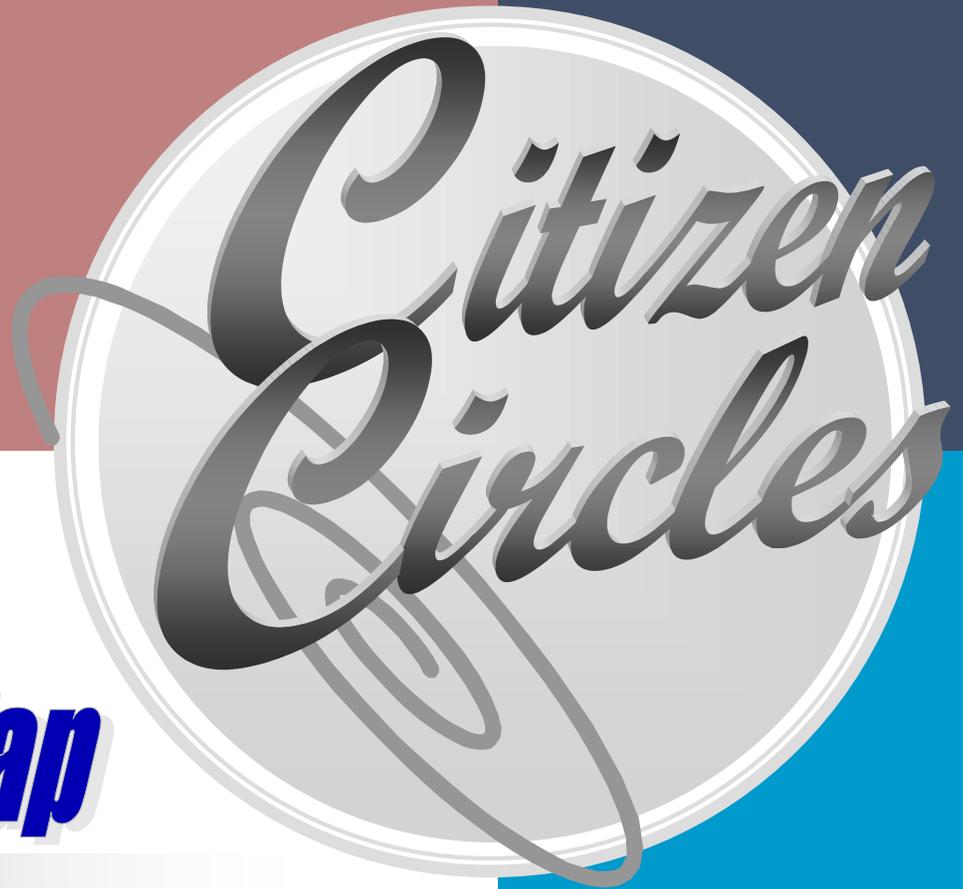


CITIZEN CIRCLES



A Road Map

TO SUCCESSFUL COMMUNITY INVOLVEMENT

PROMOTING RESPONSIBLE CITIZENSHIP



**Training
&
Skills Development**



Ohio Department of Rehabilitation and Correction

1050 Freeway Drive North
Columbus, Ohio 43229

Bob Taft, Governor

www.drc.state.oh.us

Reginald A. Wilkinson, Director

February 19, 2004

Dear Colleagues:

Ohio, like many states, has embraced the myriad challenges associated with offender reentry. In 2002, the Department of Rehabilitation and Correction (DRC) issued a comprehensive report entitled *The Ohio Plan for Productive Offender Reentry and Recidivism Reduction*. DRC has adopted a new vision and mission governing reentry. At the core of DRC's approach is the notion that reentry is a philosophy, not a program. Under the Ohio Plan, reentry calls the involvement of every phase of the correctional system beginning at reception, and continuing through to release and supervision in the community. It expresses a strong commitment to answering the question: *What is needed to prepare this offender for successful reentry?* This commitment is summarized succinctly in the slogan Reentry Means: *Going Home to Stay*.

One assumption behind the Ohio Plan is the recognition that community partnerships are essential to ensuring successful offender reintegration. It is not possible for any correctional system acting alone to create effective and durable pathways to reentry. The linkages and connections that are forged with key agencies and individuals in the communities to which offenders return carry the potential to reinforce and sustain the reintegration prospects of ex-prisoners.

A major initiative under the Ohio Plan that speaks directly to the importance of citizen community collaboration is the development of Citizen Circles. I am pleased to share this exciting and groundbreaking document called: *Citizen Circles: A Road Map to Successful Community Involvement Promoting Responsible Citizenship*. This manual was prepared in partnership with the Lucas County Treatment Alternatives to Street Crime (TASC) Agency and the Division of Parole and Community Services. The manual will provide an indispensable guide for facilitating the expansion of Citizen Circles across the state.

Sincerely,

Reginald A. Wilkinson, Ed.D.
Director

Citizen Circles

A Road Map to Successful Community Involvement Promoting Responsible Citizenship

Supported by the
Ohio Department of Rehabilitation & Correction

Bob Taft
Governor

Reginald A. Wilkinson, Ed.D.
Director

Harry Hageman
Deputy Director



Prepared in partnership with
Ohio Division of Parole and Community Services
Lucas County Treatment Alternatives to Street Crime (TASC), Inc.
BJH Consulting Services

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SECTION ONE

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It takes a community to successfully transition offenders home...

Section 1

A COMMUNITY PROBLEM

The phrase, "It takes a community to raise a child" has become a popular call to action for the return to close knit communities and neighborhoods that "used to be". That sense of "community" is essential for supporting families and creating positive environments for living. Criminal justice offenders have broken the rules that sustain communities and many, as a result, have spent time in prison. These offenders eventually return home in hopes of becoming restored as citizens.

The transition from institution to the responsibilities of citizenship is full of challenges and difficulties. Community members do not like the idea of offenders living in their neighborhoods and consequently offenders find very little support for coming home. Offenders are usually not adequately equipped or prepared for finding jobs, reuniting with families, and coping with everyday needs of "life on the outside". The community response to this process has typically been limited to leaving the problem in the hands of the "professionals"; parole officers, judges, and law enforcement officials.

The problem of returning offenders has become one of the most pressing issues facing our nation with current rates being over 1,600 per day.

Ohio 2001 stats

- Prisoners released in 2001-- 25,842
- Offenders returned to prison for violating terms of release -- over 4,000 in 2001

COMMUNITY JUSTICE

Community justice is a philosophy that recognizes the importance of community partnerships and collaboration for creating effective correctional systems. Citizen participation and guidance is essential for correctional practices inside and outside institutions. The Ohio Department of Rehabilitation and Correction has embraced the needs related to offenders returning home from correctional settings using many strategies, including the concept of **Citizen Circles**.

Citizen Circles create partnerships that promote positive social interaction and accountability for offenders upon release. Circle members address risks that contribute to criminal activity by taking ownership over the solution. It is an opportunity for citizens to communicate expectations for successful reentry and help offenders recognize the harm their behavior has caused others. Offenders are able to make amends and demonstrate their value and potential to the community.

- *Designed to address the multiple challenges offenders face upon return to the community.*
- *Linking a network of community partners with individual citizens and local agencies that have a direct stake in the outcomes that are achieved.*



Coming Home to Stay...

What is a Citizen Circle? "A Community Response"

Citizen Circles are groups of community members committed to helping offenders make the change from "offender" to "citizen".

Offenders and their families develop relationships with members of the community and together develop a plan to help the offender become accepted as a productive citizen and community member. The Circle helps offenders understand that being a positive community member demands certain responsibilities and obligations.

Together Circle members and offenders develop plans to promote responsible citizenship. The Circle communicates to offenders the belief that their debt has been paid and the community is willing to accept them as restored citizens.

Benefits

For ODRC

1. Stronger linkages with community partners
2. Increased effectiveness of offender supervision.

Offenders

1. A network of support and acceptance
2. Increased access to community resources
3. Public recognition and documentation of positive contributions and success
4. Increased self-worth and belonging
5. Increased compliance with conditions of release
6. Long-term attitudinal and behavioral change

Citizens

1. Personal involvement in managing offenders returning to their neighborhoods
2. Better understanding of the correctional process and issues offenders face upon reentry
3. Reduced rates of re-offending criminal acts
4. Access to the gifts and talents of offenders



HOW DO CITIZEN CIRCLES WORK?

Offenders seek involvement with a Citizen Circle of their own free will. A representative of the Circle conducts an interview with the offender and then presents the offender to the entire Circle membership. The Circle may accept the offender to the Circle based on identified criteria. Examples of criteria used to accept offenders for participation in Citizen's Circles are:

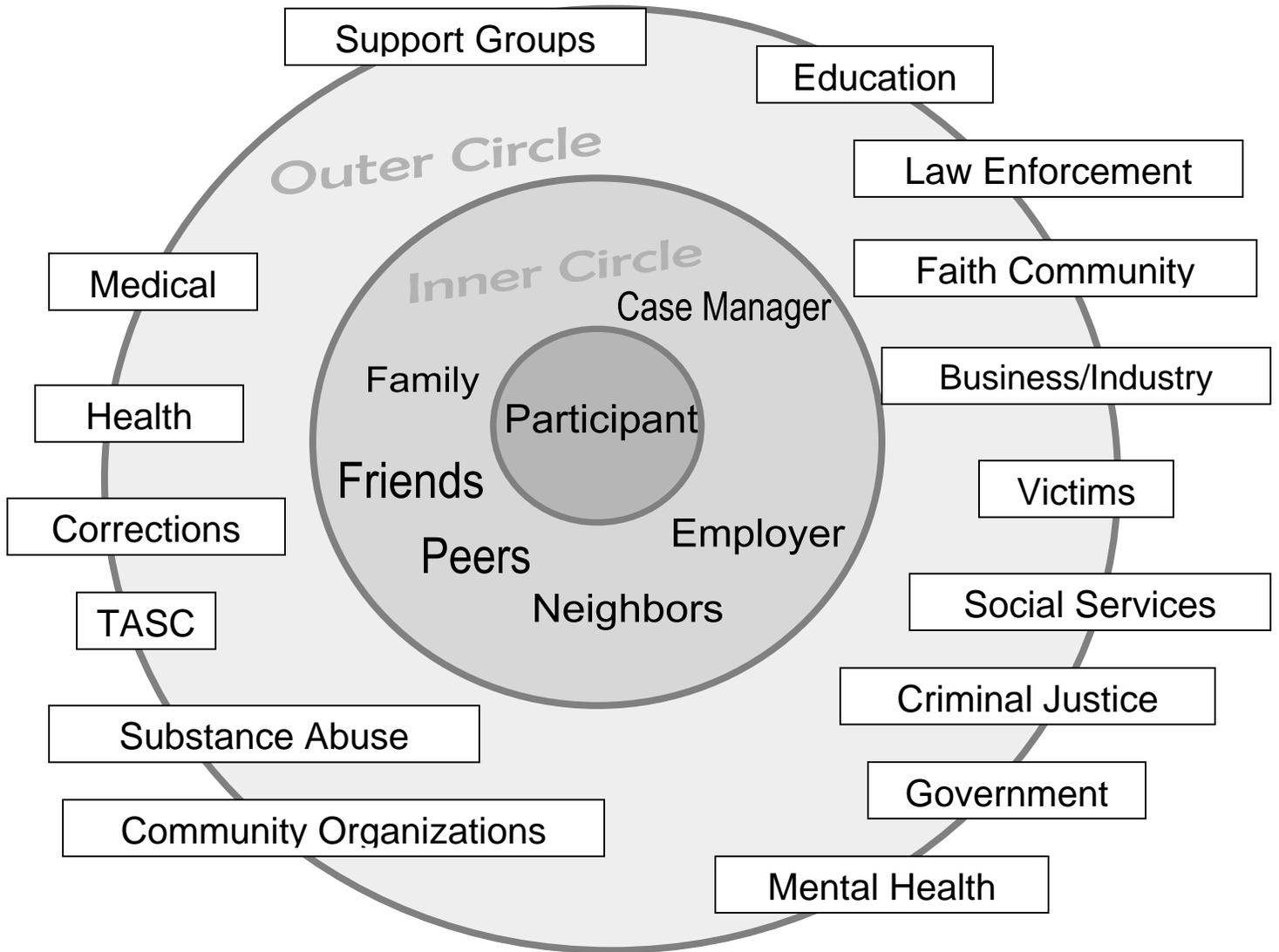
- ◆ *Completing the application process*
- ◆ *Accepting responsibility for past criminal behavior*
- ◆ *Accepting agreed upon recommendations*
- ◆ *Participating in community service*
- ◆ *Setting goals focused on law abiding and productive community behavior*

A focus on the future rather than the past, and giving back through community service and contributions are key elements for success. Together, citizens and offenders develop agreements regarding responsibilities and results that will be accomplished through participation with the Circle.

The Circle creates an environment that fosters acceptance and is focused on the offender's personal strengths. The Circle encourages positive bonds with citizens by creating opportunities for using the gifts and talents of the offender in service to the community. Recognition and rewards for success reinforce positive changes and behaviors in the offender.

The Circle meets on a regular basis to discuss offender progress, review plans, interview new applicants, admit new members, and to discharge both successful and unsuccessful offenders.

CITIZEN CIRCLES



SERVICES

Substance Abuse
 Mental Health
 Education/Vocational
 Housing
 Mentoring
 Community Services

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CITIZEN CIRCLES



OVERVIEW OF ODRC REENTRY

BACKGROUND ON REENTRY

In February 2001 the Ohio Department of Rehabilitation and Correction (DRC) hosted a full day event announcing its commitment to develop *The Ohio Plan for Productive Offender Reentry and Recidivism Reduction* (Ohio Plan). This same event was used to announce the creation of the office of Offender Reentry and Correctional Best Practices. In July 2002, the Ohio Plan was unveiled at the Department's 30th anniversary celebration. Implementation of the 44 recommendations contained in the Ohio Plan is underway.

WHAT IS REENTRY?

The notion of preparing offenders for community reentry is not new. Through a wide array of management policies and programs, correctional systems in Ohio and elsewhere have attempted to provide offenders with opportunities to succeed upon release from prison. All too often, these preparations for offender release have been fragmented within the institutions and between various sections of an agency diffusing both responsibility and accountability for managing this important transition.

Reentry refers to the system governing the return of offenders to the community following a period of incarceration in a prison, jail, or detention facility. But it does not signify just 'letting them go'. Reentry means that offenders are *prepared* for release, and are better off at the time of release than at the time of their admission. It also suggests that a period of community supervision will contribute to their future crime free lifestyle.

In Ohio and other states, significant prison population growth and an increase in those subject to parole or post-release control have contributed to an unprecedented number of ex-offenders who are returning to communities having served their time. Too often, they are returning to neighborhoods with discharge planning and support that may have only started weeks prior to release. This leaves offenders ill equipped, ill prepared, and with only a small amount of support to make this transition successfully.



Recently, correctional leaders, prominent researchers, and influential public policy makers have realized that the success of the reentry transition depends largely on integrating services and program interventions throughout the incarceration process from admission through confinement and release to post-release control. The manner in which these linkages are formed must, of necessity, support the maintenance of an offender's social and community ties even during the period of imprisonment.

REENTRY AS A PHILOSOPHY

The process of planning for reentry must begin immediately through assessment and classification at the reception stage of confinement, not a few months, or weeks before release. This requires a new way of thinking for ODRC employees.

At the core of this new way of thinking is the notion that reentry is a philosophy, not a program. Reentry calls for a broad systems approach to managing offenders returning to the community. It requires the involvement of every phase of the correctional system beginning at reception, if not sentencing, and continuing through imprisonment to release, discharge, and supervision, in the community. It is a commitment that starts with the question: *"What is needed to prepare this offender for successful reentry?"*

To strengthen the likelihood that offenders will succeed in their transition to the community. ODRC has adopted a new vision, mission, and slogan governing offender reentry that is consistent with the concept of reentry as a philosophy.

Vision of Reentry

Ohio's system of reentry will provide opportunities for offenders to successfully connect as productive members of society. Through active partnerships with all stakeholders, reentry will contribute to safer communities and an enhanced quality of life.

Reentry Mission Statement

The Reentry Initiative is a holistic and systemic approach that seeks to reduce the likelihood of additional criminal behavior. Beginning at sentencing and extending beyond release, reentry will assess, identify and link offenders with services specific to their needs. This will be accomplished through associations with community partners, families, justice professionals, and victims of crime.

Slogan for Reentry

Reentry means 'Going Home to Stay'



THE GOALS FOR REENTRY

The goals that are sought through the ODRC reentry initiative are far-reaching. They recognize that the best intentions, insights and skills acquired by offenders through prison-based programming fall apart if they are not similarly nurtured in the community. They acknowledge that strong partnerships with community providers, employers, the faith community, victims, and others are necessary to effectively address recidivism. They also recognize that when it comes to offenders' reentry transition, being crime free is important, but it is not enough.

REENTRY GOALS INCLUDE :

- Developing a seamless and successful transition of offenders from prison to the street;
- Ensuring that offenders are prepared to return home and that they are better off at the completion of reentry than at the time of their admission to the prison system;
- Reducing recidivism;
- Equipping offenders with marketable skills thereby enabling them to be productively employed in the long run;
- Assisting offenders in returning as responsible parents, supporting their children and families;
- Providing offenders with effective life coping skills for successfully transitioning to the community.
- Enhancing offenders' awareness of the impact of their crime and providing them with opportunities to make amends for the harm caused by their crime.



CITIZEN CIRCLES

Citizen circles are community partnerships with the Adult Parole Authority and the DRC institutions. The Citizen Circle is a forum designed to build better relationships between the ODRC, local citizens, and offenders. The primary goal is to involve local citizens in the rehabilitative and reentry process while clearly communicating expectations to offenders.

The Circle helps offenders understand that acceptance back into the community requires the fulfillment of certain obligations and commitments. The Circle includes community representatives, the offender, and family members of the offender. Together they develop a reentry plan to address needs in the areas of substance abuse & mental health, education, job placement, housing, peer support, and community service.

ODRC has embraced the Citizen Circle model as an effective reentry initiative and is committed to supporting its expansion into all parole regions. Since Citizen Circles are voluntary community efforts, the department will support those communities requesting assistance.



REENTRY ROLES

Citizen Circles and their relationship to the Adult Parole Authority

The Adult Parole Authority (APA) is a division of the Ohio Department of Rehabilitation and Corrections that is responsible for managing the supervision of offenders in the community. Although Citizen Circles cannot interfere with supervision decisions made by the APA, they will work closely with APA staff. Parole officers will make referrals to Circles and will exchange information regarding the offender's adjustment in the community. The APA will offer advice as requested to assist the Circle in supporting the offender's reentry process.

Citizen Circles and their relationship to the Offender Services Network (OSN)

The Offender Services Network (OSN) is a group of staff within the Adult Parole Authority that is responsible for linking parole officers and offenders to community services that will support the reentry process. OSN team members will be available to support Citizen Circles by sharing their expertise and knowledge of resources throughout the state of Ohio.

Citizen Circles and their relationship to Community Reentry Management Teams

Community Reentry Management Teams (CRMT's) are established at each parent institution and in each APA region to ensure continuity for intensive reentry offenders. (Intensive reentry offenders require a more thorough regiment of supervision contacts by the parole officer.) In the institutions, staff, such as the unit manager, case manager, and other representatives from medical, mental health, education, recovery services, job coordinators, and victim services serves on these teams. In the regional offices, the Offender Services Coordinator is the contact person for each CRMT. The members of these regional teams include representatives of the Offender Services Network, APA field services, and appropriate community-linkage partners. All CRMT's can refer offenders to Citizen Circles to address specific issues. Each Circle will decide whether or not to accept the referral and under what conditions. CRMT's are required to complete an "accountability plan" for each offender under its authority. CRMT's may utilize the Citizen Circle Success Plan to meet this requirement, if appropriate.

SECTION THREE

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Guidelines for Implementation

This section provides direction for communities who desire to implement a Citizen Circle. These guiding principles describe the philosophical foundation and steps for creating an effective Circle process.

Guiding Principles

FOCUS ON THE FUTURE

The Circle encourages the returning offender to be responsible for “what can be” in the future.

STRENGTHS BASED

The Circle creates an environment that fosters acceptance and is focused on the participant’s personal strengths.

MOTIVATIONAL

The Circle uses a motivational interviewing style based on the premise that the relationship between the circle and participant is a partnership.

ACCEPTANCE

The Citizen Circle provides an avenue for being released from the stigma of the participant’s conviction.

COMMUNITY BASED

Citizen Circles are independent entities developed by each community and encompass the unique qualities of its members.

GIVING BACK

The Circle creates positive bonds with citizens by creating opportunities for using the gifts and talents of the participant in service to the community

PLANNING FOR SUCCESS

Circle members and participants work together creating plans designed for specific outcomes.

ACCOUNTABILITY

Circle relationships give participants a place of accountability for their behavior and attitudes.

INVOLVEMENT BY CHOICE

The challenge of involvement with the Circle is solely the decision of the individual.

RECOGNITION

The Circle recognizes and rewards virtues of participants and their positive achievements through verbal acknowledgement, applause, rituals, and public ceremony.



COMMUNITY OWNERSHIP

The concept of Citizen Circles is linking a network of community partners with individual citizens and local agencies that have a direct stake in the results. Citizens and residents who are most affected by the issue of returning offenders must have direct input into the development and implementation of the circle. Involvement of professionals and service providers is not adequate without direct input and ownership from the grass roots community.

In order to successfully create community ownership of Citizen Circles, it is important to understand why citizens will and will not participate in such organizations. The following outline provides an explanation of why people participate in all kinds of groups, organizations, and associations.

RECOGNITION

People want to be recognized for their contributions and efforts to build a better quality of life.

TIP

Recognition can be given through awards and dinners, by highlighting contributions, and acknowledging individuals by name at public events.

RESPECT

People seek respect for themselves and their values by joining community organizations.

TIP

Demonstrate respect for the values and beliefs of individuals by accommodating personal needs. For example, be creative in identifying times to meet. Holding all planning meetings during regular working hours may exclude key citizens whose input is important.



ROLE

Groups must find a role for everyone if they expect to maintain membership. Individuals need to see clearly how their participation will make a difference and fill a unique role in the organization.

TIP

Create roles with real substance and find ways to acknowledge and appreciate contributions of members.

RELATIONSHIP

People join organizations to meet others, network with other organizations and leaders, or broaden their support and influence in the community.

TIP

Personal invitations are effective strategies for recruiting new members.

REWARD

Organizations attract and maintain members when the rewards of involvement outweigh the costs.

TIP

Schedule social time and interaction into the agenda. Make sure to include ways to share resources, information, and access with other community leaders.

RESULTS

Nothing works to attract members like success. To many, visible activities that directly affect conditions and issues in their communities are the results they are looking for in return for participation.

TIP

Remember to highlight the results on a regular basis to members and the community at large.

Excerpts adapted from "From the Ground Up": A workbook on coalition building and community development. by Gillian Kaye and Tom Wolff, Ph.D.



IDENTIFYING COMMUNITY STAKEHOLDERS

Keep in mind these different kinds of leaders in a community when identifying potential membership for Citizen Circles.

Keep in mind these different kinds of leaders in a community when identifying potential membership for Citizen Circles.

Formal leaders are usually the first that come to mind. Agency heads, service providers, and prominent civic leaders are excellent prospects.

Volunteer leaders bring different kinds of expertise and centers of influence than those in formal community roles. Volunteer neighborhood groups, including block associations, parent associations, merchant associations, and neighborhood associations offer a wealth of resources that are many times unknown and untapped by professionals.

Informal leaders are rarely considered when identifying community leaders. In some communities, the leaders that have the most influence are those individuals who are natural leaders and are not viewed in roles that are threatening to citizens. Examples of informal leaders may be someone who runs or works at a local store; it may be the adopted neighborhood “grandmother” sitting on the porch watching children come home from school. The local barber or beautician who listens and gives advice on a daily basis may also provide leadership to the neighborhood and should not be forgotten.



MEMBERSHIP RECRUITMENT

Target key leaders and community groups in the geographic area chosen for the Citizen Circle.

Capitalize on existing relationships and collaborative organizations whose missions have an interest in the success of returning offenders. Neighborhood, fraternal, and community development organizations, housing associations, mental health and substance abuse treatment agencies are all examples of potential centers of influence. Some communities have neighborhood centers where a broad range of services is located. The host agency will have access to key leaders in each community sector represented. Ask friends and colleagues to help identify other potential members.

When meeting with leaders, describe the potential impact of the project. Remind individuals that offenders are already coming home to their neighborhoods. Citizen Circles allow community members to directly influence the successful integration of offenders back into the neighborhood. The alternative is to passively watch the results of failure, which in turn will eventually affect the neighborhood with increased criminal activity.

After the Circle is established, ask Circle members to identify potential members to invite on a regular basis.

RECRUITMENT
STEPS

1. Identify why members are needed
2. Determine how many members are needed
3. Decide what kind of members are needed for different roles.
4. Delegate who will find new members
5. List where new members will be found
6. Set up a timetable for recruitment
7. Develop messages for attracting new members
8. Develop in advance answers to “yes,” “no,” and “maybe”



Member Application Process

Each Circle will need to develop a process for accepting members into the Circle. Make sure to create an orientation process, identify terms of service, and use a satisfaction survey upon completing involvement.

- Screen interested citizens using an application such as the *Citizen Survey* form included in this manual.
- Consider personal recommendations from current Circle members.
- Decide how recommendations for membership are presented and accepted.
- Provide an orientation process that includes written materials describing, "What is a Citizen Circle?" the participant referral process, how meetings are conducted, and confidentiality guidelines. An informal meeting with a current Circle member is a great way for giving new members a chance to ask specific questions.
- When members complete their service to the Circle, the *Citizen Survey* form could be used to determine if members have changed their understanding of offender issues. The *Community Member Satisfaction Survey* form is a tool that can be used for receiving feedback needed to improve Circle processes.

DIVERSITY

Most agree that diversity is a great asset for any organization. However, some find it difficult to function effectively with diverse groups of people. The following guidelines are helpful for building an environment supporting diversity in Citizen Circles.

- Promote a climate of acceptance.
- Establish open communication.
- Work at gaining trust from others, but do not resent it if you do not get it right away.
- Avoid stereotypes in sex, age, ethnicity, socioeconomic status, religion and other social categories.
- Invite others to tell you where they are from or what they believe rather than making assumptions.
- Respect the values, beliefs, rights, and practices of others in the group.



- Learn to appreciate the richness of diversity as an asset rather than a hindrance to communication.

15 IMPROVING PARTICIPATION

After successful recruitment, it is necessary for the Circle to establish practices that will attract and maintain ongoing participation of its members.

TIPS

- Delegate tasks—Break assignments into small pieces in order to avoid overwhelming participants.
- Make the experience meaningful—Give the freedom for creativity and ownership.
- Create networking opportunities—Allow time for interaction with the membership and other community leaders while doing the work of the organization
- Provide technical assistance—Let volunteers know who to call for help and assure access to the tools and resources needed for implementation.
- Make the work enjoyable—Show appreciation for volunteer's time by providing meals and other comforts.
- Establish a regular meeting time—Members need adequate time to plan for attendance.

ROLES AND RESPONSIBILITIES

It is best to identify roles and responsibilities for members based on the work that needs to be accomplished.

- In order to run effective meetings, there needs to be a facilitator with skills for leading meetings.
- Circles may decide to identify individuals to coordinate member recruitment and/or the participant referral process.
- The Circle may also assign individual members of the Circle to manage and record the planning process and the "Plan for Success" for each participant.
- Someone also will need to be responsible for recording logistical decisions, procedures, and communications developed by the Circle.



SAFETY ISSUES

Community safety is the highest importance for all Citizen Circle activities. The following outline provides procedures as a guide for Circle membership decisions and interactions with participants.

1. If at any time a Circle member feels uncomfortable or threatened by a participant, the member will immediately notify the Adult Parole Authority.
2. In the event of a conflict of interest between a participant and a member, the member will notify the Circle leader or facilitator to decide what steps are needed.
3. No Circle member shall accept or give any participant or participant's family member, or other known associate any article, gift, or service that is not expressly authorized in the performance of a Circle member's duties.
4. Under no circumstances, will a Circle member interfere with or confront a participant outside of Circle activities.
5. A Circle member will notify the proper authorities if a participant's involvement with a criminal event is observed or brought to the attention of a Circle member.
6. The Circle member will remain focused on the task to support and assist the participant's successful reintegration into the community.
7. Circle members will refrain from any appearance of interfering with the supervising officer's duty to enforce and hold participant accountable for the conditions of supervision.
8. Any questions regarding participant interactions outside the Circle will be made to the Adult Parole Authority.



FACILITATING EFFECTIVE MEETINGS

With a few guidelines, meetings can be run efficiently and become a positive experience for all participants. There are three important items to consider when running Citizen Circle meetings.

- Structure of the meeting,
- Participation in the meeting, and
- Using the results of the meeting

Meeting structure

Every meeting should include an opportunity for meaningful involvement that supports relationship building efforts and learning.

1. Start with introductions. It is important to set the tone for the meeting as a place of respect and appreciation for each other as participants and members of the Circle. The Circle is not a place to highlight job roles and titles. Members focus on their role as citizen in the community and may utilize all of their personal assets for the benefit of the Circle, not simply the requirements of their job function. For example, someone may be a member of a faith based organization or service club that could assist with a need in addition to available resources on the job.
2. Begin each meeting with a ritual. For example, ask volunteers to read the mission and vision aloud and share what the mission means to them personally. Another idea might be to invite participants to tell the group why they have chosen to be involved with the Circle and the benefits they have received.
3. Create an agenda with input from participants. The best way to do this is at the conclusion of each meeting; create a tentative agenda for the next meeting. Assign a time frame for each agenda item so that appropriate items receive priority. Post agenda items and time frames on a flip chart or white board so that it is clearly seen as a guide for the meeting.
4. Briefly evaluate each meeting at the end. One way to evaluate the process is to put a plus and minus sign on a flip chart and go around the room asking participants to state.
 - What they feel went well in the meeting, or
 - One thing they appreciated or learned and will take with them as a result of the meeting, and
 - Recommendations for improving the next meeting



Roles

The following roles can be helpful to encourage participation and involvement in meetings. Members can either rotate these functions, or simply ask for volunteers at each meeting to fulfill a role in the meeting process.

1. *Timekeeper*—the role of timekeeper is to keep track of the time for the facilitator and interrupt the process to keep the meeting on track.
2. *Note-taker*—the role of note taker is to record and distribute the minutes of the meeting.
3. *Facilitator*—the facilitator leads the meeting by introducing the agenda, inviting discussion on agenda items, keeping the group on task, and prompting decisions and action plans.

Results

Each agenda item needs to lead to a conclusion and a plan for action that articulates responsibilities and target dates. There is nothing worse than discussing issues at length and not reaching a decision. Even if the decision is developing a plan to resolve the issue before the next meeting, the process will keep moving toward a conclusion. If the team makes a commitment to making decisions and determining action plans for each agenda item, the members will feel like the meetings are accomplishing results.

Minutes

Include a brief review of the discussion on each agenda item, conclusions, action items, responsible parties, and target dates in the minutes. Distribute minutes to team members and other appropriate persons.

Tasks

Circles may dedicate meetings or portions of meetings for specific tasks of the Circle. Citizen Circles will need to develop a process for:

- Introducing new applicants for acceptance and participation into the Circle
- Making decisions for new citizens to join as members of the Circle
- Developing, reviewing, and updating accountability plans
- Sharing needs and recognizing victories of participants
- Discharging successful and unsuccessful participants
- Planning for the needs of the Circle and logistics for meetings



CONFIDENTIALITY

All Citizen Circle members must understand the importance of maintaining confidentiality according to state and federal laws. Members need to be instructed regarding applicable laws in the orientation process and all forms need to be consistent with current law.

Release forms need to include a statement acknowledging that:

- Information disclosure is bound by the Ohio Revised Code for HIV and AIDS information, and Part 2 of Title 42 of the Code of Federal Regulations governing confidentiality of drug and alcohol abuse patient records.
- These rules prohibit any further disclosure of information unless further disclosure is expressly permitted by written consent or as otherwise permitted by 42 C.F.R., Part 2. A general authorization for the release of medical or other information is not sufficient for this purpose.
- The Federal rules restrict any use of information to criminally investigate or prosecute any alcohol or drug abuse client.

The following information needs to be included in the Release of Information form used by the Circle and orientation of new members:

1. The purpose of information sharing is to improve communications between Circle members and the participant so that proper suggested services and referrals can be given.
2. Only members of the Circle will use information disclosed.
3. Each participant may revoke the authorization for release of information at any time.
4. Future crimes or threats to commit crime are not protected under the release authorization.
5. Suspicion of child abuse or neglect is not protected.
6. Each authorization will include an expiration date.

With a signed release, these types of information could be released:

- Substance abuse diagnosis and treatment information
- Criminal history
- Physical and mental health history
- Educational, vocational, and employment records
- Attendance records, progress reports



○ HIV and AIDS related diagnosis and treatment



Participant Process

The following section provides a framework for creating procedures to guide the referral of offenders to the Circle and developing plans to assist participant in accomplishing their goals. Circle members need to make decisions regarding these issues in order to assure consistency for participants.

Referral to the Circle

These steps outline a basic offender referral process for participation in Citizen Circles.

1. ODRC staff (institution case manager, half-way house staff, parole officer, offender services network, or reentry management teams) will inform targeted offenders of the opportunity to participate in a Citizen Circle.
2. Offender will express a desire to participate in a Citizen Circle. This may occur before leaving the institution or halfway house, or while on parole.
3. Offender will be given the Community Oriented Reentry Application to complete.
4. ODRC staff will review application and identify offenders to be referred to the Citizen Circle.
5. The ODRC staff will contact the local Citizen Circle to refer the applicant.
6. The Circle will forward application forms for the offender.
7. The offender completes Citizen Circle application packet and requests an interview with the Circle.



8. The offender will participate in an interview with a Citizen Circle representative.
9. The Citizen Circle representative will present the applicant to the Circle.
10. The Citizen Circle membership will make a decision to:
 - Option 1** Reject the application and give other recommendations for the applicant. After recommendations are completed, the applicant may be able to reapply for participation in the Circle.
 - Option 2** Accept the application.

Agreement

After the application is accepted, the participant will make an agreement with the Circle to:

- Accept full responsibility for criminal behavior.
- Acknowledge the hurt caused to others.
- Participate in some form of community service.
- Meet as often as required with the Circle.
- Abide by all Circle recommendations.

Accountability Plan

Upon acceptance into the Circle, the participant will work with the Citizen Circle and parole officer to develop a plan and decide a meeting schedule.

Completion

The circle and participant will jointly agree on time frames for completing Circle recommendations and ending participation with the Circle. After successful completion of Circle recommendations, the participant may request to remain involved as a member of the Circle to assist new members.



PLANNING FOR SUCCESS

A key component of the Citizen Circle process is developing a plan of action with participants. The plan becomes a roadmap to guide the relationship and assist the participant in accomplishing goals toward a successful reentry as a productive citizen. Circles should feel free to try several options for planning and choose those that work best for them.

STRENGTHS BASED FOCUS

Citizen Circles use a strengths based model for planning. The key to strengths based planning is setting the stage correctly in the beginning. Citizen Circle participants need to know that the circle process is different. They need to understand that the Circle is *not* just another place where pressure and expectations are “piled on” to their life. Instead the Circle needs to communicate the message that it is a place of support and guidance for accomplishing the participant’s personal goals.

FRAMEWORK

The seven “life domain areas” is an effective framework to use for planning: employment, marital/family, associates/social interaction, substance abuse, community functioning, personal/emotional orientation, and attitude/beliefs. These domains have been identified as risk areas that can predict an offender’s likelihood to re-offend. The domains provide a structure for organizing the planning process and visualizing the results.

PLANNING STEPS

1. Set aside at least one hour for developing the initial plan.
2. Choose a skilled facilitator who understands and is committed to the strengths based process
3. Identify the participant strengths in each of the life areas.
4. Record the strengths, positive strokes and comments.
5. Summarize and repeat the strengths when completed.
6. Provide a copy to the participant.



STRATEGIES

There are many ways to begin identifying an individual's strengths in each life area. The positive "getting to know you" process between the participant and the Circle can be a powerful experience, especially if it is easily visualized. Make sure to use a method that will provide a visual for all to see, i.e. recording on a white board, newsprint, flip chart paper, or note cards.

It is helpful to include the parole officer, case manager, significant other, parent, pastor, or someone else who knows the participant well. People in these types of relationships will be able to identify strengths more easily than those who are meeting the participant for the first time.

The *Sample Questions for Strength Discovery* sheet can give members of the Circle ideas for questions that will lead to identifying strengths. Another option is to give the participant a homework assignment such as the *Life Map or Personal Vision* activity to complete before coming to the planning session. The participant could then share the results of the activity with the circle as a way to begin the process. The Strengths Discovery exercise is another activity that could help in strengths identification. This form could be used by members to record strengths while listening to the conversation between the Circle and the participant.

NEEDS

The next step in the process is to identify and prioritize needs. This step usually can be completed quickly, because participants usually know what they need. After the needs are identified, brainstorm at least one or two strategies that build on the identified strengths. Make sure that the initial steps will achieve a positive outcome for the participant before returning to the Circle. Complete the *Plan for Success* form and give a copy to the participant upon leaving.



SAMPLE QUESTIONS FOR STRENGTH DISCOVERY

1. What do you like to watch on television?
2. What are your favorite movies, books? Which celebrities do you like and why?
3. What are the best things about each of your children? Your parents?
4. What do you do for fun?
5. Who are your close friends and why are they special to you?
6. What kind of future do you hope to see for your children? Yourself?
7. What makes you mad?
8. What do you do to “blow off steam”?
9. How did you meet your spouse/significant other?
10. What is your neighborhood like? How long have you lived there?
11. What were you like as a kid? What do you want to do when you grew up?
12. What one thing do you do every week that you enjoy?
13. What was the best vacation you ever took? What made it the best?
14. How do you picture your life five years from now?
15. What makes you smile about your family at least once a day?
16. If you could accomplish one goal in your life in the next year what would it be?



STRENGTHS DISCOVERY

Role Play activity

1. Ask for volunteers to play each of the roles:
 - Participant
 - Recorders
 - Facilitator
2. Give Circle members the Sample Questions for Strengths Discovery sheet to guide the discussion.
3. As members ask questions of the participant, recorders will identify and record strengths on the Strengths Discovery Exercise sheet.
4. After about 20 minutes, ask members to give feedback to the participant about the strengths that they have discovered.

PROCESS EXERCISE

Look for what went well and what needs to improve to build a strengths building experience in the Circle.



Training Sessions

The training section includes a series of sample lessons that may be used to orient citizens to the Citizen Circle process. The lessons are by no means the only training that might be needed by the membership. Each Circle will be unique in its make-up and expertise of its representatives. Thus, a training process should be designed with the needs of the group in mind.

Most of the lessons are experiential in nature and require good facilitation skills. As a result the time frames suggested per activity are flexible and can be adjusted based on the amount of time the facilitator uses for discussion and dialogue.

One way to create additional training resources is to take advantage of the group's own expertise.

interact appropriately with offenders. Treatment agency staff will be more than willing to provide training in addiction related topics.

One way to create additional training resources is to take advantage of the group's own expertise; for example, call on representatives of the Adult Parole Authority to assist in training. The members will need an orientation session on the structure of the Ohio Department of Rehabilitation and Corrections in order to understand how the Circle fits into the overall correctional system. APA staff will also be helpful in helping members learn about the various types of community supervision and how to

The First training and the Strengths Based lessons are foundational to understanding and buying into the guiding principles of Citizen Circles. These lesson topics are recommended for use at the beginning of the implementation process.



LESSON TOPIC SUGGESTIONS

WHAT IS CITIZENSHIP?

This lesson can be used to introduce the concept of Citizen Circles to community groups or to create a dialogue between circle members and participants.

FIRST TRAINING

The First Training lesson presents various challenges for examining personal filters that inhibit openness to other points of view. This lesson is helpful for laying a solid foundation to support the team building process of the circle membership.

STRENGTHS BASED FOUNDATION

This lesson is the cornerstone of the strengths based approach recommended for use in Citizen Circles. The lesson can be broken down into smaller time frames.

PLANNING SESSION

This session is simply a planning tool. It outlines a series of steps that can be followed to make the decisions necessary for implementing the circle process.

MENTAL MODELS

This brief lesson gives insight into the way we see and interpret the world around us and the implications for work with Citizen Circle participants.

BUILDING TRUST AND RAPPORT

This lesson teaches the basic importance of building trust. It gives simple ideas to keep in mind when building rapport with participants.

PLANNING FOR SUCCESS

Planning for Success reveals a strategy for developing the Plan for Success with participants.

MOTIVATING FOR GROWTH

This lesson points out ways of interacting that get in the way of motivating others. It also presents several key strategies that can be adopted by the Circle to assist in motivating participants.

CRISIS PLANNING

This lesson points to the importance of being preventive in planning with participants.



CITIZEN CIRCLE

GOALS

Reentry Goals

1. Successful transition
2. Reduced recidivism
3. Productive employment
4. Responsible parents, supporting children and families
5. Effective life coping skills
6. Opportunities to make amends

Citizen Circle Goals

- Create a forum that builds better relationships between the community and offenders who return.
- Involve local citizens in the rehabilitation process while clearly communicating community expectations.
- Develop a plan to assist in becoming a productive citizen.
- Help offenders understand that acceptance into a community demands certain obligations and responsibilities.

Outcomes

- Community members who are better educated about the justice system
- Greater community support for offenders re-entering society
- Offenders who view themselves as productive and contributing members of the community

SECTION THREE FORMS

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Citizen Circles

- ◆ VISION/MISSION WORKSHEET - 22
- ◆ MISSION WORKSHEET - 23
- ◆ MISSION STATEMENT ANALYSIS - 24
- ◆ MEETING GUIDE - 25
- ◆ MANAGEMENT IDEAS - 26
- ◆ MEMBER SATISFACTION SURVEY - 27
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- ◆ CITIZEN SURVEY 32



VISION/MISSION

WORKSHEET

This worksheet includes excerpts from the Ohio Plan that can be used to stimulate conversation leading to the development of a vision and mission for each local Citizen Circle.

Citizen Circles—a partnership between local citizens, ex-offenders, and ODRC

Reentry description

- Forum for building better relationships between ODRC, local citizens, and offenders.
- Involve local citizens in the rehabilitative and reentry process while communicating expectations to offenders.
- Acceptance back into the community requires the fulfillment of certain obligations and commitments

Vision ideas

- Offenders who feel accepted by their community and believe they are valued members of that community are less likely to re-offend.
- Opportunities for active partnerships with all stakeholders
- Reentry will contribute to safer communities and an enhanced quality of life.

Reentry mission

- Holistic and systematic approach that seeks to reduce the likelihood of additional criminal behavior.
- Beginning at sentencing and extending beyond release, reentry will assess, identify and link offenders with services specific to their needs.
- This will be accomplished through associations with community partners, families, justice professionals and victims of crime.

Vision—describes the ideal future state or end product of the effort.

Example: Empowering North Toledo citizens to develop safer communities and improved quality of life for its members.

Mission—defines the purpose, provides focus and direction.

Example: The mission of the North Toledo Citizen Circle is to create partnerships that will increase opportunities for productive community membership.

Slogan

ODRC Reentry—Going Home to Stay

Community slogan example:

Toledo Citizen Circle—Coming Home to Stay



CITIZEN CIRCLE

MISSION WORKSHEET

1. What is the purpose of the Circle?
2. What is unique or distinctive about the Circle?
3. What is our philosophy, core values, or guiding principles?
4. What population do we want to impact?
5. What populations do we target in order to reach the population we wish to impact?
6. Who are our stakeholders?
7. What are our principal services present and future?
8. What is likely to be different about our services 3 – 5 years from now?

Notes:



MISSION STATEMENT

ANALYSIS

IMPACT GROUP:

TARGET POPULATION:

STAKEHOLDERS:

CHECKLIST

- _____ 1. Defines purpose cleanly and concisely.
- _____ 2. Provides a unifying force, direction.
- _____ 3. Broad enough to be flexible, narrow enough for focus.
- _____ 4. Unique to our program.
- _____ 5. Fits beliefs and values of the organization.
- _____ 6. Simple—understood by all stakeholders.
- _____ 7. Short enough to remember.
- _____ 8. Spiritual and emotional—rallying power!

Strengths

Weaknesses

Redraft:



Meeting Guide

Date	_____	Time	_____
Facilitator	_____		
Timekeeper	_____		
Note taker	_____		
Attendees	_____		

Opening Rituals

- Introductions
- Readings _____

Create Agenda

- Introduce new applicants and make decisions for acceptance and participation into the Circle
- Make decisions for new citizens to join as members of the Circle
- Develop, review, and update accountability plans
- Share needs and recognize victories of active participants
- Discharge successful and unsuccessful participants
- Discuss logistics for meetings and planning for the needs of the Circle

Agenda Details/Additional s

Closing Rituals

- Recognitions
- Meeting Evaluation

CITIZEN CIRCLE TEAM MANAGEMENT IDEAS

P a r t i c i p a t i o n

- ◆ Clarify team member's roles.
- ◆ Send minutes to members even if they don't attend meetings.
- ◆ Require proactive, practical ideas that relate directly to the individual's strengths and needs.
- ◆ Evaluate satisfaction of members with the process at the close of each meeting.
- ◆ Create mechanisms that will assure participation and leadership by the individual and family.
- ◆ Reward volunteerism and creativity by team members.
- ◆ Encourage participation of all team members.
- ◆ Clarify for the individual team members their potential contribution to the successful support of the individual and family members.

D e c i s i o n m a k i n g

- ◆ Attempt to always decide through consensus.
- ◆ No team members should be allowed to dominate.
- ◆ Encourage flexibility and ingenuity in solutions and plans.
- ◆ Celebrate team members' attempt to solve problems in new ways through recognition, applause, etc.
- ◆ Identify the process for solving problems if consensus cannot be reached.
- ◆ Identify outcomes early in the process and remind team members of those goals at every meeting.

H o u s e k e e p i n g

- ◆ Schedule meetings monthly during the initial six months of the plan whether you think you need them or not.
- ◆ Set up a mechanism for calling an emergency meeting if necessary.
- ◆ Minutes should reflect those team members who did not attend as well as those who did.
- ◆ Arrange meetings when and where the individual feels most comfortable.
- ◆ Distribute minutes within a day after the end of the meeting to insure that everyone shares a common understanding of the goals.
- ◆ Identify ground rules for participation at the first team meeting.
- ◆ Coordinate with system and agency staff so that minutes are written in a way that is helpful for any required reporting.
- ◆ Assure that family members have access to all information including written plans.



CITIZEN CIRCLE

COMMUNITY MEMBER SATISFACTION SURVEY

DATE COMPLETED

Please take a few moments to complete this questionnaire and return in the envelope provided. Your input will assist us in improving the Citizen Circle process. All responses are confidential.

Rate your satisfaction in the following areas by circling your response:	Poor	Fair	Good	Excellent
1. Citizen Circle location and environment	1	2	3	4
2. Helpfulness of Circle to the ex-offender	1	2	3	4
3. Feelings about recommending Circle membership to others	1	2	3	4
4. Process for determining acceptance of the ex-offender	1	2	3	4
5. Appropriateness of recommendations	1	2	3	4
6. Responsiveness to individual needs of the ex-offender	1	2	3	4
7. Focus on ex-offender strengths	1	2	3	4
8. Sensitivity of the Circle to racial, ethnic, cultural, or spiritual preferences	1	2	3	4
9. Orientation for new Circle members.	1	2	3	4
10. Increased understanding of the criminal justice system	1	2	3	4
11. Overall Circle experience.	1	2	3	4
12. I would rate my effort in the Circle as:	1	2	3	4

13. What changes would you make to improve the effectiveness of the Circle process?

14. Does the Citizen Circle increase community support for offenders re-entering society? Why?

15. How in you opinion, can the results be measured?

16. Open comment:

Do you know someone that you would like to recommend for Circle Membership

Name _____
e _____

Phone _____

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CITIZEN CIRCLE

PARTICIPANT SATISFACTION SURVEY

DATE COMPLETED

Please take a few moments to complete this questionnaire and return in the envelope provided. Your input will assist us in improving the Citizen Circle process. All responses are confidential.

Rate your satisfaction in the following areas by circling your response:	Poor	Fair	Good	Excellent
1. Citizen Circle location and environment	1	2	3	4
2. Helpfulness of Circle to your reentry into the community	1	2	3	4
3. Feelings about recommending the Circle to others	1	2	3	4
4. Appropriateness of the Circle recommendations	1	2	3	4
5. Responsiveness to your individual needs	1	2	3	4
6. Helping you to focus on your strengths	1	2	3	4
7. Sensitivity of the Circle to your racial, ethnic, cultural, or spiritual preferences	1	2	3	4
8. Helping you to understand your responsibilities as a member of the Circle	1	2	3	4
9. Overall Circle experience.	1	2	3	4
10. I would rate my effort in the Circle as:	1	2	3	4

11. What changes would you make to improve the effectiveness of the Circle process?

12. Did the circle help you to view yourself as a productive and contributing member of the community? _____ How?

13. Give one specific example of how the Circle helped you overcome a problem that you had.

14. Are you willing to become a member of a Citizen Circle to assist other offenders in their reentry? _____ Why?

15. Open comment:



PARTICIPANT SURVEY

1. What has been the most difficult part of your life since your release from the institution?
 - a. finding employment
 - b. public's general opinion of felons
 - c. establishing relationships with family/friends
 - d. obtaining transportation to appointments/work
 - e. not abusing substances
 - f. other, please specify _____

2. What has been the easiest part of your life since your release from the institution?
 - a. finding employment
 - b. public's general opinion of felons
 - c. establishing relationships with family/friends
 - d. obtaining transportation to appointments/work
 - e. not abusing substances
 - f. other, please specify _____

3. What is the most difficult part of being on supervision?
 - a. number of office visits
 - b. supervising officer's office hours
 - c. attitude of supervising officer, local law enforcement, and general public
 - d. keeping all appointments for treatment programs
 - e. transportation
 - f. other, please specify _____

4. In your opinion, what is the #1 violation of supervision?
 - a. failure to report to supervising officer
 - b. committing new misdemeanor or felony
 - c. testing positive for illegal drugs/alcohol
 - d. failure to complete treatment programs
 - e. other, please specify _____



5. Based on your answer in question #4, what would prevent the offender from violating supervision?
 - a. finding friends that are positive influence
 - b. providing transportation
 - c. obtaining and maintaining full-time employment
 - d. increased educational opportunity is/vocational training
6. In your opinion, what is the #1 reason offenders begin abusing substances again?
 - a. boredom
 - b. lack of education
 - c. no desire to change
 - d. loss of employment
 - e. hanging with negative friends
7. Based on your answer in question #6, what might best assist an offender, when tempted to use illegal drugs/alcohol?
 - a. having a reliable sponsor/mentor to contact and talk to at any time
 - b. increased treatment sessions
 - c. working full-time and/or having positive hobbies
 - d. changing friends
8. What, personally, have you had the most difficulty adjusting to since your release from the institution?
 - a. freedom to make own decisions
 - b. pace of life – time management
 - c. difficulty relating to others
 - d. general public's attitude toward felons
9. Why is obtaining employment difficult?
 - a. employers do not want to hire felons
 - b. difficulty obtaining transportation to/from interviews
 - c. limited employment opportunities in local area
 - d. lack of education/trade/vocational training



10. Once employment is gained, why is maintaining employment difficult?
 - a. conflict with work hours and office visit times with supervising officer
 - b. lack of reliable transportation to/from work
 - c. conflict with treatment programs and work hours
 - d. begin abusing substances again
11. In your opinion, what is the best method to assist offenders in becoming responsible citizens?
 - a. provide a sponsor/mentor from the community, for support and direction
 - b. increase educational level of offender
 - c. greater public support i.e. not afraid to hire felons
 - d. providing offender with written definition of what makes a responsible citizen
12. Which has the greatest effect on whether an offender becomes a responsible citizen?
 - a. opinion and support of family
 - b. opinion and support of community
 - c. opinion and support of friends
 - d. spirituality of individual
13. How important a role do you feel the community plays in assisting you with becoming a responsible citizen?
 - a. very important
 - b. somewhat important
 - c. none
14. In your opinion, where in your community would you go to find individuals that might offer more positive support and guidance?
 - a. YMCA
 - b. church
 - c. local law enforcement agency
 - d. local community center
 - e. neighbors
15. In your opinion, how difficult is it to develop new friendships with non-felons and outside your current neighborhood?
 - a. very difficult
 - b. somewhat difficult
 - c. not difficult



CITIZEN SURVEY

1. Do you know anyone that has been incarcerated?
 - a. yes
 - b. no

2. Have you been a victim of crime?
 - a. yes
 - b. no

3. If "yes" to question #2, what happened to the perpetrator?
 - a. sentenced to prison
 - b. placed on probation
 - c. time in county jail
 - d. not prosecuted
 - e. perpetrator not apprehended
 - f. other, please specify _____

4. In your opinion, what might be the most difficult part of an offender's life once released from the institution?
 - a. finding employment
 - b. public's general opinion of felons
 - c. establishing relationships with family/friends
 - d. obtaining transportation to appointments/work
 - e. not abusing substances
 - f. other, please specify _____

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 - b. providing transportation
 - c. obtaining and maintaining full-time employment
 - d. increased educational opportunities/vocational training

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 - b. lack of education
 - c. no desire to change
 - d. loss of employment
 - e. hanging with negative friends

8. Based on your answer in question #7, what might best assist an offender, when tempted to use illegal drugs/alcohol, not to use?
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 - b. increased treatment sessions
 - c. working full-time and/or having positive hobbies to occupy time
 - d. changing friends

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17. Why do you want to be involved in the Citizen Circle?

18. What experience, community networks, or talents can you bring to the Circle process?

SECTION FOUR

4

Citizen Circles

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- ◆ GOING HOME TO STAY – 42
- ◆ GETTING INVOLVED – 43
- ◆ FORMS & ACTIVITIES – 44



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There are many ways to begin identifying an individual's strengths in each life area. The positive "getting to know you" process between the participant and the Circle can be a powerful experience, especially if it is easily visualized. Make sure to use a method that will provide a visual for all to see, i.e. recording on a white board, newsprint, flip chart paper, or note cards.

It is helpful to include the parole officer, case manager, significant other, parent, pastor, or someone else who knows the participant well. People in these types of relationships will be able to identify strengths more easily than those who are meeting the participant for the first time.

The *Sample Questions for Strength Discovery* sheet can give members of the Circle ideas for questions that will lead to identifying strengths. Another option is to give the participant a homework assignment such as the *Life Map or Personal Vision* activity to complete before coming to the planning session. The participant could then share the results of the activity with the circle as a way to begin the process. The Strengths Discovery exercise is another activity that could help in strengths identification. This form could be used by members to record strengths while listening to the conversation between the Circle and the participant.

NEEDS

The next step in the process is to identify and prioritize needs. This step usually can be completed quickly, because participants usually know what they need. After the needs are identified, brainstorm at least one or two strategies that build on the identified strengths. Make sure that the initial steps will achieve a positive outcome for the participant before returning to the Circle. Complete the *Plan for Success* form and give a copy to the participant upon leaving.



SAMPLE QUESTIONS FOR STRENGTH DISCOVERY

1. What do you like to watch on television?
2. What are your favorite movies, books? Which celebrities do you like and why?
3. What are the best things about each of your children? Your parents?
4. What do you do for fun?
5. Who are your close friends and why are they special to you?
6. What kind of future do you hope to see for your children? Yourself?
7. What makes you mad?
8. What do you do to “blow off steam”?
9. How did you meet your spouse/significant other?
10. What is your neighborhood like? How long have you lived there?
11. What were you like as a kid? What do you want to do when you grew up?
12. What one thing do you do every week that you enjoy?
13. What was the best vacation you ever took? What made it the best?
14. How do you picture your life five years from now?
15. What makes you smile about your family at least once a day?
16. If you could accomplish one goal in your life in the next year what would it be?



STRENGTHS DISCOVERY

Role Play activity

1. Ask for volunteers to play each of the roles:
 - Participant
 - Recorders
 - Facilitator
2. Give Circle members the Sample Questions for Strengths Discovery sheet to guide the discussion.
3. As members ask questions of the participant, recorders will identify and record strengths on the Strengths Discovery Exercise sheet.
4. After about 20 minutes, ask members to give feedback to the participant about the strengths that they have discovered.

PROCESS EXERCISE

Look for what went well and what needs to improve to build a strengths building experience in the Circle.



Training Sessions

The training section includes a series of sample lessons that may be used to orient citizens to the Citizen Circle process. The lessons are by no means the only training that might be needed by the membership. Each Circle will be unique in its make-up and expertise of its representatives. Thus, a training process should be designed with the needs of the group in mind.

Most of the lessons are experiential in nature and require good facilitation skills. As a result the time frames suggested per activity are flexible and can be adjusted based on the amount of time the facilitator uses for discussion and dialogue.

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This lesson can be used to introduce the concept of Citizen Circles to community groups or to create a dialogue between circle members and participants.

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This session is simply a planning tool. It outlines a series of steps that can be followed to make the decisions necessary for implementing the circle process.

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This brief lesson gives insight into the way we see and interpret the world around us and the implications for work with Citizen Circle participants.

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This lesson points out ways of interacting that get in the way of motivating others. It also presents several key strategies that can be adopted by the Circle to assist in motivating participants.

CRISIS PLANNING

This lesson points to the importance of being preventive in planning with participants.



SAMPLE QUESTIONS

FOR STRENGTH DISCOVERY

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15. What makes you smile about your family at least once a day?
16. If you could accomplish one goal in your life in the next year what would it be?



Going Home...

1. **Citizen Circles are groups of community members committed to helping offenders make the change from “offender” to “citizen”.**
2. **In the Circle, you and your family develop relationships with members of your community.**
3. **Together you develop a plan to help you become accepted as a productive citizen and community member.**
4. **The Circle will help you understand that being a positive community member demands certain responsibilities and obligations.**

At the conclusion of your prison sentence, you will return to a community. Community members often do not like the idea of offenders living in their neighborhood and it is difficult to find support from local citizens. As a result, a large number of offenders end up committing new crimes and returning to prison.

The Citizen Circle is a process used by some communities to turn this problem around. Citizen Circles believe it is important to actively support offenders who are coming home to live in their neighborhood. Citizen Circles want to send the message to offenders—“Welcome Home to Stay!”

Welcome Home to Stay!

The Citizen Circle works closely with your parole supervision guidelines and may include:

- Housing assistance
- Job seeking guidance
- A community mentor

Acceptance into the Circle should be viewed as a privilege. Most Circles ask that you are willing to:

- *Accept full responsibility for your past criminal behavior.*
- *Acknowledge the hurt your behavior has caused others.*
- *Agree to participate in some form of community service.*
- *Abide by all recommendations offered by the Circle.*



HOW DO I GET INVOLVED WITH A CITIZEN CIRCLE?

Follow these steps to become involved with a Citizen Circle:

Referral to the Circle

1. Express a desire to participate in a Citizen Circle.
2. Complete application paperwork.
3. Your application will be sent to the Circle by staff from the institution, halfway house, or field staff.
4. Participate in an interview with a Citizen Circle representative.
5. The Citizen Circle representative will present your application to the Circle.
6. The Citizen Circle will make a decision to:

Option 1 Reject your application and give other recommendations to you (After recommendations are completed, you may reapply to the Circle).

Option 2 Accept your application.

Agreement

Make an agreement with the Circle to:

- Accept full responsibility for past criminal behavior.
- Acknowledge the hurt caused to others.
- Participate in some form of community service.
- Meet as often as required with the Circle.
- Abide by all Circle recommendations.

Circle Acceptance

Work with the Citizen Circle and your parole officer to develop a plan and decide a meeting schedule. Identify and invite family & others who will support you and attend Circle meetings.

Completion

Complete Circle recommendations.

Remain involved with the Circle to assist new members.

SECTION FOUR FORMS

Citizen Circles

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CITIZEN CIRCLE
AUTHORIZATION FOR INFORMATION SHARING

Last First Middle Date of Birth

I voluntarily authorize CITIZEN CIRCLE members to exchange, give, receive, share or disclose information in their records, from whatever source derived, related to my participation.

I authorize the release of the identified confidential information to members of the CITIZEN CIRCLE. (Please check Yes and initial for all those that apply).

- Yes _____ Adult Parole Authority
- Yes _____ TASC
- Yes _____ Ohio Department of Rehabilitation and Corrections
- Yes _____ Local Law Enforcement
- Yes _____ Other _____

I understand the following:

1. The purpose of this information sharing is to improve communications between Circle members and me, so that proper suggested services and referrals can be given.
2. Only members of the Circle will use information disclosed. However, I understand that disclosure of information in Circle meetings can and will be used in monitoring compliance with sobriety and release conditions agreed to, or ordered by affiliate agencies or authorities. I further understand that affiliate agencies or authorities have the right to adjust services or provide sanctions in response to information disclosed at the Circle meetings.
3. I may revoke this Authorization at any time during the duration of this agreement.
4. Future crimes or threats to commit crime are not protected under this authorization.
5. Suspicion of child abuse or neglect is not protected.
6. This authorization will automatically expire on _____.

I authorize the release of the following information: (Please check Yes and initial for all those that apply).

- Yes _____ Substance Abuse diagnosis and treatment information
- Yes _____ Criminal history
- Yes _____ Physical and mental health history
- Yes _____ Educational, vocational, and employment records
- Yes _____ Attendance records, progress reports
- Yes _____ HIV and AIDS related diagnosis and treatment
- Yes _____ Other _____
- Yes _____ Other _____

I also understand that any disclosure is bound by Part 2 of Title 42 of the Code of Federal Regulations governing confidentiality of drug and alcohol abuse patient records. These rules prohibit any further disclose of this information unless further disclosure is expressly permitted by my written consent or as otherwise permitted by 42 C.F.R., Part 2. A general authorization for the release of medical or other information is not sufficient for this purpose. The Federal rules restrict any use of information to criminally investigate or prosecute any alcohol or drug abuse client.

Executed this date: _____ Participant: _____

Circle
Representative: _____



CITIZEN CIRCLE

APPLICATION

1. Describe one or two times in your life when you felt proud of something that you accomplished.
2. Tell us how you achieved this. Did someone or an event in your life help you achieve this?
3. What do you need to help you achieve a personal goal right now?
4. What are you willing to contribute to achieve your goal?
5. As a member of the circle, what can you bring to the group as a contribution to others?
6. What crimes were you convicted of that placed you in prison?
7. Do you have a history of alcohol and other drug use? Yes No
8. When is the last time you drank alcohol or used drugs?
Date_____

Signature _____ **Date** _____

Please Print Name _____



CITIZEN CIRCLE AGREEMENT

I agree to:

1. Accept responsibility for my past criminal behavior.
2. Acknowledge the hurt my past behavior has caused others.
3. Participate in some form of community service.
4. Abide by all recommendations offered by the circle.

The circle agrees to:

1. Provide encouragement, guidance, and make recommendations as needed.
2. Assist in developing a plan for identifying your needs.
3. Look for resources that you need to accomplish your goals.
4. Meet regularly with you as agreed.
5. Be a place of accountability for accomplishing your goals.

Signature of Participant

Date

Signature of Circle Representative

Date

PREPARING FOR MEETING WITH

THE CITIZEN CIRCLE

This outline is meant to give you some ideas on what information is important for the Circle to know about you. If you spend some time thinking about these points, you will be prepared for some of the questions

Introducing Yourself

1. State your name and where you live.
2. Introduce your family members or supportive persons that are with you.
3. Tell the circle why you are on supervision and how long it has been since you left the institution.
4. State your progress so far.
5. Explain areas of need that you have
6. Be ready to ask the Circle for Help.

Discovering Your Talents

1. Prepare to share what you believe are your gifts and talents.
2. Ask for ideas and opportunities for using your talents to serve the community.



Life Map Activity

Set aside an hour of uninterrupted time for this activity.

Draw a map of your life describing key events that you believe helped to make you who you are today. Make sure to include both positive and difficult experiences and approximate dates of when they occurred.



SAMPLE QUESTIONS

FOR STRENGTH DISCOVERY

1. What do you like to watch on television?
2. What are your favorite movies, books? Which celebrities do you like and why?
3. What are the best things about each of your children? Your parents?
4. What do you do for fun?
5. Who are your close friends and why are they special to you?
6. What kind of future do you hope to see for your children? Yourself?
7. What makes you mad?
8. What do you do to "blow off steam"?
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10. What is your neighborhood like? How long have you lived there?
11. What were you like as a kid? What do you want to do when you grew up?
12. What one thing do you do every week that you enjoy?
13. What was the best vacation you ever took? What made it the best?
14. How do you picture your life five years from now?
15. What makes you smile about your family at least once a day?
16. If you could accomplish one goal in your life in the next year what would it be?



PERSONAL VISION ACTIVITY

By Charlotte Roberts, Bryan Smith, Rick Ross in Senge (1994)

Drawing forth personal vision

Set aside an hour of uninterrupted time for this exercise. Relax, get comfortable and prepare to think honestly about your answers.

Step 1: Imagine achieving something in your life that you deeply desire.

Describe this experience in words or pictures as if it is happening right now. What does it look like? What does it feel like? What words do you use to describe it?

Step 2: Reflection.

Pause to consider did you describe a vision that is close to what you really want? Consider these potential reasons why this was hard to do.

- ◆ I can't have what I want
- ◆ I want what someone else wants.
- ◆ It doesn't matter what I want.
- ◆ I already know what I want
- ◆ I am afraid of what I want.
- ◆ I don't know what I want.
- ◆ I know what I want, but I can't have it.

Step 3: Describing your personal vision

Now answer these questions as if you have them right now.

- ✓ Imagine achieving the results in your life that you deeply desire.
- ✓ What would they look like?
- ✓ What would they feel like?
- ✓ What words would you use to describe them?

Self-image: If you could be exactly the kind of person you wanted what would your qualities be?

Tangibles: What material things would you like to own?

Home: What kind of home would you like to live in?



- PERSONAL VISION CONTINUED -

Health: What is your desire for health, fitness, athletics, and anything to do with your body?

Relationships: What types of relationships would you like to have with friends, family and others?

Work: What would your ideal job situation be like?

Personal pursuits: What would you like to do in the area of individual learning, travel, reading, or other activities?

Community: What is your vision for the community or neighborhood you live in? What do you want to contribute to your community?

Other: What else, in any other arena of your life, would you like to create?

LIFE DOMAIN AREAS

TO CONSIDER IN PLANNING

These life areas describe areas of need that are valued for healthy functioning in the community.

EMPLOYMENT

Work and the role of work in the person's life, including educational and vocational skills.

FAMILY/MARITAL

Being with family members and the support a person derives from them.

ASSOCIATES/SOCIAL INTERACTION

Positive interaction with community members and non-criminal associations.

SUBSTANCE ABUSE

Living without reliance on alcohol and/or drugs.

COMMUNITY FUNCTIONING

Knowledge and skills for daily living; including safety, an acceptable place to live, health, personal budgeting, leisure activities, and the use of social services.

PERSONAL/EMOTIONAL ORIENTATION

Decision-making skills, coping with stress, and practicing mental health and wellness practice.

ATTITUDE AND BELIEFS

Supporting law-abiding behaviors and involvement with religious activities.



SAMPLE QUESTIONS

FOR STRENGTH DISCOVERY

1. What do you like to watch on television?
2. What are your favorite movies, books? Which celebrities do you like and why?
3. What are the best things about each of your children? Your parents?
4. What do you do for fun?
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14. How do you picture your life five years from now?
15. What makes you smile about your family at least once a day?
16. If you could accomplish one goal in your life in the next year what would it be?

STRENGTHS DISCOVERY SHEET

IDENTIFY EXAMPLES OF STRENGTHS IN THE FOLLOWING AREAS:

VALUES/ATTITUDES	SKILLS/ABILITIES	PREFERENCES	HISTORY

Citizen Circle Plan for Success

Name _____ Start Date _____

Address _____ Phone Numbers _____

Employment	<i>The role of work, including education and vocational skills</i>	
Strengths		Needs
Family/Marital	<i>Support from family members</i>	
Strengths		Needs
Associates/Social interaction	<i>Positive interaction with non-criminal associate</i>	
Strengths		Needs
Substance Abuse	<i>Living without reliance on alcohol and/or drugs</i>	
Strengths		Needs
Community Functioning	<i>Residence, health, budgeting, leisure activities, and using social service</i>	
Strengths		Needs
Personal/Emotional	<i>Decision-making, coping with stress, and mental health</i>	
Strengths		Needs
Attitudes & Beliefs	<i>Living in law abiding ways, religious affiliation</i>	
Strengths		Needs
Plans/Steps		Target Date

Citizen Signature _____ Date _____

Circle Representative _____ Date _____

Citizen Circle Accountability Plan

Name _____ Start Date _____

Address _____ Phone Numbers _____

Employment	<i>The role of work, including education and vocational skills</i>	
	Strengths	Needs
Family/Marital	<i>Support from family members</i>	
	Strengths	Needs
Associates/Social interaction	<i>Positive interaction with non-criminal associate</i>	
	Strengths	Needs
Substance Abuse	<i>Living without reliance on alcohol and/or drugs</i>	
	Strengths	Needs
Employment	<i>The role of work, including education and vocational skills</i>	
	Strengths	Needs
Community Functioning	<i>Residence, health, budgeting, leisure activities, and using social service</i>	
	Strengths	Needs
Personal/Emotional	<i>Decision-making, coping with stress, and mental health</i>	
	Strengths	Needs
Attitude	<i>Living in law abiding ways</i>	
	Strengths	Needs

Plans/Steps	Target Date

Citizen
Signature

Date 1/10/2005

Circle
Representative

Date 1/10/2005

Citizen Circle Plan for Success

Name _____

Start Date _____

Address _____

Phone
 Numbers _____

Employment	<i>The role of work, including education and vocational skills</i>	
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Strengths		Needs
Personal/Emotional	<i>Decision-making, coping with stress, and mental health</i>	
Strengths		Needs

CITIZEN CIRCLE PROGRESS REPORT

Name _____

Date _____

Please note any changes in your contact information, i.e. address, phone, etc.

What progress have you made toward your goals this month?

How do you feel about your participation in treatment and/or other requirements?

What obstacles are getting in the way of accomplishing your goals?

What problems are you having in your life? _____

What do you need to help solve these problems? _____

Additional/Revised Plans	Target Date

Citizen
Signature _____

Date _____

Circle
Representative _____

Date _____

CITIZEN CIRCLE COMPLETION REPORT

Name _____

Date _____

Permanent Address _____

Permanent Phone Numbers _____

What progress have you made toward your goals while with the Citizen's Circle?

How do you feel about your participation in treatment and/or other requirements?

What actions will you take after leaving the Circle to continue working on your goals?

What problems are you having in your life? _____

What do you need to help solve these problems? _____

Ongoing Goals	Target Date

Citizen Signature _____

Date _____

Circle Representative _____

Date _____

Community Oriented Reentry Application

Name:	Institution:	Number:
Admission Date:	Release Date:	Release Type:

Legal Information:

Current Offense(s):
Length of Sentence:

Your Version Of Offense: _____

Do You Admit The Offense: YES NO

If No, Why Not: _____

Criminal History:

Juvenile Offenses:

Offense (List In Order Of Occurance)	Disposition

Group Homes/Foster Care/Alternative Residences

Location	Length Of Time

Name:	Institution:	Number:
-------	--------------	---------

Have you always lived in Ohio: YES NO

If no, list all states: _____

What was your address prior to incarceration:

Address:		City:
State:	Zip Code:	With whom did you live:

Plan A	Plan B
Plan C	Plan D

Do you anticipate any problems with any of your placement sponsors: YES NO

Explain: _____

Education

What is the highest grade you completed:	Do you want to further your education:
--	--

Religion

What is your religious preference:	Do you attend services regularly:
------------------------------------	-----------------------------------

Marital History

What is your marital status:	If divorced/separated, please list date:
Name of significant other:	

Do you have any children under 21 years old: YES NO

Please list

Name	Age	Caregiver

Do you pay child support: YES NO

Do you owe child support: YES NO

Monthly Payment: _____

Name:	Institution:	Number:
-------	--------------	---------

Military History

Did you serve in the military:	Rank:	If yes, what branch:
How long:	Type of Discharge:	Do you have copy of your DD214: <input type="checkbox"/> YES <input type="checkbox"/> NO

Employment History

Names of Employer	Length	Job Title	Reason Left

Were you employed at the time of your offense:
If yes, where and Company:
Was you employer the victim:

Do you have a job waiting for you upon release: YES NO

If yes, please list name and address: _____

List what job skills you have:

1.
2.
3.

What hobbies do you have? (Or what do you like to do in your spare time)

_____	_____
_____	_____
_____	_____

Name:	Institution:	Number:
-------	--------------	---------

Drug/Alcohol History

Did your current offense involve drugs/alcohol: YES NO

Do you feel you have a drug/alcohol problem: YES NO

What is your drug of choice: *Please list all of them.*

_____	_____
_____	_____
_____	_____

Have you ever received treatment for alcohol or drugs: YES NO

If yes, please list

Program	Date Entered	Date Completed

Mental Health History

Have you ever been treated for a mental health illness: YES NO

If yes, which one(s): _____

Are you currently under a Doctor's care for a mental illness: YES NO

Are you currently taking medication for a mental illness: YES NO

If yes, please list: _____

Name:

Institution:

Number:

Personal Insight

What are your strengths/assets? _____

What are your weaknesses/limitations? _____

What do you think your problems will be upon your release? _____

What are your short term goals? _____

Where do you see yourself in one year? _____

What do you believe is the reason you became involved in criminal behavior? _____

How did your actions impact the victim of your offense? _____

What is your responsibility to the community? _____

Name:

Institution:

Number:

Personal Insight - Continued

What is your responsibility to the victim? _____

Did alcohol/drugs play a role in your behavior? _____



Training Sessions

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SECTION FIVE

5

CITIZEN CIRCLES

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Citizen Circles

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LEARNING GUIDE

WHAT IS CITIZENSHIP?

TOPIC DESCRIPTION

This lesson includes activities to introduce the concept of Citizen Circles to community groups and to facilitate discussion with community volunteers and ex-offenders in a Citizen Circle.

CONTENT

1. People who have things in common form communities.
2. Community membership includes responsibilities in three areas; obeying the law, exercising free choice, and social responsibility.
3. A citizen has rights, privileges, and duties.
4. Citizenship includes peoples' responsibilities to do something about the things they find unsatisfactory.

KNOWLEDGE

SKILL

ATTITUDE

- *Developing Shared Understanding*
- *Openness to learning from the team experience*

GUIDED DISCUSSION - SUGGESTION

*** See Activity guides

ACTIVITY

*What is Citizenship?
Citizenship Quotes Activity
Defining Citizenship*

LESSON	NEEDED MATERIALS	ATTACHMENTS	TIME
What is Citizenship Activity	Flip Chart, Markers, Tape	Attachment #1, #2	30 minutes
Defining Citizenship Activity	None	Attachment #3	15 minutes
Citizenship Quotes	None	Attachment #4	15 minutes
Learning Assessment	None	Attachment #5	10 minutes

WHAT IS CITIZENSHIP?

ACTIVITY

Developed by Scott Sylak & Bobbie J. Herron

Materials Needed:

- O Flip chart paper
- O Markers
- O Tape

1. Ask participants to divide into groups of three and answer each question.

- What is citizenship?
- What are the attributes of good citizenship?
- How is citizenship learned? Who teaches us citizenship?
- Why is citizenship important?

2. Ask participants to report answers to the entire group and record highlights on flip chart paper.

3. Continue discussion using the following questions:

- What happens when people exercise poor citizenship?
- What are the ramifications to the community?
- Who is impacted by these ramifications?
- Who has the least amount of input into how these ramifications are addressed?

Outcome

- Highlight ramifications to both citizens and offenders and follow with description of a Citizen Circle.

WHAT IS CITIZENSHIP? ***ACTIVITY WORKSHEET***

1. What is citizenship?
2. What are the attributes of good citizenship?
3. How is citizenship learned? Who teaches us citizenship?
4. Why is citizenship important?

DEFINING CITIZENSHIP

People who have things in common form communities—the common factors could be social, professional, recreational, economic, etc. Citizenship simply stated, is membership in a community. A citizen has rights, privileges, and duties. Rights are secured by participating in a public life with responsibility for others.

Community membership includes responsibilities in three areas; obeying the law, exercising free choice, and the bridge of social responsibility that lies between. Being a citizen means obeying laws, which are created in order to help people live together, exercising the right of free choice to make independent decisions, and being socially responsible in situations where there are no laws to obey. This sense of duty or responsibility comes from peoples' ethics, values, and morals. Keep in mind that peoples' social responsibilities also vary in different cultures.

The varying needs of individuals in the community create a dynamic tension. One example that can be used to think about the dynamics of citizenship is to think of our philosophy on littering. Do you litter? If so, why? If you don't litter, why not? Do you pick up other people's litter? If so, when do you pick it up? These questions consider that there are public spaces, conditions, and problems that we share. What we do about them depends on our attitudes, beliefs, and how we are raised and educated.

Citizenship is the empowerment of an individual with the rights, privileges, and duties of a citizen. Citizenship includes peoples' responsibilities to do something about the things they find unsatisfactory. Citizens must decide if the rules are good ones. If not, citizens have responsibilities to exercise their rights to change the laws and rules.

FOR DISCUSSION:

1. What is the difference between a right, a privilege, and a duty?
2. In what ways do we as citizens show our responsibility for others in our community?
3. As a community member, what will you look for from an ex-offender who is seeking to be restored as a responsible citizen in a community?
4. What are you willing to do to assist an ex-offender to be restored as a responsible citizen?
5. As an ex-offender, what are you willing to do to show your commitment to becoming a responsible citizen in your community?
6. As an ex-offender, what do you need from the community to help you become accepted as a restored as a responsible citizen?

CITIZENSHIP QUOTES ACTIVITY

FOR DISCUSSION:

1. Divide participants into small groups
 2. Assign a quote to each group and ask them to talk about what it means to them.
 3. Report out results to the whole group.
-

“Citizenship is man’s basic right, for it is nothing less than his right to have rights.”

-Chief Justice Earl Warren, 1958

“You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings.”

-Paul S. Bucks, 1967

“It is not always the same thing to be a good person and a good citizen.”

-Aristotle, 4th Century B.C.

“Those who expect to reap the blessings of freedom must, like men, undergo the fatigue of supporting it.”

-Thomas Paine

“We informally applaud what is right and condemn what is wrong and condemn what is wrong when it costs us nothing but the sentiment.”

-William Hazlitt, 1823

LEARNING ASSESSMENTTopic What is Citizenship?

Participant _____

KNOWLEDGE AREA

1. People who do not have things in common form communities.

T or F

2. Community membership includes responsibilities in two areas; obeying the law, and exercising free choice.

T or F

3. A citizen has rights, privileges, and duties.

T or F

4. Citizenship includes peoples' responsibilities to do something about the things they find unsatisfactory.

T or F

SKILLS

Participants will:

- Develop shared understanding through discussion

ATTITUDE

- Openness to learning from each other in the Circle

LEARNING ASSESSMENT KEY

1. F
2. F
3. T
4. T



LEARNING GUIDE

FIRST TRAINING

TOPIC DESCRIPTION

This introductory training lesson is designed to increase citizen's understanding of their role in the Citizen Circle Process.

KNOWLEDGE

CONTENT

1. Four characteristics of credibility are being honest, forward looking, inspiring, and competent.
2. The credible leader learns how to discover and communicate shared values and vision.
3. Credible leaders find unity in diverse points of view.
4. In order to affect change in others, the emphasis must be on identifying strengths and potentials, not simply deficits.

SKILLS

- **Recognize the characteristics of a credible leader.**
- **Identify personal credibility characteristics.**
- **Acknowledge personal credibility areas that need developed or strengthened.**
- **Commitment and desire to be a credible role model in the Citizen Circle process**

ATTITUDE

GUIDED DISCUSSION

SEE ACTIVITY DISCUSSION SUGGESTIONS

ACTIVITY	NEEDED MATERIALS	ATTACHMENTS	TIME
Introductory Activities	Flip Chart, Markers	None	20 minutes
Credibility Activity	None	Attachment #1,	30 minutes
Drawing Activity	Flip Chart, Markers, Crayons, Tape	Attachment #2, #3, #4,	30 minutes
Strings Activity	Flip Chart, Markers, Tape, String	Attachment #5, #6, #7, #8	30 minutes
Learning Assessment	None	Attachment #9	10 minutes



LEARNING GUIDE

FIRST TRAINING

PAGE 2

INTRODUCTION

Introduce yourself, share personal motivation for being here. Ask trainees to wear nametags to help each other learn names.

PURPOSE

The purpose of these trainings is to help participants develop a foundation for building a common vision and philosophy for the Citizen Circle process.

Getting On The Same Page:

- Values
- Structure
- Process

GIVES/GETS

1. Ask participants to state what they would like to receive from the training experience.
2. Ask participants what they are willing to give to the process in order to receive the outcomes identified.
3. List all on flip chart paper
4. Trainer will respond to each request identifying those that can be addressed in the training, and those, if any, that will not be.

HOUSEKEEPING LEARNING ENVIRONMENT

Point out restrooms; discuss breaks, meals, room temperature, etc.

1. Solicit ideas for what participants need to create a positive learning environment.
2. List on flip chart and post.
3. Ask for agreement from participants to abide by the requests listed.

PARKING LOT

The flip chart paper labeled parking lot will be used to place issues, questions, etc. that come to mind that need to be addressed at a later time.

TRAINING ACTIVITIES

***** CREDIBILITY ACTIVITY**

1. Instruct participants to sit with someone they do not know very well.
2. Ask participants to think of a time when they willingly followed the direction of someone they admired and respected.
3. Describe the situation that you were involved with this person. Was it work or outside of work? What was the project or task to be accomplished?
4. Think of three or four words to describe how you felt when you interacted with this person. How did this person make you feel about yourself?
5. What did this person do that encouraged you to perform at your best? What did this person do that gained your admiration and respect?



**PROCESS
ACTIVITY**

MENTAL MODEL

STRINGS ACTIVITY

SUMMARIZE

LEARNING GUIDE

FIRST TRAINING

PAGE 3

Common Actions of Admired Leaders

1. Ask participants to share attributes of the person they identified.
2. Write descriptors on flip chart, look for common themes and find unique qualities.
3. Complete processing by asking, how many in the room have these characteristics?
4. What do you personally bring to the table?
5. Discuss questions on Credibility Checklist.

*** Complete Attachments #1

DRAWING ACTIVITY

- Facilitate Drawing activity
- Follow up activity by using the Ladder of Inference handout to highlight the process of creating mental models.

Emphasize the importance of gaining insight into this process for both us and for understanding Citizen Circle participants.

*** Complete: Attachments #2 #3 #4

1. Facilitate strings activity
2. May describe a client who may be referred to the Circle.
3. Key point to emphasize is the goal of Citizen Circle is to wrap support around participants, not to add more demands/stress.

*** Complete: Attachments #5 #6 #7 #8

1. We have the right people in the room—experience and talents.
2. We have something in common—decision-making—common struggle to see options in positive light.
3. Empathy for the plight of others.
4. Challenge participants to think about what each person brings to the table personally—not just resources related to their job

EVALUATE – PLUS DELTA

1. Ask each person to share one positive idea or experience from the day and one recommendation for improvement, if any.
2. List on flip chart paper

COMMON ACTIONS OF ADMIRABLE LEADERS

Credibility Checklist

- Supported me
- Had the courage to do the right thing
- Challenged me
- Developed and acted as a mentor to others
- Listened
- Celebrated good work
- Followed through on commitments
- Trusted me
- Empowered others
- Made time for people
- Shared the vision
- Opened doors
- Overcame personal hardships
- Admitted mistakes
- Advised others
- Solved problems creatively
- Taught well

For Discussion:

1. What observations do you have about this list?
2. Why are these characteristics important for Citizen Circle members to exhibit?
3. What consequences will occur if Circle members do not communicate credibility to its participants?

4. What difficulties do you anticipate the Circle will encounter when trying to communicate credibility to its participants?

DRAWING ACTIVITY

Adapted from Ohio's Criminal Justice Cross-Training
Working Together for Change

Materials Needed

- Flip chart paper
- Markers
- Crayons
- Tape

Directions

1. Divide participants into small groups. Optimal size would be a minimum of three to a group/maximum of six.
2. Ask groups to construct a drawing of the substance-abusing offender when he or she is about to be released from prison. The drawing should represent the offender's physical appearance and behaviors, and it should indicate his/her goals, values, and plans upon release. The picture will be of someone who has not received treatment during incarceration.
3. Ask each group to elect a spokesperson to keep the group on task and describe the group's drawing.
4. Instruct the group to brainstorm characteristics of the client or customer by creating a list on a separate paper, and then rendering a picture depicting these characteristics using no words on the drawing. Allow 10 – 15 minutes for this task.
5. When the time has ended, ask each group to tape each picture on the wall side by side each other.
6. Invite each group spokesperson to describe the group drawing.

DRAWING ACTIVITY

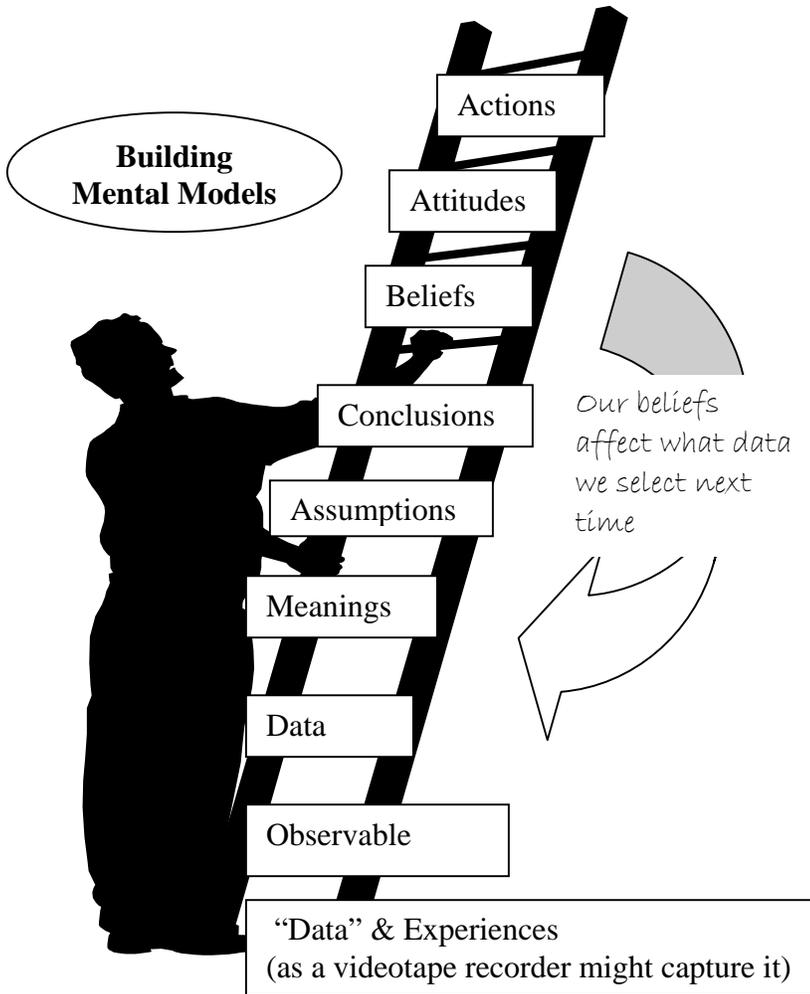
Discussion Suggestions

1. Ask participants to look for common characteristics and post on a flip chart, then look for unique qualities and list.
2. Ask participants to describe the general tone of the drawings.
3. Would substance-abusing offenders (or this customer) describe themselves in the same way?
4. What do our portraits suggest about our attitudes regarding this population (or customer)?
5. What do these drawing say about our underlying assumptions about the offender?
6. Look for ideas on how do these assumptions affect our behavior toward them?
7. If our clients/offenders did the same activity what do you think they would be saying about the people in this room? Generate list

Learning Outcomes

- It is typical to portray negative perceptions. However in order to affect change, the emphasis must be on identifying strengths and potentials, not simply deficits.

The Ladder of Action



1. I take actions based on my beliefs
2. I adopt beliefs about the world
3. I draw conclusions
4. I make assumptions based on the meaning I add
5. I add meanings (cultural & personal)
6. I select "data" from what I observe

Our ability to achieve the results we truly desire is eroded by our feelings that:

- Our beliefs are the truth.
- The truth is obvious.
- Our beliefs are based on real data.
- The data we select are the real data.

Source: Adapted from Senge (1994) p. 243f

STRING EXERCISE

As developed by:
Bobbie J. Herron, LISW, CCDC III-E, OCPS II

ITEMS NEEDED

Signs identifying roles of participants (Examples: mother, boyfriend, daughter, neighbor, probation officer, judge, friend, treatment counselor, policeman, prosecutor, etc.)

Blank signs and markers (Keep these available in case participants identify roles that are not anticipated beforehand.)

Strings (Use a lightweight material that does not easily entangle. Plastic string used in crafts works well.)

Overheads and projector (optional)

Flip chart, markers, and tape

TIPS

Have fun with it!

Identify an experienced person to play the role of the offender.

PURPOSE

The purpose of this exercise is to assist participants in reframing their perspectives of the drug-involved offender. This experiential snapshot can be used to clarify roles, identify conflict points, encourage cooperation, and provide a framework for discussion of effective collaboration.

TIME (30-40 minutes)

A minimum of 30 minutes will be needed. The skill of the facilitator will determine the amount of process time.

EXERCISE

82

Ask for a volunteer. Give volunteer a sign with offender's name (Suzette) on it.

Overhead slide

Introduce Suzette to the audience by describing the following scenario:

Suzette's mother notified her probation officer that Suzette has been drinking beer with "friends" at a local bar. Several of the friends are known drug users. During a routine drug screen, Suzette tested positive for marijuana. Suzette reports that she was riding in a car when a friend unexpectedly "lit up a joint", and that she inhaled smoke while in the car. Suzette is unemployed, has two children and an ex-husband in prison. She lives with friends.

Ask the audience who might be involved in Suzette's life?

As participants identify persons in Suzette's life, ask volunteers to join Suzette. Give each volunteer a sign depicting their role and a string. Ask them to hold onto one end of the string and give the other end to Suzette. Keep this recruitment moving quickly, but elicit as many volunteers as possible to provide a visual picture that is both realistic and dramatic.

The facilitator will now say to participants: *"On the count of three, I would like all of you at one time to tell Suzette how you want to help her?"* Allow this response for a few seconds in order to portray the chaos.

Then, *"Your task is to develop a plan of action."* Engage participants in discussion with Suzette to display the numerous expectations placed upon her. Assist the group in role-play by using guiding questions such as:

What do you want from Suzette?

Suzette, what are you going to do?

What happens next?

Allow this to play out long enough to create a picture of the many demands pulling on Suzette. When you have built a clear enough picture of Suzette's frustration, begin to encourage her to respond:

Suzette, what are you going to do?

Isn't it "wonderful" that so many people in the community are willing to help?

How do you feel, Suzette?

Check in with participants:

How do you feel towards each other?

What are your perceptions of treatment, criminal justice, others?

Dismiss volunteers by requesting a round of applause for their great work. Finish processing the exercise by asking the audience to provide observations. Make sure to:

- Identify feelings, beliefs and attitudes expressed by the participants.
- Pay close attention to, underlying non-verbal messages, defense mechanisms.
- Look for alliances.
- How were decisions made?
- Were their common goals?
- What methods were used to motivate Suzette?
- Who was able to influence her and why?

Outcomes (Slide) (You may want to put these responses onto flip chart paper)

Engage participants in a discussion of outcomes:

- **Client**— confusion, apathy, "leave me alone", "I'd rather do my time", resistance, hostility, roadblocks, excuses, blaming, manipulation, relapse, recidivism, labeled as someone who does not want to change;
- **System**— client turnover, lack of trust, suspicion/blame, enabling, set up for failure, stressed professional relationships, survival mentality vs. joint decision making, overlooked client needs, overcrowded jails/prisons;
- **Community**— jeopardized public safety, wasted resources.

Discuss Implications

What are the implications for developing an effective Citizen Circle?

What components are necessary for collaboration?

Learning Assessment

Topic **First Citizen Circle Training**

Participant _____

Knowledge Area

1. Four characteristics of credibility are being honest, forward looking, inspiring, and competent. **T or F**

2. The credible leader learns how to discover and communicate shared values and vision. **T or F**

3. Credible leaders find unity in diverse points of view.
 T or F

4. In order to affect change in others, the emphasis must be on identifying needs and weaknesses, not potentials.
 T or F

Skills

Will be able to

- recognize the characteristics of a credible leader.
- identify personal credibility characteristics.
- acknowledge personal credibility areas that need developed or strengthened.

Attitude

- Will exhibit a commitment and desire to be a credible role model and identify strengths in others

Learning Assessment Key

1. T
2. T
3. T
4. F



LEARNING GUIDE

Strengths Based Foundation

TOPIC DESCRIPTION *Describes a strengths based approach as a philosophical foundation for Citizen Circles.*

KNOWLEDGE

CONTENT

1. DRC goal for reentry is that offenders will become productive members of society contributing to safer communities and enhanced quality of life.
2. Social Development research shows that healthy beliefs and clear standards are developed in the context of relationships.
3. The role of Citizen Circles is to provide acceptance, motivation, accountability, and to model community for ex-offenders.
4. Life domain areas describe needs that are valued for healthy functioning in the community.
5. Citizen Circle members need to develop skills for identifying strengths, including using reframing and normalization techniques.

SKILL

- Reframing Techniques
- Normalization of Life Areas
- Will display a commitment to look for strengths in others

ATTITUDE

ACTIVITY

***PERSONAL BOARD OF DIRECTORS
REFRAMING EXERCISE
STRENGTHS DISCOVERY
NORMALIZATION EXERCISE***

LESSON	NEEDED MATERIALS	ATTACHMENTS	TIME
Training Outline	Flip Chart, Markers, Tape	None-continued on next 4 pages	15 minutes
Personal Board of Directors	None	Attachment #1	15 minutes
Framing Activities	None	Attachment #2 - #6	5 minutes
Strengths Discovery	Overhead Projector	Attachment #7-#10	15 minutes
Normalization Exercise	None	Attachment #11	N/A
Motivating for Growth	None	Attachment #12 & #13	5 minutes
Learning Assessment	Overhead Projector	Attachment #14	30 minutes



LEARNING GUIDE

- Strengths Based Foundation Page 2

INTRODUCTION

Facilitator will introduce self and go around the room asking participants to state their name and why they are here.

ACTIVITY

1. Review learning environment agreement. Any additions?
2. Review Parking Lot issues

Personal Board of Directors Activity

*** Complete Board of Director Activity Sheet #1

Reflect on a difficult time in your life, from the past, present or one that you expect to be looming ahead in your future. Circumstances that might apply include the death of a loved one, divorce, a move, loss of a job, illness of a relative, legal trouble, financial stress, medical problems impairment or difficulty of a family member.

- o Who are the people you can count on/get involved to see you through this time of need?
- o Share answers with your partner
- o Report observations to whole group

WHAT IS IT?

Overview of ODRC Reentry

Ohio Department of Rehabilitation and Corrections philosophy outlines a commitment to prepare offenders for a successful return to the community.

REVIEW

Goal of ODRC for reentry process:

Offenders that will successfully connect as productive members of society contributing to safer communities and enhanced quality of life.

QUOTES

- o "Relationship helps us to define who we are and what we can become"
- o "Most of us can trace our successes to pivotal relationships."



LEARNING GUIDE

- *Strengths Based Foundation* Page 3

In order to accomplish the goal of successful reentry, we are talking about developing healthy behaviors. The prerequisite for healthy behaviors is healthy beliefs and clear standards. The research shows that healthy beliefs and clear standards are developed in the context of relationships—reinforcing the need for “community”.

Review Social Development Model

- o Healthy Behaviors
- o Healthy Beliefs and Clear Standards
- o Modeling/Accountability
- o How?

1. Recognition
2. Meaningful Involvement
3. Skills

HOW?

Citizen Circle Role

The role of Citizen Circles is to Provide:

- o Motivation
- o Accountability
- o Acceptance
- o Model community

*** Complete Framing Activity #2 & #3

Today, I would like to share some values that I would like you to consider adopting in your circle.

Foundations/Values

- o Strengths Based Focus
- o Normalize
- o Individualize
- o Partnerships – in the context of relationships

Recognition, Meaningful Involvement, Skills

OTHER IDEAS?

HOW?



LEARNING GUIDE

- *Strengths Based Foundation* Page 4

SKILL BUILDING

The Skills – we need to develop as a team are:

- Identifying strengths
- Reframing

IT'S NOT BRAGGING

*** Complete It's Not Bragging Activity Sheet #4

1. Cut up copies of the It's Not Bragging Activity sheet into strips for each question. Put in envelopes and give one envelope to each small group of 4-5 along with the directions. Give groups 10-15 minutes for the activity.
2. Process Activity
Remind participants that to learn identifying strengths starts with identifying our own.
Ask participants how it felt to talk about their strengths?
Keep this in mind, that it can be uncomfortable at first to talk about strengths.

REFRAMING EXERCISE

- Reframing is a way of looking at reality that allows you to see things in a new light, to sort out fact and ideas so the positive ones emerge into clarity, while the negatives, though not forgotten, are placed on the back burner.
- Most people need to hear at least ten positive comments before being able to respond well to a negative one.
- To create a culture of positive thinking requires catching people doing positive and beneficial things.
- We can change the negative mindset or norm by committing to a new cultural reality that is built on the premise that anyone is capable of anything and that any situation can be improved.

*** Complete Reframing Activity Handout #5 & #6

1. Brainstorm together a variety of common terms used to describe people involved in the criminal justice system.
2. Write on flip chart paper and post.
3. Divide into small groups and develop a list of positive attributes, which relate to each of the terms listed. In some cases you may need to identify a neutral description. See examples on Reframing Handout.

ACTIVITY



LEARNING GUIDE

- *Strengths Based Foundation* Page 5

DISCOVERY

STRENGTH DISCOVERY SCENARIO ACTIVITY

- Give each group a scenario to read and ask them to role-play an interaction with the circle and identify potential strengths for the individual and family.
- Use the strength discovery sheet to assist in the role-play.
- Process exercise.

*** Complete Strength Discovery Questions #7
Scenarios--Attachments #8 #9

EXERCISE

1. Stay in small groups and identify a list of typical needs the person or family in your scenario would need in order to be successful. These needs should be defined for the general population of successful adults and families in your community. You can select from the life areas domain list.
2. Choose at least two life domains and complete a normalized list for the person and his/her family you have picked. Use the bubble chart technique to brainstorm as a group the typical needs or descriptors of a successful family who has similar characteristics. These characteristics include age, culture, gender, class, and neighborhood. When you have completed the list, consider how many of them could be met if the person returned to prison.
3. Now identify needs the family might have in order to meet a normalized goal.
4. Report out and process activity

*** Life Domain Areas Exercise #10

*** Review Bubble Chart Handout with participants #11

*** Review Motivating For Growth #12 & #13

EVALUATION

- **Ask participants to share one positive experience or idea that they will take with them from today. Secondly, share one recommendation for improving the day.**

PERSONAL BOARD OF DIRECTORS

Activity

Ask participants to:

Reflect on a difficult time in your life, from the past, present or one that you expect to be looming ahead in your future. Circumstances that might apply include the death of a loved one, divorce, a move, loss of a job, illness of a relative, legal trouble, financial stress, medical problems impairment or difficulty of a family member.

1. Who are the people you can count on, or who will get involved to see you through this time of need?
2. Share answers with your partner.
3. Report observations to whole group.

Process activity by:

Summarize responses and ask what common characteristics were observed in the answers.

FRAMING ACTIVITY

Context

It is impossible to pay attention to gather, and analyze all the data available to us moment by moment. We have to filter the information that streams in through our many senses. We quickly learn how to use conceptual frames to decide (often unconsciously) what we can ignore and what's most important.

STEP ONE

Ask participants to make a ring with thumb and index finger that will become their "viewing hole".

Ask participant to hold their viewing holes out at arm's length. Ask them to look through the holes and focus on a specific object; for example, a cluster of tennis balls on a table, a poster, you, or whatever object you choose. The facilitator can simply hold up a pen, so that no prior preparation is needed.

STEP TWO

Ask the following questions, pausing for 10-20 seconds after each, so participants have time to ponder their answers and form a mental answer to each.

1. What do you see within this frame?
2. What questions could you answer with the information available to you through your frame?
3. What actions could you take to influence the objects you see?

STEP THREE

Now ask players to bring the hole halfway toward their eye while keeping the same object centered in the hole. Ask the same questions once more, pausing for several seconds after each.

Now ask players to bring the hole as close to their eye while keeping the same object centered in the hole. Again, ask the same questions, pausing for participants to form a mental answer to each.

STEP FOUR

Point out that the object viewed remained the same during the three different inspections. Explain that you asked the same questions with each inspection, then ask participants whether their responses to the questions changed. Solicit actual responses from the participants. Ask, Why did your responses change? Which do you think was the best perspective? Which one did you prefer? Of course, no one perspective is intrinsically better than another, it depends on the goals and the questions of the person who is looking through the frame.

STEP FIVE

Ask participants to look through their hole three times at one object. But this time, they keep the hole as close as possible to their eye during all the different inspections and only change the amount of time during which they observe the object. Ask them to choose an object in the room and look at it for a total of 60 seconds. Tell them in advance to record what they see after looking at the object for 1 second, for 10 seconds, and for the entire minute. Then ask the same questions you asked before.

FRAMING ACTIVITY DISCUSSION GUIDE

1. Is the frame more important than what you see through it? Why or why not?
2. How can the members of The Circle determine if all of them are using the same perspective on an issue?
3. How can the Circle benefit from different perspectives of team members?
4. What would happen if we began each perspective from examining the strengths, skills, and capabilities and opportunities rather than weaknesses, failings and limitations?

IT'S NOT BRAGGING

Saying good things about you and things you have done is a positive thing to do. Pick a slip out of the bag and share your answers with the group. Remember it's not bragging if it's true and if someone asked you to talk about it.

1. What is your greatest accomplishment?

2. What are your best qualities at work?

3. What is something you can do that no one in this group can do?

4. What subject did you do best in at school?

5. What is the best thing you have done to support a nonprofit organization?

6. What is the nicest thing you have ever done for a neighbor?

7. What is the best gift you ever gave someone?

8. What is the best thing you ever did for someone younger than you are?

9. What are your best qualities in a close relationship?

10. What is the kindest thing you have ever done for a stranger?

11. What is the best job you've ever done on an at-home project?

12. What is the nicest thing you have ever done for someone less fortunate than yourself?

REFRAMING ACTIVITY

“Reframing is a way of looking at reality that allows you to see things in a new light, to sort out fact and ideas so the positive ones emerge into clarity, while the negatives, though not forgotten, are placed on the back burner. It is as if you were to put a new frame around a gloomy old picture so you could see its right colors and shadings, its powerful positive statement of the beauty of the reality it depicts finally becoming clear. When you reframe something, you’re not changing the situation itself—just the qualities of thinking that surround and help to define the situation.”

Reframing can help turn the tide from a negative to a positive environment. Describing people with skills, gifts and capacities rather than their problems or diagnoses. This can be a challenge in a pathology driven system. The following activity will give an opportunity for participants to begin practicing this skill.

STEP ONE

Give participants a copy of the Reframing Common terms handout. Briefly, review examples. Ask participants to brainstorm a variety of common terms that are used to describe the customer or client that you serve in your work setting, for instance, offender, drug abuser, etc. Write these on a board or flip chart paper so everyone can see them.

STEP TWO

Divide into small groups of no more than 5-6. Assign the task of developing a list of positive attributes, which relate to the service system terminology. In some cases, it is very difficult to identify positive descriptions, which offset the problem terms. In these cases, develop descriptions that are at least neutral.

STEP THREE

Ask each group to present their reframing examples.

Discussion Suggestions

1. Does this emphasis sound like being soft and coddling? If so, examine the origins of those thoughts...Where do we learn that focusing on the positive is not acceptable?
2. What benefits does the simple change in perspective bring to the goal of helping others change?

REFRAMING COMMON TERMS

Common Terms

Reframed as Strengths

- | | |
|--|--|
| 1. Runs away a lot | 1. Has good survival skills |
| 2. Gets in fights | 2. Tries to stick up for self |
| 3. Is always in crisis | 3. Is adaptable |
| 4. Resists assistance | 4. Wise shopper for service |
| 5. Has a negative peer group | 5. Able to make friends |
| 6. Has low self-esteem | 6. Picks up on cues from others |
| 7. Unable to stay on task | 7. Curious and inquisitive |
| 8. Dysfunctional | 8. Overwhelmed |
| 9. Terminated from last three programs | 9. Extremely adaptable |
| 10. Can't form relationships | 10. Self-reliant, independent or has had many placements |
| 11. Uses the system | 11. Good advocate-- knows how to make things happen |
| 12. Does not take responsibility | 12. Wants to enjoy childhood |
| 13. Doesn't follow through with services | 13. Self-sufficient |
| 14. Has no support and is isolated | 14. New to the neighborhood |

J a n e t

Janet is a 40 year old married mother of two daughters who is on parole from two years in prison on drug abuse charges and soliciting. She is involved in substance abuse treatment and also has severe panic attacks and post-traumatic stress syndrome. During previous treatment, she never addressed her addiction and received limited benefit from medications and psychotherapy. Janet has been sober for two months. She attends individual and group sessions weekly and is seen with her family every several weeks. She takes medication for her anxiety and panic symptoms, and is learning to cope with symptoms without constantly seeking medications. Janet is realizing that while medications can help, they cannot alleviate all of her symptoms or problems; and there is no “magic bullet” for all that ails her. She also attends AA meetings and has found it helpful to spend time at a local recovery club. She’s been able to cope with several “close calls” and social pressures to use drugs. When Janet feels close to using, she reminds herself that her daughters suffer when she gets high because she becomes irresponsible and spends most of her time away from home. In individual treatment sessions, Janet is focusing on her pattern of negative thinking and ways to challenge anxious, depressed, and angry thoughts. In family sessions, Janet is focusing on improving communication and controlling anger toward her mother.

M i c h a e l

Michael is a 34 year-old African American, married, father of two teen-aged children who was released on parole. He served six years in prison for several crimes including aggravated robbery related to his drug addiction. He moved in with his elderly mother upon his release. His mother is very involved with her church and has a supportive pastor. Michael has no high school diploma and is illiterate. He feels remorseful about missing the experience of raising his children and hopes to someday regain contact and develop a relationship with them. While in prison, he worked on a construction project and enjoyed the physical labor. Michael is currently attending group at TASC and going to 3 NA meetings per week. He knows no one in the neighborhood except his "using" buddies, who have already contacted him about dealing again. He has been out for three weeks and is very tempted to start dealing because he has not been able to find a job.

LIFE DOMAIN AREAS

EXERCISE

Identify a list of typical needs that the person and/or family in your scenario would need in order to be successful. These needs should be defined for the general population of successful adults and families in your community. You can select from the life areas domain list.

Choose at least two life domains and complete a normalized list for the person and his/her family you have picked. Use the bubble chart technique to brainstorm as a group the typical needs or descriptors of a successful family who has similar characteristics. These characteristics include age, culture, gender, class, and neighborhood. When you have completed the list, consider how many of them could be met if the person returned to prison.

These life areas describe areas of need that are valued for healthy functioning in the community.

E M P L O Y M E N T

Work and the role of work in the person's life, including educational and vocational skills.

F A M I L Y / M A R I T A L

Being with family members and the support a person derives from them.

A S S O C I A T E S / S O C I A L I N T E R A C T I O N

Positive interaction with community members and non-criminal associations.

S U B S T A N C E A B U S E

Living without reliance on alcohol and/or drugs.

C O M M U N I T Y F U N C T I O N I N G

Knowledge and skills for daily living; including safety, an acceptable place to live, health, personal budgeting, leisure activities, and the use of social services.

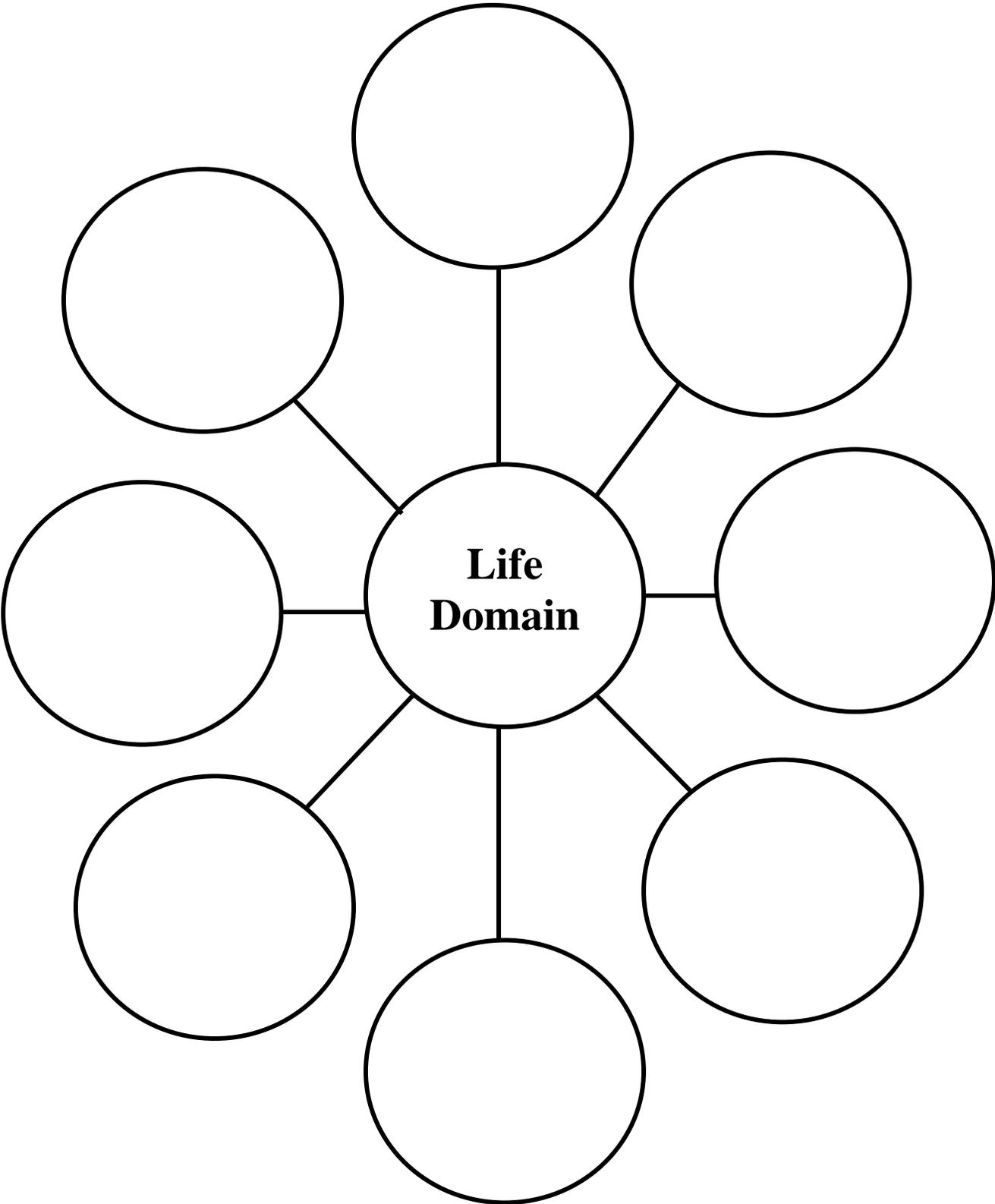
P E R S O N A L / E M O T I O N A L O R I E N T A T I O N

Decision-making skills, coping with stress, and practicing mental health and wellness practice.

A t t i t u d e a n d B e l i e f s

Supporting law-abiding behaviors and involvement with religious activities.

NORMALIZATION EXERCISE



MOTIVATING FOR GROWTH

BUILD TRUST & RAPPORT

Express empathy through reflective listening.
Communicate respect for and acceptance of the person and their feelings.

CREATE A HELPING ALLIANCE

Establish a nonjudgmental, collaborative relationship.
Be a supportive and knowledgeable consultant.

REGULAR MAINTENANCE NECESSARY

Compliment rather than denigrate.
Listen rather than tell.

WHEN CHANGE IS NEEDED

Gently persuade, with the understanding that change is up to the individual.

Provide support throughout the process.

Develop discrepancy between the person's goals or values and current behavior, helping to recognize the discrepancies between where they are and where they hope to be.

Avoid argument and direct confrontation, which can degenerate into a power struggle.

Adjust to, rather than oppose, the person's resistance.

ALWAYS FOCUS ON THE STRENGTHS

Support self-efficacy and optimism: that is, focus on strengths to support the hope and optimism needed to make change.

Motivating for Growth

REFLECTIVE LISTENING
COMMUNICATE RESPECT
PARTNERSHIP
KNOWLEDGEABLE CONSULTANT
COMPLIMENT
LISTEN
GENTLY PERSUADE
PROVIDE SUPPORT
DEVELOP DISCREPANCY
AVOID ARGUMENT
ADJUST TO RESISTANCE
FOCUS ON STRENGTHS
SUPPORT HOPE AND OPTIMISM

Learning AssessmentTopic Strengths Based Foundation for Citizen Circles

Participant _____

Knowledge Area

1. ODRC goal for reentry is that offenders will become productive members of society contributing to safer communities and enhanced quality of life.
T or F
2. Social Development research shows that healthy beliefs and clear standards are developed in the context of relationships.
T or F
3. The role of Citizen Circles is not to provide acceptance, motivation, accountability, and to model community for ex-offenders.
T or F
4. Life domain areas describe needs that are valued for unhealthy functioning in the community.
T or F
5. Citizen Circle members need to develop skills for identifying strengths, including using reframing and normalization techniques.
T or F

Skills

Participants will be able to:

- use reframing techniques to identify strengths in offenders.
- identify normalized goals for criminal justice offenders.
- identify life areas valued for healthy functioning in the community.

Attitude

- Will display a commitment to look for strengths in others
-

Learning Assessment Key

1. T
2. T
3. F
4. F
5. T



LEARNING GUIDE

PLANNING SESSION

NOTE OF DIRECTION

The Citizen Circle Planning Guide form can be used to assist the Circle in making decisions needed to function as a Circle. It is helpful to use an outside facilitator for some of these tasks.

PURPOSE

The purpose of the meeting today is to make decisions necessary for the Circle to begin functioning.

DECIDE

TERMS & LANGUAGE

INTRODUCTION

The first issue that needs to be addressed is that of the language that will be used to identify participants and members. When using a strength-based model it is important to use language that is consistent with the idea of viewing the offender's strengths as primary. The circle needs to make a decision on how it will address and define terms that will be used.

EXAMPLE

Will the Circle use the term offender or ex-offender, when referring to participants? Some circles decide to refrain from using these negative terms and instead use "participant" when referring to the offender who is involved with the circle.

PLEASE NOTE

The language used in this manual refers to the offender as participant and the volunteer citizens as members. After the offender has completed the Circle recommendations, the Circle may invite the participant to become a member of the Circle in order to give back to others.

ACTIVITY	NEEDED MATERIALS	ATTACHMENTS	TIME
Decide Language	Flip Chart, Markers, Tape	Included in Training Guide	5 minutes
Vision/Mission	Flip Chart, Markers, Tape	Handout – The Practice of Innovation Vision/Mission Worksheet Citizen Circle Goals Mission Statement Analysis	TBD
Membership	Flip Chart, Markers, Tape	None	10 minutes
Roles & Responsibility	Flip Chart, Markers, Tape	None	15 minutes
Acceptance Criteria	Flip Chart, Markers, Tape	None	15 minutes
Meetings	Flip Chart, Markers, Tape	None	15 minutes
Team Management	None	Team Management Worksheet	15 minutes
Plan For Success	Flip Chart, Markers, Tape	None	15 minutes
Next Steps	Flip Chart, Markers, Tape	None	15 minutes
Evaluate	Flip Chart, Markers, Tape	None	10 minutes



PLANNING SESSION

- CONTINUED -

RECOMMENDATION

The Circle may want to develop a glossary of terms to be updated as necessary. A glossary could be used to orient new members who may not be familiar with the "alphabet soup" used by many professionals as well.

ACTIVITY

Ask Circle members to list terms that may need to be defined and discussed and decide a plan of action for making ongoing decisions regarding language in the Circle.

VISION/MISSION

It is vital for the Circle to develop a vision and mission statement to bring focus and direction to its activities.

The Planning Guide gives examples of a vision and mission statement for a Citizen Circle.

Use the resources in the manual to assist in developing a vision and mission statement for the Circle. The Circle may want to ask an outside facilitator to assist with this process.

REVIEW

*** Review the following Handouts:
Article – The Practice of Innovation
Vision/Mission Worksheets
Citizen Circle Goals
Mission Statement Analysis

MEMBERSHIP

The Circle should periodically review its membership to determine the need for additional members.

ROLES & RESPONSIBILITIES

The Circle needs to clarify roles and responsibilities in the Circle and "decide who does what."

ACCEPTANCE CRITERIA

- o Determine acceptance criteria for referrals.
- o The Planning Guide provides an example to begin discussion.



PLANNING SESSION

- CONTINUED -

TEAM MANAGEMENT

*Review the Citizen Circle Team Management
handout to identify discussion points.*

*** Review Citizen Team Management Handout

MEETINGS

DETERMINE A MEETING TIME & SCHEDULE

Discuss logistics for facilitating meetings including:

- **Meeting structure—creating agendas**
- **Leadership, coordinator**
- **Case manager tasks**
- **Meeting minutes—general**
- **Reports**

CITIZEN CIRCLE PLAN FOR SUCCESS

Determine process for developing plans with participants

- **Identifying strengths and Needs**
- **Developing the plan**
- **Review process**
- **Crisis Planning**

NEXT STEPS

Identify the next steps that need to be taken to move forward.

EVALUATE

PLUS DELTA

Ask each person to share one positive idea or experience from the day and one recommendation for improvement, if any.

- o List on a flip chart

LANGUAGE			
Examples/Ideas	Decision/Plan	Person Responsible	Target Date
Offender Ex-offender Citizen Restored citizen Participant Member			
VISION/MISSION			
Examples/Ideas	Decision/Plan	Person Responsible	Target Date
<u>Vision</u> <i>Citizens who contribute as partners to safer communities and improved quality of life for its members</i> <u>Mission</u> <i>The mission of the North Toledo Citizen Circle is to create partnerships that will increase opportunities for offenders to successfully connect as productive members of the community.</i>			

ACCEPTANCE CRITERIA

Examples	Decision/Plan	Person Responsible	Target Date
<ol style="list-style-type: none"> 1. Will accept full responsibility for his/her criminal behavior 2. Acknowledges the hurt his/her behavior has caused others 3. Agrees to participate in some form of community service 4. Agrees to abide by all recommendations offered by the circle <p>Concerns Ideas</p>			

MEETING SCHEDULE

Discussion points	Decision/Plan	Person Responsible	Target Date
<p>1 x month with participant</p> <p>1x month for ongoing training/planning</p>			

MEETINGS			
Discussion Points	Decision/Plan	Person Responsible	Target Date
Facilitating meetings <ul style="list-style-type: none"> • Meeting structure—agenda • Leadership, coordinator • Case manager tasks • Meeting minutes—general • Reports 			
TEAM MANAGEMENT			
Discussion Points	Decision/Plan	Person Responsible	Target Date
Citizen Circle Team Management Ideas Sheet			
PARTICIPANT PLAN DEVELOPMENT			
Discussion Points	Decision/Plan	Person Responsible	Target Date
<ol style="list-style-type: none"> 1. Plan development 2. Forms 3. Review process 4. Crisis Planning 			

NEXT STEPS

Discussion Points	Decision/Plan	Person Responsible	Target Date
1. Acceptance process—review applications 2. Forms 3. First Plan development--storyboarding			

PLANNING NOTES To Do List



The Practice of Innovation by Peter M. Senge

Know Your Purpose

We can start by inquiring into what we mean by *mission* anyway. It is very hard to focus on what you cannot define, and my experience is that there can be some very fuzzy thinking about mission, vision, and values.

Most organizations today have mission statements, purpose statements, official visions, and little cards with the organization's values. But precious few of us can say our organization's mission statement has transformed the enterprise. And there has grown an understandable cynicism around lofty ideals that don't match the realities of organizational life.

The first obstacle to understanding mission is a problem of language. Many leaders use *mission* and *vision* interchangeably, or think that the words -- and the differences between them -- matter little. But words do matter. Language is messy by nature, which is why we must be careful in how we use it. As leaders, after all, we have little else to work with. We typically don't use hammers and saws, heavy equipment, or even computers to do our real work. The essence of leadership -- what we do with 98 percent of our time -- is communication. To master any management practice, we must start by bringing discipline to the domain in which we spend most of our time, the domain of words.

The dictionary -- which, unlike the computer, *is* an essential leadership tool -- contains multiple definitions of the word *mission*; the most appropriate here is, "purpose, reason for being." *Vision*, by contrast, is "a picture or image of the future we seek to create," and *values* articulate how we intend to live as we pursue our mission. Paradoxically, if an organization's mission is truly motivating it is never really achieved. Mission provides an orientation, not a checklist of accomplishments. It defines a direction, not a destination. It tells the members of an organization why they are working together, how they intend to contribute to the world. Without a sense of mission, there is no foundation for establishing why some intended results are more important than others.

But, there is a big difference between having a mission statement and being truly mission-based. To be truly mission-based means that key decisions can be referred back to the mission -- our reason for being. It means that people can and should object to management edicts that they do not see as connected to the



mission. It means that thinking about and continually clarifying the mission is everybody's job because, as de Geus points out, it expresses the aspirations and fundamental identity of a human community. By contrast, most mission statements are nice ideas that might have some meaning for a few, but communicate little to the community as a whole. In most organizations, no one would dream of challenging a management decision on the grounds that it does not serve the mission. In other words, most organizations serve those in power rather than a mission.

This also gives some clue as to why being mission-based is so difficult. It gets to the core of power and authority. It is profoundly radical. It says, in essence, those in positions of authority are not the source of authority. It says rather, that the source of legitimate power in the organization is its guiding ideas. Remember, "We hold these truths to be self evident..."? The cornerstone of a truly democratic system of governance is not voting or any other particular mechanism. It is the belief that power ultimately flows from ideas, not people. To be truly mission-based is to be democratic in this way, to make the mission more important than the boss, something that not too many corporations have yet demonstrated an ability to do.

While this might appeal to our ideals, living this way is extraordinarily challenging. We are all closet authoritarians. For most of us it is the only system of management we have ever known, starting in school. To be mission-based, and to be values-guided, is to hold up lofty standards against which every person's behavior can be judged. Moreover, mission is inherently fuzzy, abstract. It is so much easier to make decisions based on "the numbers," habit, and unexamined emotions. To be mission-based requires everyone to think continuously.

Clarity about mission and vision is both an operational and a spiritual necessity. Mission provides a guiding star, a long-term purpose that allows you to balance the inevitable pressures between the short term and the long term. Vision translates mission into truly meaningful intended results -- and guides the allocation of time, energy, and resources. In my experience, it is only through a compelling vision that a deep sense of purpose comes alive. People's passions flow naturally into creating something that truly excites them. Taken together, mission and vision fill a deep need: All human beings have a purpose, a reason for being. Most of us believe that there is something more important than what you can buy, acquire, or market. The passion at the heart of every great undertaking comes from the deep longing of human beings to make a difference, to have an impact. It comes from what you contribute rather than what you get.



VISION/MISSION

WORKSHEET

This worksheet includes excerpts from the Ohio Plan that can be used to stimulate conversation leading to the development of a vision and mission for each local Citizen Circle.

Citizen Circles—a partnership between local citizens, ex-offenders, and ODRC

Reentry description

- Forum for building better relationships between ODRC, local citizens, and offenders.
- Involve local citizens in the rehabilitative and reentry process while communicating expectations to offenders.
- Acceptance back into the community requires the fulfillment of certain obligations and commitments

Vision ideas

- Offenders who feel accepted by their community and believe they are valued members of that community are less likely to re-offend.
- Opportunities for active partnerships with all stakeholders
- Reentry will contribute to safer communities and an enhanced quality of life.

Reentry mission

- Holistic and systematic approach that seeks to reduce the likelihood of additional criminal behavior.
- Beginning at sentencing and extending beyond release, reentry will assess, identify and link offenders with services specific to their needs.
- This will be accomplished through associations with community partners, families, justice professionals and victims of crime.

Vision—describes the ideal future state or end product of the effort.

Example: Empowering North Toledo citizens to develop safer communities and improved quality of life for its members.

Mission—defines the purpose, provides focus and direction.

Example: The mission of the North Toledo Citizen Circle is to create partnerships that will increase opportunities for productive community membership.

Slogan

ODRC Reentry—Going Home to Stay

Community slogan example:

Toledo Citizen Circle—Coming Home to Stay



CITIZEN CIRCLE

GOALS

Reentry Goals

1. Successful transition
2. Reduced recidivism
3. Productive employment
4. Responsible parents, supporting children and families
5. Effective life coping skills
6. Opportunities to make amends

Citizen Circle Goals

- Create a forum that builds better relationships between the community and offenders who return.
- Involve local citizens in the rehabilitation process while clearly communicating community expectations.
- Develop a plan to assist in becoming a productive citizen.
- Help offenders understand that acceptance into a community demands certain obligations and responsibilities.

Outcomes

- Community members who are better educated about the justice system
- Greater community support for offenders re-entering society
- Offenders who view themselves as productive and contributing members of the community



MISSION STATEMENT

ANALYSIS

Example:

Empowering North Toledo citizens to develop safer communities and improved quality of life for its members.

IMPACT GROUP:

TARGET POPULATION:

STAKEHOLDERS:

CHECKLIST

- _____ 1. Defines purpose cleanly and concisely.
- _____ 2. Provides a unifying force, direction.
- _____ 3. Broad enough to be flexible, narrow enough for focus.
- _____ 4. Unique to our program.
- _____ 5. Fits beliefs and values of the organization.
- _____ 6. Simple—understood by all stakeholders.
- _____ 7. Short enough to remember.
- _____ 8. Spiritual and emotional—rallying power!

Strengths

Weaknesses

Redraft:



CITIZEN CIRCLE

MISSION WORKSHEET

1. What is the purpose of the Circle?
2. What is unique or distinctive about the Circle?
3. What is our philosophy, core values, or guiding principles?
4. What population do we want to impact?
5. What populations do we target in order to reach the population we wish to impact?
6. Who are our stakeholders?
7. What are our principal services present and future?
8. What is likely to be different about our services 3 – 5 years from now?

Notes:



MISSION STATEMENT

ANALYSIS

IMPACT GROUP:

TARGET POPULATION:

STAKEHOLDERS:

CHECKLIST

- _____ 1. Defines purpose cleanly and concisely.
- _____ 2. Provides a unifying force, direction.
- _____ 3. Broad enough to be flexible, narrow enough for focus.
- _____ 4. Unique to our program.
- _____ 5. Fits beliefs and values of the organization.
- _____ 6. Simple—understood by all stakeholders.
- _____ 7. Short enough to remember.
- _____ 8. Spiritual and emotional—rallying power!

Strengths

Weaknesses

Redraft:



Meeting Guide

Date _____ **Time** _____

Facilitator _____

Timekeeper _____

Note taker _____

Attendees _____

Opening Rituals

- Introductions
- Readings _____

Create Agenda

- Introduce new applicants and make decisions for acceptance and participation into the Circle
- Make decisions for new citizens to join as members of the Circle
- Develop, review, and update accountability plans
- Share needs and recognize victories of active participants
- Discharge successful and unsuccessful participants
- Discuss logistics for meetings and planning for the needs of the Circle

Agenda Details/Additional

Closing Rituals

- Recognitions

- o Meeting Evaluation

120



LEARNING GUIDE

MENTAL MODELS

TOPIC DESCRIPTION *This lesson uses a well-known game (arm wrestling) to provoke discussions about how our mental models (e.g., deeply ingrained beliefs, myths, and stories about how the world works) directly affect the actions we take.*

PURPOSE

This lesson will introduce the concept of “mental models” to describe the way we see and interpret the world around us. Differences in “mental models” explain why two people see the same event and describe it differently.

CONTENT

KNOWLEDGE

Introduce and define the concept of mental models as deeply held beliefs, myths, and perceptions of how the world works.

SKILL

- **Identifying mental models**

ATTITUDE

- **Willingness to explore personal lenses and perception that affect action with team members.**

GUIDED DISCUSSION - SUGGESTION

***** See Attachment #1 & #2**

ACTIVITY

Ask partners how many points were gained. If you have a partner with a much higher score, ask them how they did it. The answer will most likely be that they cooperated. Ask participants to look for an example of a situation this week when they made an assumption that led to missing the mark in understanding a situation. Did that assumption make a difference in the choices available?

LESSON	NEEDED MATERIALS	ATTACHMENTS	TIME
Mental Models	None	Attachment #1	15 minutes
Arm Wrestling Activity	None	Attachment #2	15 minutes
Learning Assessment	None	Attachment #3	10 minutes

MENTAL MODELS

LESSON

Definition

Mental models are the images, assumptions, and stories that we carry in our minds of other people, institutions, the world, and ourselves. Like antique tinted glass, mental models serve to distort our version of reality and frame it into our own perceptions. These different perspectives explain why two people can observe the same event and describe it differently. We pay attention to different details. These differing perspectives can cause conflict. The concept of mental models can help us examine perspectives and discover ways to understand them and find solutions to these conflicts.

The major task of this discipline is to bring mental models to the surface where we can examine them. As we talk about them in a non-defensive environment, we can begin to see its impact on our lives. In response, we can then transform the glass by creating new mental models that serve us better.

When examining the assumptions behind your models, strong emotions will result. The people around you will begin to know and understand why you do things that are irritating or make interactions difficult, for example. As you and your team discover erroneous assumptions that direct our actions, feelings will rise to the surface. Sometimes frustration with a task can be a thermometer that indicates a need to inquire into what mental models may be at work.

Source: Senge (1994) p. 235-242

ARM WRESTLING

ACTIVITY

Variation

This can also be done as thumb wrestling, especially if you have a group that you think may get too physical.

Step One

Ask participants to find a partner.

Step Two

Once everyone is paired up, ask the group if they have ever arm wrestled. Ask one pair to demonstrate.

Step Three

The goal is to collect as many points as you can in 1 minute. Winning is defined as bringing your opponents arm to the table. Direct them to win as many times as they can in one minute.

If you like, you can provide a first and second prize, such as a candy bar or bag of M& M's.

Step Four

Before beginning, ask each pair to warm up by going back and forth three times. Then when the leader says go, begin wrestling.

Step Five

After one minute, stop the game. There will probably be a lot of laughter and joking, so go with it and have fun.

Discussion Suggestions

1. Ask the partners how many points they collected. Most will be small numbers. There will probably be a few with much higher numbers.
2. Ask those with high numbers how they did it. The answer will most likely be that they cooperated, one person allowing his or her arm to be pinned by the other multiple times, and then switching.
3. Ask participants what thoughts were occurring prior to beginning the game. Typical answer: one person wins one person loses.
4. If you like, you can repeat the game at this point, encouraging cooperation to see how many wins they can accomplish.
5. Look for consequences that were not intended. Straight competition creates an unintended consequence: you both lose.
6. Look for interdependencies: For example instead of looking at each other as two adversarial wrestlers, how can we shift our focus to another form of relationship, ie., collaboration.

Application suggestions

1. Ask participants to look for an example of a situation this week when you made an assumption that lead to missing the mark in understanding a situation. Did that assumption make a difference in the choices available to you?
2. Introduce the concept of mental models as a concept we can use to describe the perceptions, deeply ingrained beliefs, myths, and stories about how the world works (See handout #2).

L e a r n i n g A s s e s s m e n t**Topic** Mental Models **Participant** _____**K n o w l e d g e A r e a**

1. Mental models are the images, assumptions, and stories that we carry in our minds of other people, institutions, the world, and ourselves.
T or F
2. Mental models are deeply ingrained beliefs, myths, and stories about how the world works.
T or F
3. Mental models describe why two people can observe the same event and describe it differently.
T or F
4. One of the ways we create different mental models is that we pay attention to different details.
T or F
5. These differing perspectives can cause conflict when working in groups.
T or F
6. The concept of mental models can help us examine perspectives that cause conflict in groups.
T or F

S k i l l s

Participants will be able to:

- define the concept of mental model.
- identify an example of a mental model that has influenced actions.

A t t i t u d e

- Participants will exhibit a willingness to explore personal lenses and perceptions that affect actions in groups



LEARNING GUIDE

BUILDING TRUST AND RAPPORT

TOPIC DESCRIPTION *This lesson describes communication techniques for building trust and rapport in the early stages of relationships. Participants will practice and discuss each technique in a role-play activity.*

KNOWLEDGE

CONTENT

- 1.
2. The key ingredient to success and learning is the Circle's ability to build a relationship with the participant.
3. Initial impressions are important when building relationships
4. Techniques for building trust and rapport include
 - **Welcoming**
 - **Inviting**
 - **Listening**
 - **Empathy**

SKILL

- *Building trust and rapport*

ATTITUDE

ACTIVITY	NEEDED MATERIALS	ATTACHMENTS	TIME
Building Trust and Rapport	None	Attachment #1	30 minutes
Building Trust and Rapport Role Play Activity	None	Attachment #2	15 minutes
Building Trust and Rapport Role Play Sheet	None	Attachment #3	N/A
Learning Assessment	None	Attachment #4	N/A

BUILDING TRUST AND RAPPORT

The role of the Citizen Circles is one of mentor and coach. As an advisor or guide, the Circle encourages growth and learning with participants. The key ingredient to success and learning is the relationship between the Circle and the participant.

Initial impressions are important when building relationships. That is not saying that first impressions cannot be changed, but is a whole lot easier to build positive connections from the beginning. This lesson outlines techniques for building trust and rapport in beginning stages of relationships.

Welcoming

Level the playing field with participants by using an open posture, (for example, no crossed arms), warm and enthusiastic gestures, eye contact, removing physical barriers, and personalized greetings. Using power signals (peering over an imposing desk, making the participant do all the approaching, tight and closed body language, a reserved manner, or facial expressions that create distance) risk complete failure in establishing a mentoring relationship.

Inviting

Actions speak louder than words. A gesture that indicates that you have something in common is necessary ingredient for building rapport. Like in courtship, it is getting to know each other over a cup of coffee, or sharing a magazine article that relates to the last discussion, you had together.

Listening

Careful attentiveness to feelings helps people feel like they are being heard and understood. It is not about asking, how you are feeling, it is listening intently to the feelings behind the words.

Empathy

Empathy is understanding someone else's feelings sharing responses that let the person know "I've been there too" build strength in the relationship. Rapport is best served with humility and sensitivity; if you feel awkward, say so, if you feel excited, say so. The sooner you speak your feelings, the sooner the person you are mentoring will respond.

Genuineness

The main ingredient in building rapport is authenticity. Use pleasant facial expressions; greet a participant like you are glad to see him or her. Communicate enthusiasm for the relationship. Look for ways to give compliments early on. Be completely honest and refrain from acting superior and belittling.

Vulnerability

The more you share who you are in front of the person, the more comfortable they will be. Reveal something personal about yourself that others may not know. "I'm kind of a private person and it may seem hard at first to get to know me." This type of gesture can provide insight into who you are much better than "I like baseball". The earlier you can establish this trust, the more effective the coaching/mentoring relationship will be.

BUILDING TRUST AND RAPPORT

ACTIVITY

This activity is a fun way to learn and practice the techniques for building trust and rapport.

1. Copy the Building Trust and Rapport Role Play Sheet and cut into six sections, one technique per section.
2. Write the six techniques on a board or flip chart so everyone can see.
3. Divide participants into pairs and give each pair a slip of paper that describes one of the techniques. Ask each pair to prepare a role-play that is an example of the technique. Allow about 5 minutes for planning.
4. Invite each pair to present the role-play and then ask the group to guess which technique it describes and why. Continue until all groups have presented their role-plays.
5. Lead a discussion on each technique. Some examples of opening questions follow. Make sure to invite other questions or comments.

Welcoming

Is it ever appropriate to use power signals in a Citizen Circle relationship? Why or why not?

Inviting

What other examples of inviting gestures would be appropriate in a mentoring relationship?

What gestures would not be appropriate in a mentoring relationship?

Listening

Why is listening so important?

Vulnerability

Give an example of vulnerability that would not be appropriate in a mentoring relationship in the Citizen Circle process?

BUILDING TRUST AND RAPPORT ROLE PLAY

Welcoming

Level the playing field by using an open posture, (for example, no crossed arms), warm and enthusiastic gestures, eye contact, removing physical barriers, and personalized greetings. Using power signals (peering over an imposing desk, making the participant do all the approaching, tight and closed body language, a reserved manner, or facial expressions that create distance) risk complete failure in establishing a mentoring relationship.

Inviting

Actions speak louder than words. A gesture that indicates that you have something in common is necessary ingredient for building rapport. Like in courtship, it is getting to know each other over a cup of coffee, or sharing a magazine article that relates to the last discussion, you had together.

Listening

Careful attentiveness to feelings helps people feel like they are being heard and understood. It is not about asking how you are feeling, it is listening intently to the feelings behind the words.

Empathy

Empathy is understanding someone else's feelings. Sharing responses that let the person know "I've been there too" build strength in the relationship. Rapport is best served with humility and sensitivity; if you feel awkward, say so, if you feel excited, say so. The sooner you speak your feelings, the sooner the person you are mentoring will respond.

Genuineness

The main ingredient in building rapport is authenticity. Use pleasant facial expressions, greet participants like you are really glad to see him or her. Communicate enthusiasm for the relationship. Look for ways to give compliments. Be completely honest and refrain from acting superior and belittling.

Vulnerability

The more you share who you are in front of the person, the more comfortable they will be. Reveal something personal about yourself that others may not know. "I'm kind of a private person and it may seem hard at first to get to know me." This type of gesture can provide insight into who you are much better than "I like baseball". The earlier you can establish this trust, the more effective the coaching/mentoring relationship will be.

LEARNING ASSESSMENTTopic *Building Trust and Rapport*

Participant _____

KNOWLEDGE AREA

1. The key ingredient to success and learning is the relationship between the Circle and participant.
T or F
2. Initial impressions are important when building relationships.
T or F
3. Welcoming includes warm and enthusiastic gestures, eye contact, removing physical barriers, and personalized greetings.
T or F
4. An inviting gesture that indicates you have something in common is a necessary ingredient for building rapport.
T or F
5. Careful listening and attentiveness to feelings helps people feel like they are being heard and understood.
T or F
6. Empathy is not understanding someone else's feelings.
T or F
7. The main ingredient in building rapport is genuineness and authenticity.
T or F
8. The more you share who you are in front of the person, the more comfortable they will be.
T or F

SKILLS

Will be able to

- use communication techniques for building trust and rapport

ATTITUDE

- Will display genuineness and commitment to building relationships and team building

Learning Assessment Key

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. T



LEARNING GUIDE

PLANNING FOR SUCCESS

TOPIC DESCRIPTION This lesson describes a process for developing participant plans in a Citizen Circle

CONTENT

KNOWLEDGE

1. Citizen Circles use a strengths based model for planning.
2. The seven life domain areas form a framework for effective planning.
3. It is important to record strengths using a method that is easily visualized by the participant and Circle members.

SKILL

- o ***Identifying strengths***

ATTITUDE

- o ***Commitment to strengths building approach in planning***

ACTIVITY

Role Play a Planning Session

GUIDED DISCUSSION - SUGGESTION

* * * See Activity guides

LESSON	NEEDED MATERIALS	ATTACHMENTS	TIME
Participant Planning Process	None	Attachment #1	30 minutes
Strengths Discovery Role Play Activity	None	Attachment #2	30 minutes
Sample Questions for Strength Discovery	None	Attachment #3	15 minutes
Learning Assessment	None	Attachment #4	10 minutes

PARTICIPANT PLANNING PROCESS

A key component of the Citizen Circle process is developing a plan of action with participants. The plan becomes a roadmap to guide the relationship and assist the participant in accomplishing goals toward a successful reentry as a productive citizen. Circles should feel free to try several options for planning and choose those that work best for them.

Strengths based focus

Citizen Circles use a strengths based model for planning. The key to strengths based planning is setting the stage correctly in the beginning. Citizen Circle participants need to know that the Circle process is different. They need to understand that the Circle is *not* just another place where pressure and expectations are “piled on” to their life.

Framework

The seven “life domain areas” is an effective framework to use for planning: employment, marital/family, associates/social interaction, substance abuse, community functioning, personal/emotional orientation, and attitude/beliefs. These domains provide a structure for organizing the planning process and visualizing the results.

Planning Steps

1. Set aside at least one hour for developing the initial plan.
2. Choose a skilled facilitator who understands and is committed to the strengths based process
3. Identify the participant strengths in each of the life areas.
4. Record the strengths, positive strokes and comments.
5. Summarize and repeat the strengths when completed.
6. Provide a copy to the participant.

Strategies

There are many ways to begin identifying an individual’s strengths in each life area. The positive “getting to know you” process between the participant and the Circle can be a powerful experience, especially if it is easily visualized. Make sure to use a method that will provide a visual for all to see, i.e. recording on a white board, newsprint, flip chart paper, note cards, or post its.

It is helpful to include the parole officer, case manager, significant other, parent, pastor, or someone else who knows the participant well. People in these types of relationships will be able to identify strengths more easily than those who are meeting the participant for the first time.

The *Sample Questions for Strength Discovery* sheet can give members of the Circle ideas for questions that will lead to identifying strengths. Another option is to give the participant a homework assignment such as the *Life Map or Personal Vision* activity to complete before coming to the planning session. The participant could then share the results of the activity with the circle as a way to begin the process. The Strengths Discovery exercise is another activity that could help in strengths identification. This form could be used by members to record strengths while listening to the conversation between the Circle and the participant.

Needs

The next step in the process is to identify and prioritize needs. This step usually can be completed quickly, because participants usually know what they need. After the needs are identified, brainstorm at least one or two strategies that build on the identified strengths. Make sure that the initial steps will achieve a positive outcome for the participant before returning to the Circle. Complete the *Plan for Success* form and give a copy to the participant upon leaving.

STRENGTHS DISCOVERY ROLE PLAY **ACTIVITY**

1. Ask for volunteers to play each of the roles:
 - o Participant
 - o Recorders
 - o Facilitator
2. Give Circle members the Sample Questions for Strengths Discovery sheet to guide the discussion.
3. As members ask questions of the participant, recorders will identify and record strengths on the Strengths Discovery Exercise sheet.
4. After about 20 minutes, ask members to give feedback to the participant about the strengths that they have discovered.

Process Exercise

Look for what went well and what needs to improve to build a strengths building experience in the Circle.

SAMPLE QUESTIONS

FOR STRENGTH DISCOVERY

1. What do you like to watch on television?
2. What are your favorite movies, books? Which celebrities do you like and why?
3. What are the best things about each of your children? Your parents?
4. What do you do for fun?
5. Who are your close friends and why are they special to you?
6. What kind of future do you hope to see for your children? Yourself?
7. What makes you mad?
8. What do you do to "blow off steam"?
9. How did you meet your spouse/significant other?
10. What is your neighborhood like? How long have you lived there?
11. What were you like as a kid? What do you want to do when you grew up?
12. What one thing do you do every week that you enjoy?
13. What was the best vacation you ever took? What made it the best?
14. How do you picture your life five years from now?
15. What makes you smile about your family at least once a day?
16. If you could accomplish one goal in your life in the next year what would it be?

LEARNING ASSESSMENT

Topic *Planning for Success*

Participant _____

Knowledge Area

1. Citizen Circles use a strengths based model for planning.

T or F

2. The five life domain areas form a framework for effective planning.

T or F

3. It is important to record strengths using a method that is non-visual by the participant and Circle members.

T or F

Attitude

Skills

Participant will practice:

- Identifying strengths

Attitude

- Will display a commitment to strengths building approach in planning

LEARNING ASSESSEMENT KEY

1. T

2. F

3. F



LEARNING GUIDE

MOTIVATING FOR GROWTH

TOPIC DESCRIPTION This lesson highlights responses that are used frequently but actually reduce the likelihood of change *rather than* motivate.

CONTENT

KNOWLEDGE

1. Empathy is warmth, respect, and understanding
2. A supportive, yet directive- style provides conditions within which change can occur.
3. Self-efficacy is the belief in the person's ability to change and grow by utilizing their personal strengths

SKILL

- *Identifying the difference between motivational and non-motivational responses*
- *Investing in professional growth*

ATTITUDE

ACTIVITY

NON-MOTIVATIONAL RESPONSE ROLE PLAY

*** See Activity guides
Attachment #1, #2, #3, #4

GUIDED DISCUSSION - SUGGESTION

1. Follow activity discussion questions.
2. Review handout on Motivating Growth and compare key points to the exercise.
3. Key points to emphasize are
4. When change is needed:
 - **Gently persuade** with the understanding that change is up to the individual.
 - Provide **support** throughout the process.
 - **Develop discrepancy** between the person's goals or values and current behavior, helping to recognize the discrepancies between where they are and where they hope to be.
 - **Avoid argument** and direct confrontation, which can degenerate

LESSON

NEEDED MATERIALS

ATTACHMENTS

TIME

Motivating for Growth Non-Motivational Activity	Flip Chart, Markers, Tape	Attachment #1, #2, #3, #4	30 minutes
Motivating for Growth	None	Attachment #5 & #6	15 minutes
Learning Assessment	None	Attachment #7	15 minutes

MOTIVATING FOR GROWTH

NON-MOTIVATION ACTIVITY

This activity is a fun way to HIGHLIGHT responses that are used frequently, but are NOT motivational.

1. Copy the Non-Motivational Role Play Sheet and cut into sections, one technique per section.
2. Give a copy of the Non-Motivational Response sheet to all participants.
3. Divide participants into pairs and give each pair a slip of paper that describes one of the responses. Ask each pair to prepare a role-play that is an example of the response. Allow about 5 minutes for planning.
4. Invite each pair to present the role-play and then ask the group to guess which technique it describes and why. Continue until all groups have presented their role-plays.
5. Lead a discussion with participants.
 - Do we use these responses on the job? What kinds of results do we get?
 - What can we learn from this exercise to improve our motivational for working with Citizen Circle participants.

Learning Outcomes:

- Using these types of responses *reduce* the likelihood of change *rather than* motivate change.

NON-MOTIVATIONAL *RESPONSES*

Ordering or directing

Direction is given with a voice of authority. The speaker may be in a position of power or the words may simply be phrased and spoken in an authoritarian manner.

Warning or threatening

These messages are similar to ordering but they carry an overt or covert threat of impending negative consequences if the advice or direction is not followed. The threat may be one the supervisor will carry out or simply a prediction of a negative outcome if the person doesn't comply—for example, "If you don't listen to me, you'll be sorry."

Give advice, making suggestions, or providing solutions prematurely or when unsolicited

The message recommends a course of action based on the supervisor's knowledge and personal experience. These recommendations often begin with phrases such as, "What I would do is..."

Persuading with logic, arguing, or lecturing

The underlying assumption of these messages is that the person has not reasoned through the problem adequately and needs help to do so.

Moralizing, preaching, or telling staff their duty

These statements contain such words as "should" or "ought" to convey moral instructions.

Judging, criticizing, disagreeing, or blaming

These messages imply that something is wrong with the person or with what the person has said. Even simple disagreement may be interpreted as critical.

Agreeing, approving, or praising

Surprisingly, praise or approval also can be an obstacle if the message sanctions or implies agreement with whatever the person has said. Unsolicited approval can interrupt the communication process and can imply an uneven relationship between the speaker and the listener. Reflective listening does not require agreement.

Shaming, ridiculing, labeling, or name-calling

These messages express overt disapproval and intent to correct a specific behavior or attitude.

Interpreting or analyzing

Supervisors are frequently and easily tempted to impose their own interpretations on a person's statement and to find some hidden, analytical meaning. Interpretive statements might imply that the supervisor knows what the person's real problem is.

Reassuring, sympathizing, or consoling

Supervisors often want to make the person feel better by offering consolation. Such reassurance can interrupt the flow of communication and interfere with careful listening.

Questioning or probing

Supervisors often mistake questioning for good listening. Although the supervisor may ask questions to learn more about the person, the underlying message is that the supervisor might find the right answer to all the person's problems if enough questions are asked. In fact, intensive questioning interferes with the spontaneous flow of communication and may divert it in directions of interest to the supervisor rather than the person.

Withdrawing, distracting, humoring, or changing the subject.

Although humor may represent an attempt to take the person's mind off emotional subjects or threatening problems, it also can be a distraction that diverts communication and implies that the person's statements are unimportant.

NON-MOTIVATIONAL ***RESPONSES***

Enhancing Motivation for Change in Substance Abuse Treatment
TIP #35

William R Miller, Ph.D., U.S. Department of Health and Human
services, Rockwall II, 5699 Fishers Lane, Rockville, MD 20857

Ordering or directing
Warning or threatening
Give advice, making suggestions, or providing solutions prematurely or when unsolicited
Persuading with logic, arguing, or lecturing
Moralizing, preaching, or telling person their duty
Judging, criticizing, disagreeing, or blaming
Agreeing, approving, or praising
Shaming, ridiculing, labeling, or name-calling
Interpreting or analyzing
Reassuring, sympathizing, or consoling
Questioning or probing
Withdrawing, distracting, humoring, or changing the subject

MOTIVATING FOR GROWTH

Build trust and rapport

Express empathy through reflective listening.

Communicate respect for and acceptance of the person and their feelings.

Create a helping alliance

Establish a nonjudgmental, collaborative relationship.

Be a supportive and knowledgeable consultant.

Regular maintenance is necessary

Compliment rather than denigrate.

Listen rather than tell.

When change is needed:

Gently persuade, with the understanding that change is up to the individual.

Provide support throughout the process.

Develop discrepancy between the person's goals or values and current behavior, helping to recognize the discrepancies between where they are and where they hope to be.

Avoid argument and direct confrontation, which can degenerate into a power struggle.

Adjust to, rather than oppose, the person's resistance.

Always focus on strengths

Support self-efficacy and optimism: that is, focus on strengths to support the hope and optimism needed to make change.

Motivating for Growth

REFLECTIVE LISTENING
COMMUNICATE RESPECT
COLLABORATIVE RELATIONSHIP
KNOWLEDGEABLE CONSULTANT
COMPLIMENT
LISTEN
GENTLY PERSUADE
PROVIDE SUPPORT
DEVELOP DISCREPANCY
AVOID ARGUMENT
ADJUST TO RESISTANCE
FOCUS ON STRENGTHS
SUPPORT HOPE AND OPTIMISM

Learning Assessment

Topic Motivating for Growth

Participant _____

Knowledge Area

1. Communicate respect for and acceptance of the person and their feelings.
T or F
2. Establish a judgmental, collaborative relationship.
T or F
3. Be a supportive and knowledgeable taskmaster.
T or F
4. Denigrate rather than compliment.
T or F
5. Interpreting or analyzing are great ways to motivate.
T or F
6. Humoring or changing the subject is one of the best motivating responses.
T or F
7. Gently persuade, with the understanding that change is up to the individual.
T or F
8. Provide support throughout the process.
T or F
9. Develop discrepancy between the person's goals or values and current behavior
T or F
10. Avoid argument and direct confrontation, which can degenerate into a power struggle.
T or F

Skills

Will be able to

- identify the difference between motivational and non-motivational strategies

Attitude

- Will exhibit a commitment to employee Value—investing in professional growth of staff (Core Values)
- Will display dignity and respect (7 Key Principles)

Learning Assessment

1. T
2. F
3. F
4. F
5. F
6. F
7. T
8. T
9. T
10. T



LEARNING GUIDE

CRISIS PLANNING

TOPIC DESCRIPTION This lesson describes strategies for developing plans to assist in crisis situations.

CONTENT

1. In the beginning of a crisis, stabilization is the goal.
2. One of the best ways to deal with a crisis is to prevent it from occurring in the first place.
3. A crisis has a beginning, middle, and an end.
4. A crisis rarely occurs at a convenient time.
5. Plans need to be responsive at any time, day or night.
6. Make time to assess the effectiveness of the crisis response within two weeks of the crisis.

SKILL

Developing Crisis Plans

ATTITUDE

Commitment to crisis planning in the Citizen Circle process

*** Guided Discussion – Suggestions

LESSON	NEEDED MATERIALS	ATTACHMENTS	TIME
Crisis Planning Discussion sheet	None	Attachment #1	15 minutes
Crisis Planning Activity	None	Attachment #2	15 minutes
Learning Assessment	None	Attachment #3	10 minutes

CRISIS PLANNING

LESSON

In the Citizen Circle process, it is important to anticipate and plan for crises. A crisis does not have to be the “beginning of the end”. If managed appropriately, a crisis can be a growing experience that will continue to build toward successful reentry. Many times a crisis is “when people don’t know what to do.” There are three stages of crisis planning-- stabilization, preventive, and reactive.

Three Stages of Crisis Planning

STABILIZATION

In the beginning of a crisis, stabilization is the goal. The focus is on making sure that everyone is safe and that relief from the crisis can occur as quickly as possible.

PREVENTIVE

One of the best ways to deal with a crisis is to prevent it from occurring in the first place. After creating the initial Plan for Success, ask the participant, “What could go wrong with this plan?” The participant will be able to anticipate potential crises based on past experiences. After identifying these possibilities, build in strategies for preventing them.

REACTIVE

Crisis events are inevitable. Give some time to assume the “worst case scenario”. Discuss what needs to happen and the roles that family members and support people will be needed in response. How will members of the Circle respond? How will those involved know when the crisis is over? Build on the fact that crises have a beginning, middle, and an end. A crisis seldom happens at a convenient time, so be sure to create plans that are responsive at any time, day or night. Establish a rule that no major decision can be made until after 72 hours after the crisis has passed. Make time to assess the effectiveness of the response within two weeks of the crisis.

DISCUSSION QUESTION

Discuss ideas on what the Citizen Circle’s role should be in assisting participants with crises?

CRISIS PLANNING

ACTIVITY

1. Review the current Plan for Success.
2. After reviewing the participant's history, consider several crises that are likely to occur while involved with the Circle.
3. Using the table below, identify the crises in the first column.
4. In the second column, identify what resources or strategies that will be in place if the crisis occurs.
5. In the last column, identify options that could be used to prevent each crisis from occurring.

Crisis	Reactive Plan	Preventive Plan

LEARNING ASSESSMENT

Topic *Crisis Planning*

Participant _____

KNOWLEDGE AREA

1. In the beginning of a crisis, stabilization is the goal.
T or F
2. One of the best ways to deal with a crisis is to prevent it from occurring in the first place.
T or F
3. A crisis has a beginning, middle, and an end.
T or F
4. A crisis rarely usually occurs at convenient times.
T or F
5. Plans need to be responsive at any time, day or night.
T or F
6. Make time to assess the effectiveness of the crisis response within two months of the crisis.
T or F

SKILLS

Will be able to:

- Develop crisis plans

ATTITUDE

- Will exhibit a commitment to crisis planning in the Citizen Circle process.

LEARNING ASSESSMENT KEY

1. T
2. T
3. T
4. F
5. T
6. F

CITIZEN CIRCLE TRAINING EVALUATION

Date _____

Please answer the following regarding your experience in this training. Use the five-point scale when provided to rate your opinion in the following areas. Circle your response.

	Poor		Average		Excellent
1. Facilities and location	1	2	3	4	5
2. Quality of session	1	2	3	4	5
3. Quality of materials	1	2	3	4	5
4. Overall opinion of session	1	2	3	4	5

5. What are your feelings at the end of this presentation?

6. How will your experience be useful to you?

7. In what ways could the session be improved?

8. Next week I hope I will:

9. Open comment:

Appendix

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Theoretical Foundation

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Theoretical Foundations

The Citizen Circle model as outlined in this manual is based on the following theoretical foundations:

1. Strengths based approaches
 - Risk/Protective factors
 - Asset Development
 - Resiliency models

2. Integrated social development strategy
 - Meaningful change occurs in the context of relationships
 - Methods combine opportunities for meaningful involvement, skills development, and recognition

3. Motivational interviewing
 - Express the importance of a collaborative relationship
 - Demonstrate empathy and respect
 - Focus on strengths
 - Individualize strategies

4. What works literature
 - Target known predictors of crime and recidivism
 - Identify Static vs. Dynamic predictors of risk
 - Target criminogenic needs (dynamic risk factors)
 - Behavioral programming using positive reinforcements
 - Matching services to individual learning style
 - Intensive and lasting 3-9 months
 - Community based interventions
 - Well-trained staff