This manual includes two different resources:

1   Our new and expanding modular unit-based curriculum.   Based on units of 10-session each, these resources are program-ready, and shaped for open group/open admissions programs of lengths from 10-300 hours.

2   Our traditional *New Freedom* resources catalog. With several hundred different resources, we can help you tailor a program to address specific issues, specific populations, and achieve specific outcomes.

How We Keep Your Costs Down And Our Prices Affordable

In order to keep your costs as low as possible we customize pricing according to many variables, including program duration, number of sites (units, facilities) where the programming will be used, your own budget situation, and so forth. In general, our approach makes our resources uniquely affordable. In many cases, our customers saved significant amounts of money!

We sell on a one-time, site license basis. This means that each licensed site that uses our programming pays once– and only once– for a license that allows unlimited duplication for as long as they wish to use the program. There are never any re-licensing fees, no required training (although training is available if you wish it), and no additional fees ever.

Here's an illustration of how we price our materials: One type of model we can offer consists of a variety of structured, open group 10-lesson units. A single unit of 10 one-hour lessons (including lesson plans, participant lesson elements, worksheets, stages-of-change assessment tools, problem solving or role play activities, and summary activities for evaluation and/or documentation) costs $695. If several additional topical resources are selected, the price per unit is reduced to $595. Further discounts are applied if you buy the resources for multiple sites.

Each pricing is tailored your specific situation, budget needs, and program length. Please leave us a message at 1-212-462-3055 and tell us about what you are looking for, and we will price it for you. You will be pleased to discover that this is the most affordable option to address your programming needs!

UNIT-BASED CURRICULUM OPTIONS

Many programs are designed for open group - and open admissions - yet they require a structured MI- and CBT-based curriculum with clear objectives and shaped for easy implementation by a variety of staff. To meet this need, we have shaped multiple sets of resources which are based on our successful and evidence-based programs.

Each of these resource Units is designed to be delivered in 10 one-hour sessions. A typical substance abuse or dual diagnosis program may consist of three to six units (30–60 program hours), but these elements can accommodate programs of up to 300 hours.

A key feature of this curriculum is that it allows for open group and open admissions, while still providing a sequential approach to motivation and key concepts in treatment These units can be used in any order, supporting a range of flexible program options. With the exception of the correctional pre-release units, **these resources are designed to be used in any setting** - community, probation, drug court, parole, substance abuse treatment, mental health programs. IOP, EOPS, jails, and correctional facilities.

The units currently available include:

SUBSTANCE ABUSE		
The theories underlying this substance abuse and risk factors core program include Cognitive-Behavioral Therapy (CBT), the Transtheoretical Stages of Change Model (TTM), Motivational Interviewing (MI), the social learning/self-efficacy model underlying the Situational Confidence (SCQ) resources, and relapse prevention. The critical goal of these resources is change - a commitment to making significant changes in their substance use/abuse. The key outcome of this change is increased and realistic self confidence in their ability to handle their highest risk factors.		
Substance abuse and risk factors *available in male, female, co-ed (adult) and juvenile versions*	Open to Change Unit A	In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is successful management of internal risk factors and difficult symptoms.
	Open to Change Unit B	In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is successful management of external risk factors and triggers.
	Open to Change Unit C	In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is development of internal strengths and insight, and relapse prevention.
Relapse prevention	Open to Change Unit D	A risk factors approach to relapse prevention covering common internal risk factors, early warning signs for highest external risk factors, internal protective factors, and making specific changes.

	Open to Change Unit E	A change-focused approach to relapse prevention targeting the most common internal risk factors (lapses), external risk factors, and the development of internal and external protective factors (safety nets).
	Open to Change Unit F	Increases awareness of the pattern or cycle of thoughts, feelings, and behaviors that have led to substance abuse or relapse in the past.

BEHAVIORAL HEALTH
Each themed unit provides a brief stages-of-change based approach, sequentially addressing precontemplation, contemplation, and key preparation/determination action steps. Shaped for this population, they provide structure for staff, address key treatment outcomes, and include summary elements within the curriculum to support program documentation. A critical advantage of this modular approach is that it provides a high quality outcome-focused resource without mandating a closed group programming model. This approach is designed to support both in-facility and community programming.

Behavioral health curriculum (core program)	The Bridge Unit A	Core change-focused mental health program 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 approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.
	The Bridge Unit B	Core change-focused mental health program 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 approach, supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management .
	The Bridge Unit C	Core change-focused mental health program 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. This unit is an <u>excellent stress management resource</u>, as well. The final elements address protective factors, resilience and building personal confidence.
	The Bridge Unit D	Core mental health program unit focused on increasing treatment adherence and medication compliance. Addresses a critical stage of change in mental health treatment: symptom awareness, but treatment non-compliance. Supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

	The Bridge Unit E	Relapse Prevention - This unit provides a change-focused approach to relapse prevention, both substance abuse and mental health issues. It targets the most common internal risk factors (lapses), and external risk factors (identifying and avoiding their specific high risk people, places, things, and situations). It also supports the development of internal protective factors and external protective factors (safety nets). The MH version is similar to the substance abuse model, with differences noted by (MH) in the resource title for selected core lesson elements. The MH version also includes a brief mindfulness element in each lesson.	
	The Bridge Unit F	Warning Signs (Avoiding Relapse) - This unit provides a risk factors approach to relapse prevention. It focuses primarily on the most common internal risk factors, but also identifies early warning signs that their thinking may be drawing them closer to their highest external risk factors (high risk people, places, things, and situations). The final elements provide a working model for building on their internal protective factors and making specific changes. The MH version is similar to the substance abuse model, with differences noted by (MH) in the resource title. The MH version also includes a brief mindfulness element in each lesson.	
Dual diagnosis	The **New Freedom** Dual Diagnosis open group/open admissions model is built on the combination of the **Open to Change** core substance abuse resource set and **The Bridge Model** (focusing on symptoms self-management). Elements from both resource sets can be combined, and this model includes linking resources to seamlessly support programs of any length - and which may be conducted by a variety of staff. For example, A typical IOP might include three units from OPEN and three units from the Bridge. An EOP might also include additional relapse prevention units, aftercare elements, gender-specific resources, and resources targeting specific feelings or behaviors.		
Issue-specific behavioral health units	Anger	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. This unit provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	
	Anxiety	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 provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	

	Depression	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 provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.
	Trauma	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. This unit includes multiple Motivational Interviewing (MI) tools.
	Difficult Feelings (Unit DF-4)	The primary focus of these resources is awareness and self-management of symptoms from difficult feelings like shame, guilt, loneliness, and boredom. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, coping and distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management. This unit includes multiple Motivational Interviewing (MI) tools.

CONFLICT REDUCTION: successfully managing internal and external triggers, feelings of anger, and issues of aggression or violence

The 10-session units below are shaped for successful implementation an open group/open admissions format, and form the basis for core correctional programming ● selected precontemplation resources
● triggers assessment
● stage of change assessment
● situational confidence assessment (SCQ)
● 1:1 evaluation, ad seg and restricted unit programs, and step-down models. They can also form the foundation for gang intervention (security threat group) programming. They are designed to be selected and used flexibly to address a range of institutional needs and objectives.

CR-Intro group	Introduction to Group	Introduction to group programming. Focus is engagement (participation) and increasing awareness of their choices and options. Certain elements build toward contemplation of life issues as well as past and present choices. Useful as a core programming element, and as the initial step in group programming as part of a step-down model. *128-Unit A*

CR-People problems #1	Handling people problems here successfully #1	Goals: (1) Success in handling people problems, specific problem situations. (2) Reduction in vulnerability to selected high risk factors. (3) Participation in programming, adherence to group rules. (4) Increased understanding, motivation, some movement to Contemplation stage of change. *Helpful for new inmates and inmates in transition between institutional levels.*
CR-People problems #2	Handling people problems here successfully #2	Goals: (1) Success in handling people problems; success in handling specific problem situations. (2) Participation, adherence to group rules. (3) Demonstrated understanding if issues and concepts (CBT). (4) Movement to Contemplation stage of change, and possibly some to Preparation//Determination stage. *128-Unit D*
CR-People problems #3	Handling people problems here successfully #3	Goals: (1) Success in handling people problems and trigger situations. (2) Demonstrated understanding (CBT). (3) Movement to Contemplation stage, and some elements in Preparation//Determination stage. (4) Increased confidence in anticipation of specific high risk or problem situations (SCQ). Note: these units <u>can</u> be used in any sequence, but this one may best be provided in the later stages of the program model as it includes very helpful change-focused elements. *128- Unit I*
CR-Fighting/ violence #1	Fighting and violence #1	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations, including aggravation and disrespect. (3) Demonstrated understanding of key issues and concepts (CBT). (4) Movement to Contemplation stage of change. *128- Unit C*
CR-Fighting/ violence #2	Fighting and violence #2	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations. (3) Movement to Contemplation stage of change. (4) Increased confidence in anticipation of specific high risk or problem situations (SCQ). *128-Unit F*
CR- People problems #4 (Cellmates/ Transition)	Handling people problems here successfully #4 *Available in both Cellmate and Dormitory (unit) versions.*	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling people problems, specific problem situations; reduction in vulnerability to selected high risk factors. (3) Demonstrated understanding (CBT). (4) Movement to Contemplation stage, and some elements of Preparation//Determination stage. (5) Increased confidence in anticipation of specific high risk or problem situations (SCQ). *128-Unit L*

CR-Anger	Anger	The primary focus of these resources is awareness and <u>self-management of symptoms and triggers to anger</u>. 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: (1) Increased understanding and successful management of angry feelings. (2) Success in handling angry feelings from specific problem situations. (3) Demonstrated understanding of specific anger issues (CBT). (4) Movement to Contemplation stage - awareness, understanding, insight, acceptance.
CR-MAV	Managing aggression and violence (skills version)	Increased self-awareness and self-management through improved interpersonal and self-management skills. Skills development resource - with complete lesson plans, worksheets and participant activities. *Unit CR-G*
Handling Tough times	Handling the tough times	This unit addresses increased self-awareness and improved self-management/stress management skills. This unit includes complete lesson plans, worksheets and participant activities. *128-Unit H*
Stress	Stress Management	Strongly recommend **Bridge Unit C** as part of a comprehensive conflict reduction model. *Provided as 128-Unit K*

The following three units address certain risk factors and thinking underlying <u>gang involvement.</u> They are appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that these elements may be most effective if they follow - and build on - change-focused program elements.

This resource is helpful in the area of "gang desistance" and "gang avoidance." We can also provide a separate set of additional and comprehensive resources supporting efforts toward definitive steps in gang renunciation (where such steps may be appropriate).

CR-Mindset/ choices (G1)	Your mindset and your choices	Key goals: (1) Success in reducing and acting out on specific risk factors. (2) Demonstrated understanding and insight (CBT). (3) Movement to Contemplation stage of change, and some elements indicative of Preparation//Determination stage. Underlying goal: This unit is designed to explore certain kinds of thinking what may have been supportive of gang involvement or activity. This approach is designed to avoid common areas of resistance to a direct gang intervention approach. However, critical elements of this unit address the risk factors and thinking underlying <u>gang involvement.</u> They are appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements. *128-Unit G1 with GG1, GG3*

CR - Risk factors (G2)	Risk factors - gang involvement	Addresses specific risk factors and thinking underlying gang involvement. Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations (some relating to gang activity). (3) Demonstrated understanding of issues relating to their experiences with gangs and violence (CBT). (4) Movement to Contemplation stage of change *128 Unit with GG2, GG5*
CR- Violence and Self-Management (G3)	Violence and Self-Management	Specifically addresses assault and acting out behaviors.. Goals: (1) Success in handling feelings from specific problem situations. (2) Movement to Contemplation Stage relative to acting out (violence), and (3) skills practice and plans for successful management of selected risk factors (neighborhood, community, home, family, and personal). Modified 128 unit with GG4, GG7
Open to Change Unit G(a)	Change (G) (Adult criminogenic thinking and behavior core unit)	Core change-focused model. Addresses criminogenic thinking issues and risk factors, reducing resistance, and beginning the process of personal awareness and change. Specific elements are designed to increase awareness of discrepancy, a critical motivational interviewing (MI) technique. (i.e. cognitive dissonance). Ideal with clients who may be early stages of change (later precontemplation, contemplation, and preparation). Revised 2022.
Open to Change Unit H(a)	Change (H) (Adult criminogenic thinking and behavior core unit)	Resources in this criminogenic behavior unit increase self-awareness with the specific objective of decreasing discomfort with the old choices. Specific elements are designed to increase awareness of discrepancy, a critical motivational interviewing (MI) technique. (i.e. cognitive dissonance). Shaped for use with clients who may be early stages of change (later precontemplation, contemplation, and preparation). Revised 2022.
Adult gang desistance program units and resources - *also for emerging adults* (separate prices apply)		
	Pushes and Pulls	A critical step in gang desistance begins with the evaluation of the ***pushes and pulls*** relating to their gang activity. This includes assessment of negative significant events, areas of victimization, disillusionment, consequences for themselves and their family, criminal justice involvement, and more. Each individual has his own tolerance limit for the negative experiences connected with their gang activity, and this resource is shaped to start the triggering process for change. It includes exploration of the benefits of making specific changes (increasing *pull* factors for gang desistance, for example), and is supported by embedded MI tools, multiple checklists, and assessment elements. *New 2022.*

	Tipping Points	Everybody has his own **tolerance limit** for the negative experiences connected with his gang membership (negatives vs positives). In this unit, attention is focused on specific triggers or tipping points to desist or reduce their exposure to gang activity. It is designed to increase acceptance of the triggers/ pushes/ pulls to gang desistance and increase confidence in their ability to succeed in making critical changes. Embedded MI tools and concepts help assess the importance, confidence, and readiness for considering specific changes in their life and lifestyle (the Contemplation Stage of Change). Specific elements guide consideration of options, and the exploration of possible alternatives, building on internal and external protective factors and pro-social pu*lls* (parenthood, family responsibilities, positive relationships, religious or cultural awakening, job opportunities or responsibilities, decline in substance abuse, etc.). *New 2022.*
	Transition (gang desistance resource) *successful community reintegration*	Explores options for a better - alternative - future life and lifestyle. It helps build specific plans for community reintegration, reducing their exposure to the highest risk factors, using effective coping skills, and enhancing their connection to positive protective factors. This resource additionally builds on the concept of "anticipatory socialization." It helps develop plans to gain and maintain adult responsibilities, and re-envision his personal identity. *Complements the* **Returning Home** *community reintegration resources. This resource is helpful in the area of "gang desistance" and "gang avoidance. New 2022.*
	Desistance resource set *Includes 86 separate resources.*	Successful gang desistance typically includes stages including exploration, exiting, and then maintenance. This process can be strengthened through an approach which assesses risk and protective factors, strengthens motivation, removes barriers, and practices specific strategies and skills . It helps individuals to consider external identification as a gang member internal identification as a gang member, replacement of the gang for social support, and re-envision his personal identity in a new life and lifestyle. This resource provides multiple worksheets and tools to assist this process. *Specifically for 1:1 use in gang desistance with individuals who are in the process of making such changes. New 2022.*
CRIMINAL THINKING		
Criminal thinking	Unit CT-1 or *Unit CT-Comm*	This unit guides the participants in Identifying and addressing selected areas of dysfunctional or criminal thinking. It includes common areas of dysfunctional thinking, challenges critical defense mechanisms, and provides multiple problem solving scenarios for analysis and practice. *(Unit CT-Comm provides an alternative version for community use, or for lower-functioning clients).*

JUVENILE DELINQUENCY AND GANG RESOURCES		
Juvenile delinquency and/or gang intervention	Open to Change core program Units A. B, and C	Units A, B, and C(above) are provided in juvenile versions.
	Open to Change Unit F(J)	Change-focused substance abuse model. It includes elements of MI and CBT, as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net
	Open to Change Unit G(J)	Core change-focused risk factors (including substance abuse) program model. Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.
	Open to Change Unit H(J)	Resources in this general delinquency unit increase self-awareness with the specific objective of decreasing discomfort with the old choices.
	Open to Change Unit J(J)	DVD-based gang prevention/intervention resource set, with lesson plans youth worksheets, and discussion elements.
AFTERCARE RESOURCES		
Aftercare (IOP/EOP, community settings, diversion, drug courts, and/or probation or parole)	Open D: Warning Signs (Avoiding Relapse)	This unit provides a risk factors approach to relapse prevention. It focuses primarily on the most common internal risk factors, but also identifies early warning signs ("red flags") that their thinking may be drawing them closer to their highest external risk factors (high risk people, places, things, and situations). The final elements provide a working model for building on their internal protective factors and making specific changes.
	OPEN E: Relapse Prevention	This unit provides a change-focused approach to relapse prevention. It targets the most common internal risk factors (lapses), external risk factors (identifying and avoiding their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets).
	Issues in Aftercare: Managing Your Risk Factors (Relapse Prevention) (RG)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common external risk factors (identifying, avoiding, or dealing more effectively with their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets). This resource combines a focus on multiple common and critical high risk factors for relapse with additional protective factors. Designed to complement the other Relapse Prevention units, it is appropriate for all settings: facility-based, community, IOE/EOP), and aftercare.

	OPEN F: Core change-focused substance abuse program model *(Overview/review/ short program unit)*	Provides a comprehensive overview of personal change from substance abuse and similar issues. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net

CORRECTIONAL TRANSITION PROGRAMS (PRE-RELEASE) - *also appropriate for halfway houses*

Correctional transition programs (pre-release)	Issues in transition: Recidivism and Relapse Prevention (RA)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common external risk factors (identifying, avoiding, or dealing more effectively with their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets). *Key pre-release preparation - good first resource.*
	Issues in transition: Your first few days (RD)	Addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. The final elements in this unit address the critical factors in transition, including common thoughts and feelings. Summary elements assess importance and confidence in addressing highest risk factors. *Pre-release preparation. Critical unit.*
	Issues in Transition: Responsibilities and Avoiding Problems (RE)	This unit addresses transition and post-release issues in two specific ways. The first element addresses critical areas of responsibility (meeting the conditions of parole, seeking and maintaining employment, family responsibilities, and avoiding problems with authority). This unit also provides focus on critical areas of decision making and includes a comprehensive MI-based self-evaluation of importance, confidence, and readiness to continue to make positive changes. *Pre-release preparation: anticipating and avoiding problems.*
	Issues in Transition: Getting yourself ready (recidivism and relapse prevention) (RF)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. Focuses on the thoughts, feelings, and temptations which may occur prior to and during - the transition. Addresses both risk and protective factors. Pre-release preparation, final unit (getting ready to transition).

FEMALE SPECIAL ISSUES
The issue or topic areas below address some of the most frequent pathways to women's offending or similar life problems. Each resource set is tailored to help participants identify the nature of the risk these areas still present in their lives. It then provides a series of stages-of-change and MI-based interventions for group and individual work, helpful guidelines for staff to help identify and address specific issues, a clear set of behaviorally-stated objectives, and situational confidence assessments (SCQ). These resources are ideal as overlays to a core program based on the New Freedom CBT and DBT-based gender-specific resources (above).

The Female Gender-Specific (GS) Issue-Focused Resource Series (supports core programming)	Abuse/ Victimization GS-AV10	Addresses physical, verbal, emotional or sexual abuse, victimization of any sort - as risk factors. Trauma-informed resource.
	Community/ Poverty GS-CP10	Addresses significant learned helplessness or hopelessness in family/community, adoption of antisocial role or coping models, and poverty or economic issues as significant contributing factors to criminal behavior.
	Body Issues, Low Self-Esteem/ Shame *GS-SES10*	Addresses issues with self-image, body image, eating disorders, and/ or shame-based addiction or dependency.
	Neglect/ Abandonment/Family GS-NA10	Addresses multiple issues: neglect during childhood, abandonment (or absence) of one or more parents/caregiver, significant dysfunction in family-of-origin, and significant placement in foster care or group homes.
	Relationships/ Friendships - and Boundaries GS-REL10	Relationships are a major pathway to problems, and may continue to be significant risk factors. Addresses dysfunctional relationships, codependent relationships, and family-of-origin issues, as well as negative peer influence and negative peer pressure.
	Trauma GS-T10	As many women in the program setting have been exposed to significant trauma, these helpful resources address prior exposure to trauma, symptoms (and symptoms management) of post-traumatic stress, and vulnerability to specific types of triggers. Highly recommended for most treatment settings.
	Violence GS-V10	Addresses exposure to significant violence, violence in home setting during childhood, violence in relationships (target or victim), and violent behavior (self).

Each of the units listed above in this document builds from resources which address:

- precontemplation of change (engagement, awareness, acceptance)

- contemplation (understanding and insight on the major topic area of that unit)

- the opportunity to identify certain changes (commitment or determinations to change),

- a self-confidence summary (Situational Confidence Questionnaire) for that unit and/or a review or summary for the full 10-session unit. These elements provide documentation of individual or group progress.

Each lesson includes three (or more) elements:

- Most lessons include a Food for Thought (FFT) element. Typically, this is a 10-12 minute issue-focused resource addressing major issues in addiction, and providing much of the insight-oriented material.

- Some lessons include a DBT-based Mindfulness Moment, a brief centering activity, or similar self-awareness tool.

- All lessons include a core, change-focused element. This part of the lesson is most often based on CBT and MI.   The objectives include increased understanding and insight, and the development of new skills. For example, lessons on external risk factors would include the identification of the specific high risk people, places, things and situations which will continue to be of the highest risk to making and maintain positive changes in their substance use/abuse. Most core elements are shaped for 30-40 minutes.

- Many lessons include Worksheets. These are critical summary elements and provide the basis for your making assessment of the degree of change and specific recovery planning. They are an essential component of this program model and are designed to take from 10-20 minutes in those sessions.

- Some lessons include a selection of appropriate CBT or DBT-based skills instruction and/or practice.

- A final element - in most lessons - is a problem solving activity, a role-playing element, or similar issue-focused interactive element. Many lessons include opportunities for skills development and practice.

These resources are provided under our site license arrangement. Prices allow for unlimited duplication for each program conducted at the designated site.

Costs depend on the number of units you select.   For example, a 30-session program model (3 units) would cost $1995, including all tools, staff support resources, and individual and group materials.

Please contact us for more details and cost savings for larger programs and multi-site licenses.

Prices in this resource manual valid through 12/31/24.

Comprehensive and tailorable educational, prevention, intervention, and therapeutic program resources and tools.

Your program can be shaped from several workbooks to a comprehensive long-term intervention resource of more than 800 program hours. We specialize in helping you tailor your program model:

- **to fit your population: (male, female, adult, juvenile, community, correctional, IOP)**
- **to fit your mode of program delivery (open group, closed group, class, 1:1, in-cell, IEP)**
- **to address your program agenda (therapeutic, psycho-educational, school-based)individual**
- **to address varying readiness to engage in personal change (motivational interviewing - MI)**
- **to address specific stages in the stages of change (TTM) model**
- **to fit with the therapeutic model (CBT, DBT, risk factors management, protective factors/asset building, social learning, behavior modeling/role playing, relapse prevention)**
- **to address specific behaviors or issues (alcohol and drug abuse, gang activity, mental health issues, delinquency, adult criminal behavior)**
- **to address specific risk factors (community, peer group, family, and personal)**
- **to match the language and reading ability of your participants (age, reading level, English or Spanish language)**

We provide:
- **pre-packaged tailored program models to address specific types of programs**
- **evidence-based and successful programs for specific populations**
- **pre-post and intermediate assessment tools**
- **workbook-based models**
- **lesson-based models (with detailed and/or scripted lesson plans for staff)**
- **hundreds of issue-specific session openers and skills practice activities**
- **assistance - at no cost - in helping you shape your specific program**

All materials are provided under our affordable site license one-time cost arrangement, allowing unlimited copying for use in all programs conducted at the designated site.

Prices listed in this resource are valid until 12/31/24.

www.newfreedomprograms.com (correctional and forensic)
www.insightandoutlook.com (community)
www.gangprograms.com (gang intervention and desistance)
www.phoenixcurriculum.com (delinquency and gang prevention)

work-book	Title		hours
Preparation for treatment materials		Introduction to treatment, reducing resistance, starting the process of self-disclosure. *These workbooks are designed to support the motivational interviewing (MI) approach, guiding clients from pre-contemplation to contemplation of change.* Resources target three elements in early stages of treatment: engagement, increased awareness of the opportunity to explore personal change, and acceptance of personal responsibility to start the process. They include MI resources which focus and assess progress on three areas: importance of making changes, confidence to try, and readiness to begin the process. Additionally, selected elements below, and targeted supplemental resources ("Food for Thought" and Worksheets), serve as the building blocks for tailored programs addressing the most common types of individuals in precontemplation: rebellious (anti-contemplation), reluctant, reveling, rationalizing, resigned, and covert resistant. Please contact us for more information on these resource options.	
ICD	What's treatment all about?	Short workbook explains the treatment process and expectations. *(For small group and 1:1 interactive counseling uses)*	1
Pre1j	What am I doing here?	Introductory resource helps engage participants and start to identify feelings, behavioral and substance abuse issues and risk factors. Reduces resistance, and begins the process of personal awareness and change. Includes six (6) sets of activity cards. *(for juvenile corrections and diversion programs).*	3
Pre2j	While you are here	Brief activity clarifies opportunities and expectations for participants in youth correctional treatment settings. *(for younger juvenile corrections programs)*	1
Pre3	Treatment readiness activities	Pre3a: Pre-treatment engagement-focused resource. Designed to increase comfort with self-disclosure in pre-treatment phase. Four (4) sets of activity cards, 76 cards total.	3
		Pre3c: Self-disclosure and self-image activity. Includes "Coat of arms" activity and MI elements.	1
		Pre3d: Life goals and life dreams engagement activity *(mh, voc and gs versions)*	1
Pre4	How important is it to you?	Identifies critical goals, high risk choices, and increases importance of making pro-social choices. Valuable MI resource for nearly all programs. *Substance abuse (AODA) option available - Pre4aoda.*	1
Pre5	The revolving door	Guides participants in exploring their experiences with recidivism and institutionalization.	1
Pre6a	Introduction to the program	This workbook increases personal awareness: addresses choices they make, the idea of personal change, and common problems.	1
Pre7	Choices	Participants explore choices, including involvement with high risk, people, places, things, and situations, as well as a range of pro-social or positive changes. Increases personal awareness on issues which may benefit from treatment.	1
Pre8c	At home in the lockup?	Engagement and awareness resource. Examines issues and feelings involved in institutional life.	1
Pre9a/j	A starting point	MI-based precontemplation engagement activity, focusing on importance and confidence in thinking about change and exploring options. *(Available in adult and juvenile versions)*	1
Pre10	A new direction?	Examines future choices and the decision to make positive changes or to keep things the same; uses decisional balance model to examine options. Guides movement from precontemplation to contemplation of change. *(Available in adult and juvenile versions)*	1

work-book	Title		hours
Pre11	You can't change me	MI resource (specifically focused on anti-contemplation). Examines issues of importance and confidence in making life changes. Asks participants to evaluate where they stand on 13 specific areas of personal change.	1
Pre13	It's just like magic	A precontemplation acceptance-building resource. MI concepts help increase the importance of making changes and avoiding certain traps in making only a partial commitment to these changes.	1
Pre14	Famous last words	Precontemplation MI-based resource. Many people with alcohol or drug issues say similar things about their use or abuse. This is a self-awareness resource which helps identify barriers or obstacles to change.	3
Pre15	There's no point	Focused MI-based pre-treatment or early treatment activity addressing rebellious precontemplators (anti-contemplation) and resistance to change.	1
Pre17	Being locked up right now (a bump on the road?)	Precontemplation resource. Explores criminal behavior as a lifestyle choice - and options. Includes exploration of hopelessness and helplessness - key elements in establishing confidence to make different kinds of choices.	1
SD1	Introduction to self-discovery	Awareness-building resource. Starts the process of change though identifying and addressing issues in their substance abuse and similar dependencies.	4
Self-Discovery		Introduction to treatment, reducing resistance, and identifying underlying areas of vulnerability. Starts the process of identifying and addressing issues underlying substance abuse and similar dependencies.	
SD2	*"What went wrong?"*	Identifies and addresses underlying issues and areas of vulnerability - critical to the process of developing insight, personal change and long-term recovery.	6
SD3	Dealing with stress and trauma in your life	Introductory trauma-informed care resource appropriate for most populations. Links client trauma and dependencies and identifies basic steps toward cognitive change. *(Available in adult and juvenile versions)*	6
SD4	Facing your grief	Identifies grief and loss issues and links individual losses with dependencies and other dysfunctional behaviors. Identifies helpful steps toward managing grief or loss.	6
SD5	Understanding your dependencies	Core substance abuse, dual diagnosis, and general treatment program resource. Examines addictions and multiple dependencies and explains chronic nature of dependencies. Addresses denial issues and helps clients begin to focus their recovery.	5
SD6	Reasons to change	Addresses denial, resistance, other defenses. Raises awareness of consequences of own behavior for self and others (including criminal thinking and victim empathy). Builds motivation to make personal changes. *Also see CC2 (victim empathy resource., below).*	6
SD7A	My life so far (a)	Explores life experiences including their experiences with alcohol and other drugs - in a non-threatening manner. Discussion of family issues and childhood memories helps develop insight and identification of specific issues and areas to be addressed in counseling.	4
SD7B	Costs and consequences	Core treatment program resource. Includes awareness-building and change-focused resources specifically addressing past behaviors, coping choices, and consequences.	2
SD7C a/j	How are you feeling today? a/j	Lesson provides a useful approach to the development of self-awareness of feelings and past experiences as part of the early stages of programming. When used in a group, it can be very helpful in self-disclosure, building on the earlier elements in the Pre and SD series..	1
SD8/ TP16	I can do this (strengths)	Helps participants identify key internal strengths and protective factors, and guides them to make better choices about how they will live their life in the future.	1

work-book	Title		hours
SD10	Reducing Consequences	Designed as part of a harm reduction strategy, it helps clients identify the consequences of their behaviors and examine their readiness to reduce or discontinue their substance abuse.	3
SD11 a/j DP9 j	"What's going on in my life?" (AODA resource)	Introductory substance abuse (AODA) workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change. *(Available in adult and juvenile versions)*	3
SD12/ RH25 a/j	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse and similar issues. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. *To build increased self-efficacy, it can be supplemented by selected workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23,or 24). Also suitable for review and aftercare programs.*	9
SD packet #A	Key selected self-discovery worksheets	● FFT: Time to think ● Worksheet: How far have you come? ● Worksheet: What's really important to me? ● Worksheet: What's the difference ● Worksheet: What can I do now?	2
SD Packet #B	Key self-discovery worksheets	● Making a choice* ● Taking charge of your life* ● At this point ● Your internal resources*	2
Choices and Changes		An integral part of the change process, the goal of these workbooks is to increase self-awareness with the specific objective of decreasing discomfort with the old choices. Specific elements are designed to increase awareness of discrepancy, a critical motivational interviewing (MI) technique. (i.e. cognitive dissonance). Ideal with clients who may be early stages of change (later precontemplation, contemplation, and preparation).	
CC1/ GG13 a/j/jf	What's been getting you in trouble?	Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft. Helps participants understand their risk factors and to consider future choices. *(Available in adult and juvenile versions)*	2
CC2a/j/jf	Impact! (Victim empathy)	Victim empathy resource guides participants to consider what victims feel, and various consequences for victims. *(Available in adult and juvenile versions)*	1
CC3aj-jf	What does your future look like?	This MI resource assists in developing discrepancy, and increasing confidence in making changes.	1
CC4/ GG13 aj-jf	Trust and distrust	Guides participants in evaluating the costs and consequences of misplaced trust. Specifically helpful in challenging those who may be influenced by peer leaders, gang leaders, or others.	1
CC5j	Friends and peers	Guides participants in evaluating their choice of pro-social or anti-social peers as friends. Helps assess the costs and consequences of these choices.	1
CC6	I have my reasons	This CBT resource provides an opportunity for participants to analyze why they have been making some of the choices they have, and the costs and consequences of these choices.	1
CC7a/j	Who do you think you are?	The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image. *(Available in adult, correctional, and juvenile versions)*	2

work-book	Title		hours
CC8/ GG13 a-j-jf	Retaliation	Explores how retaliation can escalate. Identifies common situations, costs, and consequences and options.	1
CC9 adult/ jm/ jf	Denial	This resource helps clients identify denial issues and develop an action plan for change. Also helpful as a resource in addressing dysfunctional thinking, defense mechanisms, and criminal thinking.	1
CC10j	Who is making your choices?	Includes elements of peer pressure and external locus of control (allowing others to make or influence your choices).	1
CC11	Why am I thinking about changing?	Helps identify and clarify some of the issues involved in the decision to make changes. Examines specific reasons and obstacles.	1
CC12jm	Paid the Price?	Explores whether gang involvement is an effective strategy to increase personal safety. Includes subtle exposure evaluating real friendships and to the concept of gang desistance.	1
CC13	Changing	Reviews the process and experience of cognitive change, including the experiencing of cognitive dissonance and discomfort in the change process. Includes MI tools.	1
CC14	Risk taking	Examines the extent and kinds of risks they have been taking, and guides insight into the behavior. Explores positive options going forward.	1
CC15/ GG18	The lifestyle	Exposure to violence, participation in violence, gang-related violence, and other elements of a stressful lifestyle have consequences. This resource examines these factors and encourages the consideration of making new choices. It is one element in exploration of violence as a form of victimization and can be a "push" factor in gang desistance. It can also set up later exploration of post-traumatic consequences.	1
CC16	Not thinking	This resource helps explore how people suddenly find themselves in a high risk situation. It includes elements addressing " not thinking at the time," seemingly unimportant decisions, a lack of situational awareness, and similar ways of setting themselves up. Participants evaluate recent poor decisions and better options on 14 critical questions.	1
Understanding your feelings		Symptom-focused education. Links feelings with past substance abuse and relapse. *These materials are particularly useful in moving from "contemplation of change" to "preparation for change."*	
MH-BTB-1	BTB - Mental Health (short intensive intervention)	Developed for the Mental Health units at New York City's Department of Corrections (Rikers Island), this excellent resource provides a comprehensive intervention core resource for mentally-ill populations. CBT, MI, and specific coping skills. 72 sessions. *This resource is also available in Spanish. Peer reviewed article in American Journal of Public Health.*	72
The Bridge	modified BTB	Similar to above, but modified for open group/open admissions programs.	60
Behavioral health curriculum (core program) Each themed unit provides a brief stages-of-change based approach, sequentially addressing precontemplation, contemplation, and key preparation/determination action steps. Shaped for this population, they provide structure for staff, address key treatment outcomes, and include summary elements within the curriculum to support program documentation. A critical advantage of this modular approach is that it provides a high quality outcome-focused resource without mandating a closed group programming model. This approach is designed to support both in-facility and community programming.			
	The Bridge Unit A	Core change-focused mental health program 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 approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.	*Unit model pricing $695 or less*

work-book	Title		hours
	The Bridge Unit B	Core change-focused mental health program 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 approach, supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management .	*Unit model pricing $695 or less*
	The Bridge Unit C	Core change-focused mental health program 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.	*Unit model pricing $695 or less*
	The Bridge Unit D	Core mental health program unit focused on increasing treatment adherence and medication compliance. Addresses a critical stage of change in mental health treatment: symptom awareness, but treatment non-compliance. Supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management.	*Unit model pricing $695 or less*
	The Bridge Unit E	Relapse Prevention - This unit provides a change-focused approach to relapse prevention, both substance abuse and mental health issues. It targets the most common internal risk factors (lapses), and external risk factors (identifying and avoiding their specific high risk people, places, things, and situations). It also supports the development of internal protective factors and external protective factors (safety nets). The MH version is similar to the substance abuse model, with differences noted by (MH) in the resource title for selected core lesson elements. The MH version also includes a brief mindfulness element in each lesson.	*Unit model pricing $695 or less*
	The Bridge Unit F	Warning Signs (Avoiding Relapse) - This unit provides a risk factors approach to relapse prevention. It focuses primarily on the most common internal risk factors, but also identifies early warning signs that their thinking may be drawing them closer to their highest external risk factors (high risk people, places, things, and situations). The final elements provide a working model for building on their internal protective factors and making specific changes. The MH version is similar to the substance abuse model, with differences noted by (MH) in the resource title. The MH version also includes a brief mindfulness element in each lesson.	*Unit model pricing $695 or less*
Dual diagnosis	The **New Freedom** Dual Diagnosis open group/open admissions model is built on the combination of the **Open to Change** core substance abuse resource set and **The Bridge Model** (focusing on symptoms self-management). Elements from both resource sets can be combined, and this model includes linking resources to seamlessly support programs of any length - and which may be conducted by a variety of staff. For example, A typical IOP might include three units from OPEN and three units from the Bridge. An EOP might also include additional relapse prevention units, aftercare elements, gender-specific resources, and resources targeting specific feelings or behaviors.		
	A common Dual Diagnosis model includes OPEN A, OPEN B, Bridge A and Bridge B (40 hours). Units A and B are including linking resources (internal and external risk factors, etc.).		
	Another Dual Diagnosis model provided 60 sessions: OPEN A, OPEN B, OPEN C, Bridge A, Bridge B, and the option of selecting Bridge C or Bridge D. See *above for clarification on these two units.*		
Issue-specific behavioral health units (Note that most of these topics are prepared in different versions for specific populations)			

work-book	Title		hours
Issue-specific behav-ioral health units	Anger	The primary focus of these resources is awareness and <u>self-management of symptoms and triggers to anger</u>. 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 provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
	Anxiety	The primary focus of these resources is awareness and <u>self-management of symptoms relating to anxiety. Additionally, the unit addresses feelings of guilt and shame</u>. 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 provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
	Depression	The primary focus of these resources is awareness and <u>self-management of symptoms relating to sadness and depression. Additionally, the unit addresses grief, loss, loneliness, and boredom</u>. 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 provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
	Trauma	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. This unit includes multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
	Difficult Feelings (Unit DF-4)	The primary focus of these resources is awareness and self-management of symptoms from difficult feelings like shame, guilt, loneliness, and boredom. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, coping and distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management. This unit includes multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
CBT3	Feelings CBT	This element includes several tools for assessing feelings and the frequency, intensity and duration of symptoms of selected feelings. This is also an integral part of our Functional Thinking (CBT) resource.	4
F1 m/f	Introduction to your feelings	Links troublesome feelings and symptoms with past substance abuse and relapse. Establishes context for other feelings workbooks.	3
F2 am jm af jf	Anger	Identifies client anger symptoms, issues, and triggers, links anger to dependencies. Topics include repressed anger and passive-aggressive behavior.	6
F3 m/f	Anxiety and Fear	Identifies client anxiety symptoms, issues, stressors, and triggers. Topics include fears, phobias, and unnecessary worries. Links anxiety to dependencies.	6
F4 m/f	Guilt	Identifies client symptoms and sources of guilt. Topics include forgiveness and change. Links guilt to dependencies.	4
F5am	Shame	Identifies client shame issues, including symptoms and sources of shame, and links between shame and dependencies. Identifies steps to making changes.	5

work-book	Title		hours
F5s m/f	Shame (includes self-esteem)	Identifies client shame and low self-esteem issues, including symptoms and sources of shame, and links between shame and dependencies. Identifies steps to making changes.	5
F5g	Shame (gang juvenile version)	Identifies client shame and low self-esteem issues, including symptoms and sources of shame, and links between shame and dependencies. Identifies steps to making changes. This workbook addresses self-esteem issues for young people who are gang members or at higher risk for gang activity.	5
F6	Sadness	Identifies client symptoms and sources of sadness. Links sadness to dependencies.	4
F7 m/f	Loneliness	Identifies symptoms and sources of loneliness. Links loneliness to past problem behaviors and dependencies.	4
F8 m/f	Feeling Hurt	Identifies symptoms and sources of hurt. Links client experiences with hurt to dependencies.	4
F9 m/f	Positive Feelings	Helps client become aware of healthy positive feelings. Topics include issues of love and relationships, awareness that even positive experiences can be stressful, and positive feelings in recovery.	4
F10 m/f	Your feelings - and relapse	Workbook reviews feelings and symptoms, and links relapse and feelings.	3
F11	Are you an "excitement junkie?"	Addresses issues of clients with high need for stimulation and high-risk behavior.	2
F12/ DP3	Let's talk about feelings	Workbook and activity cards guide individuals and groups in addressing issues of anger, anxiety, recklessness, depression and sadness.	4
F13	What does anger do to you?	A comprehensive approach for individual participants to identify and begin to manage their symptoms and triggers for anger. It provides a range of tools and scales of self-assessment of symptoms (frequency, intensify, duration, current issues, consequences for poor self-management, and decisional balance tool for learning to manage this feeling better). Internal and external triggers for anger are identified and self-management is assessed through a range of rulers and scales. This resource may serve as a valuable building block for learning and mastering appropriate coping skills.	2
F14	What does anxiety do to you?	This resource provides a comprehensive approach for individual participants to identify and begin to manage their symptoms and triggers for anxiety. Similar in form and function to workbooks F13 and F15, it provides a range of tools and scales for self-assessment, and self-management of symptoms and triggers for anxiety.	2
F15	What does depression do to you?	This resource provides a comprehensive approach for individual participants to identify and begin to manage their symptoms and triggers for depression. Similar in form and function to workbooks F13 and F14, it provides a range of tools and scales for self-assessment, and self-management of symptoms and triggers for depression.	2

work-book	Title		hours
Trauma Packet #C	Key trauma resources	Worksheet: Life experiences and resilience FFT Tom's Experience FFT I don't feel... 15 FFT Trauma - and life FFT Survival 15 TB How can certain life experiences ... TC How do certain kinds of life experiences TD2 Self awareness review TJ Where you are Worksheet: What can I do now? Worksheet: Trauma self-efficacy scales Worksheet: What is the connection	3
Stress Packet #D	Key stress resources	TT10: How am I doing today? Worksheet: Assessing your symptoms (FID tools) Worksheet: Stress and your health	2
CS9	Managing your stress	Basic stress management workbook, including self-examination, symptoms awareness, identification of triggers, underlying stressors and lifestyle issues, evaluation of past coping, and introduction to several key coping skills.	5
Grief/ Loss Packet #E	Key resources	Dealing with tough feelings #5 - Things can happen (loss issues) Dealing with tough feelings #2 FFT- Institutional losses FFT - Closure FFT - One thing you'd do FFT - Too far gone Worksheet - Family life scales (grief/loss issues) Worksheet - Changes in relationships Worksheet - Family issues and losses	2
Anxiety Packet #F	Key anxiety resources	Worksheet: Anxiety and where you are now Worksheet: Anxiety self-assessment Worksheet: I lose sleep over this Worksheet: Looking back Worksheet: Health and anxiety Worksheet: Think of one time Worksheet - Anxiety vs. fear Worksheet - Anxiety scale Worksheet: Where do I go from here (anxiety) FFT - Anticipation of change FFT - Serenity Dealing with tough feelings #3 Worksheet - Situational confidence for anxiety	4
Depression Packet #G	Key depression resources	Sadness and depression #3 - here and now Dealing with tough feelings #3 Brief self-check - sadness and depression scale Worksheet- Situational confidence for depression	1
Difficult feelings packet #H	Key resources	Dealing with tough feelings #4 (What's going on?) Dealing with loneliness and boredom - going forward Buildup of symptoms (Situational Confidence) Dealing with difficult feelings #6b	2

work-book	Title		hours
Shame and guilt resources Packet #1	Key shame and guilt resources	Worksheet - Develop a healthy outlook (shame-focus) Worksheet - Is it troubling you? FFT - I knew they were watching me FFT - On the day you were arrested	1
"Self-awareness"		Specific substance abuse-focus. They are designed to work with other elements which address key issues in substance abuse and other dependencies in the New Freedom resources, including Preparation for Treatment, Self-Discovery, Turning Points, Returning Home, etc.. These materials are particularly useful in moving from "contemplation of change" to "preparation for change."	
SA3/ AODA-1	Some of our life's experiences (AODA)	This is a substance abuse program resource. It identifies specific risk factors - and how they influence current decisions. It provides the opportunity to evaluate positive and negative outcomes from different choices. The lesson also asks participants to evaluate their choices and the outcomes from a range of their own life experiences.	1
SA1	Self-awareness: preventing relapse by increasing your sensitivity to your pattern or cycle	Provides basic vocabulary for substance abuse treatment. Explains typical patterns of dependencies and relapse. Guides clients to examine past use and stages in personal relapse "cycle." Clients identify vulnerabilities, specific triggers to past difficulties, and "stinking thinking" (about self, about other people, not being realistic, negative thinking about the future, etc.). Clients describe how feelings of discomfort have been dealt with, how isolation may have been a contributing factor in past difficulties, typical patterns of "build up" toward relapse, the need for control of uncomfortable feelings, and steps taken in the past to achieve that feeling of control, and how they began to plan or "set themselves up" for relapse. Additionally, clients describe the specific temptations experienced in various categories, their most common harmful behaviors or dependencies, their thinking, feelings, and behavior after relapse, and issues resulting from relapse.	5
SA2 a/j	Self-awareness: examining your pattern or cycle in detail		6
SA4 (also listed as TP5)	Substance abuse program summary	Comprehensive review of personal awareness (insight), specific commitment to change, and action planning relating to the full range of internal and external risk factors relating to substance abuse. Ideal for use at determination, action, and maintenance stages and as summary of the individual's substance abuse program for aftercare or monitoring.	2
AODA-MI 1,2,3,4	Motivational Interviewing Resources for Substance Abuse Programs	Tailored MI resources address four specific stages of change. Resources include MI tools for counselor and client appropriate to each stage. Compatible with the URICA, Socrates, etc.	$250
DWI	DWI - Stage Based	Motivational Interviewing (MI) and stage-based resources tailored to help the counselor guide DWI clients through the stages of change. Most helpful in a 1:1 setting, or within a DWI court-ordered group-based program and an important supplement to the actual curriculum and other program elements. Includes four (4) sets of stage-specific resources tailored to the precontemplation, contemplation, preparation/determination, and action stages. Each set of resources includes several tools, designed to be used - as needed - by the counselor to enhance motivation or to encourage the participant.	$250
PT6	A guide to using your new coping skills	Identifies specific coping skills which can be used at various stages in the relapse "cycle." *Links with workbook SA2 and the "Coping Skills" workbook series.*	(1)
PT7	Coping skills worksheet and self-analysis checklist	Self-assessment: identifies coping skills by past patterns of substance abuse and behaviors. Recommends critical coping skills for addressing those patterns.	(1)

work-book	Title	hours
Substance Abuse Program Packages	*In addition to the core program models below, we have tailored substance abuse/intervention models for dozens of facilities and sites. These models range from 24-200 hours. They have been provided/tailored to open group, closed group, dual diagnoses, male, female, adult, juvenile, and other population and program factors. Please contact us for more specific program options and models.* **Available in English and Spanish-language versions.**	
OPEN 30 Co-ed	**Open to Change**, state-of-the-art <u>open group</u> substance abuse curriculum. Easy to implement outcome-driven turnkey model includes complete resources for 30 group sessions, one-on-one counseling, and support in documenting participation, individual progress, and outcomes. Supports community, drug court, probation, outpatient, and intensive outpatient programs, as well as programs in correctional and institutional settings. ● CBT and MI-based, this resource specifically provides intensive focus on addressing the most common and problematic issues underlying <u>precontemplation</u> in this population. Core program elements address internal and external risk factors for past problems and guide the development of effective relapse prevention plans. Within 10-session sub-units, materials guide participants from precontemplation through subsequent stages of change. ● Resource includes all tools, full staff support resources, and individual and group materials. ● **Based on the successful ARNT model (below), with improved staff support and additional resources.** Revised and updated 2023-2024	30 $1995
OPEN 30 Adult male	**Open to Change**, state-of-the-art <u>open group</u> substance abuse curriculum. Easy to implement outcome-driven turnkey model includes complete resources for 30 group sessions, one-on-one counseling, and support in documenting participation, individual progress, and outcomes. Supports community, drug court, probation, outpatient, and intensive outpatient programs, as well as programs in correctional and institutional settings. ● CBT and MI-based, this resource specifically provides intensive focus on addressing the most common and problematic issues underlying <u>precontemplation</u> in this population. Core program elements address internal and external risk factors for past problems and guide the development of effective relapse prevention plans. Within 10-session sub-units, materials guide participants from precontemplation through subsequent stages of change. ● Resource includes all tools, full staff support resources, and individual and group materials. ● **Based on the successful ARNT model (below), with improved staff support and additional resources.**	30 $1995
OPEN 40 GS	<u>Female gender-specific</u> version of the above.	40 $2625
OPEN 30 Youth	Youth version of the above model. Resources shaped to younger populations. Longer and shorter models are available.	30 $1995
OPEN 40 options	Comparable resource to the above comprehensive structured model - 40 sessions. ● male <u>and</u> female gender-specific versions available ● co-ed version available. Revised and updated 2023-2024 ● youth version available	40 $2625
OPEN 50 options	Comparable resource to the above comprehensive structured model - 50 sessions. ● male <u>and</u> female gender-specific versions available ● co-ed version available. Revised and updated 2023-2024 ● youth version available	50 $3195

work-book	Title	hours
OPEN 60 Co-ed	**Open to Change**, state-of-the-art <u>open group</u> substance abuse curriculum. Easy to implement outcome-driven turnkey model includes complete resources for 30 group sessions, one-on-one counseling, and support in documenting participation, individual progress, and outcomes. Supports community, drug court, probation, outpatient, and intensive outpatient programs, as well as programs in correctional and institutional settings. • CBT and MI-based, this resource specifically provides intensive focus on addressing the most common and problematic issues underlying <u>precontemplation</u> in this population. Core program elements address internal and external risk factors for past problems and guide the development of effective relapse prevention plans. Within 10-session sub-units, materials guide participants from precontemplation through subsequent stages of change. • Resource includes all tools, full staff support resources, and individual and group materials. • **Based on the successful ARNT model (below), with improved staff support and additional resources.** Revised and updated 2023-2024	60 $3595
OPEN 60 options	Comparable resource to the above comprehensive structured model - 60 sessions. • male <u>and</u> female gender-specific versions available • youth version available	60 $3595
OPEN 75 options	Comparable resource to the above comprehensive structured model - 75 sessions. (adult). This model has the flexibility to include additional transition and/or aftercare resources. • male <u>and</u> female gender-specific versions available • co-ed version available. Revised and updated 2023-2024 • youth version available	75 $3995
OPEN 80 options	Comparable resource to the above 60-session comprehensive structured model - with the addition of two (2) additional 10-session units addressing criminogenic thinking and behavior. • adult version (shaped for corrections, probation, and parole settings) • co-ed version available. Revised and updated 2023-2024 • youth version (addresses high risk and delinquent youth, very appropriate for residential, community, alternative schools, diversion and probation settings).	80 $4695
ARNT	**A Road Not Taken** is a substance abuse program originally created for use in New York City Jails, particularly Riker's Island (a daily inmate population of around 12,000). This intensive, 72-hour intervention is a workbook-based group model based on The Transtheoretical Model of Change, Cognitive Behavioral Therapy, and Motivational Interviewing. An orientation/program introduction prepares clients for the upcoming treatment, and Pre- and Post-test tools help track change. MI tools are incorporated seamlessly into the text. Included in the program are: • detailed lesson plans • competency-based learning measures (Competency Checklists) to help assess understanding/insight and reinforce continuity of care • suggested pre-post testing options • staff support resources including an MI manual, a counselors manual, and an AODA MI toolkit • documentation of reduction in multiple re-arrests of 41.67% and a reduction in recidivism of 23%. (Peer-reviewed article in the *Journal of Correctional Health Care*.)	72 $3595

SUBSTANCE ABUSE UNITS
The theories underlying this substance abuse and risk factors core program include Cognitive-Behavioral Therapy (CBT), the Transtheoretical Stages of Change Model (TTM), Motivational Interviewing (MI), the social learning/self-efficacy model underlying the Situational Confidence (SCQ) resources, and relapse prevention.   The critical goal of these resources is change - a commitment to making significant changes in their substance use/abuse. The key outcome of this change is increased and realistic self confidence in their ability to handle their highest risk factors.   Cco-ed version now available. Revised and updated 2023-2024

work-book	Title		hours
Substance abuse and risk factors *available in male, female, and juvenile versions*	Open to Change Unit A	In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is successful management of internal risk factors and difficult symptoms.	*Unit model pricing $695 or less*
	Open to Change Unit B	In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is successful management of external risk factors and triggers.	*Unit model pricing $695 or less*
	Open to Change Unit C	In addition to core PreContemplation, Preparation, and Situational Confidence elements, the theme of this unit is development of internal strengths and insight, and relapse prevention.	*Unit model pricing $695 or less*
Relapse prevention *available in male, female, and juvenile versions*	Open to Change Unit D	A risk factors approach to relapse prevention covering common internal risk factors, early warning signs for highest external risk factors, internal protective factors, and making specific changes.	*Unit model pricing $695 or less*
	Open to Change Unit E	A change-focused approach to relapse prevention targeting the most common internal risk factors (lapses), external risk factors, and the development of internal and external protective factors (safety nets).	*Unit model pricing $695 or less*
	Open to Change Unit F	Increases awareness of the pattern or cycle of thoughts, feelings, and behaviors that have led to substance abuse or relapse in the past.	*Unit model pricing $695 or less*
Functional Thinking: **cognitive-behavioral therapy (CBT) core program elements**		The underlying principles in the *New Freedom* resources include many elements of CBT. This set of resources, however, addresses the critical elements of CBT and can be viewed as a "Core CBT" resource. This element also integrates **Motivational Interviewing** (MI) tools into the actual program materials. This allows program staff to readily use MI with the program participants. "Change talk" is elicited, and materials are sequenced to link to the **stages of change model** (Prochaska and DiClemente).	
CBT1 a/j	Introduction to Functional Thinking	This program element introduces basic CBT concepts. It also introduces feelings, scaling tools, and several MI tools.	5
CBT2j	Emotional Intelligence	This is a core program element for identifying feelings and learning new ways to respond appropriately to those feelings. *Most appropriate for younger populations, it is also included as an element of the Phoenix Curriculum (high school level version).*	8
CBT3	Feelings (CBT feelings toolkit)	This is a key CBT element which includes several important tools for assessing specific troublesome feelings and the frequency, intensity and duration of symptoms of selected feelings. Recommended.	4
CBT4	Symptoms and Early Warning Signs	This element helps participants identify the specific symptoms and early warning signs of selected feelings and problem areas in their own lives. Valuable in substance abuse, behavioral health, and most treatment and rehabilitation program settings.	3

work-book	Title		hours
CBT5	Triggers	This critical CBT element helps participants identify the specific triggers of selected feelings and problem areas.	4
CBT 5A-ERF	Triggers/ External Risk Factors	This core element is designed to help participants further identify their external triggers (specifically high risk people, places, things, and situations). It is especially recommended as a guide for those new to treatment.	4
CBT6	Faulty Thinking and Functional Thinking	This is a specific cognitive change (CBT) element. It includes activities designed to help participants identify 13 different kinds of faulty thinking, and ways in which these types of thinking occur in their own lives. Then it identifies and guides practice in ways to change these types of thinking into more functional thinking. It also provides support in developing more independent thinking, and taking charge of their own lives.	6
CBT 7A	Functional Behaviors: making choices that work	This CBT program element guides the process of making more effective and helpful choices. *Highly recommended for both adult and juvenile populations.*	5
CBT 7B/ CS1	Coping skills for emergencies	This essential workbook provides an introduction and considerable practice in applying a set of essential basic coping skills. Also provided as workbook CS1/DP2.	5
CBT8	Counselors CBT Toolbox	This resource provides an extended set of CBT and MI tools which can be used by program staff at their discretion in many areas of counseling. *We recommend that these tools be used to reinforce and guide subsequent programming.*	$235
Changing your 'stinking thinking'		Cognitive restructuring based on identifying and addressing specific areas of "stinking thinking" (cognitive distortions). *These materials are particularly useful in the middle stages of cognitive-behavioral therapy (CBT) and personal change programs.* This element is most useful in behavioral health programs which use the TP resources in this catalog.	
ST	Identifying and changing your "stinking thinking" *Formerly listed as ST1, ST2, ST3*	42 separate "stinking thinking" issues are addressed in this series, using worksheets for cognitive restructuring. Each lesson provides examples of this form of cognitive distortion, asks participants to examine their own thinking, then guides the examination - including consequences. Worksheets guide the development of new ways of thinking and responding. Major topic areas include criminal thinking, negativity, manipulation of others, and issues which emerge in recovery programs and groups. *Discount package pricing provided for this resource.*	$995
ST Review	Reviews ST Lessons	Included at no cost with the ST resource (above)	2
ST-PST (ST5) a/ jm / jf	Positive self-talk: replacing negativity with positive thinking	Practical workbook for addressing negative thinking. Provides multiple opportunities to identify negative thinking and replace with more positive thinking options.	4
Criminal thinking		Address common forms of criminogenic thinking. Programs can be tailored from selected elements of the above (CBT6, CC4,6,7,8) - and resources listed below.	
Criminal thinking	Unit CT-1	This unit guides the participants in Identifying and addressing selected areas of dysfunctional or criminal thinking. It includes common areas of dysfunctional thinking, challenges critical defense mechanisms, and provides multiple problem solving scenarios for analysis and practice. (Several versions available)	Unit model

work-book	Title		hours
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5
ST-GI	Stinking thinking and gang activity	Identifies and addresses specific areas of criminal thinking relating to gang activity.	2
FLW	Famous last words	Addresses most common forms of defense mechanisms: suppression, rationalization, projection, minimization, manipulation, intellectualization, avoidance, deflection.	3
CC1/ GG13 a/j/jf	What's been getting you in trouble?	Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft. Helps participants understand their risk factors and to consider future choices. *(Available in adult and juvenile versions)*	2
CC7a/j	Who do you think you are?	The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image. *(Available in adult and juvenile versions)*	2
CC8/ GG13 a-j-jf	Retaliation	Explores how retaliation can escalate. Identifies common situations, costs, and consequences and options.	1
CC9 and jf	Denial	This resource helps clients identify denial issues and develop an action plan for change.	1
CC12j	Paid the Price?	Explores whether gang involvement is an effective strategy to increase personal safety. Includes subtle exposure evaluating real friendships and to the concept of gang desistance.	1
ST-CT	Criminal thinking (ST series elements)	Resource set includes 22 lessons from the ST series (above) specific addressing common forms of criminal thinking.	$615
TP19	Activities: Problem behavior	Ten (10) problem situations, addressing decisions they may face in making good choices going forward. Most address common forms of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	4
TRW	Thinking about "right" and "wrong"	Based on Kohlberg's model of moral development, it includes 80 activity cards and group activities ("Cloudy Situations") to increase participant awareness, build empathy, and guide cognitive changes. Highly interactive program. *(Males only). Please note: this resource is being revised in 2023.*	na
Finding your direction		Designed for use in the middle portions of recovery and personal change programs, these materials provide support in cognitive and behavioral change (CBT) and personal growth. They help build motivation for lifestyle changes (MI) and help indicate discrepancies between current behaviors and the achievement of desired life goals. Concepts include denial, self-inventories, multiple dependencies, controlling, and trust.	
FD1 m/f	Giving your thinking a "reality check"	Self-inventory and helpful review of progress in recovery program. CBT-based and very appropriate for substance abuse and mental health programming. *Primarily for adult programs. Please also see resource CBT1 as an alternative to this workbook.*	5

work-book	Title		hours
FD2	Facing your dependencies	Helps clients identify additional dependency issues and identifies possible risks of replacing one dependency with another. *Primarily for adult substance abuse and dual dependency programs.*	5
FD3m	Control!	Identifies and addresses range of controlling behaviors and control issues and links controlling with dependencies. Topics include need to control feelings and controlling of others. *Primarily for adult programs.*	8
FD4	Coping with uncomfortable feelings	Addresses typical denial issues in the recovery process. Review of triggers and feelings. *Primarily for adult programs - substance abuse and basic mental health. Please also see resource CBT6 as an alternative to this workbook.*	5
FD5	Becoming realistic and honest with yourself	Helpful workbook for substance abuse and basic mental health programs. Addresses denial issues, increases self-awareness, and addresses issues of continuing vulnerability.	5
FD6	Learning to trust (trusting yourself and others)	Helpful CBT-based resource identifies and addresses basic issues of trust: (1) low trust of others (including issues of past hurt or abuse); (2) low trust of self; (3) being unworthy of trust; (4) being overly trusting. *Primarily for adult substance abuse and dual dependency programs, including basic mental health, trauma-focused, and correctional/forensic settings.*	5
Developing Insight		This series of short workbooks supplements the cognitive restructuring process (the middle stages of cognitive-behavioral therapy - CBT). The workbooks address specific thinking and behavioral issues that may be symptomatic of underlying vulnerabilities or cognitive distortions. *This series of workbooks uses a guided format for addressing the thinking which underlies excessive behavior.*	
Di1 am/jm/f	Staying busy	Addresses compulsive activity.	4
Di2 m/f	Relationships issues: Caretaking, Enabling, and Codependency	Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior.	4
Di5 m/f	Holding in my anger	Addresses passive-aggressive thinking and behavior.	5
Di11	Feelings issues: problems with anxiety, dependency, and helplessness	This workbook guides self-analysis of: (1) experiences with anxiety and worry; (2) anxiety concerning masculinity; (3) thinking underlying helplessness and relapse; (4) feelings of helplessness. Clients develop action plan for addressing issues of helplessness.	5
Di12m	Tough-minded	Identifies and addresses issues underlying aggressive behavior. Topics include overly-"macho" approach and controlling others by anger.	5
Becoming a Stronger Person		Designed for later portions of recovery programs (or aftercare settings/supportive maintenance); Guides development of a new outlook by providing support in keeping life in balance, developing the strength to act appropriately, and developing a positive outlook for long-term recovery. *These materials are designed to support cognitive-behavioral treatment (CBT) and the initial portions of the social learning/coping skills approach. Includes multiple motivational interviewing (MI) elements, guiding clients in the "preparation" or "determination" stage of personal change.*	
SP1 m/f	Readiness for change	Useful workbook, includes many MI elements and addresses issues of self-discipline, and denial. Good review of progress in recovery. Provides motivation for making more changes in both substance abuse and general behavioral health programs..	4

work-book	Title		hours
SP2	Getting it "right" this time	Self-assessment and preparation/determination stage resource, addresses issues of taking responsibility and provides continued self-inventory. Helps identify lingering issues of denial or resistance.	4
SP3	Learning how to keep life in balance	Valuable workbook for behavioral health and substance abuse programs. Guides clients to: (1) evaluate cues that they are out of balance; (2) develop a balance of activities and friendships; (3) identify specific ways to keep today in balance; (4) change the balance from dependence to independence.	5
SP4	A new outlook: seeking happiness and contentment	Positive workbook for preparation/determination stage. Encourages clients to view recovery as more than a "negative" process. Increases confidence and motivation for recovery (behavioral health and substance abuse programs).	5
SP5	Insights to spirituality	Introduction to spirituality and spiritual development. Very appropriate for use in treatment programs, correctional, and recovery settings. Appendix includes prayers and inspirational materials from Christian (Protestant and Catholic), Jewish, Muslim, Buddhist, and Native American sources.	3
SP6	Protective factors checklist	Formerly SD9, this short workbook identifies common protective factors and developmental asserts, and guides the identification of specific factors. In addition to identifying internal and external resources for each individual, it provides feedback and encouragement for developing resiliency and building on these strengths to make changes.	2
Turning Points		A critical moment in treatment occurs when the participant makes the decision or commitment to change. This decision point, or "turning point," marks the beginning of the Determination or Preparation Stage of Change - the specific focus of this set of resources. This determination of commitment is formalized by: (1) an awareness and acceptance that this is a significant moment in changing their life and/or lifestyle, (2) the identification of specific next steps (an action plan), (3) the commitment to learning new skills, such as coping skills for relapse prevention, and (4) identification of specific behaviors they commit to never do again. From a Motivational Interviewing (MI) perspective, ths moment is a key point in the participant's "Readiness" to change.	
TP1	Turning points	The decision to make a significant change - to move to actually doing something - is often called a turning point. This lesson helps identify turning points, and focuses the participant towards making actual changes. This turning point can be viewed as the transition between the Contemplation Stage of change and the Determination Stage.	1
TP2	Drawing a line	This lesson focuses on the actual determination to make a change - and identifying specific behaviors that they have decided never to do again. As part of the lesson, it identifies 17 specific behaviors and asks participants to draw a line which they will not cross. Specifically it asks: "What will you do? What won't you do? " It also asks participants to assess the importance of making these commitments, develop a concrete action plan for change, and assess their current level of confidence that they can follow through on this determination. This resource clarifies the transition between the Contemplation Stage of change and the Determination Stage.	1

work-book	Title		hours
TP3	The new <u>reinvented</u> you	This lesson provides the opportunity to explore giving yourself a fresh start. It helps participants clarify new goals, assess their strengths and assets, briefly summarize their new external support system, and clarify their commitment to change. It summarizes with a brief action plan.	1
TP4	Then and now - external protective factors and barriers	Many people in program settings have a history of past relapse or similar failures. This resource starts by examining those past experiences to clarify what went wrong - as well as supportive elements. The major element in the resource focuses on the development of new - better - external protective factors. It concludes by summarizing specific action steps and identifying steps to overcome barriers to effective change.	1
TP5 (also listed as SA4)	Substance abuse program summary	Substance abuse program - critical resource. This activity reviews and summarizes where each participant stands in the crucial elements of their recovery program. It identifies where they have committed to change, summarizes their internal and external risk factors, substance abuse history, importance of change, and confidence in the choices they have now committed to in light of their highest risk factors.	2
TP6	Making a transition: How are you going to do?	This lesson identifies and summarizes key areas for problems in maintaining recovery - or in maintaining new life and lifestyle changes. It provides 25 areas for self-evaluation. Participants then summarize their top three areas of concern (where they feel least confident). They then are guided to develop action planning steps to increase their confidence in handling these situations successfully.	1
TP7/ RH30	I can't ever do that again	A critical goal in treatment is the decision to make the actual commitment to stop the problem behavior (drugs, alcohol, violence, etc). That decision - a turning point - sometimes occurs as a result of sudden insight. This is sometimes called an "Aha moment!" This resource helps participants clarify their most important reasons for making this kind of change. It includes concepts like "drawing a line," "burning bridges," as well as clarifying the impact of their old choices on the important people in their lives.	1
TP8	Developing resilience	Resilience in the face of difficulties can be a critical quality. It's basic: people with this quality do better in life, and it can be especially helpful in making changes to support recovery. This lesson addresses both external and internal elements in resilience. On the external side, it helps clarify currently available supports and options for expanding this safety net. Then participants evaluate themselves on 20 characteristics of internal supports for resilience - as basic assessment of their own capacity for resilience. The resource then guides participants in developing a specific action plan to increase their support system.	2
TP9	Key risk factors for relapse: Pleasant Emotions	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson, but can be supplemented by a set of six (6) short activity elements which provide an opportunity for practice and mastery of a range of coping options.	3 *core lesson, plus six activities*

work-book	Title		hours
TP10	Key risk factors for relapse: Social Tension	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson, but can be supplemented by a set of three (3) short activity elements which provide an opportunity for practice and mastery of a range of coping options.	2 *core lesson, plus three activities*
TP11	Key risk factors for relapse: Social problems at work	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson.	1
TP12m	Key risk factors for relapse: Problems at home	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson. *(for mens' programs)*	1
TP13	Key risk factors for relapse: Really bad thinking (testing personal control)	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson, but can be supplemented by a set of five (5) short activity elements which provide an opportunity for practice and mastery of a range of coping options.	2-3 *core lesson, plus five activities*
TP14	Key risk factors for relapse: Physical discomfort	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson.	1
TP15a/ RH31a	The future	Designed for individuals in correctional or institutional settings, this resource explores selected issues experienced in the transition process. Most critically, it focuses on readiness to successfully handle personal and interpersonal expectations. It helps focus on common issues and begin to develop concrete action steps.	1
TP16/ Pre12 m/f	I can do this (strengths)	Helps participants identify key internal strengths and protective factors, and guides them to make better choices about how they will live their life in the future.	1
TP17/ CF20	Activities: Difficult Situations	Seven (7) problem situations, addressing problems they may confront in making good choices going forward. Includes identification of specific personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. *(AODA, CF, community, and general problem options available)*	3
TP18/ CF10	Activities: Practical question	Eleven (11) problem situations, addressing problems they may confront in making good choices going forward. Questions guide the development of effective responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. *Most helpful with criminal justice (correctional and probation/parole clients).*	4

work-book	Title		hours
TP19/ CF24/ RH32	Activities: Problem behavior	Ten (10) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	4
TP20	Burning your bridges	Key resource for the preparation/determination stage. Guides the selection of specific changes and the development of a concrete action plan to reduce risk.	1
TP21/ RH36	Situations	Nineteen (19) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	$485 If sold separately
TP22/ RH37	Starting to make things better	Valuable resource in self-discovery and self-healing. Useful resource in developing positive focus to continuing changes - fits recovery, relapse prevention, community, correctional, parole, and probation settings.	1
TP23/ CF12	Where are you setting yourself up?	Comprehensive lesson for reducing vulnerability to making bad decisions. Includes 30-item checklist, self-assessment tools, and action plan. *CF version is appropriate for correctional settings.*	1
TP24	The crab in the pot	People who are trying to change their life may sometimes find themselves being sabotaged or dragged backwards by their peers. Their efforts at recovery, self-improvement, or other positive changes may be targeted by others. This resource provide support for positive self-talk and positive change.	1
TP25	Self-Management	Comprehensive resource guides planning for the change process toward a more healthy life and lifestyle (MI tools included).	2
TP26/ RH39	Making a choice	Comprehensive checklist and action plan. Addresses 42 key areas in health, mental health and self-management in transition. Action plan includes MI tools for self-assessment.	1
TP27/ RH40	Lifestyle changes (making them happen)	This resource addresses the issue of "anticipatory socialization." It explores and guides the process of adjusting from street life to a new life and lifestyle that is based on confirming their critical goals and dreams for a different future. For individuals looking to engage in a more pro-social lifestyle, it helps in understanding and making some adaptation to common social and work norms and expectations (removing a few rough edges to find and keep a job and adapt to a less eventful family and community life.	2
TP28	Obstacles to changing	Participants use comprehensive checklists to identify major obstacles in the recovery process, including specific fears and areas needing increased confidence going forward.. Revised and updated 2023-2024	1
TP28/ GG24	Obstacles to changing	Participants use comprehensive checklists to identify major obstacles in their gang desistance process, including specific fears and areas needing increased confidence going forward. *Gang desistance resource.* ● co-ed version available. Revised and updated 2023-2024	1
TP29/ RH46	Taking charge of your life	This resource guides the evaluation of 29 critical self care areas (mental health, physical health, self-management (activities for daily living), and 16 specific physical health issues. Participants identify their top three issues or concerns, specific a personal action plan to address those issues, and list their immediate first steps.	1

work-book	Title		hours
TP30	Challenges in recovery	Addresses common challenges experienced in recovery: anger as a common emotion for people in the change process, the abstinence violation effect (when a slip leads to giving up), euphoric recall, bargaining versus total abstinence, missing old friends - and loneliness, choosing to be around it, but not planning on doing it, minimizing the risks with weed in drug recovery, the hidden 'emergency' stash, and celebrations. Revised and updated 2023-2024	1
TP31/ RH47	What are you carrying around with you?	We may have been carrying many burdens around with us. This resource looks at the various issues and guides the evaluation of 33 specific types of issues or common life problems. Each is evaluated in terms of relevance, degree to which it could be under their control, importance, and priority. Selected critical issues are prioritized and action plans steps are developed.	1
TP32/ RH49	At this point (decision summary)	This resource provides a major review of critical elements in the change process: key decisions they have made, - including their thinking supporting those decisions, analysis and commitment to dealing successfully with key specific external risk factors, analysis and commitment to dealing with key specific internal risk factors and early warning signs, analysis and commitment to dealing with additional substances, dependencies and/or behaviors, identification of specific coping skills, and detailed analysis/scoring of confidence in dealing with more than 25 specific issues. *Situational confidence questionnaire - SCQ.*	1
Targeted resource: correctional facility-specific conflict management resource set		Useful as core lesson elements, focused session openers, or change-of-pace activities in conflict resolution program for groups, in 1:1, or in-cell.	
CF1	Basic Issues (addressing specific issues in correctional settings)	Thirteen (13) potential conflict situations between individuals in correctional settings. Reduce potential conflict and increase the likelihood that they avoid violence. *Provided in a general population version and ad seg cellmate version (stepping down to a two-person cell).*	3 (13 elements)
CF1b	Cellmate issues	Fourteen (14) specific issues relating to getting along with cellmates: commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately.	4
CF2a	People problems Set A	Six (6) interpersonal or group problem situations. Goal is to reduce potential conflict and increase the likelihood that they avoid violence.	2 (6 elements)
CF2b	People problems Set B	Ten (10) interpersonal or group problem situations. Goal is to reduce potential conflict and increase the likelihood that they avoid violence.	3 (10 elements)
CF3	Dealing with Tough Feelings	Four (4) activities, addressing common problems from the outside, or in the facility which lead to difficult feelings	2 (4 elements) .

work-book	Title		hours
CF4	Risk factors	Short workbook identifies and addresses common external risk factors in the correctional setting. Assists the participant to understand <u>why</u> certain situations are higher risk and identify the very highest risk situations - and the consequences of allowing those situations to turn bad (violence, return to AdSeg, etc.). Additionally, helps participants explore the benefit of avoidance - and explore ways to get away from ("escape") from those situations and achieve some of their long-term goals by avoiding trouble.	2
CF5	Everybody's got an opinion	Nine (9) problem situations, addressing specific interpersonal trigger scenarios (high risk interpersonal issues - correctional-specific). The goal is to reduce problems by making good choices and avoiding certain high risk behaviors.	2 (9 elements)
CF6	Aggravation	Guides participants to identify situations in the facility where certain annoyances or triggers can lead to violence, or add up to increase vulnerability to acting on the anger.	2
CF7	Changing thoughts, making choices	Four (4) correctional-specific trigger scenarios which provide practice in changing thoughts that don't work into more functional thinking..	2 (4 elements)
CF8	Adding to your troubles: Confidence assessment (SCQ)	Summary activity assesses confidence in handling a range of the most common high risk potential situations for violence in the correctional setting, (MI resource)	2
CF9	Adding to your troubles: Importance checklist	Summary activity assesses the degree of importance in avoiding violence in a range of common correctional high risk situations. (MI resource)	1
CF/10 TP18 RH33	Activities: A practical question	Eleven (11) problem situations, addressing problems they may confront in making good choices going forward. Questions guide the development of effective responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. *Most helpful with criminal justice (correctional and probation/parole clients).*	4
CF11	What are my options?	Specific guidance and worksheets for doing time successfully.	1
CF12/ TP23	Where are you setting yourself up?	Comprehensive lesson for reducing vulnerability to making bad decisions. Includes 30-item checklist, self-assessment tools, and action plan. *CF version is appropriate for correctional settings.*	1
CF13	Personal space	Increases understanding and skill at respecting other people's space, and protecting your own.	1
CF14	Victimization	Victimization can result from making bad decisions around such areas as borrowing from others gambling, making debts, or misreading predatory behavior from others. These resources help identify situations before they occur, and reduce the risk of making poor choices.	3
CF15	Bullying	Three lessons provide comprehensive guidance in reducing exposure to bullying, avoiding difficult situations, and self-control.	3

work-book	Title		hours
CF16	Adjustment	Four (4) scenarios addressing issues commonly experience by people new to incarceration - or in adjusting to a new unit.	2
CF17	Aggravation and disrespect	Seventeen (17) correctional-based problem situations for skills practice. Scenarios address cellmate, unit, program, and staff issues.	5
CF18/ RH8	Practice in handling difficult situations	Workbook helps participants identify - and develop solutions for - common difficult situations encountered during the transition from incarceration - or while on parole or probation. An additional thirty (30) brief situation cards provide commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately. *(also see RH15 and RI41)*	5
CF19	Asking for help	Four (4) elements supporting successful inmate-staff interactions.	2
CF20/ TP17	Activity - Difficult situations	Seven (7) situations commonly faced by program participants going forward. *Multiple versions include substance abuse, mental health, CF, RH, community, and addressing specific feelings.* (See RH8a, RH35)	3
CF21	Trigger events	Identifies ten (10) high risk situations - with potential for violence in the facility. Provides guidance in avoiding the situations and reducing personal risk.	3
CF22	How is this likely to work out?	Seven (7) scenarios which guide the process of evaluating outcomes from making choices and life changes.	3
CF23	What's the best way?	Eight (8) sets of problem solving activities. Each set includes several scenarios. The objective is to generate effective solutions to the scenario - and similar situations in the unit, program, or facility.	8
CF24/ TP19/ RH32	Activities: Problem behavior	Ten (10) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	4
RH34 (Mak)	Making it (LA)	Similar to "Back Again" (below) but focused on increasing awareness and importance (25 issues). Emphasis is on making good decisions in <u>current problem situations</u> for people on probation or parole. Some may also apply to people in recovery and aftercare. **SEE BELOW**	
RH34 (BA RH)	Back again (RH)	Twenty-five (25) problem situations/scenarios. Appropriate for pre-release and correctional transition programs.	
RH34 (BA RI)	Back again (RI)	Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource.	
CF25/ RH21 - CT	Problem Solving Situations (Criminal Thinking)	This resource provides 13 problem solving situations or scenarios which provide practice relating to Criminal Thinking versus pro-social choices. Supports group discussion or role playing.	3
CF25/ RH21-INT	Problem Solving Situations (Interpersonal)	This resource provides 20 problem solving situations or scenarios which provide practice relating to interpersonal relationships or peer pressure. Also provides an additional four (4) life crises scenarios. Supports group discussion or role playing.	4

work-book	Title		hours
CF25/ RH21 - MON	Problem Solving Situations (Money)	This resource provides 14 problem solving situations or scenarios relating to money or financial situations. Supports group discussion or role playing.	3
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5
CM Open	Conflict management (in-facility), open group model	60-session facility program models. Resources target the most common issues and behaviors encountered in correctional settings. Model can be customized to address specific topic areas such as in-facility violence/fighting, ad seg, gang, coping skills, and anger/aggression management: skills. This model comes in three versions: • Closed group model provides more opportunity for progression through stages of change.	60
CM Closed	Conflict management (in-facility) closed group model	• Open group model provides flexibility in scheduling and program management, • In-cell/group model provides for intensive homework between sessions, supporting programs with limited staff. Program may be expanded through the use of separate 20-session overlays that allow tailoring to specific inmate or program needs.	additional 40 sessions available
CM Mental Health Units	Functional Behavior Model	52-session core program, with additional extended stay resources shaped to the specific problem areas and needs of inmates in mental health units. Designed to reduce violence, behavioral health crises, bullying, and victimization, and assist in effective transition to less- restricted settings. Addresses issues in the program, the unit, with other residents, with cellmates, and with staff. Female gender-specific version is also available.	52 or 112

CONFLICT REDUCTION: successfully managing internal and external triggers, feelings of anger, and issues of aggression or violence

The 10-session units below are shaped for successful implementation an open group/open admissions format, and form the basis for core correctional programming, ad seg and restricted unit programs, and step-down models. They can also form the foundation for gang intervention (security threat group) programming. They are designed to be selected and used flexibly to address a range of institutional needs and objectives.

| CR-Intro group | Introduction to Group | Introduction to group programming. Focus is engagement (participation) and increasing awareness of their choices and options. Certain elements build toward contemplation of life issues as well as past and present choices. Useful as a core programming element, and as the initial step in group programming as part of a step-down model. *128-Unit A* | *unit model pricing $695 or less* |
| CR-People problems #1 | Handling people problems here successfully #1 | Goals: (1) Success in handling people problems, specific problem situations. (2) Reduction in vulnerability to selected high risk factors. (3) Participation in programming, adherence to group rules. (4) Increased understanding, motivation, some movement to Contemplation stage of change. *Helpful for new inmates and inmates in transition between institutional levels.* | *unit model pricing $695 or less* |

work-book	Title		hours
CR-People problems #2	Handling people problems here successfully #2	Goals: (1) Success in handling people problems; success in handling specific problem situations. (2) Participation, adherence to group rules. (3) Demonstrated understanding if issues and concepts (CBT). (4) Movement to Contemplation stage of change, and possibly some to Preparation//Determination stage. *128-Unit D*	*unit model pricing $695 or less*
CR-People problems #3	Handling people problems here successfully #3	Goals: (1) Success in handling people problems and trigger situations. (2) Demonstrated understanding (CBT). (3) Movement to Contemplation stage, and some elements in Preparation//Determination stage. (4) Increased confidence in anticipation of specific high risk or problem situations (SCQ). Note: these units <u>can</u> be used in any sequence, but this one may best be provided in the later stages of the program model as it includes very helpful change-focused elements. *128- Unit I*	*unit model pricing $695 or less*
CR-Fighting/ violence #1	Fighting and violence #1	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations, including aggravation and disrespect. (3) Demonstrated understanding of key issues and concepts (CBT). (4) Movement to Contemplation stage of change. *128- Unit C*	*unit model pricing $695 or less*
CR-Fighting/ violence #2	Fighting and violence #2	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations. (3) Movement to Contemplation stage of change. (4) Increased confidence in anticipation of specific high risk or problem situations (SCQ). *128-Unit F*	*unit model pricing $695 or less*
CR- People problems #4	Handling people problems here successfully #4 (Cellmates/ Transition versions)	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling people problems, specific problem situations; reduction in vulnerability to selected high risk factors. (3) Demonstrated understanding (CBT). (4) Movement to Contemplation stage, and some elements of Preparation//Determination stage. (5) Increased confidence in anticipation of specific high risk or problem situations (SCQ). *128-Unit L* *Available in both Cellmate and Dormitory (unit) versions.*	*unit model pricing $695 or less*
CR-Anger	Anger	The primary focus of these resources is awareness and <u>self-management of symptoms and triggers to anger</u>. 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: (1) Increased understanding and successful management of angry feelings. (2) Success in handling angry feelings from specific problem situations. (3) Demonstrated understanding of specific anger issues (CBT). (4) Movement to Contemplation stage - awareness, understanding, insight, acceptance.	*unit model pricing $695 or less*
CR-MAV	Managing aggression and violence (skills version)	Increased self-awareness and self-management through improved interpersonal and self-management skills. Skills development resource - with complete lesson plans, worksheets and participant activities. *Unit CR-G*	*unit model pricing $695 or less*
Handling Tough times	Handling the tough times	This unit addresses increased self-awareness and improved self-management/stress management skills. This unit includes complete lesson plans, worksheets and participant activities. *128-Unit H*	*unit model pricing $695 or less*

work-book	Title		hours
Stress	Stress Management	Strongly recommend **Bridge Unit C** as part of a comprehensive conflict reduction model. *Provided as 128-Unit K*	*unit model pricing $695 or less*
CR-Mindset/ choices	Your mindset and your choices	Key goals: (1) Success in reducing and acting out on specific risk factors. (2) Demonstrated understanding and insight (CBT). (3) Movement to Contemplation stage of change, and some elements indicative of Preparation//Determination stage. Underlying goal: This unit is designed to explore certain kinds of thinking what may have been supportive of gang involvement or activity. This approach is designed to avoid common areas of resistance to a direct gang intervention approach. However, critical elements of this unit address the risk factors and thinking underlying <u>gang involvement.</u> They are appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements. *128-Unit G* This resource is helpful in the area of "gang desistance" and "gang avoidance." We can also provide a separate set of additional resources supporting efforts toward definitive steps in gang renunciation (where such steps may be appropriate).	*unit model pricing $695 or less*
CR-Stress Management (GG-SS)	Stress Management #2 (gang focus)	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations (some relating to gang activity). (3) Demonstrated understanding if issues relating to their experiences with gangs and violence (CBT). (4) Movement to Contemplation stage of change Note: The first four lessons unit address certain risk factors and thinking underlying <u>gang involvement.</u> They are appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements. Note: the <u>Stress Management</u> portions of this unit can be provided separately - or as part of other units. One model supports a "stepdown" model for inmates in ad seg units.	*unit model pricing $695 or less*
CRIMINAL THINKING			
Criminal thinking	Unit CR-CT	This unit guides the participants in identifying and addressing selected areas of dysfunctional or criminal thinking. It includes common areas of dysfunctional thinking, challenges critical defense mechanisms, and provides multiple problem solving scenarios for analysis and practice. *This unit addresses criminogenic thinking more clinically and intensively than the unit below.*	*unit model pricing $695 or less*
Criminal thinking	Unit CT-1	This unit guides the participants in identifying and addressing selected areas of dysfunctional or criminal thinking. It provides multiple problem solving scenarios for analysis and practice, and is appropriate for community settings as well as correctional, transitional,, or other residential programming.	*unit model pricing $695 or less*

work-book	Title		hours
Coping Skills for Relapse Prevention and Self-Efficacy		Behavioral change, relaxation training and other coping skills. Develops a comprehensive set of new behaviors and skills for people in recovery. The goal is development of "self-efficacy." *These materials are designed to support the cognitive-behavioral and social learning models, and the motivational interviewing (MI) approach, guiding clients in the "action" stage of personal change.*	
CS-IN	Starting to make changes: learning, practicing, and applying new skills	Clients identify past harmful or addictive behaviors used to "cope" with emotional discomfort and complete checklist of currently-mastered coping skills. Motivation for clients to learn and master new coping skills.	2
CS1/ CBT7b/ DP2	Coping skills for emergencies	Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills, and a comprehensive set of "refusal skills."	5
CS1b	Critical coping skills *(individual lessons)*	Critical coping skills lessons (thought stopping, thought switching, etc.), including lesson plans, skills practice activities and instructor's scripts.	2
CS2 am/af/jm jf	Coping skills for relapse prevention, set 1: techniques for use when you are at greatest risk	Provides guidance and practice in mastery of seven emergency skills - to address areas of temptation to relapse (or to act out anger, etc.). Guides the development of personal action plan for use of immediate measures at highest risk situations.	5
MAV	Anti-violence skills Communication/ social skills	50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available ($995). This resource is available in juvenile and adult versions. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others. Can be supplemented by selected elements from the "What do <u>you</u> think?" resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender). *Tailorable (cost depends on resources selected).*	$1995
CR-MAV	Managing aggression and violence (skills version)	Increased self-awareness and self-management through improved interpersonal and self-management skills. Skills development resource - with complete lesson plans, worksheets and participant activities. *Unit CR-G) 1- sessions*	$695
CS3	Coping skills set 2: establishing a safer environment	Clients are guided to identify their most dangerous temptations, high risk people, places, things, feelings, and situations. They will identify areas of continued vulnerability to old temptations. Clients will complete action plans to avoid high risk people, places, things, and situations.	5
CS4	Coping skills, set 3: techniques for handling uncomfortable feelings and thoughts	Provides guidance in mastery of thirteen coping skills important for relapse prevention.	5

work-book	Title		hours
CS4b	Breathing/ Relaxation skills *(individual lessons)*	Critical coping skills lessons (breathing/relaxation skills), including lesson plans, skills practice activities and instructor's scripts.	4
CS4c	Creative visualization and relaxation *(individual lessons)*	Critical coping skills lessons (creative visualization and relaxation), including lesson plans, skills practice activities and instructor's scripts.	2
CS4d	Master skills instruction and practice elements	Fifteen (15) basic coping skills lessons, including targeted CBT and DBT-based skills elements, shaped to the symptoms and triggers most common in this population. Includes helpful support for staff, lesson plans, and the Skills Practice Model, feelings and symptoms tracking resources, and self-assessment tools.	$595
CS5	Coping skills, set 4: techniques for reducing your vulnerability and changing your "stinking thinking	*For most programs, this resource has been replaced by CBT6. We do recommend it for selected mental health programs.*	3
CS6	Coping skills, set 5: using effective interpersonal and lifestyle skills	Clients will complete: (1) self-assessment of coping skills for healthy interpersonal relationships and a balanced lifestyle; (2) self-assessment of anger and assertion skills.	2
CS7/ RH22 a/j	Coping skills, set 6: techniques for making long-term changes	Practical and comprehensive post-release and relapse prevention plan. This workbook is designed to identify and address issues and responsibilities facing individual participants, addressing self-efficacy and reduction of recidivism issues. *This workbook is available in correctional and non-correctional versions.*	5
CS8/ RH23	Your highest risks	Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Special emphasis is placed on the transition to the community, self-efficacy, and reduction of recidivism issues. Critical workbook. *Can be divided into two units for program implementation purposes.*	3
		This workbook is available in correctional and non-correctional versions. Very useful treatment group resource.	3
CS9	Managing your stress	Basic stress management workbook, including self-examination, symptoms awareness, identification of triggers, underlying stressors and lifestyle issues, evaluation of past coping, and introduction to several key coping skills.	5
CS10/ RH26	Reducing your risk	Basic risk reduction workbook, addresses highest risk situations, warning signs, high risk feelings leading to relapse, and provides coping skills guidelines.	2
CS11j/ RH27j	Problem recognition	This workbook addresses a basic element in problem solving: problem recognition. The point of this workbook is to help participants "think" and learn to look beyond the obvious. The key skill elements are the STOP and THINK parts of STOP-THINK-ACT. *(for juvenile programs)*	3

work-book	Title		hours
CS12j	Impulse control *The STOP Model*	This workbook addresses impulse control. and also develops two key models: - the STOP model - the THINK model Once participants are familiar with how the STOP and THINK models work, a series of scenarios are presented and analyzed. Includes skills practice activities. *(for juvenile programs)*	2
CS13	Coping skills for independent use (recommended for in-cell study settings)	This resource set includes ten (10) key skills which can be used and practice with minimal instruction or guidance by staff. The set includes identification of problem symptoms, tracking of these symptoms, scripts for self-instruction of the skills, and tools for evaluation of success in symptoms management. Expanded version of the above includes specific resources for managing stress (CS9) and sleep disturbances (MH15).	$395 or $1295
CS14	Coping skills - lesson -based model	This resource set includes fifteen (15) key skills with worksheets, participant materials, instructors scripts and guidance. The set includes identification of problem symptoms, tracking of these symptoms, and tools for evaluation of success in symptoms management.	$495
Recovery		Development of life and lifestyle plan; supportive maintenance, practice in planning - and evaluating personal lifestyle changes or plans.	
Rec1 m/f	Goal setting	Develops motivation and a positive outlook for the future by identifying hopes and dreams, then developing action plans to effect desired change. 10 lesson elements. Can be used flexibly with other program elements, or as assignments between group or 1:1 sessions. *Suggested for Preparation or Action stage, as well as post-program Recovery or Aftercare uses.*	7
Rec2	Recovery	Clients evaluate weaknesses in their recovery, recent lapses and situations where they missed warning signs (addressing issues of denial). Clients establish a plan for intervention by safe and supportive friends and counselors, summarize life goals, including abstinence, identify areas for forgiveness, evaluate progress toward recovery and complete action plan for continued successful recovery. *Suggested for Action or Maintenance stages of change, as well as post-program Recovery or Aftercare uses.*	5
PT4	Coping skills "self report card" (What do I still need - to prevent relapse?)	This tool provides an overview of self-efficacy and relapse prevention planning and reviews lifestyle and coping skills issues.	1
PT6	A guide to using your new coping skills	Identifies specific coping skills to be used at various stages in the relapse "cycle." Links with workbook SA2.	1
PT8	Self analysis: review of relapse prevention plans	This tool evaluates client's relapse prevention plans and issues involved in returning to the community. Helpful for transition, community, IOP, and aftercare settings.	1
AFTER CARE RESOURCES: (IOP/EOP, community settings, diversion, drug courts, and/or probation or parole)			

work-book	Title		hours
	Open D: Warning Signs (Avoiding Relapse)	This unit provides a risk factors approach to relapse prevention. It focuses primarily on the most common internal risk factors, but also identifies early warning signs ("red flags") that their thinking may be drawing them closer to their highest external risk factors (high risk people, places, things, and situations). The final elements provide a working model for building on their internal protective factors and making specific changes.	Unit model
	OPEN E: Relapse Prevention	This unit provides a change-focused approach to relapse prevention. It targets the most common internal risk factors (lapses), external risk factors (identifying and avoiding their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets).	Unit model
	Issues in Aftercare: Managing Your Risk Factors (Relapse Prevention) (RG)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common external risk factors (identifying, avoiding, or dealing more effectively with their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets). This resource combines a focus on multiple common and critical high risk factors for relapse with additional protective factors. Designed to complement the other Relapse Prevention units, it is appropriate for all settings: facility-based, community, IOE/EOP), and aftercare.	Unit model
	OPEN F: Core change-focused substance abuse program model	Provides a comprehensive overview of personal change from substance abuse and similar issues. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. *(Overview/review/ short program unit)*	Unit model
CORRECTIONAL TRANSITION PROGRAMS (PRE-RELEASE)			
	Issues in transition: Recidivism and Relapse Prevention (RA)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common external risk factors (identifying, avoiding, or dealing more effectively with their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets). *Key pre-release preparation - good first resource.*	Unit model
	Issues in transition: Your first few days (RD)	Addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. The final elements in this unit address the critical factors in transition, including common thoughts and feelings. Summary elements assess importance and confidence in addressing highest risk factors. *Pre-release preparation. Critical unit.*	Unit model
	Issues in Transition: Responsibilities and Avoiding Problems (RE)	This unit addresses transition and post-release issues in two specific ways. The first element addresses critical areas of responsibility (meeting the conditions of parole, seeking and maintaining employment, family responsibilities, and avoiding problems with authority). This unit also provides focus on critical areas of decision making and includes a comprehensive MI-based self-evaluation of importance, confidence, and readiness to continue to make positive changes. *Pre-release preparation: anticipating and avoiding problems.*	Unit model

work-book	Title		hours
	Issues in Transition: Getting yourself ready (recidivism and relapse prevention) (RF)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. Focuses on the thoughts, feelings, and temptations which may occur prior to and during - the transition. Addresses both risk and protective factors. Pre-release preparation, final unit (getting ready to transition).	Unit model

Returning Home		Short highly-interactive workbooks for "maintenance," community reintegration or aftercare programming. **These materials are specifically designed to support the process of self-efficacy and the reduction of recidivism.**	
RH-MI-1,2,3,4,5	The Motivational Interviewing Returning Home Resource (5 elements)	The Motivational Interviewing Returning Home Resource. This is a series of five (5) comprehensive resources which are designed to address motivation and change talk issues in a sequential fashion. Designed to support community reintegration and preparation for release, these MI resources each include more than a dozen MI tools or elements focused on the transition. They help participants and staff assess readiness and confidence for handling specific high risk situations, as well as internal risk factors. Included are parole/probation confidence rulers and resources which may be especially helpful in working with parole staff or members of an individual protective factor safety net (as appropriate). Includes an additional comprehensive element addressing feelings, symptoms, triggers, and self-efficacy in handling transition issues.	$295
RH1	Your first few days	This workbook addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. Includes situation cards for role playing and modeling successful coping.	5
RH2	Dealing with people in new ways	Helps participants identify what they can do differently if the "old ways" didn't work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided.	5
RH3	Dealing with discomfort	This workbook identifies and addresses common feelings experienced during the transition period. Activities identify issues and ask participants to demonstrate how they plan to handle these concerns. This information can be used by counselors to identify effective - and ineffective - responses. When possible, the "trouble spots" can be addressed individually or in group setting, and a more effective response developed.	5
RH4	Facing your responsibilities	This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings.	5
RH5	If you "lapse"	This workbook addresses the issues of *"lapses"* and *"relapse"* and helps to prepare participants to handle high risk situations by knowing common problems and having confidence in their ability to cope more effectively. A "slip," or having fantasies of use, does not need to lead to a "fall." This workbook provides tools for addressing common slips and reviews two critical coping skills. A set of situation cards for group discussion is provided.	5
RH6	Making positive steps to take control of your life	Develops a detailed plan for the use of a post-release "safety net" and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help.	5

RH7	Avoiding the negative	This workbook provides specific help in maintaining recovery through developing a plan to identify and avoid the highest risks. It is based on the concept of using "environmental controls" to avoid the people, places, things, and situations which pose the greatest threat to recovery. It provides participants and program staff with the tools to help address specific vulnerabilities.	5
RH8	Practice in handling difficult situations	Workbook helps participants identify - and develop solutions for - common difficult situations encountered during the transition from incarceration - or while on parole or probation. An additional thirty (30) brief situation cards provide commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately. *(also see CF18, CF20, RH15 and RI41)*	5
RH9	Avoiding problems with authority	This workbook addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger, hurt, and resentment - and the ways in which they may create more problems for themselves. It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations. Situation cards provide opportunities for modeling appropriate responses.	4
RH10	Avoiding trouble (when you are with others)	Peer pressure and poor choices often lead to trouble. Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure. This workbook identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills. *This resource is suggested for juveniles and young adults.*	4
RH11/ AM1	Handling Tough Situations	*An Action Maze Workbook* - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts).	2
RH12	Safety Nets	Develops concrete plan to increase specific protective factors, including people, places, things, and positive situations. Guides clients to identify and address early warning signs that they are at increasing risk to fall back into old (negative) behavior patterns.	3
RH13	Red flags	Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.	4
RH14 m/f	Getting close to getting out	Designed for the last few weeks before going home, this workbook addresses common thoughts, feelings, and temptations, including typical anxieties and worries.	2
RH15	How are you doing? *This resource is designed to support the motivational interviewing (MI) approach.*	How far have you come?	1
		Controlling your impulses	1
		Setting yourself up	1
		Recovery activities planning	1
RH16 a/j/f	How are you going to do?	This is a valuable Situational Confidence (SCQ) and MI resource. Participants assess how confident they are in dealing with the most common and serious risk factors, triggers, or situations they will face going forward. Highly recommended. *Multiple versions available.*	2
RH17 a/j/aoda	Keeping your focus on what's important	Key MI resource for most programs. Identifies critical goals, high risk choices, and increases importance of making pro-social choices going forward. General and substance abuse versions available. *Can be used as a follow up to Pre4*	1

RH18	Preparation for program completion	Designed as a summary program element, this resource allows participants to summarize their external and internal risk factors and their plans to deal with them effectively. *A supplemental element to this resource provides an optional post-release element for use while on probation or parole.*	1
RH19a	Getting ready	Helps analyze a range of challenges, including high risk people and situations, facing them upon their after they leave the program. Helps identify steps that can be taken to help ease in the transition. *(for adult corrections programs)*	1
RH20j	Home from being locked up	Explores several common high risk scenarios experienced during the first days of transition. *(primarily for youth correctional programs)*	1
RH21/ PS2 j/a	Problem Solving 1-2-3	Using basic problem solving model, presents 44 community and home problem situations experienced by people in transition and/or recovery. *(also available for juvenile populations - ask for RH21j)* Separate elements address: (1) interpersonal issues, (2) money-related issues, and (3) criminal behavior issues.	5
RH22/ CS7 a/j	Making long-term changes	Practical and comprehensive post-release and relapse prevention plan. This workbook is designed to identify and address issues and responsibilities facing individual participants.	6
RH23/ CS8	Your highest risks	Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Special emphasis is placed on the transition to the community, self-efficacy, and reduction of recidivism issues. Critical workbook. *Can be divided into two units for program implementation purposes. This workbook is available in correctional and non-correctional versions.* Very useful treatment group resource.	3 / 3
RH24/ PS3	Self-efficacy and problem solving	This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. *(key self-efficacy summary activity).*	3
RH25/ SD12/ DP8	Key elements of change	This core program workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. *To build increased self-efficacy, we suggest supplementing it with workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23,or 24). Also suitable for review and aftercare programs.*	9
RH26/ CS10	Reducing your risk	Basic risk reduction workbook, includes obvious high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks.	2
RH27	Motivation and Confidence Assessment for Family Members	Resource builds motivation and confidence of caregivers and other family members in supporting and assisting individuals through the correctional and treatment process. Helps identify the current importance, confidence and readiness in assisting, and the strengths and tools they may bring to the process.	2
RH28	Accept this help?	Participants analyze some of the possible pros and cons to accepting help from safe and supportive people, and making certain kinds of changes.	1
RH29j	Easy money	Participants use decision matrix tool to analyze pros and cons of making easy money (drug sales, for example) versus other options. *Most appropriate for younger populations.*	1

RH30/ TP7	I Can't Ever Do That Again	A critical goal in treatment is the decision to make the actual commitment to stop the problem behavior (drugs, alcohol, violence, etc). That decision - a turning point - sometimes occurs as a result of sudden insight. This is sometimes called an "Aha moment!" This resource helps participants clarify their most important reasons for making this kind of change. It includes concepts like "drawing a line,"" "burning bridges," as well as clarifying the impact of their old choices on the important people in their lives.	1
RH31a/ TP15a	The Future	Designed for individuals in correctional or institutional settings, this resource explores selected issues experienced in the transition process. Most critically, it focuses on readiness to successfully handle personal and interpersonal expectations. It helps focus on common issues and begin to develop concrete action steps.	1
RH32/ TP19	Problem behavior	Ten (10) problem scenarios provide opportunity to analyze typical antisocial or problem behaviors, and practice effective coping skills.	3-4
RH33/ RI-39	How are you going to do? (Standard version)	This is a 27-question confidence assessment resource relating to transition. It is currently divided into 4 units. Different versions are appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs. RH33 (Std) is appropriate for most settings.	4
	Going Home: How are you going to do? (CF version)	This version is appropriate for correctional pre-release settings.	
	Handling problems (Present-LA version)	This version is appropriate for people who are currently making an adjustment to a community setting (parole, post-release, post-residential aftercare, etc.)	
RH35/ RI-41	How are you handling things?	Seven (7) worksheets addressing common problems. Each worksheet identifies 10-15 issues relating to high risk factors, issues, decisions, and problem situations. Participants identify specific issues in their experience and describe their plans to handle them successfully. *Also see RH33/RI-41 and CF18/RH8 (similar resources).*	3
RH34	Back again (RH)	Twenty-five (25) problem situations/scenarios. Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs.	$525 If sold separately
RI-39	Back again (RI)	Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource.	$525 If sold separately
TP21/ RH36	Situations	Nineteen (19) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	$485 If sold separately
TP22/ RH37	Starting to make things better	Valuable resource in self-discovery and self-healing. Useful resource in developing positive focus to continuing changes - fits recovery, relapse prevention, community, correctional, parole, and probation settings.	1
RH38	Making adjustments	Designed to assist people in the transition process to evaluate how that are handling common thoughts and emotions. Identifies issues ranging from fears and worries to anger, guilt, sadness, and community and home adjustment.	1

TP26/ RH39	Making a choice	Comprehensive checklist and action plan. Addresses 42 key areas in health, mental health and self-management in transition. Action plan includes MI tools for self-assessment.	1
TP27/ RH40	Lifestyle changes (making them happen)	This resource addresses the issue of "anticipatory socialization." It explores and guides the process of adjusting from street life to a new life and lifestyle that is based on confirming their critical goals and dreams for a different future. For individuals looking to engage in a more pro-social lifestyle, it helps in understanding and making some adaptation to common social and work norms and expectations (removing a few rough edges to find and keep a job and adapt to a less eventful family and community life.	2
RH41/ GG19	The pack	People, by nature, have some of the characteristics of pack animals. Like them, we tend to gravitate to groups for safety, security, belongingness, and even for a sense of identity. In the process of gang desistance, former gang members should begin the process of developing an alternative pack or group, building on family and members of their safety net, for example. This resource helps them build this new option to reduce the risk of returning to the previous comfort zone of street life. *Adult gang desistance resource.*	1
RH42/ GG20	Building your gang desistance plan	Addresses 20 key steps in building a personal gang desistance plan. Serves as an introductory checklist and also as a review.	1
RH43/ GG22	When a slip	"When a slip becomes a fall." Workbook addresses the risks from the Abstinence Violation effect - a minor failure leads to giving up (a complete relapse). This version also addresses slips in the gang desistance process.	1
RH44/ P4	In the long run (keeping a job)	Getting a job is a critical problem considering current local job markets and individual past issues. But it is also critical to keep the job once you have it. In many situations one person out of three will lose that job within 90 days. This resource addresses common problems and offers practical solutions.	2
RH45/ CF3	Dealing with Tough Feelings	Four (4) activities, addressing common problems. Two versions: (1) within the correctional setting - and dealing with issues from the outside, and (2) post-release.	
		2 - Relationships w skills (3-5 pages each)	
		3 - Money and trust w/ skills	
		4 - Feelings and FID w/ skills	
		5 - Things can happen while locked up w/ skills	
TP29/ RH46	Taking charge of your life	This resource guides the evaluation of 29 critical self care areas (mental health, physical health, self-management (activities for daily living), and 16 specific physical health issues. Participants identify their top three issues or concerns, specify a personal action plan to address those issues, and list their immediate first steps.	1
TP31/ RH47	What are you carrying around with you?	We may have been carrying many burdens around with us. This resource looks at the various issues and guides the evaluation of 33 specific types of issues or common life problems. Each is evaluated in terms of relevance, degree to which it could be under their control, importance, and priority. Selected critical issues are prioritized and action plans steps are developed.	1
RH48	Problem review, skills, and action plan	The first element in this resource guides the evaluation of recent problem behavior (or relapse), focusing on the triggers. It includes a chart examining immediate triggers and preceding events. A second element explores the same issues in a six-stage evaluation. The third element recommends a range of coping skills, and provides a specific review of thought stopping, deep breathing skill, and the muscle relaxation skill. A final element provides a template for a comprehensive action plan for success going forward. The resource includes MI tools assessing importance readiness, and confidence in making changes.	1

TP32/ RH49	At this point (decision summary)	This resource provides a major review of critical elements in the change process: key decisions they have made, - including their thinking supporting those decisions, analysis and commitment to dealing successfully with key specific external risk factors, analysis and commitment to dealing with key specific internal risk factors and early warning signs, analysis and commitment to dealing with additional substances, dependencies and/or behaviors, identification of specific coping skills, and detailed analysis/scoring of confidence in dealing with more than 25 specific issues (situational confidence questionnaire - SCQ).	1
JUVENILE DELINQUENCY AND GANG RESOURCES			
Juvenile delinquency and/or gang intervention	Open to Change core program Units A. B, and C	Units A, B, and C(above) are provided in juvenile versions.	*Unit model pricing $695 or less*
	Open to Change Unit F(J)	Change-focused substance abuse model. It includes elements of MI and CBT, as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net	*Unit model pricing $695 or less*
	Open to Change Unit G(J)	Core change-focused risk factors (including substance abuse) program model. Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.	*Unit model pricing $695 or less*
	Open to Change Unit H(J)	Resources in this general delinquency unit increase self-awareness with the specific objective of decreasing discomfort with the old choices.	*Unit model pricing $695 or less*
Phoenix DVD Package	DVD-based gang intervention program (Unit J)	This package includes all four DVDS, with supporting lesson format, including motivational, change-focused, and summary elements. Provides resources for 12+ sessions.	$1375

Gang Intervention and Prevention Program Workbooks

Our gang prevention and intervention programming includes dozens of workbooks, lessons and videos. We specialize in helping programs select the right mix of resources to address a range of specific needs or desired outcomes.

Prevention: The Phoenix Curriculum provides extensive curriculum and other resources for prevention starting at the early elementary grades, through middle school. A specific catalog can be downloaded from www.phoenixcurriculum.com.

Intervention: Phoenix curriculum and Phoenix gang program resources provide hundred of hours of different program options. One of these resources, the **Phoenix/New Freedom 100** was accepted by the National Gang Center as an evidence-based program.   Different resources are shaped to correctional, probation, and community settings for adolescents, youth, and young adults - early intervention, detention, and post-adjudication options.

Adult gang programs: While most correctional settings are not designed for complete gang desistance, we provide a range of widely-used targeted resources. They range from pre-contemplation (preparation for change) and step-down programming for ad seg (solitary) units, to transition to 2-person cells and general population programs, to units targeting criminal thinking and aggression and violence.   Our 200-session in-cell program model and 128- and 158-hour ad seg step-down models can be used as building blocks for change in Security Threat Group (STG) units.   We also provide an effective 12-week combined self-study and group model (male and female versions).

Let us help you select the most appropriate resources for your program. Contact us through our website at www.gangprograms.com and we will arrange for a phone consultation at your convenience (there is no cost for this service).   Program options include:

❏ prevention
❏ in-school
❏ at risk youth
❏ community intervention with youth
❏ adult correctional
❏ Security Threat Group (formal gang program)

❏ early intervention
❏ alternative schools
❏ station house adjustment
❏ long-term juvenile correctional
❏ adult in-cell
❏ adult preparation for change model

❏ after-school
❏ community organization
❏ detention center
❏ young adults
❏ adult administrative segregation

GG-MI 1,2,3,4	The Motivational Interviewing Gang Intervention Resource (4 elements)	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage in reducing gang involvement, and finally getting away from the gang completely. Suggested for 1:1 use.	$250
GG1	What was on your mind? *(gang mind-set)*	This is an important workbook, a cognitive restructuring approach to gang activity. It identifies selected negative mind-sets common to people involved in gang activity. Then, it addresses each of these in a systematic fashion, identifying weaknesses in that form of thinking, and offering guidance in the development of a more positive outlook.	7
GG2	Who wants to be at risk?	This workbook addresses the "risk factors" approach to gang involvement and activity. The objective is for participants to identify their own highest risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. *"If you plan for them, and develop options for how you will handle them better, you stand a good chance."*	7
GG3	What do you need? (needs and gangs)	This workbook - based on Maslow's needs hierarchy theory - addresses gang activity from the point of view of underlying needs. These needs won't go away; they will be present when the participants return to the community. Thus this workbook guides the participants in finding alternative - and better - ways to meet those needs than gangs or crime.	5
GG4	Living a non-violent life #1	This workbook provides the opportunity for clients to identify their triggers and highest personal risk factors for violence and to develop strategies to avoid these issues or to cope more effectively in the future.	7

GG5	Living a non-violent life # 2	This workbook provides a more focused opportunity for clients to identify their highest risk factors for violence (the people, places, things, times, and situations where they are at highest risk). It guides the development of "environmental control" strategies to avoid these issues and situations - and helps clients explore their options.	5
GG7	Understanding yourself #1	This is the "risk factors" approach to aggression and violence. It provides an alternative approach to violence issues and behavior, addressing community and family risk factors for violence. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. "If you plan for them, and develop options for how you will handle them better, you stand a good chance." Primarily focused for older youth and young adults.	7
GG8 m/f	Understanding Yourself #2	This is the "risk factors" approach to passive-aggressive behavior, which can often lead to violence and other problems. It provides an alternative approach to violence, addressing community and family risk factors for this passive-aggressive behavior. *(Approach is similar to GG7, above)*	2
GG10	"What do **you** think?"	This series of gang and risk factor focused activities is a critical part of most gang prevention, early intervention, core intervention, and gang desistance programming.. We provide several age-appropriate versions of this resource. Please specify: ❏ grades 4-6 (prevention - high risk youth and communities) ❏ grades 7-9 (high risk youth) ❏ high school-aged youth in the community (early intervention and intervention) ❏ high school-aged youth in residential, correctional , or diversion status ❏ high school-aged youth intervention (advanced) resource ❏ adult intervention (ages 18+ to adult)	30+ activities each
F5g	Shame (gang juvenile version)	Identifies client shame and low self-esteem issues, including symptoms and sources of shame, and links between shame and dependencies. Identifies steps to making changes. This workbook addresses self-esteem issues for young people who are gang members or at higher risk for gang activity.	5
GG13	Gang intervention resources *(appropriate for both adult and juvenile programs)* *This resource is designed to support the motivational interviewing (MI) approach.*	Where are your old friends today?	1
		Criminal Values	2
		Respect	2
		Disrespect (correctional programs)	3
		Loyalty	1
		Stinking thinking and gang activity (formerly ST6). Two lessons targeting specific areas of cognitive distortion (criminal thinking or "stinking thinking").	2
GG13j	Gang intervention resources *(additional elements supplementing the above for use in juvenile and young adult programs)*	"Do the math" - The prospect of earning a lot of money through drug dealing can be very appealing. This lesson asks participants to "do the math" in comparing the risks and rewards of drug dealing with the risks and rewards of earning money legitimately. *(juvenile-specific content)*	2
		How to identify your real friends *(juvenile-specific content)*	1

GG17	Your story	Directly addresses the factors that contributed to the participants' gang involvement, and helps clarify specific costs and consequences. Asks them to consider specific choices and options available to them if they decide to change.	1
CC1 a/j/jf	What's been getting you in trouble?	Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft. Helps participants understand their risk factors and to consider future choices. *(Available in adult and juvenile versions)*	2
CC2a/j/jf	Impact! (Victim empathy)	Victim empathy resource guides participants to consider what victims feel, and various consequences for victims. *(Available in adult and juvenile versions)*	1
CC4 aj-jf	Trust and distrust	Guides participants in evaluating the costs and consequences of misplaced trust.	1
CC5j	Friends and peers	Guides participants in evaluating their choice of pro-social or anti-social peers as friends. Helps assess the costs and consequences of these choices.	1
CC6	I have my reasons	This CBT resource provides an opportunity for participants to analyze why they have been making some of the choices they have, and the costs and consequences of these choices.	1
CC7a/j	Who do you think you are?	The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image. *(Available in adult and juvenile versions)*	2
CC8/ GG13 a-j-jf	Retaliation	Explores how retaliation can escalate. Identifies common situations, costs, and consequences and options.	1
CC10j	Who is making your choices?	Includes elements of peer pressure and external locus of control (allowing others to make or influence your choices).	1
CC11	Why am I thinking about changing?	Helps identify and clarify some of the issues involved in the decision to make changes. Examines specific reasons and obstacles.	1
CC12j	Paid the Price?	Explores whether gang involvement is an effective strategy to increase personal safety. Includes subtle exposure evaluating real friendships and to the concept of gang desistance.	1
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5
GG14j	Getting away from the gang	Comprehensive manual, providing suggestions, action planning, and support to assist in leaving the gang. Includes typical situations for role-playing practice and self-efficacy. ***Youth and younger adults - and recommended for 1:1 use only.***	7
GG15j	Making some decisions about gangs	Designed for use with youth in the early stages of their incarceration or residential programming in facilities where they may be at risk for gang involvement. Includes MI tools and helpful counselor's resource.	2
GG16j	It's your decision	Overtly explores the concept of gang desistance or getting out of a gang. Clarifies some of the issues, opportunities, and benefits surrounding these types of decisions. It reminds the participants that this decision should be theirs alone to make. Summarizes costs and consequences of their gang involvement.	2
GG17	Your story	*Also accompanies film: Romeo: Stories from the Streets*	1

GG18/ CC15	The lifestyle	Exposure to violence, participation in violence, gang-related violence, and other elements of a stressful lifestyle have consequences. This resource examines these factors and encourages the consideration of making new choices. It is one element in exploration of violence as a form of victimization and a "push" factor in gang desistance. It can also set up a later exploration of post-traumatic consequences.	1
RH41/ GG19	The pack	People, by nature, have some of the characteristics of pack animals. Like them, we tend to gravitate to groups for safety, security, belongingness, and even for a sense of identity. In the process of gang desistance, former gang members should begin the process of developing an alternative pack or group, building on family and members of their safety net, for example. This resource helps them build this new option to reduce the risk of returning to the previous comfort zone of street life. *Adult gang desistance resource.*	1
RH42/ GG20	Building your gang desistance plan	Addresses 20 key steps in building a personal gang desistance plan. Serves as an introductory checklist and also as a review.	1
GG21	Vulnerability	Eleven comprehensive worksheets address the key areas of vulnerability as risk factors for failure in the gang desistance process. Comparable to the highest risk factors for relapse, this approach provides specific issues and checklists in each area. Topics: external risk factors, problems at home, positive social situations, social problems at work, social tension, physical discomfort, positive emotions, testing personal control, urges and temptations, when your thinking sets you up, feelings and symptoms.	4
RH43/ GG22	When a slip	"When a slip becomes a fall." Workbook addresses the risks from the Abstinence Violation effect - a minor failure leads to giving up (a complete relapse). This version also addresses slips in the gang desistance process.	1
GG23	Patterns of desisting	People begin the process of gang desistance in different ways. Some are affected by a major event, and immediately begin the process of separating themselves, while others built up to a tipping point. This workbook helps participants examine the pushes toward desistance and reinforce their decision to step away.	1
TP28/ GG24	Obstacles to changing	Participants use comprehensive checklists to identify major obstacles in their gang desistance process, including specific fears and areas needing increased confidence going forward. *Gang desistance resource.*	1
GG25	In the life (then and now)	Three-part resource provides checklists and guides the examination of their reasons for joining a gang in the first place, their reasons for staying as an active member of the gang as long as they did, and their reasons for leaving (the "pushes" and "pulls" contributing to reaching their tolerance limit). *Gang desistance resource.*	1
GG26	Assessing situational confidence (gang)	This is a comprehensive self-assessment of their confidence in handling a range of specific high risk situations, including gangs, relationships, criminal activity, conflicts, symptoms and feelings. This SCQ-resource also includes a short assessment of internal coping strategies. *Gang desistance resource.*	1
GG27	Making decisions (gang desistance)	Addresses specific topics in going forward for people who are in the process of desisting from gang involvement.. Explores issues like staying busy, setting boundaries, goal setting, selecting safe people to spend more time with, how you carry yourself, becoming low profile, and dealing with requests to become involved in their activities. *Gang desistance resource.*	1

WDY T-A	"What do you think? *(brief activities - adult version)*	These brief (single-page) activities provide the stimulus for short thinking - or writing - activities. They are designed to provide "food for thought" on issues relating to gang involvement and criminal behavior.	$595

Adult gang desistance program units and resources - *also for emerging adults*			
	Pushes and Pulls	A critical step in gang desistance begins with the evaluation of the **pushes and pulls** relating to their gang activity. This includes assessment of negative significant events, areas of victimization, disillusionment, consequences for themselves and their family, criminal justice involvement, and more. Each individual has his own tolerance limit for the negative experiences connected with their gang activity, and this resource is shaped to start the triggering process for change. It includes exploration of the benefits of making specific changes (increasing *pull* factors for gang desistance, for example), and is supported by embedded MI tools, multiple checklists, and assessment elements. *New 2022.*	15 hours $1390
	Tipping Points	Everybody has his own **tolerance limit** for the negative experiences connected with his gang membership (negatives vs positives). In this unit, attention is focused on specific triggers or tipping points to desist or reduce their exposure to gang activity. It is designed to increase acceptance of the triggers/ pushes/ pulls to gang desistance and increase confidence in their ability to succeed in making critical changes. Embedded MI tools and concepts help assess the importance, confidence, and readiness for considering specific changes in their life and lifestyle (the Contemplation Stage of Change). Specific elements guide consideration of options, and the exploration of possible alternatives, building on internal and external protective factors and pro-social p*ulls* (parenthood, family responsibilities, positive relationships, religious or cultural awakening, job opportunities or responsibilities, decline in substance abuse, etc.). *New 2022.*	15 hours $1390
	Transition (gang desistance resource) *successful community reintegration*	Explores options for a better - alternative - future life and lifestyle. It helps build specific plans for community reintegration, reducing their exposure to the highest risk factors, using effective coping skills, and enhancing their connection to positive protective factors. This resource additionally builds on the concept of "anticipatory socialization." It helps develop plans to gain and maintain adult responsibilities, and re-envision his personal identity. *Complements the* **Returning Home** *community reintegration resources. This resource is helpful in the area of "gang desistance" and "gang avoidance. New 2022.*	15 hours $1390
	Desistance resource set	Successful gang desistance typically includes stages including exploration, exiting, and then maintenance. This process can be strengthened through an approach which assesses risk and protective factors, strengthens motivation, removes barriers, and practices specific strategies and skills . It helps individuals to consider external identification as a gang member internal identification as a gang member, replacement of the gang for social support, and re-envision his personal identity in a new life and lifestyle. This resource provides multiple worksheets and tools to assist this process. *Specifically for 1:1 use in gang desistance with individuals who are in the process of making such changes. New 2022.*	15 hours $1390
	Community parole/probation Model 100	This new resource is the most comprehensive and advanced gang intervention-desistance-renunciation model available. More than 100 program hours of resources supporting gang desistance and renunciation, including successful transition and community reintegration. Tailorable. *New 2022.*	

	Community parole/probation Model 40	40-hour resource, shaped for community post-release use by participants who have indicated some interest in gang desistance. Supports independent (virtual) work in cases of necessary social distancing. May be done via printed matter or on-line using PDF format. Emphasis is on "pushes and pulls" and increasing importance of making specific changes. <u>Tailorable.</u>	
	Correctional "Safe Harbor"	Resources provided to two state correctional systems for use in separate gang resistance/gang renunciation facilities for inmates. Materials support their decision to step away and also prepare them for successful community reintegration. <u>Tailorable.</u>	
	Correctional pre-Safe Harbor	We can develop models, based on the resources below, to engage inmates to consider gang desistance and/or gang renunciation. A critical issue is the safety of those who may consider renunciation, so this option is based on the assumption that safe placement will be provided. <u>Tailorable.</u>	
	158-hour stepdown model	This CBT and MI stage-based model provides a structured alternative to continued STG or solitary housing. Resources build with initial self-study through steps to small controlled group settings and addresses key issues in aggression, violence, and people problems (facility, unit, and cellmate). One version of this model has been provided to two Supermax facilities.. Additional gang-focused elements can be included (see below).	
	Intensive gang desistance step-down model (198-hours)	This model is similar to the 158-hour version (above), with the <u>addition</u> of four intensive gang desistance-focused elements: 10-session units addressing Pushes/Pulls, Tipping Points, and Transitions. A fourth resource provides a comprehensive set of tools, worksheets, checklists and other elements to guide and assist the Desistance process.	
	Gang Intervention and Conflict Reduction (combined self-study and group model)	Intensive 12-week program of weekly self-study packets, staff-led group session, and resources supporting peer-led groups. Sequential model - closed group format includes CBT and MI elements guiding and exploring importance, confidence and readiness to make selected changes, including gang desistance, and in-facility conflict reduction. The Georgia DOC reported significant results at the national ACA convention using this resource at their Close Custody Evidence-based Prison. A female version of this model has also been provided. ***In 2022, based on their experience with this model, the Georgia DOC purchased this resource for use in every correctional facility in the state system.***	
Gang <u>intervention</u> programming for youth			
PNF-100	Comprehensive Juvenile Intervention Program	Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Please contact us for more information including, logic models, lesson plans, and sample lessons.	$4,995 per site includes DVD's
Det5n *youth facilities*	Risks and Decisions	In 30 sessions, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully-scripted lesson plans and discussion techniques make the lessons ideal for presentation by youth workers and similar staff. The program includes DVD-based lessons, role plays, and a two session choose-your-own-adventure style Action Maze. Risk factors include: • Friends and Peer Pressure • High Risk People, Places, Things, and Situations • Family Risk Factors • Personal Risk Factors • Internal Risk Factors • Criminal Thinking Risk Factors *Provided in two versions (detention setting and community/alternative school version).*	$1,495

OPEN to Change Gang Model	OPEN Units F, G, H and J (for youth populations)	This model is based on a selection of the OPEN to Change 10-session units. A typical program is based on 3-4 of these structured open group/open admissions resources (described at the front of this manual).	see unit pricing for costs and discount
Video Resources for Gang Intervention and Prevention *(DVD prices valid to 12/31/2023)*			
DVD1	Stories from the Streets	Life stories of young gang members who end up incarcerated. Members of different gangs are interviewed, and the DVD is supplemented workbook activities. *(two workbook options)*	$295
DVD2	Kids at Risk	Features gang members describing 14 individual risk factors in their own words. Workbook activities address each risk factor and lead to action plans to minimize those risks. DVD is designed for counselors to use flexibly and to select individual risk factors for group or classroom use. . *(two workbook options)*	$295
DVD3	Gang issues: Choices and Consequences	Addresses issues such as the decision to join, violent initiations, the experience and consequences of using violence, violent initiations the consequences of drug dealing, and the experience of incarceration. Interviews with youthful incarcerated gang members provide a powerful starting point for group discussion and the use of supplemental workbook. . *(two workbook options)*	$295
DVD4	Choices	This DVD and accompanying workbook identify critical high risk situations and illustrate critical choices faced by at-risk youth. Highly recommended for elementary grades 4-6 as well as for older youth as a discussion starter and program review activity.	$250
DVD 1234	All four DVDs	4 DVDs and accompanying worksheets provide multiple and flexible options for addressing individual and group needs. Worksheets are available in two age-specific versions, designed to support introductory or advanced stages-of-change-focused programs.	$1135
Phoenix DVD Package	DVD-based gang intervention program (Unit J)	This package includes all four DVDS, with supporting lesson format, including motivational, change-focused, and summary elements. Provides resources for 12+ sessions.	$1375
THE PHOENIX CURRICULUM: *Youth and Adolescent Prevention and Early Intervention Program Resources* Intensive series of one-hour lessons addressing critical issues in juvenile offending, substance use/abuse, gang involvement, aggression, and violence. Six age-appropriate (high interest, easy-reading) levels of this curriculum are provided, each with 25 and 50 one-hour versions.			

Phoenix Curriculum - Goals

1   Guide the students to develop "self-efficacy" in identifying and addressing the highest "<u>risk factors</u>" for substance abuse, violence, bullying, gang involvement, and other crime. In this case, "self efficacy" includes the ability to recognize high risk people, places, things, and situations, and have confidence that they can handle these risks effectively using their new capabilities.

        To develop self-efficacy, the students demonstrate <u>competence in skills</u> such as problem solving, problem avoidance, refusal, and "escape" skills, asking for help from safe and supportive people, feelings management (self-monitoring and emotional intelligence), and impulse control.

2   Identify and enhance critical "<u>protective factors</u>" or assets which can help students achieve happy and productive lives. This process includes aspects of character education (the development of pro-social values and behaviors, such as the selection of pro-social friends, empathy for others, the development of positive goals, involvement with a personal support system, participation in positive community organizations and activities). One outcome is an action plan identifying specific individuals, programs and activities which can support the students - or supplant inappropriate or dangerous people, places, things, situations or other high risk factors.

Elementary Grades (25 and 50 session models)	This is a core social-emotional learning (SEL) resource that can serve as an excellent classroom curriculum, but also can provide multiple options for after-school, summer school, community center programming or as a summer program resource.
Sixth Grade (25 and 50 session models)	The research on "best practices" indicates that problem solving is the most effective skill area in preventing and addressing delinquency issues. The **Phoenix Curriculum** places significant emphasis on self-efficacy in problem solving - primarily in addressing issues and problems relating to high risk factors for gang involvement, other crime, substance abuse, and related problems.
Middle School (25 and 50 session models)	Key elements guide development of emotional intelligence, development and practice for specific self-management and problem solving skills, identification and effective management of age-appropriate <u>key risk factors</u> (specifically high risk people, places, things, and situations), and the identification and enhancement of critical "<u>protective factors</u>" or assets which can help students achieve happy and
Curriculo Phoenix, Middle School (Spanish language, 25 session model)	productive lives.

Costs: the site license for the 25-session models is $1249, 50-session models are $2440.

High School (core 30 sessions)	The core 30-lesson high school resource has been enhanced (2022) with multiple targeted problem solving situations and scenarios. This resource lends itself to a variety of applications (in-school, after-school, alternative school, summer programs, and mentor-led discussions. It can serve as a valid social-emotional learning (SEL) core teacher-led curriculum or as a flexible program resource. *Priced as 10-session units (see below)*
High School (full 50 sessions)	The high school-age version of this resource has been adapted (2022) to include a <u>second</u> 20-session element. This resource can be used as a follow-on, building on the first 30 sessions, or independently (with higher risk and/or older youth). *Priced as 10-session units (see below)*
High School (advanced and early intervention resource, 20 sessions)	*Note that certain lessons in the second set of 20 are similar to a <u>few</u> of the lessons in OPEN Units G and H (above). We are happy to recommend specific options to fit your situation, and organize your purchase to avoid duplication.*

COSTS (Priced as 10-session units, and include the site license providing for unlimited duplication for use at the designated site)			
1 Unit= $695	3 Units = $1995	4 Units = $2625	5 Units = $3195

We provide a four-color catalog for the **Phoenix Curriculum** resources which can be downloaded in PDF format from www.phoenixcurriculum.com.

Phoenix Curriculum Parents Resource	Brief resource for use with parents of young people participating in the Phoenix Curriculum.	$155
	Spanish-language version of the above.	$155
Truancy Resource	A flexible system of materials which provides a variety of tools and guidance designed for one-on-one interactions at home, in school, or at a police station or other community settings. Specific diagnostic tools for administrators, counselors, and law enforcement help focus intervention on the specific causes of truancy with individual students, and includes solutions, workbook-based resources, MI tools, and issue-based worksheets. In addition to staff and student resources, it includes an 8-hour workbook-based curriculum that can be used in a group setting or as homework in an ongoing one-on-one interaction.	$495

Resources for Juvenile Detention, Alternative Schools, After-school programs, and Community Programs			
We specialize in tailoring resources to fit your population, program needs, staff (teachers, officers, mentors, counselors, clergy, etc).			
PC	Phoenix Curriculum	We provide nine (9) versions of this resource, including Spanish language. High interest, easy reading. Includes lesson plans, discussion starters, and student/youth materials in every lesson. Includes motivational element, emotional intelligence, problem solving skills, conflict resolution skills, inoculation to the most common high risk factors for their age group, and linkage to key protective factors.	Prices above
GV	Guns and violence	New resource (2022) provides 50+discussion starters and topics for use with individuals youth or small groups. Appropriate for prevention, and intervention with youth who are at risk in their schools or communities, as well as with youth who are engaged din delinquent activity or gangs. This flexible resource is shaped for use by mentors, street outreach, law enforcement, probation, parole, after-school, summer, and community programs.	$395 *until 9/15/23*
GA	Gang Awareness	Prevention resource for young people (ages 10-11) in high risk schools and communities Provides awareness, guidance, and specific techniques for successfully avoiding gang involvement.	$195
MAV	Managing aggression and violence (MAV)	This curriculum contains 50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available ($995). Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others. The Det 4 resource can be supplemented by selected elements from the "What do you think/" resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender). *Tailorable (cost depends on resources selected).*	$1995 $995 for the 25-lesson version.

CR-MAV	Managing aggression and violence (skills version)	Increased self-awareness and self-management through improved interpersonal and self-management skills. Skills development resource - with complete lesson plans, worksheets and participant activities. *Unit CR-G*	$695 *(or unit pricing)*
Det5n	Risks and Decisions	• 30 hours, open admission/open group • Divided into six parts (weeks), each part contains 5 sessions • Highly successful in juvenile detention settings (reduced in-facility violence) In six weeks, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully scripted lesson plans and discussion techniques make the lessons ideal for motivated personnel. The program includes DVD-based lessons, role-plays, and a two-session choose-your-own-adventure style Action Maze. Risk factors include: • Friends and Peer Pressure • High Risk People, Places, Things, and Situations • Family Risk Factors • Personal Risk Factors • Internal Risk Factors • Criminal Thinking Risk Factors	$1495
Phoenix DVD 1234 Package	DVD-based package	This package includes all four DVDS, accompanying workbooks, and a selection of short motivational and summary elements from the "What do <u>you</u> think?," Preparation for Treatment, Choices and Changes, and Turning Points resources. Provides resources for 20-25 sessions. *(Also listed above).*	$1135
PNF100	Phoenix/New Freedom 100 *(Comprehensive Evidence-Based Juvenile Intervention Program)*	Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Based on motivational interviewing, CBT, stages of change, emotional intelligence, and relapse prevention models. Addresses multiple risk factors underlying delinquency, violence, substance abuse, and gang involvement. Please contact us for more information including logic models, lesson plans, and sample lessons.	$4995
DP1j	You have options!	Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence. Action planning activities support personal change.	2
DP2/ CS1/	Coping skills for emergencies	Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills, and a comprehensive set of "refusal skills." *(also listed as CS1) (Different versions provided for detention, diversion, and community programs.).*	4
DP8/ SD12jj	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. *To build increased self-efficacy, it can be supplemented by selected workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23,or 24). Also suitable for review and aftercare programs.*	9
WDYT JC-1 JC-2	"What do **you** think?" *(youth delinquency and gang resource)* (WDYT juv corr)	These brief activities provide the stimulus for short thinking - or writing - activities and address key issues in <u>gang intervention and gang desistance</u>. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2020-2022. ● Youth correctional facility basic version (39 separate elements) ● Youth correctional facility intervention set #2 (more advanced topics).	

WDYT HS	"What do **you** think?" *(youth delinquency and gang resource)* (WDYT HS)	This series of program activities is designed to facilitate participation, group cooperation, and self-disclosure. They can be used to open a session or provide a "change of pace" later in the session. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2020-2022. ● Youth community version (33 separate elements). * *Included with the engagement and motivation unit - listed above).*	
WDYT ES HS	"What do **you** think?" *(Youth awareness and problem solving resources)*	These brief activities provide the stimulus for short thinking - or writing - activities and address key issues in <u>gang intervention and gang desistance</u>. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2020-2022. ● Elementary school version ● Middle School version	
G & V	Guns and Violence	This new resource (2022) provides 50+ discussion starters and topics for use with individual youth or small groups. Appropriate for prevention, and intervention with youth who are at risk in their schools or communities, as well as with youth who are engaged in delinquent activity or gangs. This flexible resource is shaped for use by mentors, street outreach, law enforcement, probation, parole, after-school, summer, and community programs.	
Cloudy	Cloudy Situations (Thinking about right and wrong).	This high school ages resource provides twenty (20) situations, based on Kohlberg's model of moral development, which are shaped to increase participant awareness, build empathy, and guide cognitive changes. They addresses ethical or moral choices and criminal thinking. This activity can be used in a variety of ways: (1) to help participants understand how different points of view can exist in the same situation. "Right" and "wrong" may depend on where you are - rather than a single "right " answer. (2) to develop the ability to listen, understand and empathize with other people's situations. Understanding that others have a legitimate point of view can be a valuable insight.	
ACL	A Closer Look	This resource includes nearly 30 topical discussion starters addressing key *risk factors* experienced by young people in high risk communities and schools. They address common problem areas, high risk people, high risk places, high risk things, and high risk situations. They are intended to be used flexibly - selected by the group leader or counselor - to address specific current issues with a group or with an individual young person. As discussion starters, they are shaped to facilitate engagement, participation, and self-disclosure.	
Prep for group	Preparation for group	Short resource options tailored for inmates as a pre-group experience (very small group, or for individuals currently in ad seg). Addresses precontemplation stage of change, resistant/aggressive/anti-contemplation, treatment engagement elements, Motivational Interviewing (MI)- based activities, trust issues, etc..	flexible

Gang-focused combined in-facility models: Intensive 12-week program of weekly self-study packets, staff-led group session, and resources supporting peer-led groups. Sequential model - closed group format includes CBT and MI elements guiding and exploring importance, confidence and readiness to make selected changes, including gang desistance, and in-facility conflict reduction. The Georgia DCS reported significant results at the national ACA convention using this resource at their Close Custody Evidence-based Prison. A female version of this model has also been provided to GA DCS.

Combination Model; Self-study packet with weekly group	12-week program, combining weekly self-study packets and weekly 90-120 minute staff-led group session.	$3885
Combination Model; Self-study packet with weekly group - and peer-led sessions (male program)	12-week program, combining weekly self-study packets and weekly 90-120 minute staff-led group session.. This version includes multiple peer-led sessions as well as the staff-led elements.	$4475

Combination Model; Self-study packet with weekly group (female gender-specific program) - includes resources for peer-led sessions		12-week program, combining weekly self-study packets and weekly 90-120 minute staff-led group session. This version includes multiple peer-led sessions as well as the staff-led elements.	$4475
PreC	Precontemplation	Options include group or 1:1 resources. Shaped to different types of precontemplators (resistant, reluctant, rationalizing, rebellious) with engagement and awareness activities, specific MI tools, and more.	flexible
Self-study "*Library*" model In-cell assignment model		Many facilities have selected a variety of workbooks which are made available to inmates for self-study or in-cell use (the facility may choose to provide hard copy or PDF format).. We are happy to offer suggestions for resources to address your chosen topics and to work within your budget. Available for men, women, or in Spanish-language.	flexible
		Special topics <u>packets</u> available (multiple resources on specific topics): • CBT (112 hours available) • Anxiety (17) • Depression (17) • Trauma (23) • Grief/loss (8) • Shame and guilt(10) • Spanish language (nearly 200 hours are available) • Sleep disturbances ($750) • Coping skills for independent use ($395)	
Motivational Interviewing Resources		**Issue-specific tailored MI resources addressing specific stages of change.**	
AODA-MI 1,2,3,4	Motivational Interviewing Resources for Substance Abuse Programs	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage. These resources are compatible with the URICA, Socrates, etc.	$250
MAV-MI 1,2,3,4	The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements)	The Motivational Interviewing Anger, Aggression, and Violence Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons.	$250
Axy-MI 1,2,3,4	The Motivational Interviewing Anxiety Resource (4 elements)	The Motivational Interviewing Anxiety Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of anxiety, stress, fear, or worry, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	$250
Dep-MI 1,2,3,4	The Motivational Interviewing Depression Resource (4 elements)	The Motivational Interviewing Depression Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of sadness or depression, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	$250

GG-MI 1,2,3,4	The Motivational Interviewing Gang Intervention Resource (4 elements)	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage in reducing gang involvement, and finally getting away from the gang completely. Suggested for 1:1 use.	$250
RH-MI 1,2,3,4,5	The Motivational Interviewing Returning Home Resource (5 elements)	The Motivational Interviewing Returning Home Resource. This is a series of five (5) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for preparing a client for community reintegration. Suggested for 1:1 use.	$295
RI-MI 1,2,3,4	The Motivational Interviewing Relapse Intervention Resource (4 elements)	The Motivational Interviewing Relapse Intervention Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing when a client has had a "lapse" in their recovery. Suggested for 1:1 use.	$250
Std-MI 1,2,3,4	The Motivational Interviewing Standard Resource (4 elements)	The Motivational Interviewing Standard Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools designed to be used with any client issue or behavior. Suggested for 1:1 use.	$250

Logic Models Available: We are happy to provide Logic Models in editable and PDF for the following; New Freedom Comprehensive Program (Correctional), Insight and Outlook Comprehensive Program (Non-Correctional), Gang Intervention program model, Gang Prevention program model (Phoenix Curriculum), 80-hour juvenile intervention model, 100-hour juvenile intervention model and Substance Abuse. Also available on the following websites: www.newfreedomprograms.com, www.gangprograms.com., www.phoenixcurriculum.com

Family Resources		The resources below support programs for juveniles, and for families of these juveniles. Directly focusing on the key elements of family and community, they address the key risk factors for recidivism: substance abuse, gang involvement, violence, and the roles family and relationships play in triggering a return to old behaviors. Additionally, they also aid in the development of key protective factors for a safe and successful life. They are built on state-of-the-art theory (CBT, MI, relapse prevention).	
CGV1	Caregiver #1	Educates the caregiver on risk factors and protective factors. Helps them inoculate youth against key risk factors, and develop critical protective factors.	1
CGV2	Caregiver #2	Provides caregivers the critical coping skill for impulse control, thought stopping, which is part of the stop-think-act model, and the skill of avoid-escape-refuse. Self-management, or impulse control can be modeled by the caregiver, and reenforced when the youth demonstrates successful behaviors versus high-risk situations.	1
CGV3	Phoenix Curriculum Caregivers Resource	Addresses negative consequences for children who are involved with violence and gangs. Provides caregivers positive hopes for their children and addresses key risk factors that may prevent those hopes from being realized. Includes lessons that caregivers can do with the youth that will help them deal with key personal risk factors, including specific skills for avoidance. Provides caregivers a "blueprint" for immediate action to help youth develop linkages with protective people and places. Also available in a Spanish language version.	$155
RH27	Motivation and Confidence Assessment for Family Members	This resource assesses and builds the motivation and confidence of caregivers and other family members in supporting and assisting individuals through the correctional and/or treatment process.	2

		Resources for Juvenile Detention, Alternative Schools, After-school programs, and Community Programs We specialize in tailoring resources to fit your population, program needs, staff (teachers, officers, mentors, counselors, clergy, etc).	
Det5n	Risks and Decisions	• 30 hours, open admission/open group • Divided into six parts (weeks), each part contains 5 sessions • Highly successful in juvenile detention settings (reduced in-facility violence) In six weeks, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully scripted lesson plans and discussion techniques make the lessons ideal for motivated personnel. The program includes DVD-based lessons, role-plays, and a two-session choose-your-own-adventure style Action Maze. Risk factors include: • Friends and Peer Pressure • High Risk People, Places, Things, and Situations • Family Risk Factors • Personal Risk Factors • Internal Risk Factors • Criminal Thinking Risk Factors	$1495
Phoenix DVD 1234 Package	DVD-based package, Unit J	This package includes all four DVDS, lesson resources, motivational and summary elements from the Preparation for Treatment, Choices and Changes, and Turning Points resources. Provides resources for 12-+ sessions. *(Also listed above).*	$1375
G & V	Guns and Violence	This new resource (2022) provides 50+ discussion starters and topics for use with individual youth or small groups. Appropriate for prevention, and intervention with youth who are at risk in their schools or communities, as well as with youth who are engaged in delinquent activity or gangs. This flexible resource is shaped for use by mentors, street outreach, law enforcement, probation, parole, after-school, summer, and community programs.	$395
Cloudy	Cloudy Situations (Thinking about right and wrong).	This high school ages resource provides twenty (20) situations, based on Kohlberg's model of moral development, which are shaped to increase participant awareness, build empathy, and guide cognitive changes. They addresses ethical or moral choices and criminal thinking. This activity can be used in a variety of ways: (1) to help participants understand how different points of view can exist in the same situation. "Right" and "wrong" may depend on where you are - rather than a single "right " answer. (2) to develop the ability to listen, understand and empathize with other people's situations. Understanding that others have a legitimate point of view can be a valuable insight.	$295
ACL	A Closer Look	This resource includes nearly 30 topical discussion starters addressing key *risk factors* experienced by young people in high risk communities and schools. They address common problem areas, high risk people, high risk places, high risk things, and high risk situations. They are intended to be used flexibly - selected by the group leader or counselor - to address specific current issues with a group or with an individual young person. As discussion starters, they are shaped to facilitate engagement, participation, and self-disclosure.	$395
WDYT JC-1 JC-2	"What do **you** think?" *(youth delinquency and gang resource)* (WDYT juv corr)	These brief activities provide the stimulus for short thinking - or writing - activities and address key issues in <u>gang intervention and gang desistance</u>. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2020-2022. ● Youth correctional facility basic version (39 separate elements) ● Youth correctional facility intervention set #2 (more advanced topics).	 $395 $395

WDYT HS	"What do **you** think?" *(youth delinquency and gang resource)* (WDYT HS)	This series of program activities is designed to facilitate participation, group cooperation, and self-disclosure. They can be used to open a session or provide a "change of pace" later in the session. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2020-2022. ● Youth community version (33 separate elements). ** Included with the engagement and motivation unit - listed above).*	$395
WDYT ES HS	"What do **you** think?" *(Youth awareness and problem solving resources)*	These brief activities provide the stimulus for short thinking - or writing - activities and address key issues in <u>gang intervention and gang desistance</u>. They average 1-2 pages, and include questions for individual or group use (6-10 minutes each). Revised and updated 2020-2022. ● Elementary school version ● Middle School version	$395 $395
PNF100	Phoenix/New Freedom 100 (Comprehensive Juvenile Intervention Program)	Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Based on motivational interviewing, CBT, stages of change, emotional intelligence, and relapse prevention models. Addresses multiple risk factors underlying delinquency, violence, substance abuse, and gang involvement. Please contact us for more information including logic models, lesson plans, and sample lessons.	$4995
DP1j	You have options!	Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence. Action planning activities support personal change.	2
DP2/ CS1/	Coping skills for emergencies	Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills, and a comprehensive set of "refusal skills." *(also listed as CS1) (Different versions provided for detention, diversion, and community programs.).*	4
DP3/ F12/	Let's talk about feelings	Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely. *(Different versions provided for detention, diversion, and community programs.)*	4
DP4j	Gangs	Short workbook helps client identify gang issues and options to participation. *(For selected juvenile programs)*	2
DP5j	Violence at home	Short workbook helps clients understand family violence and its' consequences. Helps clients identify safe choices and available options. *(For selected juvenile programs)*	3
DP6j	Problems at home	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. *(For selected juvenile programs)*	3
DP8/ SD12jj	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. *To build increased self-efficacy, it can be supplemented by selected workbooks from the RH series (i.e. RH11, 12, 13, 17, 21, 22, 23, or 24). Also suitable for review and aftercare programs.*	9
DP9/ SD11j	"What's going on in my life?"	Introductory workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change	7
Program Packages: specific resources for higher security adult correctional settings			

In-cell 200	200-session in-cell program resource	Based on our experience with several hundred adult federal, state, and county correctional settings. This resource provides easy-to-implement weekly program packages tailored for inmate self-study, with topics focused on self-discovery,, self-management, CBT, aggression/violence, substance abuse, and more. Each packet includes summary activities which can be collected for documentation of participation, motivation, understanding, and insight (may be useful as part of a step-down model). Shorter versions and custom versions available. Price includes site license allowing unlimited duplication for use at the designated site. Monthly unit topics include: • Self Discovery 1 • Self Discovery 2 • Self-Discovery 3 • CBT 1 -Thinking/Feeling • CBT 2 -Thinking/Feeling • CBT 3 -Thinking/Feeling • Self-Management 1 • Self-Management 2 • Substance Abuse • Anger/Violence	$8995, with shorter options available
Step-down models	several available	Step-down models (up to 220 hours) available for use in transition from: • gang (STG) units • from MH units to general population • maximum/supermax • to 2-person cells • to dormitory • as part of a transition back to the community	flexible
Prep for group	Preparation for group	Short resource options tailored for inmates as a pre-group experience (very small group, or for individuals currently in ad seg). Addresses precontemplation stage of change, resistant/aggressive/anti-contemplation, treatment engagement elements, Motivational Interviewing (MI)- based activities, trust issues, etc..	flexible
PreC	Precontemplation	Options include group or 1:1 resources. Shaped to different types of precontemplators (resistant, reluctant, rationalizing, rebellious) with engagement and awareness activities, specific MI tools, and more.	flexible
Motivational Interviewing Resources		**Issue-specific tailored MI resources addressing specific stages of change.**	
AODA-MI 1,2,3,4	Motivational Interviewing Resources for Substance Abuse Programs	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage. These resources are compatible with the URICA, Socrates, etc.	$250
MAV-MI 1,2,3,4	The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements)	The Motivational Interviewing Anger, Aggression, and Violence Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons.	$250
Axy-MI 1,2,3,4	The Motivational Interviewing Anxiety Resource (4 elements)	The Motivational Interviewing Anxiety Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of anxiety, stress, fear, or worry, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	$250
Dep-MI 1,2,3,4	The Motivational Interviewing Depression Resource (4 elements)	The Motivational Interviewing Depression Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of sadness or depression, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	$250

GG-MI 1,2,3,4	The Motivational Interviewing Gang Intervention Resource (4 elements)	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage in reducing gang involvement, and finally getting away from the gang completely. Suggested for 1:1 use.	$250
RH-MI 1,2,3,4,5	The Motivational Interviewing Returning Home Resource (5 elements)	The Motivational Interviewing Returning Home Resource. This is a series of five (5) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for preparing a client for community reintegration. Suggested for 1:1 use.	$295
RI-MI 1,2,3,4	The Motivational Interviewing Relapse Intervention Resource (4 elements)	The Motivational Interviewing Relapse Intervention Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing when a client has had a "lapse" in their recovery. Suggested for 1:1 use.	$250
Std-MI 1,2,3,4	The Motivational Interviewing Standard Resource (4 elements)	The Motivational Interviewing Standard Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools designed to be used with any client issue or behavior. Suggested for 1:1 use.	$250

Logic Models Available: We are happy to provide Logic Models in editable and PDF for the following; New Freedom Comprehensive Program (Correctional), Insight and Outlook Comprehensive Program (Non-Correctional), Gang Intervention program model, Gang Prevention program model (Phoenix Curriculum), 80-hour juvenile intervention model, 100-hour juvenile intervention model and Substance Abuse. Also available on the following websites: www.newfreedomprograms.com, www.gangprograms.com., www.phoenixcurriculum.com

Gender Specific Workbooks for Men's and Women's Programs	**Designed to work with other elements** which address key issues in the *New Freedom* resources, including Preparation for Treatment, Self-Discovery, Turning Points, Returning Home, **many of which are provided in gender-specific versions**.		
M2	Healthy relationships and healthy boundaries	Participants will identify: family-of-origin boundary issues, personal warning signs that boundaries need to be set; personal experiences and effects of physical, emotional, sexual and verbal abuse, and drug/alcohol use as a result of boundary violations. Additionally, client will identify areas where difficulties have recently been experienced in setting boundaries and develop an action plan to start setting boundaries for specific personal problem situations. Clients will practice assertion messages to be used in setting boundaries for current issues and use practice scenarios for setting boundaries.	6
M8	Avoiding your old family traps	Family neglect, abandonment, abuse, or addiction often lead to the development of dysfunctional behaviors. In many cases, these even become family roles. This workbook identifies some of these old family roles and traps and provides options.	6
M11	Surviving abuse and trauma	Many young men in correctional settings have been victims of violence or abuse. This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about. One goal is to help them move from simply "surviving" to a more positive outlook ("thriving").	5
M12j	Self-image and body image	Addresses common issues for young men's self image and body image. Includes worksheets on media influences, "what's normal?" and maturation.	4

M13j	Eating issues	Addresses common eating disorder issues (including eating as a response to stress or a need for comfort). Identifies eating as an area of "control," and guides self-efficacy in resisting eating disturbances.	7
M21j	Compulsive gambling	Identifies patterns and issues underlying compulsive gambling (male version). Develops action plan for self-efficacy.	5
M22j	Self-injury	Addresses common issues in self-injury and impulse control (male version). Develops action plan for self-efficacy.	4
M23	Making the best use of medical care	This resource provides men with guidance in accessing and making the best use of visits to health care professionals, and in following through on medical treatment.	2
GS-AV1	Abuse and Victimization	This female gender-specific resource addresses a wide range of abuse and victimization issues. It identifies a range of abuses, designed to help clients accept that they were targets or victims of such abuse, hopefully moving them from precontemplation or anti-contemplation stage of change.	3
W1	Especially for women: drug abuse, relapse - and recovery	This workbook provides the counselor and clients with a variety of issues and activities, each of which addresses a facet of the different nature of women's abuse, relapse and recovery issues. It can be used in a variety of ways: as a class or group workbook, as a series of topics and activities for individual and group discussion, or as an individual assignment.	6
W2	Healthy relationships and healthy boundaries	Women will identify: family-of-origin boundary issues, personal warning signs that boundaries need to be set; personal experiences and effects of physical, emotional, sexual and verbal abuse, and drug/alcohol use as a result of boundary violations. Additionally, client will identify areas where difficulties have recently been experienced in setting boundaries and develop an action plan to start setting boundaries for specific personal problem situations. Clients will practice assertion messages to be used in setting boundaries for current issues and use practice scenarios for setting boundaries. Reference is made to boundary issues young women may experience while in custody situations.	6
W3	Control! (issues and answers for women)	Identifies and addresses range of controlling behaviors (including manipulation) and control issues and links controlling with dependencies. Topics include need to control feelings and controlling of others.	6
W7	Avoiding your old relationships traps	This workbook explores some of the issues and situations which caused trouble in past relationships. In many cases, problems in relationships are triggers to relapse. Clients are guided to explore and evaluate solutions for common situations or "traps" which affect women in their relationships.	6
W8	Avoiding your old family traps	Many young women are at risk to return to old dysfunctional family patterns. They may continue to experience the consequences of family neglect, abandonment, abuse, or addiction. This workbook identifies some of these old family "traps" and provides options. An important component is the identification of typical dysfunctional family roles.	6
W9	For women: self-esteem and identity	Supports the developing a realistic and positive self-image as a woman. Guides the development of self-motivation for personal growth and change.	4
W10	Relationships and Friendships	Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior.	3

W11	Surviving abuse and trauma	Many young women in correctional settings have been victims of violence or abuse. This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about. One goal is to help them move from simply "surviving" to a more positive outlook ("thriving").	5
W12j	Self image and body image	Addresses common issues for young women's self image and body image. Includes worksheets on media influences, "what's normal?" and maturation.	4
W13	Eating issues	Addresses common eating disorder issues (anorexia, bulimia, and eating as a response to stress or a need for comfort). Identifies eating as an area of "control," and guides self-efficacy in resisting eating disturbances	7
W14	Life at home	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff.	3
W16j	Pre-natal care	Guidance for women who are, or who may become, pregnant.	3
W17	Basic women's health issues	Worksheets in this resource can be used flexibly by the counselor. Issues include: self-care (based on basic self-care skills in the *Pathways to Daily Living* program); women's health issues; and health issues while pregnant or nursing. Among the topics are: pre-natal care issues, drug abuse and your baby, ob/gyn issues, urinary tract infections, mood changes in pregnancy.	7
W19	Women and the community	This workbook: (1) explores social/community issues (including feelings of learned helplessness and hopelessness); (2) guides the exploration for positive female and cultural role models to develop healthy identity as a woman.	4
W20	Sex trafficking	Addresses risk factors, contributing factors, sexual abuse, victimization, running away, health issues and consequences, self-esteem issue, male-female relationships issues, boyfriends and sex work, gangs and sex work, consequences, healing emotional wounds, dissociation, "Where do I go from here?"	$495
W21	Compulsive gambling	Identifies patterns and issues underlying compulsive gambling in women. Develops action plan for self-efficacy.	5
W22j	Self-injury	Addresses common issues in self-injury and impulse control in women. Develops action plan for self-efficacy.	5
W23	Making the best use of medical care	This resource provides women with guidance in accessing and making the best use of visits to health care professionals, and in following through on medical treatment.	4

The Female Gender-Specific (GS) Issue-Focused Resource Series (supports core programming)			
RESOURCE AREA	The issue or topic areas below address some of the most frequent pathways to women's offending or similar life problems. Each resource set is tailored to help participants identify the nature of the risk these areas still present in their lives. It then provides a series of stages-of-change and MI-based interventions for group and individual work, helpful guidelines for staff to help identify and address specific issues, a clear set of behaviorally-stated objectives, and situational confidence assessments (SCQ). These resources are ideal as overlays to a core program based on the New Freedom CBT and DBT-based gender-specific resources.		
GS-AV	Abuse/ Victimization	Addresses physical, verbal, emotional or sexual abuse, victimization of any sort. Trauma-informed resource.	30-session comprehensive stage-based program package	$1495

		Abuse and victimization as risk factors	10-session short program model	$595
GS-CP	Community/ Poverty	Addresses significant learned helplessness or hopelessness in family/community, adoption of antisocial role or coping models, and poverty or economic issues as significant contributing factors to criminal behavior.	12-session comprehensive stage-based program package	$595
GS-GI	Gang involvement	Addresses gang activity or experience (including having a boyfriend in a gang).	Tailorable gang intervention resource. 10-session set.	$445
GS-SE	Body Issues, Low Self-Esteem/ Shame	Multiple resources address issues with self-image, body image, eating disorders, and or shame-based addiction or dependency.	35-session comprehensive stage-based program package (shorter models available).	$1295
GS-NA	Neglect/ Abandonment/ Family	Addresses multiple issues: neglect during childhood, abandonment (or absence) of one or more parents/caregiver, significant dysfunction in family-of-origin, and significant placement in foster care or group homes.	20 to 40-session comprehensive stage-based program packages (tailorable)	$995-1495
			10-session core program (tailorable model).	$545
GS-SL	Sex Trafficking/ Street Life	Specifically addresses past experience in sex work (including exchanging sex for drugs).	Key resource supports 10-session model.	$495
GS-REL	Relationships/ Friendships - and Boundaries	Relationships are a major pathway to problems, and may continue to be significant risk factors. Multiple resource options address dysfunctional relationships, codependent relationships, and family-of-origin issues, as well as negative peer influence and negative peer pressure.	10-session short program model	$495
			20-session comprehensive stage-based program package.	$985
		Additional skills-based elements addressing specific boundaries issues (develops self-efficacy versus key risk factors and triggers),	45-session comprehensive stage-based program package with key MAV skills lessons.	$1990
MH4f	Codependency	Comprehensive treatment resource for individual or group use. Addresses various forms of co-dependency through multiple workbooks, worksheets, short activities, skills elements, and more. Can be tailored to specific program needs.		tailorable
GS-RA	Running Away	Addresses past experience as a runaway or throwaway.	10-session resource, includes support for treatment intervention and assessment.	$495

GS-AODA	Substance Abuse	The core New Freedom program includes a wide range of substance abuse-specific resource options, including many workbooks, nearly 200 separate lessons, and several pre-packaged programs. In addition, the female gender-specific resources address significant substance use/abuse, sales of illegal substances, exposure to significant substance abuse during childhood, and include dual diagnosis resources for use in mental health and co-occurring disorder programming.	We recommend a gender-specific version of the OPEN-30 resource (core program with intensive gender-specific overlays). 40, 50, and 75-hour versions available.	$2495 for OPEN-30 with GS
GS-T	Trauma	As many women in the program setting have been exposed to significant trauma, these helpful resources address prior exposure to trauma, symptoms (and symptoms management) of post-traumatic stress, and vulnerability to specific types of triggers. Highly recommended for most treatment settings.	10-session short program model	$495
			20-session comprehensive stage-based program package.	$985
GS-V	Violence	A wide range of resource options address exposure to significant violence, violence in home setting during childhood, violence in relationships (target or victim), and violent behavior (self).	10-session short program model	$495
			20-session comprehensive stage-based program package.	$985
			45-session comprehensive stage-based program package including MAV skills-based lessons.	$1990
Female (GS) stage-based program options				
GS-Pre	GS Preparation for Treatment	These resources are designed to be used flexibly by staff in introducing or supporting the initial stages of programming. They address key issues of precontemplation and are shaped to be used prior to - or in conjunction with - the first female gender-specific core program elements. They include: (1) focused MI-based pre-treatment or early treatment activities addressing anti-contemplation and resistance to change, (2) MI-based early treatment or treatment engagement activities, focusing on importance and confidence in thinking about change, (3) multiple MI-based pre-contemplation curriculum resources for participants, as well as tools for staff.	Program resource set of 5 short workbooks, 10 key issue-focused (FFT) elements, 6 worksheets and staff support guidance and tools.	$695
			Program resource set of 10 short workbooks, 15 key issue-focused (FFT) elements, 8 worksheets and staff support guidance and tools.	$995
GS-TP	GS Turning Points	Support the midpoints of the change process. In the Stages of Change model (TTM), this may be in the Determination stage, or the later portions of the Contemplation stage - or with individuals who are experiencing a certain amount of cognitive dissonance (and need encouragement to move forward). Moreover, they bring the change process into focus: drawing a line, commitment to change, action planning, determination to master new coping skills and strategies and building on new strengths. The materials provide the counselor with a range of options.	10 hours of core resources and 25 targeted supplementary resources. Recommended.	$795

GS-RH	GS Returning Home	This resource set provides multiple options for use during the transition period. It is designed to supplement the Returning Home workbook series (nearly 30 different titles, more than 130 program hours). We strongly suggest the use of several of these resources which can be used flexibly in 1:1 or small groups with others who are at a similar stage in their programming.	Multiple affordable program options, readily tailorable - support group, in-cell, individual, and both pre-release and aftercare programming options.	130-hour set is $4800.
		Program resource tailored for a 60-day transition period, and includes workbooks, lesson plans, key resources for Motivational Interviewing-based counseling by program staff, and critical summary lessons.	60-session packaged program model.	$2465
DV1	Domestic violence #1: increasing personal awareness	A primary objective is to address denial of the issue - or its seriousness - by its victims. This workbook uses comprehensive worksheets and checklists to help participants identify and understand the physical, sexual, verbal and emotional violence they have experienced with male and/or female partners. It also helps them understand why they remained in abusive relationships.		3
DV2	Domestic violence #2: becoming less vulnerable to domestic violence	This workbook helps identify and address some of the most common underlying vulnerabilities in women who are in abusive or dysfunctional relationships. It addresses the costs and consequences of being in an unhealthy relationship, healthy and unhealthy relationships, and some of the characteristics of the abuser. This workbook provides suggestions for healing personal areas of vulnerability and initiates the action planning process.		4
DV3	Domestic violence #3: your safety is your business	This workbook develops a comprehensive individual-specific action plan for preventing future relationship difficulties. It helps identify the progressive nature of these behaviors, the reasons why she may need to get away from an abusive or threatening situation, and helps identify issues in her own thinking relating to the abusive relationship with a male or female partner. Templates identify specific areas of personal strength which may help her in difficult times.		3

Mental Health Treatment Support resources (comprehensive resources for common diagnoses, linked to specific resource elements, behaviorally-stated objectives, and concrete support for treatment planning and clinical supervision These resources support the motivational interviewing (MI) approach.   We are happy to provide program models and cost quotes shaped to your specific program needs!

Behavioral health curriculum (core program)
Each themed unit provides a brief stages-of-change based approach, sequentially addressing precontemplation, contemplation, and key preparation/determination action steps. Shaped for this population, they provide structure for staff, address key treatment outcomes, and include summary elements within the curriculum to support program documentation. A critical advantage of this modular approach is that it provides a high quality outcome-focused resource without mandating a closed group programming model. This approach is designed to support both in-facility and community programming.

	The Bridge Unit A	Core change-focused mental health program 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 approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.	*Unit model pricing $695 or less*

	The Bridge Unit B	Core change-focused mental health program 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 approach, supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management .	*Unit model pricing $695 or less*
	The Bridge Unit C	Core change-focused mental health program 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.	*Unit model pricing $695 or less*
	The Bridge Unit D	Core mental health program unit focused on increasing treatment adherence and medication compliance. Addresses a critical stage of change in mental health treatment: symptom awareness, but treatment non-compliance. Supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management.	*Unit model pricing $695 or less*
	The Bridge Unit E	Relapse Prevention - This unit provides a change-focused approach to relapse prevention, both substance abuse and mental health issues. It targets the most common internal risk factors (lapses), and external risk factors (identifying and avoiding their specific high risk people, places, things, and situations). It also supports the development of internal protective factors and external protective factors (safety nets). The MH version is similar to the substance abuse model, with differences noted by (MH) in the resource title for selected core lesson elements. The MH version also includes a brief mindfulness element in each lesson.	*Unit model pricing $695 or less*
	The Bridge Unit F	Warning Signs (Avoiding Relapse) - This unit provides a risk factors approach to relapse prevention. It focuses primarily on the most common internal risk factors, but also identifies early warning signs that their thinking may be drawing them closer to their highest external risk factors (high risk people, places, things, and situations). The final elements provide a working model for building on their internal protective factors and making specific changes. The MH version is similar to the substance abuse model, with differences noted by (MH) in the resource title. The MH version also includes a brief mindfulness element in each lesson.	*Unit model pricing $695 or less*
Dual diagnosis	The **New Freedom** Dual Diagnosis open group/open admissions model is built on the combination of the **Open to Change** core substance abuse resource set and **The Bridge Model** (focusing on symptoms self-management). Elements from both resource sets can be combined, and this model includes linking resources to seamlessly support programs of any length - and which may be conducted by a variety of staff. For example, A typical IOP might include three units from OPEN and three units from the Bridge. An EOP might also include additional relapse prevention units, aftercare elements, gender-specific resources, and resources targeting specific feelings or behaviors.		
Issue-specific behavioral health units	Anger	The primary focus of these resources is awareness and <u>self-management of symptoms and triggers to anger</u>. 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 provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*

	Anxiety	The primary focus of these resources is awareness and <u>self-management of symptoms relating to anxiety. Additionally, the unit addresses feelings of guilt and shame</u>. 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 provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
	Depression	The primary focus of these resources is awareness and <u>self-management of symptoms relating to sadness and depression. Additionally, the unit addresses grief, loss, loneliness, and boredom</u>. 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 provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
	Trauma	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. This unit includes multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
	Difficult Feelings (Unit DF-4)	The primary focus of these resources is awareness and self-management of symptoms from difficult feelings like shame, guilt, loneliness, and boredom. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, coping and distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management. This unit includes multiple Motivational Interviewing (MI) tools.	*Unit model pricing $695 or less*
BTB	Beyond The Bridge	Developed for the Mental Health units at New York City's Department of Corrections (Rikers Island), this excellent resource provides a comprehensive intervention core resource for significantly mentally-ill populations. CBT, MI, and specific coping skills. 72 sessions. ***Available in English and Spanish-language versions.*** A recent peer-reviewed article in the *American Journal of Public Health* reported that violent incidents across the Rikers Island facility are down 15%, but violent incidents among the population receiving our curriculum are down 31%. In an experimental cell unit using our programming violence was down 46% while in a mirror cell unit not using the materials violence was up by almost 500%.	$2,495
CAPS	Clinical Alternative Program for Self-Management	Clinical Alternatives Program for Self Management (CAPS) is a CBT/DBT/MI, comprehensive and stage-based group curriculum and clinical support resource - one of the first designed specifically for the seriously mentally ill population. This particular resource focuses primarily on psychotic spectrum and mood disorders <u>(a 50-session track for each)</u>. The curriculum elements include helpful lesson plans and client worksheets for each session, plus skills development and practice activities, MI-tools, and tools for systematic self-evaluation.	$2995 core extended models up to $9995

CSMC-corr	Comprehensive Self-Management Curriculum (Correctional version)	The Comprehensive Self-Management Curriculum, is a 50-hour group program with overlays for common issues including mood disorders and psychotic spectrum disorders (basically a 50-session track for each). Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected DBT skills, this easy-to-implement new curriculum: • addresses pre- and anti-contemplation • reduces the impact of major symptoms, • introduces DBT skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness • makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration) • provides optional critical overlays for self-injury and anger/aggression/violence • emphasizes Situational Confidence in facing high-risk situations • Its' goals are: measurable decrease in acting out, violence and self-harm • reduction in frequency, intensity, and duration of specific problem symptoms • documentable movement along the Stages of Change and achievement of specific clinical objectives/outcomes • increase in treatment and med compliance, and long-term success in symptom and behavior management • serve as a program and staff capacity builder by providing clinical supervisors with program elements which can be delivered by psych techs and other staff Demonstrated statistical success documented in recent peer-reviewed article in *International Journal of Environmental Research and Public Health.*	$5250 for both core elements tailorable extended models up to $9995
CSMC-comm	Comprehensive Self-Management Curriculum (community version)	Similar program to the resource above, but designed for community settings, aftercare, IOP settings, and programs which transition clients from residential to less-restrictive settings. Developed to allow for flexible administration: 1+ hours per day, open/closed groups, individual counseling (1:1) settings, etc.. includes helpful supportive documentation resources.	see above
CSMC overlays	MH15/W15 - Sleep Disturbances: Comprehensive resource for individual or group use. Addresses causes, sleep hygiene, and coping skills. $750		
	Life skills - multiple options, ranging from basic activities for daily living to problem solving, vocational, coping skills, CBT, DBT, transition, and problem solving. Tailorable.		
	M22/W22 - Self-injury: Separate resources for men and women; for individual or group use. $275		
	Interpersonal skills - multiple options from the MAV resource set (up to 50 lessons available), supported by MI tool sets, worksheets, and personal aftercare and planning tools. Tailorable.		
MH1 m/f	Anger	Comprehensive treatment resource for individual or group use. Includes anger, aggression, violence, and repressed anger.	*tailorable*
MAV-MI-1,2,3,4	The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements)	The Motivational Interviewing Anger, Aggression, and Violence Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons.	$250
MH2 m/f	Anxiety	Comprehensive resource. Addresses several anxiety disorders. *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).*	*tailorable*

AXY-MI-1,2,3,4	The Motivational Interviewing Anxiety Resource (4 elements)	The Motivational Interviewing Anxiety Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of anxiety, stress, fear, or worry, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	$250
MH3 m/f	Abandonment/ neglect	Comprehensive treatment resource for individual or group use.	*tailorable*
MH4 m/f	Codependency	Comprehensive treatment resource for individual or group use. Addresses various forms of co-dependency	*tailorable*
MH5 m/f	Depression	*Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).* Comprehensive treatment resource for individual or group use.	*tailorable*
DEP-MI-1,2,3,4	The Motivational Interviewing Depression Resource (4 elements)	The Motivational Interviewing Depression Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of sadness or depression, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	$250
MH6 m/f	Grief/loss	Addresses various sources of loss and grief. Comprehensive treatment resource for individual or group use.	*tailorable*
MH7 m/f	Conduct issues	ADHD/ADD/Oppositional Defiant Disorder/Conduct Disorder. *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).*	*tailorable*
MH8 m/f	PTSD/Trauma	Comprehensive treatment resource for individual or group use. Addresses various sources of trauma . *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).*	*tailorable*
MH14 m/f	Handling difficult feelings	For use with dual diagnosis clients and adolescents who have difficult identifying and dealing appropriately with feelings, including confusion and emptiness. Comprehensive treatment resource for individual or group use.	*tailorable*
MH15	Sleep Disturbances	Comprehensive resource for individual or group use. Addresses causes, sleep hygiene, and coping skills.	$750
MH18 m/f	Eating Disorders	Comprehensive treatment resource for individual or group use; addresses common eating disorder issues. Separate elements for men and women.	$350
MH19 af/jm/jf	Compulsive Gambling	Addresses common issues underlying problem gambling. Separate plans for men and women for individual or group use.	$250
MH22	Self-injury	Separate resources for men and women; for individual or group use.	$275
SD10	Reducing Consequences	Designed as part of a harm reduction strategy, it helps clients identify the consequences of their behaviors and examine their readiness to reduce their substance abuse. This can be a critical first step towards abstinence (for group or 1:1 use).	3

MH23	Mood disorders	Selected elements from the CSMC resource set (resources support up to 50 sessions). Suitable for residential, transition, IOP and outpatient programs. Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected Dialectical Behavioral Therapy (DBT) skills, this easy-to-implement new curriculum: - addresses pre- and anti-contemplation - reduces the impact of major symptoms, - introduces skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness - makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration)	*tailorable*
MH24	Psychotic spectrum disorders	Selected elements from the CSMC resource set (resources support up to 50 sessions). Suitable for residential, transition, IOP and outpatient programs. Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected Dialectical Behavioral Therapy (DBT) skills, this easy-to-implement new curriculum: - addresses pre- and anti-contemplation - reduces the impact of major symptoms, - introduces skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness - makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration)	*tailorable*
TX-1	Treatment adherence: Helping Treatment Work	Treatment adherence workbook, primarily for clients with medical issues. Addresses compliance issues, including taking of prescribed medications (for group or 1:1 use).	2
TX-2	What's treatment all about?	Short workbook explains the behavioral health treatment process and expectations. *(For small group and 1:1 interactive counseling uses)*	2
PT5	Coping skills and interventions for specific issues	Prescriptive format. Identifies specific coping skills to address anxiety, depression, loneliness, isolation, grief, etc.	*with MH packages*
PT7	Coping skills worksheet and self-analysis checklist	Self-assessment: identifies coping skills by past patterns of substance abuse and behaviors. Recommends critical coping skills for addressing those patterns.	1
PREA	PREA program resources	Comprehensive, stage-based PREA resource, includes short-stay and extended resources for youth as well as support for staff. Versions for both males and females.	$1495
Program resources			
Journaling		Nearly 100 journaling activities and assignments. Tailorable to different program types (in-cell, behavioral health, substance abuse, community, or facility settings).	*tailorable*
WDYT-ES/6 MS HS Corr#1 Corr#2	"What do you think? *(brief activities, risk factors and/or gang involvement))*	30+ worksheets and discussion topics,. 5 versions: ● ES/6 version (for Grades 5-6). Prevention focus. ● MS (schools, clubs, alternative schools, and street outreach) ● HS Community version (schools, clubs, alternative schools, and street outreach) ● HS-age Residential facility version - core program model ● HS-age Residential facility intensive intervention model	$395 each

WDYT-A	"What do you think? *(brief activities - adult version)*	These brief (single-page) activities provide the stimulus for short thinking - or writing - activities. They are designed to provide "food for thought" on issues relating to gang involvement and criminal behavior.	$595
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5
FFT	Food for Thought	More than three hundred (300) short (3-4 page) activities, each addressing one type of problem or faulty thinking. Participants examine that issue, options, and outcomes. More than 300 FFT options are available, and typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female).	*tailorable*
RH34 (Mak)	Making it (LA)	Similar to "Back Again" (below) but focused on increasing awareness and importance (25 issues). Emphasis is on making good decisions in <u>current problem situations</u> for people on probation or parole. Some may also apply to people in recovery and aftercare. **SEE BELOW**	
RH34 (BA RH)	Back again (RH)	Twenty-five (25) problem situations/scenarios. Appropriate for pre-release and correctional transition programs.	
RH34 (BA RI)	Back again (RI)	Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource.	
Summary activities: ● Checkpoints ● Worksheets ● Situational Confidence Questionnaires (SCQs)		We have developed more than 200 focused summary activities, multi–page worksheets, progress checkpoints based on learning objectives and behaviorally-stated objectives, and Situational Confidence Questionnaires - SCQs -shaped to specific target issues and outcomes. They typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female).	*tailorable*
CM	*Counselor's Manual*	For certain programs, we provide a comprehensive counselor's manual, with tools for administrators, in-service training worksheets, and program guidance. Helpful in orienting and training new staff.	

Program Models	
Sample Program Models Available; We have developed program models ranging in dosage from 24 to 700 program sessions. We are happy to provide these models to assist in your program design process. These models have been tailored to address specific program needs; open group, closed group, gender-specific, day or outpatient treatment, residential, in-cell, Spanish-language, substance abuse, mental health, dual diagnoses, adult, and juvenile. Please contact us.	
Competency Checklists. We are happy to provide competency checklists for any workbook. These may be especially helpful in treatment planning, program documentation, and evaluation. We provide review questions for each workbook, which can be used flexibly. These questions are based on the behaviorally-stated objectives for each workbook. In addition, these behaviorally-stated objectives are included in the lesson plans.	
Fidelity Monitoring Checklists. Supervisors and instructors/trainers can observe, document, and support teachers, counselors and other staff in delivering program content. Several models are available, and can readily be modified to the specific program. Ensure fidelity to the intent of the design and achieving the program's objectives.	
Program checkpoints. Many programs include weekly or regular review checkpoints. They are tailored to include motivational assessment (MI tools such as MI rulers and the PCA change assessment tool), learning outcomes, (competency checklists of understanding and insight), and intermediate outcomes. For certain programs, they may also include evaluation of participant behaviors. Valuable as assessment of individual and group progress, in "go/no go" decisions for promotion to the next stage of closed group programs, and as documentation in case management or clinical supervision.	

Progress evaluation model. Tailorable model summarizes and supports monitoring of specific aspects of each participant's progress: attendance, participation, learning outcomes (behaviorally-stated objectives in the intervention or curriculum), motivation assessment (MI), behavioral objectives for the resources - and actual behavior, improved functioning (for mental health programs), pre/post testing, and assessment of situational confidence/self-efficacy in achieving specific outcomes. May be used in conjunction with Program Checkpoints, for clinical supervision, in program or treatment documentation, for court or parole/probation use, and in 1:1 counseling. Readily tailorable to each program.			

Native American Resource supplements - intended to work in parallel with the Core Program options**.**			
NA-1	What's <u>your</u> opinion?	Tailorable to specific tribal or local programs. Includes more than 30 separate elements, each of which can be used as a discussion starter or cognitive restructuring tool. Based on current issues affecting young people in Native American communities.	$295
NA-2	Pathway to self discovery	Designed to enhance emotional intelligence, self-knowledge, and enhance links with prosocial elements in the community, including available traditional options. 15 elements, designed to be used flexibly with different clients. Supports class and group work and individual assignments. We suggest that this resource be used in conjunction with core New Freedom or Phoenix programs. A supplemental part of this resource addresses significant community issues, including suicide, alcoholism, family dysfunction, grief, loss, and trauma. As these topics are more sensitive, we suggest they be introduced at the mid-point of programming.	$155
NA-3	Problems and solutions	Addresses specific risk factors, including a range of significant issues with local gangs. This resource also includes elements designed to increase linkage with available prosocial options and protective factors. (20 elements)	$195
NA-1,2,3	all three elements above	full resource (above)	$495

Pathways to Daily Living/Returning Home - life skills program 1-2 hours each,			
TT	Handling the Tough Times	10 lessons (with complete lesson plans, worksheets and participant activities). Included are lessons addressing key coping skills, managing stress, better personal organization, using community resources and external supports, and decision making. Supplemented by four (4) comprehensive worksheets.	$535
PDLa	Pathways to Daily Living	One hour lessons with detailed lesson plans, instructor's scripts, worksheets, activity cards, and other program activities.	
		(H) Pathway to better hygiene (8,1)	$115
		(N) Pathway to better basic food shopping and nutrition (9,1)	$115
		(PO) Pathway to better personal organization (5,6)	$195
		(PEH) Pathway to better physical and emotional health (6,5), 22 supplemental elements	$345
		(IL) Pathway to independent living (6)	$105
		(LT/LI) Making Good Use of Your Leisure Time & Life Issues. 9 lessons (Includes Pathway to success, and Pathway to better use of your leisure time)	$195
MAV	Anti-violence skills Communication/ social skills	50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available ($995). This resource is available in juvenile and adult versions. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others.	$1,865

CR-MAV	Managing aggression and violence (skills version)	Increased self-awareness and self-management through improved interpersonal and self-management skills. Skills development resource - with complete lesson plans, worksheets and participant activities. *Unit CR-G*	$695 *(or unit pricing)*
MM	Managing Your Money	19 lessons (with complete lesson plans, worksheets and participant activities), one hour each. Flexible resource can support shorter programs, or be shaped to specific program needs. *Updated 2023.*	$275
CF25/ RH21 - MON	Problem Solving Situations (Money)	This resource provides 14 problem solving situations or scenarios relating to money or financial situations. Supports group discussion or role playing.	$145
Vocational Program Resources			
P3	Personal Preparation Program	Identification of work skills and job options, a positive attitude, thinking realistically about work, practical aspects of finding a job, development of personal data sheet, handling applications, resumes, and interviews, and keeping a job (19 sessions).	$345
Problem Solving and Decision Making			
PS1j	Problem Solving	Basic problem solving program, with problem solving template and 44 cards with typical personal and interpersonal problems. *(for juvenile programs)*	$195
AM1/ RH11	Handling Tough Situations	*An Action Maze Workbook* (provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts).	2 hours
PS2/ RH21 am/af	Problem Solving 1-2-3	Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery.	$195
PS2j/ RH21j	Problem Solving 1-2-3	Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery. *(juvenile version)*	$195
PS3/ RH24	Self-efficacy and problem solving	This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. *(key summary activity).*	2 hours
Anger and Violence Program Resources			
MAV-MI-1,2,3,4	The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements)	The Motivational Interviewing Anger, Aggression, and Violence Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons.	$250
F2 am jm af jf	Anger	Identifies client anger symptoms, issues, and triggers, links anger to dependencies. Topics include repressed anger and passive-aggressive behavior.	5
F13	What does anger do to you?	A comprehensive approach for individual participants to identify and begin to manage their symptoms and triggers for anger. It provides a range of tools and scales of self-assessment of symptoms (frequency, intensify, duration, current issues, consequences for poor self-management, and decisional balance tool for learning to manage this feeling better). Internal and external triggers for anger are identified and self-management is assessed through a range of rulers and scales. This resource may serve as a valuable building block for learning and mastering appropriate coping skills.	2

MAV	Anti-violence skills Communication/ social skills	50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available ($995). This resource is available in juvenile and adult versions. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others. Can be supplemented by selected elements from the "What do you think?" resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender). *Tailorable (cost depends on resources selected).*	$1,995
GG7	Understanding yourself #1	This is the "risk factors" approach to aggression and violence. It provides an alternative approach to violence issues and behavior, addressing community and family risk factors for violence. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. "If you plan for them, and develop options for how you will handle them better, you stand a good chance."	8
GG8	Understanding Yourself #2	This is the "risk factors" approach to passive-aggressive behavior, which can often lead to violence and other problems. It provides an alternative approach to violence, addressing community and family risk factors for this passive-aggressive behavior. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. "If you plan for them, and develop options for how you will handle them better, you stand a good chance."	2
GG4	Living a non-violent life #1	This workbook provides the opportunity for clients to identify their triggers and highest personal risk factors for violence and to develop strategies to avoid these issues or to cope more effectively in the future.	8
GG5	Living a non-violent life # 2	This workbook provides a more focused opportunity for clients to identify their highest risk factors for violence (the people, places, things, times, and situations where they are at highest risk). It guides the development of "environmental control" strategies to avoid these issues and situations - and helps clients explore their options.	5
Di5 m/f	Holding in my anger	Addresses passive-aggressive thinking and behavior.	5
Di12m	Tough-minded	Identifies and addresses issues underlying aggressive behavior. Topics include overly-"macho" approach and controlling others by anger.	
FFT	Food for Thought	Short (3-4 page) activities, each addressing one type of problem or faulty thinking. Participants examine that issue, options, and outcomes. More than 300 FFT options are available, and typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female).	*tailorable*
Summary activities: • Checkpoints • Worksheets • Situational Confidence Questionnaires (SCQs)		We have developed more than 200 focused summary activities, multi–page worksheets, progress checkpoints based on learning objectives and behaviorally-stated objectives, and Situational Confidence Questionnaires - SCQs -shaped to specific target issues and outcomes. They typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female).	*tailorable*

CONFLICT REDUCTION: successfully managing internal and external triggers, feelings of anger, and issues of aggression or violence			
The 10-session units below are shaped for successful implementation an open group/open admissions format, and form the basis for core correctional programming, ad seg and restricted unit programs, and step-down models. They can also form the foundation for gang intervention (security threat group) programming. They are designed to be selected and used flexibly to address a range of institutional needs and objectives.			
CR-Intro group	Introduction to Group	Introduction to group programming. Focus is engagement (participation) and increasing awareness of their choices and options. Certain elements build toward contemplation of life issues as well as past and present choices. Useful as a core programming element, and as the initial step in group programming as part of a step-down model. *128-Unit A*	*unit model pricing $695 or less*
CR-People problems #1	Handling people problems here successfully #1	Goals: (1) Success in handling people problems, specific problem situations. (2) Reduction in vulnerability to selected high risk factors. (3) Participation in programming, adherence to group rules. (4) Increased understanding, motivation, some movement to Contemplation stage of change. *Helpful for new inmates and inmates in transition between institutional levels.*	*unit model pricing $695 or less*
CR-People problems #2	Handling people problems here successfully #2	Goals: (1) Success in handling people problems; success in handling specific problem situations. (2) Participation, adherence to group rules. (3) Demonstrated understanding if issues and concepts (CBT). (4) Movement to Contemplation stage of change, and possibly some to Preparation//Determination stage. *128-Unit D*	*unit model pricing $695 or less*
CR-People problems #3	Handling people problems here successfully #3	Goals: (1) Success in handling people problems and trigger situations. (2) Demonstrated understanding (CBT). (3) Movement to Contemplation stage, and some elements in Preparation//Determination stage. (4) Increased confidence in anticipation of specific high risk or problem situations (SCQ). Note: these units <u>can</u> be used in any sequence, but this one may best be provided in the later stages of the program model as it includes very helpful change-focused elements. *128- Unit I*	*unit model pricing $695 or less*
CR-Fighting/violence #1	Fighting and violence #1	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations, including aggravation and disrespect. (3) Demonstrated understanding of key issues and concepts (CBT). (4) Movement to Contemplation stage of change. *128- Unit C*	*unit model pricing $695 or less*
CR-Fighting/violence #2	Fighting and violence #2	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations. (3) Movement to Contemplation stage of change. (4) Increased confidence in anticipation of specific high risk or problem situations (SCQ). *128-Unit F*	*unit model pricing $695 or less*
CR-People problems #4	Handling people problems here successfully #4 (Cellmates/ Transition versions)	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling people problems, specific problem situations; reduction in vulnerability to selected high risk factors. (3) Demonstrated understanding (CBT). (4) Movement to Contemplation stage, and some elements of Preparation//Determination stage. (5) Increased confidence in anticipation of specific high risk or problem situations (SCQ). *128-Unit L* *Available in both Cellmate and Dormitory (unit) versions.*	*unit model pricing $695 or less*

CR-Anger	Anger	The primary focus of these resources is awareness and <u>self-management of symptoms and triggers to anger</u>. 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: (1) Increased understanding and successful management of angry feelings. (2) Success in handling angry feelings from specific problem situations. (3) Demonstrated understanding of specific anger issues (CBT). (4) Movement to Contemplation stage - awareness, understanding, insight, acceptance.	*unit model pricing $695 or less*
CR-MAV	Managing aggression and violence (skills version)	Increased self-awareness and self-management through improved interpersonal and self-management skills. Skills development resource - with complete lesson plans, worksheets and participant activities. *Unit CR-G*	*unit model pricing $695 or less*
TT	Handling the tough times	This unit addresses increased self-awareness and improved self-management/stress management skills. This unit includes complete lesson plans, worksheets and participant activities. *128-Unit H*	*unit model pricing $695 or less*
Stress	Stress Management	Strongly recommend **Bridge Unit C** as part of a comprehensive conflict reduction model. *Provided as 128-Unit K*	*unit model pricing $695 or less*
CR-Mindset/ choices	Your mindset and your choices	Key goals: (1) Success in reducing and acting out on specific risk factors. (2) Demonstrated understanding and insight (CBT). (3) Movement to Contemplation stage of change, and some elements indicative of Preparation//Determination stage. Underlying goal: This unit is designed to explore certain kinds of thinking what may have been supportive of gang involvement or activity. This approach is designed to avoid common areas of resistance to a direct gang intervention approach. However, critical elements of this unit address the risk factors and thinking underlying <u>gang involvement.</u> They are appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements. *128-Unit G* This resource is helpful in the area of "gang desistance" and "gang avoidance." We can also provide a separate set of additional resources supporting efforts toward definitive steps in gang renunciation (where such steps may be appropriate).	*unit model pricing $695 or less*

CR-Stress Management (GG-SS)	Stress Management #2 (gang focus)	Goals: (1) Reduction in assault and acting out behaviors. (2) Success in handling feelings from specific problem situations (some relating to gang activity). (3) Demonstrated understanding if issues relating to their experiences with gangs and violence (CBT). (4) Movement to Contemplation stage of change Note: The first four lessons unit address certain risk factors and thinking underlying gang involvement. They are appropriate for individuals who have been identified as members of a security threat group (STG), as well as those who may be exposed to gang activity. We suggest that this unit may be most effective if it follows - and builds on - some of the other program elements. Note: the Stress Management portions of this unit can be provided separately - or as part of other units. One model supports a "stepdown" model for inmates in ad seg units.	*unit model pricing $695 or less*
CRIMINAL THINKING			
Criminal thinking	Unit CT-1	This unit guides the participants in Identifying and addressing selected areas of dysfunctional or criminal thinking. It includes common areas of dysfunctional thinking, challenges critical defense mechanisms, and provides multiple problem solving scenarios for analysis and practice.	*unit model pricing $695 or less*

Revocation and Relapse Intervention Programs (post-release interventions)

These materials address the needs of parole violators and others who face revocation of their freedom upon returning to the community. These materials assist clients in identifying "what went wrong" and in learning (and mastering) needed skills of effective coping. They may be supplemented by additional workbooks from the **New Freedom** and **Returning Home** resources, as needed.

While some of these workbooks are based on elements of the *Returning Home* (RH) series, adapted specifically for use with a Revocation Program (parole violators), additional materials were developed specifically for this population. All materials designed for this use are identified as "RI" series workbooks. Four elements below are essentially identical to other program elements. They are identified specifically below.

RI-MI 1,2,3,4	The Motivational Interviewing Relapse Intervention Resource (4 elements)	The Motivational Interviewing Relapse Intervention Resource. This is a series of four (4) comprehensive resources which are designed to address motivation and change talk issues in a sequential fashion. Designed to support community reintegration and preparation for release in those that have had past "lapses" in their recovery, these MI resources each include more than a dozen MI tools or elements focused on the transition. They help participants and staff assess readiness and confidence for handling specific high risk situations, as well as internal risk factors. Included are parole/probation confidence rulers and resources which may be especially helpful in working with parole staff or members of an individual protective factor safety net (as appropriate). Includes an additional comprehensive element addressing feelings, symptoms, triggers, and self-efficacy in handling transition issues.	$295
RI-AM Model	Alternatives to Violation Program for Men (Relapse Intervention)	90-day open group/open admissions program (180 program hours).. Addresses issues underlying difficulties in complying with parole requirements and supervision. With additional focus on Substance Use, External risk factors, Internal risk factors, and Better decision making Interactive program.	$11,700

| RI-GS Model | Alternatives to Violation Program for Women - Self-study Model (Relapse Intervention) | 45-day program, divided into six (6) units. Each unit provides sufficient comprehensive resources for one week of independent work. Each unit is constructed around a key theme relating to issues underlying difficulties in complying with parole requirements and supervision. The program model is designed for open admissions. Thus new members may join at any time, and will be able to utilize the same materials as the others in the program.

Topics include: External risk factors, Relationships (as risk factors), Getting it together, Substance use and abuse, Internal risk factors, and Better decision making | $5850 |
|---|---|---|---|
| RI-GS OPEN Model | Relapse Intervention for Women. Open group/open admission model | 72-session model, based on the gender-specific version of the OPEN to Change resources, but shaped and expanded for relapse intervention. See the OPEN to Change r4esources and the above Relapse Intervention resources. | $4995 |
| RI-1 m/f | Relapse prevention practice *(for your first few days at home)* | Addresses selected high risk areas involved in the first few days after returning home. The RI-1 resource is primarily a set of problems. We suggest the additional use of RH-1 for those clients who did not have those materials. | 4 |
| RI-2 m/f | Dealing with people in new ways | Helps participants identify what they can do differently if the "old ways" didn't work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided. The RI version of this workbook includes reference to issues with family and old friends which developed upon returning home. | 4 |
| RI-3 m/f | How did you deal with your feelings? | Addresses feelings of discomfort which led to relapse or other problems. "Trouble spots" are addressed individually or in group setting, and a more effective response developed. Again, the focus of the RI resource is on the specific feelings experienced upon returning home, and any connection between those feelings and the issues leading to revocation. | 3 |
| RI-4 | Facing your responsibilities | This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings. The RI resource targets areas where these responsibilities were not met, including the issues leading to revocation. | 4 |
| RI-5 m/f | Practice in handling lapses | This activity provides practice for clients in identifying and coping effectively with the issues involved in their lapse, relapse, or revocation. *(Similar to RH5)* | 5 |
| RI-6 | Making positive steps to take control of your life | Develops a detailed plan for the use of a post-release "safety net" and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors these people will need to know in order to help. | 4 |
| RI-7 | Avoiding the negative | This workbook provides specific help in maintaining recovery through developing a plan to identify and avoid the highest risks. It is based on the concept of using "environmental controls" to avoid the people, places, things, and situations which pose the greatest threat to recovery. It provides participants and program staff with the tools to help address specific vulnerabilities. | 4 |
| RI-8 | Practice in handling difficulties | This activity provides practice on the difficult situations encountered during the transition. Problem areas can be used as discussion and learning points to help individuals develop confidence that they can handle these situations appropriately when they face them again upon returning home. Situations parallel the pre-release resource RH8. | 5 |

RI-9	Avoiding problems with authority	This workbook addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger, hurt, and resentment - and the ways in which they may create more problems for themselves. It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations. Situation cards provide opportunities for modeling appropriate responses.	3
RI-10 m/f	Avoiding trouble (when you are with others)	Peer pressure and poor choices often lead to trouble. Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure. This workbook identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills.	3
RI-11 m/f	Making long-term changes	Participants evaluate their post-release and relapse prevention plans, and modify elements as needed to increase their chances of success.	5
RI-12	Identifying and addressing your highest risks	Reviews personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Focuses on the risk factors present at the time of lapse, relapse, and revocation. *(Similar to CS8)*	5
RI-13 m/f	Handling problem feelings	Activities identify issues and ask participants to demonstrate how they plan to handle difficult feelings and situations.	3
RI-14	Handling common problems	Helps participants identify - and develop solutions for - common difficult situations encountered during the transition.	3
RI-15 jm/jf	Giving yourself options	Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence. Action planning activities support diversion program. *(for juvenile programs)*	3
RI-16/ CS1/ DP2	Coping skills for emergencies.	Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills), and a comprehensive set of "refusal skills." *(Similar to CS1)*	3
RI-17/ F12/ DP3	Let's talk about feelings	Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely.	3
RI-18/ DP5 m/f	Violence at home	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. *(for juvenile programs)*	2
RI-19	How are things at home?	Helps clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. Targets problem areas experienced upon release.	2
RI-20/ DP4juv	Gangs	Short workbook helps client identify gang issues and options to participation. This is specifically for use as a prevention resource for younger adolescents. *(for juvenile programs)*	3
RI-21 m/f	Handling people problems	This workbook will help participants identify - and develop solutions for - common difficult situations.	3
R1-22	Red flags	Useful workbook helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy. *(Similar to RH13)*	5
RI-23	Safety nets	This workbook guides clients to identify and address early warning signs that they are at increasing risk to fall back into old (negative) behavior patterns. *(Similar to RH12)*	2

RI-24	Getting close to getting out	Designed for the last few weeks before going home, this workbook addresses common thoughts, feelings, and temptations, including typical anxieties and worries.	2
RI-25	How are you doing?	Four lessons: How far have you come?, Controlling your impulses, Setting yourself up, Recovery activities planning) which can be used as self-inventories. (Similar to RH15)	5
RI-26	Self-efficacy and problem solving	ThisSThis short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. *(key self-efficacy summary activity)* (similar to RH24)	5
RI-27	What's going on in my life?	Introductory workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.	5
RI-28	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. Highly recommended.	9
RI-29	Relapse intervention issues - for women	This workbook provides the counselor and clients with a variety of issues and activities, each of which addresses a facet of the different nature of women's abuse, relapse and recovery issues - including revocation issues. It can be used in a variety of ways: as a class or group workbook, as a series of topics and activities for individual and group discussion, or as an individual assignment.	6
RI-30	Handling tough situations	*An Action Maze Workbook* - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts). *(Similar to RH11)*	4
RI-31	Problem solving 1-2-3	Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery.	7
RI-32	Problem solving cards for Revocation programs	Using basic problem solving model, presents community and home problem situations experienced by people in transition and/or recovery. Focus includes women returning home to the community from prison.	5
RI-33	Reducing your risk	Basic risk reduction workbook, includes obvious high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. *(Similar to CS10)*	2
RI-34	How are you going to do?	This resource helps participants gauge how confident they are in dealing with the most common or serious situations they will face upon their return home.	2
RI-35	Keeping your focus on what's important	Continues Identification of critical goals, high risk choices, and increases importance of making pro-social choices. *Can be used as a follow up to Pre4*	1
RI-36	Preparation for program completion	Designed as a summary program element, this resource allows participants to summarize their external and internal risk factors and their plans to deal with them effectively. A supplemental element to this resource provides an optional post-release element for use while on probation or parole.	1
RI-37j	Problem recognition	This workbook addresses a basic element in problem solving: problem recognition. The point of this workbook is to help participants "think" and learn to look beyond the obvious. The key skill elements are the STOP and THINK parts of STOP-THINK-ACT. *(for juvenile programs)*	3

RI-38	What happened?	This resource allows participants to explore what happened during and prior to their last relapse. By exploring the people, places, things, situations and feelings they had, the participants will be in a better position to plan for their next attempt at change.	2
RI-40	Back again (RI)	Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource.	$525 If sold separately
RH33/ RI-39	How are you going to do? (Standard version)	This is a 27-question confidence assessment resource relating to transition. It is currently divided into 4 units. Different versions are appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs.	
	Going Home: How are you going to do? (CF version)	This version is appropriate for correctional pre-release settings.	4
	Handling problems (Present-LA version)	This version is appropriate for people who are currently making an adjustment to a community setting (parole, post-release, post-residential aftercare, etc.)	
RH34 (Mak)	Making it (LA)	Similar to "Back Again" (below) but focused on increasing awareness and importance (25 issues). Emphasis is on making good decisions in current problem situations for people on probation or parole. Some may also apply to people in recovery and aftercare. **SEE BELOW**	
RH34 (BA RH)	Back again (RH)	Twenty-five (25) problem situations/scenarios. Appropriate for pre-release and correctional transition programs.	
RH34 (BA RI)	Back again (RI)	Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource.	
RH35/ RI-41	Handling problems (past, present, and future)	Seven (7) worksheets addressing common problems. Each worksheet identifies 10-15 issues relating to high risk factors, issues, decisions, and problem situations. Participants identify specific issues in their experience and describe their plans to handle them successfully. *Also see CF18/RH8.*	3

Currently in editing/review status

Di3	Being empathetic and generous	Identifies issues with apparent generosity and interpersonal empathetic behavior, including inappropriate or unusual behavior ("over-doing it"). Examines possible compensation for underlying issues and feelings.	3
Di4	Self-sacrificing	Addresses self-sacrifice or "martyr" behavior as compensation and as possible manipulation or control issues	3
Di6	Heavy social involvement	Addresses compulsive social activity.	3

Di7	Choosing to be alone	Identifies and addresses issues of : (1) isolation and avoidance; (2) effects of past abuse or trauma; (3) avoidance due to poor social skills; (4) lack of self-confidence.	3
Di8 m/f	People pleasing	Addresses specific issues in dependent relationships. Addresses people pleasing as a form of codependent behavior, a manipulation and control issue, and as a form of compensating for underlying issues (including low-self-esteem).	3
Di9	Trying to fit in: issues with conformity and rigidity	Addresses issues of over-conformity and "hiding" by apparent conformity, including underlying self-confidence issues. In addition, it helps clients examine over-rigidity (personal and interpersonal inflexibility) and its' relationship to compulsive behaviors.	3
Di10	Living up to expectations	Addresses issues of family expectations, codependent behavior, pleasing mother or father, and lack of individuation.	3
WYNTK	What you need to know	Basic information about effects of specific substances and consequences of abuse, providing accurate information to counter "street" information.	$150
PA	*Program Activities*	This series of 60 program activities is designed to facilitate class participation, group involvement and cooperation, and self-disclosure. Many are based on traditional experiential learning approaches. They range from 10-50 minutes, and provide a "change of pace" for participants and staff.	$145
MI Manual	*New Freedom Motivational Interviewing Manual*	Comprehensive guide to using Motivational Interviewing (MI) techniques with the New Freedom program resources. Provides specific guidelines and model activities, as well as basic MI theory and practice.	
MH9f	Domestic violence	Guides individual or group process (for women only).	
MH10 m/f	Low self-esteem and shame	Addresses various sources of shame or low self-esteem. Comprehensive treatment resource for individual or group use.	
MH11	Self-efficacy: coping skills for specific needs	Provides direction and practice to develop confidence in specific skills needed to address individual high risk situations	
MH12	Self-inventories	Selection of tools useful at different stages of recovery. Designed for use with **New Freedom** programs but compatible with Twelve Step programs.	
MH13	Feeling Hurt	Addresses various sources of hurt and guides process of learning how to handle this feeling successfully. Comprehensive treatment resource for individual or group use.	
MH16 m/f	Aggression and violence	Builds on the "anger" treatment resources to address risk factors and guides the development of new coping skills. (Also see MH1). *Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).*	
MH17 m/f	Gang involvement	Helps clients identify and address underlying needs and risk factors, and develop alternatives. Also see the GG workbook series and the GG-MI-1234 resource. We have tailored dozens of gang prevention and intervention programs nationwide; for individual or group use.	
MH20 af/jm/jf	Body image and self-image	Identifies and addresses common body and self-esteem issues. Separate plans for men and women; for individual or group use..	
MH21	Special Losses	A resource for counselors helping clients who have serious medical crises (i.e., HIV+ diagnoses).	