TRAINER NOTES

SUMMARY – Module 1 answers the question "What are we going to do, how, and why?" It opens the training and includes suggested activities for introducing trainers and participants, reviewing goals, and establishing norms.

Total Time: *60 minutes*

- **Supplies needed:**
  - Overhead or multimedia projector
  - Slides 1.1 – 1.5
  - Flipchart easel, paper, and markers
  - Masking tape or pins to post flipchart paper on walls

DESIGN

- ❑ Establish credibility of training, trainer
- ❑ Model interdisciplinary respect
- ❑ Establish norms
- ❑ Create a sense of safety

The primary goal of this training is to shape attitudes and behavior, not simply to impart knowledge. Therefore, a sense of safety is essential so participants can challenge their own attitudes and behaviors toward other professionals and toward the substance-abusing offender. Trainers must take responsibility for creating an atmosphere in which participants feel secure. They must also model behavior that promotes such safety. Module 1 is designed to break down tension and barriers and to initiate the team-building process.

Seating

To ensure as balanced a mix of Criminal Justice and Treatment professionals as possible at each table. This can be accomplished by:

1. Initially allowing participants to choose seating and once the purpose of the training is clear, asking them to rearrange themselves so there is an equal distribution of Criminal Justice and Treatment at each table (trainers will verify and rearrange seating if necessary) OR
2. Assigning participants to a table at registration

Welcome and introductions

Special Guests/Hosts - To validate the training and model interdisciplinary cooperation, a high-ranking individual from each represented discipline (or someone who has credibility with all disciplines) opens the training by welcoming the trainees. Special guests are acknowledged and may speak briefly. The trainers are then introduced.

Trainers - The trainers establish their credibility by describing their personal knowledge and experience in the field. (Trainers should also be familiar with the specific SVORI program in the region where they are training, including target population, how this population is selected, and overall goals and objectives of the regional program.)

Graphic image of "balance"

The image used in the background of overheads –several figures trying to keep their balance while walking on a tightrope –is emblematic of the training and will be used to explain key concepts throughout the training. Trainers are encouraged to use the image creatively as they lecture and facilitate discussions.

Participant introductions

As part of those "walking the tight rope," participants briefly introduce themselves including their place of work and duties.

Orientation to Module 1

- Review Goals and Objectives
- Explain seating arrangement (see above)
- Briefly review housekeeping matters such as bathrooms and phones
- Explain cross-training design (see script)

Sentence stems *(see Sentence Stem activity)*

The intent of this activity is to initiate relaxed interactions among participants, help people get better acquainted, and begin to elicit participant expectations regarding the training.

If possible, participants should be standing during this activity so they can mingle easily. For the first two stems, participants are asked to form groups of three with people they do not know, or would like to know better. In these small groups, they introduce themselves and complete the Sentence Stems called out by the trainer. Trainers can defuse some tension with lighthearted suggestions as to who should go first, such as the best-looking person should go first, and then retract that statement because there are too many good-looking people in the room.

At the end of each round, with participants still standing in their groups, the trainer asks for volunteers to share with the whole class something interesting that they heard in their small group. Each volunteer introduces him or herself when sharing the information. After a few responses, the trainer instructs participants to form new small groups of three and then calls out the next Sentence Stem. Again volunteers are asked to share some of the responses.

The last round is done as a large group with the trainer simply calling out the Sentence Stem and eliciting volunteer responses from the participants. Participants then return to their seats. This third round leads to the expectations and norms activity.

Expectations: To avoid misunderstanding, trainers will:

- Ask participants to share their expectations for the training. Some of these will have been introduced in the last Sentence Stem round.
- Identify expectations that can be addressed by the training agenda, expectations that were not planned for in the training agenda, and resources that might address unmet expectations.
- Decide if any unplanned expectations can be met, with the group's agreement.

These are written on flipchart paper by trainer and posted on wall.

Norms

Trainers will elicit from participants behavioral norms or guidelines that both participants and trainers agree to follow, such as returning promptly after breaks and lunch, confidentiality, respecting the ideas and opinions of others, and leaving job titles and duties at the training door. These are written on flipchart paper and posted.

MODULE 1 TIME BREAKDOWN

MODULE 1 TIME BREAKDOWN				
Section	**Time**		**Section**	**Time**
Welcome & Trainer Introductions	10 min		Objectives Mod 1	5 min
Orientation to rationale and graphic	5 min		Sentence Stems (3 rounds)	10 min
Participant introductions	10 min		Expectations and Norms	15 min
			Q&A's	5 min
TOTAL TIME Module 1 = 60 minutes (1 hour)				

WELCOME & TRAINER SELF-INTRODUCTIONS
10 minutes

WELCOME

The highest-ranking individuals from each represented discipline should:

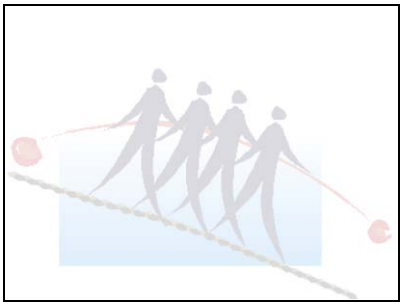
- *Welcome the trainees*
- *Acknowledge special guests or dignitaries*
- *Introduce the trainers*

TRAINER SELF-INTRODUCTIONS

ORIENTATION
5 minutes

ORIENTATION
Training Rationale and Goals

Show 1.2



Explain tightrope graphic

Throughout this training, all of our overheads / slides (transparencies) will carry this graphic. (See 1.1) This image of "walking the tightrope" was chosen because it gets to the heart of this curriculum. We are moving toward the goals of solving the problems of substance abuse and addiction, and crime in our country and in our communities.

Looking up from the ground, tightrope walking looks easy. But once we actually join the effort, we discover that it's difficult to keep our balance, to keep our eyes on the goal. Progress is slower than we expected. And there are a lot of us walking this tightrope.

Relate graphic to substance abuse and criminal justice

Part of the difficulty is that we must grapple as best we can with the current problems of substance abuse, addiction, and crime, as well as find solutions. This requires a constant balancing act:

- Balancing public safety and public health
- Balancing supply-reduction efforts and demand-reduction efforts
- Balancing the needs, requirements, and goals of each of the systems involved in the effort

Offender must also keep balance during reentry

Our training focuses on *reentry.* This is the process of preparing and supporting offenders incarcerated in adult prisons and juvenile correctional facilities as they complete their sentences and return to society.

For the offender, re-entry will also involve a balancing act as he or she attempts to return to a familiar world on the outside while making the changes necessary to avoid reincarceration. If the reentry process is successful, both the public and the released prisoner benefit.

External forces shake the tightrope and challenge our balance

For all walking on the tightrope, another challenge is that the ground underfoot moves and affects our balance. It is continually shifted by new policies, world events, local events, changes in public opinion, new scientific research, and changes in funding.

Not only do outside forces shake the ground, but also the movements of everyone on the tightrope affect our balance. Every step taken affects the next step. Our efforts are interdependent, both within our particular professional system and across systems. What everyone else does affects me. What I do affects them. That's why this cross training is important.

Participant introductions

10 minutes

Participant introductions

Have participants briefly introduce themselves.

So let's see who our companions on the tightrope are. Please introduce yourself and briefly tell us where you are from and what you do.

Trainers may wish to probe regarding collaborative relationships that become apparent.

INTRODUCTION TO MODULE 1
5 minutes

OBJECTIVES

Show 1.3

Cross-Training Goals

- Review how we see our work with substance-abusing offenders.
- Clarify professional roles: Criminal Justice and Substance Abuse Treatment.
- Identify areas of potential conflict and support.
- Foster spirit of mutual respect between both systems.
- Provide ways for both systems to cooperate and collaborate.

INTRODUCTION TO MODULE 1
Goals and Objectives

The goals and objectives of this training are to:

- Review how we see our work with substance-abusing offenders.
- Clarify professional roles: Criminal Justice and Substance Abuse Treatment.
- Identify areas of potential conflict and support.
- Foster spirit of mutual respect between both systems.
- Provide ways for both systems to cooperate and collaborate.

Seating Arrangement – *Explain seating*

To ensure a balance of Criminal Justice and Treatment professionals at every table:

1. Each participant was assigned to a table

OR

2. You will need to rearrange yourselves so there is an equal mix at each table.

Verify with show of hands that there is equal mix. Rearrange further if necessary.

Training Schedule and "Housekeeping"
Review training schedule, frequency of breaks, location of restrooms, refreshments, lunch arrangements, phone call and message procedures, etc.

Training Design
Discuss the concept of comfort zones and passive vs. active roles in terms of balance.

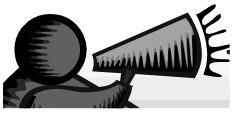
To achieve our goals, this training has to strike a balance between what participants can best learn from the trainers and the content material, and what they can best learn from each other. This involves balancing opportunities for participants to receive information with opportunities for them to process information together. To give and receive feedback. To balance active and passive roles.

We all have to take some risks and move out of our comfort zone now and then. That is especially important in this training. But risk *only to the level that we feel safe*.

Cross training helps improve our work with people in other systems or disciplines.

This is a cross training, intended to train people across systems. But in reality, we don't work with

another *system.* We work with *people* who are a part of a another system or who are working from a different perspective within the same system. This training is our opportunity to get better at it. The better we are at working with each other, the better we are at our own job. And that makes it easier for all of us to keep our balance on the tightrope.



SENTENCE STEMS
10 Minutes

SENTENCE STEMS ACTIVITY

Have participants stand and form groups of three (triads).

Please form a group of three with two people you don't know, don't know well, or would like to know better. Please remain standing.

Review Sentence Stems process.

Show 1.4

Sentence Stems – Round 1 & 2

Something you wouldn't know just by looking at me is that I _____.

A skill or talent that I bring to the training is that I can _____.

Round 1 and 2 Sentence Stems:

Something that you wouldn't know just by looking at me is that I _____.

Report out

Ask volunteers to share responses

Did anyone find out something interesting about another participant you'd like to share with the rest of us? You'll need that person's permission, of course.

Refer to overhead 1.5

Form new triads and continue Round 2

Show 1.5

Sentence Stems – Round 1 & 2

Something you wouldn't know just by looking at me is that I _____.

A skill or talent that I bring to the training is that I can _____.

Again, please find two people you don't know, don't know well, or would like to know better.

A skill or talent that I bring to the training is _____.

Again, ask for volunteers to share responses:

Show 1.6

Sentence Stems – Round 3

The most important thing I want to accomplish or understand as a result of this training is _____.

Round 3 Sentence Stems:
Ask large group

The most important thing I want to accomplish or understand as a result of this training is _____.

Ask volunteers to share responses.

Write Round 3 responses on the flipchart.

Have participants return to seats.

EXPECTATIONS AND NORMS
15 minutes

EXPECTATIONS

What we're talking about in this third Sentence Stem are your expectations for this training.

Review items already written on flipchart.

What other expectations do you have? Remember, if you don't tell us your expectations, we can't address them.

Write additional expectations on flipchart paper. Then identify:

- Expectations that can be addressed by the training agenda
- Expectations that were not planned for in the training agenda
- That unmet expectations might be addressed through recommendations of additional resources.

Post list on wall.

Write norms on flipchart and post

Agenda review and Establishing Norms

Ask participants to review Agenda.

Are there any questions regarding the schedule?

Now, for us to work together, we need to establish some ground rules we can all agree to follow. For example, I agree to call breaks and lunch on time. But I can only do that if all of you agree to come back as planned from breaks and lunch. Any other norms we need to address.

Write responses on flipchart paper.

Negotiate until trainers and participants agree on a final list of norms.

Q&A

5 minutes

Post list.

QUESTIONS AND ANSWERS

Does anyone have any questions?

Overheads

Module 1