

**DEVELOPMENT OF A NON-FORMAL  
EDUCATION ACTIVITY MODEL BASED ON  
BOHM'S DIALOGUE AND NONVIOLENT  
COMMUNICATION FOR ENHANCING  
INTRA- FAMILIAL COMMUNICATION  
ABILITY OF DRUG REHABILITATION  
YOUTHS' PARENTS**

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**Abstract:** Recently, the number of Thai adolescent drug addicts has dramatically increased. Most of the cases in adolescent drug abuse are linked to the respective family. It has been widely accepted that effective communication within a family helps reduce drug problems. This article describes a parental program that improves the intra-familial communication ability of drug rehabilitation youths' parents. A non-formal education activity model that integrates Bohm's dialogue and Nonviolent Communication is created in order to support family relationships. The four stages of the model are described. The paper concludes with nine instruments produced for measuring effectiveness of the family communication model by the parents and involved experts.

**Keywords:** Non-formal Education Activity Model, Bohm's Dialogue and Nonviolent Communication, Intra-familial Communication

### **Introduction**

During a teenager's period of intense growth, it is a transitional stage between childhood and adulthood, which results from both physical and mental human development. Changes in physical, emotional and intellectual capacity lead to a time of confusion and upheaval for children and families. Moreover, in contemporary society, the era of information oriented

society, social environment, social structure, popular culture, life style and family pattern changes at a rapid rate. Adolescents also have to face this fact. However, some adolescents might not mature enough to reasonably deal with these problems, or even give serious thought to their own lives. Some uncertain incidents may lead them down the wrong track leading to drug abuse, alcohol consumption or sexual problems. Problematic adolescents affect directly our society as well as the image of the country regarding human resources development.

According to a survey of ABAC Poll Research Center and Child Watch, the number of problems found in adolescents has dramatically increased. Most of drug addicts are teenagers at the age between 15-24 years old. Due to the rampant use of amphetamine drugs, it becomes widely popular among teenagers.

Drug addiction problems in adolescents can be reduced by effective family communication. Family communication between parents and adolescents help foster love and understanding. When problems occur, the family is able to communicate to reduce conflicts. Nonetheless, as our society becomes a consumer society, it has extended a gap between parents and their children. The change of family structures, such as smaller families, affects communication opportunity as well. Families in the old days were extended and networked in terms of social obligations. The modern family type is the so called the 'isolated nuclear family'. Parents are hardly able to spare time to communicate with their adolescents.

Furthermore, Thai communication style is often indirect and implicit. The meaning in conversation does not convey directly in words compared to the context of conversation. Traditionally, a Thai's family has imposed stringent control over its members; parents control and supervise their offspring. In addition, parents usually use unspoken languages of love to express their love and desires to their teens. However, it is very common for parents to blame and complain about adolescents at the drop of a hat. These manners make adolescents unwilling to communicate with their parents since they feel unsafe and distrusted. Moreover, these communication styles could create conflicts between adolescents and their parents.

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As a result, the Thai family may need to reevaluate the communication approach that is embedded in the culture. Reorientation, parenting and family communication skills would help reinforce the role of the family in preventing drug abuse. The parent education program will strengthen the efforts of understanding adolescent development and positively support them. As a result, adolescents who have good communication with their parents are less likely to engage in various risky behaviors, such as smoking, drinking or altercation.

The essence of Bohm's dialogue and Nonviolent Communication (NVC) is self-transformation. They work to heal conflicts, build trust and mend relationships. These are different from other dialogues, which are discussed and decided on differences, within a framework defining how they will interact. This aims towards a goal or reaching a decision, rather than simply exploring and learning. Bohm's dialogue and NVC stress scrutinizing our own feelings, understanding and improving relationships among social groups or others. These methods serve the ability to practice deep listening and convey loving speech. With this knowledge, parents can communicate with their children about life using love instead of fear.

Bohm's dialogue is a free-flowing group conversation which processes thought collective learning. It creates a free space for listening and thinking together. The dialogue factors include deep listening skills, respect for the thoughts of others, understanding of one's own judgment, suspension of personal judgment when listening to others, and verbalizing in authentic voices. Parents can learn how to create and develop self-awareness, while being aware of their own egos, practice "deep listening" skills, and build "space" for themselves and adolescents for inner growth.

Nonviolent Communication (NVC) serves as an instrument for solving conflict; it has helped transforming conflict and violence into cooperation and compassion. It is believed that conflict between individuals or groups is a result of miscommunication about these needs, often because of coercive or manipulative language. Hence, NVC aims to create conversation in which everyone's needs are met. NVC has four steps making neutral observations, expressing feelings, expressing needs and making requests. These steps will help parents to reduce family conflicts; moving beyond power struggles to cooperation and trust; motivating the use of "power-with" rather than "power-over" strategies; and creating a quality of connection with your children that embodies unconditional love.

Bohm's dialogue and NVC have some connections and can support each other. For example,

observing skill in NVC can be used to practice judgment suspension from Bohm's dialogue. In addition, deep listening process base on Bohm's dialogue may help NVC people to extended ideas. It can be concluded that both theories focus on improving family communication and relationships.

Non-formal education (NFE) is suitable for out-of-school youths as well as adults including parents. This is because the program has high degree of flexibility and has a critical role to serve marginalized groups. NFE has assumed importance in the context of lifelong learning. The learning process in this concept can take place not only in schools and colleges, but also throughout the lifespan. There are fewer limitations due to geographical place and chronological timelines. A custom content can be defined for special needs of others. Therefore, NFE has played an important role in improving communication skills of parents and reducing conflict in families.

A set of well-defined conversational dialogue can help assist parents to raise their children to be strong members of our society. The creation of a non-formal education activity model based on Bohm's dialogue and Nonviolent Communication will have a strong impact on the development of effective intra-familial communication.

### Objectives

1. To develop a non-formal education activity model based on Bohm's dialogue and Nonviolent Communication for enhancing intra-familial communication ability of drug rehabilitation youths' parents
2. To implement a non-formal education activity model based on Bohm's dialogue and Nonviolent Communication for enhancing intra-familial communication ability of drug rehabilitation youths' parents
3. To analyze factors, conditions and problems of the application of a non-formal education activity model based on Bohm's dialogue and Nonviolent communication for enhancing intra-familial communication ability of drug rehabilitation youths' parents

### Relevant Theories and Concepts

This work focuses on theories and concepts of parent education programs, Bohm's Dialogue and Nonviolent Communication.

### Parent education program

A common practice parent education program implementation uses the non-formal education programs. Non-Formal Education (NFE) is developed from adult education which provides alternative

education to those who lack opportunity to acquire formal schooling. The name of non-formal education is derived from re-conceptualization, which extends education opportunity for subgroups in the population including adults, children and youth (Sombat Suwanpitak, 2008). In addition, the educational program involves not only basic education and literacy but also offers more opportunities for continuing education. The NFE serves means of developing, and/or upgrading skills for employment, and self-employment. Generally, NFE is characterized by having a flexible and diversified curriculum that is responsive to the learner and situational needs (Kleis and et. al., 1973; Archanya Ratana-Ubol, 1997; International Institute for Educational Planning, 2006).

Parent education programs are arranged to provide guidance and practice as a course. The major goal of the course is to help correcting and improving individual parenting skills. The second goal is to help manage family conflict. However, in order to educate parents, it is necessary to adopt the self-concept that Knowles (1980) proposed for adult learners or parents:

1. Self-concept: As a person matures their self-concept moves from one's dependent personality towards one's self-directed human personality. Parents perceive themselves to be wholly self-directing and at that point, they experience a deep acceptance to be perceived by others as being self-directing.

2. Experience: As a person matures, he or she accumulates a growing reservoir of experience that becomes an increasing resource for learning. Parents learn more effectively through experiential techniques of education such as group discussion or engage in problem solving.

3. Readiness to learn. As a person matures, his or her readiness to learn becomes increasingly turned to the developmental tasks of their social roles. The relevance of education becomes clear, as it is needed to carry out to accomplish a particular task. Parental education programs should be organized around 'real life situation' categories and arrange according to learners' readiness to learn (Knowles 1980).

4. Orientation to learning. As a person matures his or her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation towards learning shifts from one of subject-centeredness to one of problem centeredness. Parents have a greater wish for immediacy of application.

5. Motivation to learn. Adults' motivation to learn comes from internal desire (Knowles, 1980). Adults' readiness to learn is the result of the need to perform social roles and those adults have a problem-centered approach to learn (Tennant 1996).

It is commonly accepted that self-concept, experience, readiness to learn, orientation to learn and motivation to learn of adult learners should be taken into consideration in creating parental education.

According to Long (1987), program planning is a principle of the art and science of adult education. Boyle (1981) developed a program-planning model representing deliberate, progressive and humanistic adult education philosophies in which educator and learner are involved. Boyle's program is divided into three types: 1) Developmental, 2) Institutional and 3) Informational. The three types are distinguished according to: primary goal, source of objectives, use of knowledge, involvement of learner, role of the programmer and standards of effectiveness. This research is selected as an institutional program because it aims to develop people in the organization (parents) making them grow and improve in individual basic abilities. There are 15 key planning concepts for development of effective educational programs. These key planning ideas are applied to lay down a fundamental aspect for selecting effective procedures. A framework for institutional program development consists of 1) Defining target clientele, 2) Specific Content Areas, 3) Identifying Instructional approach, 4) Providing Instruction, 5) Evaluation of the program.

This research focuses on developing parents' communication skills. Boyle's institutional program exhibit several advantages for this application. Parents can enhance their basic abilities using this program planning.

Thomas Gordon, who was a student and colleague of Carl Rogers, worked as a clinical psychologist (Wikipedia, 2010). Gordon's approach emphasizes on improving the quality of communication and conflict resolution skills for families. His approach works towards creating effective and enduring relationships within a family. Active listening is the key strategy for parents to develop a strong relationship with their children. Good communication among family member is based on a non-blameful, non-judgmental description of one's children unacceptable behavior (Gordon, 2000).

According to Gordon's model, a healthy family relationship has two abilities in common, effective listening and speaking skills. It is important to note that parents who listen carefully to their adolescents and show acceptance and trust have strong and healthy relationships between parent and their children. Problems that happen are easier to solve. Similar approaches include Bohm's dialogue, which emphasizes on deep listening and NVC that is a tool for conflict resolution.

### **Bohm's dialogue**

Bohm (2005) proposed Bohm's dialogue. He is a quantum physicist and philosopher who have been deeply influenced by Einstein, Krishnamurti and Dalai Lama. His perception is based on holistic principles. He brought together radical views of physics, a deeply spiritual understanding and profound humanity.

Bohm's dialogue or 'Bohmian' is a form of group conversation for promoting collective thinking. Dialogue is really aimed at going into the whole thought process and exploring the process of "thinking together", collectively (Romney, 2005). Bohm's dialogue seeks to inform study and understand rather than to persuade agreements or solutions. Moreover, this activity can allow group participants to examine their preconceptions and prejudices, as well as to explore the more general movement of thought. It intends to focus on thought as a process rather than content. Furthermore, Bohm suggested that if these dialogue groups were experienced on a sufficiently wide scale, they could help overcome the isolation, fragmentation and change the thought process (Bohm, 2004).

Dialogue can only emerge when participants trust and respect each other, suspend their judgments, and listen deeply to all points of view. Dialogue composes of respect, deep listening, suspending judgment and raising your voice.

Dialogue is a free flow of meaning among all the participants. Respect plays significant role in equal status, so everybody is able to speak freely. Effective dialogue requires that all the participants have equal standing, that they listen with respect and empathy, that ideas and assumptions are explored openly without judgment (London, 2008).

Moreover, group participants pay attention to listening to themselves and others. Without predefined purpose, nor agenda, leaderless and taking time for careful thinking that does not rush to make any judgment is Bohm's dialogue process. This process of deep listening slows down the speed at which people converse. The slower interchange enables individuals to observe the conversation while it is actually occurring, so that they become more aware of both the content of the communication process and the governed structures. Furthermore, deep listening helps participants learning new perspectives, reflecting on their own views, and developing mutual understanding (Bohm, 2004). With this dialogue the more dominant individuals will find themselves tending to speak less and listen more therefore generate effective communication.

Suspending assumptions make people aware of thought processes and bring about an enhanced level of consciousness (Bohm, 2004). A strong assumption in conversation might obscure things or

subjects that would otherwise have been seen. This process allows thought to move more freely so that truth can emerge. It is better than reacting in a hostile way to each other's opinions.

Finally, dialogue helps participants discovering their authentic voice, what it is they want to say when someone is carefully listening and inquiring into their thoughts. In addition, dialogue can be an inquiry, asking or reflecting what we have not understood.

The process of dialogue is a powerful means of understanding how thought functions. Our thought is a collection of concepts of our personal needs, and desires, all of which are limited and distorted by the boundaries of language. These result from the habits of our history, sex and culture. Thus, the way parents interpret the world is the only sensible way in which it can be interpreted. Holding only one side may create arguments with adolescents. It needs to slow down the process of thought in order to be able to observe the situation while it is actually occurring.

### **Nonviolent Communication**

The founder of NVC is Dr. Marshall Rosenberg who is a clinical psychologist under Carl Rogers. NVC is influenced by Gandhi, Martin Luther King and Rosenberg's life experience that confronted various forms of violence and research of comparative religion (Center for Nonviolent Communication, 2010). NVC is accepted as a powerful tool for preventing violence and allow people to communicate with others effectively and with compassion. This is because NVC leads us to connect with ourselves and with each other's that allow our natural compassion to flourish (Blake, 2002).

The principle of NVC is based on the natural state of compassion when no violence is present in our mind. This theory assumes that humans are all compassionate by nature and those violent strategies, whether verbal or physical are learned behaviors taught and supported by the prevailing culture. NVC also assumes that we all share the same, basic human needs; there is no conflict between human needs. The ideal of NVC is to get one's own needs met while also meeting someone else's needs (Kashtan, 2003; Rosenberg, 2003). Moreover, a key principle of NVC is the capacity to express oneself without use of criticism or judgment. NVC is a dynamic language and state of consciousness that requires self-connection and connection with others (Baran, 2000).

NVC consists of fully and honestly expressing ourselves without any blame or condemnation of others and empathically receiving the communication of others. We used both the expression and the reception to express ourselves and listen with empathy. The communication process

consists of four steps: (1) observations, (2) feelings, (3) needs and, (4) requests (Rosenberg, 2003), as following described. (1) Observation is being able to carefully describe what is seen or heard without added interpretations or judgments. No prior evaluation is considered. (2) Feeling is being able to identify and express your emotions rather than your thoughts or interpretations about what others are doing. It should not imply judgment, criticism, blame or punishment. (3) Needs causes feelings. It is about need being met or not met in relation to what is happening and how we are feeling. NVC believes that there is no conflict between human needs; the conflict occurs because of strategies we employ to meet our needs. (4) Request expressed clearly specifically in positive action language what we do want that is not a demand. Moreover, it should use affirmative sentence rather than negative sentence. Person who requests should be willing to hear a "NO". It likes being given a choice rather than the use of coercion (Kashtan, 2005).

Rosenberg states that the conflict in family may happen because of language (Rosenberg, 2005). NVC offers communication models or techniques that try to connect parents and adolescents' heart. Observation, feeling, needs and request are a step process for effective communication with adolescents.

### **Integrated Bohm's dialogue and Nonviolent Communication**

To combine dialogue with NVC, first, we need to start with NVC by both understanding and practicing it. This is because NVC has a clear process and has concrete objectives that are easy to follow. It is different from dialogue that has some abstract ideas. Moreover, NVC skills can effectively promote dialogue. Observation supports suspending judgment; before reaching any conclusion, suspended judgment in order to observe without evaluating so one can gather more information (Crooks, 1961; Apintalisayon, 2009; Vajda, 2009).

Deep listening is to develop an inner silence. This is not a familiar habit for most of us because deep listening is not what we have inherited in our common behavior. Then, we have to practice to listen. In the beginning, a practitioner learns to listen to identify one's feel and need more carefully and directly (Gaia education, 2010) which the practices from NVC can be supported. Finally, presenting your request is one way to raise your voice to let others know what your feelings and need are.

The model that integrated Bohm's dialogue and NVC consist of pause, understanding yourselves and others and speaking. Pause is combination of respect and suspending judgment from Bohm's dialogue and observation from NVC. Understanding yourselves and others relates to deep listening

including feeling and need by NVC. The last component is a mix of raising your voice and request.

The main sources of conflict are unconscious process that may cause express angry, hostile, and contemptuous emotions. When this occurs, we easily misinterpret what the other is communicating. A lot of what happens emotionally is automatic. The communicating parties tend to think too fast and refuse to listen. Sometime, we often use harsh words that we would regret later. Therefore, the most important step in dealing with those emotions is taking a pause. A short pause calms down conversation temporarily. It is always a better way to cope with the situation rather than express immediate reaction that might lead to worsen situation. It helps improving communication and relationships (Schwartz, 2006). A pause also involves in learning on how to deal with the emotion without expressing it in a negative way, or acting without thinking (Saab, 2009; Ilani, 2010). A pause will allow you to gather your thoughts. You will have the advantage of listening to them and appearing to learn something from different perspective, thus enabling to speak appropriately.

Both Bohm's dialogue and NVC is adopted in this step. A pause process begins with respect towards conversation partners. The listener is considering views and desires of the speaker by being none judgmental. To make the pause process more effective, we should apply NVC technique to the process. The effect of pausing conversation is not only to briefly halt the conversation for a silent moment but also to observe facial expressions and body language of the speaker. This aspect will be clarity revealed the speaker's views and desires. As adolescents need acceptance as an adult, they prefer more space.

In many cases, they may feel that parents' actions are invasive to their life. Therefore, parents need to learn how to pause action and conversations before jump into solve a problem for your adolescents.

Second stage is examining your emotions. Acknowledging yourselves allows you to identify your emotions and manage them. In order to understand the feelings that adolescents' temperament generates, parents need to have self-awareness, understand their own temperament. When parents can identify their feelings, it is much easier to work with their adolescents' because parents are better able to stay out of power over which gives more space for their adolescents.

After parents pause and understand themselves, they may calm down and be able to pay attention to others. The pause process helps parents concentrate on listening to their adolescents rather than complain. Parents should step out from their frame of thought and step forward into perspective of

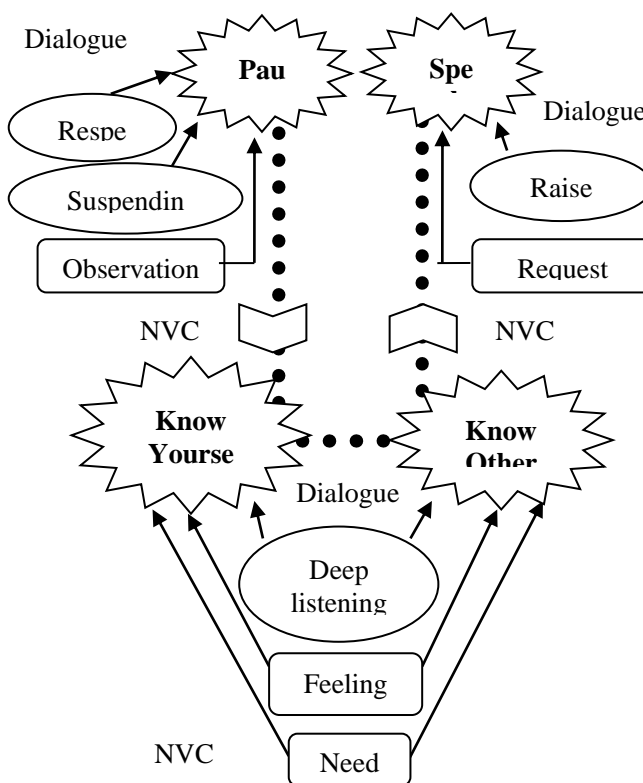
their adolescents. It is necessary for parents to realize that other people are entitled to have quite different opinions; one should never try to evaluate nor persuade an individual to change their feelings (Kurcinka, 2000). The first rule is that parents should understand their own feelings and needs.

Understand yourselves and others are composed of deep listening, feeling and needs. Both parties need to listen to internal voice and voice of the speaker. Effective dialogue involves joining our thinking and feeling into a shared pool of meaning. This element will carry us all into a new level of deeper levels of understanding (The Co-Intelligence Institute, 2010). Moreover, NVC empathizes directly on feeling and needs of both parents and adolescence. Parents who have self- understanding and know their teen's feel and need can improve family relationships by being aware of family communication. Deep listening for realization of feelings and needs can bring about increased learning and greater understanding of each other.

The last component in this process is speaking. Speaking is by mean of expressing one's ideas, and emotions. The context of speech may create misunderstanding or arguments. Bohm's dialogue intends to speak the content of heart. NVC style leads to clarity and openness speaking. Furthermore, people who make a request must have an open mind and willing to accept the response without expectation. Speaking is composed of raise voice and request.

It is believed that the combination of Bohm's dialogue and NVC model will significantly improve effective of communication between parents and their adolescents.

The goal is working towards the understanding temperament that allows parents for not trying to change their adolescents or themselves. Instead of being stuck in a middle of conflict, they can find ways to work together and enjoy each other more (Kurcinka, 2000). Deep listening and empathy speaking are essential skills for successful family relationships. Moreover, conscious communication, for parents, makes one aware of personal judgments and that emotions should be applied. Parents need to be willing to understand adolescents' worldview, their fears, judgments and opinions. Training parents to practice dialogue and Nonviolent Communication with their adolescents will have a great impact for development of effective family communication.



**Figure 1: Non-formal Education Activity Model based on Bohm's Dialogue and Nonviolent Communication for Enhancing Intra-familial Communication**

#### The Model

Non-formal model for enhancing intra-familial communication ability of drug rehabilitation youths' parents can be divided into 4 parts: 1) Value Enabling Activity, 2) NVC, 3) Bohm's dialogue and 4) integrated NVC and Bohm's dialogue.

1) The value enabling activity emphasizes on important of parents' communication towards their children and understanding adolescents who are in the process of development.

2) The NVC method consists of observation, feeling, need and request. Parents need to learn the NVC process to ensure using compassion conversation towards adolescents.

3) Respect for others, deep listening, suspending judgment and raising voice are components of Bohm's dialogue. Parental effective communication requires listening with intention.

4) Expressions of parents' love by listening to adolescents and compassionate speaking can support and prevent teens from mismanagement. Effective communication is an important part of healthy and strong family relationships. Integrated Bohm's dialogue and NVC are expected to resolve family conflict so adolescents will not lose their way to drug addiction.

### Research Procedures

The research design is based on a quasi-experimental research. The research was divided into three main phase which are (1) The development of a non-formal education activity model based on Boyle institutional program which is 1-3 steps of Boyle. There are defining target group, specific content areas, and identifying instructional approach. (2) The experiment of using a non-formal education activity model is conducted and is directly to 4-5 steps of Boyle. Providing instruction and evaluation of the non-formal education activity model are taken place.

The current process of this research is to development of assessing measurement on a non-formal education activity model.

Qualitative and quantitative instruments are applied as a tool in data collection. Consisting of 9 instruments which are 5 questionnaires, open ended questions includes participating observation on changing behavior, focus group, interviewing the experts and writing journal. The content of instruments covering all specified objective includes behavioral family communication, dialogue and nonviolent communication.

### Research Methodology

The instruments for measuring the non-formal education activity model based on Bohm's dialogue and Nonviolent Communication for enhancing intra-familial communication ability of drug rehabilitation youths' parents is proposed. Parents of adolescents who have currently or previously participated in drug rehabilitation are considered as the selected group. There are two parts involved in the studies, the evaluation of a non-formal education activity model and implementation of the model.

For the evaluation of a non-formal education activity model assessment, we include the following research instruments as follow 1) Factors, conditions and problems, 2) Evaluation of the program and 3) Interviewing the experts.

To measurement the implementation of the model, we used quantitative questionnaires that consist of 1) Behavioral family communication, 2) NVC, 3) Bohm's dialogue. In addition, a set of qualitative instruments are adopted, which are 1) Participatory Observation on changing behavior, 2) Focus group of parents, 3) Journal about communication with their adolescents.

The first stage of research methodology is to study indicators and suitable content validity by using Item-Objective Congruence (IOC). Six experts from

the field of Non-formal education, Research, Nonviolent Communication and Bohm's Dialogue analyze and check questions items. The construction of the evaluation instrument is investigated. These experts also checked many aspects that include the conformity between the indicators and the evaluating issues and the appropriateness of the evaluating criteria. Statistical value that is used to analyzed data is raw percentage, mean value, and standard deviation.

The process was after improving the instruments according to the recommendations from the experts, implementing these instruments with studied group. The studied group was selected as 20 parents of drug rehabilitation youth who could be the father, mother or guardian. Only a single group of parents was studied in this preliminary work. In this case, the participants were given a pretest, participated the program or treatment, and then given a posttest. The qualities of instruments were checked for validity and reliability.

### Conceptual Framework

A conceptual framework is proposed in this research to outline the non-formal education activity model, based on Bohm's dialogue and Nonviolent Communication for enhancing intra-familial communication ability of drug rehabilitation youths' parents. It can be divided into 3 parts that are input, process and output.

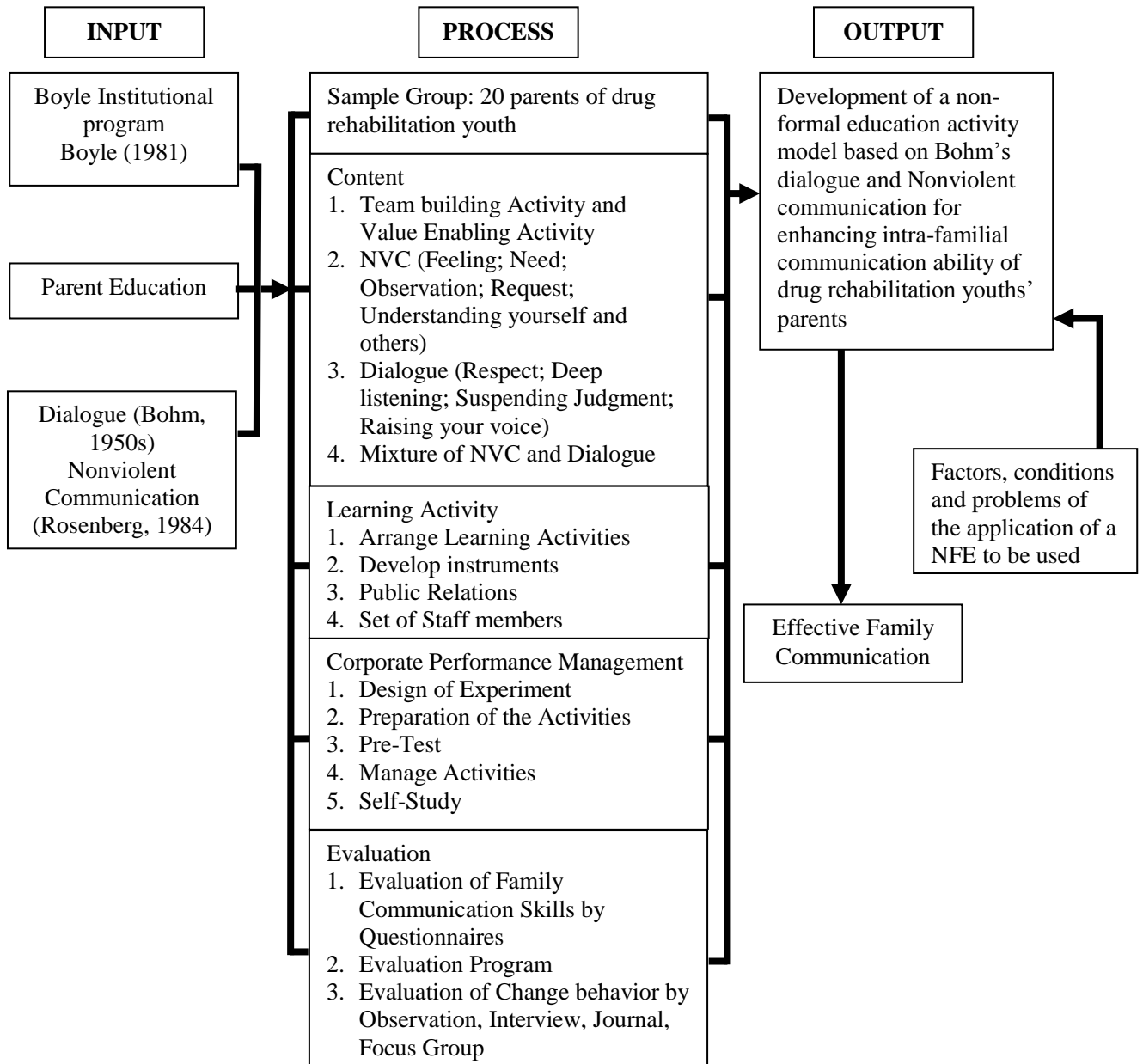
(See figure 2 in next page)

#### Input

Input of the framework consists of institutional program planning model by Boyle (1981), parent education program, Bohm dialogue and Nonviolent Communication.

1.1 Institutional program development is selected for this research because it aims to develop people in the organization, which means family communication skill of parents can be developed. This program composes of 1) Defining target clientele, 2) Specific content areas, 3) Identifying instructional approach, 4) Providing instruction, and 5) Evaluation of the program.

1.2 Parent education program is one of the non-formal education programs. Parental program provides knowledge and skills for understanding adolescents, improving parental communication skills and managing family conflicts. However, to arrange a parental program, it needs to be concerned about assumptions about adult learning that is self-directed learning, their experience, readiness to learn and learning orientation.



**Figure 2: The Conceptual Framework**

**1.3 Bohm Dialogue:** It seems that the main trouble of family conflict has happened when parents and adolescents do not listen to each other's. The Bohm dialogue method pays attention to listening that is focus on thought process and changing the way of thought process collectively. Respects, deep listening, suspending judgment and raising voice are essential components of Bohm dialogue.

**1.4 Nonviolent Communication** focuses on clearly expressing observations, feelings, needs and requests to others in a way that avoids the hidden violence of language that labels, diagnoses, judges or blames others. The relationships can be dramatically improved by this method because people express their

feelings and needs openly and honestly, which invites understanding.

#### Process

This step brings all the input to arrange non-formal educational activities. It follows institutional program planning model by Boyle (1981).

**2.1 To conducted on the sample group:** The sample group is chosen from people who could be father, mother or guardian of 15-19 outpatient amphetamine addicts. The sample is qualified parents who need to improve family communication or volunteers. The important thing is that, they need to spend time with all activities.



2.2 Content for this non-formal educational program is aimed at improving family communication. Bohm dialogue and Nonviolent Communication concepts are synthesis into 4 parts which are value enabling subject, NVC, Bohm's dialogue and integrated NVC and Bohm's dialogue.

### 2.3 Learning activities

2.3.1 Arrange activities: Watching movies, focus group, role-play, painting etc. are the activities that are provided to develop family communication skills.

2.3.2 Create instruments: 9 instruments which are Behavioral family communication, Bohm's dialogue and NVC, Factors, conditions and problems, Evaluation of the program questionnaires, Interviewing the experts, Participatory observation on changing behavior, Focus group of parents, and Journal about communication with their adolescent are used to check the quality of the program. The questionnaires number 1-3 manage to pretest at the first hour and posttest at 100<sup>th</sup> hour.

2.3.3 The program is announced 1 month in advance in order to invite parents to participate.

2.3.4 To appoint staffs who are responsible for the activities.

2.3.5 Performance: This performance follows a plan step by step which are 1) experimental design, 2) prepare for the activities, 3) pretest 4) perform activities 5) study from manual 6) posttest.

2.4 Program Evaluation: Factors, conditions and problems, evaluation of the program, and interviewing the experts are methods for program evaluation.

## Outcome

This research provides two outcomes: 1) To create a non-formal education activity model based on Bohm's dialogue and NVC for enhancing intra-familial communication ability of drug rehabilitation youths' parents was the main goal of this research. Then, parents receive knowledge skills and attitude for improving family communication; 2) Using information from factors, conditions and problems for program development.

## Conclusion

The paper describes preliminary stages of the development of assessing measurement on a non-formal education activity model. The main objective of this research was to create a non-formal education activity model based on Bohm's dialogue and NVC for enhancing intra-familial communication ability of drug rehabilitation youths' parents. The model is comprised of four activities that are value enabling tasks, NVC, Bohm's dialogue, integrated NVC, and Bohm's dialogue. Pause, understand

yourselves and others and speaking are the components in the model. The nine instruments that involve combined qualitative and quantitative methods were used to prove the validity of the model. The value of this model is not only in reducing family conflict but in also benefiting the workplace, community, social and national conflict reduction.

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