

PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTE (PACT)

Law Enforcement and Corrections Services
Office of Continuing Education and Community Services
College of Human Development
The Pennsylvania State University

APPROACHES TO CORRECTIONAL COUNSELING (7503)

A Training Module for Trainers of Personnel
in the Administration of Justice

Designed as Part of the Statewide Training
Program for County Probation and State Parole Personnel

CHARLES L. NEWMAN, PROJECT DIRECTOR

STANLEY S. GOEHRING, TRAINING SUPERVISOR

ELLEN S. PIERCE, STAFF ASSISTANT

Supported by a Grant from the Pennsylvania
Governor's Justice Commission #DS-459-73A

June, 1975

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A FORLWORD TO THE INSTRUCTOR

The training module, "Approaches to Correctional Counseling," was prepared in accordance with the Pennsylvania Adult Correctional Training project (FACT). It is based on materials presented at the FACT XXI workshop. This module can be used independently as a short course of several hours' duration, or it can be incorporated into the full series which FACT has produced.

In order that each module be utilized to its fullest potential, the trainer or instructor first should have a sound background, preferably with field experience in the area in which he will be instructing. Secondly, he should have in-depth knowledge of the bibliographical material listed at the end of the training module, as well as other literature sources. With this basic preparation, the trainer can be in a position to employ the training module as a "road map" for the direction and substance of the course. Throughout the preparation and presentation of the course, the trainer should keep in mind the general objectives of the course as set forth at the outset of the outline.

As the course is presented, each heading and subheading should be treated by the instructor as a theme for expansion. The headings are meant only to provide the structure to the trainer, who should then build on them expanding and enlarging as the needs of the class are demonstrated and his time and ability permit. Many examples and illustrations should be provided to the class. An abundance of case material and other examples carefully prepared by the instructor is essential. It is the illustrative material that concretize concepts and enhance learning. The trainer should draw upon his own professional experience as well as the bibliographical material for much of this expansion. Obviously, the trainer should capitalize on the experiences of his class in order to make the material more viable.

While the trainer is preparing for the course, certain chapters and sections of the readings will suggest themselves to him as so basic or important that he will want to assign them to the class. Therefore, the bibliography will serve two purposes: preparation of material for the instructor and training material for the class. No attempt was made on the part of those developing the training modules to dictate what, if any, the class assignment should be. The trainer will know his class and its needs better than anyone else, and should have full discretionary power on assignments, drawing from the bibliographical references or any other sources which he deems relevant.

"Approaches to Correctional Counseling" explains the basis of directive and non-directive counseling and explores in-depth effective interviewing techniques. Both interviewing and counseling are important facets of the probation officer's job. These two skills should be conscientiously acquired by the officer for successful execution of his job. It is only through client-officer communication that the goals of probation and parole be achieved.

APPROACHES TO CORRECTIONAL COUNSELLING

COURSE OBJECTIVES

- 1) To present the theoretical framework of two approaches to counseling, directive and non-directive, which may be used in a correctional setting.
- 2) To suggest that before any rehabilitation or change in behavior as a result of client-officer interaction may take place, a good rapport between the correctional officer and client is necessary.
- 3) To show that interviewing can be an effective tool in the correctional process when applied in such a way that the confidence of the client in the correctional officer is achieved.
- 4) To show that effective treatment involves three stages: (a) investigation; (b) understanding; and (c) treatment.

THE OBJECTIVES OF THERAPY

The objectives of therapy are:

- 1) To provide the opportunity for developing a sense of independence;
- 2) To develop a sense of individuality, to see oneself as a person with an identity;
- 3) To assist the individual as part of the counseling process to develop self-confidence, confidence in others, an ability to trust others, and a sense of emotional security;
- 4) To develop a sense of direction (goals, objectives).

For example, it might be important at some point in the judgment of the probation officer to say to a client: "What do you want to be ten years from now?" We ask ourselves this same question from time to time. The well-integrated individual can give a response which indicates direction and aspiration--if only to do better than he is doing now. One of the disappointing components of some people with whom we deal in the corrections field is their seeming satisfaction

with the status quo. It is only the person himself who can make a change. Correctional personnel can provide the opportunity, the framework. The client must take advantage of this opportunity himself.

THE CORRECTIONAL OFFICER AND CHANGE OF BEHAVIOR

It is not the correctional officer's responsibility to punish. The deliberate plan of the correctional officer should center in assisting the client to modify his behavior. In probation and parole or in the corrections field in general, there is little which calls for punishment. Even on those few occasions, when it is appropriate to "punish" a prisoner, it should be done in relation to an analysis and an understanding of its effects on the client and in relation to the purpose of aiding the client to modify his behavior. In the case of deprivation of privilege or physical punishment, or of placing a person in isolation, the question which the corrections officer must take into account is whether such behavior will be effective toward achieving the final goal. The general principle which correctional personnel must keep in mind is that our services are to help a person modify his behavior. Our service is not to punish but to aid in correcting.

BASIS FOR A TREATMENT RELATIONSHIP

Investigation is accomplished through field studies and outside reports. However, the most important tool in treatment is an effective interview. Only through effective interviewing, understanding, and tentative hypothesis derived from an investigation can a basis for a therapeutic treatment relationship result.

DIRECTION IN INTERVIEWING

Effective interviewing must have direction. It is necessary to know where you are going and to fit the content into the total system. The interview involves at least two people, and the emphasis should be placed upon their attitudes and feelings. In connection with this, it is necessary to understand how attitudes effect behavior. In the process of the interview, information should be gathered which will aid in the development of a diagnosis and the formulation of a treatment plan. One should also be aware that any interview involves an interaction between the interviewer and the interviewee. There is the person who is in need of help in the process of changing his behavior and the probation officer who is an agency representative. This includes the idea that the agency and the interview must have a common goal for treatment to occur. Gathering information from the client must always be done in relation to the agency's goal. Otherwise, treatment will be ineffective.

In the process of the interview, we try to secure the information necessary to be effective. This means that we must secure relevant information which will enable us to move toward our goal. In using the information resulting from the interview, we must determine how information can be communicated from one part of the system to another. If the information becomes the private property of the probation or parole officer, then we have a "private" agent operating outside of a correctional system. This will result in a lack of continuity of data and the problem of isolation. Unfortunately, in the field of juvenile and adult corrections, there appears to be no general feeling of responsibility to make the information available within the total system. Failing to disseminate information will almost inevitably lead to duplication of effort.

Though the individual is traditionally viewed as an isolated entity, it is important to look at the individual in terms of his total environment. It is

relevant to look at the problem of crime in terms of what the individual has experienced, is experiencing, and will experience. Hence, the probation officer concentrates on helping the client solve his problems by effectively using agency resources and dealing with the client in his totality. As probation and parole officers, our function is not to change basic personality structure, but rather to help the individual learn to behave in such a way that he is able to function legally within society and with some sense of personal satisfaction.

OBJECTIVES OF THE INTERVIEW

The first basic objective of the interview is to provide an increased understanding of the problem by the client, the probation officer, and the agency.

A second objective is to pass information between the client and the agency. This is important because the client will then have a better picture and better understanding of the system in which he is currently functioning. He might also derive a clearer understanding of his relationship with the probation officer.

Another basic objective is to help the client increase his insight into the nature of his problem. It is the responsibility of the probation officer or the parole officer to gather more detailed and more extensive information. Through this, he may help the client understand some of the broader aspects of his situation.

Fourthly, the interview should produce relevant information with which case goals and objectives may be established and an assessment of the problem may be made. This helps the probation officer more completely understand the direction in which direction to cast the interview. By directing the interview with this in mind, the probation officer will help the client understand his own problems more adequately. In effect, the interview provides communication between the probation officer and the client. Thus, the probation officer learns more about the total picture and the client participates in the process through which he begins to change his behavior.

As previously indicated, it is important that we be aware of the types of questions which we ask in the course of the interview. The problem here is differentiating between questions that lead to a "yes" or "no" answer and those which provide more substantial information and encourage the client to express himself. The types of questions are as follows:

1. Clarify questions
2. Reflective questions
3. Counseling questions
4. Information-gathering questions
5. Confronting questions

The only tool which the probation officer has is the interview. Through it he understands the offender and his behavior and the offender better understands himself and his behavior. As indicated previously, the ultimate objective of any correctional interview is to help the individual modify behavior so that it becomes more acceptable to himself and to society.

ASSUMPTIONS IN ANY TREATMENT SYSTEM

In any treatment system, whether casework or vocational counseling, there are certain assumptions:

1. Behavior can be modified
2. The individual client has the capacity to modify his behavior
3. The interview is the tool used to accomplish both ends (i.e., helping the client modify his behavior and encouraging the client to utilize his capacity to modify his behavior).

The interview involves much more than simply one question after another addressed to the client by the probation officer. An interactive relationship is necessary before the probation officer can be helpful to the client in modifying behavior.

ADDITIONAL CHARACTERISTICS OF THE INTERVIEW IN A CORRECTIONAL SETTING

There are some additional characteristics particular to the interview in a correctional setting, whether it is in the field services, adult or juvenile, institution, or camp:

1. The interview involves a relationship between at least two persons;
2. The relationship in the interview in a correctional setting is somewhat more complex since it is compulsory that the client attend. Because of this the officer should be more skillful in establishing a good rapport in order to overcome the initial negative reaction to authority.
3. The corrections clientele may feel they are people for whom no one cares or wants. Their judgment on this matter is at times correct. The offender and society are often reciprocally alienated.
4. We must communicate to the client that we are interested in him as a human being and that we believe he is capable of change. We must realize that when the client comes to the probation officer, he may doubt his ability to do or to be anything other than what he is. It is often the case that the client's first experience in court is not the first time that he has been told that he is not acting in acceptable ways.

SOME BASIC PRINCIPLES OF THE INTERVIEWING SITUATION

It is important that the probation officer not add to the destructive self-image of the client. Giving reassurance and support is contingent upon our basic knowledge that this person has the ultimate capacity to change. In the interview there are certain basic principles which must be recognized.

1. The officer must try to put himself in the client's place and see the problem from his point of view. If the client complains about a court condition, it is important to understand why he feels this way. This does not mean that the officer agrees but only that he wants to

understand why the client has these feelings.

2. The officer must realize that at times he may not be able to understand client reactions--why clients function as they do; why they may function in self-destructive ways. Though a client's reactions may be an enigma to the officer, the client will often understand the motivation for his behavior. The client may act in a certain way in hopes that others will accept him. Though these actions may not be reasonable from our point of view, they might well be reasonable from a client's perspective. Their behavior is often exactly like ours, and it is only those few aberrations which point out our differences. In that sense clients are more like us than they are different from us.
3. The probation officer must recognize that the reaction of the client to him in terms of awe, hostility, or submission has little to do with the probation officer as a person.
4. To the client the probation officer is an authority figure who controls him now as authoritative figures have controlled him in the past.
5. The probation officer's responsibility for leadership in the interview is of paramount importance. The probation officer should be the leader in the interview. He should be firm without belittling or cajoling. The client is not necessarily like us. Therefore we cannot say: "I restrain my rampaging id, why can't he?" The officer must recognize individuality and understand that what appears to be similar experiences outwardly may carry with them entirely different human reactions inwardly.
6. Faith in the basic goodness of human beings and in their potential for growth and development is essential for the interview to be successful. It is necessary that we always retain our belief in the capacity for adjustment and development.

7. The officer should convey his concern to the client, make the client the center of attention, and help him to believe that he is capable of improving, developing, and growing. Some of the ways in which we might give this attention are:
 - (a) When the client comes in, clear your desk;
 - (b) Put your pencil down;
 - (c) Don't tap your feet or gaze out the window;
 - (d) Don't accept telephone calls;
 - (f) Don't take notes during the interview except when data is important for accurate records, such as birthdates, number in family.
8. The probation officer or the parole officer should give the client an opportunity to talk and to express himself. Clients frequently do not talk if for no other reason than that they are not given an opportunity.
9. The probation or parole officer should not force a response during the interview. That is to say, the probation officer should not say to the client: "Do you think that the reason for your trouble is that you stay out late at night, that you do not obey your mother and father?" and then record that Johnny is not communicative.
10. In the interviewing situation the probation officer or the parole officer should function as a professional and not a friend. His goal is to learn the client's feelings and rationales for behavior. Interaction is directed at this.

What about those situations in which the client does not talk? The probation officer should then ask himself "why?" Perhaps the reason is that the client is afraid. In a situation involving an authoritative decision such as a court disposition, there is often fear and anxiety, and it is not surprising that people do not talk. It may be advisable for the probation officer to also remain quite for a while in such a situation unless it is one which

demands action. The point is that the probation officer must develop a relationship of trust with the probationer or the parolee. Without this, there is no possibility of effectively working out problems. The officer must realize that it often takes more than one interview for the client to develop that sense of confidence and trust.

NOTE-TAKING, INTERRUPTING, THE NON-JUDGMENTAL ATTITUDE, THE ART OF LISTENING

There remain a few additional items which should be referred to in the matter of the interview.

1. Note-taking

Notes should be made on factual information. It is important to secure facts relevant to the problem and the situation in order to formulate a diagnostic statement. On the basis of these, treatment plans can be made and goals can be established. Be careful not to spend too much time on note-taking. You may miss a great deal that the client tells you, both about himself and the situation. The transcripts of the interview should be the basis for the next interview. Note-taking should be judged sensitively and carefully in order to secure factual information. It should also be the basis for planning and for succeeding interviews. This will insure the important principle that the probation officer knows where he has been and where he is going.

2. When the client is allowed to talk and when interruption is appropriate is another concern. There is no rule of thumb on this matter, since it depends on sensitivity, perception, and intuition. However, it might be said that:

- (a) The probation officer should not interrupt while the client is talking
- (b) The officer should interrupt when it is appropriate and effective to redirect the direction of the interview.

It is very important to give the client the opportunity to ramble. He might say something which will be helpful in making treatment plans. The probation officer should convey the impression that he is interested, concerned, and wants to help. He can do this by listening to what the client has to say. The relationship is not established once and forever. It is something which can be broken and must be nurtured to be kept alive. The probation officer should avoid making judgments. Passing judgment is a function of the court and not of the probation officer. The probation officer's function is to help the client recognize his own attitudes and abilities and enable him to use his abilities to develop more adequate and more constructive forms of behavior.

Correctional personnel must remember that they deal with people who are sometimes uncommunicative and may have low self-esteem. The probation officer should not be overwhelming in the interview and thereby run the risk of losing the client. It is important not to try to impress the client either with authority or with a high level of intelligence. At times, it may be important to say, "I don't know," and to follow this with a question as to why the client asks. We may learn the significance of the question by doing this.

3. Non-judgmental attitude

This does not mean that we condone anti-social behavior. It simply means that while we are concerned about the client's behavior, we are more concerned about him as a person. Suppose a youngster is brought to you with the complaint that he is swearing at his mother. It is not the probation officer's business to say "that's too bad" or "she deserved it." Rather the probation officer should try to find out why the youngster was swearing at his mother. He might try to discover something about the youngster's feelings which led him to this action and the general situation within which this kind of behavior took place. The task is not to be sympathetic or critical, but to be concerned.

4. Art of listening

Listening is one of the most important interviewing techniques. There are several types of listening:

(a) Non-verbal communication (seeing).

This means watching responses and noting whether there are facial expressions which carry certain meanings with them (i.e., signs of tension, such as nail biting, squirming, perspiring, twitching; whether the person is attractive or unattractive; whether the client is well-dressed or shabbily dressed).

(b) Hearing not only the client's actual words but also his tone of voice.

This gives some idea as to his alertness or despondency.

(c) Listening with the "third ear."

This means trying to understand what the client is saying. Thus the probation officer hears the words but attempts to penetrate beneath the words to what the client means by what he says (i.e., what the client is trying to communicate without actually saying it).

DO'S AND DON'TS IN THE INTERVIEW

Certain do's and don'ts should be observed by both the probation officer and the parole officer.

DO'S

1. Greet counselee in a friendly and unhurried manner.
2. Have a chair beside the desk or table and not across from it and a clean desk if at all possible.
3. Have a clean, neat, uncluttered office.

DON'TS

1. Give the impression of being hurried and impatient.
2. Face the counselee across the expanse of a desk, suggesting that you are the boss.
3. Have a curiosity shop so that the client is more interested in looking

4. Wherever there is a secretary, have her hold the calls while the interview is in progress.
5. Help interviewee to tell his story by being accepting and interested. Let the client talk.
6. Give client a chance to pause and think.
7. Ask questions that call for discussion or explanation.
8. Try to keep up with the client as to what he is saying, doing, or feeling.
9. Try to meet the client's demand for answers by defining your role as counselor.
10. Give client an idea as to how much time he has for the interview.
11. Close the interview tactfully and smoothly with definite time set for the next appointment if needed.

DON'TS

- than interacting with you.
4. Have a telephone that rings constantly.
 5. Prod the counselee to "tell all" or tell him about your own experiences.
 6. Fill in the pauses with talk.
 7. Ask questions which can be answered with a "yes" or "no."
 8. Ignore the question which calls for direct answers or give counselee the solution for his problems.
 9. Allow the client to get involved in an important discussion that has to be interrupted when time is up.
 10. Leave the client with the feeling he is being pushed out.

If we are to take our work seriously in the field of corrections and if we are to give it the importance which it inherently has, then we must recognize the central significance of the interview.

DIFFERENTIATING CHARACTERISTICS OF PROBATION AND PAROLE COUNSELING

Though there are many similarities to other disciplines using counseling techniques, there are certain factors that differentiate the correctional counseling process.

1. Probation and parole are always concerned with the protection of society. This factor must always be first priority.
2. There is a specified period of supervision imposed by administrative or judicial regulation or by statute.
3. The relationship of the offender to the probation or parole officer is essentially an imposed one.
4. Unlike other counseling agencies, the correctional agency is part of a system of organized social control.

APPROACHES TO COUNSELING

There are many methods of counseling, several of which are appropriate in a correctional setting. The two most common approaches are directive and non-directive. Neither is universal in that neither may be applied to all persons in all situations. It is sometimes advisable to use Client-Centered Therapy (non-directive) initially and Reality Therapy (directive) in later sessions. Client-Centered Therapy will be most effective when carried throughout the entire counseling process with some clients. With other clients, Reality Therapy will be more successful. Knowing which to use, and when, is an important element. This calls for a perceptive and alert correctional officer. Employing basic techniques of interviewing is essential for effective counseling.

A theoretical framework of Carl Roger's Client-Centered Therapy and Glasser's Reality Therapy will be presented here. The Client-Centered approach was chosen because it emphasizes the importance of listening and understanding the client. This is in contrast to the direct approach of Reality Therapy. Reality Therapy employs individual attention or group settings (as used by

Synanon). It is used widely in correctional settings and with individuals who have been involved with illicit drugs.

CLIENT-CENTERED THERAPY

Client-centered therapy developed by Carl Rogers relies on catharsis as the basic tool of discovering the deeper feelings and attitudes of the subject toward his problems and leaves treatment to the client himself. The principle operating here is that the client is responsible for himself and has a strong desire to "grow up" to become an adjusted, independent, and productive individual.

In the interviewing situation, the main function of the interviewer is to establish rapport with the client and a congenial atmosphere. With the establishment of rapport comes a feeling of confidence by the client. This facilitates response to the interviewer's questions. Rapport creates a relaxed atmosphere and enhances the easing of any initial emotional tension. The maintenance of good rapport will (1) save time and (2) hold the reliability of responses at a high level.

The probation or parole officer should use only those procedures and techniques that will give the client a feeling that he is completely understood and that his expressed feelings are accepted. The correctional officer should do no blaming, questioning, or probing. He should avoid interpreting behavior to the client and refrain from advising or persuading. His task is to function as a catalyst in assisting the client to achieve maturity through insight and self-scrutiny.

Basic to this approach is the assumption that the client possesses: (1) a need for self-regard; and (2) a self-actualizing tendency that aids in growth in mental health. It holds that the process of change in which emotional blocks are removed will occur through counseling. This encourages growth, maturation, and assimilation of new experiences. Thus, the client has the potential for healing himself.

GENERAL FRAMEWORK

A. Conditions of the Therapeutic Process

"For therapy to occur it is necessary that these conditions exist:

1. That 2 persons are in contact.
2. The first person, whom we shall term the client, is in a state of incongruence, being vulnerable or anxious.
3. That the second person, whom we shall term the therapist, is congruent in the relationship.
4. That the therapist is experiencing unconditional positive regard toward the client.
5. That the therapist is experiencing an empathic understanding of the client's internal frame of reference.
6. That the client perceives, at least to a minimal degree the conditional positive regard of the therapist for him, and the empathic understanding of the therapist."¹

B. The Process of Therapy

When the preceding conditions exist and continue, the therapeutic process has the following characteristic directions:

1. The client is increasingly free in expressing his feelings.
2. These expressed feelings refer more to the self.
3. The client's experiences are more accurately symbolized. He increasingly differentiates and discriminates the objects of his feelings and perceptions and their interrelationships.
4. His expressed feelings refer more to the incongruity between certain of his experiences and his concept of self.

¹William Sahakin, Psychotherapy and Counseling, Rand McNally & Co., 1969, p. 171.

5. He becomes more fully aware of feelings which have in the past been either denied to or distorted in his awareness. His concept of self becomes reorganized to assimilate these feelings.
6. Through this continued reorganization of self-structure, his self-concept becomes more congruent with his experiences. He can now accept feelings which were previously too threatening to be assimilated in his awareness.
7. He increasingly feels a positive self-regard.
8. He reacts to experiences less in terms of his feeling of worth and more in terms of what the situation actually is.

C. Outcomes in Personality and Behavior

1. The client is more open to his experiences and less defensive.
2. His perceptions are consequently more realistic and objective.
3. He is more effective in problem solving.
4. He has an increased degree of positive self-regard.
5. He more easily accepts others, as a result of less need for distorting his perceptions of others.
6. He is perceived by others as being more within his control.

D. Qualities of the Therapeutic Relationship

1. A warmth and responsiveness by the counselor makes rapport possible. The counselor does become involved with the client to a degree; but it is definitely a controlled relationship with defined limits.
2. There is a permissiveness in regard to the free expression of feelings.
3. There are limits to action in the therapeutic interview.
 - a. Time - a certain period is allowed.
 - b. The client has complete freedom to express himself verbally but is not free to harm others.

4. Client is free from any type of pressure or coercion.

B. Summary

The relationship is well-structured, with limits of time, dependence and aggressive action. These apply particularly to the client. The limits of responsibility and affection are imposed by the counselor upon himself. Through complete emotional freedom within a well-defined framework, the client is free to recognize his impulses and patterns, both positive and negative. Non-directive counseling is based on the assumption that the client has a right to select his own life goals. It places a high value on the right of every individual to be psychologically independent and to maintain his psychological integrity.

The counselor tends to confine his responses to restating or clarifying attitudes directly expressed by the client. The more empathic and skillful the counselor, the more he is capable of appreciative understanding of the client. Through counseling, the client is permitted to verbalize without punishment or evaluation and becomes aware of feelings which in the past may have posed a threat to his self-concept. He can then accept these feelings and reorganize his self-concept.

REALITY THERAPY*

Reality Therapy is defined as a therapy that leads all patients toward reality and toward grappling successfully with tangible and intangible aspects of the world. The objectives are to aid the client in facing reality and fulfilling his psychological needs.

These basic needs are: (1) the need to love and to be loved; and (2) to feel that he is worthwhile to himself and to others. Everyone has these same needs, but varies in the capacity to fulfill them. It should be noted that the person who loves and is loved also usually feels he is a worthwhile person.

*The theory of Reality Therapy was developed by William Glasser. The presentation here is based totally on his book Reality Therapy, Harper & Row, 1965.

To feel worthwhile, a person must maintain a satisfactory standard of behavior. He must evaluate his own behavior and either correct or credit himself according to his evaluation. Morals, standards, values, and right and wrong behavior are all intimately related to the fulfillment of the need of self-worth. The failure to fulfill either one of both needs causes pain or some form of discomfort. This pain acts as a motivator to some activity to relieve it. (Pain can be cyclical, if the "sour grape" policy is employed in treating it.)

Reality therapy states that through involvement with other people needs can be fulfilled. With needs fulfilled, pain can be eliminated. It is essential that the person (or people) with whom you become involved has one particular characteristic. This characteristic is that that person be in firm touch with reality and have the ability to fulfill his own needs.

A basic concept of Reality Therapy is that of responsibility. Responsibility is defined as the ability to fulfill one's needs in a way that does not deprive others of fulfilling their own needs. Responsibility gives the owner a feeling of self-worth and a feeling that he is worthwhile to others. The ability to fulfill needs must be learned. The younger a person is when exposed to love and discipline, the better he will learn responsibility. Self-respect is gained through discipline and closeness to others. According to Reality Therapy, discipline should always be applied with an element of love.

Teaching responsibility is the most important task of the counselor. He must be sincere, reasonable, and understanding, and able to provide an example of responsibility.

GENERAL FRAMEWORK

Reality Therapy is made of 3 procedures:

1. Involvement -

The therapist must become so involved with the client that the client can

begin to face reality and see how his behavior is unrealistic. The therapist's ability to become involved with the client is the major skill of Reality Therapy. This involvement should be one that is conducive to bringing the client out of his irresponsibility.

Certain personal characteristics are necessary for the therapist to become involved. He should (a) be responsible; (b) be able to fulfill his own needs; (c) have the strength to become involved and withstand verbal abuse by the client; (d) never condone irresponsible actions by the client, and continue to point out reality to him no matter how hard he struggles against it; (e) possess the ability to accept clients uncritically and understand their behavior, and (f) be able to become emotionally involved with the client.

Attaining this adequate degree of involvement may not be achieved immediately. The client must become actively involved with the therapist in a better way than he is presently involved with anyone. When this degree of involvement is reached, the client must be forced to face the reality of his behavior.

2. Rejecting unrealistic behavior -

The therapist must reject the client's unrealistic behavior but still accept the patient and maintain involvement. He should give praise when the client acts responsibly and disapproval when his actions are not responsible. The therapist's job is to point out the what of the client's present reality and not the why.

3. Relearning -

The last phase of therapy, relearning, begins when client admits he is irresponsible. The therapist teaches the client better ways to fulfill his needs within the confines of reality.

Reality Therapy ignores a person's past life and works with the present. A basic premise is that once a person learns to fulfill his needs, nothing in his past life will affect him. Reality Therapy does not deal with unconscious mental

processes. The process of fulfilling needs must be fully conscious to be effective. Reality Therapy is more concerned with changing behavior than with changing attitudes.

Summary:

Reality Therapy requires an intense personal involvement of both the therapist and the client. It requires the client to face reality and reject irresponsible behavior. The therapist's task is to attempt to teach his client better ways to behave. This is attained by helping the client fulfill the two psychological needs.

SYNANON'S SUCCESS WITH REALITY THERAPY VS. THE CORRECTIONAL PROCESS

Synanon, a therapeutic community for drug rehabilitation, incorporates the theory of Reality Therapy in its rehabilitation process. Reality Therapy is used by Synanon in group therapy sessions. In probation and parole, it is used primarily on a one-to-one basis between the correctional officer and the client.

Synanon has a superior program to the state because the state lacks Synanon's key to success - that is, the privilege to choose who will be accepted into therapy. Anyone wishing to join Synanon must prove to a committee of older Synanon members that he truly seeks help and wants to change his behavior. There can be no ulterior motives for joining therapy in Synanon. In a correctional setting, it is possible for a person to be motivated to undergo therapy because it would look good on his record. It is also possible that a client may appear highly involved while in the program, but shed that mask upon leaving the session. This is not possible in Synanon, since all members live in the community. It is a 24 hour-a-day treatment program.

It is possible to upgrade the prison's rehabilitative program. By instituting group therapy and evaluation as an on-going process, such that the prisoner would be evaluated on his overall performance and not just session participation, it would be possible for the correctional institution to be more successful

The parole officer could then be more effective in institution Reality Therapy in his counseling program. As therapist, he would become so involved with his client that the parolee would be forced to begin to face reality. With that, he would start understanding why his behavior is unrealistic.

It is absolutely necessary that the parole officer stress morality of behavior and the client's responsibility to make decisions based on right and wrong throughout counseling. Not only is this a keystone of Reality Therapy, it is also imperative in the correctional field that the client learn this. In addition, it is important that the parole officer teaches the client how to fulfill his needs.

By employing Reality Therapy, it is possible that rehabilitation may be actualized in corrections.

A COMPARISON OF DIRECTIVE AND NON-DIRECTIVE THERAPY*

NON-DIRECTIVE THERAPY

1. The therapist attempts to create a warm, acceptant, understanding non-critical psychological atmosphere; to understand and accept the feelings which the client experiences as a result of his perception, and to communicate the acceptance and understanding to the client.
2. The therapist believes the client has within himself a capacity to understand himself and a capacity and tendency to reorganize himself. He also believes that in a

DIRECTIVE THERAPY

1. The therapist attempts to create a warm, acceptant, understanding, non-critical psychological atmosphere; to contrast the client's report of his situation and difficulties with an objective reality as the therapist deduces it; to formulate hypotheses about the defenses which protect these conflicts; and to intervene in such a way that he helps the client understand the nature and function of these defenses. The therapist may then help the client

*The majority of this section was developed by the Division of Individual and Family Studies, College of Human Development, The Pennsylvania State University.

warm, acceptant, understanding, and non-critical atmosphere, the client will reorganize himself at a rate and to a depth most appropriate for him.

3. It is necessary for the therapist to accept and clarify only those thoughts and feelings which the therapist believes are in the client's present phenomenological field. These thoughts and feelings must be strongly implied by the client himself if they are not explicitly communicated either verbally or non-verbally. By consistently maintaining this role, the therapist enables the client: to eliminate his need for defenses in the therapeutic situation; to recognize his conflicts, his emotional reactions and needs; and to bring about a self-reorganization of his patterns of perception and behavior.

directly with underlying conflicts at a level which the therapist deems advisable and feasible within the limitations of time and the client's personality dynamics. He thus helps the client become re-oriented in terms of reality.

2. The therapist believes that the client has a capacity to learn new behavior patterns, but that this capacity is not being utilized effectively because the client's defenses, inappropriate reaction patterns, and fears prohibit his becoming aware of and trying out alternative patterns of perception and behavior.
3. It is necessary for the therapist to introduce or direct attention to factors not within the client's present awareness in order: to make the client aware of his defenses; to help him modify them or eliminate the need for them; to recognize his conflicts, emotional reactions and needs; and to bring the client to adopt alternative patterns of perception and behavior.

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| <p>4. Counselor allows client to select his own goal.</p> <p>5. A focus is made on the client as an individual and not upon a particular problem. Non-directive therapy focuses more on feelings and attitudes.</p> <p>6. The therapist acts as a catalyst to the client's rehabilitation.</p> <p>7. Limitations are placed on the involvement of the counselor with the client.</p> <p>8. A direct concern with right and wrong is not a component. It is believed that once a patient resolves his conflicts he will be able to behave correctly.</p> | <p>4. Counselor selects a desirable goal and directs his efforts toward helping the client obtain it.</p> <p>5. Directive Therapy focuses its efforts upon the problem presented by the client. It is concerned first with changing behavior and holds that a change in behavior will lead to a change in attitude.</p> <p>6. The therapist acts as a teacher to the client.</p> <p>7. A strong involvement of the patient and counselor is a requisite to successful therapy.</p> <p>8. A basic premise is that the confrontation of right and wrong is essential. Facing reality is important.</p> |
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Both approaches claim that through these treatments, the client will be able to adjust more comfortably and efficiently in his general environment.

EMPATHY TRAINING

Empathy training can be helpful in teaching the corrections officer to listen for emotional content in his clients' statements and reflecting content as a way of eliciting a maximum amount of information from the client. Empathy training's basic skills of attending and reflecting are given

here. Learning how to apply these skills is necessary to be effective in interviewing and counseling.

There are two phases of helping, the early stages and the later stages. Each is characterized by a particular set of personal characteristics that the helper must possess.

Responsiveness is the key in the early phases of helping. The helper must be empathic. That is, he must have the ability to see the world through the eyes of the client. Empathy is understanding both what the client is saying and what he is feeling. It is necessary that the counselor convey to the client what he hears in order to 1) check out his view and 2) facilitate the client's understanding of himself by hearing what you understood him to say. Expressing empathy is the most important ingredient for helping.

There must be an element of respect for helping to be facilitated. Respect is the ability to respond to another person in such a way that he knows that you care for him and believe in his ability to affect his life's course.

The third characteristic is concreteness. This is the ability to enable the other person to be specific about his feelings and experiences.

Being action oriented in the later phases of helping is most important. This means that the counselor should use what he learned earlier and apply it. This calls for genuineness, confrontation, and immediacy. Genuineness is the ability to be yourself in a relationship and function in an integrated and consistent way. Confrontation calls for telling the other person exactly what you have heard or pointing out that your perception of reality may be different from your client's. Immediacy is the ability to understand the feelings and experiences that are occurring between you and the other person.

It is important that the early phases (responsiveness) and later phases (initiative) be related to each other for constructive helping.

Empathy consists of the ability to recognize, sense and understand the

feelings that another person has associated with his behavioral and verbal expressions, and to accurately communicate this understanding to him.

GOALS OF TRAINING*

Goal I - To learn to listen for.

1. Content - the information provided by the speaker's statement (thinking).
2. Feeling - the emotion associated with the speaker's statement (emotion).

and to discriminate between the two in a verbal message from another person.

Goal II - To learn to communicate what you heard while listening for:

1. Content
2. Feeling

to the person who is speaking, to help the speaker clarify his understanding of what he thinks and feels about himself and his relationship to other persons.

PROCEDURE OF TRAINING

1. Tasks for discriminations

A. Word discriminations - Content or Feeling

1. Leader generated words (from the provided list) and members make discriminations as to content or feeling. Redefine content and feeling. Reinforce correct responses and help group members to clarify and explore discriminations with which you disagree or are uncertain.

2. Member generated words. Other members may make discriminations.

*The following exercise on Empathy Training was presented in PACT XXII by Dr. Alan Hoffman, Counselor Education, College of Education, The Pennsylvania State University.

B. Sentence discriminations - Content and Feeling

1. Leader generated sentences (from the provided list) and members make discriminations as to the feeling words and the content of the message. Be sure to help the members to understand the link between the content of the message and the feeling about what has been said.

The first sentences on the list are easier to discriminate feeling while the later sentences only imply feeling. Feeling words are underlined and key words to key words to feeling are underlined such.

2. Member generated sentences with other members identifying the content and the feeling. Try to help the members to begin to paraphrase the content and feeling.

II. Tasks for Communication

A. Paraphrasing and Clarifying

Help group members to generate sentences (2 or 3 short ones), preferably not role playing, and have other participants reflect the content and feeling. Speaker response to the reflection will be ample reinforcement. If the listener missed the reflection, speaker restatement will suffice to stimulate a second reflection.

B. Conversational reflection

Have a group member talk (speaker) about a feeling, concern, etc., and another member (listener) reflect and clarify what he heard in a conversational format. Conversations should last no more than 3 or 4 minutes and should be critiqued by peers and leader immediately after. You may wish to tape the session to facilitate the critique.

DISCRIMINATION

Content and Feeling Words

work*	euphoric	anger	like
happy	communicate*	puzzlement	beautiful*
tired	resistent	avoid*	rest*
play*	picture*	deny*	sad
Learn*	understand*	watch*	threatened
calm	confused	surprised	clarify*
satisfied	listen*	afraid	

*denotes content words

Content and Feeling Discrimination Sentences

1. I get so frustrated and furious when my daughter does not come home on time.
2. I am uncomfortable talking with Harry.
3. I enjoy my work so much.
4. I dislike getting up early in the morning.
5. I don't like to feel this way.
6. I love my children and husband and I like to do most housework.
7. I am very concerned about this job interview.
8. His reaction really surprises me.
9. I wonder if I will find a good place to live when I move. (puzzlement)
10. That darned client is just not trying. (anger)
11. She gets by too cheaply. (annoyed or disturbed)
12. I cannot see myself in that job. (uncomfortable)
13. The way that client dresses really bothers me. (annoys)

14. I really wish that I could leave the office early tonight.
(concerned, anxious)
15. I am having a hard time concentrating today. (discouraged or puzzled)
16. I am always stumbling through life. (confused)
17. My best was not good enough. (disappointed or relief)
18. I did it and don't know why. (puzzled)
19. It's been a long time since I saw Emma. (It would be nice to see her again.)
20. It's not easy asking for help. (uncomfortable)
21. My mother just got married last week; her husband wants me to take his last name and I don't care. (Use a monotone voice) (really does care, anger, unloved, etc.)

COURSE SUMMARY:

- (1) Conducting successful and effective interviews using basic interviewing techniques is a vital part of the corrections officer's job. The interview must have direction and be conducted in such a way that the client feels confidence toward the interviewer and feel encouraged to participate and cooperate in the interview.
- (2) There are many approaches to counseling. Directive and non-directive are cited here. It is important to know that discretion should be used in determining which will be most successful. It is sometimes beneficial to use them in combination (that is, start with non-directive and switch later to directive). Other times one method may be more effective throughout counseling than the other.
- (3) Client-centered therapy relies on catharsis as the basic tool for discovering the deeper feelings and attitudes of the client toward his problems and leaves the treatment to the client himself.

The basic principle of Client-centered Therapy is that the client is responsible for himself and has a strong desire to "grow up" to become an adjusted, independent, and productive individual.

- (4) Reality Therapy is defined as a therapy that leads all patients toward reality and toward grappling successfully with tangible and intangible aspects of the world. The objectives are to aid the client in facing reality and fulfilling his psychological needs.
- (5) Empathy Training can be helpful in teaching the corrections officer how to listen for emotional content in their clients' statements and to reflect this content as a way of eliciting a maximum amount of information from the client.

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FILMS

Belonging to the Group. 301.2

16 min. 1h-sh-c-a. rental \$3.50

Need for people to respect and accept one another in a free society, vital role of groups in the community; importance of the "feeling of belonging" to each member of the community. Points up community values and their relation to the democratic way of life.

Journey into Self. #50198 47 min.

Record of intensive basic encounter group session led by Carl Rogers and Richard Farson. Eight strangers from all over the United States assemble in front of their peers to share some of the most intimate aspects of their lives. Focuses on four of these individuals and contains highlights of some of the

most emotional moments of their interaction. Distilled from over sixteen hours of footage. Production advice from Stanley Kramer. (Note: The special rental charge has been set by the Western Behavioral Sciences Institute. Rental orders for date more than one month in advance shall be subject to cancellation by WBSI. It is suggested that use of this film be restricted to showings with a professional person present to lead discussion.)

Some Personal Learnings About Interpersonal Relationships

(UCEMC) 1966, 33 min. 31745 \$8.10

Carl R. Rogers, founder of client-centered therapy, discusses the "mysterious business of relating with other human beings." Contrasts real communication with superficial and unmeaningful communication, and listening that is sensitive, empathic, and nonjudgmental with listening that is met by the evaluation, reassurance, denial, or distortion that so many communications encounter. From the Management Development series. Produced by the Academic communications facility, University of California. Los Angeles.

Place in the Sun. 10242- 10 min. color el-jh-ah-c-a \$4.00

The problem of human relationships presented through animation. 1965, (EBF)

Films available from Audio-Visual Services. The Pennsylvania State University, 6 Willard Building, University Park, Pa. 16802. (Phone: 814-865-6315)

Rental prices are subject to change without notice.

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