

HOW TO TEACH THIS COURSE PROFILES

OVERVIEW FOR STAFF

The Profiles course is designed to be self-directed and writing-based. Participants are responsible for completing entries and maintaining their profiles over time.

Staff serve as facilitators and observers, not graders.

The primary role of staff is to introduce the structure, encourage consistency, and reference documented effort as appropriate.

TEACHING MODEL

RECOMMENDED FORMAT

Profiles may be taught or supported through:

- » Classroom instruction
- » Program groups
- » Independent study
- » Reentry preparation programs

The course does not require continuous supervision or grading.

INTRODUCING THE COURSE TO PARTICIPANTS

When introducing Profiles, staff may explain:

- » The course focuses on documentation, accountability, and preparation
- » Participants will complete:
 - » A personal biography
 - » Ongoing journal entries
 - » Book reports or learning records
 - » A release plan
- » Entries are written in the participant's own words
- » Consistency matters more than length or writing style

TIP:

Emphasize that Profiles is a living record, not a one-time assignment.

SETTING EXPECTATIONS

Staff may encourage participants to:

- » Write regularly rather than infrequently
- » Use clear, respectful language
- » Focus on actions, decisions, and lessons learned
- » Take responsibility for updating their own profiles

Profiles is not evaluated for academic performance. It is used to observe engagement and follow-through over time.

FACILITATING WITHOUT ADDED WORK

Profiles is designed to minimize staff workload. Staff are not expected to:

- » Grade entries
- » Monitor daily participation
- » Provide individualized feedback

Instead, staff may:

- » Reference participation during program reviews
- » Encourage consistency
- » Recognize documented effort when appropriate

USING PROFILES FOR OBSERVATION AND DOCUMENTATION

Profiles can support:

- » Case management discussions
- » Program participation tracking
- » Reentry preparation conversations
- » Observations of personal responsibility and engagement

The course provides a written record of effort that develops over time.

ENCOURAGING CONSISTENCY

Staff may support consistency by:

- » Setting regular check-in intervals
- » Encouraging weekly updates
- » Reinforcing the value of documentation



Short, consistent entries are more effective than long, infrequent submissions.

ADDRESSING COMMON QUESTIONS

- » Do participants earn rewards or incentives?
 - » Profiles documents effort. It does not replace institutional incentives or decision-making processes.
- » Is participation mandatory?
 - » Participation is voluntary unless incorporated into an existing program.
- » Can Profiles be used alongside other programs?
 - » Yes. Profiles complements education, programming, and reentry preparation.

CLOSING GUIDANCE FOR STAFF

Profiles works best when:

- » Participants understand their responsibility
- » Documentation is consistent
- » Staff use the course as a reference point, not a grading tool

The course supports a shared goal: clear preparation and measurable effort.

