

Phoenix/New Freedom Programs

New York State DOCCS Substance Abuse Model

The NYS DOCCS Substance Abuse Model is a change program based on Cognitive Behavioral Therapy, Motivational Interviewing, and Stages of Change models. It specifically addresses motivation to change, relapse prevention, self-management of symptoms/triggers, internal/external risk factors, and strengths/protective factors, and is shaped for the 16-17 year old population in the DOCCS facilities.

The core program is designed for 24 weeks of open group programming (not including pretreatment resources or transition resources). Designed to match NYS DOCCS requirements, the model delivers 3 hours of programming per day, 3 days per week, for a total of 296 hours of programming.

Each day is comprised of one 15-minute opener, three approximately 45-minute core sessions, and two 15-minute skills sessions. Each week ends with a Competency Check of the week's material.

TYPICAL WEEK		
Day One	Day Two	Day Three
Opener Approx. 15 minutes	Opener Approx. 15 minutes	Opener Approx. 15 minutes
Lesson 1A Approx. 45 minutes	Lesson 2A Approx. 45 minutes	Lesson 3A Approx. 45 minutes
Skills Session Approx. 15 minutes	Skills Session Approx. 15 minutes	Skills Session Approx. 15 minutes
Lesson 1B Approx. 45 minutes	Lesson 2B Approx. 45 minutes	Lesson 3B Approx. 45 minutes
Skills Session Approx. 15 minutes	Skills Session Approx. 15 minutes	Skills Session Approx. 15 minutes
Lesson 1C Approx. 45 minutes	Lesson 2C Approx. 45 minutes	Lesson 3C Approx. 45 minutes
Competency Check		

Lessons are grouped into 6 themed modules (not including pretreatment modules or transition modules). Each module includes pre-contemplation resources to allow for an open group situation. Wherever a participant enters the program, he won't have to wait long before encountering pre-contemplation material that augments the work done in the pretreatment module. Each module contains material directly related to the theme. A Module Summary Activity concludes each module, including a Progress Evaluation instrument.

THEMED MODULES			
Module	General Content	Skills	Outcomes
1. AODA and Relapse Prevention	Traditional relapse prevention model; includes costs/ consequences	Skills and role-play to increase motivation to change and avoid external risk factors	<ol style="list-style-type: none"> 1. Increase in motivation (importance, readiness, confidence) to make specific changes. 2. Commit to change, consider abstinence. 3. Increase and document linkage to external protective factors.
2. CBT- Based Substance Abuse Intervention	Cognitive Behavioral/ Functional Thinking relating to drugs (thoughts, feelings, behaviors)	Coping Skills set relating to Substance Abuse	<ol style="list-style-type: none"> 1. Self-Management via traditional CBT. 2. Reduce internal risk factors of AODA relating to thoughts, feelings, symptoms, and triggers.
3. Self-Management of Symptoms/ Internal Risk Factors	Symptoms management for AODA. Recognizing cues and symptoms.	Coping Skills set relating to Symptoms	<ol style="list-style-type: none"> 1. Reduce internal risk factors by addressing thoughts, feelings, symptoms, and triggers. 2. Increase internal protective factors/ strengths
4. Self-Management of Triggers/External Risk Factors	External triggers management for AODA. Focus on high-risk people, places, things, and situations. Includes avoidance strategies.	Coping Skills set relating to Triggers, including avoiding high risk factors.	<ol style="list-style-type: none"> 1. Increase in motivation (importance, readiness, confidence) to make specific changes. 2. Commit to make specific changes. 3. Commit to avoid high risk external risk factors affecting substance abuse and delinquency.
5. Delinquency	External risk factors for delinquency, with some gang elements.	Basic impulse control, avoidance skills, aggression and violence avoidance skills.	<ol style="list-style-type: none"> 1. Increase in motivation (importance, readiness, confidence) to make specific changes. 2. Commit to make specific changes. 3. Commit to avoid high risk external risk factors
6. AODA-Specific Self-Discovery: Anti-Vulnerability/ Strengths/Assets/ Trauma element	Getting stronger/ smarter, family dysfunction, neglect, abandonment, trauma, violence, etc.	Strength via practice with fundamental coping skill set. Action planning to maintain recovery.	<ol style="list-style-type: none"> 1. Build internal strengths, resiliency, and self-efficacy at handling internal and external risk factors. 2. Address underlying vulnerabilities which increase internal and external risk. <p>(Includes trauma-informed elements)</p>

Each module is accompanied by a detailed overview.

The following Motivational Interviewing (MI) resources are deliberately repeated within the curriculum. They address importance and confidence, two measures critical to the success of each participant. It is essential that these components be introduced and reviewed multiple times.

Pre4 How Important Is It To You?
RH16 How Are You Going To Do?
RH17 Keeping Your Focus On What's Important
RH18 Preparation for Program Completion

The model also presents an 8-hour Pre-Treatment module that specifically addresses pre- and anti-contemplation, and sets the stage for the programming to come. It is highly recommended that all participants receive this programming first before joining any groups in progress.

In addition, the model features two overlays:

- Transition Out Of Facility– an 18 hour program that prepares participants to return to the community
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- Transition To General Population– a 53 hour resource that prepares participants for transfer to the general population in adult facilities.

NYS DOCCS New Freedom Substance Abuse Curriculum - younger population/open group model

PROGRAM MODEL AND THEORY

Structured and monitored substance abuse (AODA) interventions based on CBT, MI, and social learning, and risk factors management philosophies will reduce the resistance to behavioral change and decrease antisocial behaviors, including substance use and abuse, and criminal thinking and behavior.

Six (6) Modules

Core Substance Abuse (SA) and Relapse Prevention

CBT-based SA Intervention

Self Management of Symptoms and Internal Risk Factors

Self Management of Triggers and External Risk Factors

Delinquency (and Criminal Thinking)

Self-Discovery (vulnerabilities, shame, assets, strengths)

Resources

- 216 core lessons
- 72 session openers
- 144 activities and skills elements
- 12 competency checks
- 8-hour pre-treatment
- 18-hour transition home resource
- 53-hour transition to adult facility resource
- Counselors Manual
- MI Toolkits

STRATEGIES/ACTIVITIES

Training of Program Facilitators/Staff

- Underlying theory of change: principles of CBT
- Facilitator as change agent, MI practitioner
- Preparation to deliver all intervention components

Administer selected Pre/Post Assessment (option)

Pre-Contemplation/Anti-Contemplation

(participants are unwilling to change, unaware, resistant, or in severe denial)

- Activities – *MI techniques, group contact, and program resources* to engage participants, enhance motivation, and explore key values and goals
- Use MI AODA Toolkit, Stage 1 (as needed)

Contemplation (some participation/engagement, but there can be some denial and/or resistance)

- Activities – *MI and CBT techniques, group contact, and program resources* to assess current behaviors and thinking, identify key risk factors, and increase self-awareness and emotional recognition (symptoms/feelings, triggers, stressors)
- Use MI AODA Toolkit AODA-MI-2, as needed

Preparation/Determination (increased participation/engagement, understanding and insight)

- Activities – *MI and CBT, group process, and program resources* to identify priorities and action plan for change that addresses key internal and external risk factors, identify protective factors, and provide initial exposure/practice of new skills
- Use MI AODA Toolkit AODA-MI-3, as needed

Action (some participants may actively pursue new skills; address significant issues and feelings)

- Activities – *CBT and social learning/relapse prevention, group process, program resources* to practice new skills, actively change negative behavioral patterns, address issues and techniques for building self-efficacy and assess situational confidence for recovery
- Use AODA-MI-4 as needed

Aftercare (1) transition to adult facilities and (2) community reintegration; maintain recovery)

- Prepare, review, and revise detailed relapse prevention plans; implement proactively
- Develop action plans that deal with internal and external highest risk factors, and link to protective factors

IMMEDIATE OUTCOMES

Staff demonstrates understanding of underlying concepts and delivers intervention programming with high fidelity (fidelity checklist provided)

Pre-Contemplation/Anti-Contemplation

- Staff begins to build trust, and identify and reduce resistance to the programming(MI)
- Basic self-assessment occurs and goals/values are identified
- MI Scale scores show initial steps toward change
- Initial steps to engage in individual and group counseling through guided self-disclosure

Contemplation

- Active participation; demonstrated understanding and identification of critical feelings, symptoms, triggers, stressors and internal and external key risk factors
- Assessment of costs and consequences (for self and others) of old behaviors, change in MI scales
- Successful completion of competency checklists

Preparation/Determination

- Demonstration of increased insight, change in MI scales
- Identifies and begins to address specific issues relating to past behaviors, including underlying thoughts and feelings, triggers, symptoms/cues
- Initial practice of basic coping, interpersonal and communication skills to address risk factors

Action: skills practice

- Demonstration of repeated successful coping with variations on their highest risk situations
- Demonstration of competence in a range of specific coping, assertion, resistance, resiliency, violence avoidance, recovery and self-management skills; change in MI scales
- Successful completion of competency checklists

Assessments included:

- Competency checklists (four per module)
- MI rulers and similar elements included in curriculum
- Pre/post test
- PCA Change talk tool (compatible with URICA)
- Multiple Situational Confidence Questionnaires (SCQs)

INTERMEDIATE OUTCOMES

Demonstration of increase in strengths/ assets/ resiliency factors targeted by program, including:

- Practice and demonstrated mastery of specific coping skills for relapse prevention
- Practice of avoidance of key external risk factors (environmental controls)
- Use of problem solving/self-regulation skills in program activities and in daily situations
- Use/practice of skills for dealing with internal high risk factors: thoughts, feelings, and symptoms
- Use of goal setting skills (concrete action planning for recovery)
- Development and documentation of personal safety nets and other protective factors
- Self-evaluation of motivation on included MI tools and assessments reflect positive change
- Staff assessments of motivation reflects similar positive change
- Staff assessments of competency checklists (behaviorally-stated objectives) reflect positive changes in understanding, insight, skills mastery, and completion of assignments

- Participants complete - and follow - their action plans
- Behaviors in the program environment reflect positive self-management and change (program rules are followed)
- Program measures assessing abstinence from substance use reflect compliance

Program-Specific Documentation includes:

1. List of resources identified by Stage of Change
2. Detailed Behaviorally-Stated Objectives/Competency Checklists for all included resources (four sets per module)

FINAL OUTCOMES

Administer selected Pre/Post Assessment (option)

- Decreased prevalence and incidence of relapse or recidivism
- Decreased prevalence and incidence of post-program substance use
- Increased compliance with drug testing
- Decreased post-program infractions of any probation regulations and requirements
- Active participation in post-program treatment/ counseling/support groups activities as required

NEW YORK STATE DOCCS AODA MODEL

Module 0: Pre Treatment

FFT Being Locked Up Right Now	ICD1.1: What's Treatment About?	FFT: There's No Point
Pre2: While You Are Here	ICD1.2: What's Treatment About?	Pre6: Introduction to the Program
Pre3d: Life Goals and Dreams	Pre9: A Starting Point	Pre/Post Test

Module 1: AODA and Relapse Prevention

Week One

Day One	Day Two	Day Three
Opener: Hard work	FFT Too Far Gone	Opener: Where do you stand today?
Lesson 1A: Worksheet - Getting Started (Pre)	Lesson 2A: CC6 I have my reasons	Lesson 3A: SD1.1 Introduction to self-discovery
Skills: Change talk tool #1	Skills: A practical question	Skills: A practical question
Lesson 1B: Pre4 How Important is it to you?	Lesson 2B: SD7b.1 My Life So Far	Lesson 3B: SD1.2 Introduction to Self-Discovery
Skills: What you need to know	Skills: What you need to know	Skills: What you need to know
Lesson 1C: PNFI-2: How did I get here?	Lesson 2C: SD7b.2 My Life So Far	Lesson 3C: CC11 Why am I thinking about changing?

Competency Check

Week Two

Day One	Day Two	Day Three
Opener: FFT It's often a matter of degree	Opener: FFT What's normal?	Opener: FFT The Functional Alcoholic
Lesson 1A: CC7 Who Do You Think You Are?	Lesson 2A: SD5.1 Understanding Your Dependencies	Lesson 3A: SD5.4 Understanding Your Dependencies
Skills A practical question:	Skills: A practical question	Skills: A practical question
Lesson 1B: Pre14.1 Famous Last Words	Lesson 2B: SD5.2 Understanding Your Dependencies	Lesson 3B: CC2 Victim Impact
Skills What you need to know:	Skills: What you need to know	Skills: What you need to know
Lesson 1C: Pre14.2 Famous Last Words	Lesson 2C: SD5.3 Understanding Your Dependencies	Lesson 3C: PDF-H Pathways to Physical and Emotional Health

Competency Check

Week Three		
Day One	Day Two	Day Three
Opener: FFT I quit	Opener: FFT Long time to go	Opener: How would you like things to be?
Lesson 1A: SA1.1 Preventing Relapse by Increasing Sensitivity to Your Pattern or Cycle	Lesson 2A: SA2.1 Self-awareness: Examining Your Pattern or Cycle in Detail	Lesson 3A: SA2.4 Self-awareness: Examining Your Pattern or Cycle in Detail
Skills: A practical question	Skills: What do <u>you</u> think #70	Skills A practical question
Lesson 1B: SA1.2 Preventing Relapse by Increasing Sensitivity to Your Pattern or Cycle	Lesson 2B: SA2.2 Self-awareness: Examining Your Pattern or Cycle in Detail	Lesson 3B: SA2.5 Self-awareness: Examining Your Pattern or Cycle in Detail
Skills: What you need to know	Skills: What you need to know	Skills: What you need to know
Lesson 1C: SA1.3 Preventing Relapse by Increasing Sensitivity to Your Pattern or Cycle	Lesson 2C: SA2.3 Self-awareness: Examining Your Pattern or Cycle in Detail	Lesson 3C Pre 16 Taking the initiative
Competency Check		
Week Four		
Day One	Day Two	Day Three
Opener: FFT Why should it matter?	Opener: FFT Tough choices	Opener: Worksheet - Connections
Lesson 1A: RH5.1 If You Lapse	Lesson 2A: RH5.4 If You Lapse	Lesson 3A: RH7.2 Avoiding the Negative
Skills: A practical question	Skills: A practical question:	Skills A practical question
Lesson 1B: RH5.2 If You Lapse	Lesson 2B: RH5.5 If You Lapse	Lesson 3B: RH7.3 Avoiding the Negative
Skills: What you need to know	Skills What you need to know:	Skills: Brief AODA SCQ
Lesson 1C: RH5.3 If You Lapse	Lesson 2C: RH7.1 Avoiding the Negative	Lesson 3C: Worksheet - Then and now
Module Summary Activity		

Module 2: CBT- Based Substance Abuse Intervention

Week One

Day One	Day Two	Day Three
Opener: Worksheet - Getting started	Opener: FFT I got high to feel good	Opener: I was helpless
Lesson 1A: Pre 13 It's Just Like Magic	Lesson 2A: F1.3 Intro to Feelings	Lesson 3A: CBT1.2 Intro to Functional Thinking
Skills: FFT It's only weed	Skills: Problem Behavior #4	Skills: Problem Behavior #5
Lesson 1B: F1.1 Intro to Feelings	Lesson 2B: F1.4 Intro to Feelings	Lesson 3B: CBT1.3 Intro to Functional Thinking
Skills: What you need to know	Skills: Values activity	Skills: FFT Superhero
Lesson 1C: F1.2 Intro to Feelings	Lesson 2C: CBT1.1 Intro to Functional Thinking	Lesson 3C: CBT1.4 Intro to Functional Thinking

Competency Check

Week Two

Day One	Day Two	Day Three
Opener: FFT What Happened In Your Life?	Opener: FFT Some Time To Think	Openers: FFT Depression FFT The program
Lesson 1A: CBT 4.1 Symptoms and Early Warning Signs	Lesson 2A: : CBT 5.2 Triggers	Lesson 3A: CBT5a.2 Triggers Supplement
Skills Problem Behavior #6:	Skills Problem Behavior #7	Skills Problem Behavior #8
Lesson 1B: CBT 4.2 Symptoms and Early Warning Signs	Lesson 2B: CBT 5.3 Triggers	Lesson 3B: CBT5a.3 Triggers Supplement
Skills: Dealing with authority	Skills: STOP #1	Skills: Stop #2
Lesson 1C: CBT 5.1 Triggers	Lesson 2C: CBT5a.1 Triggers Supplement	Lesson 3C: CBT5a.4 Triggers Supplement

Competency Check

Week Three		
Day One	Day Two	Day Three
Opener: FFT Introduction to risk factors	Opener: FFT An early start to trouble	Opener: Identity activity
Lesson 1A: CSI.1 Coping Skills for Emergencies	Lesson 2A: CSI.4 Coping Skills for Emergencies	Lesson 3A: FFT The future and Worksheet: Your internal resources
Skills: Problem Behavior #9	Skills Problem Behavior #10:	Skills: Worksheet - Being a victim?
Lesson 1B: CSI.2 Coping Skills for Emergencies	Lesson 2B: CSI.5 Coping Skills for Emergencies	Lesson 3B: CBT 7a.1 Making Choices That Work
Skills: STOP #3	Skills: STOP #4	Skills: STOP #5
Lesson 1C:CSI.3 Coping Skills for Emergencies	Lesson 2C: CSI.6 Coping Skills for Emergencies	Lesson 3C: CBT 7a.2Making Choices That Work
Competency Check		
Week Four		
Day One	Day Two	Day Three
Opener: It's good to be me	Opener: How are you going to do?	Opener: FFT James and his dad
Lesson 1A: CBT 7a.3 Making Choices That Work	Lesson 2A: RH6.2 Positive Steps to Take Control of your Life	Lesson 3A: RH12.1 Safety Nets
Skills: STOP #7	Skills: STOP #8	Skills: Worksheet - Change Plan (B)
Lesson 1B: CBT 7a.4 Making Choices That Work	Lesson 2B: RH6.3 Positive Steps to Take Control of your Life	Lesson 3B: RH12.2 Safety Nets
Skills: Setting yourself up #1	Skills: FFT JB's decision	Skills: Change talk #2
Lesson 1C: RH6.1 Positive Steps to Take Control of your Life	Lesson 2C: RH6.4 Positive Steps to Take Control of your Life	Lesson 3C: TP New Reinvented You
Module Summary Activity		

Module 3: Self-Management of Symptoms

Week One

Day One	Day Two	Day Three
Opener: FFT Waiting for the Magic Wand	Opener: FFT If you learned	Opener: Bad days or bad weeks
Lesson 1A: Pre4 How Important is it to you?	Lesson 2A: Your Dreams	Lesson 3A: SD 11.3 What's Going On In My Life
Skills: Difficult situation cards #4	Skills: Difficult situation cards #5	Skills: Difficult situation cards #6
Lesson 1B: F12.1 Let's Talk About Feelings	Lesson 2B: SD 11.1 What's Going On In My Life	Lesson 3B: SD 11.4 What's Going On In My Life
Skills: Substance abuse (AODA) abstinence tool	Skills: FFT They lived happily ever after	Skills: Seven words story #4
Lesson 1C: F12.1 Let's Talk About Feelings	Lesson 2C: SD 11.2 What's Going On In My Life	Lesson 3C: Feelings scales and Worksheet - What was going on?

Competency Check

Week Two

Day One	Day Two	Day Three
Opener: FFT Hurting	Opener: FFT Anger and Stress	Opener: Risk factors (according to Danny)
Lesson 1A: FD4.1 Coping with Uncomfortable Feelings	Lesson 2A: Stop-Think-Act 1	Lesson 3A: Muscle Relaxation
Skills: Handling difficult situations #6	Skills: A practical question #7	Skills: Handling difficult situations #7
Lesson 1B: FD4.2 Coping with Uncomfortable Feelings	Lesson 2B: Stop-Think-Act 2	Lesson 3B: Creative Visualization
Skills: What do you think? #71	Skills: Handling difficult situations #2	Skills: Worksheet - Affirmations
Lesson 1C: Thought Stopping	Lesson 2C: Deep Breathing	Lesson 3C: Self- Soothing and Distraction

Competency Check

Week Three		
Day One	Day Two	Day Three
Opener: Feeling good or feeling better	Opener: Risk factor - Hopelessness	Opener: Risk factor: Physical discomfort
Lesson 1A: Anxiety Symptoms	Lesson 2A: CS9.1 Managing Your Stress	Lesson 3A: Risk factors - Pleasant emotions
Skills: Risk factors - Pleasant emotions #1	Skills: Risk factors - Pleasant emotions #2	Skills: Risk factors - Pleasant emotions #3
Lesson 1B: Anger Symptoms	Lesson 2B: CS9.2 Managing Your Stress	Lesson 3B: Positive Feelings
Skills: Worksheet - Planning for change	Skills: Anxiety symptoms (FID)	Skills: Anger symptoms (FID)
Lesson 1C: Depression symptoms	Lesson 2C: CS9.3 Managing Your Stress	Lesson 3C: CC9 Denial
Competency Check		
Week Four		
Day One	Day Two	Day Three
Opener: FFT Hurt people hurt people	Opener: How do you think you have changed?	Opener: Going forward
Lesson 1A: Combined Relaxation Skills	Lesson 2A: RH3.2 Dealing with Discomfort	Lesson 3A: F10.1 Your Feelings and Relapse
Skills: Risk factors - Pleasant emotions #4	Skills: Risk factors - Pleasant emotions #5	Skills: Risk factors - Pleasant emotions #6
Lesson 1B: Then and Now and External risk factors SCQ	Lesson 2B: RH3.3 Dealing with Discomfort	Lesson 3B: F10.2 Your Feelings and Relapse
Skills: Depression symptoms (FID)	Skills: Substance abuse (AODA) self-efficacy	Skills: Risk factors and protective factors summary
Lesson 1C: RH3.1 Dealing with Discomfort	Lesson 2C: RH3.4 Dealing with Discomfort	Lesson 3C: F10.3 Your Feelings and Relapse
Module Summary Activity		

Module 4: Self-Management of Triggers

Week One

Day One	Day Two	Day Three
Opener: FFT Do I get a do-over?	Opener: FFT Winning the Lottery	Opener: What's the difference?
Lesson 1A: Pre5 The Revolving Door	Lesson 2A: SD6.3 Reasons to Change	Lesson 3A: Problem Recognition
Skills: Problem behaviors #1	Skills: Problem behaviors #2	Skills: Problem behaviors #3
Lesson 1B: SD6.1 Reasons to Change	Lesson 2B: SD6.4 Reasons to Change	Lesson 3B: CCI What's Been Getting You In Trouble?
Skills: Coping skills (Breathing)	Skills: Coping skills (Muscle relaxation)	Skills: Coping skills (Creative visualization)
Lesson 1C: SD6.2 Reasons to Change	Lesson 2C: FFT: Setting Yourself Up	Lesson 3C: CC10 Who Is Making Your Choices?

Competency Check

Week Two

Day One	Day Two	Day Three
Opener: Risk factors - Social tension #1	Opener: Risk factors - Social problems at work	Opener: Risk factors - Problems at home
Lesson 1A: PNF RF 1	Lesson 2A: F11 Are You An Excitement Junkie?	Lesson 3A: MAV 13
Skills: Social tension #2	Skills: Social tension #3	Skills: Seven word story #3
Lesson 1B: PNF RF 2	Lesson 2B: CC5 Friends and Peers	Lesson 3B: MAV14
Skills: Coping skills (combined)	Skills: FFT And the crown roared	Skills: FFT Tough start (Damon)
Lesson 1C: PNF RF 3	Lesson 2C: MAV 12	Lesson 3C: MAV 15

Competency Check

Week Three		
Day One	Day Two	Day Three
Opener: FFT Violence Comes in Many Forms	Opener: FFT Fighting and Violence	Opener: FFT Growing Up Around Violence
Lesson 1A: MAV 16	Lesson 2A: MAV 19	Lesson 3A: MAV 22
Skills: Tell me who your friends are	Skills: Coping skills (Muscle relaxation)	Skills: Coping skills (Creative visualization)
Lesson 1B: MAV 17	Lesson 2B: MAV 20	Lesson 3B: MAV 25
Skills: Coping skills (Breathing)	Skills: Setting yourself up #1	Skills: Setting yourself up #2
Lesson 1C: MAV 18	Lesson 2C: MAV 21	Lesson 3C: Triggers summary and FFT Conflict resolution
Competency Check		
Week Four		
Day One	Day Two	Day Three
Opener: FFT Jamal's Story	Opener: FFT Marvin's Dilemma	Opener: FFT The Curfew
Lesson 1A: RH10.1 Avoiding Trouble	Lesson 2A: RH10.4 Avoiding Trouble	Lesson 3A: RH13.3 Red Flags
Skills: Setting yourself up #3	Skills: Setting yourself up #4	Skills: Setting yourself up #5
Lesson 1B: RH10.2 Avoiding Trouble	Lesson 2B: RH13.1 Red Flags	Lesson 3B: RH13.4 Red Flags
Skills: Coping skills (Combined)	Skills: Aggression and violence SCQ	Skills: Confidence Questionnaire
Lesson 1C: RH10.3 Avoiding Trouble	Lesson 2C: RH13.2 Red Flags	Lesson 3C: RH13.5 Red Flags
Module Summary Activity		

Module 5: Delinquency

Week One

Day One	Day Two	Day Three
Opener: FFT I Shouldn't Be Here	Opener: FFT Masks	Opener: FFT Time To Think
Lesson 1A: Daniel's Story (DVD-based lesson)	Lesson 2A: Pre11 You can't change me	Lesson 3A: GG13R.2 Respect
Skills: Difficult situations #1	Skills: Difficult situations #2	Skills: Difficult situations #3
Lesson 1B: FFT Values Activity and FFT Tough choice for Luis	Lesson 2B: Pre7 Choices	Lesson 3B: CC6 I Have My Reasons
Skills: Coping skills (Breathing)	Skills: Coping skills (Muscle relaxation)	Skills: Coping skills (Creative visualization)
Lesson 1C: PNF 4-3 How I Got Started	Lesson 2C: GG13R.1 Respect	Lesson 3C: Pre4 How Important is it to you?

Competency Check

Week Two

Day One	Day Two	Day Three
Opener: FFT Too Late For George	Opener: FFT \$5,000,000 question	Opener: Pre10 A New Direction
Lesson 1A: Romeo's Story (DVD)	Lesson 2A: GG13D.1 Disrespect	Lesson 3A: GG3.1 What Do You Need?
Skills: Difficult situations #4	Skills: Seven word story #2:	Skills: practice MAV17 (Fighting)
Lesson 1B: SD9/SP6 Protective factors checklist	Lesson 2B: GG13D.2 Disrespect	Lesson 3B: GG3.2 What Do You Need?
Skills: Coping skills (Combined)	Skills: practice MAV16 (Fighting)	Skills: Coping skills (Breathing)
Lesson 1C: • Tell Me Who Your Friends Are • Family Life Scales	Lesson 2C: GG13D.3 Disrespect	Lesson 3C: GG3.3 What Do You Need?

Competency Check

Week Three		
Day One	Day Two	Day Three
Opener: CC12 Paid the Price	Opener: FFT Fear vs. Respect	Opener: Your internal resources
Lesson 1A: Terion's Story (DVD-based Lesson)	Lesson 2A: GG13M.1 Do The Math	Lesson 3A: GG13OF Where are your Old Friends Today?
Skills: practice MAV18 (Accusations)	Skills: practice MAV19 (Accusations)	Skills: Practice MAV20 (Provocations)
Lesson 1B: CC4 Trust and Distrust	Lesson 2B: GG13M.2 Do The Math	Lesson 3B: GG13CV Criminal Values
Skills: Coping skills (Muscle relaxation)	Skills: Coping skills (Creative visualization)	Skills: FFT the right call
Lesson 1C: CC8 Retaliation	Lesson 2C: GG13RF Real Friends	Lesson 3C: GG13L Loyalty
Competency Check		
Week Four		
Day One	Day Two	Day Three
Opener: What was going on (AODA)	Opener: The new reinvented you	Opener: Worksheet - Buffers
Lesson 1A: RH15.1 How Are You Doing?	Lesson 2A: RH9.1 Avoiding Problems with Authority	Lesson 3A: RH9.4 Avoiding Problems with Authority
Skills: FFT Walk and talk	Skills: Coping skills (Combined)	Skills: practice MAV25 (Peer pressure)
Lesson 1B: RH15.2 How Are You Doing?	Lesson 2B: RH9.2 Avoiding Problems with Authority	Lesson 3B: Drawing a line
Skills: practice MAV21 (Provocations)	Skills: practice MAV22 (Someone is angry at you)	Skills: Risk factors summary
Lesson 1C: RH15.3 How Are You Doing?	Lesson 2C: RH9.3 Avoiding Problems with Authority	Lesson 3C: RH18 Preparation for Program Completion
Module Summary Activity		

Module 6: AODA-Specific Self-Discovery– Anti-Vulnerability/Strengths/Assets

Week One

Day One	Day Two	Day Three
Opener: Sam's choice	Opener: Labels	Opener: FFT So Many Parts Of My Life Were Good
Lesson 1A: ● Pre1 What Am I Doing Here ● Pre8 Shawn's Choices	Lesson 2A: SD2.1 What Went Wrong?	Lesson 3A: SD4.1 What Went Wrong?
Skills: Difficult situation cards #1	Skills: Difficult situation cards #2	Skills: Difficult situation cards #3
Lesson 1B: Obstacles for changing	Lesson 2B: SD2.2 What Went Wrong?	Lesson 3B: SD2.5 What Went Wrong?
Skills: Coping skills (Breathing)	Skills: Coping skills (Muscle relaxation)	Skills: Coping skills (Creative visualization)
Lesson 1C: CC3 What Does Your Future Look Like?	Lesson 2C: SD2.3 What Went Wrong?	Lesson 3C: SD2.6 What Went Wrong?


Competency Check

Week Two

Day One	Day Two	Day Three
Opener: FFT What happened in your life?	Opener: FFT PTSD (Eddie)	Opener: FFT Trauma
Lesson 1A: SD 12.1 Key Elements of Change	Lesson 2A: SD 12.4 Key Elements of Change	Lesson 3A: SD 12.7 Key Elements of Change
Skills: FFT Antonio's girl	Skills: Seven word story #1	Skills: FFT Another loss
Lesson 1B: SD 12.2 Key Elements of Change	Lesson 2B: SD 12.5 Key Elements of Change	Lesson 3B: SD 12.8 Key Elements of Change
Skills: Coping skills (Combined)	Skills: FFT Changes	Skills: Risk factors - Really bad thinking (Intro)
Lesson 1C: SD 12.3 Key Elements of Change	Lesson 2C: SD 12.6 Key Elements of Change	Lesson 3C: SD 8 Your Internal Strengths

Competency Check

Week Three		
Day One	Day Two	Day Three
Opener: FFT I don't feel anything	Opener: FFT Change is hard	Opener: FFT Why should it matter?
Lesson 1A: SD3.1 Get Stronger!	Lesson 2A: SD3.4 Get Stronger!	Lesson 3A: F5.2 Shame
Skills: Really bad thinking #1	Skills: FFT Suicide	Skills: Really bad thinking #2
Lesson 1B: SD3.2 Get Stronger!	Lesson 2B: SD3.5 Get Stronger!	Lesson 3B: F5.3 Shame
Skills: Coping skills (Breathing)	Skills: Coping skills (Muscle relaxation)	Skills: Coping skills (Creative visualization)
Lesson 1C: SD3.3 Get Stronger!	Lesson 2C: F5.1 Shame	Lesson 3C: F5.4 Shame
Competency Check		
Week Four		
Day One	Day Two	Day Three
Opener: FFT Desperation	Opener: Risk factors - Really bad thinking (testing personal control)	Opener: I can't ever do that
Lesson 1A: RH11 Action Maze	Lesson 2A: CS10.1 Reducing Your Risk	Lesson 3A: RH17 Keeping Your Focus on What's Important
Skills: Really bad thinking #3	Skills: Really bad thinking #4	Skills: Really bad thinking #5
Lesson 1B: RH11 Action Maze	Lesson 2B: CS10.2 Reducing Your Risk	Lesson 3B: RH16.2How Are You Going to Do?
Skills: Coping skills (Combined)	Skills: What do <u>you</u> think? #72	Lesson 3C: RH16.2How Are You Going to Do?
Lesson 1C: Turning points - and Turning points scaling activity	Lesson 2C: CS10.3 Reducing Your Risk	Skills: My action plan
Module Summary Activity		

Transition Out Of Facility	
Workbook	Hours
RH16 How Are You Going To Do?*	2
RH17 Keeping Your Focus On What's Important*	2
RH18 Preparation for Program Completion*	1
RH1 Your First Few Days 	4
RH2 Dealing With People In New Ways	2
RH4 Facing Your Responsibilities	5
RH14 Getting Close To Getting Out	2
Transition To General Population	
RH16 How Are You Going To Do?*	2
RH17 Keeping Your Focus On What's Important*	2
RH18 Preparation for Program Completion*	1
RH2 Dealing With People In New Ways*	2
Moving to a 2-person Cell	14
In-Prison Problem Situations	22
Coping Skills Practice for Return to General Population	8
Summary Elements on Importance and confidence	2

STAFF RESOURCES

The program is accompanied by a variety of staff resources to assist the implementation and execution of the program:

- Counselor's Manual
- MI Toolkit
- MI Manual
- Program Leader's Guide
- Posters

SKILLS PRACTICE MODEL: SUGGESTIONS ON USING THE RESOURCES

Teaching or Group Activity	Recommended options for teaching, presentation, or processing (see below for explanation)	Notes
Before the session	Prepare copies of all handouts. Provide writing tools.	Structure the seating in the room for the session (skills modeling, small group, etc).
Session opener	Session openers are leader-led discussions (as opposed to general discussions).	<p>These materials are structured in a stages-of-change agenda for these materials., and actually address many critical issues in an informal cognitive restructuring format. In many cases, they are phrased in a “third person” approach which asks participants to offer suggestions on how the individual in the scenario should handle a specific problem or high risk situation. The ultimate or long-term goal is for participants to begin to offer positive solutions to common problems, without too much prompting from the leader.</p> <p>The discussion starter generally includes multiple questions or activities. The leader should distribute the handouts and process them with the goal of including as many group members as possible in answering questions.</p>
Core lesson	Lesson plans provide guidance.	<p>The participant materials should be duplicated and handed out - nearly every lesson has written activities for the group.</p> <p>In most cases, the leader should summarize the unit content (not read it aloud). We strongly discourage having participants read the materials aloud to the others.</p> <p>The first written activity or checklist can be assigned and processed in a leader-led discussion.</p> <p>Similarly, the next element can be presented by the leader, and the next set(s) of questions assigned and then processed. If time allows, certain activities can be processed in one of the small group models described below.</p> <p>Competency checklists are provided, based on the behaviorally-stated objectives. If in doubt, we recommend that focusing on the achievement of these outcomes is the best use of group time. <i>Note that certain written activities can serve as documentation of individual and group progress. Depending on the requirements of your program or site, these should be collected for staff review and documentation.</i></p>

<p>Skills/Activity: coping skills practice type</p>	<p>Leader-led. Followed by discussion (we suggest the go-round technique).</p>	<p>These are fully-scripted for practice on specific techniques - primarily for self-management of difficult feelings (anger, anxiety, sadness, etc). In the session, the leader reads the actual muscle relaxation, breathing, visualization, or combined script aloud. Afterwards, individuals can practice on their own, using the scripts provided as handouts. We recommend they be assigned as homework; in following days, participants can be asked how/when they used them.</p>
<p>Core lessons introducing key interpersonal skills and</p> <p>Skills/Activity: interpersonal skills practice type</p> <p><i>examples are the “Managing your Anger” (MAV) lessons.</i></p>	<p>Skill-modeling demonstration (the leader presents the model). Then group members role play.</p> <p>Pair Share. Pairs practice the skills, using the specific checklist on scenarios selected by the leader.</p> <p>A-B-C Trios. This is sometimes called the triad model: two people role play, the third uses the checklist provided to coach and review. Then roles switch.</p>	<p>This is the traditional social learning, behavior modeling, or role play model.</p> <p>The leader presents the model, using the fully-scripted lesson plan as guide. The steps for using the skill are reviewed. Then the leader selects certain scenarios from the ones provided and guides participants to role play- using the steps in the model. If done properly, <u>each participant gets to practice the skill several times</u>. To facilitate this, the use of pairs or triads is most effective.</p> <p>At the end of the session, selected pairs can present the skill in front of the group.</p> <p>Another option is to use the techniques of “Coach,” “Professor,” or “Panel of Experts” to review specific risk plays. (see below).</p> <p>The most effective use of these techniques is when the leader can expand the scenario - using the skills to address specific issues in the unit.</p>
<p>Skills/Activity: problem solving scenarios type</p> <p><i>These elements provide opportunity for the greatest variety in techniques:</i></p>	<p>Divide class or group into small groups of 3, 4, or more</p> <p>Microlabs (small group processing of a series of questions)</p> <p>Role Plays Fish Bowl Pair Share Concentric circles Go-Round</p>	<p>The microlab model can be very effective here. The leader can also vary the process by using the “Coach” or “Professor” techniques. And another option is to choose a “Panel of Experts” who serve as judges for the solution(s) presented.</p> <p>The goal is for the expert to comment, review, encourage, and offer suggestions: alternatively, the expert can offer twists and changes on the scenario: “How should they handle it if. . . “ Different group members should play these roles as much as possible.</p> <p>For variety, we suggest that more advanced groups use Pair Share and Concentric Circle techniques.</p>

Helpful group and classroom techniques:

Varying the lesson elements and techniques provides more than just variety. It can encourage greater levels of participation, and it allows for more individuals to discuss, role play, practice skills, and participate pro-socially.

Divide class or group into small groups of 3, 4, or more

There are many ways to break up the class into small groups. We strongly recommend that participants not be allowed to work with the same partners or in the same group regularly.

Microlabs (small group processing of a series of questions)

Participants are assigned to small groups (3-4 participants each). Each participant is given a turn to speak, react to an assigned problem situation, or respond to a question. The other members of the group are listeners or observers. In the microlab model, a specified time limit governs the amount of time each participant can talk. After the first participant completes his/her turn, the others have similar turns to respond. *As with other activities where sensitive issues may be shared, confidentiality should be stressed. This technique may be helpful in assessing self-efficacy in addressing selected risk factors.*

As you have divided the larger groups into smaller ones, each participant has an increased chance to talk, practice specific skills, or behavioral rehearsal (or role play).

Concentric circles (for more experienced groups)

Begin by dividing participants into two equal groups, Ask one group to form a circle facing outward (they can be standing or seated). Then ask the other group to form a second circle on the outside of that one - facing inward. They can be seated or standing like the first group. Each person in the inner circle should be facing one person in the outer circle. Then assign them one of the topic cards or problem situations. All of the pairs of participants will address the issues at the same time, taking turns. The leader or leader can move about the inner circle to monitor progress and answer questions. When each topic is finished, the members of the outer circle move one partner to their right and the process is repeated with additional topic cards or problem situations. *As with other activities where sensitive issues may be shared, confidentiality should be stressed.*

Pair Share

In pair shares or “dyads,” participants are given greater opportunity to talk. In this technique, participants stay with the same partner for all or part of the entire activity. Options include: (1) one participant speaks and the other listens’ then they switch roles; or (2) they discuss the issue, problem, or topic and agree on a consensus answer. *As with other activities where sensitive issues may be shared, confidentiality should be stressed.*

Go-round

When possible, the class/group is seated in a larger circle. A regular class or group seating is also appropriate. Going around the circle, each participant in turn, is asked to respond to the same question. The leader may (or may not) allow the participants the option to “pass.” This technique can be especially helpful when talking about feelings and experiences. *As with other activities where sensitive issues may be shared, confidentiality should be stressed.*

Open-group discussion

This technique works best if a set amount of time (typically 3-5 minutes) is allotted to an open sharing or

discussion on a topic or issue. While no participant is required to speak, Care should be taken that certain participants do not monopolize the discussion (in many group settings it has been noted that 2 or 3 individuals and the leader do as much as 80% of the talking. This is actually not a group discussion!).

Behavioral Rehearsal/Role plays

Participants are assigned roles and act out situations in front of the group. They are asked to stay in character for the duration of the role play. This is especially useful in providing practice in using specific coping skills against identified high risk situations.

Fish Bowl

Invite several participants to form a small circle of chairs in the middle of the room. A typical group size is 5-7 participants (but never include more than half the entire group). The other participants form a circle of chairs around the fish bowl. They are the audience (watching the activity in the “fish bowl”). They will not have a chance to speak or comment until the opportunity is provided later in the activity. The leader can ask the members of the inner circle to respond to a question or address a problem situation in turn (without interruption). Then, the issue can be discussed by the members of the inner circle. When appropriate, the leader can open the discussion to the entire group. *As with other activities where sensitive issues may be shared, confidentiality should be stressed.*

Skill-modeling demonstration

The leader presents or reviews the model, using the fully-scripted lesson plan as guide. The steps for using the skill are reviewed. Then the leader selects certain scenarios from the ones provided and guides participants to role play- using the steps in the model. If done properly, each participant gets to practice the skill several times. To facilitate this, the use of pairs or triads is most effective.

Once the skill has been learned, a more advanced approach is to assign problems and ask participants (pairs or triads) to act out solutions to those problems to demonstrate competence in using specific interpersonal and problem solving skills. *In some cases, the leader may choose to assign specific problem situations to certain participants (reflecting the nature or type of risk factors or real-life issues they may be facing). This technique may be helpful in assessing self-efficacy in addressing selected risk factors.*

An additional twist on this technique is to ask members of the group to provide feedback to the participant modeling the skill. They can offer modifications to the scenario, or follow-up questions *i.e., “What would you do if. . .?”).

The Coach (or the Professor)

One or two participants (on the “Hot Seat”) are selected to respond to a problem situation. The situations are selected by the leader or even developed by a group of participants selected for this task. This provides the problem situation. It can be described, presented in a role play format, or even based on a list of the highest risk factors developed by each group member.

Then the Hot Seat participant is asked to demonstrate or describe how he would effectively handle the situation. In this version, he can ask for advice from his Coach (or the Professor) before responding, or during his response.. The benefits of this approach are the inclusion of more participants - and the idea that others may have useful insight or ideas on how we can handle our highest risk situations.

Some programs use the Coach and Professor models for 1:1 mentoring of new members, or for those who may be having trouble catching on. Other times, the Coach or Professor can actually act like a co-facilitator in the group for a specific lesson. This can be very motivating for certain participants!

The role of Coach or Professor can be assigned randomly, or as a reward for effective performance in a program activity. Optional table tent cards have been provided in the leaders resources.

Panel of experts

In behavioral rehearsal and role play situations, a group of 2-3 participants can be asked to play the roles of a Panel of Experts. There are a number of model scenarios that can be developed from this basic approach (...’s got talent, Stump the Stars, American Idol, The Voice), Their job is to provide feedback to the participants, expand the problem scenario, or provide alternative scenarios, and even suggest options on how they would handle the high risk factor, problem, or situation. As a guideline for their input, they should be asked to look for both positive elements as well as areas for improvement.

Alternative coping behaviors can be suggested, as well as “twists” on the problem situations which should be addressed. The role player could then describe how he would handle them.

A:B:C trios

This technique allows for active participation by all group members. The full group is divided into sub-groups of 3. In each sub-group, the members are designated A, B, or C.

The leader provides a problem or a question to be addressed by person A. Person B is asked to respond to the situation, or to provide feedback or challenges to the answer provided by A. Person C plays the role of facilitator, moderator, or judge. The leader or counselor supervises.

On completion of the exercise, the leader provides another problem and the roles in each group of three are rotated.