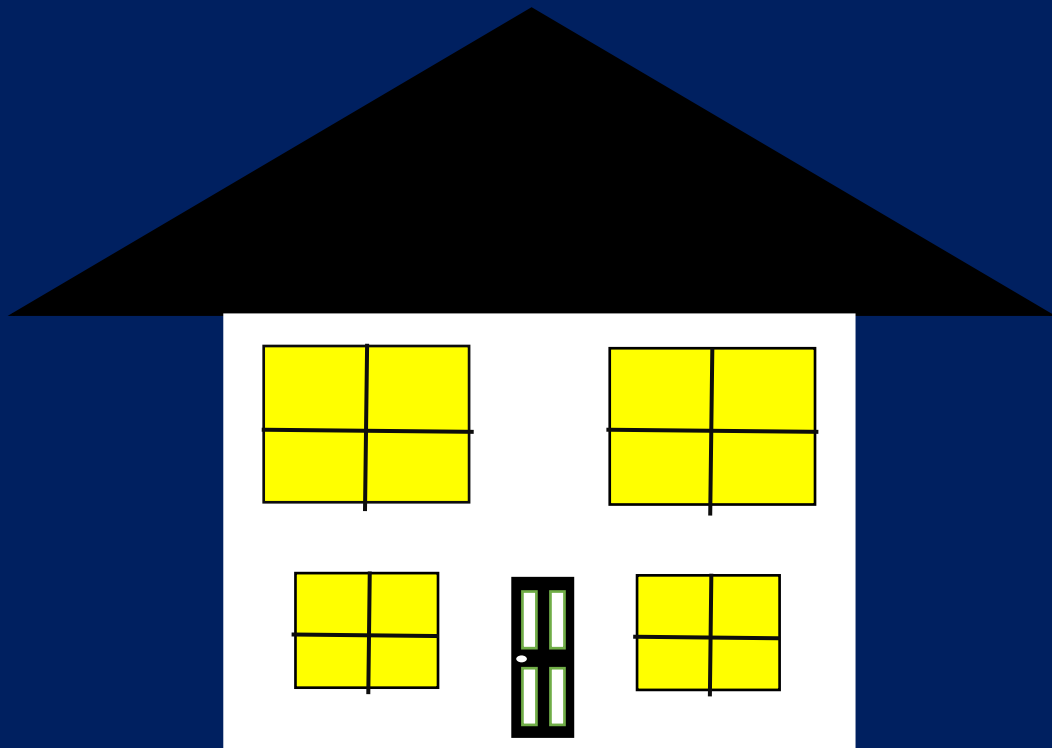


CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.



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FORWARD

GETTING STARTED

Introduction:

Creating Neighbors is a prison education faculty-training workshop series consisting of three (3) three-hour workshops facilitated by both education faculty and incarcerated students. In an attempt to increase incarcerated student involvement and raise educators' awareness to students' unique experiences, *Creating Neighbors* was established. By coming together with educators in the training environment, we, the authors of this workshop series, strive for community building and self-growth, ultimately resulting in improved faculty training outcomes and improved prison education environments.

Because *Creating Neighbors* adopts a person-centered critical pedagogical approach to training procedures, it is essential that all facilitators be familiar with the teachings of Carl Rogers' and bell hooks (see Appendix A). Additionally, facilitators should have a basic understanding of basic facilitation skills before attempting to facilitate these workshops (see Appendix B). The learning objectives for *Creating Neighbors* are as follows:

Upon completion of the program, educators will be able to...

1. Differentiate between cost-centered and person-centered prison education ideologies.
2. Explain the concept of *Creating Neighbors*.
3. Demonstrate cultural humility for incarcerated students and prison culture.
4. Identify their own personal motivations for teaching in prison.
5. List at least 3 stereotypes and/or misperceptions they currently bring with them into their teaching practices in the carceral setting.
6. Discuss the role traumas play in the prison ed. environment.
7. Critique their individual teaching style.
8. Reflect on the concept of *Creating Neighbors* and discuss how it can be incorporated into their individual teaching practices moving forward.




Successful outcomes of *Creating Neighbors* are predicated on the facilitators' ability to promote and embody humanistic principles. Our focus is creating an experience in which participants and facilitators alike can fully embrace their own humanity, while openly accepting that of others. (Note: all workshop details herein were designed to meet obligations and restrictions specific to the California Department of Corrections and Rehabilitation at Mule Creek State Prison. Therefore, duplicators of this workshop series are encouraged to adjust the layout of the workshops to meet the parameters specific to their facility and location).

WORKSHOP #1





CREATING NEIGHBORS

Learning Objectives:

Upon completion of this workshop, participants will be able to...

-  Differentiate between cost-centered and person-centered prison education ideologies
-  Explain the concept of “Creating Neighbors”
-  Demonstrate cultural humility for incarcerated students and prison culture

Materials:

-  Writing utensils
-  Paper
-  Name tags (blank stickers & permanent mark will suffice)
-  Workshop #1 Participant Packet

Facilitator Roles:

- ☒ Utilize the basic listening sequence (active listening)
- ☒ Lead discussions
- ☒ Appropriately self-disclose
- ☒ Embody facilitative attitudes:
 - genuineness/realness/congruence
 - acceptance/caring/prizing
 - empathic understanding
- ☒ Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- ☒ Assign “Tasks” to facilitators (ahead of workshop)

Task #1: Greetings & Introductions (30 min.)

- ☒ If arriving at the workshop location prior to participants, greet them as they arrive and direct them to their seats (if time permits, mingle and ease anxieties). When arriving after them, be prepared to go in and get started with introductions.
- ☒ During this time, pass out the Workshop #1 Participant Packet
- ☒ Introductions: (should be performed with the lead facilitator standing at the front of the room)
 - Example: “Welcome and thank you for coming to the *Creating Neighbors* workshop series. My name is _____, and I’d like us to start by going around the room and allowing everyone a minute or two to tell us your name and a little something about yourself that you’d like to share. Maybe why you’re here today. I’ll start with myself and then we’ll go around [the room] to my left.”
- ☒ Agenda: once everyone has had the opportunity to introduce themselves, perform a verbal run down of what will take place for the day (may write it down on a white board if available):
 - Introduction of the *Creating Neighbors* diagram, and today’s focus on cultural humility and stereotypes & misperceptions (15 min.).

- Student stories: Two incarcerated students will tell of their experience regarding today's topics (15 min.).
 - Small group discussions part one: cultural humility in the carceral setting (35 min.).
 - 15-minute break.
 - Small group discussions part two: on common stereotypes and misperceptions of incarcerated students (35 min.).
 - Reconvene as whole group for reflection & integration of small group discussions (20 min.).
 - Concluding thoughts (10 min.).
- ☒ Transition into Task #2. Ex: "Once again, thank you all for being here; I will now pass it over to (name) and he/she/they will talk to you all about the concept of *Creating Neighbors*."

Task #2: Introducing *Creating Neighbors* (15 min.)

- ☒ Review the *Creating Neighbors* handout with participants, explaining the diagram and individual components
- Talking points:
 - *Creating Neighbors* is a person-centered ideology. We strive to move away from cost-centered perspectives and towards perspectives that allow incarcerated students to live within their full humanity.
 - When we hear about prison education in the media we often encounter storylines consisting of financial benefits as the result of lowered recidivism rates. However, we rarely hear about the personal implications of prison education for incarcerated students, and almost never from their own voices.
 - *Creating Neighbors* not only challenges incarcerated students to aspire walk the road of self-actualization, but also challenges educators to take responsibility for their influence on incarcerated students and the prison education environment (hence the outside interlocking bubbles on the diagram).
 - Cultural Humility: As educators, how much do you think you know about prison culture? If your answer is little to nothing, is that reflected in your interactions with incarcerated students? Or do you "put on" as if you know "what's up"? If your answer is that you know enough, where is it that you have gotten this understanding? Movies, television? Do you think that all incarcerated citizens are synonymous; that they are all representatives of prison culture? These are all relevant questions for exploration. As with many other developing areas regarding intercultural interactions, prison is no different. Your approach may mean the difference between students' success and failure. Now, that's not to say that this will be the case for every student. However, your approach can, and does, make a difference. With *Creating Neighbors*, we want to emphasize the importance of discussing things like power, authority, and norms in prison education as it relates to the culture of prison. Before educators can adapt their practices intentionally to what best fits their incarcerated students they need an

understanding of the culture. This begins with cultural humility. By simply positioning oneself not to be the expert on incarcerated students, resisting assumptions that prison culture is defective and wholly corrupt, and entering with an attitude of willingness to learn makes all the difference. Approaches to the contrary have a long history of disenfranchising students.

- **Stereotypes & Misperceptions:** We all have biases. Some we are aware of and others we are not. Some we may perceive as positive, while others negative. Either way, they influence our behaviors and open up the potential for offending others, even when we do not mean to (i.e., intent vs. impact). Furthermore, mass media has a long history of portraying toxic narratives of the incarcerated population. We are often depicted as manipulators, liars, helpless, hopeless, and illiterate. Many of which are often brought into the prison education environment through micro-aggressions. Thus, this is an area worth exploring when considering the impact educators can have on students. Whether explicitly or implicitly conveyed, stereotypes, labels, etc., may leave students doubting their self-efficacy, their educator's genuineness, or the education systems integrity all together. For whatever reason, the reality is that many educators come into prisons with preconceived notions about who their students are and such notions influence approaches to teaching, rapport, etc., and until we can create an environment free of harmful stereotypes and misperceptions, we will not have a growth-producing, self-actualizing one.
 - Lecturer should include examples of stereotypes, misperceptions, or microaggressions they've experienced in the prison ed. classroom.
- **Theory & Practice:** This aspect of *Creating Neighbors* considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc.
 - **Professor Motivations:** It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not?
 - **Teaching Styles & Learning Styles:** There is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond

well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to participate and be active in learning? Moreover, why has this style of teaching been chosen, and were students considered in making that decision? Additionally, how is power negotiated and balanced within the classroom? Expectations of students, curriculum, grading procedures, these are all aspects of education that place power over students into the hands of educators. These dynamics merit consideration.

- Educational Traumas¹/Life Traumas: The rates of individuals with traumatic backgrounds are high in prisons. Some of which has taken place in educational settings. Coupled with this, many educators may have experienced trauma as well. This opens up the prison education environment to the possibility of transference and countertransference², and when unrecognized, can lead to re-traumatization. Furthermore, trauma is not a phenomenon that exists solely in one's pasts. Trauma can be an ongoing and ever-present occurrence anyone's life, which further complicates interpersonal interactions. Therefore, this is an area worthy of mindfulness and intentionality.
 - Overall, within each of these categories, these are all topics and questions worth considering. Be clear, *Creating Neighbors* does not have the answers to all these questions, nor a "how to" road map for how prison education environments should be. Our philosophy is that by reflecting on these areas and questioning our intents and motivations in a growth-producing environment, we can create a community in which educators strive to represent their highest possible self, and by extension create an environment where students will do so as well. Hence, becoming more than reintegrated offenders in the long run, they will be neighbors.
- ☒ This task is meant to be performed as a mini-lecture. Questions for clarification should be held and addressed at the conclusion of the lecture. It is of vital importance to ensure that all participants comprehend the basis of the diagram before moving on.
 - ☒ Additional talking points may be introduced here as long as they remain consistent with the ideologies expressed in the *Creating Neighbors* concept. Facilitators are encouraged to bring their unique experiences and personal styles with them into their facilitation practices.
 - ☒ Transition into Task #3

¹ Trauma: term used to describe any event that affects a person negatively and overwhelms their internal resources and ability to cope.

² Transference: (in this case) when a student subconsciously projects unresolved emotions onto the teacher. Countertransference: (in this case) when an educator subconsciously projects their unresolved emotions onto the student.

Task #3: Student Stories: presentations on how the topics in question have impacted their educational experience (15 min.)

- ☒ There should be two student presenters, one to address each of the two topics presented in this workshop: 1) Cultural Humility in the prison ed. setting, and 2) Stereo Types & Misperception of incarcerated students. It is recommended that student facilitators refrain from being presenters, this way participants will be exposed to differing perspectives.
 - Prompts:
 - What has your experience been like regarding Cultural Humility in the prison ed. environment?
 - Discuss a time that you have been stereotyped or misperceived, or witnessed another student be stereotyped or misperceived, in the prison classroom?
- ☒ Presentations should not exceed 7 minutes, and should depict a personal experience they have had in their past that connects directly to the workshop content.
- ☒ The facilitator should introduce student presenters, thank them upon conclusion, and inform participants that students' stories will be revisited later during small group discussions should they have any questions.
- ☒ See Appendix "C" for sample student stories.
- ☒ Transition into task #4

Task #4: Small Group Discussions Part One (35 min.)

- ☒ Upon completion of the student stories, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- ☒ The topic of discussion for these small groups is Cultural Humility (consistent with the ideology of *Creating Neighbors*).
 - Possible questions for consideration include:
 - As an educator, how much do you think you know about prison culture?
 - How do you believe you come across to your incarcerated students?
 - Do you believe you treat your students on campus the same as your incarcerated students?
 - What is your approach to intercultural communication?
 - Where have you gotten your understanding of prison culture?
 - Do you think that all incarcerated citizens are synonymous?
 - Do you ever ask questions to understand your incarcerated students' backgrounds better?
 - Do you think it is necessary to have an understanding of prison culture to teach in a carceral setting?
 - Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.

- These are co-learning discussions. Your role is to facilitate, not lecture.
Minimalize questions to clarification purposes and utilize active listening skills.
- ☒ Transition to 15-minute break.

Task #5: Small Group Discussions Part Two (35 min.)

- ☒ After break, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is Stereotypes & Misperceptions (consistent with the ideology of *Creating Neighbors*).
 - Possible questions for consideration include:
 - What are some stereotypes of prisoners that you've been exposed to?
 - How are prisoners depicted in media? How do you feel about these depictions?
 - Are there any stereotypes of prisoners that you agree with?
 - Can you think of a time that you've personally stereotyped incarcerated students?
 - Do you think stereotypes are a big deal?
 - Have any of your incarcerated students ever mentioned or commented on stereotypes used in carceral setting?
 - Are you aware of any behaviors or language that incarcerated students may view as offensive?
- ☒ Transition into Task #6.

Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during the small groups.
 - Possible questions for consideration include:
 - What has your experience been like for you exploring these topics?
 - Did anything come up that you did not expect?
 - Did you learn anything new?
 - Did you notice any commonalities amongst yourself and fellow members? Any themes?
 - What connections can you make, if any, between the two topics discussed today?
- ☒ After all participants that would like to share have been given the opportunity to do so, the facilitator will conclude the workshop with the following:
 - Remind participants' to complete the homework: Take Home Questionnaire for Workshop #1 (in participant packet). Ask all participants to please complete the questionnaire and bring it back with them to the next workshop.
 - Thank all participants for coming, sharing, and being open to this process.

- Inform them that 3 – 5 educators are asked and encouraged to present during workshop #3. Give brief explanation of presentations (see workshop 3, task #3) and acquire volunteers no later than workshop #2.
- Invite them to return for workshop #2.

Task #7: Facilitator Reflection Group (to be performed post-workshop)



☒ See Appendix “D”.

WORKSHOP #2





THEORY & PRACTICE

Learning Objectives:

Upon completion of this workshop, participants will be able to...

-  Identify their own personal motivations for teaching in a carceral setting
-  List at least 3 stereotypes and/or misperceptions they currently bring with them into their teaching practices in the carceral setting

Materials:

-  Writing utensils
-  Paper
-  Name tags (blank stickers & permanent mark will suffice)
-  Workshop #2 Participant Packet

Facilitator Roles:

- ☒ Utilize the basic listening sequence (active listening)
- ☒ Lead discussions
- ☒ Appropriately self-disclose
- ☒ Embody facilitative attitudes:
 - genuineness/realness/congruence
 - acceptance/caring/prizing
 - empathic understanding
- ☒ Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- ☒ Assign “Tasks” to facilitators (ahead of workshop)

Task #1: Greetings & Agenda (15 min.)

- ☒ As outlined in workshop #1, if arriving at the workshop location prior to participants, greet them as they arrive and direct them to their seats (mingle if time permits). When arriving after them, be prepared to go in and get started.
- ☒ During this time, pass out the Workshop #2 Participant Packet
- ☒ Begin the workshop by welcoming everyone back and conveying gratitude for her or his attendance.
- ☒ Next, preview the agenda for the day:
 - Introduction of the today’s topic: Theory & Practice; Educational /Life Traumas (15 min.).
 - Student stories: Two incarcerated students will tell of their experience regarding today’s topics (15 min.).
 - Small group discussions part one: on theory and practice of education in a carceral setting (35 min.).
 - 15-minute break.
 - Small group discussions part two: on educational traumas, life traumas, and how they present in the carceral setting (35 min.).
 - Reconvene as whole group for reflection & integration of small group discussions (20 min.).

- Concluding thoughts (10 min.).

☒ Transition into Task #2.

Task #2: Mini-Lecture on Theory, Practice, and Trauma (15 min.)

☒ This mini-lecture should serve as a reminder of these two topics originally introduced in workshop #1 during the introduction of the *Creating Neighbors* concept.

☒ Talking points:

- Theory & Practice: This aspect of Creating Neighbors considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc.
 - Professor Motivations: It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not?
 - Teaching Styles & Learning Styles: There is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to participate and be active in learning? Moreover, why has this style of teaching been chosen, and were student learning styles considered in making that decision? Lastly, how is power negotiated and balanced in the classroom? Are you experiencing any internal complications regarding conflict avoidance?
- Educational Traumas /Life Traumas: The rates of individuals with traumatic backgrounds are high in prisons. Some of which has taken place in educational settings. Coupled with this, many educators may have experienced trauma as well. This opens up the prison education environment to the possibility of transference and countertransference and when unrecognized, can lead to re-traumatization. Furthermore, trauma is not a phenomenon that exists solely in one's pasts. Trauma can be an ongoing and ever-present occurrence anyone's life, which further complicates interpersonal interactions. Therefore, this is an area worthy of mindfulness and intentionality.

☒ Additional talking points may be introduced here as long as they remain consistent with the ideologies expressed in the *Creating Neighbors* concept. Facilitators are encouraged to bring their unique experiences and personal styles with them into their facilitation practices.

- ☒ Ensure understanding of these topics before moving on. Answer any questions participants have for clarification.
- ☒ Transition into Task #3.

Task #3: Student Stories: presentations on how the topics in question have impacted their educational experience (15 min.)

- ☒ There should be two student presenters, one to address each of the two topics presented in this workshop: 1) Theory & Practice, and 2) Educational/Life Traumas. It is recommended that student facilitators refrain from being the presenters, this way participants will be exposed to differing perspectives.
 - Prompts:
 - Talk about an experience you've had in the carceral classroom that led you to question an educator's use of theory or educational practice.
 - Discuss a time you've experienced friction between an educators teaching style and your ability to learning.
 - Discuss an experienced you've had in which your past traumas have been triggered in the carceral classroom.
- ☒ Presentations should not exceed 7 minutes, and should depict a personal experience they have had in their past that connects directly to the workshop content.
- ☒ The facilitator should introduce student presenters, thank them upon conclusion, and inform participants that students' stories will be revisited later during small group discussions should they have any questions.
- ☒ See Appendix "C" for sample student stories.
- ☒ Transition to task #4

Task #4: Small Group Discussions Part One (35 min.)

- ☒ Upon completion of the student stories, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- ☒ The topic of discussion for these small groups is Theory & Practice (consistent with the ideology of *Creating Neighbors*).
 - Possible questions for consideration include:
 - What initially motivated you to teach in a carceral setting?
 - Since beginning, have your motivations changed in anyway?
 - Is there a connection between your motivations and your teaching style/the way you interact with students?
 - Do you think there are any unhealthy motivations for teaching in prison?
 - How would you describe you teaching style?
 - What have you experienced as far as learning styles in the carceral setting?
 - Have you ever adjusted your approach based on what you were experiencing in your classroom?
 - What role does power play in carceral education? Do you think power is the same or different then when teaching on campus? How do you handle conflict?

- What was your own educational journey like, and how do you think it relates to how you approach prison education?
- Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.

☒ Transition to 15-minute break.

Task #5: Small Group Discussions Part Two (35 min.)

- ☒ After break, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is Educational/Life Traumas (consistent with the ideology of *Creating Neighbors*).
 - Possible questions for consideration include:
 - What are your thoughts on the connection between trauma and education? Do you see it as concerning?
 - Do you think a trauma informed approach may be necessary?
 - How do you think stress, chronic stress, historical trauma, complex trauma, etc., intersect for students who are now living in the trauma that occurs in prison?
 - How should we address educational trauma in the carceral setting?
 - It is very important to remain mindful of the direction this conversation takes. When it comes to the topic of trauma, you may easily find yourself practicing outside of your scope. At no time should you be exploring specific instances of anyone's trauma.

☒ Transition into Task #6.

Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during their small groups.
 - Possible questions for consideration include:
 - What has your experience been like for you exploring these topics?
 - Did anything come up that you did not expect?
 - Did you learn anything new?
 - Did you notice any commonalities amongst yourself and fellow members? Any themes?
 - What connections can you make, if any, between these two topics discussed today?
- ☒ After all participants that would like to share have been given the opportunity to do so, the facilitator will conclude the workshop with the following :

- Remind participants' to complete the homework: Take Home Questionnaire for Workshop #2 (in participant packet). Ask all participants to please complete the questionnaire and bring it back with them to the next workshop.
- Thank all participants for coming, sharing, and being open to this process
- Invite them to return for workshop #3.

Task #7: Facilitator Reflection Group (to be performed post-workshop)

- ☒ See Appendix "D".

WORKSHOP #3





SHARED SPACE

Learning Objectives:

Upon completion of this workshop, participants will be able to...

-  Reflect on the concept of Creating Neighbors and discuss how it can be incorporated into their individual teaching practices moving forward.

Materials:

-  Writing utensils
-  Paper
-  Name tags (blank stickers & permanent mark will suffice)
-  Workshop #3 Participant Packet

Facilitator Roles:

- ☒ Utilize the basic listening sequence (active listening)
- ☒ Lead discussions
- ☒ Appropriately self-disclose
- ☒ Embody facilitative attitudes:
 - o genuineness/realness/congruence
 - o acceptance/caring/prizing
 - o empathic understanding
- ☒ Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- ☒ Assign “Tasks” to facilitators (ahead of workshop)

Task #1: Greetings & Agenda (15 min.)

- ☒ As outlined in workshop #1, if arriving at the workshop location prior to participants, greet them as they arrive and direct them to their seats (mingle if time permits). When arriving after them, be prepared to go in and get started.
- ☒ During this time, pass out the Workshop #3 Participant Packet
- ☒ Begin the workshop by welcoming everyone back and conveying gratitude for her or his attendance.
- ☒ Next, preview the agenda for the day:
 - o Introduction of the today’s topics: Shared Space (15 min.).
 - o Educator Perspectives: 3 – 5 educators will discuss their perspective on prison education and best practice (30 min.).
 - o Small group discussions part one (35 min.).
 - o 15 minute break
 - o Small group discussions part two: (35 min.).
 - o Reconvene as whole group for reflection & integration of small group discussions (20 min.).
 - o Concluding thoughts (10 min.).
- ☒ Transition into Task #2.

Task #2: Mini-Lecture on Shared Space (15 min.)

- ☒ This mini-lecture is intended to take all that has been experienced thus far throughout the workshop series and create a space for the creation of ideas and focus on moving forward in prison education.
- ☒ Talking points:
 - Now that we have introduced our thoughts and perspectives on prison education, we would like to focus more on what our educators have to contribute. This will be our focus today.
 - We would like honest feedback on thoughts about the *Creating Neighbors* concept.
 - Today we are going to work together on bridging gaps. What's missing from *Creating Neighbors*? What can be improved? So on and so forth.
 - As previously stated throughout this series, we do not have the answers for how to create the perfect prison education environment. Our goal has been to come together to explore and exchange experiences. To raise our awareness, and enter into a space for shared growth. We recognize that we are all in this together, and that it happens with all of us, or it doesn't happen at all. Thus, the educators' voice is crucial. Today we want to embrace those voices and incorporate them into our plans for moving forward.
- ☒ Additional talking points may be introduced here as long as they remain consistent with the ideologies expressed in the *Creating Neighbors* concept. Facilitators are encouraged to bring their unique experiences and personal styles with them into their facilitation practices.
- ☒ Transition into Task #3.

Task #3: Educator Perspectives: presentations on educator perspectives regarding prison education and best practice (30 min.)

- ☒ There should be 3 - 5 presenters. Presenters may be participant from the workshop, or the educators responsible for organizing the workshop events.
 - Prompt:
 - Discuss your perspective on prison education and best practice.
- ☒ Presentations should not exceed 7 minutes, and should specifically relate to prison education development/professor and student growth.
- ☒ The facilitator should introduce presenters, thank them upon conclusion, and inform participants that the presentations will be revisited later during small group discussions should they have any questions.
- ☒ Presenters should be chosen no later than the end of workshop #2! This way the presenters will have ample time to prepare for their presentation. It is recommended that these presentations be introduced at the end of workshop #1 to let participants know and think about whether or not they would like to present.
- ☒ Transition into task #4.

Task #4: Small Group Discussions Part One (30 min.)

- ☒ Upon completion of the student stories, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.

- ☒ The topic of discussion for these small groups is what is missing from *Creating Neighbors*?
 - Possible questions for consideration include:
 - What concepts are missing from *Creating Neighbors*?
 - Is there anything you think needs to be addressed when considering prison education?
 - What would you do differently?
 - Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
 - These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.

☒ Transition to 15-minute break.

Task #5: Small Group Discussions Part Two (30 min.)

- ☒ After lunch, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is lingering questions.
 - Possible questions for consideration include:
 - Throughout this workshop series, what questions arose for you?
 - What questions are you left sitting with?

☒ Transition into Task #6.

Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during their small groups.
 - Possible questions for consideration include:
 - What has this experience been like for you?
 - Did anything come up that you did not expect?
 - Did you learn anything new?
 - How do you feel moving forward in your teaching practices?
 - Do you have any final comments?
- ☒ After all participants that would like to share have been given the opportunity to do so, the facilitator will conclude the workshop with the following :
 - Remind participants' to complete the homework: Take Home Questionnaire for Workshop #3 (in participant packet). Ask all participants to please forward completed questionnaires to Dr. Jones as workshop series has concluded and they will not be returning.
 - Thank all participants for coming, sharing, and being open to this process.

Task #7: Facilitator Reflection Group (to be performed post-workshop)

- ☒ See Appendix "D".

APPENDIX A:

THEORIES IN PRACTICE

The importance of understanding theories of human behavior cannot be over emphasized when leading groups focused on support, personal growth, life-decision making, counseling, or therapy. Such groups will be effective only if the leader can use theory to help members understand their thoughts, feelings, and behaviors. It is helpful to have some understanding of one or more theories in helping when leading psychoeducational groups and certain discussion groups (Jacobs, Schimmel, Masson, & Harvill, 2016).

Creating Neighbors is rooted in Carl Rogers' Person-centered Theory (1989). There are also aspects of bell hooks' (1994) Teaching to Transgress pedagogy implemented and explored as well. This means that there are certain roles and behaviors required of facilitators while facilitating *Creating Neighbors*. As such, the following will provide a necessary summation of the works of Carl Rogers and bell hooks as relates to facilitation of *Creating Neighbors* (note: the works of both Carl Rogers and bell hooks stretch far beyond the realm of what is mentioned here).

Person-Centered Theory (Rogers, 1959, 1967):

Embodies the perspective that individuals possess resources within themselves for self-understanding and altering self-concepts, attitudes, and behaviors, which can only be accessed in growth-promoting climates. Change is considered necessary when there is a major disconnect between an individual's real world and ideal selves; simplified, who you truly are internally versus who you present as externally. In practice, three elements create the necessary growth-promoting environment in which change takes place:

- Genuineness/realness/congruence: helpers embody their own feelings and attitudes flowing in the moment
- Acceptance/caring/prizing: helpers demonstrate unconditional positive regard; willingness for the clients to embody feelings and attitudes in the moment
- Empathic understanding: accurately sensing and communicating understanding of the client's feelings, meanings, and experience

During the helping process, it is the helper's role to create this growth-promoting environment and demonstrate these three facilitative elements through active listening.

As a helper utilizing this theoretical basis, your primary goal becomes the creation of this growth-promoting environment, and the afore-mentioned elements are obligatory. Central to this ideology is the idea that people have all the answers to their struggles within, and that they are the experts in their own lives. Therefore, the helper is not the expert and does not have the answers to the presenting problem. Additionally, they should not be challenging the thoughts or behaviors of the helpee as irrational and problematic (characteristic of other theoretical models such as CBT).

Furthermore, with regard to education specifically, our goal is the facilitation of change and learning. Learning can only take place were willingness to learn exists, and the process of learning forgoes the consumption of static knowledge. The educational environment has conditions that, when met, encourage self-initiated, significant, experiential learning. When educators possess the attitudinal qualities of realness, prizing, acceptance, trust, and empathic understanding when facilitating learning, then significant learning can take place.

bell hooks' Teaching to Transgress (hooks, 1994):

bell hooks promotes that teaching in a manner that respects and cares for the souls of students is essential to providing the necessary conditions in which learning can take place deeply and intimately. That teaching in a manner that empowers students requires teachers to be actively committed to a process of self-actualization. She asserts that educators have often used classrooms to enact rituals of control about domination and unjust exercise of power. From her perspective, building community creates a climate of openness and intellectual rigor. Community creates a sense of shared commitment and common good that binds students and teachers, and that one way to do this is to recognize the value of each individual voice.

Furthermore, instead of fearing conflict in the classroom, we must find ways to use it as a catalyst for new cognition and growth. If confronted with diversity in the classroom, it is necessary to recognize "cultural codes". When there are feelings of absence of safety, it often promotes prolonged silence or lack of engagement by students.

Critical pedagogical practices provide students with ways of knowing that enhance their capacity to live fully and deeply. Active engagement from students in the learning environment aides in the creation of a learning community that fully embraces multiculturalism.

APPENDIX B:

FACILITATION SKILLS

Facilitators should have an understanding of basic facilitative skills. Please note the following skills adopted from Corey's (2012) work on group facilitation.

- **Active listening:** Involves paying total attention to the speaker and being sensitive to what is being communicated verbally and nonverbally.
- **Blocking:** At times leaders must intervene to disrupt counterproductive behavior within the group. Blocking is a skill that requires sensitivity, directness, and the ability to intervene without attacking the wrongdoer.
- **Clarification:** Often, it is necessary to assist members in clarifying their statements. Clarification may be done for the benefit of the entire group or the speaker's benefit.
- **Confronting:** Confrontation can be a powerful way of challenging members to take an honest look at themselves. If handled poorly, confrontation can be detrimental for both the person being confronted and the group process.
- **Disclosing Oneself:** Leaders revealing personal information can have a positive impact on a group. However, the skill consists of knowing what, when, and how much to reveal. When done appropriately, the effects are likely to be positive. If a leader shares too much too soon, the effects are likely to be adverse because members may not yet be ready for such disclosure. This skill should always be used intentionally.
- **Empathizing:** The core of this skill lies in the leader's ability to sensitively comprehend the subjective experience of the participant, yet retain his or her own separateness. To empathize requires caring for the group members on the leader's part.
- **Linking:** A way to promote interaction among members by looking for themes that emerge in the group and connecting the work that members do to those themes.
- **Modeling:** Group members learn through observing the leader's behavior. When leaders demonstrate honesty, respect, openness, risk taking, and assertiveness, they can foster these qualities in members.
- **Questioning techniques:** Effective questioning comes with experience. Knowing what to ask and when to ask it can be a difficult task. Too many questions can cause a member to shut down, while not asking enough questions may affect your ability to deepen the focus.
- **Paraphrasing:** In a sense, an extension of listening. To recast what someone said to into different words so that the meaning is clearer to both the speaker and the group. Effective paraphrasing zeros in on the core of a person's message, sharpening the focus and eliminating ambiguity.
- **Reflecting Feelings:** A skill of responding to the essence of what a speaker has communicated, highlighting the emotions they have conveyed. The purpose is to let members know that they are being heard and understood.
- **Summarizing:** Pulling together the important elements of a group interaction or discussion and summing up what took place or was said over that period.
- **Supporting:** Providing group members with encouragement and reinforcement, especially when they are disclosing personal information, exploring painful feelings, or taking risks.

APPENDIX C:

SAMPLE STUDENT STORIES

Workshop #1 Example

Topic: Stereotypes & Misperceptions

By: Jacob Robles

Not too long ago, I was participating in a class activity when my encounter with a stereotype happened. Our professor asked each student to come up with an argument where one theme could potentially possess two opposing premises. She said that every student would have to share what they came up with. I started thinking about what I would say as she began to call on students. One student said, "All drug addicts are addicted, therefore they should go to jail; all drug addicts are addicted, therefore they should receive help." Another student said, "All life is valuable, therefore abortions should be illegal; all life is valuable, therefore we should allow abortions to protect the mother." It was interesting to see how arguments can be perceived from multiple perspectives. When she finally came to me, I said "betrayal hurts, therefore avoid breaking trust; betrayal hurts, therefore don't trust anyone." There was a small pause before she finally said, "Wow, look at you! One would think looking at you with your long hair slicked back, that you're all cliqued up, but there's some real intelligence there!" Immediately, everyone began laughing at me. I turned red, started laughing as well, and pretended it was not a big deal, because after all, I have heard this said about me before. However, later on when I was able to process what had happened, I realized this was different. Typically, I heard this said about me from my fellow peers, but this time it came from the last person I would ever think to label me under a disparaging identity--a teacher. I know she was not aware of the gravity of what she had said, and usually she is an ally to my rehabilitation, but it still struck me as offensive. The message was loud and clear, I am perceived by generalizations and false identities. All Mexican Americans in prison with long slicked back hair must be "cliqued up". The reality is, I used to be a gang member a little over 12 years ago and ironically, I had a short buzzed cut. I thought that growing my hair out would rid me of the image of gang member, but when a person comes into a setting like prison, generalizations are so much easier to hold--no matter the hairstyle. I know hanging over my head are a number of negative identities. I wonder, though, how long will the way I look be simply perceived through a negative lens? Will any teacher who has me as a student, see something else, or will they always jump to the first thought in their mind, because it is supposedly the most accurate, that since I am in prison, and am Mexican American with long hair, I must be cliqued up?

Workshop #2 Example

Topic: Educational/Life Trauma in the prison classroom

By: Ezakiel Johnson

I want to begin by stating that I do not intend for anyone to feel bad for me, and I hope not to trigger anyone else. I am tasked with talking about a time my trauma was triggered in a prison

classroom. Within my story I also think it is important to discuss other aspects such as norms, transference, and false conceptions. I am not going to use a specific classroom as an example in my story, but I can say this has happened in many of my classes, some more than others. It can happen in any classroom where needs, individual or collective, are not being met. Let me also highlight the fact that this story is unique to me.

I was abused as a child, I will not get into the details of that, but it is the foundation of my story. Due to my abuse, I grew up having triggers and became hypersensitive to a vast amount of personality traits. One of my greatest triggers I have not yet overcome is when I see people displaying predatory behaviors, or I feel as if they are. One definition of predatory means being inclined or intending to injure or exploit others for personal gain or profit. That may be a little extreme, but let us think about this. For example, I have seen a man approach the professor after class, talk about something barely class related, mainly about this cult he was starting, then exit to the hallway, pace back and forth, trying to think of anything he can talk to her about, then come back. I saw him do this at least 5 times in one day, on three separate occasions. The last time I seen it, the professor ran out of class. So to me this is the predatory part. Class is over, time for the professor to go, and you have no consideration of these elements, to take it further, the topics he is sharing in class are extremely off putting. Again, non-class related, and very uncomfortable for others. As a collective, there are others cross-talking and interrupting class repeatedly.

At this point, I am triggered. You may think I am just a disgruntled student finding things to complain about, but experiencing this in real time is hard for me. I feel I have no power in the class to shut this down, so the whole time I am rooting for the teacher to do so. When it continues, I sort of become frustrated with the professors' inability to regroup. This in turn is consuming most of my class time because I fall into this spiral of negativity where the whole time I am just expecting someone to interrupt class and kind of feeling for the teacher instead of focusing on the content. This is a major barricade for my learning.

Not only am I experiencing being triggered, but I am also transferring this onto the professor. Is she also being triggered and how is that impacting her teaching? In one of my classes the professor became so frustrated with the students asking her the same question over and over about homework that she said, "damn, I should have brought a translator with me." So I know some things may be going on in her thought process that is also affecting her coping in the classroom.

I wanted to mention my perception of that teacher too because it was another concern of mine that was leading me to question if I was being educated properly, because if he/she is being impacted then so am I. that is why it is extremely important for me that educators and students alike establish norms in the classroom. Norms hold an accountability factor and they teach us skills for real-world application. For instance, if a norm like, no questions during lecture time is established, I am learning how to take notes and become a good listener. I know Duran has the norm where if we feel zinged that we count to 10 before we speak, which teaches us to think before we speak, gives us the benefit of intellectual discussions, and gives us a small tool on how to respond to being triggered.

You may think I am a fanatic for norms, but I hope you can begin to see why they are so important to me. We have been having discussions about the culture of conflict avoidance, and it plays a massive role in the potential separation or connection of a classroom. Just as I preached two weeks ago, it is both sided. It is important for us students to have conversations and learn to be self-governing, and it is important for the educator to be able to establish a respectful, humble learning culture. Again, I would like to highlight that this experience is unique to me, we all react differently, but I hope it can give an overview that students do not just drop classes or check out for no reason, some of the time. You never know what types of alarms are present and effecting the next students' academic security. Thank you.

APPENDIX D:

FACILITATOR REFLECTION GROUP

Following each workshop, the facilitators should convene amongst themselves to process what took place during the workshop. If not immediately following the workshop, at least within a day or two so that memories are still fresh. This reflection group provides an opportunity for facilitators to discuss their experience of the workshop, and to give and receive feedback from other facilitators. As with the rest of the *Creating Neighbors* procedures, practices during these reflection groups shall remain consistent with the person-centered approach. Areas for exploration within these groups include:

- ❖ Individual performance:
 - What do you feel your strengths were during the workshop?
 - What do you feel your areas for growth are for the next workshop?
 - Were there any times that you felt uncomfortable?
 - When did you feel most comfortable?
- ❖ Group performance:
 - What you feel others' strengths and areas for growth are.
 - What do you feel (if anything) needs to be addressed before the next workshop?
 - How do you feel about our depth of focus? Did we go too shallow? Should we be looking deeper into these subjects?
- ❖ Participant engagement:
 - What issues/conflicts arouse regarding participants?
 - How do you feel about your performance of facilitation skills?
 - Were there any signs that a participant might have been uncomfortable?
 - How do you feel about your self-disclosure?
 - Did you experience any transference or countertransference?

These are all suggested areas for reflections. Others you can think of may be added to the discussion.

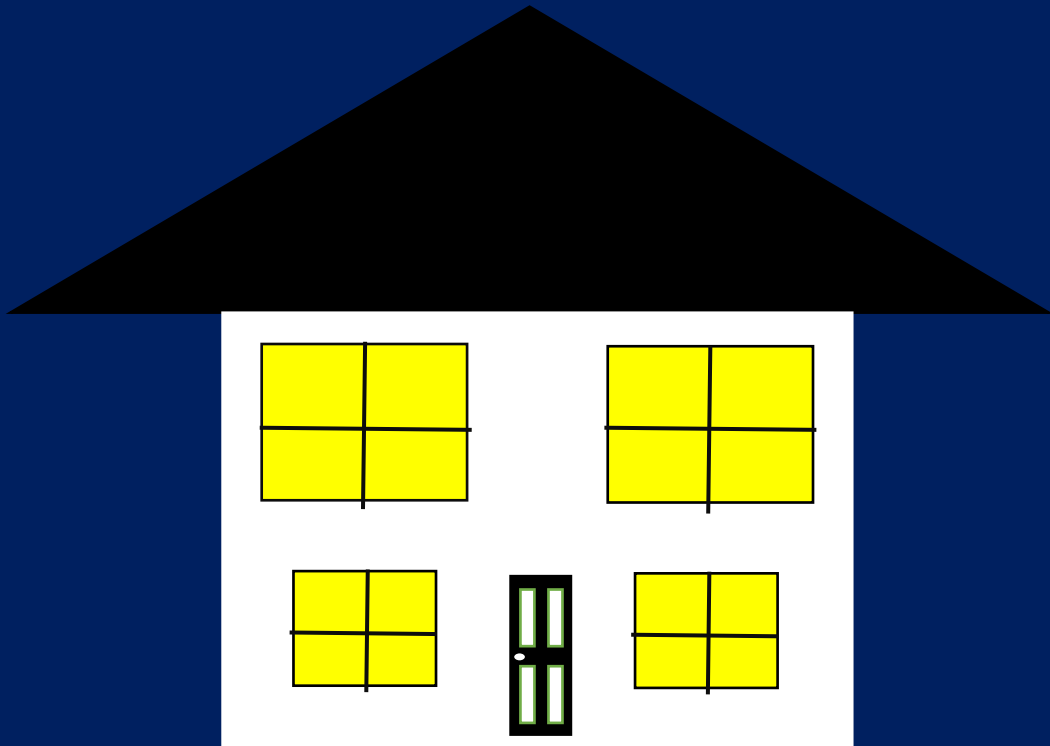
APPENDIX E:

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WORKSHOP #1 PARTICIPANT PACKET

CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.



Jerry King, Angelo Ward, & Ezakiel Johnson

CREATING NEIGHBORS OVERVIEW

Creating Neighbors is a prison education faculty-training workshop series consisting of three (3) three-hour workshops facilitated by both education faculty and incarcerated students. In an attempt to increase incarcerated student involvement and raise educators' awareness to students' unique experiences, *Creating Neighbors* was established. By coming together with educators in the training environment, we, the authors of this workshop series, strive for community building and self-growth, ultimately resulting in improved faculty training outcomes and improved prison education environments.

Creating Neighbors is a person-centered ideology. We strive to move away from cost-centered perspectives and towards perspectives that allow incarcerated students to live within their full humanity. When we hear about prison education in the media we often encounter storylines consisting of financial benefits as the result of lowered recidivism rates. However, we rarely hear about the personal implications of prison education for incarcerated students, and almost never from their own voices. *Creating Neighbors* not only challenges incarcerated students to aspire walk the road of self-actualization, but also challenges educators to take responsibility for their influence on incarcerated students and the prison education environment (hence the outside interlocking bubbles on the diagram).

Areas explored through *Creating Neighbors* include the following:

Cultural Humility: As educators, how much do you think you know about prison culture? If your answer is little to nothing, is that reflected in your interactions with incarcerated students? Or do you “put on” as if you know “what’s up”? If your answer is that you know enough, where is it that you have gotten this understanding? Movies, television? Do you think that all incarcerated citizens are synonymous; that they are all representatives of prison culture? These are all relevant questions for exploration. As with many other developing areas regarding intercultural interactions, prison is no different. Your approach may mean the difference between students' success and failure. Now, that's not to say that this will be the case for every student. However, your approach can, and does, make a difference. With *Creating Neighbors*, we want to emphasize the importance of discussing things like power, authority, and norms in prison education as it relates to the culture of prison. Before educators can adapt their practices intentionally to what best fits their incarcerated students they need an understanding of the culture. This begins with cultural humility. By simply positioning oneself not to be the expert on incarcerated students, resisting assumptions that prison culture is defective and wholly corrupt, and entering with an attitude of willingness to learn makes all the difference. Approaches to the contrary have a long history of disenfranchising students.

Stereotypes & Misperceptions: We all have biases. Some we are aware of and others we are not. Some we may perceive as positive, while others negative. Either way, they influence our behaviors and open up the potential for offending others, even when we do not mean to (i.e., intent vs. impact). Furthermore, mass media has a long history of portraying toxic narratives of the incarcerated population. We are often depicted as manipulators, liars, helpless, hopeless, and illiterate. Many of which are often brought into the prison education environment through micro-aggressions. Thus, this is an area worth exploring when considering the impact educators can have on students. Whether explicitly or implicitly conveyed, stereotypes, labels, etc., may leave

students doubting their self-efficacy, their educator's genuineness, or the education systems integrity all together. For whatever reason, the reality is that many educators come into prisons with preconceived notions about who their students are and such notions influence approaches to teaching, rapport, etc., and until we can create an environment free of harmful stereotypes and misperceptions, we will not have a growth-producing, self-actualizing one.

Theory & Practice: This aspect of *Creating Neighbors* considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc. It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not? Furthermore, there is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to participate and be active in learning? Moreover, why has this style of teaching been chosen, and were students considered in making that decision? Additionally, how is power negotiated and balanced within the classroom? Expectations of students, curriculum, grading procedures, these are all aspects of education that place power over students into the hands of educators. These dynamics merit consideration.

Educational Traumas³/Life Traumas: The rates of individuals with traumatic backgrounds are high in prisons. Some of which has taken place in educational settings. Coupled with this, many educators may have experienced trauma as well. This opens up the prison education environment to the possibility of transference and countertransference⁴, and when unrecognized, can lead to re-traumatization. Furthermore, trauma is not a phenomenon that exists solely in one's pasts. Trauma can be an ongoing and ever-present occurrence anyone's life, which further complicates interpersonal interactions. Therefore, this is an area worthy of mindfulness and intentionality.

Overall, within each of these categories, these are all topics and questions worth considering. Be clear, *Creating Neighbors* does not have the answers to all these questions, nor a "how to" road map for how prison education environments should be. Our philosophy is that by reflecting on these areas and questioning our intents and motivations in a growth-producing environment, we can create a community in which educators strive to represent their highest possible self, and by

³ Trauma: term used to describe any event that affects a person negatively and overwhelms their internal resources and ability to cope.

⁴ Transference: (in this case) when a student subconsciously projects unresolved emotions onto the teacher. Countertransference: (in this case) when an educator subconsciously projects their unresolved emotions onto the student.

extension create an environment where students will do so as well. Hence, becoming more than reintegrated offenders in the long run, they will be neighbors.

“CREATING NEIGHBORS”

Workshop #1 Handout



- ➔ Moving from a cost-centered to a person-centered focus on prison education.
- ➔ Considering the different ways educators influence student outcomes.
- ➔ Providing a platform for incarcerated students' voices.
- ➔ Pursuing self-actualizing prison education environments; encouraging growth for both students & educators.

Common Stereotypes & Misperceptions of Incarcerated Students
We are illiterate
We are thuggish / degenerates
We are aggressive / dangerous
We all abuse, or have abused, substances
We come from ghetto neighborhoods
We are always scheming / manipulating
We are sexually frustrated (horny)
We are socially disconnected by choice (w/loved ones)
We are all liars (dishonest)
We are thieves / will steel anything not bolted down
We are helpless / hopeless
We seek education only as means to game the system (get out of prisoner)
We don't possess the abilities of professionalism
We want the easy way out / lowered expectations
We don't know what we want
We have nothing but time / nothing better to do
We will cheat if given the opportunity to
We are irresponsible
We are untrustworthy
We are emotionally dysregulated (unstable)
We are in need of saviors
We are unempathetic / uncompassionate / heartless
We lack social skills / interpersonal skills
We are antisocial
We are followers / unfit for leadership
We are disrespectful / overbearing
We are over-steppers / boundary violators

EMOTIONS						
HAPPY	SAD	BAD	ANGRY	FEARFUL	SURPRISED	DISGUSTED
Playful	Lonely	Bored	Let-down	Scared	Startled	Disapproving
Content	Vulnerable	Busy	Humiliated	Anxious	Confused	Disappointed
Interested	Despair	Stressed	Bitter	Insecure	Amazed	Awful
Proud	Guilty	Tired	Mad	Weak	Excited	Repelled
Accepted	Hurt	In-different	Frustrated	Rejected	Shocked	Judgmental
Powerful	Depressed	Apathy	Distant	Threatened	Dismayed	Appalled
Peaceful	Isolated	Rushed	Critical	Helpless	Disillusioned	Revolted
Trusting	abandoned	Overwhelmed	Betrayed	Frightened	Perplexed	Nauseated
Optimistic	Victimized		Resentful	Worried	Astonished	Detestable
Aroused	Fragile		Disrespect	Inadequate	Awe	Horrorified
Cheeky	Grief		Ridiculed	Inferior	Eager	Hesitant
Free	Powerless		Violated	Worthless	Energetic	
Joyful	Ashamed		Furious	Excluded		
Curious	Remorse		Jealous	Persecuted		
Inquisitive	Empty		Provoked	Nervous		
Successful	Inferior		Hostile	Exposed		
Confident	Disappoint		Annoyed	Insignificant		
Respected	Embarrass.		withdrawn			
Valued			Numb			
Creative			Skeptical			
Courageous			dismissive			
Thankful						
Loving						
Sensitive						
Intimate						
Hopeful						
Inspired						

CREATING NEIGHBORS: ARTICLES SERIES

We'd like to extend an invitation to participate in our articles series *Creating Neighbors: Perspectives of the Incarcerated and those tasked with educating them* that allows individuals to share their unique experiences and perspectives. We believe that through creating this platform and giving individuals a voice we can begin to move into a more conscious direction with prison education. One that invests more energy into the people involved rather than fiscal outcomes.

The following details participation criteria should you be will to participate. For further information or submittals contact: Kalinda Jones (jonesk@flc.losrios.edu).

Educators/College Faculty:

This category is for any individual interested in teaching in a carceral setting, currently teaching in a carceral setting, with past experience teaching in a carceral setting, or otherwise involved in the creation or maintenance of prison ed. programming. Our education ultimately depends on your involvement and commitment.

Potential prompts to write about:

1. What are your views towards prison education expansion?
2. What is your involvement with the creation of or maintenance of prison ed. programming? (job title, roles, duties, etc.)
3. What has your experience been like working in a prison education environment (pros vs cons)?
4. What do you see as challenges to prison education expansion?
5. What baggage (biases) if any, do you bring with you into the carceral setting?
6. How do you feel about working side by side with incarcerated students to improve prison educational settings?

WORKSHOP #1: CREATING NEIGHBORS

1.) Please explain the difference between cost-centered and person-centered prison education ideologies.

2.) Describe the concept of “Creating Neighbors” as explained in the workshop.

3.) How does cultural humility apply to the prison education setting? Please provide an example.

4.) Why did/do you want to teach in a prison? Please describe your personal motivations.

WORKSHOP #1: CREATING NEIGHBORS

5.) Please list 3 to 5 stereotypes or misperceptions about incarcerated students that you brought with you into the prison education setting.

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

6.) Where/how do you see common stereotypes and misperceptions about incarcerated individuals played out in the media? (News, social media, etc.)

7.) What did you experience during the workshop discussions? What feelings and thoughts came up for you? Were they positive or negative?

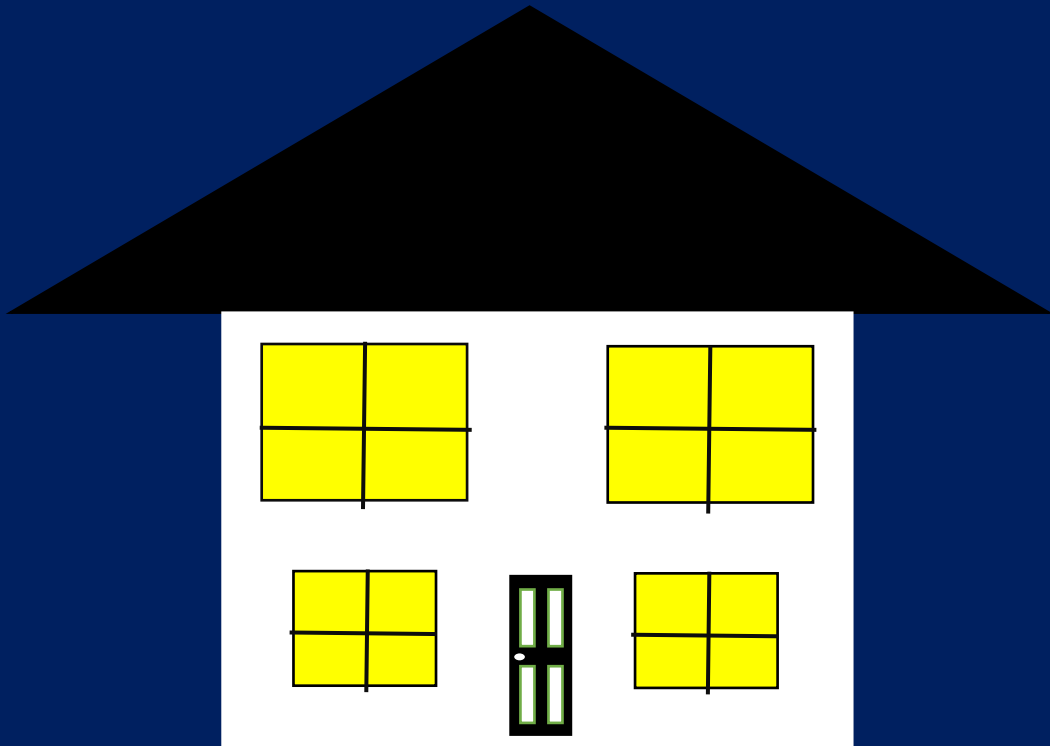
8.) Reflecting on the workshop, what new things did you learn about yourself?

NOTES

[illegible]

WORKSHOP #2 PARTICIPANT PACKET

CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.



Jerry King, Angelo Ward, & Ezakiel Johnson

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Cultural Humility: As educators, how much do you think you know about prison culture? If your answer is little to nothing, is that reflected in your interactions with incarcerated students? Or do you "put on" as if you know "what's up"? If your answer is that you know enough, where is it that you have gotten this understanding? Movies, television? Do you think that all incarcerated citizens are synonymous; that they are all representatives of prison culture? These are all relevant questions for exploration. As with many other developing areas regarding intercultural interactions, prison is no different. Your approach may mean the difference between students' success and failure. Now, that's not to say that this will be the case for every student. However, your approach can, and does, make a difference. With *Creating Neighbors*, we want to emphasize the importance of discussing things like power, authority, and norms in prison education as it relates to the culture of prison. Before educators can adapt their practices intentionally to what best fits their incarcerated students they need an understanding of the culture. This begins with cultural humility. By simply positioning oneself not to be the expert on incarcerated students, resisting assumptions that prison culture is defective and wholly corrupt, and entering with an attitude of willingness to learn makes all the difference. Approaches to the contrary have a long history of disenfranchising students.

Stereotypes & Misperceptions: We all have biases. Some we are aware of and others we are not. Some we may perceive as positive, while others negative. Either way, they influence our behaviors and open up the potential for offending others, even when we do not mean to (i.e., intent vs. impact). Furthermore, mass media has a long history of portraying toxic narratives of the incarcerated population. We are often depicted as manipulators, liars, helpless, hopeless, and illiterate. Many of which are often brought into the prison education environment through micro-aggressions. Thus, this is an area worth exploring when considering the impact educators can have on students. Whether explicitly or implicitly conveyed, stereotypes, labels, etc., may leave students doubting their self-efficacy, their educator's genuineness, or the education systems integrity all together. For whatever reason, the reality is that many educators come into prisons

with preconceived notions about who their students are and such notions influence approaches to teaching, rapport, etc., and until we can create an environment free of harmful stereotypes and misperceptions, we will not have a growth-producing, self-actualizing one.

Theory & Practice: This aspect of *Creating Neighbors* considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc. It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not? Furthermore, there is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to participate and be active in learning? Moreover, why has this style of teaching been chosen, and were students considered in making that decision? Additionally, how is power negotiated and balanced within the classroom? Expectations of students, curriculum, grading procedures, these are all aspects of education that place power over students into the hands of educators. These dynamics merit consideration.

Educational Traumas⁵/Life Traumas: The rates of individuals with traumatic backgrounds are high in prisons. Some of which has taken place in educational settings. Coupled with this, many educators may have experienced trauma as well. This opens up the prison education environment to the possibility of transference and countertransference⁶, and when unrecognized, can lead to re-traumatization. Furthermore, trauma is not a phenomenon that exists solely in one's pasts. Trauma can be an ongoing and ever-present occurrence anyone's life, which further complicates interpersonal interactions. Therefore, this is an area worthy of mindfulness and intentionality.

Overall, within each of these categories, these are all topics and questions worth considering. Be clear, *Creating Neighbors* does not have the answers to all these questions, nor a "how to" road map for how prison education environments should be. Our philosophy is that by reflecting on these areas and questioning our intents and motivations in a growth-producing environment, we can create a community in which educators strive to represent their highest possible self, and by extension create an environment where students will do so as well. Hence, becoming more than reintegrated offenders in the long run, they will be neighbors.

⁵ Trauma: term used to describe any event that affects a person negatively and overwhelms their internal resources and ability to cope.

⁶ Transference: (in this case) when a student subconsciously projects unresolved emotions onto the teacher. Countertransference: (in this case) when an educator subconsciously projects their unresolved emotions onto the student.

“CREATING NEIGHBORS”

Workshop #1 Handout



- ➔ Moving from a cost-centered to a person-centered focus on prison education.
- ➔ Considering the different ways educators influence student outcomes.
- ➔ Providing a platform for incarcerated students' voices.
- ➔ Pursuing self-actualizing prison education environments; encouraging growth for both students & educators.

EMOTIONS						
HAPPY	SAD	BAD	ANGRY	FEARFUL	SURPRISED	DISGUSTED
Playful	Lonely	Bored	Let-down	Scared	Startled	Disapproving
Content	Vulnerable	Busy	Humiliated	Anxious	Confused	Disappointed
Interested	Despair	Stressed	Bitter	Insecure	Amazed	Awful
Proud	Guilty	Tired	Mad	Weak	Excited	Repelled
Accepted	Hurt	In-different	Frustrated	Rejected	Shocked	Judgmental
Powerful	Depressed	Apathy	Distant	Threatened	Dismayed	Appalled
Peaceful	Isolated	Rushed	Critical	Helpless	Disillusioned	Revolted
Trusting	abandoned	Overwhelmed	Betrayed	Frightened	Perplexed	Nauseated
Optimistic	Victimized		Resentful	Worried	Astonished	Detestable
Aroused	Fragile		Disrespect	Inadequate	Awe	Horrorified
Cheeky	Grief		Ridiculed	Inferior	Eager	Hesitant
Free	Powerless		Violated	Worthless	Energetic	
Joyful	Ashamed		Furious	Excluded		
Curious	Remorse		Jealous	Persecuted		
Inquisitive	Empty		Provoked	Nervous		
Successful	Inferior		Hostile	Exposed		
Confident	Disappoint		Annoyed	Insignificant		
Respected	Embarrass.		withdrawn			
Valued			Numb			
Creative			Skeptical			
Courageous			dismissive			
Thankful						
Loving						
Sensitive						
Intimate						
Hopeful						
Inspired						

CREATING NEIGHBORS: ARTICLES SERIES

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The following details participation criteria should you be will to participate. For further information or submittals contact: Kalinda Jones (jonesk@flc.losrios.edu).

Educators/College Faculty:

This category is for any individual interested in teaching in a carceral setting, currently teaching in a carceral setting, with past experience teaching in a carceral setting, or otherwise involved in the creation or maintenance of prison ed. programming. Our education ultimately depends on your involvement and commitment.

Potential prompts to write about:

7. What are your views towards prison education expansion?
8. What is your involvement with the creation of or maintenance of prison ed. programming? (job title, roles, duties, etc.)
9. What has your experience been like working in a prison education environment (pros vs cons)?
10. What do you see as challenges to prison education expansion?
11. What baggage (biases) if any, do you bring with you into the carceral setting?
12. How do you feel about working side by side with incarcerated students to improve prison educational settings?

WORKSHOP #2: TRAUMA & TECHNIQUES

- 1.) What do you see as strengths and areas for growth in your approach to teaching?
- 2.) Do you believe that your teaching style addresses the potential needs of multiple student learning styles? Why?
- 3.) How do you view power dynamics in a prison education setting? Do these views differ from the way you view them on campus?
- 4.) Please discuss the role traumas play in the prison education environment. (Whom can it affect? How might it manifest?)

WORKSHOP #2: TRAUMA & TECHNIQUES

5.) What are your ideas about how trauma in the prison education environment can be minimized/addressed?

6.) What did you experience during the workshop discussions? What feelings and thoughts came up for you? Were they positive or negative?

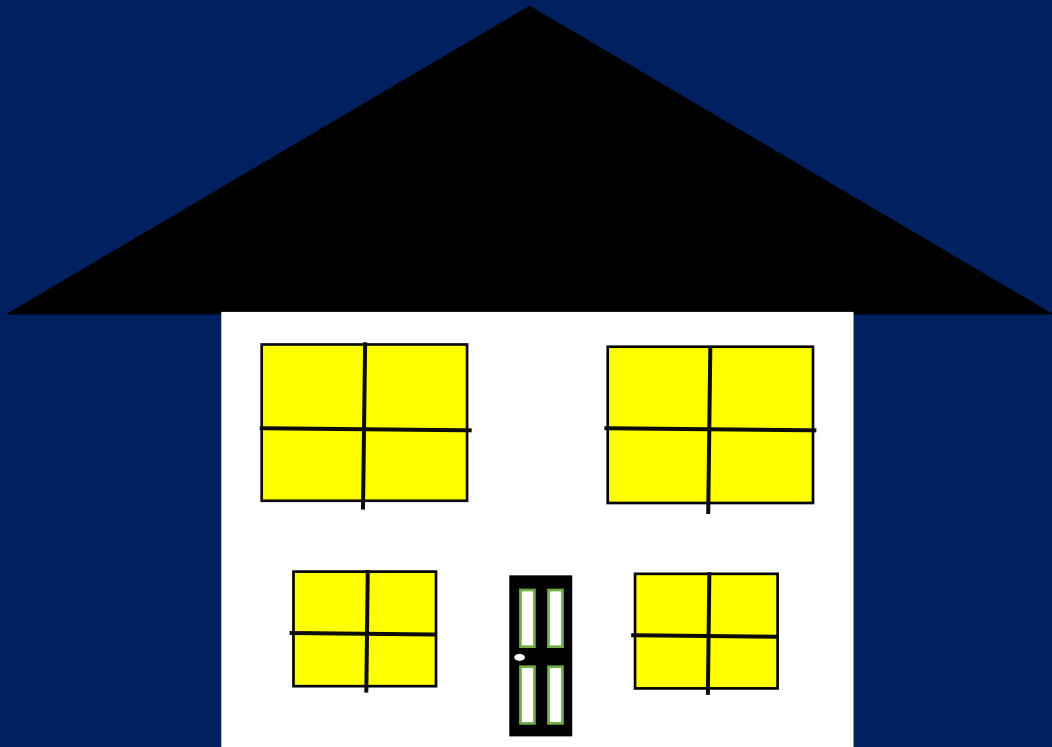
7.) Reflecting on the workshop, what new things did you learn about yourself?

NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WORKSHOP #3 PARTICIPANT PACKET

CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.



Jerry King, Angelo Ward, & Ezakiel Johnson

CREATING NEIGHBORS OVERVIEW

Creating Neighbors is a prison education faculty-training workshop series consisting of three (3) three-hour workshops facilitated by both education faculty and incarcerated students. In an attempt to increase incarcerated student involvement and raise educators' awareness to students' unique experiences, *Creating Neighbors* was established. By coming together with educators in the training environment, we, the authors of this workshop series, strive for community building and self-growth, ultimately resulting in improved faculty training outcomes and improved prison education environments.

Creating Neighbors is a person-centered ideology. We strive to move away from cost-centered perspectives and towards perspectives that allow incarcerated students to live within their full humanity. When we hear about prison education in the media we often encounter storylines consisting of financial benefits as the result of lowered recidivism rates. However, we rarely hear about the personal implications of prison education for incarcerated students, and almost never from their own voices. *Creating Neighbors* not only challenges incarcerated students to aspire walk the road of self-actualization, but also challenges educators to take responsibility for their influence on incarcerated students and the prison education environment (hence the outside interlocking bubbles on the diagram).

Cultural Humility: As educators, how much do you think you know about prison culture? If your answer is little to nothing, is that reflected in your interactions with incarcerated students? Or do you "put on" as if you know "what's up"? If your answer is that you know enough, where is it that you have gotten this understanding? Movies, television? Do you think that all incarcerated citizens are synonymous; that they are all representatives of prison culture? These are all relevant questions for exploration. As with many other developing areas regarding intercultural interactions, prison is no different. Your approach may mean the difference between students' success and failure. Now, that's not to say that this will be the case for every student. However, your approach can, and does, make a difference. With *Creating Neighbors*, we want to emphasize the importance of discussing things like power, authority, and norms in prison education as it relates to the culture of prison. Before educators can adapt their practices intentionally to what best fits their incarcerated students they need an understanding of the culture. This begins with cultural humility. By simply positioning oneself not to be the expert on incarcerated students, resisting assumptions that prison culture is defective and wholly corrupt, and entering with an attitude of willingness to learn makes all the difference. Approaches to the contrary have a long history of disenfranchising students.

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Theory & Practice: This aspect of *Creating Neighbors* considers multiple facets of prison education that all bring into question the educators teaching style, motivations, uses of power, etc. It's worth exploring the rationale for teaching in a prison because different motivations may lead to approaches that conflict with students' ability to learn and grow through their educational experience. For example, overly sympathizing and/or attempting to identify with students may lead to the adoption of a savior role on the part of the educator, can lead to placation, and can diminish levels of academic expectations. Likewise, motivators of gratification and self-fulfillment (e.g. "because I feel good doing it") may lead to more emphasis on self and less on students. Ultimately, there are many different reasons for why someone would want to teach in a carceral setting. At this point, the question for consideration is not whether or not these motivations are good or bad, but rather if the educator is aware of them or not? Furthermore, there is an abundance of theoretical perspectives on teaching styles as well as student learning styles. On a superficial level, not all students may respond well to any given style of teaching. Going a level deeper, we can begin to consider what role educators are subjecting students to in the learning process. Is it a passive role where students are expected to sit back and soak up everything the educator throws at them, or an active one in which students are expected to

participate and be active in learning? Moreover, why has this style of teaching been chosen, and were students considered in making that decision? Additionally, how is power negotiated and balanced within the classroom? Expectations of students, curriculum, grading procedures, these are all aspects of education that place power over students into the hands of educators. These dynamics merit consideration.

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“CREATING NEIGHBORS”

Workshop #1 Handout



- Moving from a cost-centered to a person-centered focus on prison education.
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Successful	Inferior		Hostile	Exposed		
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This category is for any individual interested in teaching in a carceral setting, currently teaching in a carceral setting, with past experience teaching in a carceral setting, or otherwise involved in the creation or maintenance of prison ed. programming. Our education ultimately depends on your involvement and commitment.

Potential prompts to write about:

13. What are your views towards prison education expansion?
14. What is your involvement with the creation of or maintenance of prison ed. programming? (job title, roles, duties, etc.)
15. What has your experience been like working in a prison education environment (pros vs cons)?
16. What do you see as challenges to prison education expansion?
17. What baggage (biases) if any, do you bring with you into the carceral setting?
18. How do you feel about working side by side with incarcerated students to improve prison educational settings?

WORKSHOP #3: COMMUNITY SPACE

1.) Please write a brief reflection on the concept of Creating Neighbors, discussing how it can be incorporated into you individual teaching practices moving forward. (What did you learn, how does it apply?).

CONCLUDING THOUGHTS:

Do you have any concluding thoughts regarding this workshop series? Any questions, comments, or concerns for the facilitators?

NOTES

[illegible]

Co-Facilitator Packet

CREATING NEIGHBORS: A Person-Centered Approach to Prison Ed.

Jerry King, Angelo Ward, & Ezakiel Johnson

CREATING NEIGHBORS OVERVIEW

Introduction:

Creating Neighbors is a prison education faculty-training workshop series consisting of three (3) three-hour workshops facilitated by both education faculty and incarcerated students. In an attempt to increase incarcerated student involvement and raise educators' awareness to students' unique experiences, *Creating Neighbors* was established. By coming together with educators in the training environment, we, the authors of this workshop series, strive for community building and self-growth, ultimately resulting in improved faculty training outcomes and improved prison education environments.

Because *Creating Neighbors* adopts a person-centered critical pedagogical approach to training procedures, it is essential that all facilitators be familiar with the teachings of Carl Rogers' and bell hooks (see Appendix A). Additionally, facilitators should have a basic understanding of basic facilitation skills before attempting to facilitate these workshops (see Appendix B). The learning objectives for *Creating Neighbors* are as follows:

Upon completion of the program, educators will be able to...

9. Differentiate between cost-centered and person-centered prison education ideologies.
10. Explain the concept of *Creating Neighbors*.
11. Demonstrate cultural humility for incarcerated students and prison culture.
12. Identify their own personal motivations for teaching in prison.
13. List at least 3 stereotypes and/or misperceptions they currently bring with them into their teaching practices in the carceral setting.
14. Discuss the role traumas play in the prison ed. environment.
15. Critique their individual teaching style.
16. Reflect on the concept of *Creating Neighbors* and discuss how it can be incorporated into their individual teaching practices moving forward.




Successful outcomes of *Creating Neighbors* are predicated on the facilitators' ability to promote and embody humanistic principles. Our focus is creating an experience in which participants and facilitators alike can fully embrace their own humanity, while openly accepting that of others.

WORKSHOP #1

CREATING NEIGHBORS

Learning Objectives:

Upon completion of this workshop, participants will be able to...

-  Differentiate between cost-centered and person-centered prison education ideologies
-  Explain the concept of “Creating Neighbors”
-  Demonstrate cultural humility for incarcerated students and prison culture

Co-Facilitator Roles:

- ☒ Help facilitate small group discussions (**Tasks #4 & #5**)
- ☒ Utilize the basic listening sequence (active listening)
- ☒ Appropriately self-disclose
- ☒ Embody facilitative attitudes:
 - genuineness/realness/congruence
 - acceptance/caring/prizing
 - empathic understanding
- ☒ Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- ☒ Study the workshop layout you will be participating in so you know what to expect.

Task #1: Greetings & Introductions (30 min.)

- ☒ Greetings.
- ☒ Introductions.
- ☒ Agenda overview.
- ☒ Transition to Task #2.

Task #2: Introducing *Creating Neighbors* (15 min.)

- ☒ Review the *Creating Neighbors* handout with participants, explaining the diagram and individual components
- ☒ Transition into Task #3.

Task #3: Student Stories: presentations on how the topics in question have impacted their educational experience (15 min.)

- ☒ There should be two student presenters, one to address each of the two topics presented in this workshop: 1) Cultural Humility in the prison ed. setting, and 2) Stereo Types & Misperception of incarcerated students. 3 to 5 minutes each.
- ☒ Transition into task #4.

Task #4: Small Group Discussions Part One (35 min.)

- ☒ Upon completion of the student stories and subsequent bathroom break, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- ☒ The topic of discussion for these small groups is Cultural Humility (consistent with the ideology of *Creating Neighbors*).
 - Possible questions for consideration include:

- As an educator, how much do you think you know about prison culture?
- How do you believe you come across to your incarcerated students?
- Do you believe you treat your students on campus the same as your incarcerated students?
- What is your approach to intercultural communication?
- Where have you gotten your understanding of prison culture?
- Do you think that all incarcerated citizens are synonymous?
- Do you ever ask questions to understand your incarcerated students' backgrounds better?
- Do you think it is necessary to have an understanding of prison culture to teach in a carceral setting?
- Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.

☒ Transition to 15-minute break.

Task #5: Small Group Discussions Part Two (35 min.)

- ☒ After break, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is Stereotypes & Misperceptions (consistent with the ideology of *Creating Neighbors*).
 - Possible questions for consideration include:
 - What are some stereotypes of prisoners that you've been exposed to?
 - How are prisoners depicted in media? How do you feel about these depictions?
 - Are there any stereotypes of prisoners that you agree with?
 - Can you think of a time that you've personally stereotyped incarcerated students?
 - Do you think stereotypes are a big deal?
 - Have any of your incarcerated students ever mentioned or commented on stereotypes used in carceral setting?
 - Are you aware of any behaviors or language that incarcerated students may view as offensive?

☒ Transition into Task #6.

Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during the small groups.



Task #7: Facilitator Reflection Group (to be performed post-workshop)

WORKSHOP #2

THEORY & PRACTICE

Learning Objectives:

Upon completion of this workshop, participants will be able to...

-  Identify their own personal motivations for teaching in a carceral setting
-  List at least 3 stereotypes and/or misperceptions they currently bring with them into their teaching practices in the carceral setting

Co-Facilitator Roles:

- ☒ Help facilitate small group discussions (**Tasks #4 & #5**)
- ☒ Utilize the basic listening sequence (active listening)
- ☒ Appropriately self-disclose
- ☒ Embody facilitative attitudes:
 - genuineness/realness/congruence
 - acceptance/caring/prizing
 - empathic understanding
- ☒ Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- ☒ Study the workshop layout you will be participating in so you know what to expect.

Task #1: Greetings & Agenda (15 min.)

- ☒ Greetings.
- ☒ Agenda Preview.
- ☒ Transition to task #2.

Task #2: Mini-Lecture on Theory, Practice, and Trauma (15 min.)

- ☒ This mini-lecture should serve as a reminder of these two topics originally introduced in workshop #1 during the introduction of the *Creating Neighbors* concept.
- ☒ Transition into Task #3.

Task #3: Student Stories: presentations on how the topics in question have impacted their educational experience (15 min.)

- ☒ There should be two student presenters, one to address each of the two topics presented in this workshop: 1) Theory & Practice, and 2) Educational/Life Traumas.
- ☒ Transition to task #4.

Task #4: Small Group Discussions Part One (35 min.)

- ☒ Upon completion of the student stories and subsequent bathroom break, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- ☒ The topic of discussion for these small groups is Theory & Practice (consistent with the ideology of *Creating Neighbors*).
 - Possible questions for consideration include:
 - What initially motivated you to teach in a carceral setting?

- Since beginning, have your motivations changed in anyway?
 - Is there a connection between your motivations and your teaching style/the way you interact with students?
 - Do you think there are any unhealthy motivations for teaching in prison?
 - How would you describe your teaching style?
 - What have you experienced as far as learning styles in the carceral setting?
 - Have you ever adjusted your approach based on what you were experiencing in your classroom?
 - What role does power play in carceral education? Do you think power is the same or different then when teaching on campus?
 - What was your own educational journey like, and how do you think it relates to how you approach prison education?
 - Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
 - These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.
- ☒ Transition to 15-minute break.

Task #5: Small Group Discussions Part Two (35 min.)

- ☒ After break, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is Educational/Life Traumas (consistent with the ideology of *Creating Neighbors*).
- Possible questions for consideration include:
 - What are your thoughts on the connection between trauma and education? Do you see it as concerning?
 - Do you think a trauma informed approach may be necessary?
 - How do you think stress, chronic stress, historical trauma, complex trauma, etc., intersect for students who are now living in the trauma that occurs in prison?
 - How should we address educational trauma in the carceral setting?
 - It is very important to remain mindful of the direction this conversation takes. When it comes to the topic of trauma, you may easily find yourself practicing outside of your scope. At no time should you be exploring specific instances of anyone's trauma.
- ☒ Transition into Task #6.

Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during their small groups.

Task #7: Facilitator Reflection Group (to be performed post-workshop)

WORKSHOP #3

SHARED SPACE

Learning Objectives:

Upon completion of this workshop, participants will be able to...

-  Reflect on the concept of Creating Neighbors and discuss how it can be incorporated into their individual teaching practices moving forward.

Co-Facilitator Roles:

- ☒ Help facilitate small group discussions (**Tasks #4 & #5**)
- ☒ Utilize the basic listening sequence (active listening)
- ☒ Appropriately self-disclose
- ☒ Embody facilitative attitudes:
 - genuineness/realness/congruence
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 - empathic understanding
- ☒ Strive for community building to create a sense of shared commitment, common good, and empowerment that binds the students and educators.
- ☒ Study the workshop layout you will be participating in so you know what to expect.

Task #1: Greetings & Agenda (15 min.)

- ☒ Greetings.
- ☒ Agenda Preview.
- ☒ Transition into Task #2.

Task #2: Mini-Lecture on Shared Space (15 min.)

- ☒ This mini-lecture is intended to take all that has been experienced thus far throughout the workshop series and create a space for the creation of ideas and focus on moving forward in prison education.
- ☒ Transition into Task #3.

Task #3: Educator Perspectives: presentations on educator perspectives regarding prison education and best practice (30 min.)

- ☒ There should be 3 - 5 presenters. Presenters may be participant from the workshop, or the educators responsible for organizing the workshop events.
- ☒ Transition into task #4.

Task #4: Small Group Discussions Part One (30 min.)

- ☒ Upon completion of the student stories and subsequent bathroom break, the participants shall be divided into small groups of 4 – 6 members. (Note: there should be at least one facilitator present in each small group).
- ☒ This small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share and should encourage all participants to do so.
- ☒ The topic of discussion for these small groups is what is missing from *Creating Neighbors*?
 - Possible questions for consideration include:
 - What concepts are missing from *Creating Neighbors*?

- Is there anything you think needs to be addressed when considering prison education?
- What would you do differently?
- Remember to embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- These are co-learning discussions. Your role is to facilitate, not lecture. Minimalize questions to clarification purposes and utilize active listening skills.

☒ Transition to 15-minute break.

Task #5: Small Group Discussions Part Two (30 min.)

- ☒ After lunch, the participants shall be divided into new small groups of 4 – 6 members (some groups may have overlap of previous membership, this is fine).
- ☒ As before, this small group discussion is to be led by the facilitator(s). Facilitators should ensure that all participants are afforded the opportunity to share, should encourage all participants to do so, and must embody the facilitative attitudes of genuineness/realness/congruence, acceptance/caring/prizing, and empathic understanding. It is vital that facilitators remain persistent with a person-centered approach.
- ☒ The topic of discussion for these small groups is lingering questions.
 - Possible questions for consideration include:
 - Throughout this workshop series, what questions arose for you?
 - What questions are you left sitting with?
- ☒ Transition into Task #6.

Task #6: Whole Group Reflection & Integration/Concluding Thoughts (20 min.)

- ☒ Similar to small group discussions, the facilitator will lead all participants in a reflection on what took place during their small groups.

Task #7: Facilitator Reflection Group (to be performed post-workshop)

APPENDIX A:

THEORIES IN PRACTICE

The importance of understanding theories of human behavior cannot be over emphasized when leading groups focused on support, personal growth, life-decision making, counseling, or therapy. Such groups will be effective only if the leader can use theory to help members understand their thoughts, feelings, and behaviors. It is helpful to have some understanding of one or more theories in helping when leading psychoeducational groups and certain discussion groups (Jacobs, Schimmel, Masson, & Harvill, 2016).

Creating Neighbors is rooted in Carl Rogers' Person-centered Theory (1989). There are also aspects of bell hooks' (1994) Teaching to Transgress pedagogy implemented and explored as well. This means that there are certain roles and behaviors required of facilitators while facilitating *Creating Neighbors*. As such, the following will provide a necessary summation of the works of Carl Rogers and bell hooks as relates to facilitation of *Creating Neighbors* (note: the works of both Carl Rogers and bell hooks stretch far beyond the realm of what is mentioned here).

Person-Centered Theory (Rogers, 1959, 1967):

Embodies the perspective that individuals possess resources within themselves for self-understanding and altering self-concepts, attitudes, and behaviors, which can only be accessed in growth-promoting climates. Change is considered necessary when there is a major disconnect between an individual's real world and ideal selves; simplified, who you truly are internally versus who you present as externally. In practice, three elements create the necessary growth-promoting environment in which change takes place:

- Genuineness/realness/congruence: helpers embody their own feelings and attitudes flowing in the moment
- Acceptance/caring/prizing: helpers demonstrate unconditional positive regard; willingness for the clients to embody feelings and attitudes in the moment
- Empathic understanding: accurately sensing and communicating understanding of the client's feelings, meanings, and experience

During the helping process, it is the helper's role to create this growth-promoting environment and demonstrate these three facilitative elements through active listening.

As a helper utilizing this theoretical basis, your primary goal becomes the creation of this growth-promoting environment, and the afore-mentioned elements are obligatory. Central to this ideology is the idea that people have all the answers to their struggles within, and that they are the experts in their own lives. Therefore, the helper is not the expert and does not have the answers to the presenting problem. Additionally, they should not be challenging the thoughts or behaviors of the helpee as irrational and problematic (characteristic of other theoretical models such as CBT).

Furthermore, with regard to education specifically, our goal is the facilitation of change and learning. Learning can only take place were willingness to learn exists, and the process of learning forgoes the consumption of static knowledge. The educational environment has conditions that, when met, encourage self-initiated, significant, experiential learning. When educators possess the attitudinal qualities of realness, prizing, acceptance, trust, and empathic understanding when facilitating learning, then significant learning can take place.

bell hooks' Teaching to Transgress (hooks, 1994):

bell hooks promotes that teaching in a manner that respects and cares for the souls of students is essential to providing the necessary conditions in which learning can take place deeply and intimately. That teaching in a manner that empowers students requires teachers to be actively committed to a process of self-actualization. She asserts that educators have often used classrooms to enact rituals of control about domination and unjust exercise of power. From her perspective, building community creates a climate of openness and intellectual rigor. Community creates a sense of shared commitment and common good that binds students and teachers, and that one way to do this is to recognize the value of each individual voice.

Furthermore, instead of fearing conflict in the classroom, we must find ways to use it as a catalyst for new cognition and growth. If confronted with diversity in the classroom, it is necessary to recognize "cultural codes". When there are feelings of absence of safety, it often promotes prolonged silence or lack of engagement by students.

Critical pedagogical practices provide students with ways of knowing that enhance their capacity to live fully and deeply. Active engagement from students in the learning environment aides in the creation of a learning community that fully embraces multiculturalism.

APPENDIX B:

FACILITATION SKILLS

Facilitators should have an understanding of basic facilitative skills. Please note the following skills adopted from Corey's (2012) work on group facilitation.

- **Active listening:** Involves paying total attention to the speaker and being sensitive to what is being communicated verbally and nonverbally.
- **Blocking:** At times leaders must intervene to disrupt counterproductive behavior within the group. Blocking is a skill that requires sensitivity, directness, and the ability to intervene without attacking the wrongdoer.
- **Clarification:** Often, it is necessary to assist members in clarifying their statements. Clarification may be done for the benefit of the entire group or the speaker's benefit.
- **Confronting:** Confrontation can be a powerful way of challenging members to take an honest look at themselves. If handled poorly, confrontation can be detrimental for both the person being confronted and the group process.
- **Disclosing Oneself:** Leaders revealing personal information can have a positive impact on a group. However, the skill consists of knowing what, when, and how much to reveal. When done appropriately, the effects are likely to be positive. If a leader shares too much too soon, the effects are likely to be adverse because members may not yet be ready for such disclosure. This skill should always be used intentionally.
- **Empathizing:** The core of this skill lies in the leader's ability to sensitively comprehend the subjective experience of the participant, yet retain his or her own separateness. To empathize requires caring for the group members on the leader's part.
- **Linking:** A way to promote interaction among members by looking for themes that emerge in the group and connecting the work that members do to those themes.
- **Modeling:** Group members learn through observing the leader's behavior. When leaders demonstrate honesty, respect, openness, risk taking, and assertiveness, they can foster these qualities in members.
- **Questioning techniques:** Effective questioning comes with experience. Knowing what to ask and when to ask it can be a difficult task. Too many questions can cause a member to shut down, while not asking enough questions may affect your ability to deepen the focus.
- **Paraphrasing:** In a sense, an extension of listening. To recast what someone said to into different words so that the meaning is clearer to both the speaker and the group. Effective paraphrasing zeros in on the core of a person's message, sharpening the focus and eliminating ambiguity.
- **Reflecting Feelings:** A skill of responding to the essence of what a speaker has communicated, highlighting the emotions they have conveyed. The purpose is to let members know that they are being heard and understood.
- **Summarizing:** Pulling together the important elements of a group interaction or discussion and summing up what took place or was said over that period.
- **Supporting:** Providing group members with encouragement and reinforcement, especially when they are disclosing personal information, exploring painful feelings, or taking risks.

APPENDIX C:

FACILITATOR REFLECTION GROUP

Following each workshop, the facilitators should convene amongst themselves to process what took place during the workshop. If not immediately following the workshop, at least within a day or two so that memories are still fresh. This reflection group provides an opportunity for facilitators to discuss their experience of the workshop, and to give and receive feedback from other facilitators. As with the rest of the *Creating Neighbors* procedures, practices during these reflection groups shall remain consistent with the person-centered approach. Areas for exploration within these groups include:

- ❖ Individual performance:
 - What do you feel your strengths were during the workshop?
 - What do you feel your areas for growth are for the next workshop?
 - Were there any times that you felt uncomfortable?
 - When did you feel most comfortable?
- ❖ Group performance:
 - What you feel others' strengths and areas for growth are.
 - What do you feel (if anything) needs to be addressed before the next workshop?
 - How do you feel about our depth of focus? Did we go too shall? Should we be looking deeper into these subjects?
- ❖ Participant engagement:
 - What issues/conflicts arouse regarding participants?
 - How do you feel about your performance of facilitation skills?
 - Were there any signs that a participant might have been uncomfortable?
 - How do you feel about your self-disclosure?
 - Did you experience any transference or countertransference?

These are all suggested areas for reflections. Others you can think of may be added to the discussion.