

Communication without Borders

Materials for trainers - lesson plans



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„Communication without borders” training course
for professionals working with people leaving prison

Lesson scenario

1. Motivational Interview in driving change

Module: Motivation

Block: Implementing selected Motivational Interview strategies (processes)

Level of difficulty: ISCED 5-8

Required input competences (education, training, etc.):

- a) Higher education
- b) Experience of working with direct client contact

Author/leader: ZAFOS

Objectives:

Equip the trainee with the knowledge, skills and habits to support the client in:

- (a) defining its own objectives, expected results and the resources needed to achieve them,
- (b) setting realistic, positive target measures using Motivational Interview and coaching techniques.

Expected outcomes (competencies):

1. Knowledge of the principles of the Motivational Interview method based on a collaborative and empowering style.
2. Knowledge of the different processes of Motivational Interview: engaging, targeting, evoking, planning.
3. Ability to provide clear and purposeful direction.
4. Ability to set clear and achievable objectives.
5. Commitment to using a structured and goal-oriented style of working with the interviewee.

Forms and methods of implementation:

- a) Mini lecture
- b) Brainstorming
- c) Individual work
- d) Working as a team
- e) Pair exercise - role play
- f) Analysis of video recordings
- g) Moderated discussion

Class delivery time:

- a) *Preparation time by participants before class: 1/2 hour*
- b) *Class time: 3 teaching hours (135 mins.)*
- c) *After class working time: 1/2 hour*

Training aids:**Case study I - Charles****a) Thematic canvas - storyline**

Mr. Charles approached the job centre worker after being referred by a social worker. He recently completed a prison sentence for petty robbery and theft. He seeks financial support from the **Social Welfare Centre (OPS)**, with the condition that he actively searches for employment. Having never used the services of the **Labour Office (PUP)**, Mr. Charles is unaware of how the office can assist him. He appears confused and struggles to articulate his needs clearly in terms of the support he requires to improve his current situation.

In order to get to know the client and the purpose of their request for support, the specialist can use the following questions.

Example of questions verifying and expanding information:

- **What prompted you to come to see me?**
- **Can you tell me a bit about yourself?**
- **What are your priorities in terms of your needs?**
- **What have you been doing professionally?**
- **What qualifications or education do you have?**
- **What is your current living situation?**
- **What problem has brought you here today?**
- **What steps can you take to improve your situation?**

b) Case study**Education**

Mr. Charles, aged 30, completed his education at the basic vocational school level, where he trained as a furniture carpenter. He struggled academically and showed little interest in the qualifications he was pursuing. He finished school with poor results and did not consider furthering his education or completing vocational courses. He has never worked in the field of his learned profession.

Personal situation

Mr. Charles currently lives with his mother, who is a pensioner. He has been divorced for five years and has a preschool-aged child for whom he pays court-ordered alimony irregularly. He does not contribute to household expenses or daily living costs, leading to a strained relationship with his mother, primarily over financial matters and his lack of stable employment. Although Mr. Charles wishes to change his current circumstances, he feels unable to find a solution on his own and is unsure of the initial steps he should take.

Competency profile

Mr. Charles has no professional experience in his trained field as a furniture carpenter. He has previously worked as a seasonal labourer in gardening and construction. While incarcerated, he performed tasks as a kitchen helper and cleaner. He dislikes monotonous and repetitive tasks, especially those performed under time pressure or constant supervision. He prefers work that involves individual tasks, mobility, and being outdoors or in open spaces.

Case study II - Dominica

a) *Thematic canvas - storyline*

Ms. Dominica has applied to the municipality for social housing following her release from prison. She is the mother of a young child whom she is currently unable to care for due to her personal circumstances. During her sentence, her child was placed in a family orphanage, but plans are underway for the child to return to her care. However, this is contingent upon Ms. Dominika securing adequate housing and living arrangements to meet the family's needs. Ms. Dominika is determined to regain full custody of her child. She is committed to leaving her past behind and has demonstrated an encouraging level of parental awareness, which bodes well for her future and her ability to provide a stable environment for her child.

In order to get to know the client and the purpose of their request for support, the specialist can use the following questions.

Examples of questions verifying and expanding information:

- ***What issue have you come to me with?***
- ***How can I assist you?***
- ***Can you tell me a bit about yourself?***
- ***What is your current living situation?***
- ***Have you already taken any steps to change your situation?***
- ***What is most important to you right now?***
- ***Have you sought help from anyone, such as family or friends?***
- ***Can you share your plans for the near future?***

b) *study*

Education - *Ms Dominica, aged 28, graduated from a general secondary school but without a high school diploma. She does not have a learned profession, an apprenticeship or any other qualifications evidenced by a document or work experience.*

Personal situation - *She currently lives in her friends' allotment house. After completing her prison sentence, she did not return to her parents' flat because she does not feel safe in the family home - there is a bad atmosphere and lack of proper social role models. The prison sentence was short (6 months) and caused by the possession and sale of drugs. She received them from the father of her child, with whom she currently has no contact. She is determined to return to society, regain full custody of her two-year-old child and become financially independent. She cannot and does not want to rely on her family for support.*

Competence profile - *She does not have a learned profession, but after graduating from high school she worked briefly as a salesperson in a clothing shop, but without an employment contract. She has independently acquired knowledge and skills in nail decoration, but did not complete any training in this area. She has not had the opportunity to use her nail styling skills gainfully and does not know whether her knowledge is sufficient to work in this profession on the open labour market.*

c) **PPT presentations** illustrating the issues discussed

Motivational Interview - principles and process

1. Definition and objectives of conducting Motivational Interview.
2. Key aspects of Motivational Interview.
3. The Spirit of Motivational Interview
 - a. Partnership
 - b. Acceptance
 - c. Sympathy
 - d. Evoking
4. Principles of Motivational Interview
 - a. Expressing empathy
 - b. Developing ambivalence
 - c. Fostering a sense of empowerment
5. Motivational Interview Processes
 - a. Engaging
 - b. Targeting
 - c. Evoking
 - d. Planning
6. Selected coaching techniques in engagement, goal setting and goal planning.
 - a. GROW
 - b. SMART

Course of training

Schedule

No .	Title of the action	Description of operation	Time (min.)	Aids	Comments
1	Pre-work - task to be done before class	Homework: Read the material on the role of Motivational Interview in motivating change provided in the participant materials as an introduction to the training.	30	HO1 - Material on MI rules	The trainer asks participants to read the materials before the training. This is a condition for undertaking the training.
2	Welcome Introduction to the topic	Presentation of trainers Info about the course (TT for multipliers online) and tasks Evaluation - self assessment questionnaire	5 5 15	Flipchart Sheets of paper Markers Clamping mass	Introduction to commitment to training. A mini lecture introduces the topic of the training and indicates its content

		https://szkolenia.zafos.pl/mod/questionnaire/view.php?id=298		Presentation Computer Projector	In Exercise 3, the participant recognizes his/her attitude in conversation with the client
		Exercise 1: Let's get to know each other preparation - 6 min in rooms	30 (6)		
		https://miro.com/welcomeonboard/MTNqN1c4Yk54U09JK3pFam13NkNtSzM5ZXhSek4zaExlT2Y3YTZXalRmYVB6WHczVlBxQVpq a0FuNnNrWnc2WGJGK0tTYkYnTlxRWNwREJyOEx5UW9iS21iT3FIVUF0eFpmd2tVMFFrNHhXTIAOWmxJTWtLZnBPenRtN00wNEFyVmtkMG5hNDA3dVlncnBvRVB2ZXBNPT0hdjE=?share_link_id=459016103301			
		Who are you & what connects your team (3 persons - what is similar) presentation - 1 min / person presented by another person	(20)		
		Info: Block topic - Motivational Interview in motivating change	10	slides 1 - 6 HO1 - MD	
		Exercise - pick 5 statements from HO2 typical for you (1 min)	5	slide 7 HO2- Exercise Sheet 3	

		discussion (5 min)		slide 8	
			5		
		Slide 8 - continuum + discussion	10	HO2 -	
		Exercise 3: Attitude in conversation with the client.	10	Slides 9-17	
		Lecture & discussion on the MD Spirit			
		break	5	No coffee :(	
			15	slides 18-28	
		Mini lecture combined with a presentation and discussion on: "Motivational Interview - PRINCIPLES AND PROCESSES".			
		Video presentation https://szkolenia.zafos.pl/mod/folder/view.php?id=262	5	Kazimierz (short)	
		+ discussion according to handout 5	15	HO5	

4	Case study - interview practice using Motivational Interview and coaching tools	Profile of interviewee 1 and (included in the lesson plan above): Mr Charles and/or Ms Dominica Exercise 4: - Recorded dialogue and conversation analysis - Model conversation in the spirit of MI	55	H03 - Canvas and client profile I - Mr Charles H04 - Canvas and client profile II - Ms Dominika Video camera Computer Projector H05 - Worksheet exercise 4 Computer Projector Video of a model scene (for Profiles I and II of Mr. Karol	Depending on the participants' experience and area of professional work, the trainer chooses to work with one or both case studies for the exercise. The exercise is recorded and a model video is shown at the end. Either or both model films can be used - time should then be organised appropriately.

				and Ms. Dominika)	
				Flipchart markers	
5	Completion	Sharing tasks: - completing the platform readings and tests - parts of training to be delivered by each participant Summary of the training Feedback	15	Ball	The summary takes stock of the training.
6	Follow-up	Homework: Practise the mastered technique at work in at least 5 conversations. Write down after each conversation the questions that increased the client's motivation. Send a summary to the group. To be done 24 and 26 - participants send the plan, scenario	30	Online forum (project e-learning)	Participants are given time to practise the techniques they have mastered to enable them to complete the task in the time frame indicated (e.g. one week). The trainer sends feedback on the summaries.

Detailed instructions for trainer and participants:

Ad 2. Welcome. Introduction to the subject

a) **Exercise 1** "Let's get to know each other"

As a prelude to the training, exercise 1 is proposed to break the ice and get to know the participants. In the exercise "Let's get to know each other", the trainer asks the trainees to find one person each from the group with whom they have a connection, for example, in casual communication, preferably out of their seats:

- leisure activities,
- favourite dish,
- same number of syllables in the name,
- favourite animal.

The proposals indicated above are placed by the trainer in a visible place, e.g. on a flipchart sheet.

Participants have short familiarisation conversations among themselves and do not have to share them in the forum. The trainer concludes that the exercise allowed participants to break the "first ice" and create an atmosphere for further cooperation.

Exercise time: 10 min.

b) Info: Block topic

The trainer briefly introduces the trainees to the topics that will be covered in the training and familiarises the trainees with the objectives of the training. He or she indicates the position of the training in the content layout and places it within the overall content of all learning blocks. The trainees should have an idea of what their area of competence will be in this block.

The trainer should treat this point as an introduction to further work and move on to subsequent content so that participants can clearly identify the objectives of the training and the benefits it has brought. Here, it is also possible to indicate the organisation of the training, the time planned, the forms of work envisaged and possible questions about the timetable and its organisation.

Time: 10 min.

c) Exercise 2 "What I already know"

Exercise to check the pre-work task. The trainer writes slogans on a flipchart:

- What is MI?
- Where can MI be used?
- How can the use of MI affect client motivation?
- What experience do you have of interviewing clients after serving custodial sentences in your workplaces?
- What have you found most challenging in these contacts?

Participants write their short answers on sticky notes (based on the readings (homework)). The trainer collects the sticky notes and, after reading them, sticks them underneath the given topic. Each time, he/she provides a short commentary and, if necessary, an addendum.

Exercise time: 10 min.

d) Presentation and mini-lecture

The trainer presents the content covered in the training programme as an introduction to the rest of the training using the PPR presentation "Motivational Interview - PRINCIPLES AND PROCESSES". The scope of the presentation corresponds to the material for the participant, which develops the topics. The emphasis should be on the attitude of the professional and his/her role in motivating the client to change.

Important - The presentation can be available throughout the training and the trainer can refer to it as necessary later in the training, e.g. when summarising exercises.

Time: 20 min.

e) H02 - Exercise 3: Attitude in conversation with the client

The trainer distributes sheets with verbs describing ways to have a conversation with a client. Each participant individually performs the task according to the instructions given.

Performance time: 5 min.

The trainer then asks the participant to find the verbs marked in the next sheet (solution) and underline them again. Each participant continues to perform the task independently. In this way, he/she acquires knowledge about his/her own most frequently displayed communication style when working with clients.

Time: 5 min.

In conclusion, the trainer does not evaluate the results obtained by the participants but only indicates that the most effective conversational style in MI is an intermediate area between the command and follow style, i.e. **targeting**, sometimes containing aspects of each, as helping conversations can be imagined on a continuum (*PPT presentation slide 8*)

Command

Targeting

Follow

Emphasis should be placed on the flexible use of elements of communication styles, depending on the needs in the area of guiding the client to change. The use of a particular style will also depend on the client's situation, emotional state, awareness of change and current needs in the support coming from the professional.

Summary time: 5 min.

Ad 4. Case study - interview practice using Motivational Interview and coaching tools

a) H03, H04 - Interviewer profile: Mr Charles/Dominica

The trainer presents the canvass of the interview and the profile of the interviewee to the group. He/she chooses the case study which is more appropriate in view of the trainees' professional experience and the professional area they represent (job position, institution, type of work tasks). Both studies can be used, it is up to the trainer to assess the real possibilities of the participants and the training time. The trainees should receive the material in printed form, allowing them to use the profile during the exercises. He or she then proceeds to the exercise.

Time: 5 min

b) H05 - Exercise 4: Recorded dialogue and conversation analysis

The exercise consists of two stages:

Stage 1: In the exercise, the trainer uses the canvass and the case study with which he has previously introduced the participants: Mr Charles/Mrs Dominica (read and distributed to participants).

Using any form of choice, the trainer identifies two people who will act out a scene based on the canvass and the case study. One person will play the role of the professional and the other the role of the client. The indicated persons are given time to prepare and the trainer prepares a position to record the conversation.

The trainer draws the trainees' attention to the elements arising from the topic of the training and relating to the module on motivating the client in the change process. The trainees should therefore include elements of Motivational Interview in their conversation that will motivate the client and show how and when the professional motivates the client in the service process.

Preparation time: 7 min.

The remaining trainees are observers.

The course of the scene/conversation is recorded. During this time, observers focus on the scene being played out, paying attention to the attitude and competence of the professional and his/her application of the MI principle.

Recording time 3 min.

The trainer distributes the H05 video analysis sheets to the observers. After the scene has been played and recorded, the trainer plays the scene. He asks the observers to fill in the interview observation sheets they have received. Each observer fills in the sheet individually. Playback and video analysis time: 10 min.

The trainer then asks the participants of the video to share in the forum their own feelings and observations after watching the video of which they were "actors". He further asks the observers to share their observations using the completed observation sheets in the form of a moderated discussion on the elements identified in the interview - MI processes and principles. She writes the conclusions of the statements on a flipchart sheet.

Performance time: 10 min.

In the summary of the discussion, the trainer points out that the feelings of the interviewed participants and observers can sometimes be different and depend on the degree of involvement in the process and the training of skills to apply MI principles. He emphasises the role of motivating the client in achieving change.

Summary time: 5 min.

Stage 2: In the next stage of the exercise, the trainer recreates a model conversation scene, prepared in advance, based on the same case study I and II. The scenarios are material previously prepared on the basis of model scenarios. This time, after the playback, the video analysis is done together with the trainees. Everyone analyses it according to the areas indicated in the evaluation sheet already used. Conclusions are recorded on a flipchart sheet.

Playback and analysis time: 10 min

In conclusion, the trainer draws the participants' attention to the need for consistent application of a non-directive but focused conversational style. The trainer emphasises the conscious and accurate application of the principles, processes and spirit of MI and the need to improve competence in this area through training in the work of each professional (reference can be made to the Kolb cycle - see figure in Re 5 - Conclusion). In this way, the trainer can refer to a later homework assignment.

Time: 5 min.

Ad 5. Conclusion

In the final part of the training, the trainer uses a ball to speak freely about the completed training. Each participant passes the ball to a person of their choice and everyone takes turns answering questions of the type:

- I found out ...
- In the work I will apply ...
- I was interested ...
- I realised ...

- In professional practice, I will introduce, change ...

The trainer should refer in conclusion to the four stages of adult learning according to Kolb - experience, reflection, conceptualisation and application. It should be emphasised that each participant may additionally have his or her own feelings and, if time allows, these can be presented in the forum.

Drawing to be used by the trainer: The adult learning cycle according to Kolb



EXPERIENCE- is something we experience in the moment, it is related to our activity, doing something, e.g. "How did you act in a conversation with a client?"

REFLECTION - OBSERVATION - analysing the experience, observing from different perspectives the situation, e.g. "What effect did this situation have?"

CONCEPTUALISATION - ABSTRACTUAL THEORY - drawing conclusions from the analysis, generalising them, discovering regularities, e.g. "How can I act in the future to achieve the desired goal?"

APPLICATION - testing new behaviours on the basis of lessons learned from experience. Testing new competences in practice.

The trainer indicates that the APPLY stage will be checked by participants in a homework assignment and the Kolb cycle is a sequence of repetitive behaviours for self-improvement.

Time: 15 min

Re 6. Follow-up

The trainer presents the participants with a task to perform after the training in a client work setting in their own professional environment. To do this task, use the worksheet that was used in Exercise 4

of the training class on video call analysis - **HO5 "Call analysis"**. When completing the task individually, the participant should pay attention to the flow of the interview, the engagement and their own attitude. It will be important to identify the MI elements used by the participant during the interview with the client. As a reminder - the left column of the sheet indicates the area to be analysed, the right column indicates the space to write the identified phrases/sentences that illustrate the area.

Homework:

Recommendation: Practise the mastered technique at work in at least 5 conversations. Write down after each conversation the questions that increased the client's motivation. Use HO5 "Conversation analysis". Send a summary to the group.

Tools to evaluate the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process

Questions with answers - in the online course.

„Communication without borders" training course
for professionals working with people leaving prison

Lesson scenario

1. Motivating and communicating with the client through Motivational Interview

Module: Motivation

Block: Application of selected MI skills

Level of difficulty: ISCED 5-8

Required input competences (education, training, etc.):

- a) Completed block on the basics of activity-based work or coaching

Author/leader: ZAFOS

Objectives:

- Equip with the knowledge, skills and habits to support the Interviewer/client who has left the OC in:
 - (a) defining its own objectives, expected results and the resources needed to achieve them,
 - (b) setting realistic, positive target measures,
 - (c) resolving dilemmas that block one's own motivation to change
- Using Motivational Interview and coaching techniques.

Expected outcomes (competencies):

- a) Familiarity with the tools used in the Motivational Interview method, based on a collaborative and empowering style,
- b) Knowledge of the transtheoretical model of change in client work based on the use of DM,
- c) Ability to use methods to evoke the language of change and the language of commitment,
- d) Ability to use elements of coaching when working with clients in change,
- e) Ability to use OARS tools
- f) Commitment to using Motivational Interview tools in collaboration with the interviewee.

Forms and methods of implementation:

- a) Mini lecture
- b) Brainstorming
- c) Working in teams and in plenary
- d) Presentation of competences
- e) Exercise in pairs / threes - role play
- f) Discussion

Class delivery time:

- a) Preparation time by participants before class: *1/2 hour*
- b) Class time: *2.5 didactic hours (113 min)*
- c) After class working time: *1/2 hour*

Training aids:

a) Thematic **canvas** - Mrs Sophie

Ms. Sophie has returned to the Social Integration Centre (CIS), which she previously attended. She initially participated in CIS classes for one month after her release from prison to seek employment. However, the frequency of the classes did not align with her schedule, leading her to discontinue attendance. Ms. Sophie has now sought information about the possibility of receiving financial support.

Examples of questions verifying and expanding information:

1. Can you tell me something about yourself?
2. Were you working before your arrest?
3. What have you been doing professionally?
4. What qualifications, education do you have?
5. What is your current living situation?
6. Do you have support from people close to you?
7. What problem have you come to me with?

b) **Case study**

Education

Ms. Sophie, aged 50, completed her education at a basic vocational school, where she trained as a chef. She did not pursue further education, either formally or informally.

Personal situation

Ms. Sophie currently resides alone in social housing. She makes an effort to build relationships with her neighbours and provides occasional care for a diabetic neighbour, such as bringing them soup or helping with shopping. She has a strong interest in new dietary recipes, and her lack of regular employment allows her to dedicate significant time to exploring her culinary interests. She spends a considerable amount of time on online recipe portals and hopes to develop further in this area, particularly due to her emerging age-related health concerns. Financially, Ms. Sophie faces limitations due to her lack of work. Her small savings are depleting, and she worries about potential issues with meeting her current financial obligations. Additionally, she hopes to purchase a new food processor and is exploring options for financial support or an allowance. She is unlikely to consider full-time employment, as she values the free time she currently has. Ms. Sophie served a prison sentence for falsifying shop records and misappropriating money belonging to the owners. She has not considered returning to work, fearing that her past will lead others to view her as dishonest.

Competency profile

Ms. Sophie has several years of experience as a cook, primarily working in school canteens. Prior to her imprisonment, she worked as an expeditor in a grocery shop. During her time in prison, she was employed in the kitchen, though only as a kitchen assistant.

a) Thematic **canvas** - Mr Lucien

Mr. Lucjan has applied to the job centre with the hope of receiving unemployment benefits. He is currently unemployed and has no financial resources to support himself. He is eager to receive the benefits immediately, as he believes he is entitled to them due to the lack of available work opportunities.

Examples of questions verifying and expanding information:

- 1. Can you tell me something about yourself?*
- 2. Did you do anything professionally before your prison sentence?*
- 3. What qualifications, education do you have?*
- 4. What is your current living situation?*
- 5. What problem have you come to me with?*

b) Case study for classes

Education

Mr. Lucjan, aged 49, graduated from an electrical technical school, qualifying as an electrical equipment fitter.

Personal situation

*Mr. Lucjan lives with his family and is currently financially dependent on his working wife. He has one daughter who is now independent. In his free time, he repairs small household appliances for friends and neighbours. However, he spends a significant amount of money on cigarettes. He served a custodial sentence for participating in a robbery and battery. The incident stemmed from a disagreement that escalated into a fight. Mr. Lucjan is excitable and prone to conflict, experiencing bouts of anger. He believes that "a person has the right to be upset when others are not on his side" and does not see himself as a conflictual person. Despite this, he acknowledges that he sometimes reacts too nervously. Mr. Lucjan has made some attempts to find work by asking colleagues, but these efforts have not been fruitful. He believes this may be because of past disagreements with them, although he insists his relationships with them remain intact. He claims there are few opportunities for people around the age of 50 but realises that support or recommendations from working colleagues could expedite his job search. He is motivated to start earning money again to reduce his reliance on his wife's income. Mr. Lucjan has taken proactive steps toward obtaining unemployment benefits by preparing the necessary documents for registration with the **PoS (Labour Office)**. He has also researched the eligibility criteria for benefits. However, he is concerned about how he will manage his emotions in difficult or potentially conflictual workplace situations once employed. He recently heard about a class designed for people struggling to manage their emotions, similar to his situation. He is considering attending, as he wants to work effectively with others rather than engaging in conflicts.*

Competency profile

*Mr. Lucjan has experience working as an electrician for a housing association and in related fields, such as being a salesperson in the electrical department of a large DIY store. He has also supplemented his income with freelance work as a "golden handyman." He holds a current **SEP (Electrical Engineering Qualification)** license, which further supports his professional capabilities.*

c) PPT presentations illustrating the issues discussed

Motivation and communication with the client through Motivational Interview

1. A trans-theoretical model of change
2. Key phases of change
 - a. Precontemplative phase
 - b. Contemplative phase,
 - c. Preparation
 - d. Action
 - e. Maintenance
 - f. Recurrence
3. Motivation and its types
4. Features of motivation
 - a. Ambivalence
 - b. Resistance
 - c. Supporting language
5. Client potential
6. Language of change
 - a. Methods of invoking the language of change
7. Language of commitment
 - a. Methods of evoking the commitment language
 - b. Communication in change
 - c. Use of coaching elements in the change process - Cartesian questions
8. MI tools - OARS paddles
 - a. Open questions
 - b. Appreciation
 - c. Retrieved from
 - d. Summary

Course of training

Schedule

No .	Title of the action	Description of operation	Time (min.)	Aids	Comments
1	Pre-work - task to be done before class	Homework: Read material on: Applying selected MI skills - working with clients in change	30	HO1 - Materials on the application of MI skills	Participants will familiarise themselves with the materials for them before the training. This is a condition of participation in the training.
2	Welcome	Exercise 1:	50	Cards	The trainer takes part in the exercise and

	Introduction to the topic	My name - my resources Info: Block topic - Applying selected MI skills - working with clients in change Exercise 2: Pre-work test: Essential skills in Motivational Interview Mini lecture with presentation on: Applying selected MI skills - working with clients in change		pens Flipchart markers Flipchart Markers Presentation Computer projector	performs it with the help of a flipchart. Introduction to training Question-based homework check Presentation of the contents of the training
3	Break		15	Coffee service	
4	Skills in motivating the client	Exercise 3 using interviewee profiles: Phases of change Profile of interviewee 1: Ms Sophie Interviewer profile 2: Mr Lucjan	50	HO2 - Interviewer profile - Ms Sophie HO3 - Interviewer profile Mr Lucjan	The trainer uses two profiles in two working groups

		Exercise 4: "Paddles" DM		H04 - Supplementary table for exercise 3 H05 - Video Scene - TOMASZ Flipchart Markers Computer projector	The trainer uses the scripted video scene "TOMASZ"
5	Completion	Summary of the training Feedback	13	Ball	The summary takes stock of the training
6	Follow-up	Homework: Practise the use of Cartesian Questions in practice. Send a summary to the group.	30	Online forum (project e-learning)	Participants are given time to practise the techniques they have mastered to enable them to complete the task in the time frame indicated (e.g. one week). The trainer sends feedback on the summaries.

Detailed instructions for trainer and participants:

Re 1. The pre-work task is done independently before attending the training

Ad 2. Welcome. Introduction to the subject

a) **Exercise 1** "My name - my resources"

As an introduction to the training, Exercise 1 is proposed to break the ice and get to know each other and/or remind the participants. In this exercise, the trainer, using a flipchart, demonstrates how to do it and asks the trainees to do the same themselves, using a blank sheet of paper and a pen.

Method of implementation:

Recommendation: *On a piece of paper, write your name in the form you like to be addressed. Write your name vertically. Then take each letter of your name as the beginning of a word describing your advantage or positive skill and add that word.*

Name: MARC

Design: MARVELOUS

ASERTIVE

RESPONSIBLE

COMMUNICATIVE

The trainer then asks participants to read out their strengths to the group. He applauds the participants and emphasises that the resources of the trainees identified in the exercise will enable them to actively participate in the rest of the exercise.

Exercise time: 10 min.

b) **Info: Block topic**

The trainer briefly introduces the trainees to the topics that will be covered in the training. He or she indicates the position of the training in the content layout and places it within the overall content of all learning blocks. The trainees should have an idea of what their area of competence will be in this block. The trainer should treat this point as an introduction to further work and move on to the subsequent content in such a way that the trainees can clearly identify the objectives of the training and the benefits they will gain from it. Here, it is also possible to indicate the organisation of the training, the time planned, the forms of work envisaged and possible questions regarding the timetable and its organisation.

Time: 10 min.

c) **Exercise 2 "What I already know"**

Exercise to check the pre-work task. The trainer writes on a flipchart: **Essential skills in Motivational Interview?**

Participants take it in turns to go to the flipchart and write on the sheet one skill each that they think is most relevant to the use of Motivational Interview. There will be a dilemma about choosing just one skill. The trainer should indicate in conclusion that it is difficult to identify just one skill, as the skills in this area are applied as a package depending on the needs of the client and the service delivery institution.

Exercise time: 10 min.

d) **Presentation and mini lecture.**

The trainer presents the content covered in the training programme as an introduction to the rest of the training using the PPR presentation "Applying selected MI skills - working with clients in change". The scope of the presentation corresponds to the material for the participant, which develops the individual topics. The emphasis should be on the active attitude of the professional in the client service process. In addition, the trainer points out the advantages of using MI skills in accompanying the client through the change process. The trainer also encourages the use of selected tools and skills used in personal coaching that can be useful in MI - e.g. Cartesian Questions. The presentation can

be accessed throughout the training and the trainer can refer to it as needed later in the training.

Time: 20 min.

Ad 4. Skills in motivating the client

a) H02, H03, H04 - Exercise 3 using Interviewer profiles: Phases of change

H02 - Profile of interviewee 1: Ms Sophie

H03 - Interviewer profile 2: Mr Lucjan

The trainer divides the trainees into two teams. Each team is given a different case study to analyse as the topic of the exercise. The study is printed according to the number of people in the team. In addition, the trainer distributes one support sheet for each team. The results of the exercise will be recorded on it. As an aid to the exercise, the trainer displays a slide from the presentation - No. 4.

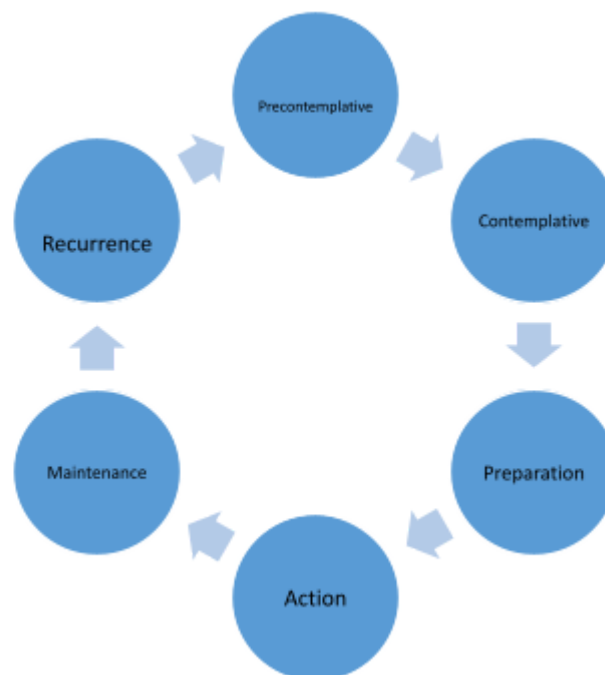
Recommendation:

You have been given a case study, which is the topic of your further work in the team. Carefully read the assigned profile and then, as a team, identify the sections that relate to the different phases of change as listed in the transtheoretical model of change (according to Prochaska, Norcross, Diclemente). Complete the table attached to the exercise - H04. Discuss in teams the results of your work and agree on the final versions. Working time for teams: 15 min

Slide 4

Prochaska Norcross Diclemente model of change

A trans-theoretical model of change



The trainer asks for a representative from each team and asks them to prepare to present their work to the forum. Time to prepare the representatives : 5 min.

Each representative then presents the developed case study and the identified phases of the change model to the forum. The trainer accompanies each presentation with a short commentary.

Presentation time : 2 x 3 min.

In conclusion, the trainer points out the role and characteristics of the phases of change.

Summary time: 4 min

b) **Exercise 4:** "Paddles" DM

The exercise is based on a video recorded according to the scenario - H05.

The trainer uses a recording of a scene entitled TOMASZ. The recording should be played twice - once in its entirety and then in stages to identify individual OARS in parts to enable participants to follow further instructions.

Ask participants to identify the 'OARS paddles' indicated in the presentation by watching the video. Use slide 29 as an aid:

He writes the OARS model on a flipchart sheet according to the formula:

Paddle No. 1 OPEN QUESTION	Paddle No. 2 APPRECIATION
Paddle No. 3 REFLECTION OF	Paddle No. 4 SUMMARY

The trainer asks the trainees to indicate which of the statements of the participants in the recording refer to which "oars" and writes examples of these on the flipchart sheet according to the

according to the assigned box. In conclusion, points out how to conduct a conversation using OARS in the motivation process.

Exercise time 20 min

Ad 5. Conclusion

At the end of the training, the trainer uses a ball to speak freely about the completed training. Each participant passes the ball to a person of his/her choice and everyone individually answers type questions:

- I found out ...
- In the work I will apply ...
- I was interested in ...
- I realised ...

The trainer should emphasise that each participant may additionally have his or her own feelings and if time allows - these can be presented in the forum.

Time: 13 min

Re 6. Follow-up

The trainer presents the participants with a task to carry out after the training in a client work setting in their own professional environment.

Homework:

Practise at work the use of Cartesian Questions during motivational interviewing in at least 5 conversations. Write down after each conversation the questions that increased the client's motivation. Send a summary to the group

Tools to evaluate the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process

Questions with answers - in the online course.

**Communication without Borders training course
for professionals working with people leaving prison**

Lesson scenario

2. Integrating Coaching Elements into Motivational Interview

Module: **Motivation**

Block: **Use of coaching tools in client work**

Level of difficulty: **ISCED 5-8**

Required input competences (education, training, etc.):

- a) Completed block on the basics of working with methods
- b) Knowledge of Motivational Interview strategies
- c) Ability to apply selected Motivational Interview techniques

Author/leader: TULIPAN

Objectives:

- To equip the participant with the basic knowledge, skills and habits to support the client in defining their own goals using coaching.
- Develop communication skills, including active listening techniques, asking open questions.
- Ability to identify, strengthen the interviewee's intrinsic motivation to change.

Expected results:

- Knowledge of the tools used in coaching.
- Improve the effectiveness of listening to your clients.
- Acquire the competence to develop clear and achievable action plans tailored to overcome identified barriers and monitor progress.
- Increase the intrinsic motivation of your clients.

Forms and methods of implementation:

- Mini lecture
- Brainstorming
- Group work
- Pair exercises
- Moderated discussion

Class delivery time:

- a) Preparation time by participants before class: **1/2 hour**
- b) Class time: **3 teaching hours (135 mins.)**
- c) After class working time: **1/2 hour**

Training aids:

HO4 Case study I - Dariusz

a) *Thematic canvas - storyline*

*Mr. Dariusz approached the **Post-Penitentiary Aid Centre** specialist seeking assistance with housing and food. He is a first-time offender who served a five-year sentence for theft and burglary. Mr. Dariusz struggles with alcohol dependency and is currently homeless. During his imprisonment, he neither worked nor pursued educational opportunities. However, he participated in classes for addicts organised by NGO representatives. He declined to take part in the **preparation for freedom programme** (Article 164 of the Penal Code). In addition to his challenges, Mr. Dariusz has bailiff debts amounting to approximately PLN 90,000 due to maintenance arrears. He has no financial resources to improve his living situation.*

The following questions can be used by the specialist to get to know the client and the purpose of the request.

Examples of questions to verify and expand information about the client and his/her situation:

- *What problem have you approached me with?*
- *What level of education do you have?*
- *Do you have any professional experience?*
- *Have you completed any professional courses or training?*
- *How much money do you currently have available to live on?*
- *What bailiff debts or liabilities do you have?*
- *What is your current state of health?*
- *What is your housing situation?*
- *What other institutions or organisations are you aware of that could assist you?*

b) **Case study**

Education

Mr. Dariusz, aged 28, completed primary school. He struggled with learning and was an average student. He did not pursue further education and has not completed any courses or training.

Personal situation

Mr. Dariusz is currently homeless. He previously lived with his mother, who asked him to leave the flat due to his alcohol addiction and lack of employment. He suffers from chronic arthritis and has not engaged in individual addiction therapy to date. He has bailiff debts amounting to PLN 90,000, primarily from unpaid maintenance obligations. Due to these debts, he has avoided taking up legal employment. He lacks motivation to make significant changes in his life and is unsure of where to begin. Additionally, he has no financial resources to improve his situation.

Competency profile

Mr. Dariusz has no work experience and has never held legal employment. He has relied on targeted benefits for support. Despite his challenging circumstances, he does not actively seek work but instead focuses on assistance from institutions and organisations. He demonstrates little motivation for socio-occupational activation and has not taken steps toward addiction therapy. His primary focus is on obtaining housing, believing that securing an apartment or room will mark the beginning of a new and better life, at which point he assumes he will be able to manage independently.

HO5 Case study II - Eve

a) Thematic canvas - case study

*Ms. Eve approached the **Post-Penitentiary Support Centre** specialist seeking comprehensive assistance to help her reintegrate into society. She is a female recidivist who served a 12-year sentence for robbery. Ms. Eve does not have any addictions and is currently living with her parents. She has never held legal employment. During her custodial sentence, she worked and actively participated in activities organised by representatives of non-governmental organisations and the Prison Service. Her health condition is reported to be good.*

The following questions can be used by the specialist to get to know the client and the purpose of the request.

Examples of questions to verify and expand information about the client and his/her situation:

- *What brings you to me?*
- *How do you feel about being free?*
- *What is your current housing situation?*
- *What is your educational background?*
- *Did you work legally before your incarceration?*
- *What is your professional experience?*
- *Are you struggling with any addictions?*
- *What is your current state of health?*
- *What is the biggest problem you are facing right now?*
- *Are you open to ongoing collaboration with the Centre's specialists?*
- *Do you have any concerns about living outside of incarceration?*
- *What can I do to support you?*

b) Case study - Ms Barbara

Education

Ms. Barbara, aged 46, graduated from a general secondary school. She did not experience difficulties with learning. She enjoys machine sewing and has completed a tailoring course.

Personal situation

Ms. Barbara is currently staying with her parents and is in good health. She successfully paid off her bailiff debts during her prison sentence and is now debt-free. She has no family, including children,

and is not dependent on any substances. She has never sought support from aid institutions or organisations and lacks knowledge of services that could assist her in her daily life.

Competency profile

Ms. Barbara has over five years of experience as a seamstress, having worked in a tailoring company. Although she received a fixed salary, her employment was informal, and no contract was ever concluded. She is motivated to make positive changes in her life. Her goals include securing legal employment, supporting her parents, and planning for the future. She has severed ties with her previous criminal network and is focused on building a stable and lawful life.

a) **HO2 PPT presentations** illustrating the issues discussed.

Motivational Interview in coaching. **PRINCIPLES AND PROCESSES**

1. Definition. Purpose and essence of coaching.
2. Tasks and skills of the professional in working with the application of coaching.
3. Assumptions and objectives of coaching. Applied selected skills in coaching.
4. Relationships in coaching.
5. Accountability in coaching.
6. Familiarisation with BLEND techniques and tools.

Course of training

Schedule:

No .	Title of the action	Description of operation	Time (min.)	Aids	Comments
1	Pre-work - task to be done before class	1.1 Homework: Participants receive materials: Applying selected skills in coaching.	20	HO1 - Materials for participants.	The trainer asks participants to read the materials before the training. This is a condition of attending the training.
2	Introduction to the use of coaching	2.1 Introduction to coaching.	20	HO2 - Presentation Computer Projector	The trainer introduces the trainees to the topics that will be covered during the training.

		Exercise 1: What do I already know?	10	HO3 - Exercise sheet Blackboard Magnets	The trainer checks the group's preparation for the class.
		2.2 Familiarisation with BLEND techniques and tools	15 min.	HO2 -Presentation HO1 - Materials for participants Computer Projector Sheets of paper, Markers	The trainer displays presentations and analyses the content covered in the training related to the BLEND process. He also uses the information provided in the participant materials - HO1.
		Exercise 2: He who asks, does not wander?	20	Sheets of paper Pens	The trainer uses this exercise to introduce participants to the next stage of the work, which is the practical application of tools in coaching
3	Break		15	Coffee service	
4	Case study - practice conversations using tools in coaching (BLEND)	4.1 Interviewer profile Exercise 3: Mr Dariusz/ Ms Eve - Interviewer profile.	45	Paper, Pens HO5 - Canvas and client profile I - Mr Dariusz	

				HO6 - Canvas and client profile II - Ms Eve Audiovisual material (2 Dariusz/Ewa films)	
5	Completion	5.1 End of training. Reflection and discussion	10	HO7 - knowledge check - evaluation pen	The trainer briefly summarises the training by giving feedback to the participants. At the end of the training, he distributes knowledge tests (evaluation). The trainer can inform participants of the results of the evaluation by e-mail.
6	Follow-up	Homework: Practise at work the use of the BLEND technique during motivational talks in at least 5 talks. Write down your <u>POSITIVE</u> feelings after each conversation. Share them in the group.	30	Online forum (project e-learning)	Participants are given time to practise the mastered BLEND technique in order to complete the task in the time frame indicated (e.g. one week). They share only their positive feelings with each other in order to motivate the rest of the group to use the above-mentioned technique in their professional work.

Detailed instructions for trainer and participants:

1. Pre-work - a task to be completed before class.

1.1 Homework: Participants receive the handout: Applying selected MI skills in coaching.

The trainer asks participants to read the materials before the training. This is a condition of participation in the training.

Time: 20 min.

Important: we use participant materials for this task - [HO1](#).

2 Introduction to the use of coaching.

2.1 Introduction to coaching.

Aim: To introduce participants to the training, present the structure and objectives and create a clear picture of what they can expect during the meeting.

Instructions to the Coach:

1. **Welcome:**
 - Start by welcoming all participants, creating a friendly and open atmosphere. Encourage active participation and cooperation.
2. **Introduction to the Theme:**
 - Briefly outline what topics will be discussed during the training, focusing on key aspects of coaching. Explain why these topics are important and how they fit into the wider context of their professional development.
 - Place the training in the context of the overall educational programme. Show how today's topic block connects to other parts of the training they have already had or will have.
3. **Terms of Reference:**
 - Explain to participants what competences they will be working on during this block.
 - Identify the specific skills that will be developed so that participants are clear about what to expect and what they should pay particular attention to.
4. **Organisation of the Training:**
 - Provide details on the organisation of the training: the time planned, the forms of work (e.g. practical exercises, group discussions, individual tasks) and the rules they will follow.
 - Provide space for participants to ask questions about the schedule or other organisational issues. Encourage questions to address any concerns at the outset.
5. **Smooth Transition to Further Work:**
 - Summarise the introduction, pointing out how today's meeting will prepare them for the next steps in the training process. Encourage participant engagement and emphasise that what they will now discuss is the foundation for the work ahead.
 - Smoothly move on to the first substantive content so that participants feel ready to actively participate in the rest of the training.

This introduction should help participants to better understand the context and objectives of the training, which will increase their engagement and effectiveness of further work.

Time: 20 min.

Important: we use the presentation - HO2 - for this task.

a) Exercise 1 "What do I already know?"

Objective of the exercise: To test participants' understanding of coaching in Motivational Interview (DM) and to develop skills in collaboration and mutual listening.

Instructions to the Coach:

1. **Board preparation:**
 - The trainer draws a table on the board with two columns. He labels one column with the word **TRUE** and the other with the word **FALSE**.
2. **Preparation of information:**
 - The coach has 20 cut-out sheets of MI coaching information (from sheet HO3).
 - 10 of the information is **true** and 10 is **false**.
3. **Running the exercise:**
 - The coach reads aloud each piece of information, one by one.
 - Participants must decide together whether the information is true or false.
 - Once a decision has been made, the trainer places a card on the board in the column indicated by the participants (TRUE/FALSE) using magnets.
4. **Summary:**
 - After all the information has been read out, the trainer checks with the participants how many answers were correct and how many were wrong.
 - The trainer carries out a brief analysis, discussing the answers and drawing attention to incorrect decisions (if any).
5. **Reflecting on collaboration:**
 - The trainer emphasises the importance of collaboration and listening to each other during the exercise, pointing out that these skills are crucial in their professional work.
 - Participants can share their insights on how they worked together and what challenges they encountered in the process of making a collective decision.

This exercise not only tests participants' knowledge, but also strengthens their teamwork and effective communication skills.

Time: 10 min.

Important: we use the HO3 EXERCISE SHEET, whiteboard, magnets for this task.

2.2 Familiarise yourself with BLEND techniques and tools.

The trainer introduces participants to BLEND techniques and tools using presentations - HO2. The scope of the presentation corresponds to the material for the participant - HO1, which develops specific topics, including introducing participants to BLEND techniques and tools.

Important: The presentation - HO2 can be available throughout the training and the trainer can refer to it at any stage of the training and in the summary.

Time: 15 min.

b) Exercise 2: He who asks, does not wander?

Instructions to the Coach:

c) Division into Pairs:

- Ask participants to get into pairs. It is recommended that the pairs consist of people who do not know each other well, which simulates working conditions with a new client.

d) Roles and Tasks:

- Assign each person in the pair a role: **Specialist** or **Client**.
- **The professional** is given 5 printed questions by the Trainer, which he or she may or may not ask the client using BLEND techniques.
- You give **the client** a printed briefing on what problem he or she is facing and how he or she is to present it (demanding/aggressive client; emotionally unavailable client; challenging client).

e) Time to Complete the Task:

- Couples have 10 minutes to conduct the interview. During this session, **the Specialist** asks questions so as to elicit as many answers as possible, and **the Client** responds to him or her according to the role he or she has been given - using instruction (demanding/aggressive client; emotionally unavailable client; challenging client).

f) Discussion and Summary:

- After 10 minutes, ask willing pairs to share their experiences of the exercise. Encourage discussion about what worked well and what could have been done differently.
- Draw attention to how diverse client attitudes were, emphasising the importance of a personalised approach.

5. Reflecting on the Workplace:

- During the debriefing, also discuss the conditions in which the exercise took place. Draw attention to the impact of the environment (e.g. room full of people, lack of intimacy, difficulty in focusing) on the quality of communication.
- Emphasise how important it is to have the right place to conduct the interview with the client to ensure maximum comfort and concentration for both parties.

5. Question Analysis:

- Ask role-playing participants questions to help them understand the dynamics of the conversation:
 - How did you manage to ask all the questions in the allocated time?
 - What made you only manage to ask 2 out of 5 questions?
 - What did you find difficult about this conversation?
 - Will the answers to these questions lead to an effective action plan?

- Are you satisfied with the interview (question to both the professional and the client)? If yes - why? If no - why?

Summary:

This exercise not only develops skills in the application of BLEND techniques, but also makes participants aware of how diverse interactions with clients can be. Through this, Professionals learn to tailor their approach to the specific needs of each client - particularly the ex-convict - which is key to successful coaching.

Time: 20 min.

Important: we use EXERCISE SHEET HO4 for this task.

4 Case study - interview practice using coaching tools (BLEND)

4.1 Interviewer profile.

The trainer distributes printed materials to all participants - HO4 and HO5. He then proceeds with the exercise. The trainer chooses four people to role-play. Each of these people takes part in one scene. The designated persons are given time to prepare and the trainer prepares a position to record the conversation. The rest of the trainees are observers to note down their observations on the communication in the scene played by the trainees who take on the role of the professional and the client.

After each role-play, the trainer shows audio-visual material (2 films) to compare and analyse the way of communicating using the BLEND technique.

Time: 45 min

Important: the trainer uses case studies for the exercise: HO4 AND HO5 and audiovisual material (2 videos).

5. conclusion

5.1 Summary of the training. Reflection and discussion

Participants share their thoughts on the training, what was most important to them and how they intend to use the knowledge they gained. Forum discussion.

Time: 10 min

Important: during these 10 minutes, the trainer has to find time for evaluation (it is suggested that the test of participants' knowledge should last no longer than 5 minutes and should take place at the end of the training), for this purpose he/she uses an evaluation tool for the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process - HO7. He can inform participants of the results of the evaluation - by email.

Questions with answers - in the online course.

„Communication without Borders" training course
for professionals who work with people leaving prison

Lesson scenario

3. Promoting self-help and accountability for individuals leaving prison

Module: Information and targeting

Block: Implementing selected Motivational Interview strategies (processes)

Grade of difficulty: ISCED 5-8

Initial competence required: (education etc.):

- a) Participants have the skills to motivate and support in the sense of Motivational Interview and have an adequate professional network to support people leaving prison.
- b) Participants show empathy and respect for the socially determined changes in the client.

Author/leader: **UBV**

Objectives:

Effectively and sustainably support trainees in acquiring the following skills:

- a) Guiding people released from prison to enable them to lead responsible and self-determined lives
- b) Strengthening self-help potential in people released from prison

Expected outcomes (competencies):

- a) Knowledge of and ability to apply the key questions that arise in the different stages of Motivational Interview: engaging, targeting, evoking, planning
- b) Motivational Interview skills to guide and inform ex-convicts
- c) Ability to initiate independent action in ex-convicts and support them in doing so.

Forms and methods of implementation:

- a) Mini lecture
- b) Brainstorming
- c) Working in teams and in plenary
- d) Presentation of competences
- e) Pair/triplet exercises - role play
- f) Analysing video recordings
- g) Discussion

Class delivery time:

- a) Preparation time for participants prior to class: **1/2 h**
- b) Class time: **3 didactic hours**
- c) After class working time: **1/2 h**

Training aids:

Case study: Alexander

a) Thematic canvas – storyline

Alexander approached his carer at the Social Services Centre seeking assistance in finding accommodation. Recently released on bail, he urgently requires his own housing. Since leaving prison, he has been staying with friends, but their challenging housing and personal circumstances have prompted him to seek an independent living arrangement.

Alexander is particularly keen to move out of a neighbourhood with a bad reputation. Although he has made some attempts to find suitable accommodation, he requires guidance and information to navigate the process effectively.

The specialist can use the following questions to get to know the client and their own resources.

Examples of questions verifying and expanding information:

- Please tell me about the circumstances that led to your imprisonment.
- What is your vision for your future flat?
- Do you have a specific area in mind where you would like to live?
- What obstacles are currently preventing you from finding a flat?
- What further steps can you take to secure housing?
- Where else could you seek help?
- Have you been in contact with any other institutions that might assist you?
- Please share how you are managing your recovery from addiction.

b) Case study

Personal situation

Alexander Müller, aged 41, is a former professional soldier who served in Afghanistan. Upon returning from his deployment, he developed **post-traumatic stress disorder (PTSD)** and depression, leading to alcohol abuse and a lack of employment. His struggles culminated in his involvement in a robbery, which resulted in a five-year prison sentence. He was recently released with electronic supervision. While in prison, Alexander completed a rehabilitation programme and learned to better manage his depression through a structured daily routine. However, his lack of work, stable housing, and recurrent depressive episodes continue to hinder his ability to reintegrate into society and maintain sobriety. He also lacks adequate support from his family.

Education

Alexander completed his education up to grade 11 at a comprehensive school but did not pursue further education or vocational training, as he enlisted as a professional soldier. During his time in prison, he worked in a carpentry workshop, which sparked an interest in craftsmanship.

Competence profile

Alexander gained experience as a carpenter in the prison workshop, where he discovered a passion for the trade. He enjoyed the work and aspires to pursue carpentry as a profession. He is comfortable working independently or as part of a team and is open to retraining opportunities. Despite his skills

and motivation, Alexander faces challenges in navigating the labour market, searching for job opportunities, and lacks digital literacy. These barriers limit his ability to find employment and rebuild his life.

Case study: Sandra

a) *Thematic canvas*

Sandra approached her counsellor at the welfare office (Jobcenter) following her release from prison, where she served time for petty theft and drug possession. She currently resides with her mother, stepfather, and half-siblings in a shared household, but her relationship with her parents is strained and difficult. Sandra receives cash benefits from the welfare office, which also provides housing subsidies for her parents' flat. The meeting was initiated by Sandra, who expressed an urgent desire to move out of the family home due to the challenging dynamics in her current living situation.

The specialist can use the following questions to get to know the client and their own resources.

Examples of questions verifying and expanding information:

- *What has happened that makes you want to move out or change your situation?*
- *What do you see as the main problem with your current situation?*
- *Who could you talk to about your current circumstances?*
- *How would you feel about us reviewing your resources together?*
- *What can you tell me about your resources?*
- *What is most important to you right now?*
- *Where would you like to begin?*

b) *case study*

Work situation

Sandra has not acquired any formal profession, although she has twice started training as a hairdresser, which remains her dream career. She has never held a job.

Personal situation

Sandra currently resides in a three-bedroom flat with her mother, stepfather, and three step-siblings. Her stepfather struggles with alcohol abuse. While serving her prison sentence, Sandra lost contact with her biological father. She also has a grandmother and an aunt on her father's side, but despite their efforts to maintain contact, she has distanced herself from them. Sandra is desperate to move out of her parents' home but is unsure where to go. During her sentence, she separated from her partner. She struggles to identify her own resources and is uncertain about where to seek help or how to define her life goals. Although she recognises the need for support, she does not know who to turn to for guidance.

Competence profile

Sandra does not hold any vocational qualifications. She completed 10th grade at a general school, which qualifies her to begin vocational training in the dual education system. In her early years of schooling, she achieved excellent results, but her academic performance began to decline from fifth grade onwards, coinciding with her mother's remarriage and the birth of her step-siblings. Sandra eventually repeated grade 9.

c) **PPT presentations** illustrating the issues discussed

- 1) Focusing and planning
 - a) process
 - b) questions
 - c) structure
- 2) Key aspects
 - a) planning
 - b) resources
- 3) Tools
 - a) network map
 - b) resource card
 - c) Dilts pyramid

Course of training

Schedule

N o.	Title of the action	Description of activities	Time	Aids	Comments
1	Preparation for the workshop	Homework: Participants will be introduced to materials on planning, leadership and information skills	30	HO1- Introductory material on leadership, planning and information in MI	The trainer asks participants to read the materials before the training. This is a condition for undertaking the training.
2	Welcome to the participants, presentation of the programme and the course of the workshop		5		
3	MI strategies: planning, targeting in MI	Exercise 1: Recall of MI strategies/processes Pre-work exercise 2: What is planning and targeting in MI?	45	Cards with the names of MI strategies/processes Whiteboard, markers, sticky notes	From the cards with the strategies/processes written on them, select 6 concerning the MI strategy. Introduction to commitment to training.

	Introduction to coaching	Mini lecture combined with a presentation on: "Introduction to coaching".		HO6 presentation	Mini lecture introduces coaching useful for implementation
4	Break		15	Coffee service	
5	Case studies - orientation and information using Motivational Interview tools	Interviewer profiles included in the lesson scenario above: Mr Alexander Ms Sandra Exercise 3: Eager group members act out a model scene based on a scenario . This is followed by a presentation of the finished video and an analysis of the conversation. Exercise 4: Model conversation orienting and informing in the spirit of MI played by participants and recorded based on Ms. Sandra's profile	75	HO2- Canvas and client profile I - Mr Alexander HO3 - Canvas and client profile II - Ms Sandra Video of a model scene (for Mr Alexander's profile I) Computer Projector Video camera Computer Projector HO4 HO5	Participants watch and analyse the recorded scene with Mr Alexander. Then in pairs they act out the scene with Ms Sandra, which is recorded and analysed. For the role-play for Ms Sandra's profile, participants receive printed case studies with scenes to act out.
6	Completion	Training summary and feedback	10	Flipchart markers sticky notes	Assimilated content, balance of training, questions
7	Follow-up	Homework: Practise the mastered technique at	30	Online forum (project e-learning)	Participants are given time to practise the techniques they have learnt so that they can complete the task in the

		work in at least 5 conversations. Write down after each conversation the questions that were most effective in helping to solve the client's problem. Send a summary to the group. In addition, participants are provided with a template list of organisations supporting people leaving prison to complete on their own (creating a network of institutions) (HO6)	HO6	time allowed (e.g. one week). The trainer sends feedback on the summaries.
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Detailed instructions for trainer and participants:

Re 1 Homework: introductory material on MI processes: Targeting, Planning will be posted on the training platform. Participants will be asked to read them before the class starts.

Ref. 3 Introduction to coaching:

Exercise 1: Recall of information on MI strategies - from cards with slogans written by the trainer, participants choose 6 on MI strategies/processes.

Duration: 10 minutes

Exercise 2: What is orientation and planning in DM? - The trainer asks participants to write their answers on sticky notes. The cards are placed on the board.

Duration: 10 minutes

Presentation and mini-lecture "The main principles of coaching" HO6

The trainer presents the content covered in the training programme as an introduction to the rest of the training with the use of the PPT presentation "The main principles of coaching". The scope of the presentation corresponds to the material for the participant that develops the topics.

Time: 25 min.

Ad. 5 Case studies - orientation and information using Motivational Interview and coaching tools

Interviewer profile: Mr Alexander

Exercise 3: The trainer presents the profile of the interviewee Alexander to the group. Participants should be provided with printed material to use the profile during the exercise. Then two volunteers from the group act out the scene of Alexander's conversation with the mentor. The trainer then plays a video scene - a professionally recorded conversation between Alexander and the mentor. He asks the participants to comment. In conclusion, the trainer draws attention to guiding, informing, releasing the client's potential.

Time: 20 min

Exercise 4: Recorded dialogue and conversation analysis

In this exercise, participants are given the canvass and case study of Ms Sandra, together with the text of the dialogue with the mentor.

After pairing up, practise the dialogue using exercises HO4 and HO5

Time: 20 minutes

The selected pair plays the scene to the group and the trainer records it.

Time: 15 minutes

The scene is replayed in the forum, participants analyse it and the trainer writes comments on the board (moderated discussion).

Time: 20 minutes

Re. 6 Training summary and feedback - at the end of the training, the trainer asks the participants sample questions:

- I found out that ...
- In the work I will apply ...
- I was interested ...
- I realised ...
- In professional practice, I will introduce, change ...

Participants receive Appendix HO6 List of Supporting Institutions from the trainer to fill in themselves - to create their own network of institutions.

Tools to evaluate the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process

Questions with answers - in the online course.

Communication without Borders training course
for professionals who work with people leaving prison

Lesson scenario

5. Skills for encouraging self-help and responsibility

Module: Information and targeting

Block: Application of selected MI skills

Grade of difficulty: ISCED 5-8

Initial competence required: (education etc.):

- a) Participants should have received basic training in Motivational Interview and have an adequate professional network to support people leaving prison
- b) Empathy and respect for the socially determined changes in the client

Author/leader: UBV

Objectives:

Effective and sustainable support of the interviewee in:

- a) Recognising one's own resources for leading an independent and responsible life
- b) Integrating into society and removing the blockages, obstacles and fears associated with this.

Expected outcomes (competencies):

- a) Knowledge of the key questions that arise in the various Motivational Interview processes: commitment, focus, elicitation, planning
- b) Motivational Interview skills to guide and inform ex-convicts
- c) Ability to initiate independent action in ex-convicts and support them in doing so.

Forms and methods of implementation:

- a) Mini lecture
- b) Brainstorming
- c) Work in teams and in plenary
- d) Presentation of competences
- e) Pair/triplet exercises - role play
- f) Analysing video recordings
- g) Discussion

Class delivery time:

- a) Preparation time for participants prior to class: **1/2 h**
- b) Class time: **3 didactic hours**
- c) After class working time: **1/2 h**

Training aids:

Case study: Alexander

a) Thematic canvas - storyline

Alexander has expressed a desire to gain a vocational qualification and has scheduled an appointment with a counsellor at the job agency. Having been out of prison for some time, he is actively looking for employment, but his lack of vocational training presents a significant barrier. He seeks information and guidance about his prospects for finding a job, how he can complete or acquire vocational qualifications, where to search for relevant courses, and what funding opportunities might be available to him.

The specialist can use the following questions to get to know the client and their own resources.

Examples of questions verifying and expanding information:

- *Can you tell me about your professional experience?*
- *What qualifications do you have?*
- *Are your qualifications/work experience has been documented?*
- *In which profession/industry would you like to work?*
- *Where do you look for job advertisements?*
- *Where do you look for vocational courses?*

b) Case study

Personal situation

Alexander, aged 41, is a former professional soldier who served in Afghanistan, among other locations. Upon returning from deployment, he developed post-traumatic stress disorder (PTSD) and depression. Struggling with these issues, he turned to alcohol abuse, ceased working, and eventually became involved in a robbery, leading to a five-year prison sentence. During his imprisonment, Alexander underwent rehabilitation and learned to better manage his depression by maintaining a structured daily routine. However, after his release under electronic supervision, he continues to face significant challenges. A lack of employment, stable housing, and recurring depressive episodes hinder his ability to reintegrate into society and maintain sobriety. He also lacks adequate support from his family.

Education

Alexander has no formal qualifications, having completed grade 11 at a comprehensive school. He did not pursue further education or vocational training, as he enlisted as a professional soldier. While in prison, he worked in a carpentry workshop, where he discovered a talent for and interest in craftsmanship.

Competence Profile

Alexander gained hands-on experience as a carpenter during his time in the prison workshop and enjoyed the work. He is eager to pursue carpentry as a profession. He thrives in both independent roles and team environments and is open to retraining opportunities. Despite his motivation, Alexander faces barriers such as difficulty navigating the labour market, limited knowledge of job search strategies, and a lack of digital skills. These challenges make it difficult for him to secure employment and progress toward his goals.

Case study: Sandra**a) Thematic canvass - storyline.**

*Sandra approached her counsellor at the welfare office (**Jobcenter**) after being referred there following her release from prison. She served time for petty theft and drug possession. Currently, she resides with her mother, stepfather, and half-siblings, but her relationship with her parents is highly strained. Sandra receives cash benefits from the welfare office, which also subsidises her parents' housing. She initiated the meeting because she urgently wants to move out of the family home due to the challenging dynamics. Despite support from her carer, the search for a new home has been progressing slowly, leaving Sandra frustrated with the delay.*

The specialist can use the following questions (referring to the MI tools) to get to know the client and his/her problem in finding new housing.

Examples of questions verifying and expanding information:

- What do you think is the main challenge in finding new housing?
- What has happened since we last spoke?
- Can you share how you have been searching for new accommodation?
- Are you suggesting that there are no vacant properties available in [specific area]?

b) case study**Work situation**

Sandra has not acquired any professional qualifications, although she has twice attempted training as a hairdresser, which remains her dream career. She has never held a job.

Personal situation

Sandra currently resides in a three-bedroom flat with her mother, stepfather, and three step-siblings. Her stepfather abuses alcohol, which contributes to a challenging home environment. While serving her prison sentence, Sandra lost contact with her biological father. Despite efforts from her paternal grandmother and aunt to maintain a relationship, she has not stayed in touch with them. Sandra is determined to move out of her parents' home but is unsure of where to go. During her incarceration, she separated from her partner. She struggles to identify her own resources, does not know where to seek help, and has difficulty defining her life goals. Although she recognises her need for assistance, she is uncertain about who to turn to for guidance.

Competence profile

Sandra does not hold any vocational qualifications. She completed 10th grade at a general school, qualifying her to begin vocational training in the dual education system. Early in her academic career, she performed well, but her grades began to decline after the fifth grade, coinciding with her mother's remarriage and the birth of her step-siblings. Sandra repeated grade 9.

c) PPT presentations illustrating the issues discussed

- 1) Tools to support awareness
- 2) Types of summaries

- 3) Reflections in the MI
- 4) Forms of representation
- 5) Appreciation
- 6) Acceptance and support

Course of training

Schedule

N o.	Title of the action	Description of activities	Time	Aids	Comments
1	Preparation for the workshop	Homework: Participants will be introduced to material on selected tools useful in MI, such as reflecting, appreciating, asking open-ended questions, summarising	30	HO1- information on MI tools	The trainer asks participants to read the materials before the training. This is a condition for undertaking the training.
2	Welcome to the participants, short exercise in small groups to recall material learnt in previous classes	Exercise: Participants practice in pairs action planning using open questions - fill in the table	15	HO2 - Pair exercise "Planning independent activities"	Participants complete an activity sheet prepared by the trainer
3	Brief reminder of basic knowledge of techniques useful in MI: reflecting, appreciating, asking open-ended questions, summarizing	Exercise - The trainer distributes slips of paper to participants with questions about MI tools, asks one participant to indicate an answering participant and ask him/her a question. The respondent indicates the next participant and so on until	10	Cards with questions/issues on MI techniques	

		the questions are exhausted.			
4	Deepening the knowledge of MI techniques - mini lecture and exercises	Mini lecture describing selected MI techniques in more detail (types of reflection, forms of summarisation, examples of appreciation, how to summarise) Exercise 3 and 4: Formulating open questions	20 15	H03 presentation H04 - worksheet with closed questions to be reworded into open questions H05 - correct answer sheet for H04	Trainees reword closed questions into open ones
5	Break		15		
6	Case studies - guiding and informing using Motivational Interview and coaching tools	Interviewer profiles included in the lesson scenario above: Mr Alexander Ms Sandra Exercise 5: Eager group members act out a model scene based on a scenario . This is followed by a presentation of the finished video and an analysis of the conversation. Exercise 6: Model conversation orienting and informing in the	65	H06 - Canvas and client profile I - Mr Alexander H07 - Canvas and client profile II - Ms Sandra Video of a model scene (for Mr Alexander's profile I) Computer Projector Video camera Computer Projector	Participants watch and analyse the recorded scene with Mr Alexander. Then in pairs they act out the scene with Ms Sandra, which is recorded and analysed. For the role-play for Ms Sandra's profile, participants receive additional materials

		spirit of MI played by participants and recorded based on Ms. Sandra's profile			
7	Completion	Training summary and feedback	10	Flipchart markers sticky notes	Assimilated content, balance of training, questions
8	Follow-up	Homework (HO8) arranging open questions according to a given scheme	30	Online forum (project e-learning) HO8	Participants are given time to practise the techniques they have learnt so that they can complete the task in the time allowed (e.g. one week). The trainer sends feedback on the summaries.

Detailed instructions for trainer and participants:

Ref. 1 Homework: introductory materials on selected techniques useful in MI (HO1) such as reflecting, appreciating, asking open-ended questions, summarising will be posted on the training platform. Participants will be asked to read them before the class starts.

Ref. 2 HO2 Exercise: Participants practice in pairs action planning using open questions. Participants choose a specific problem (e.g. looking for a flat, job, vocational course) and fill in a table prepared by the trainer (HO2). In the exercise it is important to give direction, to bring out the client's potential and to define their resources. Sample questions: "What do I want to achieve?", "What do I need to do?", "Who will help me with this?", "Where do I need to start?". When working with a client leaving the prison, such questions will help to make the client aware of his or her resources, but also to plan and direct action.

Ref. 3 Reminder of basic knowledge of techniques useful in MI: reflecting, appreciating, asking open questions, summarising. Participants are familiar with MI techniques from previous classes. The reminder of this information is an introduction to deepen the knowledge of MI tools. The trainer distributes to the participants the cards prepared beforehand with questions about MI techniques, e.g. what is reflecting, what is summarising, etc. Each participant is given a different question. Each participant has to give one answer to the assigned question.

Duration: 10 minutes

Ad 4 Mini lecture describing selected MI techniques in more detail (types of reflections, forms of summaries, examples of appreciation, how to summarise) The trainer presents the content covered as an introduction to the rest of the training programme using the PPT presentation "Selected MI tools" (**HO3**). The scope of the presentation corresponds to the material for the participant that develops the topics.

Duration: 20 minutes

Participants are then given exercises for themselves on how to rephrase closed questions into open ones (HO4 and HO5). The results are presented in the forum. At the end of the exercise, the trainer distributes cards with the correct answers.

Duration: 15 minutes

Re. 6 Case studies - guiding and informing using Motivational Interview and coaching tools such as reflection, debriefing, open questions, appreciation

Interviewer profile: Mr Alexander

Exercise 5: The trainer presents the profile of the interviewee Alexander (HO6) to the group.

Participants should be given the material in printed form to use the profile during the exercise. Then two volunteers from the group act out the scene of Alexander's conversation with the mentor. The trainer then plays the video scene - a professionally recorded conversation between Alexander and the mentor. He asks the participants to comment. In conclusion, the trainer draws attention to guiding, informing, releasing the client's potential.

Time: 15 min

Exercise 4: Recorded dialogue and conversation analysis

In this exercise, participants are given the canvass and case study of Ms Sandra (HO7) along with the text of the dialogue with the mentor.

After pairing up, they practise the dialogue flow.

Time: 20 minutes

The selected pair plays the scene to the group and the trainer records it.

Time: 15 minutes

The scene is replayed in the forum, participants analyse it and the trainer writes comments on the board (moderated discussion).

Time: 20 minutes

Re. 7 Training summary and feedback - at the end of the training, the trainer asks the participants sample questions:

- I found out that ...
- In the work I will apply ...
- I was interested ...
- I realised ...
- In professional practice, I will introduce, change ...

Re.8 Follow-up: Participants are given a task to complete at home in the online forum: composing open questions (HO8) on a worksheet. Participants are asked to formulate open questions on:

- the housing situation of the client
- the financial situation of the client
- the client's health situation
- the situation regarding addictions
- the client's professional situation,

using question pronouns for each topic: where, why, who, what, when, how.

Tools to evaluate the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process

Questions with answers - in the online course.

„Communication without borders" training course
for professionals who work with people leaving prison

Lesson scenario

6. Coaching - Mobilising self-reliance and accountability

Module: Information and targeting

Block: Use of selected coaching tools

Grade of difficulty: ISCED 5-8

Initial competence required: (education etc.):

- a) Participants should have received basic training in Motivational Interview and have an adequate professional network to support people leaving prison
- b) Empathy and respect for the socially determined changes taking place in the client.

Author/leader: UBV

Objectives:

Effective and sustainable support of the interviewee in:

- a) Use of Motivational Interview and coaching techniques.

Expected outcomes (competencies):

- a) Knowledge of the key questions that arise in the various Motivational Interview processes: commitment, focus, elicitation, planning
- b) Motivational Interview skills to orient and inform ex-convicts
- c) Ability to initiate independent action in ex-convicts and support them in doing so.

Forms and methods of implementation:

- a) Mini lecture
- b) Brainstorming
- c) Work in teams and in plenary
- d) Presentation of competences
- e) Pair/triplet exercises - role play
- f) Analysing video recordings
- g) Discussion

Class delivery time:

- a) Preparation time for participants prior to class: **1/2 h**
- b) Class time: **3 didactic hours**
- c) After class working time: **1/2 h**

Training aids:**Case study: Alexander****a) Thematic canvas - case study**

Alexander spent a significant amount of time in prison. Prior to his incarceration, he experienced gaps in his employment history due to alcohol abuse. He now finds it challenging to navigate the digital world and lacks basic digital skills. Alexander requires guidance and support in setting up accounts and personal profiles, as well as learning how to use his phone effectively. He feels ashamed of his digital exclusion and is unsure how to address this barrier. Seeking assistance, he has reached out to his probation officer for help.

The specialist can use the following questions to find out about the client's problem.

Examples of questions verifying and expanding information:

- *Can you tell me about your problem?*
- *What would you like to do about it?*
- *Have you tried to find a solution to this problem yourself?*
- *Have you considered how you can help yourself?*

b) Case study

Personal situation

*Alexander, aged 41, is a former professional soldier who served in Afghanistan, among other places. Following his return from deployment, he developed **post-traumatic stress disorder (PTSD)** and depression. Struggling with these issues, he turned to alcohol abuse, ceased working, and eventually became involved in a robbery, which resulted in a five-year prison sentence. During his imprisonment, Alexander underwent rehabilitation and learned to better manage his depression through a structured daily routine. However, his lack of stable employment and housing, coupled with recurring depressive episodes, has made it difficult for him to reintegrate into society and maintain sobriety. He also lacks sufficient family support to aid his recovery and transition.*

Education

Alexander completed grade 11 at a comprehensive school but did not pursue further education or vocational training, as he enlisted as a professional soldier shortly after. While in prison, he worked in a carpentry workshop, where he discovered a talent for and interest in craftsmanship.

Competence profile

Alexander gained valuable experience as a carpenter during his time in the prison workshop and thoroughly enjoyed the work. He aspires to pursue a career in carpentry and is comfortable working independently or as part of a team. He is also open to retraining opportunities. Despite his skills and motivation, Alexander faces challenges in navigating the labour market. He lacks knowledge of job search processes and struggles with digital literacy, making it difficult for him to access resources and opportunities effectively.

Case study: Marcel

a) Thematic canvas

*Marcel visited his counsellor at the **Jobcenter**, where he was referred after his release from prison. He receives cash benefits from the Jobcenter, which also covers the cost of his accommodation. The appointment was pre-arranged, and Marcel is required to report to the welfare office/Jobcenter regularly. Marcel has significant health issues, including high blood pressure and long-standing orthopaedic problems. However, he does not visit a doctor regularly and is not registered with a family clinic. His health conditions have already led to multiple job refusals, despite his qualifications as a locksmith. During today's meeting, Marcel's counsellor aims to uncover the reasons why his attempts to secure employment have been unsuccessful and explore potential solutions to address these challenges.*

b) Case study

Work situation

Marcel, aged 52, is a qualified locksmith who obtained his profession through a dual education system. He worked as a locksmith before being imprisoned at the age of 43 for involvement in a fatal fight. Toward the end of his sentence, he resumed working as a locksmith within the prison system. Marcel aspires to continue working in his profession and has had opportunities to do so. However, potential employers have declined to hire him due to concerns about his health, particularly his back problems, which stem from a motorcycle accident.

Personal situation

Marcel currently lives in a multi-family house with his elderly, ailing mother, who requires care. He is ashamed of his past and avoids contact with neighbours. Marcel has an illegitimate son with whom he has lost contact over the years. He maintains a telephone relationship with an older brother who lives in another part of the country.

Marcel is burdened by debts related to court-ordered fines, which adds to his financial and emotional struggles. He is eager to secure employment he enjoys and begin paying off these obligations.

Marcel has a history of alcohol abuse, which contributed to the crime that led to his incarceration. While in prison, he underwent treatment for addiction. However, his current frustration at being unable to find work places him at risk of relapsing into old habits and reconnecting with negative influences.

His health problems, including hypertension and limited mobility from a motorcycle accident, exacerbate his challenges. Marcel's visibly red face, a symptom of high blood pressure, is often misinterpreted by potential employers as a sign of ongoing alcohol abuse. His stiff posture and restricted movement further discourage potential employers. Marcel is not under the care of any doctor and does not have a family doctor. His health issues could be managed with appropriate medical treatment and therapies, but he has not taken steps toward addressing them.

Competence profile

Marcel is a highly skilled locksmith with over 20 years of work experience. However, he lacks self-confidence and is unfamiliar with navigating the modern labour market. He has never prepared or sent application documents, having worked at the same job prior to prison and later in the prison workshop. Despite these challenges, Marcel's professional competence has been highly praised by mentors in the prison workshop. With the right guidance and support, he has the potential to re-enter the workforce successfully.

c) PPT presentation

- 1) Coaching tools for planning**
- 2) Eisenhower matrix**
- 3) Formulation of SMART objectives**
- 4) GROW analysis as a coaching model for structuring a conversation**
- 5) The coaching funnel as a visual model of the coaching conversation**
- 6) Dills pyramid**
- 7) Constructive feedback**

Course of training

Schedule

No.	Action	Description of activities	Time	Aids	Comments
1	Preparation for the workshop	Homework: Participants will be introduced to materials on coaching tools	30	HO1	The trainer asks participants to read the materials before the training. This is a condition for undertaking the training.
2	Welcome to the participants, short exercise in small groups to remind them of the material learnt in the previous classes	Exercise 1: Trainees ask each other questions about the material learned and practiced in the previous class - MI tools (paddles)	10		The trainer nominates one of the participants to ask the first question, then the participants themselves formulate the questions and nominate the persons to answer.
3	Mini lecture on coaching tools	Mini lecture on basic coaching tools such as SMART goal formulation, GROW analysis, Eisenhower matrix, constructive feedback	20	HO2 presentation computer projector	The trainer asks at the beginning of the presentation if and which coaching techniques the participants are familiar with
4	Break		15		
5	Practicing basic coaching techniques based on case studies Alexander and Marcel	Interviewer profiles included in the lesson scenario above: Mr Alexander Mr Marcel Exercise 2: Eager group members act out a model scene based on Alexander's script. Then presentation	95	Canvas and client profile Alexander HO3 Video of a scene with Alexander Projector computer	Participants watch and analyse the recorded scene with Mr Alexander. Then in pairs they prepare scenes with Mr Marcel, which are recorded and analysed.

		of the finished video and analysis of the conversation Exercise 3: Participants get into pairs and independently compose scenarios of conversations in the spirit of MI using the coaching tools they have learnt to canvass and profile Mr Marcel. They then act out these scenes to the group and the trainer films them. After the playback, there is a group discussion.		Canvas and client profile Marcel - HO4 Video camera computer projector sticky notes markers	
6	Completion	Training summary and feedback	10	Flipchart markers sticky notes	Assimilated content, balance of training, questions
7	Follow-up	Homework: participants are to prepare a MI conversation scenario based on their own real-life case study using the coaching tools they have learned	30	Online forum (project e-learning)	Participants are given time to practise the techniques they have learnt so that they can complete the task in the time allowed (e.g. one week). The trainer sends feedback on the summaries.

Detailed instructions for trainer and participants:

Ref. 1 Homework: materials on selected coaching tools (SMART goal formulation, GROW analysis, Eisenhower matrix, solution-focused constructive feedback) (HO1) will be placed on the training platform. Participants will be asked to read them before the class starts.

Duration: 30 minutes

Ref. 2 Brief reminder of the material learnt in the previous classes on MI tools (mirroring, open questions, appreciation, summarising). Participants formulate the question themselves and indicate who is to answer. The trainer makes sure that each participant asks a question at least once and gives an answer once.

Duration: 10 minutes

Ref. 3 Mini-lecture on coaching tools: At the beginning of the class, it is useful to establish with the participants if and which coaching tools they are already familiar with and if they use them. Before the class they will have received introductory information about the basic tools used in coaching, so they should be able to name at least these 4 tools.

After this question, the trainer discusses coaching tools in the form of a mini-lecture (HO2).

Duration: 20 minutes

Re 5 Practising basic coaching techniques based on the case studies Alexander and Marcel

Interviewer profile: Mr Alexander HO3

Exercise 2: The trainer presents the profile of the interviewee Alexander to the group. Participants should be provided with printed material to use the profile during the exercise. Then two volunteers from the group act out the scene of Alexander's conversation with the mentor. The trainer then plays a video scene - a professionally recorded conversation between Alexander and the mentor. He asks the participants to comment. In conclusion, the trainer draws attention to guiding, informing, releasing the client's potential.

Duration: 25 min

Exercise 3: Participants get into pairs and independently create scenarios of conversations in the spirit of MI using the learnt coaching tools for Mr Marcel's canvass and profile (HO4). Each pair gets to prepare a scenario in which at least 3 of the following coaching tools will be used: SMART goals, Eisenhower matrix, GROW analysis, solution-focused constructive feedback. They then act out these scenes to the group and the coach films them. After the scenes are played, a moderated group discussion takes place. Conclusions are written on the board.

Duration: 70 minutes

Re. 6 Training summary and feedback - at the end of the training, the trainer asks the participants sample questions:

- I found out that ...
- In the work I will apply ...
- I was interested ...
- I realised ...
- In professional practice, I will introduce, change ...

Tools to evaluate the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process

Training "Communication without borders"
for professionals working with people leaving prison

Session scenario

7. Support strategies for the reintegration of individuals leaving prison

Module: Support

Block: Implementation of selected Motivational Interview (DM) strategies (processes)

Level of difficulty: ISCED: 5 - 8

Required entry competence (education, training, etc.):

- a) Participants should have completed basic training in coaching techniques.
- b) Knowledge of the principles of the Motivational Dialog (MI) method.

Author / Speaker: ZISP

Objectives:

Effectively supporting the client in:

- a) Implementing MI strategies to facilitate behaviour change
- b) Increase the client's motivation to continuously engage in positive activities after release.

Expected outcomes (competencies):

At the end of the session, participants should demonstrate:

- (a) Proficiency in expressing the spirit of MI:
 - **Partnership** - the ability to build a collaborative relationship with the client.
 - **Acceptance** - showing unconditional positive regard and acceptance of the client's experiences and perspectives.
 - **Compassion** - showing genuine concern and care for the welfare of the client.
 - **Invocation** - drawing out the client's own motivations and strengths for change.
- (b) Understanding and application of MI stages:
 - **Engagement** - establishing a relationship with the client based on trust and respect.
 - **Focus** - determining and maintaining the direction of the conversation.
 - **Evoking** - calling out the client's own motivations for change.
 - **Planning** - developing a commitment to change and formulating a concrete action plan.

Forms and methods of implementation:

- a) Role-play exercises
- b) Case studies and group discussions
- c) Video analysis of MI techniques in practice
- d) Interactive lectures and demonstrations

Class delivery time:

- a) Preparation time for participants before the class: *1/2 hr.*
- b) Class time: *2 hours*
- c) After class working time: *1/2 hour*

Training aids:

- a) **Thematic study** - scenario depicting a reintegration challenge faced by a person leaving prison

Overcoming barriers to employment after redundancy

Context:

John, a 35-year-old man, was recently released from prison after serving a three-year sentence for a non-violent drug offence. During his incarceration, he actively participated in rehabilitation programmes aimed at addressing his substance abuse issues and developing vocational skills. Despite his commitment to self-improvement, John faces significant challenges in reintegrating into society, with stable employment being one of the primary barriers. He is determined to build a better future but requires support to navigate the obstacles and opportunities ahead.

Current situation

Following his release from prison, John is determined to turn his life around and create a better future for himself. However, he quickly realises that the path to reintegration, particularly finding employment, is more challenging than he anticipated. Despite acquiring vocational skills and completing rehabilitation programmes during his incarceration, John faces several barriers to reintegrating into society:

- 1. Lack of employment history**
Having spent three years in prison, John has a significant gap in his employment history. This makes it difficult for him to compete with other candidates in the job market.
- 2. Criminal record**
John's criminal record presents a major hurdle. Many employers remain hesitant to hire individuals with a criminal past, even for non-violent offences, limiting his opportunities.
- 3. Limited support network**
John lacks a strong support system to aid his reintegration. His relationship with his family is strained, and his former friends are still involved in criminal activities, leaving him without positive influences or reliable guidance.
- 4. Housing instability**
Stable housing is another significant challenge. John cannot afford rent due to his limited financial resources and faces discrimination from landlords unwilling to rent to individuals with a criminal history.

Below are some sample questions, in line with the spirit of MI and the stages of MI, which professionals can use to collect data and verify information during individual sessions with John.

Partnership

'How do you feel about your reintegration journey so far?'

"Can you share some of the positive steps you have taken since your release?"

Acceptance

"What do you think has been the biggest challenge in the reintegration process?"

'Can you tell me more about your job search experience and how it went for you?'

Compassion

"I can see that this has been difficult for you. What kind of support do you think would be most helpful now?"

"What are the things that helped you stay motivated during this time?"

Invocation

"What strengths do you think you have that can help you overcome these barriers?"

'What are your personal goals for the next six months and what steps do you need to take to achieve them?'

Engaging

'How can I best support you in our discussions about your reintegration?'

"What do I need to know about your situation to better understand your needs?"

Focus

"What specific areas need the most attention at the moment?"

'Can we prioritise which goals are most important to you?'

Evoking

"What changes do you feel ready for at this point?"

"What would achieving your employment goal mean for you and your future?"

Planning

"What specific steps can you take this week to move closer to your employment goal?"

"How can we break down your goal into manageable steps that seem achievable to you?"

Reintegration objectives

Despite the obstacles he faces, John is determined to overcome his challenges and successfully reintegrate into society. His primary reintegration goals include:

1. Securing employment

John is highly motivated to find stable employment that aligns with his skills and interests. Achieving this goal will enable him to support himself financially while fostering a sense of purpose and accomplishment.

2. Establishing stable accommodation

Finding safe and affordable housing is a priority for John. A stable living environment will provide him with the foundation needed to rebuild his life and achieve long-term stability.

3. Building a support network

Recognising the importance of positive relationships, John seeks to connect with individuals and organisations that can offer guidance, encouragement, and practical support during his reintegration process.

4. Maintaining sobriety

John is committed to maintaining his sobriety and avoiding relapse. He plans to access ongoing support services and actively participate in community-based recovery programmes to strengthen his resolve.

Challenges and opportunities

While John encounters significant challenges on his path to reintegration, there are also numerous opportunities for growth and support. By leveraging resources such as re-entry programmes, vocational training initiatives, and community support services, he can address his obstacles and work towards his goals.

Additionally, building resilience, maintaining a positive mindset, and keeping his focus on long-term objectives will be critical to John's success. With determination and the right support systems in place, John has the potential to achieve a successful and sustainable reintegration into society.

A quick tip on how to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to help John create a structured plan to guide his actions and track his progress towards successful reintegration.

1. **Specific** - make sure your goals are clear and specific. For example, instead of 'find a job', specify 'find a full-time job in construction'.
2. **Measurable** - goals should be measurable so that progress can be tracked. For example: "apply for three job offers a week".
3. **Achievable** - set realistic and achievable goals, taking into account current resources and constraints. For example, 'completing a CV writing workshop'.
4. **Relevant** - goals should be in line with the person's values and long-term goals. For example, 'to secure a stable home near a support network'.
5. **Time-bound** - set a time frame for achieving your goals to keep you motivated. For example, 'finding stable housing in three months'.

- b) **Case study** for the class - a detailed case study of a client coping with challenges after redundancy.

Client profile:

Name: Sarah

Age: 28

Context

Sarah was recently released from prison after serving a two-year sentence for drug-related offences. She has a long history of substance abuse, having struggled with addiction since her teenage years. Sarah comes from a low-income background and has limited formal education, having dropped out of secondary school at the age of 16. She does not have stable housing and has been relying on friends or temporary shelters for accommodation since her release. Her current situation presents significant challenges, including securing permanent housing, accessing education or job training, and maintaining sobriety. With proper support and resources, Sarah has the potential to rebuild her life and work toward a stable and healthier future.

Current situation - challenges

1. **Barriers to employment**
Sarah faces significant obstacles in securing employment due to her lack of formal education, limited work experience, and criminal record. Although she is eager and willing to work, many employers are hesitant to hire her because of her history with criminal activity.
2. **Housing instability**
Sarah struggles to find stable housing due to her financial instability and the absence of a

support network. She has been moving between temporary shelters and staying with friends, which has increased her stress and uncertainty about her future.

3. **Substance misuse**

Sarah continues to grapple with substance misuse and faces a high risk of relapse. Without access to appropriate support and treatment services, maintaining sobriety is a constant struggle. Temptations from her former peers and exposure to drug-using communities further jeopardise her recovery.

4. **Mental health concerns**

Sarah experiences anxiety and depression, stemming from her trauma and compounded by feelings of hopelessness and low self-esteem. Her lack of access to mental health services leaves her ill-equipped to manage the emotional challenges associated with reintegration into society.

Below are some sample questions, in line with the spirit of MI and the stages of MI, which professionals can use to collect data and verify information during individual sessions with Sarah.

Partnership

"How do you assess your progress after your release?"

"Can you share any positive steps you have taken to rebuild your life?"

Acceptance

"What do you find most difficult about finding stable housing?"

"Can you describe your experience of looking for a job after being made redundant?"

Sympathy

"I understand that this process can be overwhelming. What kind of support do you think would help you the most right now?"

"What has helped you to stay focused on your goals despite these challenges?"

Invocation

"What strengths do you think you can draw on to overcome these challenges?"

"What are your main goals for the next six months and how do you plan to achieve them?"

Engaging

"How can I best support you in our discussions about your reintegration?"

"What do I need to know about your situation to better understand your needs?"

Focus

"What specific areas need the most attention at the moment?"

"Can we prioritise which goals are most important to you?"

Evoking

"What changes do you feel ready for at this point?"

"What would achieving your housing target mean for you and your future?"

Planning

"What specific steps can you take this week to move closer to your employment goal?"

"How can we break down your goal into manageable steps that seem achievable to you?"

Reintegration objectives

Despite the significant challenges she faces, Sarah is determined to transform her life and build a brighter future. Her main reintegration goals include:

1. **Securing stable employment**

Sarah aims to find steady employment that provides a reliable income and financial independence. She is open to enrolling in vocational training and educational programmes to enhance her skills and improve her chances in the job market.

2. **Finding safe and affordable housing**

Sarah seeks stable housing that is safe, affordable, and conducive to her recovery journey. She hopes to secure a supportive living environment where she can focus on rebuilding her life.

3. **Maintaining sobriety**

Committed to overcoming her addiction, Sarah recognises the importance of staying sober. She plans to attend addiction treatment programmes, participate in support groups, and surround herself with positive influences to strengthen her recovery.

4. **Improving mental health**

Sarah intends to address her mental health concerns by seeking therapy, counselling, and other relevant mental health services. She hopes to develop effective coping strategies to manage stress, anxiety, and depression.

Challenges and opportunities

While Sarah's reintegration journey is challenging, it also presents opportunities for growth and transformation. By leveraging community resources, support services, and reintegration programmes, she can overcome obstacles and work toward achieving her goals. Building a strong support network, maintaining her commitment to recovery, and seeking help when needed will be essential to Sarah's success.

A quick tip to help Sarah set goals for successful reintegration

1. **Specific** - make sure your goals are clear and specific. For example, instead of 'find a job', specify 'find a full-time retail job'.
2. **Measurable** - goals should be measurable so that progress can be tracked. For example: "apply for three job offers a week".
3. **Achievable** - set realistic and achievable goals, taking into account current resources and constraints. For example: "complete vocational training".
4. **Relevant** - goals should be in line with the person's values and long-term goals. For example, 'to secure a stable home near a support network'.
5. **Time-bound** - set a time frame for achieving your goals to keep you motivated. For example, 'finding stable housing in three months'.

c) **PPT presentations** Visual aids illustrating MI strategies and their application

Introduction to activities

Session objectives

MI strategy reminder**Reminder of the stages of MI****Case study 1: John's reintegration journey****Applying the MI strategy to John****Case study 2 Sarah's reintegration journey****Applying the MI strategy to Sara****Conclusions****Questions and discussion****d) Videos - clips demonstrating effective MI strategies in action**

Here are some examples of videos illustrating specific MI strategies in action to better understand the techniques:

Building relationships through reflective listening and empathetic responses

The counsellor engages in conversation with the client leaving prison, demonstrating active listening, empathy and relationship building techniques.

Use of open-ended questions to facilitate exploration and dialogue.

The counsellor uses open-ended questions to encourage the client to share his or her thoughts, feelings and goals in relation to post-discharge challenges.

Offering affirmations to build confidence and motivation.

The counsellor provides affirmations and positive reinforcement to acknowledge the client's strengths and efforts towards reintegration.

Reflective listening to validate the client's experiences and feelings.

The counsellor uses reflective listening techniques, paraphrasing the client's statements to demonstrate understanding and empathy.

Summarising to clarify understanding and facilitate decision-making

The counsellor summarises the key points of the conversation, highlighting the client's goals, concerns and proposed action steps.

Encouraging a conversation about change to increase the client's intrinsic motivation to change behaviour.

The counsellor triggers a conversation about change by exploring the client's motivations, values and aspirations for a positive future outside prison.

Application of MI strategies - role play (integration of multiple MI techniques in a simulated counselling session).

Participants take part in a scenario in which the counsellor uses various MI strategies to support the client in coping with post-discharge challenges.

Course of training**Schedule**

No t	Title of the action	Description of operation	Time (min.)	Aids	Comments
1	Preliminary task	Participants will be introduced to materials on MI strategies and their application in supporting people leaving prison. <u>HO - presentation</u>	30	Materials on MI strategies and their application	Review the materials provided on the MI strategy. Make a note of key concepts and questions to discuss during the session.
2	Introduction and overview of the session	Brief overview of MI principles and their relevance to post-release support. Discussion on the challenges and opportunities of implementing MI strategies in real-life scenarios. Discussion on the challenges and opportunities of implementing the MI strategy in real-life scenarios	20	Presentation slides summarising MI principles	Prepare to discuss how MI strategies can address the challenges faced by post-discharge individuals.
3	Role-play exercise - applying MI strategies	Participants engage in role-play simulating conversations with clients. Emphasis on using MI strategies such as partnership, acceptance, compassion and recall.	40	Role-play scenarios, flipchart for taking notes	Focus on using MI strategies in role play. Pay attention to building partnerships, demonstrating acceptance, showing compassion and evoking the client's motivations.
4	Case study analysis	Group discussion and analysis of a case study highlighting the application of MI strategies. Identification of key MI techniques	30	Case study materials, whiteboard or flipchart for	Analyse the case study of John and Sarah.

		used and their effectiveness in promoting behaviour change.		group discussion	Identify the MI strategies used and discuss their effectiveness.
5	Video analysis	Watching and analysing video clips of effective and ineffective use of MI strategies. Reflection on observed behaviours and discussion of best practice.	30	Video clips of MI strategies, worksheet for analysis	Observe how MI strategies are applied in films. Take notes on successful and unsuccessful applications and be ready to discuss best practice.
6	Summary and reflection	Summary of key findings and insights from the session. Self-assessment and goal-setting for further skill development in MI implementation.	10	Summary materials, self-assessment forms	Reflect on what you have learned. Complete a self-assessment and set goals to improve your use of MI strategies in your practice.

Detailed instructions for trainer and participants:

Preliminary task:

Coach:

- Instruct participants to review the materials provided on MI strategies and their application in supporting people leaving prison.

- Emphasise the importance of taking notes and writing down any questions or areas of ambiguity to discuss during the session.

Participants:

- Review the materials provided, taking notes on key concepts, techniques and examples related to MI strategies.
- Prepare any questions or ambiguities for discussion during the training session.

Introduction and overview of the session:**Coach:**

- Welcome participants to the training session, introduce yourself and state the objectives of the session.
- A brief overview of MI principles and their relevance to post-release support.
- Facilitate discussions on the challenges and opportunities of implementing MI strategies in real-life scenarios.

Participants:

- Listen carefully to the trainer's introduction and overview of the objectives.
- Engage in a discussion about MI strategies and their application.

Key questions:

- "Why is it important to understand and use MI strategies when working with people leaving prison?"
- "What are the most common challenges faced by post-discharge people that MI strategies can help solve?"

Role-playing - applying MI strategies:**Coach:**

- Divide participants into pairs or small groups and provide them with role-play scenarios related to interactions with ex-convicts.
- Emphasise the use of MI strategies such as partnership, acceptance, compassion and evocation.
- Monitor the groups, offering guidance and feedback as needed.

Participants:

- Engage in role-playing scenarios, taking turns playing the role of a professional and an ex-convict.
- Focus on applying the MI strategies learnt during the training to effectively navigate the scenario.

Key questions:

- "How did you feel about using MI strategies in a role-play scenario?"
- "What challenges did you encounter and how did you deal with them?"

Case study analysis:

Coach:

- Lead a group discussion, asking probing questions to encourage critical thinking and analysis of the case study.
- Make sure that all participants have the opportunity to share their insights and perspectives.
- If necessary, offer additional context or background information to deepen understanding.
- Summarise the key points and insights generated during the discussion.

Participants:

- Read the case study materials carefully and prepare to participate in the discussion.
- Analyse the case study from different angles and consider how MI strategies can be applied to similar situations.
- Share personal experiences or insights related to the case study to enrich the discussion.

Key questions:

- "What MI strategies have been used effectively in the case of John and Sarah?"
- "How can we improve the application of these strategies in similar real-world scenarios?"

Video analysis:

Coach:

- Introduce each video clip and provide context for what participants should observe.
- Encourage active participation by encouraging participants to identify specific MI strategies depicted in the videos.
- Facilitate discussions on the effectiveness of the techniques used and how they could be improved.
- Emphasise the importance of reflective practice and continuous learning.

Participants:

- Pay particular attention to the video clips and observe how MI strategies are applied in different contexts.
- Take notes on specific techniques or behaviours that stand out to you, both positively and negatively.
- Actively participate in the discussion, sharing your observations and insights with the group.
- Consider how you can incorporate the lessons learned from the films into your own practice.

Key questions:

- "What MI strategies have you observed in video clips?"
- "How effective were the MI strategies applied and what can be improved?"

Summary and reflection:

Coach:

- Review the key concepts discussed during the session, summarise the key findings and invite participants to share their opinions and ask remaining questions.
- Encourage reflection on personal learning experiences and provide an end to the training session.

Participants:

- Reflect on key concepts and insights gained during the training session.
- Complete a self-assessment and set goals to improve the use of MI strategies in your practice.
- Share feedback, ask remaining questions and express gratitude for the learning experience.

Key questions:

- "What are the key takeaways from today's session?"
- 'How do you plan to implement MI strategies in your practice?'

Presentation and video instructions:

Presentation slides:

- Make sure the slides are clear and concise, summarising the key points related to MI strategies, steps and application in the case studies.
- Use visuals and bullets to highlight important information and make it easier to understand.

Video clips:

- Select video clips that show both effective and ineffective use of MI strategies.
- Provide context for each clip, explaining what participants should focus on while watching.
- After watching each clip, facilitate a discussion to reflect on the observations and lessons learned.

Tools to assess the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process

Questions with answers - in the online course.

„Communication without borders" training course
for professionals working with people leaving prison

Session scenario

8. Key skills to facilitate the reintegration of individuals leaving prison

Module: Support

Block: Implementation of selected Motivational Interview (MI) skills

Level of difficulty: ISCED level 5-8.

Required entry competence (education, training, etc.):

- a) Basic understanding of Motivational Interview (MI) principles and processes

Author / Speaker: ZISPБ

Objectives:

Effectively supporting the interviewee in:

- a) Exploring ambivalence and resistance to behaviour change.
- b) Increase self-efficacy and confidence in making positive changes.
- c) Using MI skills to facilitate joint goal setting and action planning.

Expected outcomes (competencies):

Participants should demonstrate:

- a) Proficiency in using MI strategies and processes such as reflective listening, affirmations and open-ended questions.
- b) Ability to identify and deal with ambivalence and resistance from the interviewee.
- c) The ability to guide the interviewee towards setting realistic and achievable goals for behaviour change.

Forms and methods of implementation:

- a) Role-play exercises
- b) Group discussions
- c) Case studies
- d) Video analysis

Class delivery time:

- a) Preparation time for participants prior to class: **1/2 h**
- b) Class time: **2 h**
- c) After class working time: **1/2 h**

Training aids:

- a) **Thematic canvass** - case study of an ex-convict facing reintegration challenges

John's reintegration journey

Context: John is a 35-year-old man who has recently completed a three-year prison sentence for drug-related offences. He was incarcerated for possession and distribution of illegal substances. John grew up in a low-income neighbourhood and had a difficult childhood, marked by family instability and exposure to substance abuse.

The challenges of reintegration:

Employment: John lacks formal education and vocational skills, making it difficult for him to find stable employment. In addition, his criminal past is a significant obstacle to finding meaningful work.

Setting: After his release, John has nowhere to go and faces homelessness. He has strained relationships with family members and his previous accommodation is no longer available to him.

Substance abuse: John has a history of substance abuse and is struggling with addiction. He fears returning to old habits and knows he needs support to maintain sobriety.

Social support: John feels isolated and disconnected from his community. He lacks a support network of friends or family members who can offer guidance and encouragement.

Legal obligations: John must comply with strict probation conditions, including regular visits to the probation officer and abstaining from drug use. Failure to comply with these conditions may result in further legal consequences.

Reintegration objectives:

Employment: John wants to find stable employment that will provide him with a steady income and career opportunities.

Accommodation: John is looking for safe and affordable housing where he can rebuild his life and maintain stability.

Sobriety: John is committed to staying sober and overcoming his addiction with the help of counselling and support groups.

Social ties: John aims to reconnect with his family and establish positive relationships with peers who support his recovery.

Compliance: John is determined to comply with probation and avoid further involvement with the criminal justice system.

Context

John, a 35-year-old man, recently completed a three-year prison sentence for drug-related offences, including possession and distribution of illegal substances. He grew up in a low-income neighbourhood and experienced a challenging childhood marked by family instability and exposure to substance abuse.

Challenges of reintegration

1. **Employment** - John faces significant barriers to employment due to his lack of formal education and vocational skills. His criminal record further complicates his ability to find meaningful and stable work.
2. **Housing** - Following his release, John has no stable housing and faces the prospect of homelessness. His strained relationships with family members and the unavailability of his previous accommodation leave him without a place to call home.
3. **Substance abuse** - John has a history of addiction and struggles to maintain sobriety. He is acutely aware of the risk of relapse and recognises the need for support to avoid falling back into old habits.
4. **Social support** - John feels isolated and disconnected from his community. He lacks a strong support network of friends or family who can provide guidance, encouragement, and companionship during his reintegration.
5. **Legal obligations** - As part of his probation conditions, John must regularly report to a probation officer and remain abstinent from drug use. Any failure to comply with these strict requirements could result in severe legal consequences.

Reintegration objectives

1. **Employment** - John's primary goal is to secure stable employment that will provide a steady income and potential for career growth.
2. **Housing** - Finding safe and affordable housing is essential for John to rebuild his life and maintain stability.
3. **Sobriety** - John is committed to overcoming his addiction and maintaining sobriety through counselling and participation in support groups.
4. **Social ties** - Reconnecting with family and forming positive relationships with peers who support his recovery are key objectives for John as he works towards reintegration.
5. **Compliance** - John is determined to comply with his probation conditions and avoid further involvement with the criminal justice system.

Discussion points for trainers

- Coaches should emphasise the importance of preparing for each meeting by gathering relevant background information, setting clear objectives, and anticipating potential challenges.
- Trainers can discuss various tools that help collect data, such as structured interview guides, assessment forms, and digital tools for tracking progress. The use of reflective listening and open-ended questions to gather comprehensive information should be emphasised.
- Emphasise the importance of a collaborative approach in the data collection process, ensuring that the ex-convict feels listened to and involved in the planning of their reintegration journey.
- Discuss the need for accurate documentation and regular follow-ups to track progress and adjust the support plan as necessary.

Examples of questions that can be used in this case to collect information

Employment

- *"Can you tell me more about your previous work experience and the skills you have developed while working in the construction industry?"*
- *"What are the main challenges you face when seeking employment and how do you think we can overcome these barriers together?"*

Environment

- *"What type of accommodation are you currently considering and what are the key factors that will influence your decision?"*
- *"Have you researched any community resources or support programmes that can help you find stable housing?"*

Substance abuse

- *"What strategies have been successful in maintaining sobriety and what additional support do you need?"*
- *"Are there any specific triggers or situations that you think might threaten your sobriety and how can we plan together to deal with them?"*

Social support

- *"Who are the key people in your life who you think can provide you with support and how can we involve them in the reintegration process?"*
- *"What social activities or community groups are you interested in that could help you build new, positive relationships?"*

Legal obligations

- *"Can you describe your current probation requirements and any challenges in meeting them?"*
- *"What kind of support do you think would help you comply with the terms of your probation?"*

b) **Case study** for the class - detailed scenario of an ex-convict's situation and goals

Sarah's reintegration challenges

Context

Sarah, a 28-year-old woman, was recently released from prison after serving a two-year sentence for theft. She grew up in a disadvantaged neighbourhood and endured a turbulent upbringing characterised by family instability and exposure to substance abuse. Despite these challenges, Sarah is determined to turn her life around and build a better future for herself.

Situation

Following her release, Sarah finds herself in a precarious and challenging situation. She lacks stable housing and financial resources, and her criminal record poses significant barriers to securing employment. Her relationships with family members are strained, and she feels disconnected from her community. Sarah struggles with feelings of shame, guilt, and anxiety about her future prospects.

Objectives

1. **Employment** - Sarah's primary goal is to secure stable employment that provides a reliable income and opportunities for career growth. She is willing to participate in training or educational programmes to acquire new skills and enhance her employability.
2. **Housing** - Sarah aims to find safe and affordable housing where she can rebuild her life and establish stability. She is open to exploring transitional housing programmes or seeking assistance from the welfare office.
3. **Sobriety** - Recognising the importance of addressing her substance abuse issues, Sarah is committed to maintaining sobriety. She plans to attend counselling sessions, participate in support groups, and develop healthy coping mechanisms.
4. **Reconnecting with family** - Sarah hopes to mend her strained relationships with family members and rebuild trust and support networks. She seeks guidance on managing these challenging dynamics and fostering positive communication.
5. **Compliance with the law** - Sarah understands the necessity of adhering to her probation conditions and avoiding further involvement with the criminal justice system. She is committed to meeting regularly with her probation officer and following all recommendations.

Examples of questions that can be used in this case to collect information

Employment

- "Can you say a bit more about your previous work experience or training, and what kind of work you are currently interested in?"
- "What obstacles have you faced during your job search and how do you think we can work together to overcome these challenges?"

Environment:

- "What are your current housing options and what factors are most important to you when considering where to live?"
- "Have you checked out any community resources or programmes that could help you provide stable accommodation?"

Substance abuse

- "What strategies have been successful in maintaining sobriety and what additional support do you need?"

- *"Are there any specific triggers or situations that you think might threaten your sobriety and how can we plan together to deal with them?"*

Reconnecting with the family

- *"Who from your family do you want to reconnect with and what steps do you think are necessary to rebuild these relationships?"*
- *"What challenges do you expect in repairing family relationships and how can we address them together?"*

Compliance with the law

- *"Can you describe your current probation requirements and any challenges in meeting them?"*
- *"What kind of support do you think would help you comply with the terms of your probation?"*

(c) PPT presentations illustrating MI principles and skills: Reinforcing reintegration through motivational interviewing

1. **MI skills - OARS**
2. **Use of open questions**
3. **Affirmations in practice**
4. **Reflective listening techniques**
5. **Summary for clarity**
6. **Case study 1**
7. **John's reintegration journey**
8. **Examples of questions regarding John's case**
9. **Case study 2**
10. **Sarah's journey to reintegration**
11. **Examples of questions regarding Sarah's case**
12. **Conclusions**
13. Questions and discussion

Course of training

Schedule

Not	Title of the action	Description of operation	Time (min.)	Aids	Comments
1	Preparation for MI training	Participants should read the material on MI principles and skills in advance. They are encouraged to take notes and write down any questions or areas of confusion to discuss during the training session.	30	Materials on MI principles and skills (PDF documents, online resources)	Pre-work ensures that participants are prepared with a basic understanding of MI, maximising

		This preliminary work ensures that you are prepared with a basic understanding of MI, maximising the effectiveness of our in-person training.		Annex 1 - MI principles and skills - key points editable link: https://www.canva.com/design/DAGHJu8pHLE/VKP7Hc2g1J3dx092Afxdqg/edit?utm_content=DAGHJu8pHLE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	the effectiveness of personal training time. A short note on a flipchart should include the key points of MI: expressing empathy, developing divergence, dealing with resistance, fostering self-efficacy. It should also be noted that the inclusion of MI in work with ex-convicts can foster motivation, empowerment and positive change.
2	Welcome and overview of objectives	The trainer welcomes participants to the training session, introduces himself/herself and presents the objectives of the session. The trainer stresses the importance of active participation and encourages an open and inclusive learning environment.	10	-	A welcoming introduction sets a positive tone for the training session and helps participants feel engaged and motivated.
3	Understanding of MI skills and techniques.	The trainer gives a structured lecture on MI skills and techniques, explaining their importance in the context of supporting ex-convicts. The lecture covers basic MI skills such as OARS (open questions, affirmations, reflective listening, summaries) and their practical application.	20	Presentation slides, whiteboard or flipchart	A clear and concise lecture provides participants with a basic understanding of MI skills and techniques, laying the foundations for subsequent activities.
4	Role-play exercise	Participants are divided into pairs or small groups and given role-play scenarios related to interactions with ex-convicts. Each participant takes turns playing the role of a professional and an ex-convict, practising reflective listening and	30	Role-play scenarios, cue cards	Role-playing allows participants to actively apply MI techniques in a safe and supportive

		exploring ambivalence using MI skills.			environment, promoting skills development through experiential learning.
5	Video analysis	Participants watch a pre-selected film depicting a conversation between a professional and an ex-convict, focusing on MI skills such as reflective listening, empathy and open questions. After watching the film, participants discuss observations and insights in small groups.	20	Video recording, observation sheets	The video analysis provides concrete examples of MI techniques in action, facilitating a deeper understanding and reinforcement of skills through peer discussion.
6	Reflective discussion	Participants engage in a moderated group discussion to reflect on the film and share their observations and insights. The trainer encourages participants to discuss observed effective MI techniques, ask questions and explore different perspectives.	20	Flipchart, markers	Group discussion promotes collaborative learning and allows participants to learn from the experiences and perspectives of others.
7	Goal-setting practice	Participants work in pairs or small groups to practise setting goals together using role-play scenarios. Each participant takes turns playing the role of a professional and an ex-convict, applying MI skills to set realistic and achievable goals.	30	Role-play scenarios, goal-setting sheets	Goal-setting practice helps participants develop their ability to elicit and reinforce motivation for change in ex-convicts, a key skill in supporting reintegration efforts.
8	Summary	The trainer reviews the key concepts discussed in the session, summarises the key findings and invites participants to share feedback and ask any remaining questions. The trainer encourages reflection on personal learning and provides closure to the training session.	10	-	The debriefing session allows participants to consolidate their learning, reflect on their experiences and gain closure to the training session. It also provides an opportunity for the trainer to gather feedback

					for future improvements.
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Detailed instructions for trainer and participants:

a) Preliminary work

Coach

- Encourage participants to thoroughly read the material provided on MI principles and skills before the training session.
- Emphasise the importance of taking notes and writing down any questions or areas of ambiguity to discuss during the session.

Participants

- Review the materials provided, taking notes on key concepts, techniques and examples related to MI principles and skills.
- Prepare any questions or ambiguities for discussion during the training session.

b) Introduction

Coach

- Welcome participants to the training session, introduce yourself and state the objectives of the session.
- Emphasise the importance of active participation and creating a supportive learning environment.

Participants

- Listen carefully to the trainer's introduction and overview of the objectives.
- Be prepared to actively engage in training activities.

c) Understanding of MI skills and techniques:

Coach

- Give a structured lecture on MI skills and techniques, highlighting their importance in supporting ex-convicts.
- Discuss basic MI skills such as OARS (open-ended questions, affirmations, reflective listening, summaries) and their practical application.
- Provide examples and practical insights for better understanding.

Participants

- Actively listen to the lecture, take notes on key concepts and ask questions for clarification if necessary.

d) Role-play exercise:

Coach

- Divide participants into pairs or small groups and provide them with role-play scenarios related to interactions with ex-convicts.
- Encourage participants to practice reflective listening and explore ambivalence using MI skills.
- Monitor the group, offer guidance and feedback as needed.

Participants

- Engage in role-playing scenarios, taking turns playing the role of a professional and an ex-convict.
- Focus on applying the MI techniques learnt during the training to effectively navigate the scenario.

e) Video analysis:

Coach

- Play a pre-selected video depicting a conversation between a professional and a former prisoner, highlighting MI skills such as reflective listening, empathy and open questions.
- Then conduct a group discussion to reflect on the observations and insights.

Participants

- Watch the video carefully, noting examples of effective MI techniques used in conversation.
- Actively participate in the group discussion, sharing observations and insights from the video analysis.

f) Group discussion:

Coach

- Lead a discussion about the film, encouraging participants to share their observations, insights and questions.
- Lead a discussion to explore the successful MI techniques observed and their practical applications.

Participants

- Engage in a group discussion by sharing your perspectives, asking questions and contributing to the exploration of effective MI techniques.
- Reflect on personal experiences and insights gained from video analysis.

g) Goal-setting practice:

Coach

- Organise participants into pairs or small groups and provide them with role-play scenarios related to goal setting.
- Encourage participants to set goals together using the MI skills learned during the training.
- Offer feedback and support throughout the exercise.

Participants

- Work with your partners or group members to practise goal setting using MI techniques.
- Focus on eliciting and reinforcing motivation for change in ex-convict role-play scenarios.

h) Summary:

Coach

- Review the key concepts discussed during the session, summarise the key findings and invite participants to share their opinions and ask any remaining questions.
- Encourage reflection on personal learning experiences and provide an end to the training session.

Participants

- Reflect on the key concepts and insights gained during the training session.
- Share feedback, ask remaining questions and express gratitude for the learning experience.

Tools to assess the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process

Questions with answers - in the online course.

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Lesson scenario

9. Goal setting - coaching to empower former prisoners

Module: Support

Block: Use of selected coaching tools in combination with Motivational Interviewing (MI) strategies

Level of difficulty: ISCED - 5-8

Required entry competence (education, training, etc.):

- a) Active listening competences
- b) Certificate of completion of a minimum 20-hour coaching course

Author / Speaker: ZISP B

Objectives:

Effectively supporting the interviewee in:

- a) Identification and analysis of obstacles to achieving goals
- b) Develop action plans to overcome these barriers
- c) Provide ongoing support and guidance in the implementation of action plans

Expected outcomes (competencies):

Upon completion of this session, participants should be able to demonstrate:

- a) Ability to competently assess and identify the key barriers clients face on the path to reintegration.
- b) Work effectively with clients to develop clear and achievable action plans tailored to overcome identified barriers.
- c) Competence to provide ongoing support and guidance by maintaining continuous support through regular audits, monitoring progress and adjusting action plans as necessary.
- d) Fostering a coaching environment that encourages client autonomy, empowerment and sustained motivation.
- e) Regularly assess clients' progress towards their goals and provide consistent direction and support to keep them on track.

Forms and methods of implementation:

- a) Lecture
- b) Brainstorming
- c) Role-play exercises
- d) Case studies
- e) Group discussions
- f) Video analysis

Class delivery time:

- a) *Preparation time for participants before the class: 1/2 hr.*
- b) *Class time: 2 hours*
- c) *After class working time: 1/2 hour*

Aids:

- a) **Case study** - e.g. ex-convict problem, case study

Challenges facing ex-convicts in the reintegration process

This thematic review provides an overview of the typical challenges encountered by people returning to society after serving a custodial sentence. It outlines various aspects of life that ex-convicts may face, including employment, housing, social stigma, mental health and substance abuse. In addition,

it highlights the systemic barriers to successful reintegration and emphasises the importance of tailored support and intervention.

Key points:

- a) **Employment** - many ex-convicts find it difficult to find work due to their criminal past, lack of skills or education and employers' prejudices. Limited employment opportunities exacerbate financial instability and increase the risk of reoffending.
- b) **Housing conditions** - Finding stable housing can be difficult for ex-convicts, as landlords may be reluctant to rent to people with criminal histories. Homelessness or unstable housing conditions contribute to social isolation and hinder rehabilitation efforts.
- c) **Social stigma** - Ex-convicts often face social stigma and discrimination that affects their relationships, community acceptance and access to support networks. Negative perceptions hinder reintegration and perpetuate cycles of exclusion.
- d) **Mental health** - Many ex-convicts struggle with mental health issues such as depression, anxiety and post-traumatic stress disorder as a result of their experiences in prison and social marginalisation. Limited access to mental health services further compounds these challenges.
- e) **Substance abuse** - Substance abuse disorders are common among ex-convicts, often serving as coping mechanisms to deal with stress, trauma or social pressures. Addiction hinders reintegration efforts and increases the likelihood of criminal behaviour.

Sample questions to diagnose these key points:

Employment

- *'Can you tell me about your work experience and the skills you have?'*
- *"What challenges have you faced in finding a job after leaving prison?"*
- *"Have you considered or participated in any vocational training or education programme?"*
- *"What kind of job are you looking for?"*
- *"What support do you need to increase your chances of finding a job?"*

Environment

- *"Where do you currently live and how stable is your housing situation?"*
- *"Have you encountered any difficulties in finding house?"*
- *"What kind of house are you looking for?"*
- *"Do you have access to any housing assistance schemes?"*
- *"What barriers have you faced in securing stable accommodation?"*

Social stigma

- *"How have people in your community treated you since you left the prison?"*
- *"Have you experienced discrimination or negative attitudes because of your criminal history?"*
- *"How do you assess your relationships with family and friends?"*
- *"What support networks do you have?"*
- *'What can we do to help you overcome social stigma?'*

Mental health

- "How do you feel mentally and emotionally after leaving the prison?"
- 'Have you experienced any symptoms of depression, anxiety or other mental health problems?
- "Do you use mental health support or counselling?"
- "What strategies do you use to cope with stress and emotional challenges?"
- "What additional mental health resources would you find helpful?"

Substance abuse

- "Have you struggled with substance misuse in the past or currently?"
- "What support did you use to manage your substance misuse?"
- 'Do you participate in any recovery programmes or support groups?
- "What factors or situations make it difficult to stay sober?"
- 'What additional support do you need to maintain your sobriety?

Case study:

John's journey - overcoming the challenges of reintegration

John is a 35-year-old ex-convict who recently completed a two-year prison sentence for a non-violent crime. After his release, he faced numerous challenges in reintegrating into society and rebuilding his life. Despite his determination to turn his life around, John is struggling to find stable employment due to his criminal past and lack of vocational skills. He also struggles to find suitable housing as landlords are reluctant to rent to him. John experiences social stigma and isolation, leading to feelings of hopelessness and despair.

However, with the support of a special reintegration programme, John begins to access resources and services to meet his needs. He receives assistance with job training, CV writing and job placement services, which enables him to be employed at a local restaurant. Additionally, he is allocated transitional housing and receives counselling for his mental health and substance abuse. Through perseverance and support, John gradually rebuilds his life and becomes an active member of society.

Case Overview: John

John, a 35-year-old ex-convict, recently completed a two-year prison sentence for a non-violent crime. Following his release, he faced significant challenges in reintegrating into society and rebuilding his life. Despite his determination to make positive changes, John struggled to secure stable employment due to his criminal record and lack of vocational skills. Finding suitable housing was equally difficult, as landlords were reluctant to rent to him.

John's reintegration challenges were compounded by social stigma and isolation, which contributed to feelings of hopelessness and despair. Through the support of a specialised reintegration programme, John began accessing the resources and services he needed to rebuild his life. He received assistance with job training, CV writing, and job placement services, eventually securing employment at a local restaurant. Transitional housing was provided, offering him stability and a safe environment to start anew. Additionally, John accessed counselling services to address his mental health and substance abuse issues. With perseverance and the support of dedicated professionals,

John gradually overcame the barriers to reintegration. He rebuilt his life step by step and successfully became an active, contributing member of society.

Sample data collection/verification questions:

Employment

- *"Can you describe your current work situation?"*
- *"What kind of job are you looking for and what skills do you need to improve?"*
- *"Have you applied for any jobs recently? If so, what was the outcome?"*
- *"What kind of support or resources do you think would help you find employment?"*
- *"How do you assess your career prospects and available opportunities?"*

Environment

- *"Where do you currently live and how stable is your housing situation?"*
- *"What challenges have you encountered in finding suitable housing?"*
- *"Have you been able to access any housing assistance schemes?"*
- *"What kind of house are you looking for?"*
- *"How has the housing situation affected the reintegration process?"*

Social stigma

- *"How have people in your community treated you since you left the prison?"*
- *"Have you faced any discrimination or negative attitudes because of your criminal history?"*
- *"How do you assess your relationships with family and friends?"*
- *"What support networks do you have?"*
- *"What can we do to help you overcome social stigma?"*

Mental health

- *"How do you feel mentally and emotionally after leaving the prison?"*
- *"Have you experienced any symptoms of depression, anxiety or other mental health problems?"*
- *"Do you use mental health support or counselling?"*
- *"What strategies do you use to cope with stress and emotional challenges?"*
- *"What additional mental health resources would you find helpful?"*

Substance abuse

- *"Have you struggled with addictions in the past or currently?"*
- *"What support did you use to manage your substance misuse?"*
- *"Do you participate in any recovery programmes or support groups?"*
- *"What factors or situations make it difficult to stay sober?"*
- *"What additional support do you need to maintain your sobriety?"*

b) Case **study** for classes

Ola, a 28-year-old woman, was recently released from prison after serving a three-year sentence for drug-related offences. She is determined to make positive changes and successfully reintegrate into society. Despite her determination, Ola faces several obstacles on her path to reintegration:

Challenges:

- a) **Employment** - Ola has limited work experience and has a criminal record, which makes it difficult for her to find a job. She lacks professional skills and is discriminated against by potential employers because of her criminal past.
- b) **Housing** - Ola has no stable housing following her release. She has difficulty finding affordable accommodation and faces rejection from landlords because of her criminal history.
- c) **Social support** - Ola's relationships with family and friends are strained because of her past actions. She feels isolated and lacks a support system to help her in her reintegration process.
- d) **Mental health** - Ola is experiencing anxiety and depression arising from her time in prison and the challenges she faces on release. She is unable to access mental health services and struggles to manage her emotions.
- e) **Substance abuse** - Ola has a history of substance abuse and worries about falling back into old habits. She lacks access to addiction treatment programmes and finds it difficult to maintain her sobriety without adequate support.

Intervention:

As a professional working with ex-convicts, your role is to provide Ola with comprehensive support to successfully address her reintegration challenges. Your intervention may include the following steps:

- a) **Employment assistance** - Help Ola identify job opportunities that match her skills and interests. Provide her with job readiness training, CV writing assistance and interview preparation to increase her chances of finding employment. Advocate for fair hiring practices and educate employers about the benefits of hiring people with criminal records.

Coaching tool - using goal-setting techniques to help Ola define her career goals and action steps by using the GROW (Goal, Reality, Options, Will) model to guide conversations.

- b) **Housing support** - help Ola find stable housing options such as transitional housing schemes or supportive housing services. Speak up on her behalf to landlords and housing agencies to overcome barriers related to her criminal history.

Coaching tool - implement problem-solving strategies to help Ola explore housing options and develop a plan to provide stable accommodation.

- c) **Social ties** - Connect Ola to support groups, peer mentors and community resources to rebuild her social network. Encourage her to participate in group activities and volunteering to foster new relationships and build a sense of belonging.

Coaching tool - facilitate discussions on community goals and support Ola in identifying steps to reconnect with the community. Use a strengths-based approach to highlight her skills and potential contribution.

- d) **Mental health services** - Arrange mental health assessments and therapy sessions for Ola to address her anxiety and depression. Monitor her progress closely and adjust treatment plans as necessary to ensure she receives the appropriate level of care.

Coaching tool - use reflective listening and empathy to support Ola's emotional wellbeing. Encourage her to set and achieve mental health goals.

- e) **Addiction treatment** - Refer Oli to addiction treatment programmes and counselling services to address her addiction problems. Providing ongoing support and encouragement to help her maintain her sobriety and develop healthy coping mechanisms.

Coaching tool - using motivational interviewing (MI) techniques to explore Ola's ambivalence about substance use and strengthen her commitment to sobriety.

Sample questions to support data collection:

Employment

- "Can you describe your current work situation?"
- "What kind of job are you looking for and what skills do you need to improve?"
- "Have you applied for any jobs recently? If so, what was the outcome?"
- "What kind of support or resources do you think would help you find employment?"
- "How do you assess your career prospects and available opportunities?"

Environment

- "Where do you currently live and how stable is your housing situation?"
- "What challenges have you encountered in finding suitable house?"
- "Have you been able to access any housing assistance schemes?"
- "What kind of house are you looking for?"
- "How has the housing situation affected the reintegration process?"

Social support

- "How have people in your community treated you since you left the prison?"
- "Have you faced any discrimination or negative attitudes because of your criminal history?"
- "How do you assess your relationships with family and friends?"
- "What support networks do you have?"
- "What can we do to help you overcome social stigma?"

Mental health

- "How do you feel mentally and emotionally after leaving the prison?"
- "Have you experienced any symptoms of depression, anxiety or other mental health problems?"
- "Do you use mental health support or counselling?"
- "What strategies do you use to cope with stress and emotional challenges?"
- "What additional mental health resources would you find helpful?"

Substance abuse

- "Have you struggled with addictions in the past or currently?"
- "What support have you used to cope with substance misuse?"
- "Do you participate in any recovery programmes or support groups?"

- "What factors or situations make it difficult to stay sober?"
- "What additional support do you need to maintain your sobriety"?

a) **PPT presentations illustrating the issues at stake** - Supporting reintegration: challenges and solutions for ex-convicts

Slide title	Task/ask for slide
Introduction	an introduction to the challenges of reintegration.
Objectives	specific objectives of integrating MI and coaching.
Challenges facing ex-convicts	a detailed discussion of each challenge.
Employment challenges	strategies to overcome barriers to employment.
Housing challenges	housing support strategies.
Challenges of social support	building social links.
Mental health challenges	Mental health intervention strategies.
Substance abuse challenges	approaches to addiction treatment.
Case study: John's journey	
Case study: Ola's Journey	
Application of the MI strategy	detailed MI techniques.
Use of coaching tools	coaching tool applications.
Stages of intervention	detailed intervention steps.
Sample questions for data collection	
Conclusions	summary and further reading.
Questions and discussion	Prepare questions and reflections for discussion.

Course of training

Schedule

No t	Title of the action	Description of operation	Time (min.)	Aids	Comments
1	Pre-work - task to be	Participants are assigned materials for preliminary work related to identifying barriers and developing		MI strategy materials	Reviewing materials, taking notes

	done before class	action plans for ex-convicts. They are instructed to read the materials carefully and prepare to discuss key concepts during the upcoming class. editable link: https://www.canva.com/design/DAGHusE-s-4/exZtftGgcmxBJxG-rFm56w/edit?utm_content=DAGHusE-s-4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton			on key concepts, asking questions.
2	Introduction and overview of the session	A brief overview of MI principles and their relevance to post-release support. Discussion of the challenges and opportunities of implementing MI strategies in real-life scenarios.	15	Presentation slides	Focusing on MI strategies and the challenges of reintegration.
4	Role-play exercise: Applying MI strategies	Participants engage in role-play simulating conversations with clients. They emphasise the use of MI strategies such as partnership, acceptance, compassion and recall.	35	Scenarios, flipchart	Encouraging participants to immerse themselves in their roles and apply the coaching techniques learnt during the training. Providing constructive feedback to improve learning outcomes. Task-based emphasis on MI strategies, using the GROW model.
5	Case study analysis	Group discussion and analysis of a case study highlighting the application of MI strategies. Identification of the key MI techniques used and their effectiveness in promoting behaviour change.	30	Case study materials, whiteboard	Emphasis on tasks, focus on identifying MI strategies.
	Video analysis	Watching and analysing video clips of effective and ineffective use of DMI strategies. Reflecting on observed behaviours and discussing best practice.	20	Video clips, worksheet	Task-based emphasis on reflection and discussion on the use of MI.

	Summary and reflection	Summary of key findings and insights from the session. Self-assessment and goal setting for further skill development in MI implementation.	10	Summary materials, self-assessment forms	Task-based emphasis on reflection and goal setting.
	Stages of intervention	Specific steps to provide support to ex-convicts. Employment assistance, housing support, social connection, mental health services, addiction treatment.		Presentation slides	Emphasis on tasks, incorporation of coaching techniques.
	Sample questions for data collection	Discuss and practice the use of sample questions to collect data on key areas: Employment, Housing, Social support, Mental health, Substance abuse.	10	Presentation slides, information material	Task-based emphasis on practical data collection.
	Questions and discussion	Open space for questions, comments and reflections from participants. Encouraging dialogue and sharing experiences of using MI strategies in practice.	10		Task-based emphasis on dialogue and exchange of experiences.

Detailed instructions for trainer and participants:

Preliminary work

Coach

- Instruct participants to carefully review the MI strategy materials provided before the training session.
- Emphasise the importance of taking notes and writing down any questions or areas of ambiguity to discuss during the session.

Participants

- Review the materials provided, taking notes on key concepts, techniques and examples related to MI strategies.
- Prepare any questions or ambiguities for discussion during the training session.

Key command

- **Look and read on the handbook.**

Introduction and overview of the lesson

Coach

- Welcome participants to the training session, introduce yourself and state the objectives of the session.
- A brief overview of MI principles and their relevance to post-release support.
- Facilitate discussions on the challenges and opportunities of implementing MI strategies in real-life scenarios.

Participants

- Listen carefully to the trainer's introduction and overview of the objectives.
- Engage in a discussion about MI strategies and their application.

Key command

- **Look and read on the handbook.**

Role-play exercise - applying MI strategies

Coach

- Divide participants into pairs or small groups and provide them with role-play scenarios related to interactions with ex-convicts.
- Emphasise the use of MI strategies such as partnership, acceptance, compassion and evocation.
- Monitor the groups, offering guidance and feedback as needed.

Participants

- Engage in role-playing scenarios, taking turns playing the role of a professional and an ex-convict.
- Focus on applying the MI strategies learnt during the training to effectively navigate the scenario.

Key commands

- **Use the GROW model for goal setting.**
- **Look and read on the handbook.**

Case study analysis

Coach

- Lead a group discussion, asking probing questions to encourage critical thinking and analysis of the case study.
- Make sure that all participants have the opportunity to share their insights and perspectives.
- If necessary, offer additional context or background information to deepen understanding.
- Summarise the key points and insights generated during the discussion.

Participants

- Read the case study materials carefully and prepare to participate in the discussion.
- Analyse the case study from different angles and consider how MI strategies can be applied to similar situations.
- Share personal experiences or insights related to the case study to enrich the discussion.

Key command

- **Look and read on the handbook.**

Video analysis

Coach

- Introduce each video clip and provide context for what participants should observe.
- Encourage active participation by encouraging participants to identify specific MI strategies presented in the videos.
- Facilitate discussions on the effectiveness of the techniques used and how they could be improved.
- Emphasise the importance of reflective practice and continuous learning.

Participants

- Pay particular attention to video clips and observe how MI strategies are applied in different contexts.
- Take notes on specific techniques or behaviours that stand out to you, both positively and negatively.
- Actively participate in the discussion, sharing your observations and insights with the group.
- Consider how you can incorporate the lessons learned from the films into your own practice.

Key command

- **Look and read on the handbook.**

Summary and reflection

Coach

- Review the key concepts discussed during the session, summarise the key findings and invite participants to share their opinions and ask remaining questions.
- Encourage reflection on personal learning experiences and provide an end to the training session.

Participants

- Reflect on key concepts and insights gained during the training session.
- Complete a self-assessment and set goals to improve the use of MI strategies in your practice.
- Share feedback, ask remaining questions and express gratitude for the learning experience.

Key commands

- **Look and read on the handbook.**
- **Carry out a self-assessment and set goals.**

Stages of intervention

Coach

- Outline specific steps to provide support to ex-convicts, focusing on employment assistance, housing support, social contact, mental health services and addiction treatment.
- Emphasise the use of coaching techniques at each stage.

Participants

- Listen carefully to the trainer's presentation.
- Engage in discussions and ask questions about the stages of intervention.

Key command

- **Look and read on the handbook**

Sample questions for data collection

Coach

- Discuss and practise the use of sample questions to collect data on key areas - employment, housing, social support, mental health and substance misuse.
- Provide guidance on how to use these questions effectively in client interactions.

Participants

- Practice using sample questions in simulated scenarios.
- Consider how these questions can help you understand and meet your clients' needs.

Key command

- **Look and read on the handbook.**

Questions and discussion

Coach

- Opening the floor to questions, comments and reflections from participants.
- Encourage dialogue and the sharing of experiences related to the application of MI strategies in practice.

Participants

- They share opinions, ask questions and discuss their experiences.
- Consider how they can apply what they have learned to their professional practice.

Key command

- Prepare questions and reflections for discussion.

Tools to assess the achievement of objectives (including: knowledge, skills and attitudes) and the quality of the process

Questions with answers - in the online course.