

MOVING ON

A Program for At-Risk Women

REVISED AND EXPANDED



MODULE 2 
FACILITATOR'S GUIDE

Listening and Being Heard

Marilyn Van Dieten, Ph.D.

MOVING ON

A Program for At-Risk Women

• REVISED AND EXPANDED •



MODULE 2 FACILITATOR'S GUIDE

Listening and Being Heard

Marilyn Van Dieten, Ph.D.

Hazelden®

Hazelden
Center City, Minnesota 55012
hazelden.org

© 2010 by Hazelden Foundation
All rights reserved. Published 2010
First edition published 1998.
Second edition published 2001.
Third edition published 2008.
Revised and expanded edition published by Hazelden 2010.
Printed in the United States of America

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, scanning, or otherwise—without the express written permission of the publisher. Failure to comply with these terms may expose you to legal action and damages for copyright infringement.

ISBN: 978-1-59285-896-5

Editor's note

The names, details, and circumstances may have been changed to protect the privacy of those mentioned in this publication.

This publication is not intended as a substitute for the advice of health care professionals.

Cover design by Terri Kinne
Interior design and typesetting by Kinne Design

MOVING ON

A Program for At-Risk Women

PROGRAM COMPONENTS

Moving On is made up of the following components:



← ***Modules 1 and 6 Facilitator's Guide: Transitions***

Module 1 is designed to engage the women and motivate them to participate. Module 6 prepares the women to transition out of the program.



← ***Module 2 Facilitator's Guide: Listening and Being Heard***

Module 2 provides effective communication skills to help women initiate and maintain healthy relationships.



← ***Module 3 Facilitator's Guide: Building Healthy Relationships***

Module 3 explores the impact of unhealthy relationships and domestic violence.



← ***Module 4 Facilitator's Guide: Expressing Emotions***

Module 4 focuses on expressing and celebrating emotions.



← ***Module 5 Facilitator's Guide:
Making Connections and Staying Healthy***

Module 5 addresses real-life challenges regarding women's relationships with themselves and their connections with others.



← ***CD-ROM and DVD***

The CD-ROM includes participant handouts and facilitator supplements. The DVD features the *Moving On* lead trainer as she demonstrates six activities with female participants from the Iowa Correctional Institution for Women.




MODULE 2 CONTENTS

How to Access the Resources on the <i>Moving On</i> CD-ROM	1
Introduction to Module 2: Listening and Being Heard	3
<u>SESSION 1:</u>	
I Am Listening	5
<i>Part 1: Reviewing, 7</i>	
<i>Part 2: Discovering, 9</i>	
<i>Part 3: Reflecting, 19</i>	
<u>SESSION 2:</u>	
Expressing My Wants and Needs	21
<i>Part 1: Reviewing, 23</i>	
<i>Part 2: Discovering, 25</i>	
<i>Part 3: Reflecting, 37</i>	
<u>SESSION 3:</u>	
Saying No	39
<i>Part 1: Reviewing, 41</i>	
<i>Part 2: Discovering, 43</i>	
<i>Part 3: Reflecting, 55</i>	
<u>SESSION 4:</u>	
Taking the Sting Out of Criticism	57
<i>Part 1: Reviewing, 59</i>	
<i>Part 2: Discovering, 61</i>	
<i>Part 3: Reflecting, 69</i>	
<u>SESSION 5:</u>	
Win-Win: The Art of Negotiating	71
<i>Part 1: Reviewing, 73</i>	
<i>Part 2: Discovering, 75</i>	
<i>Part 3: Reflecting, 81</i>	



How to Access the Resources on the *Moving On* CD-ROM

The *Moving On* CD-ROM contains electronic versions of the participant handouts and facilitator supplements that you'll need for this module. All of these resources are in PDF format and can be accessed using Adobe Reader. If you do not have Adobe Reader, you can download it for free at www.adobe.com.

The "Materials Needed" list at the beginning of each session indicates which facilitator supplements and participant handouts will be needed from the CD-ROM. Whenever you see this icon  in this guide, this means a handout or supplement will be used in the exercise or activity.

To access these resources, put the disk in your computer's CD-ROM player. Open your version of Adobe Reader. Then open the documents by finding them on your CD-ROM drive. These resources cannot be modified, but they may be printed for use without concern for copyright infringement.





Module 2: Listening and Being Heard

Module 2
contains these
sessions →

Session 1: I Am Listening

Session 2: Expressing My Wants and Needs

Session 3: Saying No

Session 4: Taking the Sting Out of Criticism

Session 5: Win-Win: The Art of Negotiating

Module 2 introduces women to the “soft skills” that are necessary to develop and maintain healthy relationships. These skills will be revisited and practiced throughout the program to give women a voice to express their wants and needs.

Women with strong interpersonal skills entering *Moving On* may not require this module. You have two options with respect to their participation:

- Ask them to participate in this module simply as a refresher course. This will allow them to share the skills they’ve already learned with the group.
- Ask them to complete handout **2B: Assertiveness Skill Steps** and to demonstrate assertiveness while dealing with at least two current challenges. This will help ensure that they are familiar with the language and skills discussed in the module.



Remember to use the Resource Board and Successful Strategies Board in the sessions throughout this module. See pages 18–19 in the program manual for instructions on using these boards.





SESSION 1

I Am Listening

In this session, women practice using basic communication skills.



GOALS

- Aid the women in enhancing communication.
- Guide the practice of the three primary skills associated with active listening.



MATERIALS NEEDED

Facilitator Supplements:

- Conversation Topics

Participant Handouts:

- 1A: What I Do When I Am Not Listening
- 1B: What I Do When I Am Listening
- Personal Change Plan
- How I Am Doing

Other Materials:

- Flip chart
- Pens (one for each participant)
- Index cards or sticky notes (for the Successful Strategies Board and Resource Board)
- Markers
- Timer
- Resource Board
- Successful Strategies Board

continued

SESSION 1

I Am Listening

continued



PREPARATION NEEDED

- Make copies of handout 1A: What I Do When I Am Not Listening for half of the participants and make copies of handout 1B: What I Do When I Am Listening for the other half.
- Prepare a flip chart with the word *Listening* at the top and two columns under it (see page 13).
- Cut Conversation Topics into slips of paper and put the slips in a paper bag.



OUTLINE

Part 1: Reviewing (30 minutes)

- Welcome (*optional*)
- Review Personal Change Plan

Part 2: Discovering (75 minutes)

- Today's Topic (15 minutes)
- How to Listen (20 minutes)
- Tell Me More—Asking Questions (15 minutes)
- Did I Get That Right? (25 minutes)

Part 3: Reflecting (15 minutes)

- Building My Portfolio

REVIEWING



Reviewing is an introductory part of each session and requires about 30 minutes to complete. (Additional time will be needed if there are new participants to welcome to the group.) It is designed to provide the women with the opportunity to process new information, to enhance skill transfer, and to assist in building self-efficacy. Instructions for part 1 are in chapter 4 of the program manual (see page 31).

Welcome (Optional)

Moving On offers a continuous intake so it is possible that new participants will join the group at the beginning of each module. Safety and support are a critical component of the program. Therefore, new members should be welcomed, introduced, and provided with the opportunity to review and add comments to the group guidelines. (See chapter 4, pages 33–37, in the program manual.)

Review Personal Change Plan

During module 1, participants developed collages that characterized their vision of success and established personal goals for one or more of the four major domains: family, career/vocational, community/peers, and personal. Participants review the progress they have made toward these goals and update their ***Personal Change Plans*** during the first and last session of this module. See chapter 2 (pages 17–18) of the program manual for additional information about the ***Personal Change Plan*** and chapter 4 (pages 39–41) of the program manual for step-by-step instructions on how to review the ***Personal Change Plan***.



• • • PART 2 (75 MINUTES) • • •

DISCOVERING

Discovering is the largest part of each session and is designed to introduce information and provide opportunities for skill acquisition.

TODAY'S TOPIC (15 minutes)

Build a rationale for this module by asking:

How many of you have felt that

- *people just don't understand you?*
- *you are not heard?*
- *when you try to tell people what you want, it comes out all wrong?*
- *you have to get really loud and angry just to get people's attention?*
- *even when you get it all out, people don't seem to really understand what you want?*

If you have answered yes to any of these questions, then you are in the right place because we are going to explore the fine art of listening and being heard.

EXERCISE 1: WHO ARE YOU?

This activity focuses on getting to know another person in a limited amount of time.

Step 1:

Ask the women to brainstorm a list of questions that they would ask someone they were meeting for the first time. Record the responses on a flip chart.

Before we start our activity, let's list questions that you could ask someone you just met. What kinds of questions would you ask to get to know them better?

Step 2:

Now ask participants to assist you in forming two rows of chairs facing each other. Since this activity requires a partner, you may need to pair up with someone if there is an odd number of participants.

Our goal today is to focus on listening. Let's start with an activity that is a lot like "speed dating." Here the purpose isn't to find a date, but rather it's to get to know a little about every person in this room.

The timer will be set for 2 minutes. When I give the signal, you and your partner will talk to each other and find out as much as you can about each other in 2 minutes. You can also take notes. When the timer goes off, you will shift one seat to your left and ask another person questions.

When I give the signal, start talking with the person across from you. Rotate to the left again when the timer goes off until you meet up with the person you started with.

Step 3:

Have fun when you debrief this exercise. Ask for a volunteer and have the other group members reveal one thing that they learned about this person. Move on to the next person and continue until everyone in the group has been introduced.

It can be hard to get to know someone new. I really made it difficult by limiting the time you had to 2 minutes.

Let's see what you discovered about each other. Let's start with [name]. What did you learn about [name]? How did you find out that information?

Does anyone else here have something they want to add?

Step 4:

Wrap up the activity by acknowledging they were able to find out a lot of information in just 2 minutes. Point out the type of questions that got them more information than others.

You were able to pull out quite a bit of information in a very short time. Some of you asked questions that really opened things up.

We call these open-ended questions because they make people want to talk. Later in the session, we are going to focus on other skills that can help make it easier to meet new people.

There are some really important skills that we can learn to become better listeners. There are also skills that can help us be heard. Over the next five sessions, we are going to focus on how to listen and be heard.

Keep chairs arranged across from each other as this format will work well for exercise 2: Not Listening and Listening.

HOW TO LISTEN (20 minutes)

Introduce this segment by telling the women that they are going to focus on *how* to listen.

EXERCISE 2: NOT LISTENING AND LISTENING

This activity helps to show the importance of non-verbal listening. Tell participants:

Let's get started with a listening exercise.

Step 1:

Break the group into pairs. Tell them:

Decide which one of you will be the speaker and which one will be the listener. Speakers, think of something that happened over the last week that you found funny or very frustrating.

Step 2:

Ask the listeners to come up to the front of the room. Give each listener a copy of the card in handout **1A: What I Do When I Am Not Listening**. Ask them to read it and not share its content with the speakers.

**Step 3:**

Start the exercise by telling the group:

Speakers, now begin talking to your partner. Keep talking until I tell you to stop.

Let the speakers talk until you notice that they are becoming frustrated. Then stop the “conversation.”

Step 4:

Debrief by asking the speakers how they felt during the exercise and to rate the intensity of their reactions on a scale of 1–10. Then have the listeners show the speakers their instruction cards.

The speakers reacted negatively to this activity, so let's hear from them. What kinds of things did the listeners do to make you feel upset?

If I asked you to rate how strongly you felt on a scale of 1-10, with a 10 being very intense and a 1 being very mild, how would you rate the feeling? How long did it take you to feel that way? What made you feel that way?

Listeners, now show the speakers your instruction card. As you can see, I asked all of the listeners to be non-listeners for this exercise.

Step 5:

Introduce the second part of this activity. It is designed to show ways to be a good listener.

Now, please switch roles. New speakers, think of something that happened over the last week that you found either funny or very frustrating.

Step 6:

Ask the listeners to come up to the front of the room. Give each one a card from handout **1B: What I Do When I Am Listening**. Ask them to read it and *not* share it with the speakers.



Step 7:

Begin the exercise. Tell them:

Speakers, begin talking to your partner. Keep talking until I tell you to stop.

Let the speakers talk for 1-2 minutes.

Step 8:

Debrief by asking the speakers how they felt. Reactions to this portion of the exercise should be positive. Ask the group to brainstorm what people do when they are listening.

Use the Listening flip chart that you prepared in advance to record their responses. In one column, list the verbal behaviors; in the other, list the non-verbal behaviors. See the example on the next page.

Conclude the exercise by telling participants that listening is an important part of communication. Listening requires us to concentrate on what the other person is saying and doing. Tell them:

Listening requires us to pay close attention to what the other person is saying. We show the person we are listening by looking at them and smiling, nodding, and letting them know we are interested. If we don't do these things, then they think we are not paying attention and they stop talking.

Listening

<p>What I say to let people know that I am listening:</p> <ul style="list-style-type: none"> • Ask questions • Repeat what they say • Paraphrase 	<p>What I do to let people know that I am listening:</p> <ul style="list-style-type: none"> • Eye contact • Smiling • Nodding • Facial expressions • Body posture • Hand gestures • Tone of voice • Voice loudness
--	---

EXERCISE 3: MY NON-VERBAL BEHAVIOR

This exercise focuses on non-verbal communication. Begin the exercise by referring to the Listening flip chart and focusing on the things that people do *not* say to let the speaker know that they are listening. Tell participants that in this exercise they will identify the non-verbal behaviors that people use.

Put the slips of paper that you cut from *Conversation Topics* into a bag. You will ask each group member to select a slip.



Step 1:

Introduce the exercise. Tell them:

Before we get started with the next exercise, let's get into groups of three.

We are going to do an exercise now that will show you what you do (the non-verbals that you use) when you are speaking. Each of you will take turns in the role of speaker, listener, and observer. But first, I'd like each of you to reach into the bag and select a topic.

Give each participant the opportunity to select a topic.

You will notice that the topics are about everyday items. When you are the speaker, you are going to talk about this topic for about 1 minute. You can say anything you want about the topic. Tell a funny story, tell us why you like it or dislike it, how you use it . . . get as creative as you like.

Now, pick someone to be the speaker.

One of you should be the listener. Don't talk—just listen using non-verbals like nodding your head, smiling, and so forth.

Finally, one of you is going to be the observer. The observer should watch the speaker and listener closely. Listen to what is being said; but, more importantly, pay attention to what the speaker and listener do—any non-verbal cues. Point to the flip chart.

Is everyone ready? Speakers, keep talking until I tell you to stop.

Give the speakers approximately 1 minute to talk about the topic.

Step 2:

Give the observers a few minutes to tell both the speaker and listener how they communicate non-verbally.

Observers, what did you notice about the way the speaker was communicating non-verbally? Refer to the flip chart and ask them to point out non-verbal behaviors used.

Observers, what did you notice about the way the listener was communicating non-verbally? Refer to the flip chart and ask them to point out non-verbal behaviors used.

Step 3:

After the debriefing, ask members of each trio to rotate roles.

I want someone else to take a turn being the speaker. Remember, the listener should just listen and the observer should pay close attention to what the speaker and listener are doing; watch their non-verbals.

Give the speakers 1 minute. Then give the observers 1 minute to debrief.

Step 4:

Rotate roles again so that all three members have played all three roles.

Step 5:

Debrief in the larger group by asking the observers to present their observations to the group and then inviting feedback from the speakers and listeners.

Step 6:

Close by asking the women to reflect on what this activity taught them about their own non-verbal communication skills.

TELL ME MORE—ASKING QUESTIONS (15 minutes)

In this segment, participants will practice how to ask questions that open up a conversation. Tell them:

Being a good listener means showing the other person we are interested in what he or she is saying. Asking questions is one way to show our interest, but there are some questions that open up a conversation and some that shut it down. Open questions encourage the other person to talk more.

Some questions are not very helpful at getting us the information we want. We call these closed questions because when we use them, the other person has no alternative but to answer yes or no.

For example, if I ask you, “Do you like your mother?” I can expect that you will say one of three things—“Yes,” “No,” or “A little bit.” It doesn’t really open up the door for conversation.

If we want people to open up, we ask questions that invite them to give us more detail. Open questions usually begin with words such as:

- *Who?*
- *What?*
- *Why?*
- *How?*
- *Tell me . . .*

For example, what if I asked you, “What do you like about your mother?” This forces you to tell me a little bit more. Let’s try using these types of questions right now.

EXERCISE 4: ASKING QUESTIONS TO GET MORE INFORMATION

This exercise focuses on asking gentle, probing questions.

Step 1:

Count off participants in pairs with one member playing the role of A and the other the role of B.

Step 2:

Ask the Bs to think of their favorite celebrity. Give them a moment to think of someone and tell them not to tell their partners.

Step 3:

Tell the As that they will have 1 minute to ask as many questions as they like. Encourage them to ask questions that are open-ended. They are not allowed to make any guesses until you tell them to stop the exercise.

Step 4:

After approximately 1 minute, stop the exercise and give each A two guesses. If they guess correctly, congratulate them and ask them to tell you what questions gave them the most information. Record these on a flip chart.

If the As cannot guess the celebrity, give the entire group a chance to ask questions. Don't let them guess until someone is certain they have the right answer.

Step 5:

Reverse roles and repeat the exercise.

Step 6:

Debrief. Tell them:

Asking questions is one way to let people know that you are interested in what they have to say. How many of you feel that other people really listen to you?

DID I GET THAT RIGHT? (25 minutes)

The development of healthy and prosocial relationships requires empathy. Empathy is the ability to accurately reflect what the speaker has said. Participants will be given the opportunity to build empathic listening skills through two exercises.

Step 1:

Begin by discussing the importance of empathy.

Now we are going to focus on another important aspect of effective communication—empathy. Let's define that term. What do you think empathy is?

Right! Empathy means that we try to put ourselves into someone else's shoes or to understand what they are really saying. We don't judge the other person; we just try to understand where they are coming from.

What are things we can do to make sure we understand what someone is really trying to say?

Right! We can ask them questions or we can repeat back what they are saying to show them that we understand. We can say things like, "So what you are saying is . . ." or "It sounds like you . . ." This is called reflective listening, and we are going to try an exercise using these skills.

Step 2:

Ask for a volunteer.

First, let's try it together. Would someone mind telling us about something interesting that happened yesterday? Just tell us a story.

After each sentence, gently interrupt the woman and ask the group members to repeat the statement in their own words. Encourage the volunteer to respond and then ask the group to reflect this. Continue reflecting until you are certain that the group understands reflective listening.

Sorry to interrupt, but I just want to make sure I'm hearing you correctly. So you are saying . . .

Sorry to interrupt again, but I want us all to have a chance to reflect what she just said.

EXERCISE 5: SIMPLE REFLECTIVE LISTENING

This exercise focuses on reflective listening. You will need a timer. Place group members in pairs. Each participant will have the opportunity to be both a speaker and listener.

Step 1:

Split the group into pairs. Designate one person to be the speaker and the other to be the listener.

This activity will help you learn reflective listening. One of you will be a speaker and the other a listener. The speaker is going to start to talk about a problem that she had over the last week. It can be anything that caused her to feel frustrated, worried, sad, or angry. The listener is going to listen closely, and then after every statement, she is going to reflect what was said. The listeners can't ask any questions. If the listeners reflect something incorrectly or incompletely, the speakers should offer a little more information. Is everyone clear on what to do? Let's get started.

Set the timer for 2 minutes and then reverse roles.

Step 2:

Debrief this exercise. Ask the women why reflective statements are an important aspect of listening. Ask each participant how she felt when she was the speaker.

Try to elicit the following reactions:

- felt listened to
- felt heard
- felt validated
- felt good that my listener didn't tell me what to do or say

Record the responses on a flip chart.

Step 3:

Next, ask how it felt to be the listener. Ask the listeners if they found it hard not to jump in and give advice or ask questions. Assure them that this is normal. In real life, we would probably use a mixture of questions and reflections.

It's interesting that one of the qualities that we all seem to cherish in friends and loved ones is the ability to be a "good listener."

Being a good listener is very challenging. It means that you are listening closely to what the person is both saying and doing. You are not telling her what to do, offering advice, or giving your opinion. You are simply reflecting what she is saying. Did anyone find it hard to do this exercise?

To truly understand what the speaker is saying, listen closely to what is being said. This shows the person that you value and respect her.

I encourage you to practice the skills you learned in today's session.

Step 4:

Wrap up this segment by thanking the women for their participation and encouraging them to practice the skills they have learned.

• • •

• • • PART 3 (15 MINUTES) • • •

REFLECTING



Reflecting is a closing activity that requires about 15 minutes at the end of each session. It is designed to assist the women in processing information learned during the session and in adding useful strategies, skills, and resources to their portfolios. See chapter 5 (starting on page 55) in the program manual for instructions on delivering part 3.

Building My Portfolio

Distribute ***How I Am Doing*** and ask the women to complete the rating scales in part 1, and then focus on part 2.





SESSION 2

Expressing My Wants and Needs

Session 2 introduces more advanced communication skills that help the women express their wants and needs in an assertive way. A model for assertive communication is introduced. Move through the material at a moderate pace to ensure that the women have ample time to practice these skills.



GOALS

- Provide a definition for assertive communication.
- Identify participants' personal communication style(s) and demonstrate how the style impacts the message they are trying to send.
- Introduce a model for asserting wants and needs.
- Review and practice assertiveness skills.



MATERIALS NEEDED

Participant Handouts:

- 2A: What Communication Style Is This?
- 2B: Assertiveness Skill Steps
- Reflection Diary
- How I Am Doing

Other Materials:

- Flip chart
- Pens/markers
- Resource Board
- Successful Strategies Board
- Index cards or sticky notes (for the Successful Strategies Board and Resource Board)

continued

SESSION 2

Expressing My Wants and Needs

continued



PREPARATION NEEDED

Exercise 1:

- Set three empty chairs in front of the room for a role play.
- Prepare a flip chart like the Communication Styles chart on page 27.
- Read the script thoroughly before acting out the individual role plays.

Exercise 3:

- Create two flip charts: Non-verbal Behaviors for Assertiveness (see sample, page 31) and Assertiveness Skill Steps (see sample, page 31).

Exercise 4:

- Create a flip chart: I Have Trouble Being Assertive with . . . (see sample, page 35).



OUTLINE

Part 1: Reviewing (30 minutes)

- Reflection Diary

Part 2: Discovering (75 minutes)

- What Is Assertive Communication? (10 minutes)
- What's That Style? (15 minutes)
- How to Be Assertive in Four Easy Steps (30 minutes)
- Being Assertive (10 minutes)
- To Be or Not to Be Assertive (10 minutes)

Part 3: Reflecting (15 minutes)

- Building My Portfolio

• • • PART 1 (30 MINUTES) • • •

REVIEWING



Reviewing is an introductory part of each session and requires about 30 minutes to complete. It is designed to provide the women with the opportunity to process new information, to enhance skill transfer, and to assist in building self-efficacy. Instructions for part 1 are in chapter 4 of the program manual (see page 31).

Reflection Diary

The ***Reflection Diary*** is completed at the beginning of sessions 2, 3, and 4 of modules 2–5 (and sessions 5 and 6 of module 5). Encourage the women to reflect on the time between the last session and now and to record an experience that was very negative/challenging or very positive/exciting. See chapter 2 (page 17) of the program manual for additional information about the ***Reflection Diary*** and chapter 4 (pages 43–54) of the program manual for step-by-step instructions for introducing the ***Reflection Diary*** to the women.



• • •

• • • PART 2 (75 MINUTES) • • •

DISCOVERING

Discovering is the largest part of each session and is designed to introduce information and provide opportunities for skill acquisition.

WHAT IS ASSERTIVE COMMUNICATION? (10 minutes)**Step 1:**

Introduce the session's primary topic of assertive communication. Tell them:

In session 1, we reviewed the basics skills that we need to listen and be heard. Now we are going to focus on styles of communication, specifically assertive communication.

Step 2:

Ask the group members to discuss what they think *assertiveness* means and record responses on a flip chart.

How many of you are familiar with the term assertiveness?

What does the term being assertive look like and feel like?

Step 3:

Write the word *attitude* on the flip chart. Draw on the words that the group gave you that would imply there is an attitude involved in the meaning of *assertiveness*. For example, the women might say, "Feeling okay to tell people what you want." Explain to the group:

It sounds like you would all agree that a part of being assertive is having a certain attitude. It means making a decision and feeling confident that you have the right to express your wants, needs, and concerns.

Attitude means you are aware of those rights, while also being aware and respectful of the rights of the other party involved.



“We’ve been using *Moving On* for a little more than ten years now. It has been one of the best programs, if not the best program, we have used. *Moving On* works for us. It’s female oriented, it’s gender responsive, and it addresses all the needs that the women have.”

— Patti Wachtendorf, Warden, Iowa Correctional Institution for Women



According to the United States Bureau of Justice Statistics, the total number of female state and federal prison inmates has grown 5 percent each year since 1995, compared to 3.3 percent average annual growth for male prisoners. Considering that women often serve as family caregivers and that their incarceration affects the entire household, this disturbing statistic carries widespread implications for society.

To address this important issue, Hazelden has created *Moving On: A Program for At-Risk Women*. This gender-specific, manualized program provides women with alternatives to criminal activity by helping them identify and mobilize personal and community resources.

Moving On is organized around four main themes: encouraging personal responsibility and enhancing motivation for change; expanding connections and building healthy relationships; skill enhancement, development, and maintenance; and relaxation and stress management. The complete program is delivered in five facilitator’s guides (*Transitions, Listening and Being Heard, Building Healthy Relationships, Expressing Emotions, and Making Connections and Staying Healthy*), a CD-ROM that contains the program manual and reproducible handouts, and a powerful DVD that features real women in the process of going through the program.

This dynamic program is flexible and open-ended to allow continuous intake of new participants and draws on the evidence-based treatment models of relational theory, motivational interviewing, and cognitive-behavioral therapy. It has been successfully administered to adult women in a number of correctional settings, including community corrections as well as state- and federal-level institutions.

Cover design by Terri Kinne
Cover art: Diana Ong/SuperStock

Hazelden®

hazelden.org
800-328-9000

ORDER NO. 7550

