12 Week Lesson Plan

Activity Title: Court Competency/Art  Primary Focus #: 07

Manual and Materials: Napa State Hospital Court Competency Packet

Various art materials, including: white and colored paper, markers, colored pencils, rulers, pencils, erasers, crayons, scissors, glue, magazines, and other art supplies as indicated.

<table>
<thead>
<tr>
<th>Cognitive Level:</th>
<th>☑ Challenged</th>
<th>☐ Intermediate</th>
<th>☐ Advanced</th>
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</thead>
<tbody>
<tr>
<td>Stage of Change:</td>
<td>☑ Pre-contemplation</td>
<td>☐ Contemplation</td>
<td>☐ Maintenance</td>
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<tr>
<td></td>
<td>☐ Action</td>
<td>☐ Preparation</td>
<td>☐ No Specific Level</td>
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Guidelines:
1. Provide all information necessary for another facilitator to replicate your lesson to provide consistency in services.
2. Develop a pretest for each lesson to assess for baseline knowledge to ensure the individual is placed within the right lesson to begin with.
3. Lesson plan methodology should include the following content areas:
   - **SET:** Describe how you are going to set the climate for learning, i.e., reviewing, previewing, and offering choices.
   - **TEACH:** Describe what you will do, i.e., lecture, A/V media, graphics, demonstration, activity, game, or other.
   - **CHECK:** Include how the individuals will demonstrate that they understand the new skills or information (post-test).
   - **PRACTICE:** Describe what hands-on activity will be used to practice new skills or apply new information (e.g., behavioral rehearsal, role-play, demonstration, etc.).
   - **REVIEW:** Summarize the "WHAT, HOW, and WHY" of learning in this lesson.
   - **PREVIEW:** Describe what is coming next; include homework and carry-over practice to link with other sessions.

**Note:** This group is designed for use with individuals on a 1370 unit. The purpose of this group is to provide an introduction to basic courtroom information in a non-threatening manner to assist individuals who are 1) otherwise poorly engaged in the competency restoration process and/or 2) have limited verbal expression/comprehension skills that impede their ability to learn in more traditional court competency groups. Members of this group will be assisted to develop art projects that concretize essential information, express their feelings and concerns about having been found incompetent, universalize (and desensitize the individual to) basic court related concepts, and develop a repertoire of skills relevant to gaining and maintaining competency. Interventions include independent and collaborative drawing, mask making, drama, and mixed media. Individuals will be invited to share and reflect on their artwork, and to engage in basic conversation about courtroom roles, courtroom procedures, the concept of charges and allegations, and the interaction between mental illness and adjudicative competency. The information addressed is largely general and not specific to the individual's case.

While a 12 week lesson plan was created, this group can be provided in a “one off” model where each lesson can be provided independently in a 50 minute group period. The group was developed in this manner to meet the needs of an admission 1370 unit, including a constantly changing population due to new admissions, discharges, transfers, resolving psychosis, etc.

Facilitator expertise to provide Court Competency/Art should include clinical knowledge and ability to run a group. Provider should have basic knowledge of courtroom proceedings and the requirements for trial competency. At least one group facilitator should have a master’s degree in art therapy with a clinical understanding of how to apply various art therapy techniques and use a variety of art materials.

This group and lesson plan was created by Jennie Gilmore, MS, AT & Dr. Joshua Slater.
### Lesson 1

**Topic:** Feelings about being found incompetent to stand trial

**Objective:** Individuals will be able to identify what it means to be found incompetent to stand trial. Individuals will create drawings illustrating their feelings about being found incompetent to stand trial, and will share at least one of these feelings either visually through their artwork or verbally during group discussion.

**Methods:**

1. Introduce providers and group members.
2. Provider will introduce the day’s topic and facilitate a discussion on the meaning of incompetent to stand trial. Propose the question: How do you feel about being found incompetent to stand trial?
3. Provide paper and art supplies (such as pencils, erasers, markers, colored pencils, crayons).
4. State the art directive: “Draw your feelings about being found incompetent to stand trial.” Give participants approximately 20-25 minutes to complete artwork.
5. Encourage participants to share work and express their feelings about being found incompetent. Provider should offer supportive feedback and acknowledgment of feelings.
6. Provider will summarize key elements/themes from group session, including different types of feelings experienced by participants.

**Materials:** White and colored papers, pencils, erasers, markers, colored pencils, crayons, other supplies as available.

**Outcome Measures:** Completed drawings and/or individual’s verbal explanation of the drawing and their feelings about being found incompetent to stand trial. Individual’s verbal or visual explanation of the meaning of incompetent to stand trial.

### Lesson 2

**Topic:** Figures and elements of the Courtroom

**Objective:** Individuals will be able to name and define the roles of important courtroom personnel (judge, district attorney, defense attorney, bailiff, court clerk, jury, witness) and be able to draw the general layout of a courtroom.

**Methods:**

1. Introduce providers and group members.
2. Provider will introduce the day’s topic of learning about the courtroom and courtroom personnel.
3. Provide paper and art supplies (such as pencils, erasers, markers, colored pencils, crayons).
4. State the art directive: “Draw the courtroom. Include as many people and things that would be in a courtroom that you can recall.” Give participants approximately 20-25 minutes to complete artwork.
5. Encourage participants to share work and state at least one person or item that would be found in the courtroom. Ask group to identify the role of each court personnel as they are discussed. Provider should offer supportive feedback and answer any questions about courtroom personnel or their roles.
6. Provider will summarize key elements/themes from group session, including important courtroom personnel.
Lesson 3

Topic: Communication Collages

Objective: Individuals will create a communication collage which identifies at least 3 facets of communication (including eye contact, body language, tone of voice, facial expressions, etc), and identify the importance of effective communication in working with an attorney.

Methods:

1. Introduce providers and group members.
2. Provider will introduce the day’s topic of communication. Introduce collage as an art media and explain what a collage is.
3. Provide paper, magazines, scissors, and glue.
4. State the art directive: “Create one collage with images of people who look like they are communicating well. Create another collage with images of people who look like they are communicating poorly.” Give participants approximately 20-25 minutes to complete collage.
5. During processing, encourage participants to share images and explain why the people in their images look like they are communicating well or not so well. Provider should offer supportive feedback and explain the connection to communicating with one’s attorney. Facilitate discussion about the importance of effective communication in working with an attorney.
6. Provider will summarize key elements/themes from group session, including various facets of communication and the importance of communicating with attorney.

Materials: 11"x17" paper, a variety of magazines, scissors, glue

Outcome Measures: Individuals will identify facets of communication either in their collages or verbally, and will verbally state the importance of effective communication in working with an attorney.

Lesson 4

Topic: Symptoms of Mental Illness

Objective: Individuals will correctly state at least one symptom of their mental illness and create a visual depiction of their symptom(s).

Methods:

1. Introduce providers and group members.
2. Provider will introduce the day’s topic of symptoms and discuss what a symptom is.
3. Provide paper and art supplies (such as pencils, erasers, markers, colored pencils, crayons).
4. State the art directive: “Draw about the symptoms of your mental illness. Consider what these symptoms mean to you.” Give participants approximately 20-25 minutes to complete artwork.
5. Encourage participants to share work and state at least one symptom of their mental illness. Facilitate discussion about various symptoms and how they affect a person’s competency. Provider should offer supportive feedback and answer any questions.
6. Provider will summarize key elements/themes from group session, including how symptoms can impact competency.
Lesson 5

**Topic:** What do charges mean?

**Objective:** Individuals will be able to identify what a charge is and correctly draw the action of at least one type of charge.

**Methods:**
1. Introduce providers and group members.
2. Provider will introduce the day’s topic of changes. Facilitate group discussion on what a charge is and list several different types of charges on the board (possibly ones that related to members of the group). For one or two charges, ask group members to explain what actions a person must do to be charged with such an offense, as examples.
3. Ask each individual to select a charge that they would like to illustrate.
4. Provide paper and art supplies (such as pencils, erasers, markers, colored pencils, crayons).
5. State the art directive: “Create a drawing that describes the meaning of this charge. If someone were committing this crime, what would it look like?” Encourage group members to consider what activities they can do even though they are on probation that will not cause them to violate the terms. Give participants approximately 20-25 minutes to complete artwork.
6. Encourage participants to share their work by stating the charge that they chose and describing the illustration of that charge (what actions must a person do to be charged with such an offense). Provider should offer supportive feedback and answer any questions about probation.
7. Discuss the importance of understanding charges in order to achieve competency. Provider will summarize key elements/themes from group session.

**Materials:** White and colored papers, pencils, erasers, markers, colored pencils, crayons, other supplies as available.

**Outcome Measures:** Completed drawings and/or individual’s verbal explanation of charge illustrations. Individual’s verbal report of what a charge is.

Lesson 6

**Topic:** Communication Drawings in Pairs

**Objective:** Individuals will work cooperatively with a peer on a drawing project. They will be able to identify one benefit of effective communication (either in working with their partner on their drawing or in working with an attorney).
Methods:

1. Introduce providers and group members.
2. Provider will introduce the day’s activity of drawing in pairs. Divide individuals into pairs.
3. Provide each pair with one sheet of paper and one marker per person (make sure the two people in each pair do not have the same color).
4. Quietly tell each person what animal they are going to draw. Tell one member of the pair to draw a “duck” and one member to draw a “giraffe.” Instruct them to not share with anyone what they are going to draw.
5. Inform participants that they are going to work together with their partner on a drawing and that during the first drawing they are not allowed to talk or communicate in any way. Explain that they will take turns drawing their image and that every 10-20 seconds they will switch drawers (when directed to do so by the facilitator).
6. Say “begin” and have the first member of each pair begin drawing. Tell them to switch every 10-20 seconds depending on how fast individuals are drawing their animals. Do this for a few minutes, or until most groups have made significant progress on their animal.
7. Have participants stop drawing. Go around the room, encouraging each pair to share their drawing. Have participants discuss what they were trying to draw and what challenges they encountered in trying to do so. Did a lack of communication impact their ability to draw a cohesive picture?
8. Now, have pairs draw on the back of their paper. Instruct them to work together on a new drawing. Encourage them to communicate with each other and decide on a game plan, including what animal they will draw together. Explain that like the last time they will take turns drawing their image and that every 10-20 seconds they will switch drawers (when directed to do so by the facilitator).
9. Say “begin” and have the first member of each pair begin drawing. Tell them to switch every 10-20 seconds depending on how fast individuals are drawing their animals. Do this for a few minutes, or until most groups have made significant progress on their animal.
10. Encourage each pair to share their drawing and discuss how the experience was different when they were able to communicate with their partner. Are the images more cohesive?
11. Discuss how communication or lack thereof impacted the outcomes of the drawings. Relate this experience to working with an attorney. Encourage participants to consider the benefits of communicating with an attorney, including having a common goal or plan, in order to get the best result possible. Facilitate discussion on the benefits of working collaboratively with an attorney and how this relates to being found competent. Provider will summarize key elements/themes from group session.

Materials: Paper (white or colored) and markers (one color marker for each individual, making sure the two people in each pair do not have the same color).

Outcome Measures: Individual’s observed ability to work cooperatively with a peer on the drawing project, as evidenced by taking turns and communicating with the peer during the second drawing. Individual’s verbalization of at least one benefit of effective communication (this could be a benefit of communicating with their peer during the drawing project and/or a benefit of communicating with an attorney).

Lesson 7

Topic: Rules of Probation

Objective: Individuals will be able to correctly name at least three rules of probation and identify visually and/or verbally at least one rule of probation that might be difficult for them to follow.
Methods:
1. Introduce providers and group members.
2. Provider will introduce the day’s topic of rules of probation. Facilitate group discussion on identifying each of the rules of probation. Ask group members to consider which rules of probation will be most difficult for them to follow and why. Discuss what could happen when a person violates the terms of probation.
3. Provide paper and art supplies (such as pencils, erasers, markers, colored pencils, crayons).
4. State the art directive: “Draw two images: One of what you life might look like if you are following the terms of probation. One of what your life might look like if you were not following the rules of probation or are violating probation.” Encourage group members to consider what activities they can do even though they are on probation that will not cause them to violate the terms. Give participants approximately 20-25 minutes to complete artwork.
5. Encourage participants to share work and state what kind of healthy activities they can engage in while on probation, and what kind of things they might be tempted to do that would cause them to violate probation. Provider should offer supportive feedback and answer any questions about probation.
6. Provider will summarize key elements/themes from group session. Discuss how preparing one’s self for probation can help a person be more successful if/when they go on probation.

Materials: White and colored papers, pencils, erasers, markers, colored pencils, crayons, other supplies as available.

Outcome Measures: Completed drawings and/or individual’s verbal explanation of probation drawings. Individual’s visual or verbal report of what rule(s) of probation might be difficult to follow. Individual’s verbal report of at least three rules of probation.

Lesson 8

Topic: Courtroom Figure Masks

Objective: Individuals will be able draw a mask representing at least one courtroom figure and verbally and/or physically act out the role of this person in the courtroom (judge, district attorney, defense attorney, bailiff, court clerk, jury, witness, etc.). Individuals will be able to identify at least one courtroom figure other than the one that they drew.

Methods:
1. Introduce providers and group members.
2. Provider will introduce the day’s topic of courtroom personnel. Facilitate group discussion on what types of people might be found in the courtroom.
3. Provide blank masks and art supplies (such as pencils, markers, colored pencils).
4. Have a cup/hat/bowl with pieces of paper inside, each with the name of a different courtroom personnel (judge, district attorney, defense attorney, bailiff, court clerk, jury, witness, etc.). Ask each person to draw one name, but not to reveal the name to their peers.
5. State the art directive: “Draw a mask representing the courtroom figure whose name you selected.” Encourage group members to consider what might this person look like, what would they wear, do they have any special tools/items that they use in the courtroom? Give participants approximately 20 minutes to complete masks.
6. Ask each participant to verbally and/or physically act out the role of their courtroom figure. Encourage them to consider what this person might say in the courtroom. Peers in the group are encouraged to guess the role of each courtroom figure. Provider should offer supportive feedback and answer any questions about courtroom personnel.
7. Provider will summarize key elements/themes from group session, including how knowing the various courtroom personnel will be beneficial in achieving competency and completing one’s court case.
Lesson 9

**Topic:** Teamwork Exercise: Paper Towers

**Objective:** Individuals will work collaboratively with their team members to make a paper tower. They will be able to identify at least one benefit of teamwork (either in working with their team on their tower or in working with an attorney or legal team).

**Methods:**

1. Introduce providers and group members.
2. Provider will introduce the day’s activity of creating paper towers in teams. Divide individuals into groups of 3-4.
3. Inform participants that they are going to work together with their team members on a collaborative project. Explain that their goal is to build the tallest tower possible using only the paper and tape provided. The tower must be able to stand on its own without falling and can not be taped to the table.
4. Provide 25 sheets of paper and a role of tape to each group.
5. Encourage participants to plan out their strategy. Give the teams 5 minutes in which they can only discuss strategy or make plans, but not start building yet. At the end of the 5 minutes, instruct teams to begin building. Give participants approximately 20 minutes to complete their towers.
6. At the end of the 20 minutes, the teams will be instructed to stop working. Each team will be encouraged to present their tower and talk about their team’s building strategy. Each tower will be measured for height.
7. Facilitate discussion on how teamwork and communication played a role in the project. Did some team members lead more than others? Did all team members participate? Whose idea was used, or was it a combination of several ideas? Relate this experience to working with an attorney. Encourage participants to consider the benefits of communicating with an attorney and working together as a team on their legal case. Discuss the role of leaders and those who have expert knowledge. Would they want to follow the advice of a person who had expert knowledge when building their tower? How about when working on their court case? Facilitate discussion on how being able to work with an attorney plays a role in being found competent. Provider will summarize key elements/themes from group session.

**Materials:** Each team will need 25 sheets of white paper (8 1/2"x11") and a role of scotch tape. Tape measure or rulers for measuring height of towers.

**Outcome Measures:** Individual’s observed ability to work collaboratively with their team on the tower project, as evidenced by participating in both planning and creation of the tower, taking turns, and communicating with peers. Individual’s verbalization of at least one benefit of teamwork (this could be a benefit they noticed in working with their team on the tower or a benefit of working as a team with an attorney).

Lesson 10

**Topic:** 2 versions of self: Competent vs. Incompetent
**Objective:** Individuals will create a drawing(s) representing their competent self and incompetent self and will be able to identify at least two differences between their competent self and incompetent self (could include presence vs. lack of symptoms, knowledge, behaviors, etc).

**Methods:**

1. Introduce providers and group members.
2. Provider will introduce the day’s topic of competent self versus incompetent self. Ask group members to review why a person is found incompetent, and what a person must do to be found competent. Discuss types of changes individuals might experience or notice about themselves when moving from incompetent to competent.
3. Provide paper and art supplies (such as pencils, erasers, markers, colored pencils, crayons).
4. State the art directive: “Draw two images: One of what you look like when you are incompetent or when you were first admitted. The other of what you look like when you are competent, or ready for discharge.” Encourage group members to consider factors such as symptoms, knowledge about court, coping skills, behaviors, emotions, etc. Drawings do not have to be representational images of the person; they can be abstract or use symbols to describe the two states. Give participants approximately 20-25 minutes to complete artwork.
5. Encourage participants to share their work, describing each drawing and stating what differences there are between their incompetent and competent self. Provider should offer supportive feedback and answer any questions.
6. Provider will summarize key elements/themes from group session. Review the importance of knowing what it means to be competent.

**Materials:** White and colored papers, pencils, erasers, markers, colored pencils, crayons, other supplies as available.

**Outcome Measures:** Completed incompetent self and competent self drawings and/or individual’s verbal explanation of those drawings. Individual’s visual or verbal report of at least two differences between their two drawings/selves.

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**Lesson 11**

**Topic:** Feelings while waiting in jail for court date

**Objective:** Participants will identify what the next step in the competency process is after being discharged from the hospital (including returning to jail and waiting for a court date) and identify at least one feeling they anticipate having while in jail waiting for court in a visual and/or verbal manner.

**Methods:**

1. Introduce providers and group members.
2. Provider will introduce the day’s topic and facilitate a discussion on what happens after being discharged from the hospital (including returning to jail and waiting for a court date). Propose the question: What kind of feelings might you expect to have while in jail waiting for your court date? Discuss various types of feelings (which could include anxiety, fear, happiness, anticipation, excitement, etc).
3. Provide paper and art supplies (such as pencils, erasers, markers, colored pencils, crayons).
4. State the art directive: “Draw a picture about the feelings you might expect to experience while waiting for your court date and/or draw ways to cope with those feelings while in jail.” Give participants approximately 20-25 minutes to complete artwork.
5. Encourage participants to share work and express feelings they anticipate having. Ask individuals about ways to cope with their feelings. Provider should offer supportive feedback and acknowledgment of feelings.
6. Provider will summarize key elements/themes from group session, including different types of feelings expected by participants and ways to cope with feelings in jail.
### Materials:  
White and colored papers, pencils, erasers, markers, colored pencils, crayons, other supplies as available.

### Outcome Measures:  
Completed drawings and/or individual’s verbal explanation of drawings and feelings expected while waiting for court date. Individual’s verbal identification of the next step in the competency process after being discharged from the hospital.

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#### Lesson 12

**Topic:**  
Teach the Group: What You Learned About Competency

**Objective:**  
Individuals will teach the group about one thing that they learned related to competency during Court Competency/Art group or since admission. Individuals will create a visual aid or poster that will describe what they learned and will be utilized in teaching the group.

**Methods:**

1. Introduce providers and group members.
2. Provider will introduce the day’s topic and facilitate a brief review of the different topics covered in the last 11 weeks of the course.
3. Provide large construction paper and art supplies (such as pencils, erasers, markers, colored pencils, crayons).
4. Explain that each individual is going to teach the group about one thing they learned related to competency. State the art directive: “Create a visual aid or poster describing one thing that you learned related to competency during this group or since admission that you would like to share with or teach to the group.” Explain that later in the group each person will have up to two minutes to teach their concept the group. Give participants approximately 15-20 minutes to complete their visual aid/poster.
5. Provider will encourage each participant to teach the group about what they learned, utilizing their visual aid. Each individual can have up to two minutes to teach their concept. Provider should offer supportive feedback and relate presentation topics to a specific group lesson (if possible).
6. Provider will summarize key elements/themes from group session, including a review of the many topics of competency, and how much the group has learned in several weeks time.

**Materials:**  
Large sheets of white and colored construction papers, pencils, erasers, markers, colored pencils, crayons, other supplies as available.

**Outcome Measures:**  
Completed visual aid that appropriately relates to a competency topic and individual’s presentation of the topic and their visual aid to the group (including showing the visual aid to other group members and making at least two statements about what they learned related to competency). Topics could include, but are not limited to: definition of competency, rules of probation, communication, working with an attorney, symptoms of mental illness, courtroom personnel.