

Practice Session Instructional Guide

Do This	Don't Do This
Be relaxed; make sure the environment is emotionally safe.	Worry about performance as this is not about competency around acting.
Be natural and as real-life as possible. Play it out as if it is actually happening.	Write a script or explain what you are doing why you are doing it.
Role model a casual approach.	Show a lot of anxiety which will only increase the anxiety of the offender.
Discuss any anxieties by the participant before conducting the practice session.	Tell them that if they feel too uncomfortable they don't have to do it. The more they do it, the easier it becomes.
Start with an easy scenario and increase with difficulty as the offender shows proficiency.	Start at a level too difficult that increases the likelihood of failure. The goal is to gain success with an easy effort at first and gradually increase the difficulty.
Stop the session if it gets out of hand.	If the practice session is causing too much difficulty or learning is not occurring, stop the session until you can rearrange it so there is a greater likelihood of success.
Praise: frequently and emphatically.	Be silent or wait until the offender is totally proficient before giving positive feedback. You should praise even the effort and then give more affirmation for each step in the right direction.
Follow the steps in each case (see next page).	Take shortcuts and assume the offender will be bored if you follow each step in sequence.

DEMONSTRATION

Sequential Steps	Explanation	Example
Demonstrate the skill	Practice sessions begin with the officer showing how a skill is conducted.	"Today, as we discussed, we are going to work on dealing the frustrations you are having with your teacher. I am going to demonstrate first how you might want to handle it."
Ask for clarification and repeat if necessary	Don't assume that the offender understood how this works even if you demonstrate it. Make sure there is proper comfort in seeing the skill demonstrated. You may need to do it more than once.	To the offender "How did that appear to you? What seemed to make sense, what didn't? Is this something you think you can do? Why or why not?"
Point to head	This indicates that you are talking to yourself which precipitates action.	"My teacher is picking on me when he calls on me. He knows that I don't know the answer and wants to embarrass me"
Drop hand and point to head again	This indicates that you are exploring alternative thoughts.	"I am getting individual attention. My teacher really wants me to succeed. This is better than being ignored."
Have offender practice	Using the same techniques (point to head) have the offender play one side of the situation.	
Provide feedback	Give the offender feedback on how he/she did (not acting but content of the practice session). Be specific.	"You really did a great job in the way you voiced frustration with your teacher in a respectful way. You asked for a private conversation and you used 'sir' when you spoke to him."
Repeat the practice session	Once the offender gains proficiency and appears to be able to do it without much difficulty move to the next step.	To the offender: "Now I am going to act out the teacher in such a way that he is not going to be receptive to your feedback. In fact, I am going to defend myself by talking about your behavior."
Increase the difficulty	Make the situation more difficult and continue to practice. If necessary, demonstrate the skill with you and the offender switching roles.	To the offender: "That was a tough practice session. Let me switch roles and see if that helps."
Debrief	At the end, debrief the session, exploring any ambivalence or concerns of the offender.	To the offender: "How did this go? How comfortable do you feel in addressing this now with your teacher?"
Give homework	Have the offender practice the skill in his/her natural setting and be prepared to give you feedback at your next session. If necessary, have them write down their experiences.	To the offender: "By our next session then you have agreed to address your concerns with your teacher using these techniques. We will talk about how it went then. Please write down what went well and didn't go well so we can discuss."
Review	At the next session, review what you covered last time.	
Process homework	At the next session, process the success or frustrations from the homework assignment.	

PRACTICE