

Custody, Inc.  
Basic Verbal Judo Training

Evaluation Plan

*(Note: this document as been modified to protect the anonymity of the individual who prepared this plan and targeted audience)*

Developed and Submitted by

Anonymous

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**Custody, Inc.**  
**Basic Verbal Judo Evaluation Plan**

**Evaluator:** Anonymous

**Evaluand:** Custody, Inc  
Verbal Judo Basic Training Program

**Executive Summary**

This plan was developed to evaluate the Custody, Inc. Basic Verbal Judo training program. The overall purpose of this evaluation is to determine if the instructional strategies are effective in assisting staff in maintaining the custody, control and security required of a correctional institutional in a non-confrontational manner. The primary audiences for the evaluation are newly hired staff for the Custody, Inc with an emphasis being on new Corrections Officers. Corrections Officers have daily contact with offenders and the Verbal Judo training targets this daily interaction.

The decisions that will be addressed with this evaluation include: whether or not the performance objectives are met through the established instructional strategies; do instructional strategies need to be redesigned; is the verbal judo training program delivered consistently statewide; and do the program goals need to be redefined.

The specific questions to be answered are listed in the questions section of this evaluation. Data collection will be obtained through the use of practicum tests, observation of the trainers and participants in the classroom; end of training evaluations; one-on-one trainer interviews; a three month follow-up survey for the participants; and

focus groups. The methods of evaluation, sample size, and the instrumentation to be used are detailed in its respective section of this plan (Appendices A and B provide a sample of the evaluation instruments).

The project leader for this evaluation is Anonymous, Curriculum Design Specialist. The budget for this evaluation is estimated to be \$1550 (this does not include staff salary). Budget details can be found in the budget section.

The results of the evaluation will be analyzed, interpreted, and submitted to the Custody, Inc. Chief of Staff Training by November 1, 2006. It is anticipated that any curriculum changes needed as a result of this evaluation will be implemented on January 1, 2007. A detailed timeline is provided in the timeline section.

## **Introduction**

This evaluation plan describes the background, purposes, audiences, decisions, questions, methods, sample, instrumentation, limitations, logistics, timeline, and budget for an evaluation of the Custody, Inc Verbal Judo Basic Training Program. The Custody, Inc. Curriculum Training Design Unit designed and developed the instructional strategies and training materials. Custody, Inc. trainers deliver this training to all new staff within the private correctional facilities within their first six months of employment.

The instrumentation used and limitations listed are based upon the information gathered from surveys, focus groups and meetings with trainers and new staff participating in the program, the curriculum designer, and the evaluator (Anonymous).

## Background

The Custody, Inc provides a two-week Basic training course for all staff. One of the classes within this course of instruction is Verbal Judo. Verbal Judo is a communication tool for staff to use which involves offering voluntary compliance to the offenders under their supervision. The premise of Verbal Judo is to offer the offender choices while stating the consequences of non-compliance (ex., you can clean your cell or have recreation time taken away for the day). This empowers the offenders by making them responsible for their choices and actions. The principles and tactics taught in Verbal Judo training enable participants to use "presence and words" to calm offenders and others, who may be under severe emotional stress or other influences. Participants learn the skills to redirect the behavior of hostile people, to diffuse potentially dangerous situations, and to perform professionally under adverse conditions to achieve the desired outcome in an encounter.

Dr. George Thompson, the founder of the Verbal Judo Institute, used his years as an English professor and ten years as a police officer to develop the verbal judo style of communication. Dr. Thompson provides the training for trainers who then train line staff. A trainer recertification course is required of all trainers every three years. This process ensures all trainers are receiving consistent, up-to-date information from the Verbal Judo Institute. Before Verbal Judo, the private correction facilities used the Non-Violent Crisis Intervention (NVC) model for diffusing confrontational situations. The switch to Verbal Judo occurred ten years ago to provide staff with more effective tools for dealing with non-compliant offenders.

The Verbal Judo curriculum as implemented by Custody, Inc. has the following six performance objectives designed into the curriculum: 1) through a role play, determine what impact professional demeanor has on staff/offender interaction; 2) identify three distinct personality types and relate how to gain compliance from each; 3) using the information provided in this program, determine how delivery styles impact the ability to communicate effectively; 4) demonstrate the “5-Step Hard Style” technique to generate voluntary compliance; 5) determine how tactical communication can affect the escalation of force; and 6) demonstrate the use of the “Tactical 8-Step” system. Instructional strategies are designed to meet these objectives but there may discrepancy in the delivery of the program.

The Training Academy has staff in three regional training centers that conduct the Basic Verbal Judo training. These training centers are located in various cities in the region.

### **Purpose**

The overall purpose for evaluating this program is to determine if the instructional strategies are effective in assisting staff in maintaining the custody, control and security required of a correctional institutional in a non-confrontational manner. After the \completion of the evaluation the information will be used by the training administrator to decide if the current program is acceptable or if revisions are necessary.

The sub-purposes for the evaluation include:

- ◆ Determining if the performance objectives meet the program goals.
- ◆ Determining if the performance objectives are met through the program’s instructional strategies.

- ◆ Determining if the verbal judo instructors facilitate the program in such a way as to ensure performance objectives are met.
- ◆ Determining if the training materials support effective learning of the performance objectives.
- ◆ Determining if curriculum consistency is maintained within the three training regions by the verbal judo instructors.

### **Audiences**

The primary audiences for the evaluation are newly hired staff in private correction facilities an emphasis on Corrections Officers. While non-custody staff (ex. clerical, maintenance, recreation staff) benefit from the verbal judo class, Corrections Officer have daily custody and supervision contact with the offenders. Other audiences to consider are the trainers; the training administrator, and the designers of the program.

### **Decisions**

If this evaluation is to provide timely, accurate information to support decision-making we must anticipate decisions that will be made. The following decisions are anticipated.

#### **Formative**

- 1) The performance objectives are met through the established instructional strategies.
- 2) Instructional strategies need to be redesigned to allow better facilitation of verbal judo skills.

### **Summative**

- 3) The verbal judo training program is delivered consistently as designed statewide.
- 4) The program goals may need to be redefined.

### **Questions**

The following questions will be addressed during this evaluation.

- 1) What skills were practiced during the verbal judo class? (formative)
- 2) What skills do the participants feel proficient to perform? (formative)
- 3) What impact did the trainers' facilitation skills have upon your learning? (summative)
- 4) What method of instruction did you realize the most benefit? (formative)
  - a. case study reviews
  - b. role plays
  - c. trainer demonstrations
  - d. lecture
  - e. hands on practice
- 5) What are the trainers' reactions to the program? (summative)
- 6) What impact did the training materials have on learning? (summative)

### **Methods**

Several methods will be used to evaluate the Basic Verbal Judo class. Each method was specifically chosen to collect information that will directly relate to the questions asked in the Questions section of this evaluation plan (please refer to the Evaluation Matrix at the end of this section).

- **Practicum Test** – The practicum tests will be given to the participants by the trainers throughout the Basic Verbal Judo class as each concept is presented. The tests will reinforce the learning and provide a tool to measure the amount learning that is occurring during the class.
- **Observation** – This observation will be conducted by the evaluator, Anonymous, during sessions of the Basic Verbal Judo class. The participants will be evaluated on their participation and acquirement of the necessary skills. The trainers will be evaluated on their presentation and knowledge of the material.
- **End of Training Evaluation** – This evaluation form will be distributed to the participants at the end of the Basic Verbal Judo class. It will seek the immediate reaction of the participants concerning the information and skills learned.
- **One-on-One Trainer Interview** – This interview will be conducted by the evaluator, Anonymous, with the trainers of the Basic Verbal Judo class. The purpose of the interview will be gain information about the class from the trainers' perspective.
- **3-Month Participant Follow-up Survey** – This survey will be distributed to all participants of the Basic Verbal Judo class who have been back on the job at least three months. The survey will focus on the impact of the Verbal Judo skills in real situations.
- **Focus Groups** – Focus groups will be used after the survey. A small group of past Basic Verbal Judo participants will focus on questions very

similar if not the same as the survey. The focus group interaction will allow for the use of probing questions as issues arise.

By using multiple evaluation methods the evaluator will be able to triangulate the findings and provide necessary information for an informed decision to be made about the Basic Verbal Judo class. (Evaluation Matrix is on the following page)

### Evaluation Matrix

Data Collection Methods						
Questions	Formative Evaluations		Summative Evaluations			
	Practicum Tests	Observation	End of Training Evaluation	One-on-One Trainer Interview	3-month Participant Follow –up Survey	Focus Groups
What skills were practiced during the Verbal Judo class?		X	X		X	X
What skills do the participant’s feel proficient to perform?	X		X		X	X
What method of instruction did you realize the most benefit?			X		X	X
What are the trainers’ reactions to the programs?				X		
What impact did the training materials have on learning?			X	X		

### Sample

The participants in this evaluation will be:

- ◆ Six Verbal Judo instructors -- two from each of the three training regions.  
This will include all current instructors. The instructors will also be considered Verbal Judo experts for this evaluation. (summative)
- ◆ Approximately ninety Verbal Judo Basic Training students – this will include one Verbal Judo class from each training region with an average of thirty students per class. The participants’ skills will be evaluated

through a practicum test administered by the trainers and an observation protocol that will be conducted by the evaluator. (formative) The end of training evaluation form and the follow-up survey will target 100% of the training participants; the focus groups will be a smaller group from each region – approximately 50% of the participants (summative). The participants will be randomly selected for the focus groups.

### **Instrumentation**

Practicum tests will be administered by the trainers throughout the class after a skill based concept has been demonstrated by the trainers and practiced by the participants. The tests will be derived from the lesson performance objectives.

Appendix A includes a sample of the observation protocol the evaluator will use during the observation evaluation of the Basic Verbal Judo class. The evaluator will not interact with the trainers or participants while conducting this evaluation. This protocol will consist of two parts. This first part will be for observing the trainers during the class. This part of the evaluation will include observing the trainer's knowledge base and skill level of Verbal Judo; the trainer's interaction with the participants; and the consistency in the lesson presentation with the lesson plan. The second part of the observation protocol will be for the observation of the participants to determine their interest and interaction level; the amount of skill practice the participants receive; and any challenges the participants seem to encounter during the program. (formative)

Appendix B includes a sample of the End of Training Evaluation Form. This form will be used to gather the participant's immediate reaction to the training, ex. the trainer's impact on the learning that took place; what skills were practiced; what method of instruction did you realize the most benefit; what was most challenging with the class and; and what impact did the training materials have on learning. (summative)

A One-on-One Trainer Interview Protocol will be used by the evaluator to conduct a one-on-one interview with each of the Verbal Judo trainers. It will be administered the day after the class is observed. This protocol will be used to determine the trainer's reaction to the program; their comfort level during the sessions; challenges they encounter; the impact the training materials had on the class; and suggestions for improvement. (summative)

A Three Month Follow-up Survey will be distributed to all participants. This survey will determine if the verbal judo skills are being incorporated into the every day duties of staff. The focus will be on the participants' continued use of the skills after the training. This survey will include questions concerning the participant's comfort level with the skills learned and the impact they feel the verbal judo skills have had on being successful on the job. Suggestions for improvements to the program will be solicited. (summative)

Focus groups will be conducted after the follow-up survey has been compiled. Using the comments from the survey, additional probing questions will be explored with the intended purpose of receiving specific ideas to improve the current program. The focus groups will consist of 50% of the Verbal Judo students from this evaluation. The

focus groups will be conducted in the training regions to reduce travel costs of the participants. (summative)

### **Limitations**

While all Verbal Judo instructors are required to maintain an instructor certification, the level of the individual trainer's skills will vary. The trainer's skills and institutional experiences will impact their presentation style and delivery of the information to the Basic students. While this should not cause a major discrepancy among the impact of the training in the regions, it should be considered.

The time needed to complete the observation of the Verbal Judo class will be a time constraint. Since all three training regions follow the same training schedule, Verbal Judo is taught on the same days during a two-week training session. Due to this scheduling of training, the observation evaluation will need six weeks to be completed.

### **Logistics**

Anonymous, Curriculum Design Specialist, will coordinate the implementation of this evaluation plan. This includes scheduling the focus group participants; developing all evaluation surveys/protocols; and compiling the data. The observation evaluations will be conducted by Anonymous. The focus groups will be co-facilitated by Anonymous and Manager, Curriculum Design Unit Manager. The compiled data will be analyzed and interpreted by Anonymous and Manager. The final evaluation report will

be provided to the Chief of Staff Training for his dissemination and his approval to implement the results of the evaluation. The timeline section of this evaluation report will detail the logistics regarding completion times.

### **Timeline**

This evaluation plan will be reviewed, revised and approved by May 12, 2006.

Implementation will occur as shown:

- ◆ Observation of Verbal Judo classes: May 23-24, 2006; May 30 -31; and June 6-7.
- ◆ One-on-one trainer interviews: May 25; June 1; and June 8.
- ◆ Three Month Follow-up Survey will be mailed via inter-agency mail on September 1, 2006, with a one week turn around time for responding.
- ◆ Focus Groups will be scheduled for October 2, October 4, and October 6, 2006.

The results of the evaluation will be analyzed, interpreted, and submitted by November 1, 2006. This timeline allows for curriculum changes to be implemented on January 1, 2007.

**Budget**

Below are estimated expenses to complete the evaluation of the Basic Verbal Judo class. These are expenses will be allocated from the Expense and Equipment funds.

Personal Services (employee salary) funds are not included.

<b>Expense Items</b>	<b>Description</b>	<b>Amount</b>
Evaluator (1) travel for observations and one-on-one trainer interviews	2 trips (Eastern Region and Western Region) Use of state car Lodging -3 nights each trip Meals – 4 days each trip	\$450 per trip (lodging and meals)  \$450 x 2 trips = \$900
Evaluators (2) to facilitate focus groups	2 trips (Eastern Region and Western Region) Use of state car Lodging – 1 night each trip Meals – 2 days each trip	\$150 per trip (lodging and meals)  \$150 x 2 trips = \$300 \$300 x 2 evaluators = \$600
Document Duplication (paper/ink)	End of Training Survey (90) Three Month Follow-up Survey (45) Observation Protocol (3) One-on-one Trainer Interview Protocol (6)	Approximately \$50
<b>Total Expenses</b>		<b>\$1550.00</b>

# Appendices

## A and B

**Appendix A – Observation Protocol (formative)**

**Verbal Judo Basic Training Observation Protocol**

Name of Evaluator \_\_\_\_\_

Name of Training Region \_\_\_\_\_

Name of Trainers \_\_\_\_\_

Number of Participants \_\_\_\_\_

Date of Training \_\_\_\_\_

***Part I Trainer Observation***

*Instructions* – The evaluator will observe the trainers during the training session. The following questions are to be answered.

1. What type of training materials did the trainer provide the participants, ex., training manual, scenarios, illustrations, etc.?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What method of instruction did the instructor use, ex. role play, demonstrations, lecture, hands on practice, etc.?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How did the trainer manage the group dynamics in the classroom? ex. – how did the trainer handle disruptive students; process activities; provide timely breaks; re-arrange groups, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What prior preparations were made for this training, ex. tables and chairs in small groups; video equipment cued up; training manuals on tables, etc?

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5. How did the trainer use their facilitation skills to enhance learning?

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6. Was the flow of the material consistent with the lesson plan? Please provide positive and negative examples.

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7. Circle the methods of instruction that were used by the trainer.

Role Plays                      Trainer Demonstration                      Lecture  
Hands on Practice                      Case Study Reviews                      Group Discussions  
Others \_\_\_\_\_

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8. Circle the training materials used by the trainer.

Training Manual                      Posters                      Handouts  
Slide show Presentation                      Videos                      Others \_\_\_\_\_

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***Part II Participant Observation***

*Instructions* – The evaluator will observe the participants during the training session. The following questions are to be answered.

1. List the skills the participants practiced during the training.

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2. How did the participants use the training materials provided?

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3. Was the classroom environment conducive to group interaction? Please Explain.

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4. How comfortable did the participants appear to ask questions of the trainers?

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**Appendix B – End of Training Evaluation Form (summative)**

End of Training Evaluation Form

Course Title \_\_\_\_\_

Course Date \_\_\_\_\_

Name of Trainer \_\_\_\_\_

*Your input is very important to the continued efforts of the Training Academy to provide training programs that are as beneficial as possible for staff. Where appropriate, on the rating scale of 1 to 6 (1 being poor and 6 being excellent) please circle the number that best reflects how you rate this program. If the question does not apply, please select “not applicable.” Please provide comments to explain your rating.*

1. What skills do you feel proficient to perform?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How do you rate your comfort level in performing the skills learned?

1      2      3      4      5      6              Not applicable

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What challenged you most in this training program?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Please rate the impact you feel the trainer had on your learning experience?

1      2      3      4      5      6                      Not applicable

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Comments

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5. During this training program several methods of instruction were used. Please rate the impact each of these methods had upon your ability to learn the concepts provided in this program.

Role Plays	1	2	3	4	5	6	Not applicable
Trainer Demonstration	1	2	3	4	5	6	Not applicable
Lecture	1	2	3	4	5	6	Not applicable
Hands on Practice	1	2	3	4	5	6	Not applicable
Case Study Reviews	1	2	3	4	5	6	Not applicable
Group Discussions	1	2	3	4	5	6	Not applicable
Others (list below)	1	2	3	4	5	6	Not applicable

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Comments:

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6. Rate the impact of the training materials used and its impact upon your ability to learn the concepts provided in this program.

Training Manual	1	2	3	4	5	6	Not applicable
Slide show Presentation	1	2	3	4	5	6	Not applicable
Handouts	1	2	3	4	5	6	Not applicable
Posters	1	2	3	4	5	6	Not applicable
Videos	1	2	3	4	5	6	Not applicable
Others (list below)	1	2	3	4	5	6	Not applicable

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Comments:

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7. How do you rate this training program overall?

1      2      3      4      5      6      Not applicable

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Comments:

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