

## STC Course Certification Lesson Plan

<b>Course Name:</b> <b>Forward Thinking <i>Interactive Journaling</i><sup>®</sup> System Training for Facilitators</b>	
<b>Course Hours: 14</b>	<b>Min Class Size: 6</b> <b>Max Class Size 15</b>
<b>Course Summary: (<i>Brief description of the course</i>)</b> This course trains county probation staff to implement <i>Interactive Journaling</i> <sup>®</sup> Systems. This two-day course provides participants with a comprehensive skill set for implementing the effective application of the Forward Thinking curricula including the evidence-based underpinnings, case management, and one-to-one and group facilitation strategies with practicum.	
<b>Performance Objectives: (<i>What the trainees will be able to do at the conclusion of the course.</i>)</b> a. Forward Thinking <i>Interactive Journaling</i> <sup>®</sup> Systems. b. List foundation principles and theoretical underpinnings behind <i>Interactive Journaling</i> <sup>®</sup> . c. Demonstrate effective implementation strategies for <i>Interactive Journaling</i> <sup>®</sup> . d. Perform effective facilitation strategies.	
<b>Justification for Class Size Less than 16:</b> Officers are being trained on facilitating behavior change, which requires a higher degree of experiential learning and practice that is difficult to accomplish in larger group sizes.	
<b>If testing is required, check applicable tests.</b> <input checked="" type="checkbox"/> Performance (Behavior Skills)	

**Lesson Plan:** Best practices indicate detailed lesson plans enhance the development and delivery of training. Lesson plans help ensure quality training delivery by providing detailed information about the delivery of instructional objectives, instructional methodology, testing, and classroom activities. Furthermore, lesson plans provide written documentation of training. The lesson plan must be in such detail that a substitute instructor with requisite knowledge of the subject could teach from the lesson plan without contacting the instructor for clarification.

**Room Set-Up:** (*Describe below how the classroom needs to be set up (e.g., classroom style, small group, theater, etc.)*)  
Classroom style set-up with adequate room for up to fifteen students. Tables are needed for students to write in and complete training activities in training journal. Students will be sharing materials and moving from independent to group work, so a flexible venue is best.

**Instructor Material(s)/Equipment Needed:** (*Indicate below all material and equipment needed, including handouts and reference material for the class or module.*)

- Audio Visual Capacity to run Power Point Presentation
- White Board & Markers or Easels w/ easel pads
- Full Set of Forward Thinking Journals (All 9 Journals) for every 2-3 Students
- Full Set of Forward Thinking Facilitator Guides (All 9 Guides) for every 2-3 Students
- Interactive Journaling Trainers Manual
- Interactive Journaling Training Journal: 1 for each student
- 1 set readiness cards
- Training DVD

## **Time for Each Section or Exercise/Activity:**

(In the "Training Agenda" below, specify the beginning and end time or amount of time needed for each exercise/activity, section, or topic.)

See Below

## **Trainer's Speaking Notes: (per section)**

(Include below any notes to remind the trainer of anything pertinent in that section. This may include key concepts, targeted responses, activity instructions, etc. It is not necessary to capture everything the instructor will say, for example, stories drawn from the instructor's own experience to illustrate or underscore a key concept would not necessarily be included. This should be written to a level that a person that is familiar with the content and course could step in and complete the training.)

See Instructor notes in trainer's manual & on Power Point presentation

## **Day 1**

### **I. Introductions:**

Review Training Objectives

Agreements, Parking Lot, Housekeeping

Exercise: Goals and Expectations

1. Training Journal page 3 – 3 minutes to answer questions.
2. Discuss in small groups with one reporter per group.
3. Five minutes to discuss in small groups.
4. Groups share their responses.
5. One tear sheet to record beliefs and applications and another for expectations.  
Post sheets. Review periodically to ensure goals and expectations are covered.

### **II. Overview of the Forward Thinking System**

Open and review key learning objectives.

What do trainees think is the value of these Journals? For themselves? For participants?

Exercise: A Tool for Engagement

Training Journal page 5. Focus on the second question, about readiness to implement and facilitate the curriculum.

1. Place index cards on the floor. Volunteers place themselves on the scale.
2. Using motivational interviewing techniques, discuss each volunteer's place on the scale.
3. Discuss the value of this activity for staff and participants.

### **III. Principles and Foundational Theories**

There is a lot of information about *Interactive Journaling*<sup>®</sup> here. Focus on what is most important to you and trainees today – make it relevant.

How Interactive Journaling Works

Interactive: Focuses on personal application

Structured: Directs participant to journal about specific topics.

Experiential: Focuses on thoughts and feelings.

Motivates: The focus is on personal, attainable goals.

Guides: Offers "bite-sized" information with consistent application to the question, "What does this mean to me?"

Consistent reading level: Seventh-grade reading level.

Content emphasizes thoughts, feelings and beliefs.

Application-focused content: "What does this mean to me? How can I use it in my life?"

Color, heavy-weight paper provides permanence and value.

Bite-sized copy aids comprehension. Readers can read core content in about 30 seconds.

Rule of thirds: Balance between text, graphics and questions.

Graphics for visual learners focus on key points.

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What works in Behavior Change?

Ten Change Principles.

Ask trainees to reflect on each principle and how it aligns with their work. (Refer to page TK in the Training Journal.)

Form groups and give each group one of the Change Principle cards (printable version found on the training DVD). Have them think about what their Principle means to them. As the Principle slides appear, ask the group with that card to share its thoughts. For each principle, ask, “How would you apply this principle to the work you do?”

*Exercise: What got me here Journal*

What are my hot spots?

The purpose of this exercise is to introduce the participants to an actual *Interactive Journaling*® exercise.

1. Ask participants to take turns reading the Journal content.
2. Based on their personal experiences, ask participants to check all the “hot spot” boxes that apply and add any that are not listed.
3. Ask participants to then rank their top three situations that can lead to anger.
4. Using a rounds activity, ask participants to share their number one answer and use the chalkboard to record their responses. (You may want to ask for a volunteer to write responses on a tear sheet.)
5. Conduct an open group discussion: How do you react when encountering a hot spot? How have you handled these situations in the past?

## **Stages of Change**

This model identifies five stages and 10 processes of change to help the individual accomplish their goal.

## **Motivational Interviewing**

Motivational strategies are in the Journals, and MI techniques are recommended for group and individual facilitation.

## **Cognitive-behavioral Approaches**

Cognitive-behavioral strategies focus on using strategies to address challenges. CBT strategies focus on identifying, challenging and replacing faulty thinking and behavior.

KEY POINT: People tend to change in the same ways, using the same general processes. For each process, there are hundreds of possible strategies.

ACTIVITY: Processes of Change

1. Divide participants into small groups.
2. Assign each group a process. Have them use page 11 to record two strategies that could be used for the process.
3. Have each group present their strategies.

Consciousness Raising – Learn about causes, consequences and options for a problem behavior.

Social Support – Finding groups and individuals that support the person's positive changes.

Helping Relationships – Develop prosocial relationships.

Emotional Release – Increased emotional experiences followed by reduced affect if appropriate action can be taken.

Self-reevaluation – Looking at your desired self-image vs. your actual self-image.

Environmental Reevaluation – Pay attention to how a behavior (or lack thereof) affects your social environment.

Commitment – Commitment is both the belief that one can change and the commitment to act on that belief.

Reward – Create healthy rewards for healthy behaviors.

Countering – Replacing negatives with positives.

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## Environment Control – Managing or avoiding risky situations.

### Think About Your Own Life...

This activity helps trainees understand clients' perspectives.

1. Ask trainees to answer the question on this page.
2. Have volunteers share some of their responses, and write them on the board, identifying similar responses.
3. Explore the principles of person-centered care. The principles are summarized from *Motivational Interviewing: Helping People Change*. What role do the principles have in trainees' lives?

The strategies of motivational interviewing can be a cynical trick without the proper spirit behind them.

**KEY POINT:** It's important to remember the **PACE** of motivational interviewing:

### **PACE**

**P**artnership

**A**cceptance

**C**ompassion

**E**vocation

### Beware the Righting Reflex!

The Righting Reflex is most common when interacting with people who are experiencing ambivalence.

Ambivalence is when a person feels two ways about things. If the facilitator takes the positive side of an issue, the participant is left to defend the status quo. People are apt to listen their self-talk, so they will likely talk themselves out of changing. It is important to let people express their ambivalence, and then ask DARN questions to help them focus on change instead of the status quo. A good way to visualize this is a balance.

Review the DARN acronym on page 17.

Desire: Many facilitators use the “miracle question” to evoke desire. If you woke up tomorrow morning and a miracle had occurred where everything was exactly like you want it, what would that look like?

Ability: What changes have you successfully made in the past? What can you do this time to be successful?

Reasons: What is a reason for making this behavior change?

Needs: What are the participant's needs? “I need my freedom back.” “I need to stay in school so I can graduate.”

### Journal Mapping Exercise

The primary purpose of this activity is to demonstrate how Journals map to offender criminogenic needs.

1. Have participants turn to page 19 in the Participant Training Journal.
2. Have participants read information; inform participants that the case study information is limited for this exercise:

John – Caucasian (16 years old, gang associate)

Current Offense: Assault with a deadly weapon/gang enhancement. Prior offenses: possession of marijuana, vandalism (misdemeanors)

Prior Correctional Experience: 4 months custody – Juvenile Hall; juvenile probation

Family: Father in custody (drug sales); mother – employed at department store; two younger siblings at home

Health: No problems

Substance Abuse: Alcohol use, marijuana

Educational/vocational: High school sophomore; no job skills

### 3. Give instructions to participants:

- List assessment data – what issues, concerns, criminogenic need areas might come up in a comprehensive assessment (including a risk & needs assessment?)
  - Identify three criminogenic needs in priority order.
  - Identify a supervision goal for each need.
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- *Identify multiple interventions for each goal.*
  - *Identify the appropriate Journal (if any) to address need.*
4. *Ask for volunteers to share their case plans.*

TRAINING NOTE: If available, provide participants with a grid that maps the Journals to specific risk and needs  
Role of the Facilitator

#### **IV. Behavior Change Approach**

In an evidence-based, behavior-change approach to facilitation, the role of the staff is focused on strategies that support positive life changes for the participants. A change agent supports and creates opportunities for individuals to make and sustain positive changes.

Change-based motivational strategies lead to better behavior change outcomes.

Refer to page 22 in the Training Journal.

Your role as facilitator is to provide information the individual needs to make significant life changes.

You can be of great service by helping individuals “try on” the material they are learning and guiding skill acquisition.

Remember our goal is to elicit or evoke change in the individual. We do this by facilitating behavior change.

The “Who” section focuses on the working alliance between staff and the individual. Collaboration and engagement are critical to the change process.

Examples of how to achieve a positive working alliance include building a collaborative case plan that ties back to the curriculum.

The “When” section focuses on making care individualized to the unique needs of the participant, as well as keeping the focus on the future and not the past.

For example, facilitators can support individuals’ self-efficacy and provide hope for a positive future through journaling. By asking themselves where am I, where do I want to go and how do I get there, participants can start to chart their own unique plan for making positive life changes.

Finally, the “Why” section is an overall question that directs trainees to focus on why these things are important. There is no correct answer to this question. Trainees may focus on their own sense of duty in their professional work, a belief and hope in change for individuals, a desire to do what works and be efficient. There are many ways to answer this question.

#### **Discord**

Training Journal page 26. Give participants time to answer, “What does discord sound and look like?” and then direct them to “How do you respond?”

1. Discuss their responses.
2. Focus on what works in responding to discord. Discuss the responses and record them on the board.

There are a variety of ways to increase participant engagement.

As a group, discuss which one’s trainees have used in the past, as well as which ones they may wish to use in the future.

What got me here?

## **Day 2**

### **V. Forward Thinking Curriculum Overview**

Open and review key learning objectives.

What do trainees think is the value of these Journals? For themselves? For participants?

The General Orientation Guide is an excellent resource for facilitators. It provides research information about change theory, cognitive-behavioral strategies, *Interactive Journaling*® and participant motivation.

Facilitator Guides are available for each Journal. The Guides feature miniature versions of the Journal pages with facilitation instructions, recommendations and participant activities wrapped around the border of each page.

Methods for both individual and group facilitation strategies are provided.

### **VI. Facilitating the Curriculum**

There are many common recommended facilitation strategies across the different Journals.

### **VII. Curriculum Practicum**

*Individual Change Plan Journal* – Visualize your future

The purpose of this activity is for participants to visualize what their future will be like if they decide to make positive behavior changes.

1. Have participants turn to pages 34 and 35 in the Participant Training Journal.
2. Instruct participants to read the content and then draw or use key words to describe their future if they make positive life changes.
3. In an open group discussion, pose the question: *How can visualizing your future help you make a commitment for positive behavior change?*
4. Have participants discuss how visualizing the future can be a motivator for making changes.

### **Testing Type and Description of BST/WST completion (if applicable):**

*Performance (Behavior Skills)*

All students will have opportunity to demonstrate proficiency in facilitating journaling modules through the activities built into the training and team presentation on a specific journal covered in day 2.

**Training Agenda  
Day 1**

<b>Time Begin</b>	<b>Time End</b>	<b>Subject or Topic</b>	<i>Select one or more</i> <b>Lecture Group /Discussion Demonstration Group Exercise Audio/Video Clip Trainee Practice Role Play Evaluation</b>	<b>Instructor(s)</b>
08:00	08:30	<i>Introductions: PP Slide 1 Review Training Objectives: PP Slide 2. Training Journal page 2 Goals &amp; Expectations: PP Slide 3, Training Journal Page 3 Training Process Trainer Toolkit</i>	<i>Lecture Group Exercise Trainee Practice</i>	
08:30	09:00	<i>Curricula Overview: PP slide 4, Training Journal 4  Engagement Exercise: PP slide 5, Training Journal 5, Three Readiness Cards  Training Process Review</i>	<i>Lecture Group/Discussion Group Exercise Trainee Practice</i>	
09:00	09:30	<i>Principles &amp; Theoretical Underpinnings</i> <ul style="list-style-type: none"> <li>• <i>Interactive Journaling</i></li> <li>• <i>What works?</i></li> <li>• <i>Principles of Change</i></li> </ul> <i>PP Slides 6-24 Training Journal Pages 6-9</i>	<i>Lecture Group/Discussion</i>	
09:30	09:45	<b>BREAK</b>		
09:45	10:15	<i>Curriculum Exercise PP Slide 25 Training Journal Pages 10-11</i>	<i>Group Exercise</i>	
10:15	11:00	<i>Theoretical Underpinnings</i> <ul style="list-style-type: none"> <li>• <i>Stages of Change</i></li> <li>• <i>Motivational Interviewing Principles</i></li> <li>• <i>Cognitive Behavioral Techniques</i></li> </ul> <i>PP Slides 26-42 Training Journal Pages 12-15</i>	<i>Lecture Group/Discussion</i>	

11:00	11:15	<i>BREAK</i>		
11:15	12 Noon	<i>Curriculum Exercise Training Journal Pages 16-17</i>	<i>Group Exercise Trainee Practice</i>	
12 Noon	13:00	<i>LUNCH</i>		
13:00	14:00	<i>Behavior Change Approach PP Slides 43-44 Training Journal Pages 18-20  Assessment to Supervision PP Slide 45 Training Journal Page 21</i>	<i>Lecture Group Exercise Trainee Practice</i>	
14:00	15:00	<i>Role of the Facilitator PP Slide 46-53 Training Journal Pages 22-23  Training Process Review</i>	<i>Lecture Group/Discussion</i>	
15:00	15:15	<i>BREAK</i>		
15:15	16:00	<i>Individual &amp; Group Application PP Slides 54-59 Training Journal Pages 24-25 Individual Session Demonstration</i>	<i>Lecture Demonstration</i>	
16:00	16:30	<i>Resistance Exercise Training Journal Page 26  Strategies for Working with Resistant Populations/Building Engagement PP Slides 60-61  Training Day Wrap-Up</i>	<i>Group Exercise Lecture Group/Discussion</i>	
1600	16:30	<i>Forward Thinking Overview</i> <ul style="list-style-type: none"> <li>• <i>What Got Me Here?</i></li> </ul>	<i>Lecture Group/Discussion Group Exercise Trainee Practice</i>	



**Training Agenda  
Day 2**

<b>Time Begin</b>	<b>Time End</b>	<b>Subject or Topic</b>	<i>Select one or more</i> <b>Lecture Group /Discussion Demonstration Group Exercise Audio/Video Clip Trainee Practice Role Play Evaluation</b>	<b>Instructor(s)</b>
08:00	08:15	<i>Opening Activity</i>	<i>Group Activity</i>	
8:15	10:15	<i>Forward Thinking Overview</i> <ul style="list-style-type: none"> <li>• <i>Individual Change Plan</i></li> <li>• <i>Responsible Behavior</i></li> <li>• <i>Handling Difficult Feelings</i></li> <li>• <i>Family</i></li> <li>• <i>Substance Using Behaviors</i></li> <li>• <i>Relationships and Communication</i></li> </ul> <i>PP Slides 62-75</i> <i>Training Journal Pages 27-33</i>	<i>Lecture</i> <i>Group/Discussion</i> <i>Group Exercise</i> <i>Trainee Practice</i>	
10:15	10:25	<i>Break</i>		
10:25	12:00	<ul style="list-style-type: none"> <li>• <i>Victim Awareness</i></li> <li>• <i>Reentry Planning</i></li> <li>• <i>Check Pad</i></li> </ul> <i>PP Slides 76-79</i> <i>Curriculum Exercises</i> <i>PP Slide 77</i> <i>Training Journal Pages 34-37</i>  <i>Training Process Review</i>	<i>Lecture</i> <i>Group/Discussion</i> <i>Group Exercise</i> <i>Trainee Practice</i>	
12:00	13:00	<i>Lunch</i>		
13:00	15:00	<i>Facilitation Strategies</i> <i>PP slides 80-83</i> <i>Training Journal Pages 38-40</i> <i>Role-Play Exercise</i> <i>Training Journal Page 41</i>  <i>Training Process Review</i>  <i>Training Day Wrap-Up</i> <i>PP Slides 84-85</i>	<i>Lecture</i> <i>Group/Discussion</i> <i>Group Exercise</i> <i>Trainee Practice</i>	