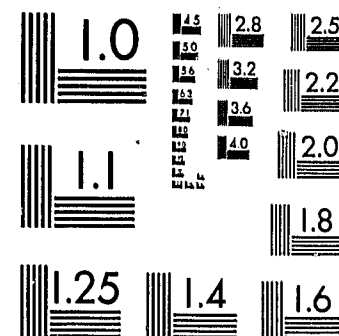


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Federal Probation

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MARCH 1981

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All phases of preventive and correctional activities in delinquency and crime come within the fields of interest of FEDERAL PROBATION. The Quarterly wishes to share with its readers all constructively worthwhile points of view and welcomes the contributions of those engaged in the study of juvenile and adult offenders. Federal, state, and local organizations, institutions, and agencies—both public and private—are invited to submit any significant experience and findings related to the prevention and control of delinquency and crime.

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NUMBER 1

This Issue in Brief

Disclosure of Presentence Reports in the United States District Courts.—This article is a summary by Philip L. Dubois of a report prepared by Stephen A. Fennell and William N. Hall under contract with the Federal Judicial Center. The author states that, on the one hand, it does appear that a large proportion of Federal districts have achieved disclosure of presentence report in a large proportion of their criminal cases. On the other hand, he adds, although the high rate of disclosure is a positive step, many districts utilize practices that limit the effectiveness of such disclosure.

Prosecutive Trends and Their Impact on the Presentence Report.—With Federal prosecutors launching aggressive prosecutions against white-collar criminals, narcotics traffickers, corrupt public servants, and organized crime racketeers, probation officers find they need significant enhancement of their investigation and reporting skills, assert Harry Joe Jaffe and Calvin Cunningham, U.S. probation officers in Memphis, Tenn. For these offenders, a presentence writer can prepare a useful presentencing document by concentrating chiefly upon three significant areas: the official version section, the financial section, and the evaluative summary.

The Right To Vote as Applied to Ex-Felons.—While rights are intimately connected to duties, laws disenfranchising ex-felons show that correlations between the two are often drawn imprecisely, writes Professor John R. Vile. While voting is a fundamental right, the Supreme Court has refused to void felony disenfranchising legislation, he reports. The Court's action is normatively questionable, he maintains, especially when applied to those whose incarceration has ended.

Action Methods for the Criminal Justice System.—Dale Richard Buchanan, chief of the Psychodrama Section at Saint Elizabeths Hospital in Washington, D.C., tells us that while role train-

ing, role playing, and psychodrama have been extensively used in the criminal justice system, there has been a lack of coordination among these terms and in the ways in which they were used. Action methods will probably continue to gain greater use within the criminal justice field, he asserts, because of their direct applicability to the jobs that are needed to be performed by criminal justice personnel.

Administrators' Perception of the Impact of Probation and Parole Employee Unionization.—This article by Professor Charles L. Johnson and Barry D. Smith presents information from a recent survey on the incidence of parole/probation unionization

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and administrators' perceptions of the impact of unionization on the quality, cost, and difficulty of administering services. Some of the critical issues emanating from the increased parole/probation unionization are delineated and discussed as they are reflected in the literature and as a result of the survey.

Highlights, Problems, and Accomplishments of Corrections in the Asian and Pacific Region.—The Australian Institute of Criminology recently organized the First Conference of Correctional Administrators for Asia and the Pacific, which was well attended and prepared the ground for joint action. Already this has resulted in the collection of data on imprisonment, some of which are provided in this article by W. Clifford, director of the Institute. In this very broad survey, some of the problems of corrections in the region—and some of the approaches which are different from those in the West—are highlighted.

The Demise of Wisconsin's Contract Parole Program.—This article discusses the elimination of an innovative method of paroling criminal offenders in Wisconsin. The State abolished its creative Mutual Agreement Program because budget analysts deemed the program to be an ineffective method of paroling offenders when compared to the traditional method of parole decision-making. Although this program has been eliminated, Wisconsin Parole Board Member Oscar D. Shade says it is conceivable that contract parole is workable and could prove to be a most effective means of managing an offender's parolability.

Juvenile Detention Administration: Managing a Political Time Bomb.—Administering a juvenile detention center is one of the most difficult and frustrating jobs in the juvenile justice field,

asserts Youth Services Consultant Robert C. Kihm. Although it is clearly stipulated in idealistic terms how children ought to be cared for while in state custody, the detention administrator must deal with the reality of providing care with very limited resources and little control over who is admitted and discharged from the facility, he states. This article examines how these contradictions proved the demise of four detention administrators' careers, and what lessons can be gained by current administrators facing similar problems.

Parent Orientation Program.—Juveniles paroled from a correctional institution are faced with readjustment problems. Community resources are limited and families poorly equipped to offer assistance. To increase the effectiveness of families as resource people, the author, Serge W. Gremmo, has developed the Parent Orientation Program (POP) which orients families toward potential problems in the parole adjustment of their children, acquaints them with the mechanics of parole, disseminates information to assist juveniles during reintegration, and lends support during a difficult period.

Crisis Intervention in a Community-Based Correctional Setting.—Despite their widespread use in other practice settings, crisis-intervention theory and techniques have been woefully underutilized in community-based correctional agencies. This article by New York City Probation Officer Margaret R. Savarese is an attempt to help remedy that situation by presenting an overview of crisis theory and techniques and then illustrating their application at a particular crisis point in the criminal justice system—the point of sentencing—via two actual case situations.

All the articles appearing in this magazine are regarded as appropriate expressions of ideas worthy of thought but their publication is not to be taken as an endorsement by the editors or the federal probation office of the views set forth. The editors may or may not agree with the articles appearing in the magazine, but believe them in any case to be deserving of consideration.

Action Methods for the Criminal Justice System*

BY DALE RICHARD BUCHANAN

Chief, Psychodrama Section, Saint Elizabeths Hospital,
Washington, D.C.

Historical Development

All action applications, i.e., role playing, role training, and psychodrama, owe their genesis to J.L. Moreno, M.D., founder of psychodrama and sociometry and pioneer in the fields of group psychotherapy, role playing and role training. Moreno (1932) introduced his concepts of group psychotherapy, psychodrama, and action methods at a conference of the National Committee on Prisons and Prison Labor at Toronto in 1931. Moreno introduced his concepts to Americans at the Philadelphia meeting of the American Psychiatric Association in 1932. It was at this conference that William Alanson White, M.D., credited Moreno with coining the term "group psychotherapy" from a report on the Toronto conference on "The Application of the Group Method to the Classification of Prisoners."

Moreno lectured and traveled extensively for the next four decades promulgating his theories and techniques to all who would listen. Among those early listeners were such prominent criminologists as Alexander Bassin, Walter Bromberg, Ray Corsini, Eugene Czajkoski, Vernon Fox, Martin Haskell, Richard Korn, and Lewis Yablonsky. They all became convinced of the efficacy of action methods and contributed greatly to the implementation of action methods for treatment and training within the criminal justice field.

In London, Moreno's call to action was heeded by the London Police Academy, and role playing has been a primary method of training for their law enforcement officers since before World War II. Bahn (1972) reports that mock station houses, a miniature village with streets, pubs, and other businesses, and a mock court are the loci of training.

The trend for action training within the criminal justice system accelerated during the sixties and seventies. Unfortunately, even given the increase in publications, many of the action training programs have gone unreported in the published

ACTION methods, specifically role playing, role training, and psychodrama, have been utilized within the criminal justice system for the past 50 years. In fact, it can be argued that long before there were audiovisual training aids, police academies, and correctional treatment personnel guidelines, the information needed to function within the criminal justice system was provided through on-the-job training which contained a large "hands on" component related to the spirit and practice of psychodrama.

Formalized procedures for action training methods within the criminal justice system have been developing for the past 50 years. During the past 10 years, there has been a proliferation of articles describing action techniques in the training of criminal justice system personnel.

Even with this increase in publication of action training designs, it is the author's contention that the use of action models in the criminal justice system is grossly underreported. From the author's numerous discussions and participations in national conferences and meetings it seems apparent that action methods are an increasingly significant component of training for law enforcement personnel, probation officers, correctional officers, lawyers, judges, and criminology students.

It is the attempt of this article to provide a brief historical overview of the use of action methods. The major focus is to delineate the essential components of various action training methodologies by categorizing them and elaborating on the theoretical perspectives and practical technical principles in the application of those models to teaching, training, and consultation.

*The views expressed in this article are the opinions of the author and not necessarily those of Saint Elizabeths Hospital. The author wishes to express his appreciation for the assistance and guidance provided to him in the development of this article from Drs. Bassin and Czajkoski of the School of Criminology at Florida State University and James Pace and P.J. Watkins from the Probation Office of the U.S. District Court for the District of Columbia.

literature. A notable example of this underreporting is the pioneering work of the Saint Elizabeths Hospital Psychodrama Section in conducting psychodrama and role playing training, teaching and consultation sessions to the criminal justice field. Enneis and Buchanan (1980) report that over 14,707 law enforcement officers from agencies which included the Secret Service, F.B.I., Consolidated Federal Law Enforcement Training Center, Washington Metropolitan Police Department, etc., received training from the Psychodrama Section since the late 1950's. The Section conducted 441 workshops lasting between 2 to 40 hours depending upon their goals and objectives. An extensive review of the Saint Elizabeths Hospital Psychodrama Section's work with law enforcement agencies can be found in an unpublished paper written by Swink and Siegel (1980).

In addition to the law enforcement field, the Psychodrama Section has also provided consultation and training in the utilization of action methods for numerous correctional, forensic, probation and parole personnel. While some of these training endeavors have been on a national level such as the Federal Prisons System or the U.S. Probation System, most of the consultation has been provided to agencies located within the Washington, D.C., metropolitan area. It should be noted that James Enneis, Jim Pace, and William Hemple pioneered in an overall systematic introduction of action methods to the U.S. Probation Office. In the mid-sixties they worked in conjunction with the Federal Training Center for Probation in Chicago and conducted a series of workshops for the Federal Probation System. This training culminated in a week-long conference which was held in Florida in 1967. Watkins (1979) reports that action methods still constitute a significant portion of the treatment and training services for the U.S. Probation Office for the District of Columbia. A recent example of their use of action methods in the treatment of offenders is the Picon-Watkins Therapeutic Psychodrama group for persons with court-ordered special conditions relating to mental health care.

With some distinguished exceptions, it remains a truism in the criminal justice field that those who are practicing and implementing action programs and training have devoted little time to disseminating those materials through the published literature. However, there have been some excellent reports concerning the efficacy of action methods. Most renowned among these are articles by Blumer & Housenfluck (1974), Barcoas

(1972), Meerbaum (1980), Weiner, H. (1974), and Weiner, R. (1973).

Research and Evaluation of Action Methods

While there have been few empirical—i.e., statistical—research designs conducted to attest to the efficacy of action methods, perhaps the greatest testament to their effectiveness is the degree to which they are used in the training of criminal justice personnel.

Blumer and Housenfluck (1974) reporting on the effectiveness of action methods for training at the Consolidated Federal Law Enforcement Training Center note that "reactions have been overwhelmingly positive; they (the results) indicate student awareness of the problem and meshing classroom training and 'real world' situations."

The most significant evidence to date of the value of action methods in the training of law enforcement officers are the preliminary findings of the D.C. Metropolitan Police Project on Family Disturbance Intervention. The training program, which is a joint venture of Saint Elizabeths Hospital and the D.C. Metropolitan Police Department, is managed by the Psychodrama Section. Action methods are the major training methodology. The following is taken from a memorandum from the Community Relations Division of the Metropolitan Police Department:

D.C. Police are crediting the year-old Family Disturbance Intervention Program with a marked drop in the number of officers injured while handling family disputes.

According to statistics compiled this week, assaults on officers handling family disputes have decreased by about 60 percent since the program went into effect. The decrease is even more remarkable because during the same 12-month period, overall assaults on police rose by 19 percent.

The Family Disturbance Intervention Program teaches officers alternative ways to defuse domestic disputes and includes instructions and information on referring people to community agencies for counseling and guidance.

Under the program, each district police officer is required to undergo an extensive 40-hour training program at Saint Elizabeths Hospital which includes action participation in simulated family situations.

While the initial results are startling, a more comprehensive evaluation process extending over several years has been developed which should increase our empirical knowledge of the effectiveness, or lack of, for action training.

Most remarkable among the unpublished literature is the evaluation of a project conducted by Bassin, Faltico, and Millet (1972). This action

training program was designed for college campus law enforcement officers to train them in avoiding bloodshed during campus protests. The trainees were Florida State University and Florida A. & M. campus police officers.

Bassin, et al., wisely chose leaders of the student radical movement to act as auxiliaries and portray themselves in action demonstrations which were designed to "cool" the tempers of both groups and avoid the bloodshed that was evidenced on so many other college campuses during this time of fervent unrest. Campus radicals and police officers attended a series of training classes which utilized role reversals, role playing exercises, extended dialogues and other techniques gleaned from Moreno's catalogue of action techniques. The program, sponsored by an LEAA grant, was evaluated as an overwhelming success.

Role Simulations

For the purposes of this article, all action role simulations are classified as either role training, role playing, or psychodrama. The terms "role training," "role playing," and "psychodrama" as used in teaching, training, and consultation are analogous to the typology of roles defined by Moreno (1946) as role taking, role playing and role creating.

Role Training.—Role training is defined as the teaching and/or training of highly defined roles which have rather rigid behavioral and affective expectations. In role training the emphasis is on the finished product. Role training exercises have highly predictable outcomes. Goals are specific behavioral and affective characteristics which can be easily measured.

Within the role training format there is little room for creativity and spontaneity. The individual trainee is expected to bracket and control his/her own personality. In these particular action training sessions the individual is asked to become rather "robot like" and perform the task in a standardized manner.

Role training sessions common to the criminal justice system include training in the presentation of evidence, use of standard security procedures, and implementation of standardized procedures for rules of arrest or seizure of property. Parole preliminary interviewing is an example of role training conducted by the U.S. Probation Office for the U.S. District Court for the District of Columbia.

Role Playing.—A more advanced action training method is the role playing situation. Both in the application of role playing in training and therapy, there are certain prescribed roles which serve as broad outlines, but there is also a high degree of spontaneity and creativity which is essential in producing the desired outcomes. There are no "correct" roles; however, there are varying degrees of appropriate behaviors which may be enacted. The nature of the role required is heavily influenced by the emergent characteristics of the situation.

Law enforcement training which uses role playing includes intervening in domestic family crisis situations, suicide and rape calls, and other dynamic and fluid situations. Within the legal field, questioning of witnesses, and opening and summation statements are skills that have been taught through role playing. Within the probation field, counseling styles and presentence investigations are representative of skills that have been taught through role playing. Role playing is also used extensively in teaching correctional personnel, particularly probation and parole officers, the techniques of Reality Therapy (Bassin, Brattner, & Rachin, 1976).

Psychodrama.—Psychodrama is the most advanced form of action training. The use of this model is primarily used for learning skills which have not fully been developed or standardized. There are no right or wrong roles. The roles needed in a particular situation are highly influenced by the nature and characteristics of the situation, and there may be little or no spillover of skills to other similar situations. The highest degree of spontaneity and creativity is required by the individual intervening in these situations. There may be broad outlines of background and theoretical materials, but the interactional style necessary to complete the tasks is unique, dynamic, and specialized for each situation. Individuals are taught to throw away their cultural conserves and create a new role for these intervention strategies.

Psychodrama or role creating is most effective when dealing with highly emotionally charged issues such as riots, hostage situations, or extreme crisis intervention cases. Examples of training in these areas include F.B.I. Hostage Negotiation Training (Swink and Siegel, 1980), Family Crisis Intervention Training (Zuspan, 1979), and System Intervention Training (*Time*, June 27, 1969, "Prisons: Jungle Rats").

In summation, role training is a specific action learning design which is best utilized when there

are very specific areas of content to be learned with measurable predetermined behavioral and affective roles. Role playing is best used as an action learning technique in which the parameters of behavioral and affective states are not so clearly defined as in role training, but nevertheless where there are rather standardized procedures to follow in the accomplishment of these tasks.

Psychodrama training is the most advanced and complicated of action training methodologies. It is best utilized where there needs to be a high degree of creativity and spontaneity developed in the individual to increase his/her functioning within an emotionally charged and dynamic situation.

Action Techniques

Within these three broad training categories, there are a vast range of action techniques and exercises which can be employed to heighten the training experiences of the session. To furnish the reader with a complete review of these techniques is beyond the scope of this article. However, there are several basic texts and articles which can greater expose the reader to action techniques for training. Included among these are Bassin and Greenberg (1976); Blatner (1973); Starr (1977); Greenberg (1974); and Moreno (1965).

In all action training situations it is recommended that the sessions incorporate the standardized procedures developed by Moreno (1946) for therapy and training. Moreno devised a warmup, action, and closure phase for each session. In the warmup phase the group is introduced to the trainer, and the goals and objectives for the training. An interactional communication system is encouraged among group members to discuss strengths, problems, fears, and hopes of the trainee when encountering situations for which the training was designed. This free-flow communication atmosphere facilitates the trainees' warmup to the role or roles which they will need to take in the ensuing simulation. It also provides an opportunity for the trainer to hear of the particular training concerns of each class which can then be incorporated in action.

The action phase of the session is the period when the trainee interacts with the auxiliaries in the role simulations. This is an extremely critical phase of the training. The trainer must be skilled and knowledgeable to the skills, attitudes, and dynamics involved in each particular situation being enacted. As in all simulations, the reality of the scenes will be heavily influenced by the degree of skill and expertise of the trainer and the auxiliaries.

The final phase of the action training session is closure. In this phase, which will be discussed in length later, the trainer reinforces the learning experiences of the trainees and establishes a learning environment which facilitates trainees' involvement in future action training sessions. The closure is a group discussion of what occurred and some expression of thought and feelings concerning the outcomes of the role simulation exercise.

There are several basic action techniques which are useful in the conduct of training sessions. It should be remembered that as a general rule of thumb, the more complicated and difficult the goals for the session, the more advantageous it is to have a wider variety of action techniques. This broader knowledge of techniques will allow the trainer to utilize which ever techniques are most beneficial in producing the desired outcomes. Since the skills desired in a psychodrama session are more complicated than in a role training session, the psychodrama training also requires a trainer with a higher degree of creativity and spontaneity.

The techniques listed below can be utilized in all methods of role simulation. They are generally applied in the categories listed; however, there is a progression to more advanced techniques when using more elaborate training designs.

Role Training Techniques.—The primary purpose of role training is either to teach a specific skill or to evaluate whether a trainee has learned a specific skill. Modeling, mirroring and coaching are the primary techniques utilized in role training.

Modeling is the technique when the instructor demonstrates to the group how the role is expected to be performed. The group is asked, one at a time, to demonstrate that they understand the task. If any difficulties occur, the instructor may repeat the modeling. The mirror technique is when an auxiliary plays the role of the trainee and makes the same mistakes as the trainee. This provides the trainee an opportunity to observe himself/herself and suggest corrections in role. Audiovisual equipment has greatly reduced the need for mirroring, but it can still be a useful technique to highlight certain behaviors of individual trainees. Coaching is a technique when the trainee is given guidance during the performance of his/her role by the trainer. The trainee is "coached" on his/her behaviors, e.g., "Good work, but don't stand too close," "Keep watching those nonverbal behaviors," etc. Again the techniques needed are minimal, since the primary emphasis is on the learning of standardized behaviors.

Role Playing Techniques.—Since role playing simulations require more spontaneity and creativity from the trainee, likewise these sessions require a greater degree of skill and expertise from the trainer and the auxiliaries. Therefore while the techniques mentioned in role training may be applicable, there are other techniques which may be more productive in the role playing simulations.

Role reversal is the technique in which "A" changes place with "B." For example: In a particular action training session a probation officer may be instructing new employees on obtaining presentence investigation information. The rookie P.O. may be role playing a situation with a client's mother. The mother is resisting in cooperating with the probation officer. When the P.O. is reversed into the role of the mother, new insights may occur to the trainee concerning the effectiveness of his/her original role. This added information may result in the trainee shifting his/her role to one which more adequately facilitates obtaining information from the mother. A common example of resistance is when the mother doesn't want to "hurt" her son's chances of probation, so she refuses to say anything. The P.O. aware of this resistance may be able to offer reasons to the mother why it would be helpful to her son for her to cooperate in this presentence investigation. By reversing the roles, the trainee is given immediate feedback about his own performance and is able to adjust his/her roles to achieve more satisfactory results.

Bischoff (1970) lists an extensive list of the benefits of role reversals. Included among these benefits are the individual's ability to place himself in another role and become sensitive to the value system and perspectives of the other. A role reversal also gives immediate feedback regarding how his/her own verbal and nonverbal style is perceived by the other.

Another action technique which is useful during role playing sessions is the double. A double is the use of another person (auxiliary ego) to stand beside the trainee and articulate his/her feelings, thoughts, anxieties or aspirations. Doubles are used for a wide variety of reasons (Toeman, 1948), but some common examples in training sessions are: (1) to sensitize trainees to their feelings; (2) to desensitize a trainee from his/her feelings and promote use of a more cognitive approach to the learning, and (3) to serve as a supportive double, to encourage the hesitant and reluctant trainee to "take a chance."

Thus in the use of action techniques in role playing the object of training is less on prescribed rigid

role functions, and more on the individual's unique adaptation of his/her personality to function within a specific situation.

Psychodrama Techniques.—In psychodrama training simulations surplus reality and future projection are two techniques which are highly useful. Surplus reality is the technique wherein the trainer "dramatizes" the events or situation. The director could extend the scene to a logical outcome or heighten the drama within the simulation.

For example: In negotiating a hostage situation, the trainee may state he feels like a child because he/she is inadequately prepared to negotiate such a highly dangerous situation. The director of training might then instruct all the auxiliaries playing the terrorists or the law enforcement superiors to interact with the trainee as though he/she were a little child. The trainee would then be encouraged to respond in a different role other than a little child.

The future projection technique is used to enact a perceived outcome of the situation which may be either of the trainee's, the director's or the group's creation.

For example: A P.O. may fail in his/her attempt to establish a communication link with a suicidal client, and the client might then commit suicide. How does the P.O. effectively cope with the situation?

In psychodrama training for domestic family crisis intervention, a number of different alternatives may be enacted to give the trainees the understanding that many alternative solutions are possible in any given situation.

In summation the techniques utilized in psychodrama training are rather complicated and require a great deal of expertise on the part of the trainer. While the training has a base of structural learning, the majority of the training is through spontaneous expression. Trainees draw heavily from their own personalities in overcoming barriers to successful resolutions where there are no fixed answers.

Learning Environment

The primary philosophy of action training is that learning occurs by doing. The use of action techniques such as doubling, role reversals, and mirroring, combined with audiovisual feedback, gives the trainee immediate and accurate feedback concerning their participation in a training session. Bard (1975) has stated that "real life simulations may well be the best chance for officers to try out

their intervention skills short of actual field experience."

It should be remembered that when training is action oriented, the feedback processes need also to be action oriented. The primary belief for action training, is that roles are best learned through active involvement, rather than through passive learning processes. Consequently, feedback designed to elicit change should be incorporated into the action phases of learning, and the trainee allowed to demonstrate new learned behaviors through participation in the action module.

There are several basic rules to follow in creating a learning environment for action role learning. The first and foremost rule is that the subject has the first chance to critique his or her own performance. Being the trainee in a role simulation training session is a high risk situation. The trainee will be exposing himself or herself to the group, where there will be little chance for verbal games to obfuscate his/her lack of action knowledge. By allowing the trainee to speak first, it gives him/her the chance to acknowledge his/her errors and suggest alternative ways of approaching the problem situation. This self-critiquing provides them some facesaving ritual and allows the trainee to feel less threatened by the next role simulation.

Another rule for providing feedback is to limit negative feedback and encourage the expression of positive feedback. Comments should be made in an effort to educate and provide constructive feedback to the trainee. All efforts must be made to curtail judgmental expressions regarding the trainee or global negative comments which are unhelpful in promoting a learning environment. The trainer should begin to critique with a review of effective behaviors produced by the trainee. Negative comments are sandwiched in the feedback process. The closure should reinforce the learning process through positive verbal reinforcement for participating in the session and a brief review of the strengths and weaknesses. The weaknesses should be incorporated in a plan for future correction action.

The trainer is also responsible for monitoring the training group's feedback to the trainee. The trainer should quickly extinguish any judgmental or global negative comments (e.g., "That was pretty stupid when you..." or "That was the WORST..."). It can be quite devastating for the novice action learner to be ridiculed or severely reprimanded by his or her peers. Therefore, statements by peers should be oriented towards how they felt they might have acted in the situation or what they might do in the situation. The

nature of the feedback is designed to be supportive and to facilitate an open exchange of constructive feedback. The director needs to be careful so trainees don't prove their superiority by putting down others. If this occurs, it is useful for the trainer to confront the one-upmanship game by saying, "O.K. Bill, let's see you try this problem next." The director must be sensitive to "scapegoating" towards minority members and always express his/her appreciation for the trainee's participation.

If the trainer focuses on negative issues it is likely to reinforce behaviors of inaction and "talking" about situations. Negative feedback also tends to focus the group upon deficiencies and weaknesses rather than strengths. Psychodrama's theoretical base is to build upon functional behaviors, and to use the strong points of interactions to transfer learning processes to the weak areas. Therefore, behaviors, attitudes, and emotions which are functional need to be emphasized and nonfunctional behaviors, attitudes, and emotions need to be shaped to more functional interactive styles.

Obviously the feedback process will be highly dependent upon the kind of role simulation selected for the training simulation. However, the goal of all action learning situations is not just the content but also the process.

Many trainees find themselves under tremendous stress and pressure when moving from a didactic to an experiential learning process. These individuals may feel comfortable sitting in a classroom and explaining how they will act, but feel rather helpless and inadequate in demonstrating how they *do* act. The trainer can alleviate this stress through a variety of stress reduction techniques. Some trainers tell the trainees to "make a few mistakes," so the trainer will have something to correct. This provides the trainee with the intellectual defense for providing a justification for his/her errors. If the stress becomes too high in the action phase of the session, the trainer may "freeze" the action. The trainer then asks the trainee to comment upon his/her role and make suggestions for producing a more appropriate role. The trainer can also ask the other group members for suggestions. Naturally the trainer can also use certain techniques such as mirroring or coaching to alleviate the stress and encourage a positive learning experience.

On the contrary, the director can increase the stress if he/she feels that the trainee is not seriously approaching the situation. Stress can be increased through maintenance of a more directive

or authoritative role or by increasing the surplus reality of the situation.

For example: The P.O. is laughing at the client. The trainer instructs the client to walk out. Then the trainer asks for feedback. The trainee laughs and says this is just a game. The trainer responds, "If it is a game, suppose you play to win!"

Auxiliaries

The other assistants in the implementation of training simulations are called auxiliaries. These auxiliaries play supporting roles to the trainee and their primary purpose is to increase the learning of the trainee. There are both advantages and disadvantages in using training auxiliaries. A trained auxiliary is a person(s) who has training in action methods. Generally it is more advantageous to use trained auxiliaries for role simulations which require more skill and expertise.

The primary advantage of trained auxiliaries is that they have well developed skills and training in creating a realistic environment for action learning. Trained auxiliaries will be able to make demands and stay in their role easier and facilitate the trainees' development of new roles. Trained auxiliaries will be aligned with the director, help guide the group in their use of feedback and create a supportive climate for the action learning process.

The advantage of indigenous auxiliaries is that they are fellow trainees. They may bring a greater sense of "what is real" to the situations by playing persons whom they have encountered within their own experience. It will be a greater learning experience for the group to play both the trainee and their clients. By being in the reciprocal role to their occupation, they will become more sensitized to the characteristics, hopes, and fears of their clients. The disadvantages are that they may not have adequate training skills to effectively portray the auxiliaries' role, or that they may reinforce group values which are not conducive to action learning.

Role Perception and Role Enactment

One distinct advantage to role simulation exercises is that they can evaluate the trainees' aptitude for a particular assignment. Role perception deficiencies are usually uncovered through standard written or oral examinations. But how does one know that a trainee can actually perform a task? Role simulations can provide a laboratory

for learning. Some police training classes conducted at Saint Elizabeths Hospital are called "labs" because of their emphasis on creating a simulated experience (Swink & Siegel, 1980).

Trainer Skills

Regardless of the action methodology, it is essential that the trainer be highly skilled in the competencies needed for the successful completion of the training program. The trainer should have specific goals and objectives for the class, and the trainees should be informed about these goals and objectives. The trainer must have knowledge concerning action training methods, group dynamics, role theory, social systems theory, and the subject matter in order to accurately select the most appropriate role simulation exercise. Role training exercises are relatively simple procedures which can be learned with a very short time frame. Role playing requires more training and experience not only in terms of action methods, but also in group dynamics and sensitivity training. Psychodrama is the most advanced of all role simulations and this requires a thorough knowledge of the theoretical and technical skills which can be employed in action learning processes.

As Blatner (1973) cautioned against the use of untrained personnel to provide psychodrama therapy services, so, too, should trainers be warned not to undertake action training sessions without proper instruction and experience in the use of action methods. Action methods can provoke intense feelings amongst the participants and arouse anxieties and insecurities about the trainee's ability to perform a given activity. For those persons who have had detrimental experiences in action training sessions, it may be wise to remember that their learning experience could just have easily been "positive" if the session had been conducted by an appropriately trained action methods trainer.

Summation

In conclusion, while role training, role playing, and psychodrama have been extensively used in the criminal justice system, there has been a lack of coordination among these terms and in the ways in which they were used. Action methods will probably continue to gain greater use within the criminal justice field because of their direct applicability to the jobs that are needed to be per-

formed by criminal justice personnel. Published materials concerning the use of action methods will continue to grow and there will be an even greater acceptance and use of action training methods within the criminal justice system.

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Interested readers should also check back issues of *Group Psychotherapy and Psychodrama*. Particularly in the 1950's and 1960's there are numerous articles on the use of action methods in corrections in each issue.

Tables on Action Training Designs and Action Training Methods follow on page 25.

ACTION TRAINING DESIGNS

PERSONNEL	ROLE TRAINING	ROLE PLAYING	PSYCHODRAMA
Probation Officers	"Parole Preliminary Interviewing" Watkins (1979) Appropriate use of forms, advisement of rights, parolee statement of facts, dissemination of restrictions.	"Pre-Sentence Investigation" Watkins (1979) Communication skills—verbal and nonverbal cultural cues. Interactional patterns of roles.	"Crisis Intervention Skills" Watkins (1979) Teaches varied role repertoire in response to crisis situations. Crisis intervention theory and interactional styles.
Law Enforcement	"Search and Seizure" Legal requirements, how to stop-by-step guidelines.	"Emotional Control for Riot Situations," Bassin, et al. (1972) Stress reduction techniques. Emotional diffusion skills. Crowd control.	"Family Crisis Intervention" Zuspan, et al. (1979) Crisis intervention skills, development of role interactional styles, crisis defusment and mitigation. Nonverbal communication skills.
Attorneys	Rules of Evidence Step-by-step how to of basic procedural issues.	"Psychodrama with D.A.'s" Myers (1979) Verbal and nonverbal communication styles, jury selection, cross examination of witnesses and client preparation for testimony.	Criminal Justice Systems Intervention Time (1969) Role reversals for judges and clients. Acute role intervention and simulation exercises to promote change in established criminal justice policies and procedures.
Correctional Personnel	"Lock-Up and Security Procedures" Basic fundamentals of security principles. How, when, where, and what of security. Testing in action demonstration of basic security principles.	"Counseling Skills" Communication skills, dissemination of knowledge concerning counseling styles and action demonstration.	"Riot Negotiation" Communication skills, crisis intervention, and defusment skills. Verbal and nonverbal role patterns. Awareness of role demands from rioters and development of appropriate reciprocal roles.

ACTION TRAINING METHODS

CRITERIA	ROLE TRAINING	ROLE PLAYING	PSYCHODRAMA
Goals	Highly structured. Little or no interpersonal skills. Rigid behavioral objectives.	Moderately structured. Includes stylistic, attitudinal and emotional components. Loosely defined behavioral objectives.	Few formalized behavioral goals. Highly developed interactional, attitudinal and emotional skills.
Creativity and Spontaneity	Practically non-existent.	Moderate balance of prescribed rules and flexibility.	High. Few rules and regulations.
Content of Session	Product structured.	Product and Process	Primarily process oriented.
Stress level of average trainee	Low	Moderate	High due to the fluid nature of the situation.
Duration of Training	Brief, small vignettes.	Moderate time 2-4 hours. More extensive role simulations.	Minimum 2 hours though often longer (40 hours).
Training skills required of trainer	Few basic action techniques. Knowledge of subject materials is more important than the knowledge of action training methodologies.	Variety of action training skills. Knowledge of role theory, crisis intervention, nonverbal communication and group dynamics.	Thorough knowledge of theoretical and technical action methodologies (psychodrama, sociometry, role theory, and social systems theory). Intensive knowledge of group dynamics.
Trainees	All trainees should be screened and have basic educational and interpersonal skills necessary for completion of competency based training curriculums.		

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