. In the past you may have noticed that your levels of motivation change from day to day, or even moment to moment. It is quite normal to shift about within the phases, even when successfully moving forward.

EXPLAIN: Some philosophies would say that individuals can '**exit**' from the cycle, meaning that the unwanted behaviour is now no longer a problem. Others (for example 12-step) would say for example for an alcoholic that 'once an alcoholic, always an alcoholic' - the individual is always in recovery - even 20+ years of being sober. Neither philosophy is necessarily wrong - what works for one may not work for the other.

Ask the group to consider whether they feel change is a process whereby you are 'cured' of your behaviour, or you forever remain in the 'maintenance phase' even when completely successful.

LEARNING POINTS

Change is a variable process, but we can at times see ourselves in certain phases

If we know what phase we are in, it can help understand what would help us to move to the next phase

Time: 30 minutes

Elapsed time: 45 minutes

SELF EVALUATION EXERCISE:

HANDOUT: *Definitions of the stages of change*

Put out a sheet with each of the stages of change in a different place in the room. Ask the group to decide on any behaviour that either they, or someone else in their life has suggested should be changed, and get them to assess which stage best fits their current description. If possible once they have moved to this phase, ask them why they have put themselves at this point, and what might need to happen in order to move forward to the next phase.

TUTOR PROMPTS

If at pre-contemplative- Time to look at their current life in more detail

If at contemplative- Time to weigh up the pros and cons of staying where they are

If at the decision stage- Support in looking at the need for change, and how this might be achieved

If at the action stage- Practical strategies for change

If at the maintenance stage- Lifestyle strategies for long term change

LEARNING POINTS

Whatever phase we are in, support from others can be helpful to move us forward

This support is the essence of the Kainos Challenge to Change programme

Time: 15 minutes
Elapsed time: 60 minutes

TUTOR: Change is a choice and that choice is yours and yours alone.

However, change is always happening to us- Time and change only ever move in one direction. Our choice is about how much we want to have an influence on this change. We will talk about this more in the FOCUS module of the main programme

TUTOR: Respond to any questions that the session has brought up for the group and close

Time: 5 minutes
Elapsed time: 65 minutes

INDUCTION

SESSION TWO - Handout 1

Pursuing My Full Potential

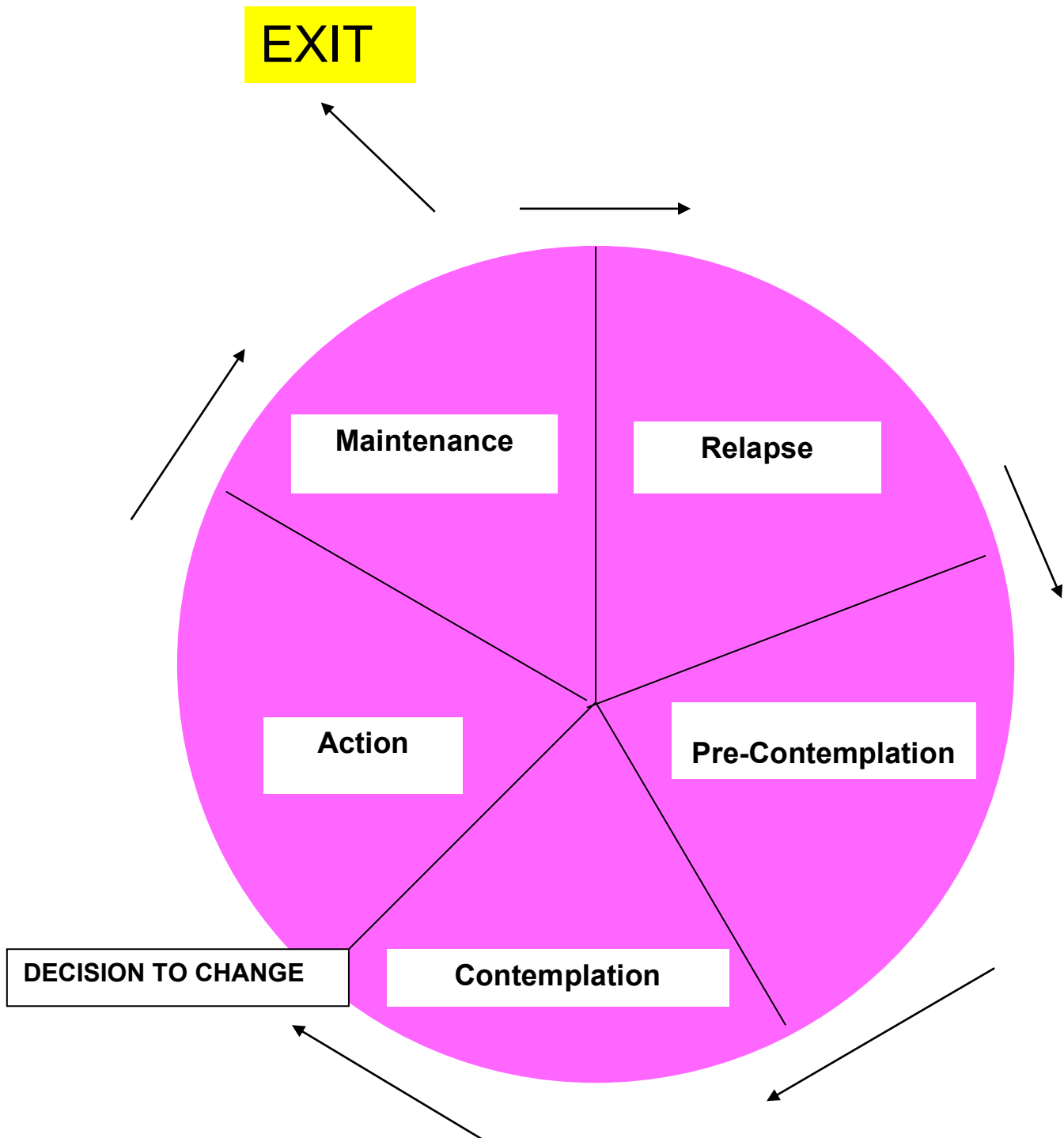
Please answer the following questions:

1. In your life, have you been 'pursuing your full potential?'
2. Has your previous life choices enabled you to achieve your full potential? If not, why not?
3. Can you still achieve your full potential?
4. What needs to change for you to fulfil your full potential?

INDUCTION

SESSION TWO - Handout 2

The Cycle of Change



INDUCTION

SESSION THREE - Handout 3

Definitions from Cycle of Change

An example of smoking cigarettes is given below.

Pre-Contemplation - To contemplate means to think or to consider something. Therefore pre-contemplation means to be in a state *before* thinking about change. (*Still smoking - quite happy smoking cigarettes*).

Contemplation - Thinking about changing. (*Realising smoking may be a problem*).

Decision- Coming to a decision to change. (*Now wanting actively to change smoking behaviour*)

Action - Taking steps to make changes. (*Attempts to stop smoking - for example tries wearing 'patches'*).

Maintenance - Maintaining the new changes. This period may last for a long or short time. (*E.g. continuing to be smoke free*).

Exit - The old behaviour is no longer of concern.

Relapse - Could represent a 'lapse' (temporary slip) or a more serious return to the old behaviour. This can 'blur' into Precontemplation before the individual contemplates changing. (*Begins smoking again*).



INDUCTION

SESSION THREE

LISTENING SKILLS



INDUCTION

SESSION 3: listening skills

SESSION AIMS:

- For participants to understand how listening to others can help them in the change process
- To identify effective listening skills

REHABILITATIVE NEEDS TARGETED:

- To reduce responsivity issues of:
 - Treatment resistance
 - Difficulties receiving feedback
- To continue building group cohesion

MATERIALS:

Flipchart, Marker Pens, OHP & Acetates

HANDOUTS/OHP:

- Key listening skills (OHP)
- Listening skills (handout)

INDUCTION

SESSION 3: LISTENING

Welcome the group

TUTOR: In the last discussion we looked at how important it can be when challenging ourselves to change to gain support and advice from others. BUT- How many of us would rather talk than listen? We look for opportunities to leap in and have our say and by doing that we do not get to hear what the other person was going to say.

Listening is not a natural skill for most of us, but it can be learnt.

Yet wonderful things can happen when we are prepared to listen

CHARTLIST: THE VALUE OF EFFECTIVE LISTENING

Get the group to consider how it can help us both to be able to listen to what others say about themselves, and also what they say about us:

TUTOR PROMPTS

Listening to what others say about themselves/of their opinions:

- * New relationships open up
- * Creates bonding between people
- * We are better able to care for others
- * We discover a new way of saying 'I care about you'
- * Can make both the talker and the listener feel better

Listening to what others say about us

- * We can become better people
- * Gives us a feeling of belonging
- * Can relieve tension between people
- * Can make both the talker and the listener feel better

LEARNING POINTS

To show others that we can listen shows a total acceptance of the other person, and allows relationships to grow.

To show others we can listen to their views of us shows openness, honesty and flexibility, enhancing the sense that this person can trust us. It can also help us to grow as people.

Time: 15 minuts

Elapsed time: 15 minutes

TUTOR: When listening to someone there are often two levels at which the dialogue will happen.

One is the content level and this is usually in general conversation when you might be hearing about something that happened to the talker or something he did. Then there is the feeling level when feelings and emotions might be expressed.

Counsellors are very good at picking up what is really being said and identifying the feelings being expressed. They have learnt to listen, really listen and will never replace the speaker's fears or concerns with their own.

Go through the following example:

If you tell me that you have recently had a car accident and someone in the other car was badly hurt and how shocked you are that you have hurt someone because of your driving and I come back to tell you about an accident I had, this is not good listening.

You are reacting and replacing his needs with yours. He may just want to talk about it. He has an obvious concern and you are not allowing him to express that. You need to encourage him gently to open up. In his opening sentence, he spoke about the car accident, feelings, informed you that he was shocked.

If you were being a good listener you would get him to tell you about the accident, or to ask after the injured person, or to ask if he suffered

injury, or even how is he now. There are all sorts of ways to show how well you are listening and how much you value the speaker.

Within the Kainos Community you will see that listening forms is key skill in making the programme work for you, as well as supporting change in others. The ability to listen, and offer advice to others as well, will be skills that will be attended to throughout the programme.

But this is a skill that can help build and maintain all important relationships in your life.

ASK: So how do we listen well?

Chartlist their responses, and compare to the handout

OHP 1: KEY LISTENING SKILLS

So, how does one do good listening? You must:

- * Make a decision to listen
- * Don't judge
- * Be open to hearing the emotions
- * Have body language that says, 'I am open, and very interested'
- * Maintain good eye contact
- * Keep track of what the speaker is saying on both content and feeling levels
- * Encourage with words - 'I am with you' - 'yes, yes'.

Pit falls - you must avoid:

- * Me too-ism
- * Telling them how they should think/feel
- * Asking direct questions just for your own interest
- * Being an 'interviewer' rather than a listener
- * Giving advice, trying to fix it
- * Arguing or disagreeing with the speaker
- * Judging
- * Ignoring obvious heavy emotions
- * Saying, 'I understand' when you don't
- * Saying something like 'I wish I had a magic wand'
- * Giving un-asked for advice

LEARNING POINTS

What you give as a good listener to make people feel valued.
Good listening is a great gift one can give to another person.

Time: 15 minutes

Elapsed time: 30 minutes

LISTENING SKILLS EXERCISE

HANDOUT: *Listening Skills*

Break up into groups three. Explain that one of the group members will be asked to speak for two minutes on a chosen subject from the list below.

In groups of 3 numbered "1, 2, 3."

1's are the speakers.

2's are the listeners.

3's are the observers.

Ask the speakers to choose from the following list of subjects:

'How do I handle rejection?'

'How do I deal with being hurt or rejected by others?'

'What kind of experience causes me to feel good about myself?'

'What is my greatest fear?'

Point out that this is only dialogue between the groups of three and not to the whole room/class, although the observers will be asked to report back to the class.

Ask the groups to begin at the same time. The listener will be (hopefully) practising the principles learnt in the talk on listening. When the exercise is finished ask the observers the following questions.

Name of the speaker?

Name of the listener?

What was the chosen subject?

How did the listener start the process of listening?

Describe the body language of the listener/speaker?

Did the listener fall into any pitfalls?

Was the observer able to identify the feelings of the speaker?
Was the observer able to identify the feelings of the listener?

Rotate and repeat so that each person has a turn in each role.

LEARNING POINTS

Listening is a skill that takes practice, but is crucial if we are to work well within communities, and use the knowledge and abilities of others to help us to change.

Time: 30 minutes

Elapsed time: 60 minutes

TUTOR: Respond to any questions that remain about the importance of listening, both in the community and for their lives as a whole.

Thank them for their participation and close the session.

Time: 5 minutes

Elapsed time: 65 minutes

INDUCTION

SESSION THREE -Handout 1

LISTENING

Steps in active listening:

Show you are ready to listen. Stay with the content of the communication at first.

Listen for, and identify their basic general feeling: anger, fear, joy, resentment, etc.

Feed that general feeling back to the speaker ("You seem to feel this has been a good/bad experience for you.").

If and when you identify a more specific feeling, feed back to the speaker (e.g. "I sense a real joy in your recognition of her love his love for you.")

Stay an inch ahead of the speaker, not a mile.

Remember that you are just listening. You are not expected to be a Mr Fix it because someone has come to you to talk. You are learning how to be trusted friend.

INDUCTION

SESSION 3: OHP1: LISTENING SKILLS

So, how does one do good listening? You must:

- * Make a decision to listen
- * Don't judge
- * Be open to hearing the emotions
- * Have body language that says, 'I am open, and very interested'
- * Maintain good eye contact
- * Keep track of what the speaker is saying on both content and feeling levels
- * Encourage with words - 'I am with you' - 'yes, yes'.

Pit falls - you must avoid:

- * Me too-ism
- * Telling them how they should think/feel
- * Asking direct questions just for your own interest
- * Being an 'interviewer' rather than a listener
- * Giving advice, trying to fix it
- * Arguing or disagreeing with the speaker
- * Judging
- * Ignoring obvious heavy emotions
- * Saying, 'I understand' when you don't
- * Saying something like 'I wish I had a magic wand'
- * Giving un-asked for advice



INDUCTION

SESSION FOUR

PROBLEM SOLVING SKILLS



INDUCTION

SESSION 4: Problem Solving Skills

SESSION AIMS:

- For participants to understand how learning problem solving skills can help in the change process
- To identify effective problem solving skills

REHABILITATIVE NEEDS TARGETED:

- To reduce responsivity issues of:
 - Treatment resistance
- To continue building group cohesion
- To reduce the desire to remain impulsive
- Poor thinking skills

MATERIALS:

Flipchart, Marker Pens, OHP & Acetates

HANDOUTS:

- Problem scenario
- Problem solving skills

Welcome the group

TUTOR: In the last introductory session we looked at the importance of listening skills, both within the community and for the development of all important relationships.

Today we are going to look briefly at the importance of developing effective problem solving skills, as this is another theme that runs throughout the main TC programme.

EXERCISE: CASE STUDY

HANDOUT: *Case Study*

TUTOR: Read through the following case study:

'John had a problem. He had spent his paycheck the night before at the pub, and now had no money to pay his rent, which was due that day. He was already three weeks overdue with his rent, having done the exact same thing each week before. Although he really liked where he was living, he did not like his landlord much. When the landlord came round, Without allowing the landlord to speak, John shouted at him for 'being such a penny pincher' and told him he was not going to pay, so the landlord could 'do what he wanted'. The landlord also felt angry at being treated this way, and later, when John was out, came in, threw out John's stuff, and changed the locks'.

Ask the following questions:

What was the problem?

(John was now 4 weeks overdue with his rent)

What did he probably want the solution to be?

(To keep the flat, as he liked it)

What emotions got in the way of him thinking about the problem clearly?

(His dislike of the landlord)

What behaviours got in the way of developing a solution?

(His expressed anger at the landlord, not allowing the landlord to speak)

What information did John not stop to consider?

(How the landlord might negotiate- he had already let three weeks go

What the real problem was- His poor budgeting skills)

What was the consequence of his behaviour? (Loss of the flat)

Had there been a possibility he could have kept the flat, if he had behaved in a different way? (Possibly)

LEARNING POINTS

Effective problem solving skills can make getting our desires more likely

Ineffective problem solving skills make getting our desires less likely

It is easy to try and focus on the wrong problem

Time: 20 minutes

Elapsed time: 20 minutes

CHARTLIST: JOHNS ISSUES

Encourage the group to consider all the issues that made it likely that John had a problem with his landlord:

Feelings of resentment towards the Landlord

Budgeting problems

Perhaps drinking too much

Little planning

Anger management difficulties

Impulsivity

The ask the group to consider what John might do, not necessarily to save that flat, but to stop him from getting into the same position again in future.

Rent from someone he liked
Develop budgeting skills
Learn to manage his anger better
Moderate his drinking
Plan more in his life

Ask the group to consider what John might have seen the problem as:

THE LANDLORD-

Ask the group to consider what would happen to John if he only saw this as the problem? (He would keep losing his accommodation)

LEARNING POINTS

If we focus on the wrong problems, we are unlikely to find effective solutions
We need to focus on what we can do within ourselves, not how others need to be

We need to understand the nature of the problem fully and our responsibilities within it

We need to develop plans in advance that keep our emotions in check

Time: 20 minutes

Elapsed time: 40 minutes

GROUP DISCUSSION

Provide the handout on useful problem solving strategies, and explain that these will be highlighted within community and group processes throughout the programme. Get their views on the importance of effective problem solving skills to their needs met (High)

HANDOUT: *Useful tips for solving problems*

Go through the example of John, seeing how this process might have helped him:

Outcome: To keep a nice flat (may be too late for this one)

Needed to make that outcome more likely in future:

Have money at the end of each week to pay the rent
Develop a good relationship with the Landlord
Have a payment plan to suggest to the Landlord
Have a plan to keep some money aside for rent at pay day
Have a plan for not going out so much with mates to drink (or spending less)
Talk to friends about how to see them but spend less on drinks (e.g. drinks at the flat)
Try to improve work prospects to earn more money

More information needed now:

How negotiable would the landlord be?
Were there any other nice flats around?
What opportunities were there for borrowing money?
Any extra work opportunities?

LEARNING POINTS

Even with good problem solving skills, short term problems may not be instantly solvable, but if we know what our own problems are, we can work towards making long term problems less likely

Time: 15 minutes

Elapsed time: 55 minutes

TUTOR: This has just been a taster of why it is important to develop effective problem solving skills, and how to start putting those into practice. At this stage in the programme you may not even consider that you need to think about your problem solving skills in more detail. But whilst you are within the TC, it may be helpful just to think whether, each time you experience some sort of problem, whether you were clear on what the real problem was, and whether you gave yourself and others enough time to find the best solution.

Bring the session to a close.

Time: 5 minutes

Elapsed time: 60 minutes

INDUCTION

SESSION FOUR - Handout 1

Case Study

'John had a problem. He had spent his paycheck the night before at the pub, and now had no money to pay his rent, which was due that day. He was already three weeks overdue with his rent, having done the exact same thing each week before. Although he really liked where he was living, he did not like his landlord much. When the landlord came round, without allowing the landlord to speak, John shouted at him for 'being such a penny pincher' and told him he was not going to pay, so the landlord could 'do what he wanted'. The landlord also felt angry at being treated this way, and later, when John was out, came in, threw out John's stuff, and changed the locks'.

INDUCTION

SESSION FOUR - Handout 2

Useful tips for problem solving:

- 1: Give yourself time to think
- 2: Consider all the factors that might have put you in this position
- 3: Work out right at the beginning what outcome you want for yourself (NOT what you want others to think/feel/do).
- 4: Work backwards from this outcome to where you are now, trying to find small linking steps that might work
- 5: Make sure you have all the information you need before taking any decision- If you are not 100% sure about anything, then you probably don't have enough information
- 6: Try to make logical and rational decisions, not emotional ones- Keep calm!



INDUCTION

SESSION FIVE

HOW I SEE THE WORLD

INDUCTION

SESSION 5: How I see the world: Attitudes and beliefs

SESSION AIMS:

- For participants to start to be aware of their own attitudinal biases in processing information around them
- To be aware that their own perceptions may be different to those of others

REHABILITATIVE NEEDS TARGETED:

- To reduce responsivity issues of:
 - Treatment resistance
- To continue building group cohesion
- Poor thinking skills
- Perspective taking

MATERIALS:

Flipchart, Marker Pens, OHP & Acetates

HANDOUTS:

- Problem scenario
- Problem solving skills

WELCOME THE GROUP

TUTOR: In the last session we looked at an example where someone based their decisions on how to behave based on how they felt towards that person. In today's session, we will just start to consider how it can be so helpful when working effectively with others to be aware of our own judgements.

CHARTLIST: FOOTBALL EXERCISE

Ask the group to identify which football teams they support. Pick any two teams that they come up with (ideally two teams where there seems to be a bit of rivalry within the group!). Put each team up on the board.

Ask the supporter (or supporters) of each team to say why their football team is so great, and why the other team would be beaten if they had a match together. (Make sure that each supporter has the chance to do this without comment being made by the other supporter)

When these comments are up on the board, encourage the whole group to consider how there can be such differing opinions about the same teams and **chartlist** their responses.

TUTOR PROMPTS

Different knowledge about their own teams

Make judgements/assumptions that might not be based on fact

May have different emotions about the team, which changes which information they choose to listen to

LEARNING POINTS

Emotions influence judgements

Attitudes influence emotions

Strong attitudes and emotions reduce the ability to attend to facts

Time: 20 minutes

Elapsed time: 20 minutes

DISCUSSION: Where attitudes come from

Ask the group to consider where their affiliations to their football teams came from, and what would happen if they were in a group of supporters, and their team lost (distort the facts or place blame to make themselves feel better- Reinforcing their attitudes about the team).

Ask the group to identify if they have ever changed football team affiliations, and if they had, why, and if not, why not.

LEARNING POINTS

Once we have a certain way of seeing the world, without a significant event in ourselves, or around us, it can be hard to change those views

Time: 15 minutes

Elapsed time: 35 minutes

INDIVIDUAL EXERCISE

HANDOUT: *How I see the World*

Encourage the group to write down three words under each section, and then generate a discussion on the similarities and differences in the words produced.

Parents: E.g. loving, abusive, absent, strong,

Women: E.g. Sex, comfort, friendly, tease

Drugs: E.g. Ill, exciting, expensive, pain, habit

Strangers: E.g. Suspicious, friendly, threat

Burglaries: E.g. Fear, adrenalin, habit

My future: E.g. Uncertain, blank, promise, love

Ask the group to consider whose words are the CORRECT ones (No-ones- We each have our own unique experiences)

Then ask the group to consider how each word could influence their behaviour
E.g. If a word for drugs was 'excitement' they may be keen to try a new drug, but if their word for drug was 'pain' they would be less likely to try a new drug.

LEARNING POINTS

We all see the world from different views, or perspectives

These perspectives then determine how we view new situations

These perspectives can then prevent us from considering the facts, and may lead to unhelpful decisions

Time: 20 minutes

Elapsed time: 55 minutes

TUTOR: We can see that if we are not aware of our biases and judgements, we can make decisions based on a distorted view of ourselves, the world and our future. Another main theme of the programme is to start to help identify these biases, and use the different perspectives of others to add to our own learning.

Time: 5 minutes

Elapsed time: 60 minutes

INDUCTION

SESSION FIVE - Handout 1

How I see the World

Write down three words that you would think of immediately when you see these words:

Parents

Women

Drugs

Strangers

Burglaries

My Future



INDUCTION

SESSION SIX

MOTIVATORS AND NEED

INDUCTION

SESSION 6:

MOTIVATORS AND NEED

SESSION AIMS:

- To identify how our needs and motivations affect us.
- To understand Maslow's hierarchy of needs.
- To understand the skills used to achieved our full potential

REHABILITATIVE NEEDS TARGETED

- Treatment compliance
- Lack of insight
- Impulsivity

MATERIALS:

- Flip Charts
- OHP transparencies
- OHP
- Marker pens

HANDOUTS:

- Maslow's Hierarchy of Needs

TUTOR: Welcome participants and settle the group as appropriate.

TUTOR: In the last few sessions we have looked at the process of change, and what can get in the way of that process. But a key word in the context of 'change' is motivation.

CHARTLIST: MOTIVATORS

ASK: What motivates us to do things?

Typical answers might be:

Money

Getting out of prison

Sex

Love

Anger

Respect

Power over others

Need to be part of a group/gang

To avoid punishment/pain

TUTOR: Write the answers on a flip chart.

LEARNING POINTS

We are motivated by a variety of things

Time: 10 minutes

Elapsed time: 10 minutes

SUB-GROUP EXERCISE: MOTIVATORS AND NEEDS

TUTOR: Let's examine these 'motivators'.

Divide the group into two sub-groups. Issuing two previously prepared flip-chart sheets with the headings 'Motivators' for one group and 'Need' for the second group.

EXPLAIN that motivators are drives or short term goals that encourage us to behave in certain ways

EXPLAIN that needs are the reasons for those motivations

E.g Money- Is a motivator, as it can help us achieve our need of feeling safe, stable, comfortable etc

E.g. Anger- Is a motivator as it feels like it can help us to achieve our need of having problem resolution, being treated with respect etc.

Get the group to go through each one of the motivators they have listed to see whether they would put it as a motivator, or a need:

TUTOR PROMPTS

Money- Motivator (Need, stability, safety, comfort)

Getting out of prison- Motivator (Need - to be free)

Sex- Motivator (Need- Closeness, fulfilment, children)

Love- Need

Anger- Motivator (Need- Satisfaction, Peace, respect)

Respect- Need

Power over others- Motivator (Need- Respect, validation)

Need to be part of a group/gang- Motivator (Need- Respect, approval)

To avoid punishment/pain- Motivator (Need Safety, security, freedom)

Go the group back together and note any differences in their answers.

EXPLAIN that if the exercise felt confusing, that is because we often confuse our motivators with our underlying needs.

EXPLAIN That often we learn to use one method to achieve a need (eg aggression to confront a problem), and then never learn alternative, and more helpful, methods to get those needs met (eg Negotiation to solve the problem)

LEARNING POINTS

Our needs can be met from using a variety of motivators

The methods we use to get our needs met may be more, or less, helpful

Time: 20 minutes

Elapsed time: 30 minutes

TUTOR: During the Kainos programme you will hear the statement "We tend to move towards what we want". In other words we are motivated by our underlying needs. We all have these needs, which may not always be apparent.

BASIC NEEDS DISCUSSION

TUTOR: Consider if everything in your life was taken away (if you don't already feel like this!). Imagine you are stranded in a barren landscape. What are your immediate desires or needs? (Discuss).

TUTOR PROMPTS

Food
Shelter
Warmth

LEARNING POINTS

One form of need is simply for survival

Time: 10 minutes

Elapsed time: 40 minutes

HANDOUT: MASLOW'S (Abridged) Hierarchy of Needs

TUTOR: Maslow's Hierarchy of Needs shows us what our basic needs are. We often take for granted our basic needs. In terms of motivation The Hierarchy of Needs is broken down into three main types of needs: -

Survival needs

Belonging Needs

Recognition Needs

If we meet all of our needs, then we tend to feel we are achieving our full potential

DISCUSSION: ACHIEVING OUR FULL POTENTIAL

TUTOR: List on flip chart some of the qualities and behaviours leading to achieving our *Full Potential*.

TUTOR PROMPTS:

- Concentration upon current tasks
- Willingness to try new behaviours
- Honesty with self and others
- Willingness to present own views and risk being unpopular
- Willingness to take responsibility
- Courage to identify own defences and to overcome these.

TUTOR: List some of the skills of the person reaching full potential and discuss:

TUTOR PROMPTS:

- Ability to tolerate uncertainty
- Acceptance of self and others
- High creativity
- Concern for the welfare of humanity
- Ability to appreciate life
- Ability to establish satisfying interpersonal relationships
- Strong ethical standards

LEARNING POINTS

There are clear attitudes and behaviours which make it more likely we can achieve our full potential

There are clear attitudes and behaviours which can stop us from achieving our full potential

Time: 20 minutes

Elapsed time: 60 minutes

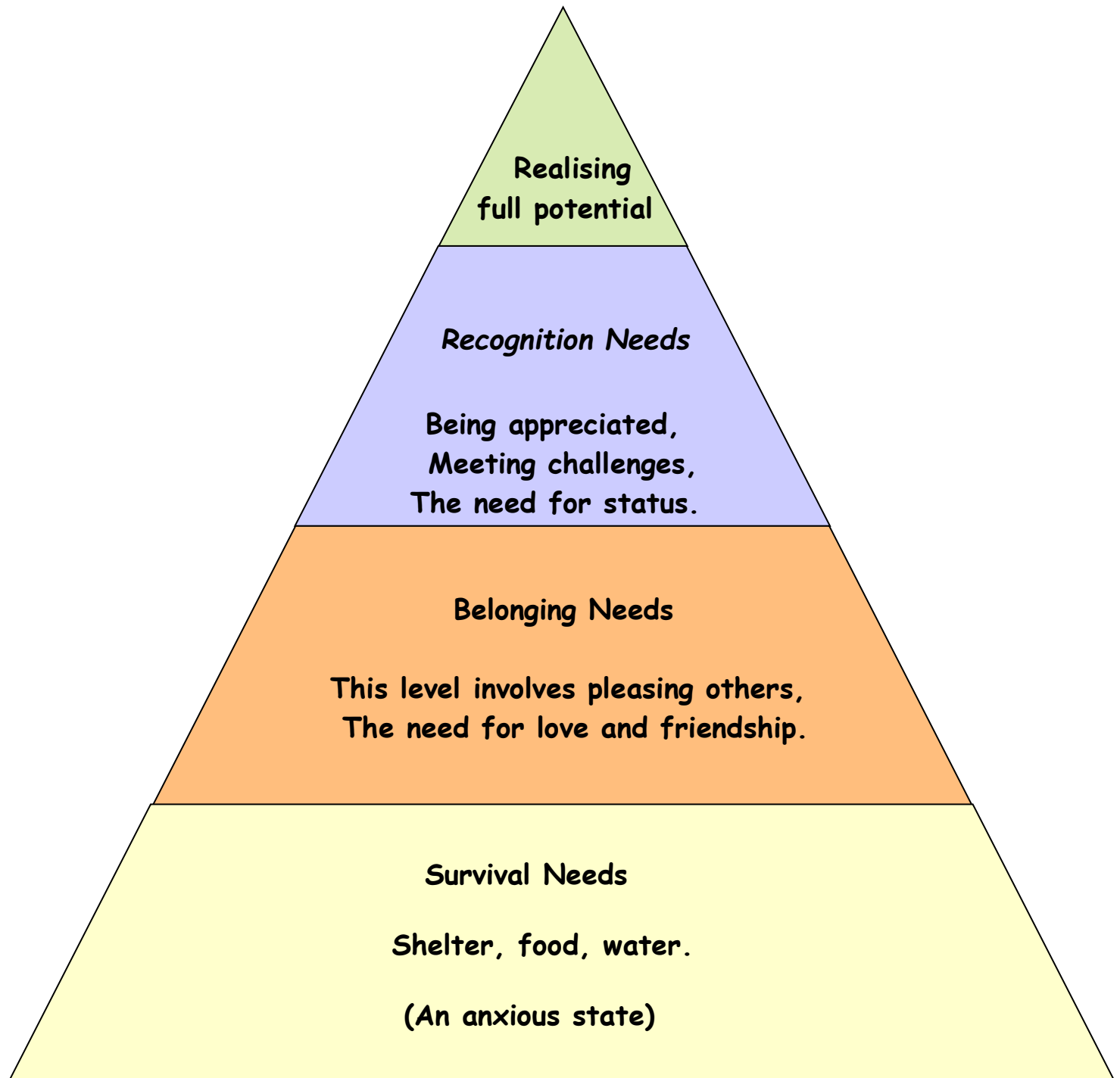
TUTOR: To end session and summarise.

Time: 5 minutes

Elapsed time: 65 minutes

OHP 1

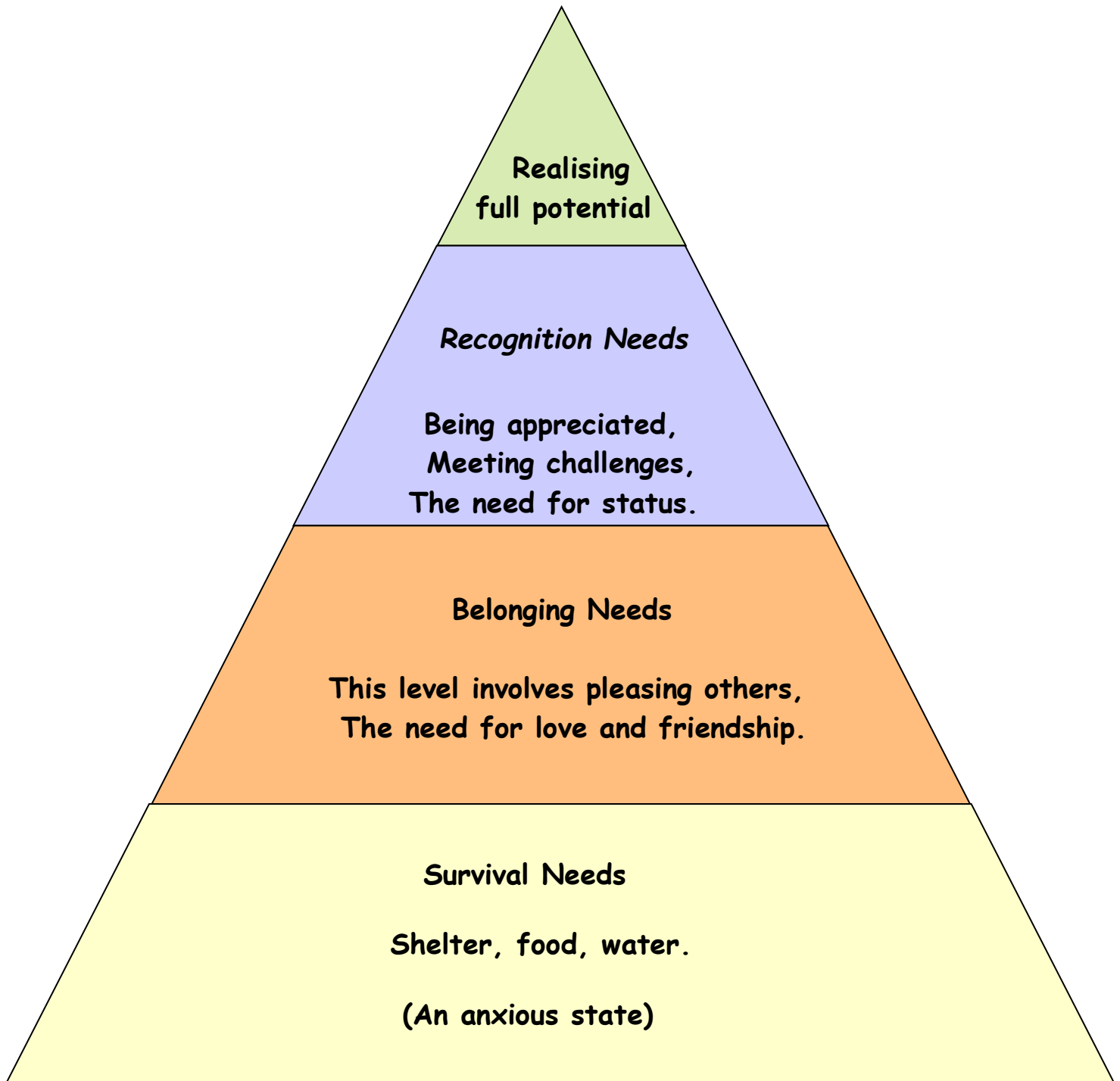
MASLOW'S HIERACHY OF NEEDS



INDUCTION

SESSION SIX - Handout 1

MASLOW'S HIERARCHY OF NEEDS





INDUCTION

SESSION SEVEN

STRESS

INDUCTION

SESSION 7:

MANAGING STRESS

SESSION AIMS:

- To identify personal approaches to stress.
- To identify internal and external stressors
- To start to identify adaptive stress management strategies.

REHABILITATIVE NEEDS TARGETED

- Treatment compliance
- Lack of insight
- Impulsivity

MATERIALS:

- Flip Charts
- OHP transparencies
- OHP
- Marker pens

HANDOUTS:

- Stress questionnaire
- My stress response
- Scoring card
- Hot potato/cool cucumber description
- Case study

INDUCTION

SESSION SEVEN

Welcome the group

TUTOR: In the last few sessions we have looked at the positive reasons for change, in order to better get our needs met. But as has already been mentioned, change can be a tough process at times. Some people tend to react more to difficulties than others. In society we now term this difficulty with coping as 'STRESS'.

TUTOR: To help you decide whether you are someone who tends to respond more or less to stress, here is a quick stress test you can take

EXERCISE: STRESS TEST

HANDOUT: *Stress Questionnaire*

Encourage the group to answer each of the questions, then work out whether they live a:

'High Stress Life'
Or
'Low Stress Life'.

HANDOUT: *My Stress Response*

Then complete the 'My Stress response' questionnaire.
Decide if you are a:

'Hot Potato'
or a
'Cool Cucumber'

HANDOUT: *My Stress Zone*

HANDOUT: *My Stress Description*

Now compare both with the 'My Stress Zone' and the description

LEARNING POINTS

If you are a cool cucumber, you are likely to need little support in managing your stress levels through the programme.

If you are a hot potato, you are more likely to find it stressful when faced with challenges in the programme. It can be helpful to plan in advance how to manage these likely situations

If you are a hot potato who is currently feeling a lot of stress- You need support to manage this NOW

Time: 25 minutes

Elapsed time: 25 minutes

TUTOR: If you were a hot potato, we will now look at a case study to see if we can see ways that can be helpful in reducing levels of stress, and look more at this in the next session.

CASE STUDY: Joe

Read through the following case study, and get the group to answer the questions

'Case Study' on Joe

Joe is a middle-aged man. He started out well enough in life, having three well behaved children, a happy marriage to Mary, and a middle of the road job with a technical firm that paid the bills just about, (although they lived on an overdraft from the bank) leaving enough for a holiday and usual Christmas presents etc.

However, recently he had begun to suffer from migraines, particularly at the weekend. He complained to his friends at the pub that the marriage was losing its 'sparkle'. 'She's always depressed'. 'Never got any time for me'. He would say. He had often snapped at his wife. One of the children, Alan had got into some trouble at school. 'Bad company' Taking drugs, been caught selling them to mates on the playground. Though he and Mary had usually agreed about the kid's upbringing, he blamed her for being too soft on the boy. She would nearly always snap back about 'daddy's girl Alison' never doing any wrong, even though she did the night clubs, coming home at all hours. Their other daughter, Philipa had IBS (Irritable Bowel Syndrome) and could hardly eat anything.

It seemed that every month at work some new fangled bit of kit would come out that would need learning about before it could be repaired. He had been missed on the promotion ladder. Which really hit him, especially after losing a position in the company he loved because of redundancies and reorganisation. Customers didn't seem to understand the new technology either, phoning up about petty problems. He would flop into the chair at night after work exhausted and stare at the TV before going to bed. Waking much earlier than he wanted to, he just tossed and turned until it was time to go to work. His only escape was in his 'dark room' processing the wedding photos that he took as a little sideline. People loved his work. He found it very difficult to say no to friends who wanted 'sittings' and portraits for their families. Sometimes they could not wait and went to a professional photographer.

1/ What are causes of stress in Joe's family?

Overdraft from bank

Son in trouble

Disagreement over how to discipline him

New demands at work he felt he couldn't cope with

Passed over for promotion

Daughter hardly eating anything

Pressure from hobby

2/ What signs of stress are there in this story?

Marriage lost its sparkle

Tired after work

Migraine

Poor sleep

Daughter with IBS

Arguments

3/ What do you think is causing more problems? The stress, or the things that are causing stress?

The stress is as much to blame as the cause

4/ What steps could Joe take to reduce his stress?

Go to sleep earlier

Eat better

Exercise

Stop blaming people for his stress

5/ What steps could Joe take to reduce his problems?

Agree on how to bring up children

Work for promotion

Pay off overdraft (not a holiday for a year maybe)

Be kinder to the children

Either focus more on his hobby (and make money) or learn to say No to friends

6/ Write a happy ending to this story.

They agree on how to bring up the kids, he works hard and gains a promotion, or pursues his dream of being a photographer and it works out well

LEARNING POINTS

We can be affected as much by our reactions to events, as to the events themselves

We can learn to control our own reactions, thereby making external stressors easier to identify, assess and manage

With good self management strategies and problem solving skills, we are likely to get more of our needs met.

Time: 30 minutes

Elapsed time: 55 minutes

TUTOR: We can already start to see that stress is as much an internal problem as it is an external problem. This is important, as this then means we have the ability to manage these internal reactions directly, reducing our feeling of stress, even if we cannot immediately change the situation. We will look more at this in the next session

Close the session

Time: 5 minutes

Elapsed time: 60 minutes

INDUCTION

SESSION SEVEN - Handout 1

My Stress Level

<u>My Lifestyle</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Usually</u>	<u>Constantly</u>
• I have trouble getting to sleep or getting up.	_____	_____	_____	_____
• My job may not be secure.	_____	_____	_____	_____
• My cell is a mess.	_____	_____	_____	_____
• I must wait for payday to buy stuff.	_____	_____	_____	_____
• I work in my cell longer than I would like.	_____	_____	_____	_____
• My phone points run out too soon.	_____	_____	_____	_____
• I am in debt.	_____	_____	_____	_____
• I weigh more than I want to.	_____	_____	_____	_____
• I do not exercise 3 or more times per week.	_____	_____	_____	_____
• I am not recognized for my contributions at work.	_____	_____	_____	_____
• I cannot tolerate noise on the wing.	_____	_____	_____	_____
• I cannot get my questions answered.	_____	_____	_____	_____
• I worry about my or someone else's health.	_____	_____	_____	_____
• Arguments are not resolved on the same day.	_____	_____	_____	_____
Subtotals	_____	_____	_____	_____
	X1 point	X2 points	X3 pnts	X 4 pnts

Below 24: You are living a Low-stress life.

Tie breaker: I worry about my future a lot? Yes = +5
Only answer this if your score is exactly **25** No = -5

24 and above: You are living a High-stress life.

Total Stress Score _____

INDUCTION

SESSION SEVEN - Handout 2

My Stress Response

<u>Life event:-</u>	0	X 6	X 12
Someone swears at me.	Poor guy; must be having a bad day!	I'll keep clear of him from now on.	"Why you... #@\$*"
Someone lectures me wrongly in the area of my own knowledge.	Maybe he knows something I don't.	His insecurity is showing. I'll let it pass.	I'm gonna put him right on this!!
I hear of child who died of a drug overdose.	I realise bad things happen.	We need better drug programmes.	Just let me get hold of that drug pusher!
I am going to have to speak to a large group.	I am ready a week in advance.	I am nervous just before the talk.	I stay awake all night worrying about it.
I have been waiting an hour for the doctor when someone who came in after me is called in.	There must be a good reason.	I remind the nurse, I am still waiting.	I feel anger and irritation boiling up inside me.
My lawyer makes a hash of my appeal.	Everybody makes mistakes.	I find another lawyer.	I tell everybody what a @##\$% he is.
Looks like I might loose my job.	I try to ignore my negative thoughts.	I think about a new job and ask the P.O.	I am furious at the prison system.
Another inmate is moved off the wing.	I am thankful it wasn't me.	I make sure it ain't gonna happen to me.	Every time I see the P.O. I think, it's me next.
The P.O. says ' You are making a big mistake '	He's a P.O. so he must be right.	I consider his advice.	'Who the hell asked him?'
The gym is closed for the day due to staff shortage.	Great, I can get some letter writing done.	Going to have to plan some other activity for when this happens.	I mouth off at the officers about poor organisation.
<u>Subtotals:</u>	X 0 =	X 6 =	X 12 =

Tie breaker: Do you moan when you are waiting in a queue? Yes = +10

Only answer this if your score is exactly 60

No = -10

TOTAL RESPONSE SCORE: _____

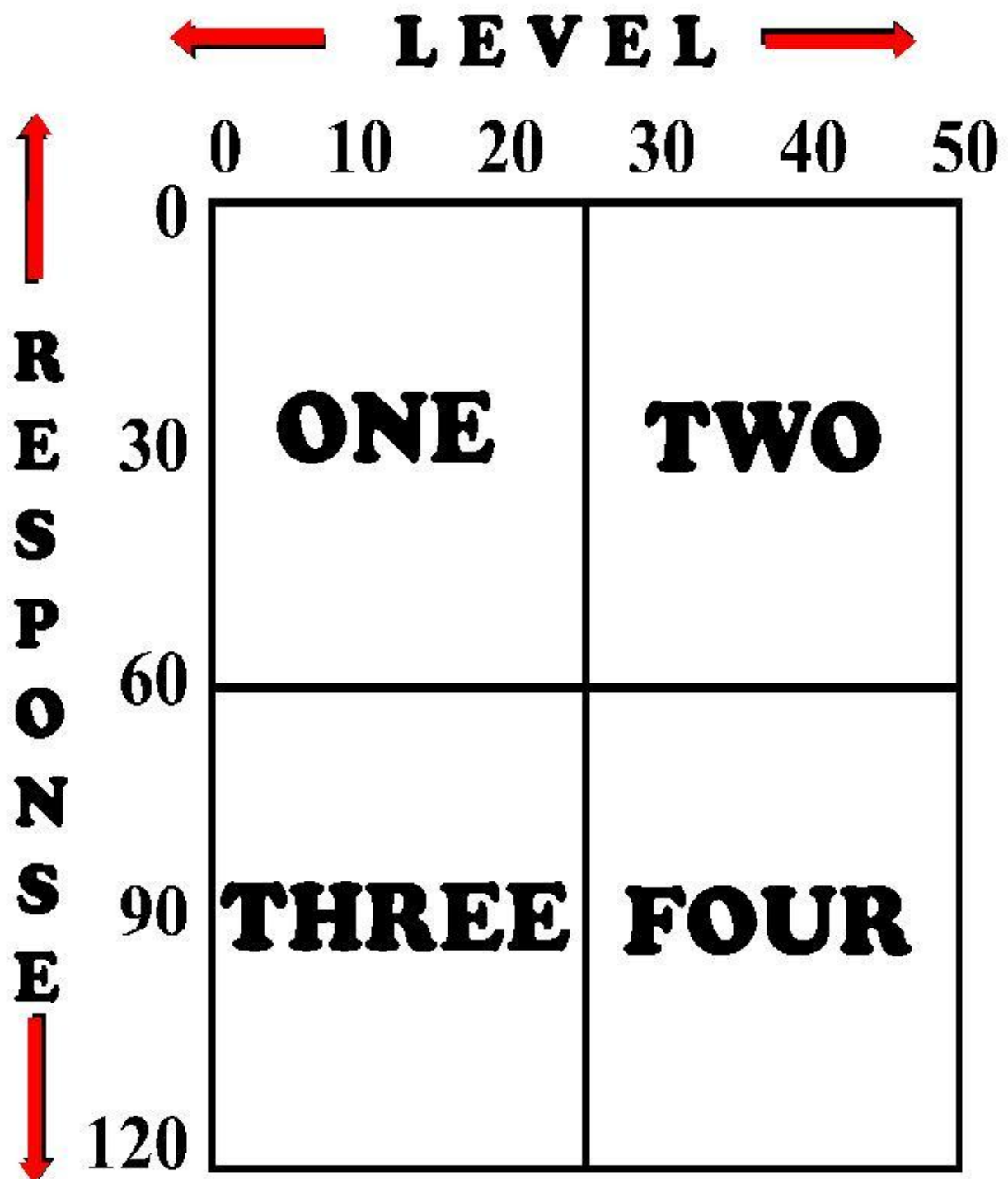
60 AND BELOW. Cool cucumber. You are well laid back! **60 AND ABOVE.**

Hot potato. You respond to stress with a harmful toxin 'rush'.

INDUCTION

SESSION SEVEN - HANDOUT 3

Scoring card for your 'STRESS ZONE':



INDUCTION

SESSION SEVEN - HANDOUT 3

My Stress Zone

SCORING DESCRIPTION

Low stress

High stress

 Cool Cucumber	ONE It is rare for someone with a low stress level like this. Stressful events will happen, but you should be able to cope with most that comes along.	TWO There is plenty to 'stress you out', but you seem able to handle it well. However, you need to watch for overload. Be prepared to reduce the things that stress you, otherwise you may begin to suffer.
 Hot potato 	THREE You are not totally stressed out. However, you overreact to difficult situations. Now is a good time to put into place measures to help you deal with stress.	FOUR This is danger zone for you. Do things to make your life easier. Cut some stuff out. Rest more. Learn new ways to handle pressure. Stress may be hastening the end of your life.

INDUCTION

SESSION SEVEN - HANDOUT 5

'Case Study' on Joe

Joe is a middle-aged man. He started out well enough in life, having three well behaved children, a happy marriage to Mary, and a middle of the road job with a technical firm that paid the bills just about, (although they lived on an overdraft from the bank) leaving enough for a holiday and usual Christmas presents etc.



However, recently he had begun to suffer from migraines, particularly at the weekend. He complained to his friends at the pub that the marriage was losing its 'sparkle'. 'She's always depressed'. 'Never got any time for me'. He would say. He had often snapped at his wife. One of the children, Alan had got into some trouble at school. 'Bad company' Taking drugs, been caught selling them to mates on the playground.

Though he and Mary had usually agreed about the kid's upbringing, he blamed her for being too soft on the boy. She would nearly always snap back about 'daddy's girl Alison' never doing any wrong, even though she did the night clubs, coming home at all hours. Their other daughter, Philipa had IBS (Irritable Bowel Syndrome) and could hardly eat anything.

It seemed that every month at work some new fangled bit of kit would come out that would need learning about before it could be repaired. He had been missed on the promotion ladder. Which really hit him, especially after losing a position in the company he loved because of redundancies and reorganisation. Customers didn't seem to understand the new technology either, phoning up about petty problems. He would flop into the chair at night after work exhausted and stare at the TV before going to bed. Waking much earlier than he wanted to, he just tossed and turned until it was time to go to work. His only escape was in his 'dark room' processing the wedding photos that he took as a little sideline. People loved his work. He found it very difficult to say no to friends who wanted 'sittings' and portraits for their families. Sometimes they could not wait and went to a professional photographer.

Findings on Case Study: 'Joe'

1/ What are causes of stress in Joe's family?

2/ What signs of stress are there in this story?

3/ What do you think is causing more problems? The stress, or the things that are causing stress?

4/ What steps could Joe take to reduce his stress?

5/ What steps could Joe take to reduce his problems?

6/ Write a happy ending to this story.



Kainos Community
**CHALLENGE
to CHANGE**

INDUCTION

SESSION EIGHT

STRESS MANAGEMENT

INDUCTION

SESSION 8:

MANAGING STRESS

SESSION AIMS:

- To understand how stress might get in the way of learning within the Kainos Community
- To identify adaptive stress management strategies.

REHABILITATIVE NEEDS TARGETED

- Treatment compliance
- Lack of insight
- Impulsivity

MATERIALS:

- Flip Charts
- OHP transparencies
- OHP
- Marker pens

HANDOUTS:

- Coping with stress

INDUCTION

SESSION 8: Managing stress

Group welcome

TUTOR: _In the last session we started to explore whether you were the type of person who might tend to react to stress, and the types of things people can do to manage both external stressors and internal reactions to stress. Today we will explore a little about why stress management may be useful to consider whilst going through this programme, and practical ways in which you can manage your own external and internal stressors

CHARTLIST: INTRODUCTION TO THE FIGHT OR FLIGHT RESPONSE

ASK: How do you know in yourself that you are starting to feel stressed?

TUTOR PROMPTS

Difficulty sleeping
Irritable
Can't think so clearly
Feel overwhelmed/can't cope
Just want to be left alone
Hit out verbally or physically
Tight chested
On edge
Tense muscles

EXPLAIN: All of these are symptoms of when a hormone called adrenaline is released into the body. In the short term this is called the 'fight or flight response' which helps our body get ready to either fight the problem or run away from it (or freeze, but we will talk about all of this in more detail in the programme), but in the longer term, if the problem remains, this adrenalin can cause the body basically to exhaust itself. This is what most people experience as stress.

LEARNING POINTS

Stress is an extended fight or flight response, which tires out our body

Time: 15 minutes

Elapsed time: 15 minutes

GROUP BRAINSTORM

ASK: So why might a stress response cause difficulties in making the most of the Kainos TC, if it is not handled appropriately?

TUTOR PROMPTS

Cause friction between people, if they are touchy and irritable

If they are challenged, unlikely to be able to take it

May need to switch off, or close down, to cope with feelings stressed

May not listen to what is being said

May feel the programme is too much and leave

May blame others for feeling stressed, stopping relationships from building

May feel the need to use drugs to cope

Could end up becoming violent and being taken off the programme

LEARNING POINTS

Stress, if not handled correctly, could stop you from making the most of the programme, and could stop you from completing it

Time: 15 minutes

Elapsed time: 30 minutes

INDIVIDUAL EXERCISE AND DISCUSSION: MY TRIGGERS

Ask each member of the group to consider firstly the external triggers which they are aware in the past have made them feel either anxious or anger (as these are both stress reactions), or they feel could make them feel this way whilst on the programme.

Then ask each group member to consider their own internal reaction to these stressors, which can make them feel even more angry or anxious.

TUTOR PROMPTS

External triggers

Being spoken down to
Not getting something I have a right to
Being challenged about something
Having to do something I don't want to
Listening to other people go on

Internal reactions which make it worse

Feeling tired
Not feeling I am doing something right
Feeling confused
Feeling irritable
Feeling upset
Feeling I am going backwards not forwards

LEARNING POINTS

We have many internal triggers as well as external
If we don't manage our internal triggers, it makes it less likely we can manage the external ones

Time: 15 minutes

Elapsed time: 45 minutes

TUTOR: It is very easy to blame the world, other people or the system for when we feel stressed, but a lot of how we see the world depends on our own feelings.

So before we consider external factors, we need to make sure that we are firing on all cylinders internally.

CHARTLIST: Coping with internal stress reactions

Encourage the group to consider general ways they can make sure their body and mind are working as well as they can, so they are in the best shape possible to help manage successfully the Kainos "CHALLENGE TO CHANGE":

TUTOR PROMPTS

Eat well

Sleep well

Exercise

Have mental time out e.g. by reading, doing an activity

Practice relaxation or meditation

Think positively about things

Then ask the group to consider the general ways in which they could use the community to help cope with feelings of anger, sadness, frustration etc

TUTOR PROMPTS

Talk to a peer supporter, or member of staff, or volunteer

Use the community meetings and spur meetings to voice issues

Put something in writing and ask for a response

Distract themselves through engaging in enjoyable activities

HANDOUT: *Coping with Stress*

TUTOR: Go through the handout, and get the group to consider any others ways they have found useful in managing stress in the past.

Time: 15 minutes

Elapsed time: 60 minutes

EXPLAIN: That this just an introduction to the idea of how to manage difficult feelings and emotions, including stress, and that the rest of programme will help them, both in the TC, and within the modules, to look at effective and helpful internal strategies in more detail, and effective methods that can help better manage the many situations that can cause us to feel these emotions.

Time: 5 minutes

Elapsed time: 65 minutes

INDUCTION

SESSION EIGHT - Handout 1

COPING WITH STRESS

Many things contribute to modern day stress as we have seen in the workshop. Being in prison is very stressful! It is normal to feel anxious, afraid, worried, confused and depressed at times.

Do you:-

- Feel tired most of the time?
- Get irritable and short tempered?
- Smoke more to help you through the day?
- Find it hard to concentrate and make decisions?
- Sleep badly?
- Take drugs?
- Feel that you can't cope?

If you feel this way all the time it is important to seek help. There are 'listeners' in the prison who are there to help. Following is a little list that will help.

Controlling Stress

Work through this list. Make some decisions that will improve your stress levels. Then keep to them!

Balance.

How much time / importance do I put on each of the three areas of balance?

Work, Play, Rest,

Now, if you feel you need to, make some changes...

Work, Play, Rest,

A positive attitude.

Am I a pessimist or an optimist. Could I change this?

"Things always turn out bad for me"

"I am sure something will turn up"

Sleep/rest.

The untrained body clock runs on a 25 hour cycle.

Do you get regular sleep?..... - Do you get enough sleep?.....

How often do you take a break?..... - For how long?.....

Exercise.

Prison life could make you into a 'couch potato'. What plans could you put in place to get more exercise? See the section on exercise.

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Diet

Eating properly will improve how you feel and how you cope

Pick-me-ups/Put-me-downs

(DRUGS/ALCOHOL/TOBACCO). Only mask the symptoms of stress.
Maybe you could consider drug rehab?

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Control.

Consider the 'scenario' we discussed during the workshop. Are there similar situations in your life that are putting pressure on you? Things I can control:

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Urgent? Important? Try this when dealing with the 'urgent' and 'important':

- If it is urgent and important - do it now
- If it is urgent but not important - can someone else do it?
- If it is important but not urgent - do it later (but make sure you do it!)
- If it is neither important or urgent - drop it altogether?

Dealing with anger: -

There are courses on 'Anger Management', list things that anger you and apply the principles given on these courses to your situation. If you haven't attended one yet then use the principles you will learn.

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Worry, guilt, emotions.

Remember, worry kills, it's pointless, it doesn't achieve anything, what you worry about rarely happens. List the things that you worry about. Talk it over with a trusted friend or professional counsellor. Bouncing ideas and concerns often helps.

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Do you suffer from guilt or emotional stress? Counselling may help or talk it over with a trusted friend or minister of religion perhaps.

Find a pass-time.

Reading, watching TV, making things. Become a listener yourself!