

**A New Freedom** is a comprehensive workbook-based change program which addresses behavioral health issues, substance abuse, and other dependencies. It is based on cognitive-behavioral change (CBT), motivational enhancement (MET), social learning, risk/protective factors management, asset/strength building, and relapse prevention models (the development of self-efficacy in handling personal highest risk factors). Typical applications range from 12-60 workbooks, and can extend from 2-24 months in length. All materials include lesson plans and behaviorally-stated objectives (*samples provided upon request*). Reading levels range from grade 3-7, depending on subject matter. A typical workbook is listed at about five (5) hours, and averages thirty-five pages in length. Our staff can help you select appropriate materials to address your specific needs and objectives. **Most of the resources below are provided in multiple versions (adult, juvenile, gender-specific, Spanish, etc.). When ordering, please specify your population. Prices listed in this resource are valid until 12/31/10.**

work-book	Title		hours
	<b>Self-Discovery</b>		
	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.		
<b>Preparation for treatment materials:</b> Introduction to treatment, reducing resistance, starting the process of self-disclosure. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>			
ICD	What's treatment all about?	Short workbook explains the treatment process and expectations. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	1
Pre 1	What am I doing here?	Introductory workbook helps identify feelings, behavioral and substance abuse issues and risk factors. Reduces resistance, and begins the process of personal awareness and change. Based on motivational enhancement (MET model), guides clients from pre-contemplation to contemplation of change. Includes six sets of activity cards. ( <i>for juvenile corrections and diversion programs</i> )	3-6
Pre2	While you are here	Brief activity clarifies opportunities and expectations for participants in correctional treatment settings. ( <i>for juvenile corrections programs</i> )	1
Pre3	Treatment readiness activities (12 hours)	a "What's important to you?" Values clarification activities. Designed to increase comfort with self-disclosure in pre-treatment phase. Four (4) sets of activity cards, 76 cards total.	4
		b "Reflection" activity Discloses self-image and specific client issues.	1
		c "Coat of arms" activity. Self-disclosure and self-image activity.	2
		d "Making your dreams come true" Self-disclosure about life goals.	1
SDI	Introduction to Self-Discovery	Short introductory workbook for use with individuals or groups. Starts the process of identifying and addressing substance abuse and similar dependencies. ( <i>for juvenile and adult corrections programs</i> )	4

work-book	Title		hours
<b>Self-Discovery Workbooks</b>			
SD2	"What went wrong?"	This workbook identifies and addresses underlying issues and areas of vulnerability - critical to the process of personal change and long-term recovery. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	9-10
PB	The Problem Backpack	This activity helps clients identify/admit problems and issues to be addressed in treatment. It includes 60-80 typical individual issues or problems, attached to blocks of wood and plastic, in a transparent backpack. Helpful in preparation for treatment and at different stages during treatment. Includes short handbook for individual or group use. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	\$105
SD3	Get stronger! Deal with stress and trauma in your life	Introduces areas of trauma/ PTSD issues. Links client trauma and dependencies and identifies steps toward cognitive change. Adult and juvenile versions available. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	6
SD4n	Facing your grief	Identifies grief and loss issues and links individual losses with dependencies. Identifies steps toward managing grief. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	6
SD5	Understanding your dependencies	Examines addictions and multiple dependencies and explains chronic nature of dependencies. Addresses denial issues and helps clients focus their recovery. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	8
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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	6
TRW	Thinking about "right" and "wrong"	Based on Kohlberg's model of moral development, it includes 80 activity cards and group activities to increase participant awareness, build empathy, and guide cognitive changes. Highly interactive program. (Males only). <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	12
SD7A	My life so far (a)	Designed to allow participants to describe their life experiences including their experiences with alcohol and other drugs - in a non-threatening manner. Discussion of family issues and childhood memories help identify specific issues and areas to be addressed in counseling. Similar in focus to psycho social history. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	2
SD7B	My life so far (b)	Includes change-focused resources addressing past behaviors, coping choices, and consequences <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	2

work-book	Title		hours
WYNTK	What you need to know	Basic information about effects of specific substances and consequences of abuse, providing accurate information to counter “street” information. NEW in 2009: meth and oxycontin supplements.	6
SD9	Protective factors checklist	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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	3
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 <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	3
SD11/ DP9	“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. <i>Based on motivational enhancement (MET model). This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	7
SD12/ RH25/ DP8	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational enhancement therapy (MET) 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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change and preparation/determination to change.</i>	9
<b>Understanding your feelings</b>		Symptom-focused education. Links feelings with past substance abuse and relapse. <i>These materials are particularly useful in moving from “contemplation of change” to “preparation for change.”</i>	
F1	Introduction to your feelings	Links troublesome feelings and symptoms with past substance abuse and relapse. Establishes context for other feelings workbooks.	3-4
F2	Anger	Identifies client anger symptoms, issues, and triggers, links anger to dependencies. Topics include repressed anger and passive-aggressive behavior.	6
F3	Anxiety and Fear	Identifies client anxiety symptoms, issues, stressors, and triggers. Topics include fears, phobias, and unnecessary worries. Links anxiety to dependencies.	6
F4	Guilt	Identifies client symptoms and sources of guilt. Topics include forgiveness and change. Links guilt to dependencies.	4
F5	Shame	Identifies client shame issues, including symptoms and sources of shame, and links between shame and dependencies. Identifies steps to making changes.	7

work-book	Title		hours
F5s	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. This material is primarily for juveniles and young adults.	8
F5g	Shame (gang 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.	8
F6	Sadness	Identifies client symptoms and sources of sadness. Links sadness to dependencies.	4
F7	Loneliness	Identifies symptoms and sources of loneliness. Links loneliness to past problem behaviors and dependencies.	4
F8	Feeling Hurt	Identifies symptoms and sources of hurt. Links client experiences with hurt to dependencies.	4
F9	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	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/ RI17	Let's talk about feelings	Workbook and activity cards guide individuals and groups in addressing issues of anger, anxiety, recklessness, depression and sadness.	4
<b>"Self-awareness"</b>		Increases awareness of the pattern or cycle of thoughts, feelings, and behaviors that have led to relapse in the past. <i>These materials are particularly useful in moving from "contemplation of change" to "preparation for change."</i>	
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	Self-awareness: examining your pattern or cycle in detail		10
PT6	A guide to using your new coping skills	Identifies specific coping skills which can be used at various stages in the relapse "cycle." <i>Links with workbook SA2 and the "Coping Skills" workbook series.</i>	

work-book	Title		hours
	<b>Functional Thinking: cognitive-behavioral therapy (CBT) core program elements</b>	The underlying principles in the <b>New Freedom</b> 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 <b>Motivational Interviewing (MI)</b> 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 <b>stages of change model</b> (Prochaska and DiClemente). Like most <b>New Freedom</b> program elements, it is <u>provided in adult and juvenile versions</u> .	
CBT1	Introduction to Functional Thinking	This program element introduces basic CBT concepts. It also introduces feelings, scaling tools, and several MI tools. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change and preparation/determination to change.</i>	5
CBT2/ EI	Emotional Intelligence	This is a core program element for identifying feelings and learning new ways to respond appropriately to those feelings. <i>It is also included as an element of the Phoenix Curriculum (high school level version). This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	8
CBT3	Feelings Toolkit	This element includes several tools for assessing feelings and the frequency, intensity and duration of symptoms of selected feelings. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	3
CBT5	Triggers	This element helps participants identify the specific triggers of selected feelings and problem areas in their own lives. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	4
CBT 5A TP-T	Triggers Program Supplement	This element is designed to help participants further identify their external triggers. It is especially recommended as a guide for those new to treatment. <i>This program element is a modification of a resource also found in our Treatment Planning Series (TP), a behavioral health resource.</i>	4
CBT6	Faulty Thinking and Functional Thinking	This is a critical cognitive change 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.	14
CBT 7A	Functional Behaviors: making choices that work	This program element guides the process of making more effective and helpful choices. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	5
CBT 7B/ CSI	Coping skills for emergencies	This workbook provides an introduction and considerable practice in applying a set of essential basic coping skills. Also provided as workbook CSI/DP2. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	8
CBT8	Counselors Toolbox	This resource provides a 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.	6

work-book	Title		hours
	<b>Changing your ‘stinking thinking’</b>	Cognitive restructuring based on identifying and addressing specific areas of “stinking thinking” (cognitive distortions). <i>These materials are particularly useful in the middle stages of cognitive-behavioral therapy (CBT) and personal change programs.</i> This element is most useful in behavioral health programs which use the TP resources in this catalogue.	
ST1	“Downers”: “stinking thinking” and low self-esteem (#1)	51 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.  Counselors are provided tools to help select appropriate lessons for use with individual or groups. Major topic areas include criminal thinking, negativity, manipulation of others, and issues which emerge in recovery programs and groups.  <i>Discount package pricing provided for this resource.</i>	51
ST2	“Stinking thinking” and other people (controlling, anger, and dishonesty) (#2)		
ST3	“Stinking thinking” . . . and people in recovery (#3)		
ST6	Stinking thinking and gang activity (#6)		
ST4	Review	Reviews ST1,2,3	2
ST5	Positive self-talk: replacing negativity with positive thinking	Practical workbook for addressing negative thinking.	6
	<b>Finding your direction</b>	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 (MET) 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	Giving your thinking a “reality check”	Self-inventory and helpful review of progress in recovery program. <i>This workbook is designed to support the motivational enhancement (MET) and motivational interviewing (MI) approach, guiding clients from contemplation of change to action. Primarily for adult programs. Please also see resource CBT1 as an alternative to this workbook.</i>	5
FD2	Facing your dependencies	Helps clients identify additional dependency issues and identifies possible risks of replacing one dependency with another. <i>Primarily for adult programs.</i>	5
FD3	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. <i>Primarily for adult programs.</i>	8
FD4	Coping with uncomfortable feelings	Addresses typical denial issues in the recovery process. Review of triggers and feelings. <i>This workbook is designed to support the motivational enhancement (MET/MI) approach, guiding clients from contemplation of change to action. Primarily for adult programs. Please also see resource CBT6 as an alternative to this workbook.</i>	5

work-book	Title		hours
FD5	Becoming realistic and honest with yourself	Addresses denial issues, increases self-awareness, and addresses issues of continuing vulnerability. <i>This workbook is designed to support the motivational enhancement (MET) approach, guiding clients from contemplation of change to action.</i>	5
FD6	Learning to trust (trusting yourself and others)	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. <i>This workbook is designed to support the motivational enhancement (MET) approach, guiding clients from contemplation of change to action.</i>	5
FD7	Denial	This short workbook helps clients identify denial issues and develop an action plan for change.	1
<b>Developing Insight</b>		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. <i>This series of workbooks uses a guided format for addressing the thinking which underlies excessive behavior.</i>	
D11	“What’s wrong with staying busy?”	Addresses compulsive activity.	4
D12	“What’s wrong with my relationships?” - Caretaking, Enabling, and Codependency	Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior. <i>(For men’s programs)</i>	4
D13	“What’s wrong with 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.	4
D14	“What’s wrong with being self-sacrificing?”	Addresses self-sacrifice or “martyr” behavior as compensation and as possible manipulation or control issues	4
D15	“What’s wrong with holding in my anger?”	Addresses passive-aggressive thinking and behavior.	6
D16	“What’s wrong with my heavy involvement in social activities?” - “I’ve got lots of friends”	Addresses compulsive social activity.	4
D17	“What’s wrong with 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.	4

work-book	Title		hours
DI8	“What’s wrong with ‘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).	4
DI9	“What’s wrong with 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.	4
DI10	"What's wrong with living up to expectations?"	Addresses issues of family expectations, codependent behavior, pleasing mother or father, and lack of individuation.	4
DI 11	“What’s wrong with my feelings?” - 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
DI 12	“What’s wrong with being tough-minded?”	Identifies and addresses issues underlying aggressive behavior. Topics include overly-”macho” approach and controlling others by anger.	5
<b>Becoming a Stronger Person</b>		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. <i>These materials are designed to support cognitive-behavioral treatment (CBT) and the initial portions of the social learning approach, as well as the motivational enhancement (MET) approach, guiding clients in the “action” stage of personal change.</i>	
SP1	Readiness for change	Addresses issues of self-discipline, and denial. Good review of progress in recovery. Provides motivation for making more changes. <i>This workbook is designed to support the motivational enhancement (MET/MI) approach, guiding clients from contemplation of change to action.</i>	6
SP2	Getting it “right” this time	Addresses issues of taking responsibility and provides continued self-inventory.	5
SP3	Learning how to keep life in balance	Workbook 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.	8
SP4	A new outlook: seeking happiness and contentment	Encourages clients to view recovery as more than a “negative” process. Increases confidence and motivation for recovery.	7
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.	4

work-book	Title		hours
	<b>Coping Skills for Relapse Prevention and Self-Efficacy</b>	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.” <i>These materials are designed to support the cognitive-behavioral and social learning models, and the motivational enhancement (MET) and motivational interviewing (MI) approach, guiding clients in the “action” stage of personal change.</i>	
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/ DP2/ RI 6	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.” <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach in preparation for change and action stages.</i>	6
CS1b	Critical coping skills ( <i>individual lessons</i> )	Critical coping skills lessons (thought stopping, thought switching, etc.), including lesson plans, skills practice activities and instructor’s scripts.	2
CS2	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.	8
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.	6
CS4	Coping skills, set 3: techniques for handling uncomfortable feelings and thoughts	Provides guidance in mastery of thirteen coping skills important for relapse prevention.	8
CS4b	Breathing/Relaxation skills ( <i>individual lessons</i> )	Critical coping skills lessons (breathing/relaxation skills), including lesson plans, skills practice activities and instructor’s scripts.	4
CS4c	Creative visualization and relaxation ( <i>individual lessons</i> )	Critical coping skills lessons (creative visualization and relaxation), including lesson plans, skills practice activities and instructor’s scripts.	2

work-book	Title		hours
CS5	Coping skills, set 4: techniques for reducing your vulnerability and changing your "stinking thinking"	<i>This resource has been replaced by CBT6.</i>	
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.	4
CS7/ RH22	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. <i>This workbook is available in correctional and non-correctional versions.</i>	6
CS8/ RH23	Making it personal: your own plan to maintain your recovery by identifying and addressing 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. <i>This workbook is available in correctional and non-correctional versions.</i>	8
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.	2-3
<b>Putting it all together</b>		Development of life and lifestyle plan; supportive maintenance, practice in planning - and evaluating personal lifestyle changes or plans.	
PT1	Managing your life: It starts with the basics of goal setting	Develops motivation and a positive outlook for the future by identifying hopes and dreams, then developing action plans to effect desired change. <i>This workbook is designed to support the cognitive-behavioral and social learning models, and the motivational enhancement (MET/MI) approach, guiding clients in the "maintenance" stage of personal change.</i>	10
PT3	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. <i>This workbook is designed to support the cognitive-behavioral and social learning models, and the motivational enhancement (MET/MI) approach, guiding clients in the "maintenance" stage of personal change.</i>	10

work-book	Title		hours
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. <i>This workbook is designed to support the cognitive-behavioral and social learning models, and the motivational enhancement (MET) approach, guiding clients in the "maintenance" stage of personal change.</i>	1
PT5	Coping skills and interventions for specific issues	Prescriptive format. Identifies specific coping skills to address anxiety, depression, loneliness, isolation, grief, etc.	
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.	
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.	
PT8	Self analysis: review of relapse prevention plans	This tool evaluates client's relapse prevention plans and issues involved in returning to the community. <i>This workbook is designed to support the cognitive-behavioral and social learning models, and the motivational enhancement (MET/MI) approach, guiding clients in the "maintenance" stage of personal change.</i>	2
<b>Returning Home</b>		Short highly-interactive workbooks for "maintenance," community reintegration or aftercare programming. <b>These materials are specifically designed to support the process of self-efficacy and the reduction of recidivism.</b>	
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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	5

work-book	Title		hours
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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	5-6
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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	5
RH8	Practice in handling difficult situations	This workbook will help participants identify - and develop solutions for - common difficult situations encountered during the transition. Exercises identify specific concerns, and a set of situation cards of commonly-encountered problems is provided for group discussion. 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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	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. <i>This resource is suggested for juveniles and young adults.</i>	4
RH11/ AM1	Handling Tough Situations	<i>An Action Maze Workbook</i> - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts).	4
RH12	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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	2

RH13	Red flags	Short 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.	5
RH14	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?	How far have you come?	1
	<i>This resource is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	Controlling your impulses	1
		Setting yourself up	1
		Recovery activities planning	1
RH21/ PS2	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. <i>(also available for juvenile populations - ask for RH21j)</i>	9
RH22/ CS7	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.	10
RH23/ CS8	Identifying and addressing 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.	10
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. <i>(key self-efficacy summary activity). This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	3
RH25/ SD12/ DP8	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational enhancement therapy (MET) 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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	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.	2-3

**Gang Intervention and Prevention Program Workbooks**

GG1	What was on your mind? ( <i>gang mind-set</i> )	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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	8
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. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.” This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	10
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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	6
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.	10
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.	8
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. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.”</i>	9
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. <i>(Approach is similar to GG7, above)</i>	5
GG9	For young women - reducing your risk	This workbook addresses the “risk factors” approach to gang involvement and activity for females.	6
GG11	Program Activities	This series of 60 program activities is designed to facilitate 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.	\$245

GG10	“What do you think? (brief activities)	This series of program activities is designed to facilitate participation, group cooperation, and self-disclosure. They range from 5-30 minutes, and can be used to open a class session or provide a “change of pace” later in the session. We provide three age-appropriate versions of this resource. Please specify: <input type="checkbox"/> grades 4-6 (40+ activities) \$395 <input type="checkbox"/> grades 7-12 (130 activities) \$480 <input type="checkbox"/> adult (40+ activities) \$395	40-130 activities
GG12	What do you think? (women’s materials)	This series of 18 program activities is designed to facilitate participation, group cooperation, and self-disclosure.	9
F5g	Shame and low 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. This workbook addresses self-esteem issues for young people who are gang members or at higher risk for gang activity.	6
GG13	Gang intervention resources (appropriate for both adult and juvenile programs)  This resource is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.	Where are your old friends today?	1
		Criminal Values	2
		Respect	2
		Loyalty	1
		Stinking thinking and gang activity (formerly ST6). Four lessons targeting specific areas of cognitive distortion (criminal thinking or “stinking thinking”).	4
GG13j	Gang intervention resources (additional elements supplementing the above for use in juvenile programs)	How have the movies, music, and TV influenced you? (juvenile-specific content)	1
		“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
		Thinking about stereotypes (juvenile-specific content)	1
		Program Contracts #1, 2, 3, 4 (juvenile-specific content)	NA
GG14	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. This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.	9
<b>Video Resources for Gang Intervention and Prevention</b> (DVD prices valid to 12/31/10)			
DVD1	Stories from the Streets	Life stories of young gang members who end up in prison. Members of different gangs are interviewed, and the DVD is supplemented workbook activities. This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.	\$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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	\$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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	\$295
DVD4	Choices	Designed for younger audiences, 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. Also useful for older youth as a discussion starter and program review activity.	\$250
<b>Resources for Detention and Community Programs</b>			
DPI	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. <i>(Different versions provided for detention, diversion, and community programs.). This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	2
DP2/ CS1/ RI16	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.” <i>(also listed as CS1) (Different versions provided for detention, diversion, and community programs.). This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	4
DP3/ F12/ RI17	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. <i>(Different versions provided for detention, diversion, and community programs.)</i>	4
DP4/ RI20	Gangs	Short workbook helps client identify gang issues and options to participation.	2
DP5/ RI18	Violence at home	Short workbook helps clients understand family violence and its’ consequences. Helps clients identify safe choices and available options.	3
DP6	Problems at home	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. <i>(For juvenile programs)</i>	3
DP8/ SD12/ RH25	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational enhancement therapy (MET) 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. <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	9

DP9/ SD11	“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. <i>Based on motivational enhancement (MET model).</i>	5
--------------	-------------------------------	---	---

**THE PHOENIX CURRICULUM: Prevention and Intervention Program Resources**

Intensive series of one-hour lessons addressing critical issues in juvenile offending, substance use/abuse, gang involvement, aggression, and violence.

Five age-appropriate (high interest, easy-reading) levels of this curriculum are provided, each with 25 and 50 one-hour versions. Please contact us for more details, or visit our [www.phoenixcurriculum.com](http://www.phoenixcurriculum.com) website for a comprehensive and helpful catalogue of these resources.

PLEASE SPECIFY;

- |  |  |
|--|--|
| <input type="checkbox"/> PC-ES 25 (25-session version for elementary grades)           | <input type="checkbox"/> PC-ES-50 (50-session version for elementary grades) |
| <input type="checkbox"/> PC-6 25 (25-session version for Sixth Grade)                  | <input type="checkbox"/> PC-6-50 (50-session version for Sixth Grade)        |
| <input type="checkbox"/> PC-MS 25 (25-session version for Middle Schools)              | <input type="checkbox"/> PC-MS-50 (50-session version for Middle Schools)    |
| <input type="checkbox"/> PC-HS 25 (25-session version for High Schools)                | <input type="checkbox"/> PC-HS-50 (50-session version for High Schools)      |
| <input type="checkbox"/> PC-S (Curriculo Phoenix, 25-session Spanish Language version) |  |

**Phoenix Curriculum - Goals**

- Guide the students to develop "self-efficacy" in identifying and addressing the highest "risk factors" 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 competence in skills 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.
- Identify and enhance critical "protective factors" 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.

The research on “best practices” indicates that problem solving is the most effective skill area in 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.

Phoenix Curriculum program options		25-session version	50-session version	
	Middle elementary grades version	yes	yes	
	Sixth Grade version	yes	yes	
	Middle School version	yes	yes	
	High School version	yes	yes	

	Spanish-language version	yes	
Phoenix Curriculum content areas:	What's important to you? (Goals, Dreams, and Values )		5
	Understanding Your Feelings (Emotional Intelligence)		8
	Problem Solving (avoiding impulsive thinking, problem recognition, consequential thinking, alternative solution thinking, weighing pros and cons, means-ends thinking, planning).		24
	Risk Factors (including skills for Avoidance, Escape, and Refusal)		6
	Protective Factors		7
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
<b>Workbooks for Men's and Women's Programs</b>			
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
M12	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
M13	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.	7-8
M21	Compulsive gambling	Identifies patterns and issues underlying compulsive gambling in young men. Develops action plan for self-efficacy.	5
M22	Self-injury	Addresses common issues in self-injury and impulse control in young men. Develops action plan for self-efficacy.	4
WI	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
W12	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	7-8
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
W16	Pre-natal care	Guidance for young 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 <i>Pathways to Daily Living</i> 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	Issues with prostitution	Addresses risk factors, contributing factors, sexual abuse, victimization, running away, health issues and consequences, self-esteem issues, male-female relationships issues, boyfriends and prostitution, gangs and prostitution, consequences, healing emotional wounds, dissociation, "Where do I go from here?"	7
W21	Compulsive gambling	Identifies patterns and issues underlying compulsive gambling in young women. Develops action plan for self-efficacy.	5
W22	Self-injury	Addresses common issues in self-injury and impulse control in young women. Develops action plan for self-efficacy.	4-5
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
GG9	For young women - reducing your risk	This workbook addresses the "risk factors" approach to gang involvement and activity for females.	6
GG12	What do you think? (women's materials)	This series of 18 program activities is designed to facilitate participation, group cooperation, and self-disclosure.	9
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 partners. It also helps them understand why they remained in abusive relationships. ( <i>Juvenile women's correctional programs only</i> )	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 abusive or controlling male. 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 partner. Templates identify specific areas of personal strength which may help her in difficult times.	3

**Treatment Planning resources** (comprehensive model treatment plans for common DSM-IV diagnoses, linked to specific workbooks, behaviorally-stated objectives, and specific workbook pages. Available in hard copy and diskette to support individualized treatment planning process.) These resources support the motivational interviewing (MI)/motivational enhancement (MET) approach.

TP1	Anger	Includes repressed anger	
TP2	Anxiety	Addresses several anxiety disorders	
TP3	Abandonment/neglect	Childhood issues	
TP4	Codependency	Addresses various forms of co-dependency	
TP5	Depression	Includes suicidal risk	
TP6	Grief/loss	Addresses various sources of loss and grief	

TP7	Conduct issues	ADHD/ADD/Oppositional Defiant Disorder/Conduct Disorder	
TP8	PTSD/Trauma	Addresses various sources of trauma	
TP9	Domestic violence	Guides individual or group process	
TP10	Low self-esteem and shame	Addresses various sources of shame or low self-esteem	
TP11	Self-efficacy: coping skills for specific needs	Provides direction and practice to develop confidence in specific skills needed to address individual high risk situations	
TP12	Self-inventories	Selection of tools useful at different stages of recovery. Designed for use with <b>New Freedom</b> programs but compatible with Twelve Step programs	
TP13	Feeling Hurt	Addresses various sources of hurt and guides process of learning how to handle this feeling successfully	
TP14	Handling difficult feelings	Designed for use with dual diagnosis clients and adolescents who have difficult identifying and dealing appropriately with feelings, including confusion and emptiness	
TP15	Sleep Disturbances	Addresses causes, sleep hygiene, and coping skills.	
TP16	Aggression and violence	Builds on the “anger” treatment plan to address risk factors and guides the development of new coping skills.	
TP17	Gang involvement	Addresses gang involvement as a form of compulsive behavior. Helps clients identify and address underlying needs and risk factors, and develop alternatives.	
TP18	Eating Disorders	Addresses common eating disorder issues. Separate plans for men and women.	
TP19	Compulsive Gambling	Addresses common issues underlying problem gambling. Separate plans for men and women.	
TP20	Body image and self-image	Identifies and addresses common body and self-esteem issues. Separate plans for men and women.	
TP21	Special Losses	Designed as a resource for counselors helping clients who have serious medical crises (i.e., HIV+ diagnoses).	
TP22	Self-injury	Separate plans for men and women.	
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 <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach, guiding clients from pre-contemplation to contemplation of change.</i>	3
Tx1	Helping Treatment Work	Treatment adherence workbook, primarily for HIV/AIDS clients and others with similar medical issues.	1-2
Tx2			

<b>Counselors Tools and Assessments</b>			
WDYT (ES/6, MS/HS)	“What do you think? (brief activities)	This series of 60+ program activities is designed to facilitate class participation, group cooperation, and self-disclosure. They range from 5-30 minutes, and can be used to open a class session or provide a “change of pace” later in the session. <i>We provide three age-appropriate versions of this resource. Please specify: grades 4-6, grades 7-12, or adult.</i>	40-130 activities
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 criminal behavior and recovery.	45+ activities
PA	<i>Program Activities</i>	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.	\$245
CM	<i>Counselor’s Manual</i>	For longer 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. Tailored to program needs.	
MI/ MET	<i>New Freedom Motivational Interviewing Manual</i>	Comprehensive guide to using Motivational Interviewing (MI) and Motivational Enhancement Therapy (MET) techniques with the New Freedom program resources. Provides specific guidelines and model activities, as well as basic MI/MET theory and practice. Tailored to program needs.	
SSM	<i>Security Staff Manual</i>	Provides program overview and objectives, and tools for security staff to use in program and residential areas. Includes problem solving model and suggestions for use in resolving conflicts. Tailored to program and facility needs.	
<b>Reviews of program progress; evaluation tools</b>			
<i>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, and are linked to specific pages in the workbook.</i>			
<b>Pathways to Daily Living/Returning Home - life skills program</b>			
LT	Making Good Use of Your Leisure Time	6 lessons (1-2 hours each, with complete lesson plans, worksheets and participant activities). These activities remind participants of the positive possibilities in their lives.	6
LI-1,2,3	Life issues	Dealing with crises; Taking the initiative; Joy and humor	3
TT	Handling the Tough Times	18 lessons (1-2 hours each, with complete lesson plans, worksheets and participant activities). Included are lessons addressing key coping skills, using community resources and external supports, and decision making.	18

PDLa	Pathways to Daily Living <i>(This resource is also listed with the BEHAVIORAL HEALTH program options, and should only be purchased with one set of resources for each facility).</i>	One hour lessons with detailed lesson plans, instructor's scripts, worksheets, activity cards, and other program activities.	
		(H) Pathway to better hygiene	8
		(N) Pathway to better basic food shopping and nutrition	8
		(PO) Pathway to better personal organization	5
		(PEH) Pathway to better physical and emotional health	6
		(IL) Pathway to independent living	6
MM	Managing Your Money	9 lessons (1-2 hours each, with complete lesson plans, worksheets and participant activities)	9
<b>Vocational Program Resources</b>			
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.	10
VI/V2	Vocational lessons	Topics include: self-evaluation, job and career values, interviewing practice, job success skills, and ethical issues in the workplace.	10
<b>Problem Solving and Decision Making</b>			
PS1	Problem Solving	Basic problem solving program, with problem solving template and 44 cards with typical personal and interpersonal problems. <i>(for juvenile programs)</i>	6-7
AM1/ RH11	Handling Tough Situations	<i>An Action Maze Workbook</i> (provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts).	4
PS2/ RH21	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.	9
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. <i>(juvenile version)</i>	9
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. <i>(key summary activity)</i> . <i>This workbook is designed to support the motivational interviewing (MI)/motivational enhancement (MET) approach.</i>	3
<b>Anger and Violence Program Resources</b>			
MAV	Anti-violence skills Communication/s ocial 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. New in June 2010. Replaces MAS resource.	50

GG7	Understanding yourself #1	<p>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.</p> <p>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.”</p>	9
GG8	Understanding Yourself #2	<p>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.</p> <p>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.”</p>	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.	18
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.	8

**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-1	Relapse prevention practice ( <i>for your first few days at home</i> )	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	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	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	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. <i>(Similar to RH5)</i>	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.	4-5
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	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	Making long-term changes	Participants evaluate their post-release and relapse prevention plans, and modify elements as needed to increase their chances of success.	7-8
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. <i>(Similar to CS8)</i>	7-8
RI-13	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	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. <i>(for juvenile programs)</i>	3

RI16/C S1/ 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.” <i>(Similar to CSI)</i>	3
RI17/F I2/ 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
RI18/D P5	Violence at home	Short workbook helps client identify gang issues and options to participation. <i>(for juvenile programs)</i>	3
RI-19	How were things at home?	Helps clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. Targets problem areas experienced upon release.	
RI20/D P4	Gangs	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. <i>(for juvenile programs)</i>	3
RI-21	Handling people problems	This workbook will help participants identify - and develop solutions for - common difficult situations.	3
RI-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. <i>(Similar to RH13)</i>	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. <i>(Similar to RH12)</i>	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. <i>(Similar to RH15)</i>	4
RI-26	Self-efficacy and problem solving	This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. <i>(key self-efficacy summary activity)</i> <i>(similar to RH24)</i>	2-3
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. <i>Based on motivational enhancement (MET model).</i>	5-7
RI-28	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational enhancement therapy (MET) 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.	10
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	<i>An Action Maze Workbook</i> - provides participants with decision making opportunities dealing with common temptations and problems (people, places, things, situations, and their own thoughts). <i>(Similar to RH11)</i>	4

RI-31	Problem solving 1-2-3	Using basic problem solving model, presents 54 community and home problem situations experienced by women in transition and/or recovery.	8
RI-32	Problem solving cards for Revocation programs	Using basic problem solving model, presents over 40 additional community and home problem situations experienced by people in transition and/or recovery. Focus includes women returning home to the community from prison.	5-6
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)	2-3

Recursos del programa Una Libertad Nueva

Manual	Titulo		Horas
<b>Auto-Descubrimiento</b>		Introducción al tratamiento: reduciendo la resistencia, e identificando las áreas de vulnerabilidad subyacente. Empieza el proceso de identificación y tratamiento de los asuntos subyacentes en el abuso de sustancias y otras dependencias similares.	
<b>Preparación de los materiales de tratamiento:</b> Introducción al tratamiento, reduciendo la resistencia, empezando el proceso de auto-revelación.			
ICD	¿Qué es lo que significa el tratamiento?	Un manual corto que explica el proceso de tratamiento y las expectativas.	1
Pre1	¿Qué estoy haciendo aquí?	Empieza identificando áreas y asuntos en el abuso de sustancias y otras dependencias similares. Guía los clientes desde los cambios de la pre-contemplación hasta la contemplación. Incluye seis grupos de tarjetas para actividades. (Para programas correccionales juveniles)	1
Pre2	Mientras tu estes aquí	Actividades cortas clarifican las oportunidades y expectativas para los participantes en programas de tratamiento a nivel correccional. (Para programas correccionales juveniles)	1
<b>Manuales de Auto-descubrimiento</b>			
SD1	Introducción al Auto-Descubrimiento	Un manual de trabajo corto a manera de introducción para el uso individual y de grupo. Empieza el proceso de identificación y tratamiento del abuso de sustancias y otras dependencias similares. (Para programas correccionales de jóvenes y adultos)	4
SD2	"¿Qué salio mal?"	Este manual de trabajo identifica y trata las áreas de vulnerabilidades y los asuntos subyacentes - críticos para el proceso de cambio personal y recuperación a largo plazo.	9-10
SD5	Entendiendo tus dependencias	Examina las adicciones individuales y adicciones múltiples además de explicar la naturaleza crónica de las dependencias. Trata sobre asuntos de la negación y ayuda los clientes a enfocarse en la recuperación.	8
SD6	Razones para cambiar	Trata la negación, resistencia, y otras defensas. Aumenta el conocimiento acerca de las consecuencias de nuestras conductas sobre nosotros mismos y sobre los demás (incluyendo pensamiento criminal y compasión a la victima) Aumenta la motivación para hacer cambios personales.	6

SD7	Mi Vida hasta ahora.	Diseñado para permitir a los participantes que describan las experiencias en sus vidas, incluyendo sus experiencias con el alcohol y otras drogas - en un ambiente sin críticas. Discusiones sobre los asuntos familiares y las memorias de la infancia ayudan a identificar asuntos y áreas específicas para ser tratadas durante sesiones de consejería. Está diseñado para funcionar conjuntamente con otros recursos de Incremento Motivacional en este programa.	8
SD11	¿Qué está sucediendo en mi vida?	Un manual de introducción para ayudar a identificar los sentimientos, los asuntos, y los factores de riesgo, reduciendo la resistencia, y empezando el proceso de cambio y alerta personal. Basado en el modelo de Incremento Motivacional.	7
RH25/ SD12/ DP8	Elementos claves del cambio	Este manual de trabajo provee un repaso comprensivo acerca del cambio personal en el área de abuso de sustancias. Este incluye elementos de la terapia de expansión motivacional (MET. Siglas en ingles) y de la terapia cognitiva y del comportamiento (CBT. Siglas en ingles), así como un análisis de los factores de riesgo, del desarrollo de habilidades claves de enfrentamiento y de rechazo, y del desarrollo de una red de seguridad. Para aumentar la auto-eficacia, este puede ser complementado con manuales selectos de la serie RH (i.e. RH11, 12, 13, 17, 21, 22, 23, o 24). También disponibles para la revisión y los programas mantenimiento.	12
<b>Comprendiendo tus sentimientos</b>		Educación enfocada en los síntomas. Conecta los sentimientos con el abuso de sustancias en el pasado y la recaída.	
F2	Enojo	Identifica los síntomas de enojo, asuntos, y estímulos del cliente, relacionando el enojo con las dependencias. Los tópicos incluyen el enojo reprimido, y la conducta pasivo-agresiva.	6
F3	Ansiedad y Miedo	Identifica en el cliente los síntomas de ansiedad, los asuntos, y las causas del estrés y sus estímulos. Los tópicos incluyen: los temores, las fobias, y las preocupaciones innecesarias. Conecta la ansiedad con las dependencias.	6
F5	Vergüenza	Identifica en el cliente los asuntos relacionados con la vergüenza, incluyendo los síntomas y las fuentes de la vergüenza, y la conexión entre la vergüenza y las dependencias. Identifica los pasos para realizar un cambio.	7
F12/DP3/ RI17	Vamos a hablar sobre los sentimientos	Sentimientos específicos (enojo, ansiedad o miedo, auto-estima baja, / vergüenza, dolor, y soledad) son tratados en actividades que ayudan a los clientes a identificar y experimentar los sentimientos de una manera segura.	4
<b>Manual</b>	<b>Título</b>		<b>Horas</b>
<b>“Auto-conocimiento”</b>		Incrementa el conocimiento sobre los patrones o ciclos de pensamientos, sentimientos, y conductas que han conducido a la recaída en el pasado.	
SA1	Auto-conocimiento: previniendo la recaída incrementando tu sensibilidad a tu patrón o ciclo	Provee el vocabulario básico en el tratamiento del abuso de sustancias. Explica los patrones típicos de dependencia y recaída. Guía los clientes a examinar el uso en el pasado y los estadios en el ciclo de recaída personal. Los clientes identifican vulnerabilidades, estímulos específicos para dificultades pasadas, y “pensamiento hediondo” (sobre ellos mismos, sobre otras personas, no siendo realistas, pensando negativamente sobre el futuro, etc.). Los clientes describen como han tratado con sus sentimientos de incomodidad, como el aislamiento pudo haber sido un factor contribuyente en su dificultades pasadas, patrones típicos de acumulación hacia la recaída, la necesidad de controlar sentimientos incomodos, y los pasos que se han tomado en el pasado para obtener esa sensación de control, y como ellos empezaron a planear o predisponerse para una recaída.	5-6
SA2	Auto-conocimiento: examina en detalle tu patrón o ciclo (Manual de trabajo ampliado)	Adicionalmente, los clientes describen las tentaciones específicas experimentadas en varias categorías, sus conductas o dependencias mas comunes y dañinas, sus pensamientos, sentimientos, y conductas después de la recaída, y los asuntos resultante de la recaída.	10-12

<b>Habilidades de Enfrentamiento para la Prevención de Recaída</b>		Cambio de conducta, entrenamiento sobre relajación, y otras habilidades de enfrentamiento. Desarrolla un set de conductas y habilidades nuevas y comprensivas para las personas en recuperación. La meta es el desarrollo de "auto-eficacia".	
CSI/DP2	Habilidades de enfrentamiento para emergencias	Los clientes aprenden a identificar sus propias situaciones de alto riesgo, las señales de que se están volviendo de alto riesgo, que harán para enfrentar efectivamente, y luego practicar estas habilidades nuevas hasta que tengan la confianza de que funcionarán. Incluido en estas habilidades están: deteniendo el pensamiento, evitando el conflicto, y habilidades de "escape," y un juego comprensivo de habilidades de "rechazo." <i>(También mencionadas como CSI)</i>	6
CS2	Habilidades de enfrentamiento para la prevención de recaída , set# 1: técnicas para ser usadas cuando estes en alto riesgo	Provee guía y práctica en el dominio de siete habilidades de emergencia - para tratar las áreas de tentación a la recaída (o para exteriorizar el enojo, ect.). Guía el desarrollo del plan de acción personal para el uso de medidas inmediatas durante situaciones de alto riesgo.	10
CS4	Habilidades de enfrentamiento, serie # 3: técnicas para el manejo sentimientos y pensamientos incomodos	Provee una guía importante para el dominio de trece habilidades de enfrentamiento en la prevención de recaída.	10
CS7/ RH22	Habilidades de enfrentamiento para la prevención de recaída , set #6: Técnicas para hacer cambios de largo plazo	Un plan práctico y comprensivo para la prevención de recaída luego de la salida de la cárcel. Este manual de trabajo esta diseñado para identificar y tratar los asuntos y las responsabilidades enfrentadas individualmente por los participantes.	10
<b>Manual</b>	<b>Título</b>		<b>Horas</b>
CS8/ RH23	Haciendolo personal: tu plan propio para mantener tu recuperación, identificando y tratando tus riesgos mas altos	Identificación de los factores personales de mas alto riesgo con la especifica habilidad de enfrentamiento a ser usada y una demostración de capacidad (eficacia personal) en el tratamiento de los riesgos de recaída. Poniendo énfasis especial en la transición a la comunidad.	10
CS9	Manejando tu estrés	Manual básico sobre el manejo del estrés, incluyendo el auto-examen, el conocimiento de los síntomas, la identificación de los estímulos, el estrés subyacente y los asuntos del estilo de vida, una evaluación de las habilidades de enfrentamiento pasadas, y una introducción a varias habilidades de enfrentamiento claves.	5
CS10/ RH26	Reduciendo tus riesgos	Un manual básico de reducción de riesgo. Trata sobre las situaciones de alto riesgo, los signos de alerta, los sentimientos de alto riesgo que conducen a la recaída, y provee una guía de habilidades de enfrentamiento.	3
<b>Regresando a Casa</b>		Manuales cortos altamente interactivos para la reintegración a la comunidad y parte del plan para el mantenimiento.	
RH1	Tus primeros días	Este Manual trata los asuntos envueltos en los primeros días críticos de la transición, incluyendo problemas comunes y estrés, y la planificación de actividades seguras. Además se incluyen tarjetas de situaciones para practicar en simulacro y modelar formas de enfrentamiento de manera exitosa.	5

RH2	Relacionándote con las personas de diferentes maneras	Ayuda los participantes a identificar lo que pueden hacer diferente si sus “maneras viejas” no funcionaron, incluyendo tentaciones y asuntos con la familia, amigos y la comunidad que pudieran interponerse en el camino hacia una transición exitosa. Se provee además de un juego de tarjetas de situaciones para discusión de grupo.	5
RH3	Manejando la incomodidad	Este manual identifica y trata los sentimientos más comunes que se experimentan durante el periodo de transición. Las actividades identifican los asuntos y cuestiona los participantes para que demuestren como planean manejar estos asuntos. Esta información puede ser usada por los consejeros para identificar respuestas efectivas e inefectivas. Cuando sea posible, el “punto del problema “ se puede manejar de una manera individual o de grupo, y desarrollar una respuesta más efectiva.	5
RH4	Enfrentado tus responsabilidades	Este manual identifica y trata las responsabilidades comunes enfrentadas durante la transición. Los ejercicios mencionan las responsabilidades más importantes, y le pide a los participantes que identifiquen como van a cumplir con cada área de responsabilidad. Las respuestas pueden ser compartidas y evaluadas de manera individual o de grupo.	5
RH5	Si tu ‘lapsas”	Este manual de trabajo trata los asuntos de “lapsos” y “recaídas” y ayuda a preparar al participante para el manejo de situaciones altamente riesgosas mediante el conocimiento de los problemas comunes y teniendo confianza en sus habilidades para un enfrentamiento mas efectivo. Un “resbalón,” o teniendo fantasías de uso, no necesita conducir a una “caída.” Este manual de trabajo provee las herramientas para tratar resbalones comunes y revisa dos habilidades de enfrentamiento criticas. Un juego de tarjetas de situaciones es proveído para la discusión de grupo.	6
<b>Manual</b>	<b>Titulo</b>		<b>Horas</b>
RH6	Tomando pasos positivos para tener control de tu vida	Desarrolla un plan detallado para el uso de una “red de seguridad” y actividades de recuperación después de la excarcelación. Guía el proceso de identificación, selección de amigos, y recursos en la comunidad, para asistir durante la transición. Adicionalmente, este identifica y trata los factores de alto riesgo que estas personas necesitaran conocer para que ellas puedan ayudar.	5
RH7	Evitando lo negativo	Este manual ofrece ayuda específica en el mantenimiento de la recuperación a través del desarrollo de un plan para identificar y evitar situaciones de alto riesgo. Este se basa en el concepto del uso de “controles del medio ambiente” para evitar personas, lugares, cosas, y situaciones que presenten una gran amenaza a la recuperación. Provee a los participantes y miembros del personal con las herramientas para ayudar a tratar vulnerabilidades específicas.	5
RH8	Práctica sobre el manejo de situaciones difíciles	Este manual ayudara a los participantes a identificar - y desarrollar soluciones para -situaciones difíciles comunes encontradas durante la transición. Los ejercicios identifican preocupaciones específicas, y se provee un juego de tarjetas con los problemas encontrados mas comúnmente, para la discusión de grupo. Las áreas problemáticas pueden ser usadas como discusión y puntos de aprendizaje para ayudar los individuos a desarrollar la confianza de que ellos pueden manejar esas situaciones de una manera apropiada cuando las confronten de nuevo.	6
RH9	Evitando los problemas con la autoridad	Este manual trata los asuntos envueltos en el manejo de las figuras de autoridad y ayuda a los participantes a entender la naturaleza de su enojo, dolor y resentimiento - y las maneras en que estos pudieran causarles problemas a ellos mismos. Este ofrece sugerencias específicas para tratar con los conflictos potenciales con las figuras de autoridad, y un patrón para evaluar las respuestas durante situaciones típicas. Las tarjetas de situaciones proveen oportunidades para ensayar las respuestas apropiadas.	4

RH10	Evitando los problemas (cuando estas con los demás)	La presión de los amigos y las malas elecciones generalmente conducen a los problemas. Estar en el lugar equivocado en el momento equivocado, con las personas equivocadas, es la explicación mas común por el fracaso. Este manual identifica problemas y soluciones comunes, y provee veinte situaciones típicas para la practica y demostración de habilidades de enfrentamiento efectivas.	4
RH11/ AM1	Manejando situaciones difíciles	<i>Un manual del laberinto de acción</i> - provee al participante la oportunidad de tomar decisión al tratar con tentaciones y problemas comunes (personas, lugares, cosas, situaciones, y sus propios pensamientos).	4
RH 12	Redes de Seguridad	Este Manual de trabajo guía los clientes para identificar y tratar los signos de alarma tempranos, de que están en un riesgo en aumento de volver de nuevo hacia los patrones (negativos) de conductas viejas.	2
RH13	Banderas Rojas	Un manual de trabajo corto que ayuda al participante a identificar y planear para tratar los síntomas y señales de que se están acercando a situaciones de alto riesgo. Este es un paso clave hacia la auto-eficacia.	5
RH14	Acercandose al tiempo de salir	Diseñado para las ultimas semanas antes de irte a casa, este manual trata los pensamientos, sentimientos, y tentaciones comunes, incluyendo ansiedades y temores típicos.	2
RH 15	¿Como estas haciendo?	¿Que tan lejos has llegado?	1
		Controlando tus impulsos	1
		Predisponiendote	1
		Planeamiento de actividades de recuperación	1
RH21/ PS2	Resolución del problema 1-2-3	Usando el modelo básico de resolución del problema, se presentan 54 situaciones en la comunidad y el hogar, experimentadas por personas en transición y/o en recuperación.	9
RH22/ CS7	Haciendo cambios de largo plazo	Plan de prevención de recaída practico y comprensivo para ser usado después de la salida de la cárcel. Este manual es diseñado para identificar y tratar los asuntos y las responsabilidades enfrentadas por los participantes individuales.	10
RH23/ CS8	Identificando y tratando tus altos riesgos	Identificación de los factores personales de alto riesgo, con las habilidades de enfrentamiento especificas a ser usadas, y una demostración de competencia (auto-eficacia) en el tratamiento de los factores de riesgo para la recaída. Se pone un énfasis especial en la transición hacia la comunidad.	10
RH24/ PS3	Auto-eficacia y resolución de los problemas	Este pequeño manual resume las estrategias claves de enfrentamiento o evitando/escapando, usadas por los clientes en situaciones de alto riesgo. (Actividad clave de resumen de auto-eficacia)	3
RH25/ SD12/ DP8	Elementos claves del cambio	Este manual de trabajo provee un repaso comprensivo acerca del cambio personal en el área de abuso de sustancias. Este incluye elementos de la terapia de expansión motivacional (MET. Siglas en ingles) y de la terapia cognitiva y del comportamiento (CBT. Siglas en ingles ), así como un análisis de los factores de riesgo, del desarrollo de habilidades claves de enfrentamiento y de rechazo, y del desarrollo de una red de seguridad. Para aumentar la auto-eficacia, este puede ser complementado con manuales selectos de la serie RH (i.e. RH11, 12, 13, 17, 21, 22, 23,o 24). También disponibles para la revisión y los programas mantenimiento.	12
RH26/ CS10	Reduciendo tus riesgos	Un manual básico de reducción de riesgo. Trata sobre las situaciones de alto riesgo, los signos de alerta, los sentimientos de alto riesgo que conducen a la recaída, y provee una guía de habilidades de enfrentamiento.	3

**Manuales del Programa de Intervención a las Pandillas**

GG1	¿Qué tenías en mente? (Estado de mente pandillero)	Este es un manual importante, que contiene un enfoque de re-estructuración cognitiva sobre las actividades pandilleras. Identificando un grupo selectivo de estados de mente negativos y que son comunes en las personas envueltas en actividades pandilleras. Después de esto, trata de manera sistemática con cada uno de ellos, identificando los puntos débiles de esas formas de pensamiento, además de ofrecer una guía para el desarrollo de una presentación más positiva.	8
GG2	¿Quién quiere estar a riesgo?	Este manual trata sobre el enfoque de los “factores de riesgo” para el involucramiento en las actividades pandilleras. El objetivo es hacer que los participantes puedan identificar sus propios factores de alto riesgo y reconocer que estos riesgos y tentaciones van a estar ahí afuera esperando por ellos cuando salgan de la cárcel. <i>“Tienes muchas posibilidades de éxito si planeas para esto, y desarrollas opciones acerca de como lo manejarías mejor.”</i>	14
GG3	¿Qué necesitas? (Las necesidades y las pandillas)	Este manual - basado en la teoría de las necesidades jerárquicas de Maslow - trata sobre las actividades pandilleras desde el punto de vista de las necesidades subyacentes. Estas necesidades no se van a ir; ellas seguirán presentes cuando los participantes regresen a la comunidad. Por lo tanto, este manual guía los estudiantes para que encuentren maneras alternativas - y mejores - para satisfacer sus necesidades sin tener que recurrir a las pandillas o al crimen.	6
GG4	Viviendo una vida sin violencia #1	Este manual provee a los clientes la oportunidad de identificar sus estímulos y factores de riesgo personal más altos para la violencia, y desarrolla estrategias para evitar estos asuntos o enfrentarlos en el futuro con más efectividad.	18
GG5	Viviendo una vida sin violencia # 2	Este manual provee a los clientes una oportunidad más enfocada para identificar sus factores de más alto riesgo para la violencia (personas, lugares, cosas, momentos, y situaciones donde ellos están en un riesgo más alto). Este guía el desarrollo de estrategias de “controles ambientales” para evitar estos asuntos y situaciones - y ayudar al cliente a explorar sus opciones.	8
GG7	Comprendiendote a ti mismo #1	Este es el enfoque de los “factores de riesgos” para la agresión y la violencia. Este provee un enfoque alternativo para los asuntos de la violencia y la conducta, tratando los factores de riesgo en la comunidad y en la familia para la violencia.  Para los clientes el objetivo es incrementar el conocimiento. Luego los clientes pueden admitir que tienen estos factores de riesgo y reconocer que estos riesgos y tentaciones estarán afuera esperando por ellos cuando salgan de prisión. <i>“Si planeas para ellos, y desarrollas opciones sobre como los vas a manejar mejor, entonces tendrás una buena oportunidad.”</i>	9
GG8	Comprendiendote a ti mismo #2	Este es el acercamiento de los “factores de riesgo” para la conducta pasivo-agresiva, la cual conduce muchas veces a la violencia y otros problemas. Este provee un acercamiento de alternativa para la violencia, tratando los factores de riesgo para esta conducta pasivo-agresiva en la comunidad y en la familia. <i>(El acercamiento es similar al de GG7, arriba)</i>	5
GG13	Recursos para la intervención de pandillas	¿Dónde están hoy tus viejos amigos?	2
		Valores criminales	2
		Respecto	3
		Cómo identificar tus amigos verdaderos	1
		Pensando sobre los estereotipos	2
		Lealtad	2

GG14	Alejandose de la pandilla	Un manual comprensivo que provee sugerencias, plan de acción y apoyo, para asistir en el alejamiento de la pandilla. Incluye situaciones típicas para el ensayo practico y auto eficacia	9
<b>Manual</b>	<b>Titulo</b>		<b>Horas</b>
<b>Recursos de los Programas de Desviación</b>			
DPI	¡Tienes opciones!	Un manual de trabajo basado en los factores de riesgo para jóvenes de alto riesgo. Los clientes identifican situaciones problemáticas y practican opciones a la violencia o el abuso de sustancias. Actividades planeadas de acción dan soporte y apoyo al programa de distracción.	3
DP2/CS2/ RI16	Habilidades de enfrentamiento para emergencias	Los clientes aprenden a identificar sus propias situaciones de alto riesgo, las señales de que se están volviendo de alto riesgo, que harán para enfrentar efectivamente, y luego practicar estas habilidades nuevas hasta que tengan la confianza de que funcionaran. Incluido en estas habilidades están: deteniendo el pensamiento, evitando el conflicto, y habilidades de “escape,” y un juego comprensivo de habilidades de “rechazo.” <i>(También mencionadas como CSI)</i>	4
DP3/FI2/ RI17	Vamos a hablar sobre los sentimientos	Sentimientos específicos (enojo, ansiedad o miedo, auto-estima baja, vergüenza, dolor, y soledad) son tratados en actividades que ayudan a los clientes a identificar y experimentar los sentimientos de una manera segura.	4
DP4/ RI20	Pandillas	Manual corto que ayuda al cliente a identificar asuntos relacionados con las pandillas y opciones a la participación.	2
DP5 /RI18	Violencia en el Hogar	Manual corto que ayuda clientes entender violencia familiar y sus consecuencias. Ayuda clientes a identificar selecciones seguras y opciones disponibles.	3
DP6	Problemas en la casa	Este manual corto esta diseñado para ayudar a los clientes a que comiencen a discutir asuntos familiares (negligencia, abuso, abandono, o adiciones) con los miembros del programa.	3
DP8/ SD12/ RH25	Elementos claves del cambio	Este manual de trabajo provee un repaso comprensivo acerca del cambio personal en el área de abuso de sustancias. Este incluye elementos de la terapia de expansión motivacional (MET. Siglas en ingles) y de la terapia cognitiva y del comportamiento (CBT. Siglas en ingles ), así como un análisis de los factores de riesgo, del desarrollo de habilidades claves de enfrentamiento y de rechazo, y del desarrollo de una red de seguridad. Para aumentar la auto-eficacia, este puede ser complementado con manuales selectos de la serie RH (i.e. RH11, 12, 13, 17, 21, 22, 23,o 24). También disponibles para la revisión y los programas mantenimiento.	12
<b>Resolución del Problema y Toma de Decisión</b>			
AM1/ RH11	Manejando situaciones difíciles	<i>Un manual del laberinto de acción</i> - provee al participante la oportunidad de tomar decisión al tratar con tentaciones y problemas comunes (personas, lugares, cosas, situaciones, y sus propios pensamientos).	4
<b>CURRÍCULO PHOENIX</b>			
PC8 25	Currículo Phoenix (A nivel de estudiantes de Secundaria)	Programa de intervención de 25 horas que incluye elementos del currículo de la escuela, con materiales adicionales específicamente dirigidos a dar prioridad a los factores de riesgo comunes al grupo. Permite una amplia variedad de opciones, incluyendo la violencia con intimidación, las pandillas, y los programas específicos para los diferentes géneros sexuales.	

Áreas contenidas en el Currículo Phoenix:	¿Qué es lo importante para ti? (Metas, Sueños, y Valores )	5
	Entendiendo Tus Sentimientos (Inteligencia Emocional)	8
	Resolución del Problema (Evitando los pensamientos impulsivos, reconociendo el problema, pensamiento acerca de las consecuencias, pensamiento de soluciones alternativas, sopesando los pros y los cons, pensamiento acerca de los medios para conseguir el fin, planeamiento.).	24
	Factores de Riesgo (incluyendo las habilidades de Evitar, Escape, y de Rechazo)	6
	Factores de Protección	7
Curriculo de los padres	¡Material educativo y de apoyo para una de las fuerzas más influyentes en la vida de un niño!	\$155