

## The Senior Living Program

This curriculum presents a unique opportunity to provide for an underserved corrections population. Current programming and institutional opportunities, in most cases, is not entirely appropriate. For example, athletic, educational, and vocational programming is targeted to the younger inmates.

Given the extremely low rate of recidivism and the extremely low degree of physical violence in this population, the typical outcomes for correctional programming are less relevant. There are, however, appropriate and significant targets for institutional programming:

- improved self-management of physical health and mental health related issues
- motivation for self-improvement
- maintenance of a positive outlook

Among the benefits for the correctional setting, and the community after release, may be significantly reduced health, mental, and physical care costs.

### Program design - core program resources

- Core program resources include ten (10) units of ten (10) sessions each for a total of 150 program hours.
- Each session is designed for 90 minutes.
- Open group, open admissions - new participants can be added at any point
- Employs MI techniques incorporated in the resources, staff counseling skills, group contact, and CBT-based lessons and materials
- Significant program content developed specifically to address identified issues in this population

On the following pages are:

- A logic model that identifies specific outcomes for the program
- A theoretical model that details topics covered in the curriculum
- Complete Tables Of Content for the 10 units

**Program Logic Model for the NYSDOCCS Senior Living Model - Core Program Elements** version 3/28/18

**TARGET POPULATIONS/  
THEORY**

**STRATEGIES/  
ACTIVITIES**

**IMMEDIATE  
OUTCOMES**

**INTERMEDIATE  
OUTCOMES**

**FINAL  
OUTCOMES**

**POPULATION:**  
NYSDOCCS Senior Living Program inmates (ages 55+)

Intensive intervention based on cognitive-behavioral, (CBT) motivational interviewing (MI), and social learning philosophies will:

- (1) reduce resistance to behavioral change.
- (2) increase self-management and self-care in selected physical health areas - especially in areas related to aging.
- (3) increase self-management and self-care in behavioral health areas - especially in areas related to aging.
- (4) increase understanding and insight into past life experiences.
- (5) build on that insight and available internal and external protective factors; increase resilience and motivation to make positive changes going forward.
- (6) provide opportunities for specific action planning while in the facility, and going forward.

**Training and Implementation** to prepare program staff members to deliver each intervention component

**Program design - core program resources**

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- Employs MI techniques incorporated in the resources, staff counseling skills, group contact, and CBT-based lessons and materials
- Significant program content developed specifically to address identified issues in this population

**The Ten (10) Core Units**

- Knowing yourself better (insight and acceptance)
- Reducing your risk - now and future
- Focusing forward
- Handling difficult feelings: anger
- Handling difficult feelings: sadness, depression, grief, loss, loneliness
- Handling difficult feelings: anxiety, guilt, shame
- Life experiences and resilience (trauma-informed resource), isolation, resilience
- Internal risk factors - The Bridge Unit A
- External risk factors - The Bridge Unit B
- Keeping life in balance - The Bridge Unit C

**Curriculum features**

- Each 10-session unit follows a sequence of elements addressing motivation to make specific changes: pre-contemplation, contemplation, and preparation
- Each lesson includes multiple elements:
  - session opener (topic-focused, problem solving, mindfulness moment, skills review, etc.)
  - one or more core lesson elements
  - problem solving scenarios
  - summary worksheets
  - CBT-based cognitive restructuring elements
  - interpersonal and coping skills introduction/practice

**Motivation to change**

MI and Change evaluations reflect movement through several stages of change.

- **Pre-Contemplation:** participants are unwilling to change, unaware, resistant, or in severe denial.
- **Contemplation:** engagement and participation, but there may be still some denial and/or resistance. Goal is personal awareness, acceptance, and then action.
- **Preparation/Determination:** participation, more active use of program materials, less resistance. For some, initial commitment to new behaviors and action planning.

**Learning outcomes**

- Demonstrate understanding of key concepts as documented and evaluated in competency checklists or review elements in each unit.
- Where appropriate, demonstrated insight into their own behavior in specific situations.

**Behavioral outcomes**

- In practice against internal and external high risk situations presented in scenarios provided, demonstrate repeated successful coping
- Demonstrate competence at problem solving skills (versus specific risk factors).
- Identify and document specific commitments to behavior change in both physical and behavioral health areas.
- Complete issue-specific action plans for self-management, self-care, and problem solving.
- Increase links to protective factors as identified in action plans.

Document commitment to personal functional behaviors

Through completion of behaviorally-stated objectives, demonstrate effective self-management of internal and external risk factors targeted by program.

Actively and effectively participate in programming related to common physical, aging, and mental health issues in this population, as well as issues of anxiety, depression, grief, loss, trauma, etc.)

- Success in using problem solving and self-regulation (coping) skills. Action: in daily situations, use new self-management, self-care skills
- Success in handling people problems and selected high risk factors, including vulnerability to victimization (debts, gambling, etc).

Through completion of behaviorally-stated objectives, demonstrate effective implementation and action plans for successful integration of key strengths and protective factors targeted by program.

- Implement action plans
- Implement personal functional behavior Service Plan

Documentation of increased importance, confidence, and readiness for key changes (as assessed by MI-instruments and behaviors).

**GOALS:**

Improved general functioning through implementation of long term personal physical health and self-care plan

Maintenance of positive mental health, especially in dealing with aging issues.

Positive social integration and functioning in the facility

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Maintain or improve key areas of basic physical health (appropriate to age).

Minimize dependence on facility health services by reducing risk for: (1) key medical issues, (2) incidents requiring mental health crisis responses, and (3) mood-related treatment/medication.

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Preparation for effective community and social reintegration upon release

Effective self-management: continue to maintain positive and pro-active physical and mental health behaviors upon return to the community.

As appropriate - minimize dependence on medical and mental health resources going forward.

Increased longevity while maintaining good health and living an appropriate, independent lifestyle.

## SENIOR LIVING PROGRAM AREAS -TAKING CHARGE (New Freedom resources)

- 150 program hours
- 6 hours/week for 12 months
- 100 lessons
- Each 90-minute lesson includes both core and complementary aging-related elements

	Key lesson elements	Outcomes
Resource set #1:  <b>Taking charge of your body</b> (physical health and general health)	Taking charge of your life Aging-related healthcare and self-care issues - in the facility; going forward General issues in aging Sleep disturbances Stress management	Improved general functioning and development of long term personal physical health and self-care plan
Resource set #2:  <b>Taking charge of your mind</b> (positive/functional thinking, and managing your emotions)	Internal risk factors - The Bridge Unit A External risk factors - The Bridge Unit B Keeping life in balance - The Bridge Unit C General issues in aging Handling difficult feelings: Anger Handling difficult feelings: Sadness, depression, grief, loss, loneliness Handling difficult feelings: Anxiety, guilt, shame Life experiences and resilience (trauma-informed resource, isolation, resilience) Aging-related issues in the facility Aging issues in transition Coping skills (CBT, DBT, affect regulation, distress tolerance, mindfulness) Symptoms self-management Institutional issues Future issues (“Going forward”) Protective factors (internal,/resilience, and external) Problem solving activities	Improvement and maintenance of positive mental health.  <ul style="list-style-type: none"> <li>● Document increased motivation and engagement in personal goal setting and action planning (MI objective: establishing importance, confidence, and readiness to make and maintain changes).</li> <li>● Actively and effectively participate in programming related to common mental health issues in this population, as well as issues of anxiety, depression, elderly, grief, loss, trauma. etc.).</li> <li>● Prepare for aging through effective self-management in anticipating potential physical issues, emotional issues, and aging issues.</li> </ul>
Resource set #3:  <b>Taking charge of your life</b> (taking charge of your own well-being while in the program, and preparing - now - for your future)	Knowing yourself better (insight and acceptance) Reducing your risk - now and future Focusing forward Major issues now - and in future transition Functional Behavior Program (conflict reduction, target of victimization or bullying) Interpersonal communication and problem solving skills Community Reintegration Criminal Thinking Planning - now - for transition Open to Change C - Risk factors-focused change resource: Institutional issues & future issues Protective factors Problem solving activities	#1: Positive social integration and functioning in the facility  #2: Preparation for: <ul style="list-style-type: none"> <li>● effective community reintegration</li> <li>● effective self-management upon return</li> <li>● social reintegration/ positive social interaction upon community reintegration</li> </ul>
Critical summary elements, action plans, journaling, and worksheets Individual functional health behavior Service Plan.		

## THE BRIDGE UNIT A (positive functional thinking and self-management) INTERNAL RISK FACTORS

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms and internal risk factors which contribute to problems. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit addresses multiple health issues associated with aging.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit includes aging-specific health resources (TC elements).

Lesson	intro element	core elements			Activity
Bridge A1	mindfulness moment	Functional Thinking CBT1.1	MI: expectations Worksheet - The last time	TC Accelerated aging 20	Situations #1
Bridge A2	mindfulness moment	Functional Thinking CBT1.2	MI: Hypothetical Look Over The Fence Assessing your symptoms	TC Heart disease 20	Situations #2
Bridge A3	mindfulness moment	Functional Thinking CBT1.3	MH FFT deep sadness Skill: selfsoothe #1 & homework	TC Cancer 20	Situations #3
Bridge A4	mindfulness moment	Functional Thinking CBT1.4 Homework Review	Skill: selfsoothe #2 & homework Worksheet: what's really important	TC Influenza and pneumonia 20	Situations #4
Bridge A5	mindfulness moment	Pre4s-SLMH Homework Review	Skill: selfsoothe #3 & homework	TC Exercise 20+	Situations #5
Bridge A6	mindfulness moment	FD Coping with uncomfortable feelings 4.1 Homework Review	Skill: distraction#1 & homework MH FFT everybody feels sad or down	TC Smoking 20+	Situations #6
Bridge A7	mindfulness moment	FD Coping with uncomfortable feelings 4.2 Homework Review	Skill: distraction#2 & homework	TC Arthritis and osteoporosis 20+	Situations #7
Bridge A8	mindfulness moment	Functional Thinking CBT4.1 Homework Review	Skill: distraction#3 & homework MH FFT self-harm	TC Health and anxiety 20-25	Situations #8

Bridge A9	mindfulness moment	Functional Thinking CBT4.2 Homework Review	Skill: review selfsoothing and distraction & homework Worksheet - Skills Confidence Self Efficacy Assessment	TC Diabetes 20+	Situations #9
Bridge A10	mindfulness moment	Functional Thinking CBT4.3 Homework Review	Worksheet - Feelings and symptoms issues - and action plan 15	Worksheet - I lose sleep over this 30	CF22.2 How is this likely to work out #2
Checkpoint after Unit		Staff may assess participation, motivation, understanding, insight. Evaluate situational confidence and summary documentation noted above. Assess action plan for self-care and aftercare.			

## THE BRIDGE UNIT B (positive functional thinking and self-management) EXTERNAL RISK FACTORS

March 28, 2018

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of **triggers and external risk factors which contribute to problems**. There is a specific emphasis on anxiety, depression, and anger/aggression, as well as a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit addresses multiple health issues associated with aging.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit includes aging-specific health resources (TC elements).

Lesson	intro element	core element	other elements			
Bridge B1	mindfulness moment	Functional Thinking CBT5.1	Worksheet: one thing Worksheet: triggers worksheet	TC Social workers 15	TC Urinary problems /bowel problems 5	Situations #10
Bridge B2	mindfulness moment	Functional Thinking CBT5.2, 5.3	worksheet -Triggers importance/ confidence  What happened worksheet	TC Substance abuse and aging 5	CT Situations#13 Fraud 15	Situations #11
Bridge B3	mindfulness moment 10	Becoming less sensitive to your triggers 15	skill: intro thought stopping & homework 25-30 Worksheet: Assessing your symptoms (frequency, intensity and duration activity) 15	CF23.2 What's the best way #2 20		Situations #12
Bridge B4	mindfulness moment	F13.1 What does anger do to you?  Homework	Worksheet: MI importance/confidence assessment  Deep breathing skill & homework	CF16 #3 Adjustment #3 15	CT Situations #10 Authority figures 10	Situations #13
Bridge B5	mindfulness moment	F13.2 What does anger do to you?  Homework	Worksheet: Triggers Summary Activity Muscle relaxation skill & homework Worksheet: Using the anger scale	TC Your brain, your memory, and Alzheimer's disease 15	CT Situation #1 Bad luck 10	Situations #14

Bridge B6	mindfulness moment	F14.1 What does anxiety do to you? Homework	Combination skill & homework	CF23.5 What's the best way #5 20		Situations #15
Bridge B7	mindfulness moment	F14.2 What does anxiety do to you?  Homework	Worksheet: External risk factors review Worksheet: Using the anxiety scale	CT Situation #5 - I just got caught up in it 10	CT Situation #7 You're either with me. . . 10	Situations #16
Bridge B8	mindfulness moment	F15.1 What does depression do to you?	Creative visualization skill & homework Worksheet: Assessing your symptoms (FID)	CF23.8 What's the best way #8 20		Situations #17
Bridge B9	mindfulness moment	F15.2 What does depression do to you?  Homework	Worksheet: 6-step triggers activity Worksheet: Using the depression scale Worksheet: Using skills to ameliorate symptoms	TC Age-related nervous system issues 10	Worksheet - Change is hard 15	Situations #18
Bridge B10	mindfulness moment	External risk factors - (SCQ)	Skills review  Worksheet: acting out Worksheet: Risk Factors/Protective Factors Summary	PT4 Coping skills self-report card 20		Situations #19
Checkpoint after Unit			Assess participation, motivation, understanding, insight. Evaluate situational confidence and summary documentation noted above. Assess action plan for self-care and aftercare.			

# THE BRIDGE UNIT C (positive functional thinking and self-management)

## KEEPING LIFE IN BALANCE

March 28, 2018

### KEY FOCUS OF THIS UNIT

The primary focus of these resources assessing and establishing balance - emotional stability and the capability to respond in appropriate ways to events. There is major emphasis on dealing with specific feelings and triggers. The final elements address protective factors, resilience and building personal confidence.

- This unit teaches specific self-management skills.
- This unit addresses multiple health issues associated with aging.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit includes aging-specific health resources (TC elements).

Lesson	intro element	core element	other elements			
Bridge C1	mindfulness moment	SP3.1 Learning how to keep life in balance	FFT Out of balance TT10 How am I doing today	TC Oral health 5	Worksheet- What's normal? 15	Situations #20
Bridge C2	mindfulness moment	SP3.2 Learning how to keep life in balance	MH FFT Less and less  Worksheet - To review the situation that brought you here  MI: Change talk tool	TC Your skin 15	TC Eating and digestion changes 5	Situations #21
Bridge C3	mindfulness moment	SP3.3k Learning how to keep life in balance	MH FFT designated worrier Assessing your symptoms (FID)	TC Vision 5	FFT I'm going to live forever 15	Situations #22
Bridge C4	mindfulness moment	SP3.4 Learning how to keep life in balance	Worksheet - Turning points SL 20	SL Aging in prison 15-20	TC Hepatitis C 5	Situations #23
Bridge C5	mindfulness moment	SP3.5 Learning how to keep life in balance  Homework	FFT Where do you stand today? MH FFT new meds Anchoring skill	Worksheet - Is it an addiction? 20-25	TC Hearing	Situations #24
Bridge C6	mindfulness moment	CS9.1 Managing your stress  Homework	4-7-8 skill Worksheet - What really matters to you	PDL22 Visiting the doctor 20	TC Falls	Situations #25



Bridge C7	mindfulness moment	CS9.2 Managing your stress  Homework	Worksheet - Assessing your symptoms  Worksheet - Stressors and triggers lead to discomfort	PDL23 at the office of your doctor 20	TC My memory	Situations #26
Bridge C8	mindfulness moment	CS9.3 Managing your stress  Homework	Deep breathing skill	TC HIV 5	FFT Hitting bottom 15	Situations #27
Bridge C9	mindfulness moment	CS9.4 Managing your stress  Homework	Combined relaxation skills Worksheet - What are my options	Worksheet - Obstacles for changing 20	TC Heat and Cold	Situations #28
Bridge C10	mindfulness moment	CS9.5 -Managing your stress (incl problems)  Homework	Confidence checklist (balance) - SCQ	TC Tuberculosis (TB) 10	Worksheet - self-confidence scales 10	Situations #29
Checkpoint after Unit		Assess participation, motivation, understanding, insight. Evaluate situational confidence (SCQ) and summary documentation noted above. Assess action plan for self-care and aftercare.				

## Handling difficult feelings (Anger)

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms and triggers to anger. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

### GOALS

- Increased understanding and successful management of angry feelings.
- Success in handling angry feelings from specific problem situations.
- Demonstrated understanding, (CBT).
- Movement to Contemplation Stage. (□ awareness, □ understanding, □ insight, □ acceptance).
- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit supports self-control and anger management (selected skills lessons from the MAV resource).

1	Mindfulness moment 5	Pre I I - You can't change me 15 F10 - Feelings, part 1 20	FFT Conflict Resolution 10 Worksheet - Anger symptoms template 10		MAV lesson 1 35
2	Mindfulness moment 10	F10 - Feelings, part 2 25	Worksheet: Anger symptoms management - FID 15 (shorter model)	Trigger events 1	MAV 2 35
3	Mindfulness moment 10	F10 - Feelings, part 3 25	Worksheet: Using the feelings rules anger scale to help identify triggers 10-15	Problem behaviors 2	MAV 3 35
4	FFT Anger? I think it's more like aggravation. 10	F2 - Anger, part 1 25	Worksheet: Anger self-assessment (from MI-MAV-1) 15	Trigger events 2	MAV 4 35
5	Mindfulness moment 10	F2 - Anger, part 2 25	Worksheet: Anger symptoms checklist (from MI-MAV-1) 15	Trigger events 3	MAV 5 35
6	Mindfulness moment 10	F2 - Anger, part 3 25	Worksheet: Assessment: anger stressors or triggers - what pushes your buttons 10-15	Trigger events 4	MAV 6 35
7	Mindfulness moment 10	F2 - Anger, part 4 25	Worksheet: Dealing with your anger - where do you want to be? 10	CF17.4 Aggravation and disrespect 4 (SL)	MAV 7 35
8	Mindfulness moment 5 or 10	FFT ST19 Using anger to control others 20	Worksheet: Anger triggers summary activity 20	Problem behaviors 1	MAV 12 35

9	Mindfulness moment 10	FFT ST20 Holding on to anger 20	Worksheet: Symptoms management - assessing frequency, intensity, and duration 20 (again)	CF17.1 Aggravation and disrespect I (SL)	MAV 15 35
10	Mindfulness moment 10	TP7 - I can't ever do that again 35	Worksheet: Situational confidence - anger 25	Worksheet: Decision tool - with rulers 10 (optional)	Trigger events 10
<p>Key summary elements:</p> <ul style="list-style-type: none"> <li>● Lesson #10 - TP7 I can't ever do that again</li> <li>● Lesson #10 - Worksheet: Situational confidence - anger</li> </ul>					

## Handling difficult feelings (anxiety, guilt, and shame) - Unit DF-2

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms relating to anxiety. Additionally, the unit addresses feelings of guilt and shame. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management, especially anxiety.

- This unit teaches specific self-management skills.
- This unit addresses multiple issues associated with anxiety and aging, especially in this environment.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

1	Mindfulness Moment 5-10	Worksheet - Making the adjustment SL 15	Pre16 - Being locked up right now 40	Worksheet - Anxiety self-assessment 15	Worksheet - Using the feelings rulers 10-15 <i>assign FID homework (tracking)</i>
2	FFT Ten troubles 10	Worksheet - Anxiety vs Fear 15	Anxiety (F3.1sl)* 40	Worksheet - Anxiety and where you are now 30	
3	Anxiety (F3.2sl) 40	Worksheet -Looking back - when anxiety or stress started 10	Worksheet - Anxiety Triggers 15	Worksheet - Anxiety Triggers Summary Activity 20	
4	Worksheet - Anxiety Scale 10	<b>Worksheet - Situational confidence for anxiety 40</b>	<b>Guilt (F4.1sl) 40</b>		
5	FFT Anticipation of change 10	Worksheet -Anxiety and aging 20+	Guilt (F4.2sl) 45-50	Worksheet - Where do I go from here? - anxiety 10-15	
6	Worksheet - Think of one time 10	CF3.3 Dealing with tough feelings #4 10	Shame (F5.1sl) 40	Coping (Anxiety) Skills 10 Deep Breathing and Meditation	CF23.4 What's the best way? Set #4 20
7	Coping (Anxiety Skill) 10 Muscle Relaxation	Shame (F5.2sl) 35-40	Worksheet - Self-assessment summary - feelings and symptoms 30	CF23.3 What's the best way? Set #3 15-20 (optional)	
8	FFT Hitting bottom 15	TPI6 I can do this 45	CF23.6 What's the best way? Set #6 20	CF20.6b Handling difficult situations #6b (optional) 20	

9	FFT Serenity 10	Worksheet - Develop a healthy outlook (shame-focus) 10	CC11 Why am I thinking about changing 50	CF23.1 What's the best way? Set #1 20	
10	TP6SL At this point 45 (also in DF-1)	Worksheet - Buildup of symptoms - situational confidence 35	CF23.7 What's the best way? Set#7 10-20		

Key summary elements:

- Lesson #4: Worksheet - Situational confidence for anxiety
- Lesson #9: CC11: Why am I thinking about changing (key MI resource)
- Lesson #10: TP6SL - At this point (major summary) - also included in Unit DF-1
- Lesson #10: Worksheet - Buildup of symptoms - situational confidence

## Handling difficult feelings: (sadness, depression, grief, loss, loneliness and boredom)

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms relating to sadness and depression. Additionally, the unit addresses grief, loss, loneliness, and boredom. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit addresses multiple issues associated with aging, especially in this environment.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

1	Mindfulness moment 5	FFT Masks 10	Pre8SL - Making a career out of it 20	F1.1 Introduction to your feelings 40	Worksheet - Where do you stand? 15
2	Mindfulness moment 5	F1.2 Introduction to your feelings 40	Worksheet - Sadness and depression - Aging issues 35	Skills- Deep Breathing 10	
3	Mindfulness moment 10	F6.1 SL Sadness and depression 40	Worksheet - Sadness and depression #3 - here and now 30-35	Skills- Thought Stopping 10	
4	Mindfulness moment 10	F6.2 SL Sadness and depression 40-45	Worksheet - Situational Confidence for Depression, 25	Skills - Stop Think Act 10	
5	Mindfulness moment 10	FFT SL - Growing old 10	SD4.1 - Grief/Loss #1 40	FFT - Chris' pain 10	Skills- Muscle Relaxation 10
6	Mindfulness moment 10	FFT - Closure 10	SD4.2 - Grief/Loss #2 40	CF3.2 Dealing with Tough feelings #2 (relationships) 10	Skills- Combined Relaxation 10
7	Mindfulness moment 10	FFT Institutional losses 10	SD4 - Grief/Loss #3 35-40	Worksheet - Planning for change - summary and action plan (difficult feelings) 20-25	Worksheet - Brief self-check (sadness and depression scale) 5-10
8	Mindfulness moment 10	F7SL - Loneliness 25	Worksheet - SL - Dealing with loneliness and boredom - going forward 25	CF20.6c Activity - Handling difficult situations #6c SL 10	Skills- Creative Visualization 10
9	Mindfulness moment 10	TP3 The new reinvented you 40	<b>CF3.5 Dealing with tough feelings #5 - Things can happen 10</b>	Worksheet - Past successes 10	CF3.3 Dealing with Tough feelings #3 15
10	Mindfulness moment 5 (optional)	TP6SL - At this point 45	F12SL Feelings Summary 45		

Key summary elements:

- Lesson #9: TP3 - The new reinvented you
- Lesson #10: TP6SL - At this point (major summary) - also included in Unit DF-2
- Lesson #10: F12SL - Feeling summary

## LIFE EXPERIENCES AND RESILIENCE (TRAUMA) Unit

March 16, 2018

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness, insight, and more effective self-management of the impact of distressful life experiences, such as past traumatic events. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by distress tolerance, affect regulation, and coping skills, and tools designed to assist awareness and motivation for successful symptoms self-management and effective sleep hygiene.

**Please note:** While this unit is not designed as a PTSD therapeutic resource, it does provide a psycho-educational perspective. It may be assumed that nearly all participants have been exposed to traumatic events in their lives - including the universal experience of the trauma of incarceration. Some group members may have experienced the symptoms of post-traumatic stress, and certain others may qualify for a PTSD diagnosis. As with any program, the guidelines of “trauma-informed care” should rule. First, do no harm and seek to avoid making things worse.

- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

#### Key questions for participants:

- How do certain kinds of life experiences affect who you are today?
- How could certain kinds of life experiences affect what you choose to do going forward?

	Introductory element	Core element	Worksheets, FFTs, Skills		Sleep disturbances resource
1	FFT Tom's Experience 15	M11.1 Strategies for having a great life 25	Worksheet TC How do certain kinds of life experiences 10-15	FFT Carlos 10	<b>Sleep Disturbances (30) p. 4-10</b>
2	FFT Trauma - and life 15	SD3.1: Getting stronger with M11 element 25	Worksheet TB How can certain life experiences knock 10+	FFT Walter 10 Skill: Stretching 10	<b>Sleep Disturbances (20) p. 16-21</b>
3	FFT I don't feel... 15	SD3.2: Getting stronger 30	Worksheet TJ Where you are 25		<b>Sleep Disturbances (20) p. 23-27</b>
4	FFT Edgar 10 (survivor guilt)	SD3.3: Getting stronger (survivor guilt) 20-25	Worksheet TH What can I do now? 20+	FFT Danny 10	<b>Sleep Disturbances (30+) p. 28-40</b>
5	FFT Afterwards 10+	SD3.4: Getting stronger 35	Worksheet TD2 Self awareness review 15	Anxiety skills TS/TS 10	<b>Sleep Disturbances (20) p.41-46</b>



6	FFT Marco 10	SD3.5: Getting stronger (self-destructive) 25	Worksheet - What is the connection 15	Anxiety skills DB 10+ (also HW)	<b>Sleep Disturbances (30) p. 92-103</b>
7	FFT PTSD 10+	SD3.6 and 3.7: Getting stronger 25-40	FFT Another loss 10-15 HW: CS review 5	Anxiety skills PMR 10-+ (also HW)	<b>Sleep Disturbances 20-25) p. 104-112</b>
8	FFT Withdrawing 10	Di.7,1 - Isolation 35	Worksheet TA Life experiences and resilience 15 HW: CS review 5	Anxiety skills Combined 15 HW	<b>Sleep Disturbances (15) p. 113-116</b>
9	FFT Survival 15	TP8.1 Developing Resilience 35+	HW: CS review 5 Worksheet TK Your own exposure 15	Worksheet - How are you dealing with these issues (decision matrix)	<b>Sleep Disturbances (25) p. 117-125</b>
10		TP8.2 Resilience 35+	Worksheet Trauma self- efficacy scales 20		<b>Sleep Disturbances (30) p. 126-136</b>

Key summary elements:

- Lesson # 9: Worksheet - How are you dealing with these issues (decision matrix)
- Lesson #10: Worksheet - Trauma self-efficacy scales

## KNOWING YOURSELF BETTER - CORE UNIT #1 (X)

March 28, 2018

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is increased self-awareness, self-knowledge, and insight into some of the issues leading to their current situation. Key elements include a basic cognitive-behavioral (CBT) approach and tools designed to assist awareness and motivation for successful self-management.

- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit also addresses multiple criminal thinking issues (CT resources).
- This unit provides many opportunities for problem solving.

	Intro	Core element			Criminal thinking
1	FFT Getting into problems by accident 15	Pre15 -There's no point (anti) 35	CC9 Denial (also a CT resource) 35	FFT Anyone who hurt 10-15	
2	FFT Being locked up right now - Is this a bump in the road? 30	SD1.1 - Self-discovery #1 30	Worksheet - What really matters to you? 15		CT Defense Mechanism: Rationalization 15
3	Pre13 It's just like magic 25	SD1.2 - Self-discovery #2 30	FFT Small problems add up 10	FFT I ain't afraid 10	CT Defense Mechanism: Manipulation 15
4	FFT On the day you were arrested 15	SD1.3 - Self-discovery #3 25	Pre4 SL - How important is it to you (SL version) 35		CT Defense Mechanism: Minimization 15
5	FFT Mike's pain 10	SD2.1 - What went wrong #1 35	FFT Hurt people hurt people 10	Worksheet - Let's check your confidence	CT Defense Mechanism: Avoidance 15
6	FFT The revolving door 15	SD2.2 - What went wrong #2 25	FFT I shouldn't be here 10	Worksheet - Agree or Disagree 15	CT Defense Mechanism: Suppression 15
7	Worksheet - Abandonment or neglect 15	SD2.3 - What went wrong #3 30	SL Worksheet - How far have you come? 25		CT FFT Resistance (longer)20+
8	FFT SL Less and less 10	SD2.4 - What went wrong #4 35	SL Worksheet - Pass it on? 15	FFT I've become the kind of person I hated 10-15	CT Defense Mechanism: Deflection 15
9	FFT I knew they were watching 10	SD6.3a - Reasons to change 35	TP1 - Turning points 40		CT Defense Mechanism: Intellectualization 15

10	CF22.7 How is this likely #7 (optional)	SD6.3b - Reasons to change 30	Worksheet - Turning points (self-evaluation)		CT Defense Mechanism: Projection 15

Key summary elements:

- Lesson #9 - TPI - Turning points
- Lesson #10 - Worksheet - Turning points (self-evaluation)

## REDUCING YOUR RISK: NOW AND FUTURE

### KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of key risk factors which contribute to problems primarily in the current situation, but also going forward.

Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit provides many opportunities for interpersonal problem solving.

	Intro	Core elements		
1	Mindfulness moment 10	FFT Categories 10	Worksheet - Introduction to risk factors 20  Worksheet - Violence 15	Worksheet - Take a look (violence) 25  Worksheet - Growing up around violence (optional) 15
2	It's almost like disrespect #1, #2 25		CF-5 Everybody's got an opinion 50	CF14.2 Victimization #2 - Extortion 15
3	Worksheet - Does being a victim? 15	CF15.3 - Bullying 20-25	CF15.2 Bullying - some personal options 20-25  CF15.1 Bullying - (verbal) 10-15	People Problems #7 (Bullying) 20
4	Mindfulness moment 10	People problems #5 (Pepe) 10	CF12 -Where are you setting yourself up? 50	Worksheet - What was going on? 20-25
5	Mindfulness moment 5	People problems #3 (family) 10	CF6 -Aggravation #1,#2 60	Worksheet - Internal risk factors situational confidence - SCQ 15
6	FFT Nobody gets to tell me 15	Worksheet - Change self-assessment 15	CF11 - What are my options? 45	Worksheet - Your internal resources 15
7	Worksheet - Values Activity #1 20	TP2 - Drawing a line 55	Worksheet - External risk factors SCQ 10-15	
8	Mindfulness moment 10	FFT Now you've crossed the line 20	CF8-SL Importance 45	Asking for help #1 15
9	Mindfulness moment 10	FFT Hey you kids 10	SL Stress and Health 50	CF9.1- SL Confidence 30

10	Mindfulness moment 5 (very short)	Worksheet - I've got to have it now 15	SD 10.1 - Reducing consequences 40	CF9.2- SL Confidence 30

Key summary elements:

- Lesson #8: CF8-SL Importance
- Lesson #10: SD 10.1 - Reducing consequences
- Lesson #9, 10: CF9.2- SL Confidence

## FOCUSING FORWARD: - CORE UNIT #3 (Z)

March 23, 2018

### KEY FOCUS OF THIS UNIT

**The primary focus of these resources is motivation for effective self-management in their current circumstances, and going forward.**

**Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by selected DBT mindfulness activities, and tools designed to assist awareness and motivation for successful self-management going forward.**

- This unit includes multiple Motivational Interviewing (MI) tools.
- This unit also addresses multiple criminal thinking issues (CT resources).

*This unit does not address pre-release or transition issues, given the expected length of stay for this population. Additional resources from the Returning Home resource sets (or similar materials) may be appropriate as the release date nears.*

	Intro	Core elements			Criminal thinking
1	FFT Waiting for the magic wand 15	Pre9 A starting point 30	SL Worksheet -The rest of your life 25		CT lesson: ST1 20
2	FFT Labels 15-20 and possibly Mindfulness 10	TP15a The future 35	FFT Hurting 15		CT lesson: ST2 20
3	FFT Too far gone 10-15 and possibly Mindfulness 5	SL Worksheet - Vulnerability in the community 25	SL Worksheet - The basic recipe 15	Worksheet - What's really important to me (life goals) 15	CT lesson: ST3 20
4	Mindfulness 10	Pre12 I can do this 35	SL Worksheet - Denial of release 25	Worksheet - Going forward - risk factors 20	
5	FFT Older inmates 10	FFT Authority figures 10	SL Worksheet - Starting to make things better 50		CT lesson: ST4 20
6	Mindfulness 5-10 FFT Some time to think 10-15	SL Worksheet - Purpose and direction 15	Worksheet - Initiative 25	Worksheet - New Activities 10	CT lesson: ST5 20
7	Mindfulness 10	FFT The negative 10	FFT If you learned 25	Worksheet: Buffers 25	CT lesson: ST10 20
8	Mindfulness moment 5	Worksheet - How do you think you have changed? 10	TP4 Then and now 45	SL Worksheet - Your time line 10	CT lesson: ST42 20

9	Mindfulness moment 10	SL Worksheet - Family issues 10	TP20 Burning your bridges 45	RH28 Accept this help? 15	FFT One thing you'd do- now 10
10	Mindfulness moment 5	SL Worksheet - Changes in relationships 10-15	SL Worksheet - Making a choice 50	SL Worksheet - Where am I? 20	

Key summary elements:

- Lesson # 5 - SL Worksheet - Starting to make things better
- Lesson # 9 - TP20 Burning your bridges
- Lesson #10 - SL Worksheet - Making a choice