

work-book	Title		hours
CBT 7B/ CSI	Coping skills for emergencies	This essential workbook provides an introduction and considerable practice in applying a set of essential basic coping skills. Also provided as workbook CSI/DP2.	5
CBT8	Counselors CBT Toolbox	This resource provides an extended set of CBT and MI tools which can be used by program staff at their discretion in many areas of counseling. <i>We recommend that these tools be used to reinforce and guide subsequent programming.</i>	\$235
Changing your 'stinking thinking'		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 catalog.	
ST	Identifying and changing your "stinking thinking" <i>Formerly listed as ST1, ST2, ST3</i>	42 separate "stinking thinking" issues are addressed in this series, using worksheets for cognitive restructuring. Each lesson provides examples of this form of cognitive distortion, asks participants to examine their own thinking, then guides the examination - including consequences. Worksheets guide the development of new ways of thinking and responding. Major topic areas include criminal thinking, negativity, manipulation of others, and issues which emerge in recovery programs and groups. <i>*Discount package pricing provided for this resource.</i>	\$995
ST Review	Reviews ST Lessons	Included at no cost with the ST resource (above)	2
ST-PST (ST5) a jm jf	Positive self-talk: replacing negativity with positive thinking	Practical workbook for addressing negative thinking. Provides multiple opportunities to identify negative thinking and replace with more positive thinking options.	4
Criminal thinking		Address common forms of criminogenic thinking. Programs can be tailored from selected elements of the above (CBT6, CC4,6,7,8) - and resources listed below.	
Criminal thinking	Unit CT-1	This unit guides the participants in Identifying and addressing selected areas of dysfunctional or criminal thinking. It includes common areas of dysfunctional thinking, challenges critical defense mechanisms, and provides multiple problem solving scenarios for analysis and practice.	Unit model
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5
ST-GI	Stinking thinking and gang activity	Identifies and addresses specific areas of criminal thinking relating to gang activity.	2
FLW	Famous last words	Addresses most common forms of defense mechanisms: suppression, rationalization, projection, minimization, manipulation, intellectualization, avoidance, deflection.	3
CC1/ GG13 a/j/jf	What's been getting you in trouble?	Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft. Helps participants understand their risk factors and to consider future choices. <i>(Available in adult and juvenile versions)</i>	2

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CC7a/j	Who do you think you are?	The way we think about ourselves helps us decide what we would, and wouldn't do. Increases emotional awareness and understanding self-talk and self-image. <i>(Available in adult and juvenile versions)</i>	2
CC8/ GG13 a-j-jf	Retaliation	Explores how retaliation can escalate. Identifies common situations, costs, and consequences and options.	1
CC9 and jf	Denial	This resource helps clients identify denial issues and develop an action plan for change.	1
CC12j	Paid the Price?	Explores whether gang involvement is an effective strategy to increase personal safety. Includes subtle exposure evaluating real friendships and to the concept of gang desistence.	1
ST-CT	Criminal thinking (ST series elements)	Resource set includes 22 lessons from the ST series (above) specific addressing common forms of criminal thinking.	\$615
TPI9	Activities: Problem behavior	Ten (10) problem situations, addressing decisions they may face in making good choices going forward. Most address common forms of criminal (criminogenic) thinking. Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	4
TRW	Thinking about "right" and "wrong"	Based on Kohlberg's model of moral development, it includes 80 activity cards and group activities to increase participant awareness, build empathy, and guide cognitive changes. Highly interactive program. <i>(Males only)</i> .	4
Finding your direction		Designed for use in the middle portions of recovery and personal change programs, these materials provide support in cognitive and behavioral change (CBT) and personal growth. They help build motivation for lifestyle changes (MI) and help indicate discrepancies between current behaviors and the achievement of desired life goals. Concepts include denial, self-inventories, multiple dependencies, controlling, and trust.	
FD1 m/f	Giving your thinking a "reality check"	Self-inventory and helpful review of progress in recovery program. CBT-based and very appropriate for substance abuse and mental health programming. <i>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 substance abuse and dual dependency programs.</i>	5
FD3m	Control!	Identifies and addresses range of controlling behaviors and control issues and links controlling with dependencies. Topics include need to control feelings and controlling of others. <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>Primarily for adult programs - substance abuse and basic mental health. Please also see resource CBT6 as an alternative to this workbook.</i>	5
FD5	Becoming realistic and honest with yourself	Helpful workbook for substance abuse and basic mental health programs. Addresses denial issues, increases self-awareness, and addresses issues of continuing vulnerability.	5

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FD6	Learning to trust (trusting yourself and others)	Helpful CBT-based resource identifies and addresses basic issues of trust: (1) low trust of others (including issues of past hurt or abuse); (2) low trust of self; (3) being unworthy of trust; (4) being overly trusting. <i>Primarily for adult substance abuse and dual dependency programs, including basic mental health, trauma-focused, and correctional/forensic settings.</i>	5
Developing Insight		This series of short workbooks supplements the cognitive restructuring process (the middle stages of cognitive-behavioral therapy - CBT). The workbooks address specific thinking and behavioral issues that may be symptomatic of underlying vulnerabilities or cognitive distortions. <i>This series of workbooks uses a guided format for addressing the thinking which underlies excessive behavior.</i>	
Di1 am/jm/f	Staying busy	Addresses compulsive activity.	4
Di2 m/f	Relationships issues: Caretaking, Enabling, and Codependency	Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior.	4
Di5 m/f	Holding in my anger	Addresses passive-aggressive thinking and behavior.	5
Di1 I	Feelings issues: problems with anxiety, dependency, and helplessness	This workbook guides self-analysis of: (1) experiences with anxiety and worry; (2) anxiety concerning masculinity; (3) thinking underlying helplessness and relapse; (4) feelings of helplessness. Clients develop action plan for addressing issues of helplessness.	5
Di12m	Tough-minded	Identifies and addresses issues underlying aggressive behavior. Topics include overly-"macho" approach and controlling others by anger.	5
Becoming a Stronger Person		Designed for later portions of recovery programs (or aftercare settings/supportive maintenance); Guides development of a new outlook by providing support in keeping life in balance, developing the strength to act appropriately, and developing a positive outlook for long-term recovery. <i>These materials are designed to support cognitive-behavioral treatment (CBT) and the initial portions of the social learning/coping skills approach. Includes multiple motivational interviewing (MI) elements, guiding clients in the "preparation" or "determination" stage of personal change.</i>	
SP1 m/f	Readiness for change	Useful workbook, includes many MI elements and addresses issues of self-discipline, and denial. Good review of progress in recovery. Provides motivation for making more changes in both substance abuse and general behavioral health programs..	4
SP2	Getting it "right" this time	Self-assessment and preparation/determination stage resource, addresses issues of taking responsibility and provides continued self-inventory. Helps identify lingering issues of denial or resistance.	4
SP3	Learning how to keep life in balance	Valuable workbook for behavioral health and substance abuse programs. Guides clients to: (1) evaluate cues that they are out of balance; (2) develop a balance of activities and friendships; (3) identify specific ways to keep today in balance; (4) change the balance from dependence to independence.	5

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SP4	A new outlook: seeking happiness and contentment	Positive workbook for preparation/determination stage. Encourages clients to view recovery as more than a “negative” process. Increases confidence and motivation for recovery (behavioral health and substance abuse programs).	5
SP5	Insights to spirituality	Introduction to spirituality and spiritual development. Very appropriate for use in treatment programs, correctional, and recovery settings. Appendix includes prayers and inspirational materials from Christian (Protestant and Catholic), Jewish, Muslim, Buddhist, and Native American sources.	3
SP6	Protective factors checklist	Formerly SD9, this short workbook identifies common protective factors and developmental asserts, and guides the identification of specific factors. In addition to identifying internal and external resources for each individual, it provides feedback and encouragement for developing resiliency and building on these strengths to make changes.	2
Turning Points		<p>A critical moment in treatment occurs when the participant makes the decision or commitment to change. This decision point, or “turning point,” marks the beginning of the Determination or Preparation Stage of Change - the specific focus of this set of resources.</p> <p>This determination of commitment is formalized by: (1) an awareness and acceptance that this is a significant moment in changing their life and/or lifestyle, (2) the identification of specific next steps (an action plan), (3) the commitment to learning new skills, such as coping skills for relapse prevention, and (4) identification of specific behaviors they commit to never do again.</p> <p>From a Motivational Interviewing (MI) perspective, this moment is a key point in the participant’s “Readiness” to change.</p>	
TP1	Turning points	<p>The decision to make a significant change - to move to actually doing something - is often called a turning point. This lesson helps identify turning points, and focuses the participant towards making actual changes.</p> <p>This turning point can be viewed as the transition between the Contemplation Stage of change and the Determination Stage.</p>	1
TP2	Drawing a line	This lesson focuses on the actual determination to make a change - and identifying specific behaviors that they have decided never to do again. As part of the lesson, it identifies 17 specific behaviors and asks participants to draw a line which they will not cross. Specifically it asks: “What will you do? What won’t you do? “ It also asks participants to assess the importance of making these commitments, develop a concrete action plan for change, and assess their current level of confidence that they can follow through on this determination. This resource clarifies the transition between the Contemplation Stage of change and the Determination Stage.	1
TP3	The new <u>reinvented</u> you	This lesson provides the opportunity to explore giving yourself a fresh start. It helps participants clarify new goals, assess their strengths and assets, briefly summarize their new external support system, and clarify their commitment to change. It summarizes with a brief action plan.	1
TP4	Then and now - external protective factors and barriers	Many people in program settings have a history of past relapse or similar failures. This resource starts by examining those past experiences to clarify what went wrong - as well as supportive elements. The major element in the resource focuses on the development of new - better - external protective factors. It concludes by summarizing specific action steps and identifying steps to overcome barriers to effective change.	1

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TP5 (also listed as SA4)	Substance abuse program summary	Substance abuse program - critical resource. This activity reviews and summarizes where each participant stands in the crucial elements of their recovery program. It identifies where they have committed to change, summarizes their internal and external risk factors, substance abuse history, importance of change, and confidence in the choices they have now committed to in light of their highest risk factors.	2
TP6	Making a transition: How are you going to do?	This lesson identifies and summarizes key areas for problems in maintaining recovery - or in maintaining new life and lifestyle changes. It provides 25 areas for self-evaluation. Participants then summarize their top three areas of concern (where they feel least confident). They then are guided to develop action planning steps to increase their confidence in handling these situations successfully.	1
TP7/ RH30	I can't ever do that again	A critical goal in treatment is the decision to make the actual commitment to stop the problem behavior (drugs, alcohol, violence, etc). That decision - a turning point - sometimes occurs as a result of sudden insight. This is sometimes called an "Aha moment!" This resource helps participants clarify their most important reasons for making this kind of change. It includes concepts like "drawing a line," "burning bridges," as well as clarifying the impact of their old choices on the important people in their lives.	1
TP8	Developing resilience	Resilience in the face of difficulties can be a critical quality. It's basic: people with this quality do better in life, and it can be especially helpful in making changes to support recovery. This lesson addresses both external and internal elements in resilience. On the external side, it helps clarify currently available supports and options for expanding this safety net. Then participants evaluate themselves on 20 characteristics of internal supports for resilience - as basic assessment of their own capacity for resilience. The resource then guides participants in developing a specific action plan to increase their support system.	2
TP9	Key risk factors for relapse: Pleasant Emotions	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson, but can be supplemented by a set of six (6) short activity elements which provide an opportunity for practice and mastery of a range of coping options.	3 <i>core lesson, plus six activities</i>
TP10	Key risk factors for relapse: Social Tension	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson, but can be supplemented by a set of three (3) short activity elements which provide an opportunity for practice and mastery of a range of coping options.	2 <i>core lesson, plus three activities</i>
TP11	Key risk factors for relapse: Social problems at work	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a "stand-alone" lesson.	1

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TP12m	Key risk factors for relapse: Problems at home	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a “stand-alone” lesson. <i>(for mens’ programs)</i>	1
TP13	Key risk factors for relapse: Really bad thinking (testing personal control)	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a “stand-alone” lesson, but can be supplemented by a set of five (5) short activity elements which provide an opportunity for practice and mastery of a range of coping options.	2-3 <i>core lesson, plus five activities</i>
TP14	Key risk factors for relapse: Physical discomfort	Certain risk factors occur again-and-again as the most common reasons or set-ups for relapse. This lesson, one of several in the series, helps participants examine how this risk factor has affected their past decisions, and what role it could play going forward. This lesson is a “stand-alone” lesson.	1
TP15a/ RH31a	The future	Designed for individuals in correctional or institutional settings, this resource explores selected issues experienced in the transition process. Most critically, it focuses on readiness to successfully handle personal and interpersonal expectations. It helps focus on common issues and begin to develop concrete action steps.	1
TP16/ Pre12 m/f	I can do this (strengths)	Helps participants identify key internal strengths and protective factors, and guides them to make better choices about how they will live their life in the future.	1
TP17/ CF20	Activities: Difficult Situations	Seven (7) problem situations, addressing problems they may confront in making good choices going forward. Includes identification of specific personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. <i>(AODA and general problem options available)</i>	3
TP18/ CF10	Activities: Practical question	Eleven (11) problem situations, addressing problems they may confront in making good choices going forward. Questions guide the development of effective responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. <i>Most helpful with criminal justice (correctional and probation/parole clients).</i>	4
TP19/ CF24/ RH32	Activities: Problem behavior	Ten (10) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	4
TP20	Burning your bridges	Key resource for the preparation/determination stage. Guides the selection of specific changes and the development of a concrete action plan to reduce risk.	1
TP21/ RH36	Situations	Nineteen (19) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking, Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	\$485 if sold separately

work-book	Title		hours
	Targeted resource: correctional facility-specific conflict management resource set	Useful as core lesson elements, focused session openers, or change-of-pace activities in conflict resolution program for groups, in 1:1, or in-cell.	
CF1	Basic Issues (addressing specific issues in correctional settings)	Thirteen (13) potential conflict situations between individuals in correctional settings. Reduce potential conflict and increase the likelihood that they avoid violence. <i>Provided in a general population version and ad seg cellmate version (stepping down to a two-person cell).</i>	3 (13 elements)
CF1b	Cellmate issues	Fourteen (14) specific issues relating to getting along with cellmates: commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately.	4
CF2a	People problems Set A	Six (6) interpersonal or group problem situations. Goal is to reduce potential conflict and increase the likelihood that they avoid violence.	2 (6 elements)
CF2b	People problems Set B	Ten (10) interpersonal or group problem situations. Goal is to reduce potential conflict and increase the likelihood that they avoid violence.	3 (10 elements)
CF3	Tough Feelings	Four (4) activities, addressing common problems from the outside, or in the facility which lead to difficult feelings	2 (4 elements)
CF4	Risk factors	Short workbook identifies and addresses common external risk factors in the correctional setting. Assists the participant to understand <u>why</u> certain situations are higher risk and identify the very highest risk situations - and the consequences of allowing those situations to turn bad (violence, return to AdSeg, etc.). Additionally, helps participants explore the benefit of avoidance - and explore ways to get away from (“escape”) from those situations and achieve some of their long-term goals by avoiding trouble.	2
CF5	Everybody’s got an opinion	Nine (9) problem situations, addressing specific interpersonal trigger scenarios (high risk interpersonal issues - correctional-specific). The goal is to reduce problems by making good choices and avoiding certain high risk behaviors.	2 (9 elements)
CF6	Aggravation	Guides participants to identify situations in the facility where certain annoyances or triggers can lead to violence, or add up to increase vulnerability to acting on the anger.	2
CF7	Changing thoughts, making choices	Four (4) correctional-specific trigger scenarios which provide practice in changing thoughts that don’t work into more functional thinking..	2 (4 elements)
CF8	Adding to your troubles: Confidence assessment (SCQ)	Summary activity assesses confidence in handling a range of the most common high risk potential situations for violence in the correctional setting, (MI resource)	2

work-book	Title		hours
CF9	Adding to your troubles: Importance checklist	Summary activity assesses the degree of importance in avoiding violence in a range of common correctional high risk situations. (MI resource)	1
CF/10 TP18 RH33	Activities: A practical question	Eleven (11) problem situations, addressing problems they may confront in making good choices going forward. Questions guide the development of effective responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill. <i>Most helpful with criminal justice (correctional and probation/parole clients).</i>	4
CF11	What are my options?	Specific guidance and worksheets for doing time successfully.	1
CF12	Where are you setting yourself up?	Comprehensive lesson for reducing vulnerability to making bad decisions while incarcerated. Includes 30-item checklist, self-assessment tools, and action plan.	1
CF13	Personal space	Increases understanding and skill at respecting other people's space, and protecting your own.	1
CF14	Victimization	Victimization can result from making bad decisions around such areas as borrowing from others gambling, making debts, or misreading predatory behavior from others. These resources help identify situations before they occur, and reduce the risk of making poor choices.	3
CF15	Bullying	Three lessons provide comprehensive guidance in reducing exposure to bullying, avoiding difficult situations, and self-control.	3
CF16	Adjustment	Four (4) scenarios addressing issues commonly experience by people new to incarceration - or in adjusting to a new unit.	2
CF17	Aggravation and disrespect	Seventeen (17) correctional-based problem situations for skills practice. Scenarios address cellmate, unit, program, and staff issues.	5
CF18/ RH8	Practice in handling difficult situations	Workbook helps participants identify - and develop solutions for - common difficult situations encountered during the transition from incarceration. Thirty (30) brief situation cards provide commonly-encountered problems for group discussion, skills practice, and learning points to help individuals develop confidence that they can handle these kinds of situations appropriately.	5
CF19	Asking for help	Four (4) elements supporting successful inmate-staff interactions.	2
CF20/ TP17	Activity - Difficult situations	Seven (7) situations commonly faced by program participants going forward. <i>Multiple versions include substance abuse, mental health, and addressing specific feelings.</i>	3
CF21	Trigger events	Identifies ten (10) high risk situations - with potential for violence in the facility. Provides guidance in avoiding the situations and reducing personal risk.	3
CF22	How is this likely to work out?	Seven (7) scenarios which guide the process of evaluating outcomes from making choices and life changes.	3

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CF23	What's the best way?	Eight (8) sets of problem solving activities. Each set includes several scenarios. The objective is to generate effective solutions to the scenario - and similar situations in the unit, program, or facility.	8
CF24/ TP19/ RH32	Activities: Problem behavior	Ten (10) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking. Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	4
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5
CM Open	Conflict management (in-facility), open group model	60-session facility program models. Resources target the most common issues and behaviors encountered in correctional settings. Model can be customized to address specific topic areas such as in-facility violence/fighting, ad seg, gang, coping skills, and anger/aggression management: skills. This model comes in three versions:	60
CM Closed	Conflict management (in-facility) closed group model	<ul style="list-style-type: none"> ● Closed group model provides more opportunity for progression through stages of change. ● Open group model provides flexibility in scheduling and program management, ● In-cell/group model provides for intensive homework between sessions, supporting programs with limited staff. <p>Program may be expanded through the use of separate 20-session overlays that allow tailoring to specific inmate or program needs.</p>	additional 40 sessions available
CM Mental Health Units	Functional Behavior Model	52-session core program, with additional extended stay resources shaped to the specific problem areas and needs of inmates in mental health units. Designed to reduce violence, behavioral health crises, bullying, and victimization, and assist in effective transition to less-restricted settings. Addresses issues in the program, the unit, with other residents, with cellmates, and with staff. Female gender-specific version is also available.	52 or 112
Coping Skills for Relapse Prevention and Self-Efficacy		Behavioral change, relaxation training and other coping skills. Develops a comprehensive set of new behaviors and skills for people in recovery. The goal is development of "self-efficacy." <i>These materials are designed to support the cognitive-behavioral and social learning models, and the motivational interviewing (MI) approach, guiding clients in the "action" stage of personal change.</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/ CBT7b/ DP2	Coping skills for emergencies	Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and "escape" skills, and a comprehensive set of "refusal skills."	5

work-book	Title		hours
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 am/af/jm/jf	Coping skills for relapse prevention, set 1: techniques for use when you are at greatest risk	Provides guidance and practice in mastery of seven emergency skills - to address areas of temptation to relapse (or to act out anger, etc.). Guides the development of personal action plan for use of immediate measures at highest risk situations.	5
MAV	Anti-violence skills Communication/ social skills	50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available (\$995). This resource is available in juvenile and adult versions. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others. Can be supplemented by selected elements from the "What do <u>you</u> think?" resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender). <i>Tailorable (cost depends on resources selected).</i>	\$1995
CS3	Coping skills set 2: establishing a safer environment	Clients are guided to identify their most dangerous temptations, high risk people, places, things, feelings, and situations. They will identify areas of continued vulnerability to old temptations. Clients will complete action plans to avoid high risk people, places, things, and situations.	5
CS4	Coping skills, set 3: techniques for handling uncomfortable feelings and thoughts	Provides guidance in mastery of thirteen coping skills important for relapse prevention.	5
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
CS4d	Master skills instruction and practice elements	Fifteen (15) basic coping skills lessons, including targeted CBT and DBT-based skills elements, shaped to the symptoms and triggers most common in this population. Includes helpful support for staff, lesson plans, and the Skills Practice Model, feelings and symptoms tracking resources, and self-assessment tools.	\$595
CS5	Coping skills, set 4: techniques for reducing your vulnerability and changing your "stinking thinking	<i>For most programs, this resource has been replaced by CBT6. We do recommend it for selected mental health programs.</i>	3

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CS6	Coping skills, set 5: using effective interpersonal and lifestyle skills	Clients will complete: (1) self-assessment of coping skills for healthy interpersonal relationships and a balanced lifestyle; (2) self-assessment of anger and assertion skills.	2
CS7/ RH22 a/j	Coping skills, set 6: techniques for making long-term changes	Practical and comprehensive post-release and relapse prevention plan. This workbook is designed to identify and address issues and responsibilities facing individual participants, addressing self-efficacy and reduction of recidivism issues. <i>This workbook is available in correctional and non-correctional versions.</i>	5
CS8/ RH23	Your highest risks	Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Special emphasis is placed on the transition to the community, self-efficacy, and reduction of recidivism issues. Critical workbook. <i>Can be divided into two units for program implementation purposes. This workbook is available in correctional and non-correctional versions. Very useful treatment group resource.</i>	3
			3
CS9	Managing your stress	Basic stress management workbook, including self-examination, symptoms awareness, identification of triggers, underlying stressors and lifestyle issues, evaluation of past coping, and introduction to several key coping skills.	5
CS10/ RH26	Reducing your risk	Basic risk reduction workbook, addresses highest risk situations, warning signs, high risk feelings leading to relapse, and provides coping skills guidelines.	2
CS11j/ RH27j	Problem recognition	This workbook addresses a basic element in problem solving: problem recognition. The point of this workbook is to help participants “think” and learn to look beyond the obvious. The key skill elements are the STOP and THINK parts of STOP-THINK-ACT. <i>(for juvenile programs)</i>	3
CS12j	Impulse control <i>The STOP Model</i>	This workbook addresses impulse control, and also develops two key models: - the STOP model - the THINK model Once participants are familiar with how the STOP and THINK models work, a series of scenarios are presented and analyzed. Includes skills practice activities. <i>(for juvenile programs)</i>	2
CS13	Coping skills for independent use (recommended for in-cell study settings)	This resource set includes ten (10) key skills which can be used and practice with minimal instruction or guidance by staff. The set includes identification of problem symptoms, tracking of these symptoms, scripts for self-instruction of the skills, and tools for evaluation of success in symptoms management. Expanded version of the above includes specific resources for managing stress (CS9) and sleep disturbances (MH15).	\$395
			or \$1295
Recovery		Development of life and lifestyle plan; supportive maintenance, practice in planning - and evaluating personal lifestyle changes or plans.	
Recl m/f	Goal setting	Develops motivation and a positive outlook for the future by identifying hopes and dreams, then developing action plans to effect desired change. 10 lesson elements. Can be used flexibly with other program elements, or as assignments between group or 1:1 sessions. <i>Suggested for Preparation or Action stage, as well as post-program Recovery or Aftercare uses.</i>	7-10

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Rec2	Recovery	Clients evaluate weaknesses in their recovery, recent lapses and situations where they missed warning signs (addressing issues of denial). Clients establish a plan for intervention by safe and supportive friends and counselors, summarize life goals, including abstinence, identify areas for forgiveness, evaluate progress toward recovery and complete action plan for continued successful recovery. <i>Suggested for Action or Maintenance stages of change, as well as post-program Recovery or Aftercare uses.</i>	5
PT4	Coping skills "self report card" (What do I still need - to prevent relapse?)	This tool provides an overview of self-efficacy and relapse prevention planning and reviews lifestyle and coping skills issues.	1
PT6	A guide to using your new coping skills	Identifies specific coping skills to be used at various stages in the relapse "cycle." Links with workbook SA2.	1
PT8	Self analysis: review of relapse prevention plans	This tool evaluates client's relapse prevention plans and issues involved in returning to the community. Helpful for transition, community, IOP, and aftercare settings.	1
AFTER CARE RESOURCES: (IOP/EOP, community settings, diversion, drug courts, and/or probation or parole)			
	Open D: Warning Signs (Avoiding Relapse)	This unit provides a risk factors approach to relapse prevention. It focuses primarily on the most common internal risk factors, but also identifies early warning signs ("red flags") that their thinking may be drawing them closer to their highest external risk factors (high risk people, places, things, and situations). The final elements provide a working model for building on their internal protective factors and making specific changes.	Unit model
	OPEN E: Relapse Prevention	This unit provides a change-focused approach to relapse prevention. It targets the most common internal risk factors (lapses), external risk factors (identifying and avoiding their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets).	Unit model
	Issues in Aftercare: Managing Your Risk Factors (Relapse Prevention) (RG)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common external risk factors (identifying, avoiding, or dealing more effectively with their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets). This resource combines a focus on multiple common and critical high risk factors for relapse with additional protective factors. Designed to complement the other Relapse Prevention units, it is appropriate for all settings: facility-based, community, IOE/EOP), and aftercare.	Unit model
	OPEN F: Core change-focused substance abuse program model	Provides a comprehensive overview of personal change from substance abuse and similar issues. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. <i>(Overview/review/short program unit)</i>	Unit model
CORRECTIONAL TRANSITION PROGRAMS (PRE-RELEASE)			

work-book	Title		hours
	Issues in transition: Recidivism and Relapse Prevention (RA)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common external risk factors (identifying, avoiding, or dealing more effectively with their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets). <i>Key pre-release preparation - good first resource.</i>	Unit model
	Issues in transition: Your first few days (RD)	Addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. The final elements in this unit address the critical factors in transition, including common thoughts and feelings. Summary elements assess importance and confidence in addressing highest risk factors. <i>Pre-release preparation. Critical unit.</i>	Unit model
	Issues in Transition: Responsibilities and Avoiding Problems (RE)	This unit addresses transition and post-release issues in two specific ways. The first element addresses critical areas of responsibility (meeting the conditions of parole, seeking and maintaining employment, family responsibilities, and avoiding problems with authority). This unit also provides focus on critical areas of decision making and includes a comprehensive MI-based self-evaluation of importance, confidence, and readiness to continue to make positive changes. <i>Pre-release preparation: anticipating and avoiding problems.</i>	Unit model
	Issues in Transition: Getting yourself ready (recidivism and relapse prevention) (RF)	This unit provides a change-focused approach to recidivism and relapse prevention. It targets high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. Focuses on the thoughts, feelings, and temptations which may occur prior to and during - the transition. Addresses both risk and protective factors. <i>Pre-release preparation, final unit (getting ready to transition).</i>	Unit model
Returning Home		Short highly-interactive workbooks for "maintenance," community reintegration or aftercare programming. These materials are specifically designed to support the process of self-efficacy and the reduction of recidivism.	
RH-MI-1,2,3,4,5	The Motivational Interviewing Returning Home Resource (5 elements)	The Motivational Interviewing Returning Home Resource. This is a series of five (5) comprehensive resources which are designed to address motivation and change talk issues in a sequential fashion. Designed to support community reintegration and preparation for release, these MI resources each include more than a dozen MI tools or elements focused on the transition. They help participants and staff assess readiness and confidence for handling specific high risk situations, as well as internal risk factors. Included are parole/probation confidence rulers and resources which may be especially helpful in working with parole staff or members of an individual protective factor safety net (as appropriate). Includes an additional comprehensive element addressing feelings, symptoms, triggers, and self-efficacy in handling transition issues.	\$295
RH1	Your first few days	This workbook addresses the issues involved in the first critical days of transition, including common problems and stresses, and planning for safe activities. Includes situation cards for role playing and modeling successful coping.	5
RH2	Dealing with people in new ways	Helps participants identify what they can do differently if the "old ways" didn't work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided.	5

RH3	Dealing with discomfort	This workbook identifies and addresses common feelings experienced during the transition period. Activities identify issues and ask participants to demonstrate how they plan to handle these concerns. This information can be used by counselors to identify effective - and ineffective - responses. When possible, the “trouble spots” can be addressed individually or in group setting, and a more effective response developed.	5
RH4	Facing your responsibilities	This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings.	5
RH5	If you “lapse”	This workbook addresses the issues of “ <i>lapses</i> ” and “ <i>relapse</i> ” and helps to prepare participants to handle high risk situations by knowing common problems and having confidence in their ability to cope more effectively. A “slip,” or having fantasies of use, does not need to lead to a “fall.” This workbook provides tools for addressing common slips and reviews two critical coping skills. A set of situation cards for group discussion is provided.	5
RH6	Making positive steps to take control of your life	Develops a detailed plan for the use of a post-release “safety net” and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help.	5
RH7	Avoiding the negative	This workbook provides specific help in maintaining recovery through developing a plan to identify and avoid the highest risks. It is based on the concept of using “environmental controls” to avoid the people, places, things, and situations which pose the greatest threat to recovery. It provides participants and program staff with the tools to help address specific vulnerabilities.	5
RH8	Practice in handling difficult situations	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.	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/A M1	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).	2
RH12	Safety Nets	Guides clients to identify and address early warning signs that they are at increasing risk to fall back into old (negative) behavior patterns.	3

RH13	Red flags	Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.	4
RH14 m/f	Getting close to getting out	Designed for the last few weeks before going home, this workbook addresses common thoughts, feelings, and temptations, including typical anxieties and worries.	2
RH15	How are you doing? <i>This resource is designed to support the motivational interviewing (MI) approach.</i>	How far have you come?	1
		Controlling your impulses	1
		Setting yourself up	1
		Recovery activities planning	1
RH16 a/j/f	How are you going to do?	This is a valuable Situational Confidence (SCQ) and MI resource. Participants assess how confident they are in dealing with the most common and serious risk factors, triggers, or situations they will face going forward. Highly recommended. <i>Multiple versions available.</i>	2
RH17 a/j/aoda	Keeping your focus on what's important	Key MI resource for most programs. Identifies critical goals, high risk choices, and increases importance of making pro-social choices going forward. General and substance abuse versions available. <i>Can be used as a follow up to Pre4</i>	1
RH18	Preparation for program completion	Designed as a summary program element, this resource allows participants to summarize their external and internal risk factors and their plans to deal with them effectively. <i>A supplemental element to this resource provides an optional post-release element for use while on probation or parole.</i>	1
RH19a	Getting ready	Helps analyze a range of challenges, including high risk people and situations, facing them upon their after they leave the program. Helps identify steps that can be taken to help ease in the transition. <i>(for adult corrections programs)</i>	1
RH20j	Home from being locked up	Explores several common high risk scenarios experienced during the first days of transition. <i>(primarily for youth correctional programs)</i>	1
RH21/ PS2 j/a	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>	5
RH22/ CS7 a/j	Making long-term changes	Practical and comprehensive post-release and relapse prevention plan. This workbook is designed to identify and address issues and responsibilities facing individual participants.	6
RH23/ CS8	Your highest risks	Identification of personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Special emphasis is placed on the transition to the community, self-efficacy, and reduction of recidivism issues. Critical workbook. <i>Can be divided into two units for program implementation purposes. This workbook is available in correctional and non-correctional versions. Very useful treatment group resource.</i>	3
			3
RH24/ PS3	Self-efficacy and problem solving	This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. <i>(key self-efficacy summary activity).</i>	3

RH25/ SD12/ DP8	Key elements of change	This core program workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. <i>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>	9
RH26/ CS10	Reducing your risk	Basic risk reduction workbook, includes obvious high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks.	2
RH27	Motivation and Confidence Assessment for Family Members	Resource builds motivation and confidence of caregivers and other family members in supporting and assisting individuals through the correctional and treatment process. Helps identify the current importance, confidence and readiness in assisting, and the strengths and tools they may bring to the process.	2
RH28	Accept this help?	Participants analyze some of the possible pros and cons to accepting help from safe and supportive people, and making certain kinds of changes.	1
RH29j	Easy money	Participants use decision matrix tool to analyze pros and cons of making easy money (drug sales, for example) versus other options. <i>Most appropriate for younger populations.</i>	1
RH30/ TP7	I Can't Ever Do That Again	A critical goal in treatment is the decision to make the actual commitment to stop the problem behavior (drugs, alcohol, violence, etc). That decision - a turning point - sometimes occurs as a result of sudden insight. This is sometimes called an "Aha moment!" This resource helps participants clarify their most important reasons for making this kind of change. It includes concepts like "drawing a line," "burning bridges," as well as clarifying the impact of their old choices on the important people in their lives.	1
RH31a/ TPI5a	The Future	Designed for individuals in correctional or institutional settings, this resource explores selected issues experienced in the transition process. Most critically, it focuses on readiness to successfully handle personal and interpersonal expectations. It helps focus on common issues and begin to develop concrete action steps.	1
RH32/ TPI9	Problem behavior	Ten (10) problem scenarios provide opportunity to analyze typical antisocial or problem behaviors, and practice effective coping skills.	3-4
RH33/ RI-39	Going Home: How are you going to do?	This is a 27-question Situational Confidence Questionnaire (SCQ) relation to transition which is currently divided into 4 units. Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs.	4
RI-39	Back again (RI)	Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource.	\$525 If sold separately
RH34	Back again (RH)	Twenty-five (25) problem situations/scenarios. Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs.	\$525 If sold separately
RH35/ RI-41	Going home	Twenty-seven (27) problem situations/scenarios. Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs.	\$525 If sold separately

TP21/ RH36	Situations	Nineteen (19) problem situations, addressing decisions they may face in making good choices going forward. Most address common form of criminal (criminogenic) thinking. Included questions guide the development of more effective thinking. responses (identification of specific internal and external personal high risk factors, selection of specific coping skills to handle the situation, and guidance in practice in using the selected skill.	\$485 If sold separately																		
JUVENILE DELINQUENCY AND GANG RESOURCES																					
Juvenile delinquency and/or gang intervention	Open to Change core program Units A, B, and C	Units A, B, and C(above) are provided in juvenile versions.	Unit model																		
	Open to Change Unit F(J)	Change-focused substance abuse model. It includes elements of MI and CBT, as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net	Unit model																		
	Open to Change Unit G(J)	Core change-focused risk factors (including substance abuse) program model. Helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.	Unit model																		
	Open to Change Unit H(J)	Resources in this general delinquency unit increase self-awareness with the specific objective of decreasing discomfort with the old choices.	Unit model																		
	Open to Change Unit K(J)	DVD-based gang prevention/intervention resource set, with lesson plans youth worksheets, and discussion elements.	Unit model																		
<i>Gang Intervention and Prevention Program Workbooks</i>																					
<p>Our gang prevention and intervention programming includes dozens of workbooks, lessons and videos. We specialize in helping programs select the right mix PNF resources to address a range of specific needs or desired outcomes.</p> <p>Prevention: The Phoenix Curriculum provides extensive curriculum and other resources for prevention starting at the early elementary grades, through middle school. A specific catalog can be downloaded from www.phoenixcurriculum.com.</p> <p>Intervention: Phoenix curriculum and Phoenix gang program resources provide hundred of hours of different program options. One of these resources, the Phoenix/New Freedom 100 was accepted by the National Gang Center as an evidence-based program. Different resources are shaped to correctional, probation, and community settings for adolescents, youth, and young adults - early intervention, detention, and post-adjudication options.</p> <p>Adult gang programs: While most correctional settings are not designed for complete gang desistence, we provide a range of widely-used targeted resources. They range from pre-contemplation (preparation for change) and step-down programming for ad seg (solitary) units, to transition to 2-person cells and general population programs, to units targeting criminal thinking and aggression and violence. Our 200-session in-cell program model can be used as a building block for change in Security Threat Group (STG) units.</p>																					
<p>Let us help you select the most appropriate resources for your program. Contact us through our website at www.gangprograms.com and we will arrange for a phone consultation at your convenience (there is no cost for this service). Program options include:</p> <table border="0"> <tr> <td><input type="checkbox"/> prevention</td> <td><input type="checkbox"/> early intervention</td> <td><input type="checkbox"/> after-school</td> </tr> <tr> <td><input type="checkbox"/> in-school</td> <td><input type="checkbox"/> alternative schools</td> <td><input type="checkbox"/> community organization</td> </tr> <tr> <td><input type="checkbox"/> at risk youth</td> <td><input type="checkbox"/> station house adjustment</td> <td><input type="checkbox"/> detention center</td> </tr> <tr> <td><input type="checkbox"/> community intervention with youth</td> <td><input type="checkbox"/> long-term juvenile correctional</td> <td><input type="checkbox"/> young adults</td> </tr> <tr> <td><input type="checkbox"/> adult correctional</td> <td><input type="checkbox"/> adult in-cell</td> <td><input type="checkbox"/> adult administrative segregation</td> </tr> <tr> <td><input type="checkbox"/> Security Threat Group (formal gang program)</td> <td><input type="checkbox"/> adult preparation for change model</td> <td></td> </tr> </table>				<input type="checkbox"/> prevention	<input type="checkbox"/> early intervention	<input type="checkbox"/> after-school	<input type="checkbox"/> in-school	<input type="checkbox"/> alternative schools	<input type="checkbox"/> community organization	<input type="checkbox"/> at risk youth	<input type="checkbox"/> station house adjustment	<input type="checkbox"/> detention center	<input type="checkbox"/> community intervention with youth	<input type="checkbox"/> long-term juvenile correctional	<input type="checkbox"/> young adults	<input type="checkbox"/> adult correctional	<input type="checkbox"/> adult in-cell	<input type="checkbox"/> adult administrative segregation	<input type="checkbox"/> Security Threat Group (formal gang program)	<input type="checkbox"/> adult preparation for change model	
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GG-MI 1,2,3,4	The Motivational Interviewing Gang Intervention Resource (4 elements)	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage in reducing gang involvement, and finally getting away from the gang completely. Suggested for 1:1 use.	\$250
GG1	What was on your mind? (<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.	7
GG2	Who wants to be at risk?	This workbook addresses the “risk factors” approach to gang involvement and activity. The objective is for participants to identify their own highest risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.”</i>	7
GG3	What do you need? (needs and gangs)	This workbook - based on Maslow’s needs hierarchy theory - addresses gang activity from the point of view of underlying needs. These needs won’t go away; they will be present when the participants return to the community. Thus this workbook guides the participants in finding alternative - and better - ways to meet those needs than gangs or crime.	5
GG4	Living a non-violent life #1	This workbook provides the opportunity for clients to identify their triggers and highest personal risk factors for violence and to develop strategies to avoid these issues or to cope more effectively in the future.	7
GG5	Living a non-violent life # 2	This workbook provides a more focused opportunity for clients to identify their highest risk factors for violence (the people, places, things, times, and situations where they are at highest risk). It guides the development of “environmental control” strategies to avoid these issues and situations - and helps clients explore their options.	5
GG7	Understanding yourself #1	This is the “risk factors” approach to aggression and violence. It provides an alternative approach to violence issues and behavior, addressing community and family risk factors for violence. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. <i>“If you plan for them, and develop options for how you will handle them better, you stand a good chance.”</i>	7
GG8 m/f	Understanding Yourself #2	This is the “risk factors” approach to passive-aggressive behavior, which can often lead to violence and other problems. It provides an alternative approach to violence, addressing community and family risk factors for this passive-aggressive behavior. <i>(Approach is similar to GG7, above)</i>	2
GG10j	“What do you think?”	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 (50+ activities) \$395 <input type="checkbox"/> grades 7-12 (150+ activities) \$480 <input type="checkbox"/> adult (50+ activities) \$395	40-150 activities
F5g	Shame (gang juvenile version)	Identifies client shame and low self-esteem issues, including symptoms and sources of shame, and links between shame and dependencies. Identifies steps to making changes. This workbook addresses self-esteem issues for young people who are gang members or at higher risk for gang activity.	5

GG13	Gang intervention resources <i>(appropriate for both adult and juvenile programs)</i> <i>This resource is designed to support the motivational interviewing (MI) approach.</i>	Where are your old friends today?	1
		Criminal Values	2
		Respect	2
		Disrespect	3
		Loyalty	1
		Stinking thinking and gang activity (formerly ST6). Two lessons targeting specific areas of cognitive distortion (criminal thinking or “stinking thinking”).	2
GG13j	Gang intervention resources <i>(additional elements supplementing the above for use in juvenile and young adult programs)</i>	“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. <i>(juvenile-specific content)</i>	2
		How to identify your real friends <i>(juvenile-specific content)</i>	1
		Program Contracts #1, 2, 3, 4	NA
CC1/ GG13 a/j/jf	What’s been getting you in trouble?	Examines past behaviors and issues: fighting, violence, dangerous risk taking, alcohol abuse, drug use, gang activity, drug sales, and crimes like robbery, burglary, and auto theft. Helps participants understand their risk factors and to consider future choices. <i>(Available in adult and juvenile versions)</i>	2
CC2a/j/jf	Impact! (Victim empathy)	Victim empathy resource guides participants to consider what victims feel, and various consequences for victims. <i>(Available in adult and juvenile versions)</i>	1
CC4/ GG13 aj-jf	Trust and distrust	Guides participants in evaluating the costs and consequences of misplaced trust.	1
CC5j	Friends and peers	Guides participants in evaluating their choice of pro-social or anti-social peers as friends. Helps assess the costs and consequences of these choices.	1
CC6	I have my reasons	This CBT resource provides an opportunity for participants to analyze why they have been making some of the choices they have, and the costs and consequences of these choices.	1
CC7a/j	Who do you think you are?	The way we think about ourselves helps us decide what we would, and wouldn’t do. Increases emotional awareness and understanding self-talk and self-image. <i>(Available in adult and juvenile versions)</i>	2
CC8/ GG13 a-j-jf	Retaliation	Explores how retaliation can escalate. Identifies common situations, costs, and consequences and options.	1
CC10j	Who is making your choices?	Includes elements of peer pressure and external locus of control (allowing others to make or influence your choices).	1
CC11	Why am I thinking about changing?	Helps identify and clarify some of the issues involved in the decision to make changes. Examines specific reasons and obstacles.	1

CC12j	Paid the Price?	Explores whether gang involvement is an effective strategy to increase personal safety. Includes subtle exposure evaluating real friendships and to the concept of gang desistance.	1
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5
GG14j	Getting away from the gang	Comprehensive manual, providing suggestions, action planning, and support to assist in leaving the gang. Includes typical situations for role-playing practice and self-efficacy. Youth and younger adults - and recommended for 1:1 use only.	7
GG15j	Making some decisions about gangs	Designed for use with youth in the early stages of their incarceration or residential programming in facilities where they may be at risk for gang involvement. Includes MI tools and helpful counselor's resource.	2
GG16j	It's your decision	Overtly explores the concept of gang desistance or getting out of a gang. Clarifies some of the issues, opportunities, and benefits surrounding these types of decisions. It reminds the participants that this decision should be theirs alone to make. Summarizes costs and consequences of their gang involvement.	2
GG17	Your story	Directly addresses the factors that contributed to the participants' gang involvement, and helps clarify specific costs and consequences. Asks them to consider specific choices and options available to them if they decide to change.	1
Det5n <i>youth facilities</i>	Risks and Decisions	In 30 sessions, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully-scripted lesson plans and discussion techniques make the lessons ideal for presentation by youth workers and similar staff. The program includes DVD-based lessons, role plays, and a two session choose-your-own-adventure style Action Maze. Risk factors include: <ul style="list-style-type: none"> • Friends and Peer Pressure • High Risk People, Places, Things, and Situations • Family Risk Factors • Personal Risk Factors • Internal Risk Factors • Criminal Thinking Risk Factors <i>Provided in two versions (detention setting and community/alternative school version).</i>	\$1,495
TAG-80	Comprehensive Juvenile Intervention Program	Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Please contact us for more information including, logic models, lesson plans, and sample lessons.	\$3,195 per site
PNF-100	Comprehensive Juvenile Intervention Program	Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Please contact us for more information including, logic models, lesson plans, and sample lessons.	\$4,995 per site includes DVD's
GA	Gang Awareness	Prevention resource for elementary schools (through Sixth Grade). Provides awareness, guidance, and specific techniques for successfully avoiding gang involvement. 6 class hours.	\$240
Video Resources for Gang Intervention and Prevention (DVD prices valid to 12/31/17)			
DVD1	Stories from the Streets	Life stories of young gang members who end up incarcerated. Members of different gangs are interviewed, and the DVD is supplemented workbook activities. (two workbook options)	\$295

DVD2	Kids at Risk	Features gang members describing 14 individual risk factors in their own words. Workbook activities address each risk factor and lead to action plans to minimize those risks. DVD is designed for counselors to use flexibly and to select individual risk factors for group or classroom use. . (two workbook options)	\$295
DVD3	Gang issues: Choices and Consequences	Addresses issues such as the decision to join, violent initiations, the experience and consequences of using violence, violent initiations the consequences of drug dealing, and the experience of incarceration. Interviews with youthful incarcerated gang members provide a powerful starting point for group discussion and the use of supplemental workbook. . (two workbook options)	\$295
DVD4	Choices	This DVD and accompanying workbook identify critical high risk situations and illustrate critical choices faced by at-risk youth. Highly recommended for elementary grades 4-6 as well as for older youth as a discussion starter and program review activity.	\$250
DVD 1234	All four DVDs	4 DVDs and accompanying worksheets provide multiple and flexible options for addressing individual and group needs. Worksheets are available in two age-specific versions, designed to support introductory or advanced stages-of-change-focused programs.	\$1035
Phoenix DVD 1234 Package	DVD-based gang intervention program	This package includes all four DVDS, accompanying workbooks, and a selection of short motivational and summary elements from the “What do <u>you</u> think?,” Preparation for Treatment, Choices and Changes, and Turning Points resources. Provides resources for 20-25 sessions.	\$1295

Resources for Juvenile Detention, Alternative Schools, After-school programs, and Community Programs

We specialize in tailoring resources to fit your population, program needs, staff (teachers, officers, mentors, counselors, clergy, etc).

Det1	Phoenix Curriculum	We provide nine (9) versions of this resource, including Spanish language. High interest, easy reading. Includes lesson plans, discussion starters, and student/youth materials in every lesson. Includes motivational element, emotional intelligence, problem solving skills, conflict resolution skills, inoculation to the most common high risk factors for their age group, and linkage to key protective factors.	25-session model, \$995 50-session model, \$1995
Det2	The New Freedom Flex Curriculum	25-hour model, based on 7 short workbooks. Topics address “What’s going on in my life?,” Key elements of change, Choices and changes, Let’s talk about feelings, You have options, Gangs, and Coping skills for emergencies.	\$995
Det3	Preparation for treatment	This MI-based curriculum was developed specifically as a preparation for treatment program for juveniles, It is ideal for preparing young people for more advanced treatment and skill-building elements. 25-hours, based on 12-15 elements (we readily tailor it to your population, age, and gender).	\$995

Det4	Managing aggression and violence (MAV)	<p>This curriculum contains 50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available (\$995). Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others.</p> <p>The Det 4 resource can be supplemented by selected elements from the “What do <u>you</u> think?” resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender). <i>Tailorable (cost depends on resources selected).</i></p>	<p>\$1995</p> <p>\$995 for the 25-lesson version.</p>
Det5n	Risks and Decisions	<ul style="list-style-type: none"> • 30 hours, open admission/open group • Divided into six parts (weeks), each part contains 5 sessions • Highly successful in juvenile detention settings (reduced in-facility violence) <p>In six weeks, this program covers a range of critical risk factors for delinquency, violence, criminal behavior, and gang involvement. Fully scripted lesson plans and discussion techniques make the lessons ideal for motivated personnel. The program includes DVD-based lessons, role-plays, and a two-session choose-your-own-adventure style Action Maze. Risk factors include:</p> <ul style="list-style-type: none"> • Friends and Peer Pressure • High Risk People, Places, Things, and Situations • Family Risk Factors • Internal Risk Factors • Personal Risk Factors • Criminal Thinking Risk Factors 	\$1495
Phoenix DVD 1234 Package	DVD-based package	This package includes all four DVDS, accompanying workbooks, and a selection of short motivational and summary elements from the “What do <u>you</u> think?,” Preparation for Treatment, Choices and Changes, and Turning Points resources. Provides resources for 20-25 sessions. <i>(Also listed above).</i>	\$1295
PNF100	Phoenix/New Freedom 100 (Comprehensive Evidence-Based Juvenile Intervention Program)	Recognized by the National Gang Center/OJJDP. Appropriate for day and residential program sites, this structured comprehensive intervention program provides state-of-the-art curriculum, MI tools, evaluation, and outcomes assessment. Based on motivational interviewing, CBT, stages of change, emotional intelligence, and relapse prevention models. Addresses multiple risk factors underlying delinquency, violence, substance abuse, and gang involvement. Please contact us for more information including logic models, lesson plans, and sample lessons.	\$4995
DPIj	You have options!	Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence. Action planning activities support personal change.	2
DP2/CSI/	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 CSI) (Different versions provided for detention, diversion, and community programs.)</i>	4
DP3/F12/	Let’s talk about feelings	Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely. <i>(Different versions provided for detention, diversion, and community programs.)</i>	4
DP4j	Gangs	Short workbook helps client identify gang issues and options to participation.	2
DP5j	Violence at home	Short workbook helps clients understand family violence and its’ consequences. Helps clients identify safe choices and available options. <i>(For juvenile programs)</i>	3

DP6j	Problems at home	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. <i>(For juvenile programs)</i>	3
DP8/ SDI 2jj	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. <i>To build increased self-efficacy, it can be supplemented by selected workbooks from the RH series (i.e. RH 1, 12, 13, 17, 21, 22, 23, or 24). Also suitable for review and aftercare programs.</i>	9
DP9/ SDI 1j	“What’s going on in my life?”	Introductory workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change	7
Program Packages: specific resources for higher security adult correctional settings			
In-Cell 200	200-session in-cell program resource	Based on our experience with several hundred adult federal, state, and county correctional settings. This resource provides easy-to-implement weekly program packages tailored for inmate self-study, with topics focused on self-discovery,, self-management, CBT, aggression/violence, substance abuse, and more. Each packet includes summary activities which can be collected for documentation of participation, motivation, understanding, and insight (may be useful as part of a step-down model). Shorter versions and custom versions available. Price includes site license allowing unlimited duplication for use at the designated site. Monthly unit topics include: <ul style="list-style-type: none"> ● Self Discovery 1 ● CBT 1 -Thinking/Feeling ● Self-Management 1 ● Anger/Violence ● Self Discovery 2 ● CBT 2 -Thinking/Feeling ● Self-Management 2 ● Self-Discovery 3 ● CBT 3 -Thinking/Feeling ● Substance Abuse 	\$7995, with shorter options available
Step- down models	several available	Step-down models available for use in transition from: <ul style="list-style-type: none"> ● gang (STG) units ● maximum/supermax ● as part of a transition back to the community ● from MH units to general population ● to 2-person cells ● to dormitory 	flexible
Prep for group	Preparation for group	Short resource options tailored for inmates as a pre-group experience (very small group, or for individuals currently in ad seg). Addresses precontemplation stage of change, resistant/aggressive/anti-contemplation, treatment engagement elements, Motivational Interviewing (MI)- based activities, trust issues, etc..	flexible
PreC	Precontemplation	Options include group or 1:1 resources. Shaped to different types of precontemplators (resistant, reluctant, rationalizing, rebellious) with engagement and awareness activities, specific MI tools, and more.	flexible
Motivational Interviewing Resources		Issue-specific tailored MI resources addressing specific stages of change.	
AODA- MI 1,2,3,4	Motivational Interviewing Resources for Substance Abuse Programs	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage. These resources are compatible with the URICA, Socrates, etc.	\$250

MAV-MI 1,2,3,4	The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements)	The Motivational Interviewing Anger, Aggression, and Violence Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons.	\$250
Axy-MI 1,2,3,4	The Motivational Interviewing Anxiety Resource (4 elements)	The Motivational Interviewing Anxiety Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of anxiety, stress, fear, or worry, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	\$250
Dep-MI 1,2,3,4	The Motivational Interviewing Depression Resource (4 elements)	The Motivational Interviewing Depression Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of sadness or depression, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	\$250
GG-MI 1,2,3,4	The Motivational Interviewing Gang Intervention Resource (4 elements)	Tailored MI resources address four specific stages of change. These four resources include MI tools for counselor and client appropriate to each stage in reducing gang involvement, and finally getting away from the gang completely. Suggested for 1:1 use.	\$250
RH-MI 1,2,3,4,5	The Motivational Interviewing Returning Home Resource (5 elements)	The Motivational Interviewing Returning Home Resource. This is a series of five (5) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for preparing a client for community reintegration. Suggested for 1:1 use.	\$295
RI-MI 1,2,3,4	The Motivational Interviewing Relapse Intervention Resource (4 elements)	The Motivational Interviewing Relapse Intervention Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing when a client has had a “lapse” in their recovery. Suggested for 1:1 use.	\$250
Std-MI 1,2,3,4	The Motivational Interviewing Standard Resource (4 elements)	The Motivational Interviewing Standard Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools designed to be used with any client issue or behavior. Suggested for 1:1 use.	\$250

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

THE PHOENIX CURRICULUM: Youth and adolescent 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 website for a comprehensive and helpful catalogue of these resources.

PLEASE SPECIFY:

- PC-ES 25 (25-session version for elementary grades)
- PC-6 25 (25-session version for Sixth Grade)
- PC-MS 25 (25-session version for Middle Schools)
- PC-HS 25 (25-session version for High Schools)
- PC-S (Curriculo Phoenix, 25-session Spanish Language version)
- PC-ES-50 (50-session version for elementary grades)
- PC-6-50 (50-session version for Sixth Grade)
- PC-MS-50 (50-session version for Middle Schools)
- PC-HS-50 (50-session version for High Schools)

Phoenix Curriculum - Goals

1 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.

2 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.

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

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
Peer Pressure		Resources target the highest areas of vulnerability, providing practice in identifying, resisting, and handling peer pressure. Available in elementary (\$160), grade 6 (\$240), middle (\$380), and high school (\$140) appropriate levels. Please specify when ordering.	
Gang Awareness		These resources demonstrate that staying out of gangs is a real option, and provide specific techniques and skills to use in avoiding and resisting gangs. Appropriate for elementary and grade 6.	\$240
Truancy Resource		A flexible system of materials which provides a variety of tools and guidance designed for one-on-one interactions at home, in school, or at a police station or other community settings. Specific diagnostic tools for administrators, counselors, and law enforcement help focus intervention on the specific causes of truancy with individual students, and includes solutions, workbook-based resources, MI tools, and issue-based worksheets. In addition to staff and student resources, it includes an 8-hour workbook-based curriculum that can be used in a group setting or as homework in an ongoing one-on-one interaction.	\$595
Family Resources		The resources below support programs for juveniles, and for families of these juveniles. Directly focusing on the key elements of family and community, they address the key risk factors for recidivism: substance abuse, gang involvement, violence, and the roles family and relationships play in triggering a return to old behaviors. Additionally, they also aid in the development of key protective factors for a safe and successful life. They are built on state-of-the-art theory (CBT, MI, relapse prevention).	
CGV1	Caregiver #1	Educates the caregiver on risk factors and protective factors. Helps them inoculate youth against key risk factors, and develop critical protective factors.	1
CGV2	Caregiver #2	Provides caregivers the critical coping skill for impulse control, thought stopping, which is part of the stop-think-act model, and the skill of avoid-escape-refuse. Self-management, or impulse control can be modeled by the caregiver, and reinforced when the youth demonstrates successful behaviors versus high-risk situations.	1
CGV3	Phoenix Curriculum Caregivers Resource	Addresses negative consequences for children who are involved with violence and gangs. Provides caregivers positive hopes for their children and addresses key risk factors that may prevent those hopes from being realized. Includes lessons that caregivers can do with the youth that will help them deal with key personal risk factors, including specific skills for avoidance. Provides caregivers a "blueprint" for immediate action to help youth develop linkages with protective people and places. Also available in a Spanish language version.	\$155
RH27	Motivation and Confidence Assessment for Family Members	This resource assesses and builds the motivation and confidence of caregivers and other family members in supporting and assisting individuals through the correctional and/or treatment process.	2

Gender Specific Workbooks for Men's and Women's Programs		Designed to work with other elements which address key issues in the New Freedom resources, including Preparation for Treatment, Self-Discovery, Turning Points, Returning Home, many of which are provided in gender-specific versions.	
M2	Healthy relationships and healthy boundaries	Participants will identify: family-of-origin boundary issues, personal warning signs that boundaries need to be set; personal experiences and effects of physical, emotional, sexual and verbal abuse, and drug/alcohol use as a result of boundary violations. Additionally, client will identify areas where difficulties have recently been experienced in setting boundaries and develop an action plan to start setting boundaries for specific personal problem situations. Clients will practice assertion messages to be used in setting boundaries for current issues and use practice scenarios for setting boundaries.	6
M8	Avoiding your old family traps	Family neglect, abandonment, abuse, or addiction often lead to the development of dysfunctional behaviors. In many cases, these even become family roles. This workbook identifies some of these old family roles and traps and provides options.	6
M11	Surviving abuse and trauma	Many young men in correctional settings have been victims of violence or abuse. This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about. One goal is to help them move from simply "surviving" to a more positive outlook ("thriving").	5
M12j	Self-image and body image	Addresses common issues for young men's self image and body image. Includes worksheets on media influences, "what's normal?" and maturation.	4
M13j	Eating issues	Addresses common eating disorder issues (including eating as a response to stress or a need for comfort). Identifies eating as an area of "control," and guides self-efficacy in resisting eating disturbances.	7
M21j	Compulsive gambling	Identifies patterns and issues underlying compulsive gambling (male version). Develops action plan for self-efficacy.	5
M22j	Self-injury	Addresses common issues in self-injury and impulse control (male version). Develops action plan for self-efficacy.	4
M23	Making the best use of medical care	This resource provides men with guidance in accessing and making the best use of visits to health care professionals, and in following through on medical treatment.	2
GS-AV1	Abuse and Victimization	This female gender-specific resource addresses a wide range of abuse and victimization issues. It identifies a range of abuses, designed to help clients accept that they were targets or victims of such abuse, hopefully moving them from precontemplation or anti-contemplation stage of change.	3
W1	Especially for women: drug abuse, relapse - and recovery	This workbook provides the counselor and clients with a variety of issues and activities, each of which addresses a facet of the different nature of women's abuse, relapse and recovery issues. It can be used in a variety of ways: as a class or group workbook, as a series of topics and activities for individual and group discussion, or as an individual assignment.	6
W2	Healthy relationships and healthy boundaries	Women will identify: family-of-origin boundary issues, personal warning signs that boundaries need to be set; personal experiences and effects of physical, emotional, sexual and verbal abuse, and drug/alcohol use as a result of boundary violations. Additionally, client will identify areas where difficulties have recently been experienced in setting boundaries and develop an action plan to start setting boundaries for specific personal problem situations. Clients will practice assertion messages to be used in setting boundaries for current issues and use practice scenarios for setting boundaries. Reference is made to boundary issues young women may experience while in custody situations.	6

W3	Control! (issues and answers for women)	Identifies and addresses range of controlling behaviors (including manipulation) and control issues and links controlling with dependencies. Topics include need to control feelings and controlling of others.	6
W7	Avoiding your old relationships traps	This workbook explores some of the issues and situations which caused trouble in past relationships. In many cases, problems in relationships are triggers to relapse. Clients are guided to explore and evaluate solutions for common situations or “traps” which affect women in their relationships.	6
W8	Avoiding your old family traps	Many young women are at risk to return to old dysfunctional family patterns. They may continue to experience the consequences of family neglect, abandonment, abuse, or addiction. This workbook identifies some of these old family “traps” and provides options. An important component is the identification of typical dysfunctional family roles.	6
W9	For women: self-esteem and identity	Supports the developing a realistic and positive self-image as a woman. Guides the development of self-motivation for personal growth and change.	4
W10	Relationships and Friendships	Addresses typical thinking underlying codependent behavior and relationships, as well as other dysfunctional relationship behavior.	3
W11	Surviving abuse and trauma	Many young women in correctional settings have been victims of violence or abuse. This workbook helps them identify and address some of the consequences of these experiences - including ones they may not feel comfortable talking about. One goal is to help them move from simply “surviving” to a more positive outlook (“thriving”).	5
W12j	Self image and body image	Addresses common issues for young women’s self image and body image. Includes worksheets on media influences, “what’s normal?” and maturation.	4
W13	Eating issues	Addresses common eating disorder issues (anorexia, bulimia, and eating as a response to stress or a need for comfort). Identifies eating as an area of “control,” and guides self-efficacy in resisting eating disturbances	7
W14	Life at home	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff.	3
W16j	Pre-natal care	Guidance for women who are, or who may become, pregnant.	3
W17	Basic women’s health issues	Worksheets in this resource can be used flexibly by the counselor. Issues include: self-care (based on basic self-care skills in the <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	Sex trafficking: issues with prostitution	Addresses risk factors, contributing factors, sexual abuse, victimization, running away, health issues and consequences, self-esteem issue, male-female relationships issues, boyfriends and prostitution, gangs and prostitution, consequences, healing emotional wounds, dissociation, “Where do I go from here?”	\$495
W21	Compulsive gambling	Identifies patterns and issues underlying compulsive gambling in women. Develops action plan for self-efficacy.	5

W22j	Self-injury	Addresses common issues in self-injury and impulse control in women. Develops action plan for self-efficacy.	5
W23	Making the best use of medical care	This resource provides women with guidance in accessing and making the best use of visits to health care professionals, and in following through on medical treatment.	4

The Female Gender-Specific (GS) Issue-Focused Resource Series (supports core programming)

RESOURCE AREA

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

GS-AV	Abuse/ Victimization	Addresses physical, verbal, emotional or sexual abuse, victimization of any sort. Trauma-informed resource.	30-session comprehensive stage-based program package	\$1495
		Abuse and victimization as risk factors	10-session short program model	\$595
GS-CP	Community/ Poverty	Addresses significant learned helplessness or hopelessness in family/community, adoption of antisocial role or coping models, and poverty or economic issues as significant contributing factors to criminal behavior.	12-session comprehensive stage-based program package	\$595
GS-GI	Gang involvement	Addresses gang activity or experience (including having a boyfriend in a gang).	Tailorable gang intervention resource. 10-session set.	\$445
GS-SE	Body Issues, Low Self-Esteem/ Shame	Multiple resources address issues with self-image, body image, eating disorders, and or shame-based addiction or dependency.	35-session comprehensive stage-based program package (shorter models available).	\$1295
GS-NA	Neglect/ Abandonment/ Family	Addresses multiple issues: neglect during childhood, abandonment (or absence) of one or more parents/caregiver, significant dysfunction in family-of-origin, and significant placement in foster care or group homes.	20 to 40-session comprehensive stage-based program packages (tailorable)	\$995-1495
			10-session core program (tailorable model).	\$545
GS-SL	Sex Trafficking/ Street Life	Specifically addresses past experience in prostitution (including exchanging sex for drugs).	Key resource supports 10-session model.	\$495
GS-REL	Relationships/ Friendships - and Boundaries	Relationships are a major pathway to problems, and may continue to be significant risk factors. Multiple resource options address dysfunctional relationships, codependent relationships, and family-of-origin issues, as well as negative peer influence and negative peer pressure.	10-session short program model	\$495
			20-session comprehensive stage-based program package.	\$985
			Additional skills-based elements addressing specific boundaries issues (develops self-efficacy versus key risk factors and triggers),	45-session comprehensive stage-based program package with key MAV skills lessons.

MH4f	Codependency	Comprehensive treatment resource for individual or group use. Addresses various forms of co-dependency through multiple workbooks, worksheets, short activities, skills elements, and more. Can be tailored to specific program needs.		tailable
GS-RA	Running Away	Addresses past experience as a runaway or throwaway.	10-session resource, includes support for treatment intervention and assessment.	\$495
GS-AODA	Substance Abuse	The core New Freedom program includes a wide range of substance abuse-specific resource options, including many workbooks, nearly 200 separate lessons, and several pre-packaged programs. In addition, the female gender-specific resources address significant substance use/abuse, sales of illegal substances, exposure to significant substance abuse during childhood, and include dual diagnosis resources for use in mental health and co-occurring disorder programming.	We recommend a gender-specific version of the OPEN-30 resource (core program with intensive gender-specific overlays). 40, 50, and 75-hour versions available.	\$2495 for OPEN-30 with GS
GS-T	Trauma	As many women in the program setting have been exposed to significant trauma, these helpful resources address prior exposure to trauma, symptoms (and symptoms management) of post-traumatic stress, and vulnerability to specific types of triggers. Highly recommended for most treatment settings.	10-session short program model	\$495
			20-session comprehensive stage-based program package.	\$985
GS-V	Violence	A wide range of resource options address exposure to significant violence, violence in home setting during childhood, violence in relationships (target or victim), and violent behavior (self).	10-session short program model	\$495
			20-session comprehensive stage-based program package.	\$985
			45-session comprehensive stage-based program package including MAV skills-based lessons.	\$1990
Female (GS) stage-based program options				
GS-Pre	GS Preparation for Treatment	These resources are designed to be used flexibly by staff in introducing or supporting the initial stages of programming. They address key issues of precontemplation and are shaped to be used prior to - or in conjunction with - the first female gender-specific core program elements. They include: (1) focused MI-based pre-treatment or early treatment activities addressing anti-contemplation and resistance to change, (2) MI-based early treatment or treatment engagement activities, focusing on importance and confidence in thinking about change, (3) multiple MI-based pre-contemplation curriculum resources for participants, as well as tools for staff.	Program resource set of 5 short workbooks, 10 key issue-focused (FFT) elements, 6 worksheets and staff support guidance and tools.	\$695
			Program resource set of 10 short workbooks, 15 key issue-focused (FFT) elements, 8 worksheets and staff support guidance and tools.	\$995

GS-TP	GS Turning Points	Support the midpoints of the change process. In the Stages of Change model (TTM), this may be in the Determination stage, or the later portions of the Contemplation stage - or with individuals who are experiencing a certain amount of cognitive dissonance (and need encouragement to move forward). Moreover, they bring the change process into focus: drawing a line, commitment to change, action planning, determination to master new coping skills and strategies and building on new strengths. The materials provide the counselor with a range of options.	10 hours of core resources and 25 targeted supplementary resources. Recommended.	\$795
GS-RH	GS Returning Home	This resource set provides multiple options for use during the transition period. It is designed to supplement the Returning Home workbook series (nearly 30 different titles, more than 130 program hours). We strongly suggest the use of several of these resources which can be used flexibly in 1:1 or small groups with others who are at a similar stage in their programming.	Multiple affordable program options, readily tailorable - support group, in-cell, individual, and both pre-release and aftercare programming options.	130-hour set is \$4800.
		Program resource tailored for a 60-day transition period, and includes workbooks, lesson plans, key resources for Motivational Interviewing-based counseling by program staff, and critical summary lessons.	60-session <u>packaged</u> program model.	\$2465
DV1	Domestic violence #1: increasing personal awareness	A primary objective is to address denial of the issue - or its seriousness - by its victims. This workbook uses comprehensive worksheets and checklists to help participants identify and understand the physical, sexual, verbal and emotional violence they have experienced with male and/or female partners. It also helps them understand why they remained in abusive relationships.		3
DV2	Domestic violence #2: becoming less vulnerable to domestic violence	This workbook helps identify and address some of the most common underlying vulnerabilities in women who are in abusive or dysfunctional relationships. It addresses the costs and consequences of being in an unhealthy relationship, healthy and unhealthy relationships, and some of the characteristics of the abuser. This workbook provides suggestions for healing personal areas of vulnerability and initiates the action planning process.		4
DV3	Domestic violence #3: your safety is your business	This workbook develops a comprehensive individual-specific action plan for preventing future relationship difficulties. It helps identify the progressive nature of these behaviors, the reasons why she may need to get away from an abusive or threatening situation, and helps identify issues in her own thinking relating to the abusive relationship with a male or female partner. Templates identify specific areas of personal strength which may help her in difficult times.		3

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

Behavioral health curriculum (core program)

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

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

	Anxiety	The primary focus of these resources is awareness and <u>self-management of symptoms relating to anxiety</u> . Additionally, the unit addresses feelings of guilt and shame. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management, especially anxiety. This unit provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	Unit model
	Depression	The primary focus of these resources is awareness and <u>self-management of symptoms relating to sadness and depression</u> . Additionally, the unit addresses <u>grief, loss, loneliness, and boredom</u> . Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management. This unit provides many opportunities for problem solving and multiple Motivational Interviewing (MI) tools.	Unit model
	Trauma	The primary focus of these resources is awareness, insight, and more effective self-management of the impact of distressful life experiences, such as past traumatic events. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by distress tolerance, affect regulation, and coping skills, and tools designed to assist awareness and motivation for successful symptoms self-management. This unit includes multiple Motivational Interviewing (MI) tools.	Unit model
BTB	Beyond The Bridge	Developed for the Mental Health units at New York City's Department of Corrections (Rikers Island), this excellent resource provides a comprehensive intervention core resource for significantly mentally-ill populations. CBT, MI, and specific coping skills. 72 sessions. Available in English and Spanish-language versions. A recent peer-reviewed article in the <i>American Journal of Public Health</i> reported that violent incidents across the Rikers Island facility are down 15%, but violent incidents among the population receiving our curriculum are down 31%. In an experimental cell unit using our programming violence was down 46% while in a mirror cell unit not using the materials violence was up by almost 500%.	\$2,495
MH-BTB-2	modified BTB	Similar to above, but modified for open group/open admissions programs.	\$2,495 until 6/30/17
CAPS	Clinical Alternative Program for Self-Management	Clinical Alternatives Program for Self Management (CAPS) is a CBT/DBT/MI, comprehensive and stage-based group curriculum and clinical support resource - one of the first designed specifically for the seriously mentally ill population. This particular resource focuses primarily on psychotic spectrum and mood disorders (<u>a 50-session track for each</u>). The curriculum elements include helpful lesson plans and client worksheets for each session, plus skills development and practice activities, MI-tools, and tools for systematic self-evaluation.	\$2,995 core \$9995 extended

CSMC	<p>Comprehensive Self-Management Curriculum</p> <p>(Correctional version)</p>	<p>The Comprehensive Self-Management Curriculum, is a 50 hour group program with overlays for common issues including mood disorders and psychotic spectrum disorders) basically a 50-session track for each). Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected DBT skills, this easy-to-implement new curriculum:</p> <ol style="list-style-type: none"> 1. addresses pre- and anti-contemplation 2. reduces the impact of major symptoms, 3. introduces DBT skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness 4. makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration) 5. provides optional critical overlays for self-injury and anger/aggression/violence 6. emphasizes Situational Confidence in facing high-risk situations 7. Its' goals are: measurable decrease in acting out, violence and self-harm 8. reduction in frequency, intensity, and duration of specific problem symptoms 9. documentable movement along the Stages of Change and achievement of specific clinical objectives/outcomes 10. increase in treatment and med compliance, and long-term success in symptom and behavior management 11. serve as a program and staff capacity builder by providing clinical supervisors with program elements which can be delivered by psych techs and other staff <p>Demonstrated statistical success documented in recent peer-reviewed article in <i>International Journal of Environmental Research and Public Health</i>.</p> <p>In addition to the core program (above) additional options include elements addressing aggression/violence, interpersonal skills, self-harm, sleep disturbances, etc.</p> <p>Lessons are designed for 2 hours per programming day and are supported by a significant set of tools: lesson plans, assessment instruments for participants and staff, and review components at specific intervals. Male and female versions provided.</p>	<p>\$5250 for both core elements</p> <p>tailorable:</p> <p>\$9995 extended</p>
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CSMC-comm	Comprehensive Self-Management Curriculum (community version)	Similar program to the resource above, but designed for community settings, aftercare, IOP settings, and programs which transition clients from residential to less-restrictive settings. Developed to allow for flexible administration: 1+ hours per day, open/closed groups, individual counseling (1:1) settings, etc.. includes helpful supportive documentation resources.	\$5250 for both core elements tailorable: \$9995 extended
CSMC overlays	MH15/W15 - Sleep Disturbances: Comprehensive resource for individual or group use. Addresses causes, sleep hygiene, and coping skills. \$750		
	Life skills - multiple options, ranging from basic activities for daily living to problem solving, vocational, coping skills, CBT, DBT, transition, and problem solving. Tailorable.		
	M22/W22 - Self-injury: Separate resources for men and women; for individual or group use. \$275		
	Interpersonal skills - multiple options from the MAV resource set (up to 50 lessons available), supported by MI tool sets, worksheets, and personal aftercare and planning tools. Tailorable.		
MH1 m/f	Anger	Comprehensive treatment resource for individual or group use. Includes anger, aggression, violence, and repressed anger.	tailorable
MAV-MI-1,2,3,4	The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements)	The Motivational Interviewing Anger, Aggression, and Violence Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons.	\$250
MH2 m/f	Anxiety	Comprehensive resource. Addresses several anxiety disorders. <i>Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).</i>	tailorable
AXY-MI-1,2,3,4	The Motivational Interviewing Anxiety Resource (4 elements)	The Motivational Interviewing Anxiety Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of anxiety, stress, fear, or worry, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	\$250
MH3 m/f	Abandonment/neglect	Comprehensive treatment resource for individual or group use.	tailorable
MH4 m/f	Codependency	Comprehensive treatment resource for individual or group use. Addresses various forms of co-dependency	tailorable
MH5 m/f	Depression	<i>Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).</i> Comprehensive treatment resource for individual or group use.	tailorable
DEP-MI-1,2,3,4	The Motivational Interviewing Depression Resource (4 elements)	The Motivational Interviewing Depression Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing feelings of sadness or depression, including symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use.	\$250

MH6 m/f	Grief/loss	Addresses various sources of loss and grief. Comprehensive treatment resource for individual or group use.	<i>tailorable</i>
MH7 m/f	Conduct issues	ADHD/ADD/Oppositional Defiant Disorder/Conduct Disorder. <i>Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).</i>	<i>tailorable</i>
MH8 m/f	PTSD/Trauma	Comprehensive treatment resource for individual or group use. Addresses various sources of trauma . <i>Optional treatment planning Excel flow chart-based resource links treatments steps to specific resources; supports program implementation for individuals or groups, and documentation (tailorable resource).</i>	<i>tailorable</i>
MH14 m/f	Handling difficult feelings	For use with dual diagnosis clients and adolescents who have difficult identifying and dealing appropriately with feelings, including confusion and emptiness. Comprehensive treatment resource for individual or group use.	<i>tailorable</i>
MH15	Sleep Disturbances	Comprehensive resource for individual or group use. Addresses causes, sleep hygiene, and coping skills.	\$750
MH18 m/f	Eating Disorders	Comprehensive treatment resource for individual or group use; addresses common eating disorder issues. Separate elements for men and women.	\$350
MH19 af/jm/jf	Compulsive Gambling	Addresses common issues underlying problem gambling. Separate plans for men and women for individual or group use.	\$250
MH22	Self-injury	Separate resources for men and women; for individual or group use.	\$275
SD10	Reducing Consequences	Designed as part of a harm reduction strategy, it helps clients identify the consequences of their behaviors and examine their readiness to reduce their substance abuse. This can be a critical first step towards abstinence (for group or 1:1 use).	3
MH23	Mood disorders	Selected elements from the CSMC resource set (resources support up to 50 sessions). Suitable for residential, transition, IOP and outpatient programs. Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected Dialectical Behavioral Therapy (DBT) skills, this easy-to-implement new curriculum: <ul style="list-style-type: none"> - addresses pre- and anti-contemplation - reduces the impact of major symptoms, - introduces skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness - makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration) 	<i>tailorable</i>
MH24	Psychotic spectrum disorders	Selected elements from the CSMC resource set (resources support up to 50 sessions). Suitable for residential, transition, IOP and outpatient programs. Based on Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI change model), social learning theory (skills modeling, practice, and mastery), and selected Dialectical Behavioral Therapy (DBT) skills, this easy-to-implement new curriculum: <ul style="list-style-type: none"> - addresses pre- and anti-contemplation - reduces the impact of major symptoms, - introduces skills in the areas of affect/emotional regulation, distress tolerance, and increased self-awareness - makes a clear connection between client changes (med compliance and new coping skills) and feeling better (symptom frequency, intensity, and duration) 	<i>tailorable</i>

TX-1	Treatment adherence: Helping Treatment Work	Treatment adherence workbook, primarily for clients with medical issues. Addresses compliance issues, including taking of prescribed medications (for group or 1:1 use).	2
TX-2	What's treatment all about?	Short workbook explains the behavioral health treatment process and expectations. <i>(For small group and 1:1 interactive counseling uses)</i>	2
PT5	Coping skills and interventions for specific issues	Prescriptive format. Identifies specific coping skills to address anxiety, depression, loneliness, isolation, grief, etc.	<i>with MH packages</i>
PT7	Coping skills worksheet and self-analysis checklist	Self-assessment: identifies coping skills by past patterns of substance abuse and behaviors. Recommends critical coping skills for addressing those patterns.	1
PREA	PREA program resources	Comprehensive, stage-based PREA resource, includes short-stay and extended resources for youth as well as support for staff. Versions for both males and females.	\$1495
Program resources			
Journaling		Nearly 100 journaling activities and assignments. Tailorable to different program types (in-cell, behavioral health, substance abuse, community, or facility settings).	<i>tailorable</i>
WDYT-ES/6	"What do you think? <i>(brief activities)</i>	This series of 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 age-appropriate versions of this resource. Please specify: grades 4-6 or grades 7-12</i>	\$395
WDYT-MS/HS			\$480
WDYT-A	"What do you think? <i>(brief activities - adult version)</i>	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.	\$395
CT Situations	Criminal Thinking (Situations)	Fifteen (15) separate activities examining different forms of criminal thinking or decision making.	5
FFT	Food for Thought	More than three hundred (300) short (3-4 page) activities, each addressing one type of problem or faulty thinking. Participants examine that issue, options, and outcomes. More than 300 FFT options are available, and typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female).	<i>tailorable</i>
Summary activities: <ul style="list-style-type: none"> ● Checkpoints ● Worksheets ● Situational Confidence Questionnaires (SCQs) 		We have developed more than 200 focused summary activities, multi-page worksheets, progress checkpoints based on learning objectives and behaviorally-stated objectives, and Situational Confidence Questionnaires - SCQs -shaped to specific target issues and outcomes. They typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female).	<i>tailorable</i>
CM	<i>Counselor's Manual</i>	For certain programs, we provide a comprehensive counselor's manual, with tools for administrators, in-service training worksheets, and program guidance. Helpful in orienting and training new staff.	

Program Models			
<p>Sample Program Models Available; We have developed program models ranging in dosage from 24 to 700 program sessions. We are happy to provide these models to assist in your program design process. These models have been tailored to address specific program needs; open group, closed group, gender-specific, day or outpatient treatment, residential, in-cell, Spanish-language, substance abuse, mental health, dual diagnoses, adult, and juvenile. Please contact us.</p>			
<p>Counselors Tools and Assessments Reviews of program progress; evaluation and documentation tools</p>			
<p>Competency Checklists. We are happy to provide competency checklists for any workbook. These may be especially helpful in treatment planning, program documentation, and evaluation. We provide review questions for each workbook, which can be used flexibly. These questions are based on the behaviorally-stated objectives for each workbook. In addition, these behaviorally-stated objectives are included in the lesson plans.</p>			
<p>Fidelity Monitoring Checklists. Supervisors and instructors/trainers can observe, document, and support teachers, counselors and other staff in delivering program content. Several models are available, and can readily be modified to the specific program. Ensure fidelity to the intent of the design and achieving the program's objectives.</p>			
<p>Program checkpoints. Many programs include weekly or regular review checkpoints. They are tailored to include motivational assessment (MI tools such as MI rulers and the PCA change assessment tool), learning outcomes, (competency checklists of understanding and insight), and intermediate outcomes. For certain programs, they may also include evaluation of participant behaviors. Valuable as assessment of individual and group progress, in "go/no go" decisions for promotion to the next stage of closed group programs, and as documentation in case management or clinical supervision.</p>			
<p>Progress evaluation model. Tailorable model summarizes and supports monitoring of specific aspects of each participant's progress: attendance, participation, learning outcomes (behaviorally-stated objectives in the intervention or curriculum), motivation assessment (MI), behavioral objectives for the resources - and actual behavior, improved functioning (for mental health programs), pre/post testing, and assessment of situational confidence/self-efficacy in achieving specific outcomes. May be used in conjunction with Program Checkpoints, for clinical supervision, in program or treatment documentation, for court or parole/probation use, and in 1:1 counseling. Readily tailorable to each program.</p>			
<p>Native American Resource supplements - intended to work in parallel with the Core Program options.</p>			
NA-1	What's <u>your</u> opinion?	Tailorable to specific tribal or local programs. Includes more than 30 separate elements, each of which can be used as a discussion starter or cognitive restructuring tool. Based on current issues affecting young people in Native American communities.	\$295
NA-2	Pathway to self discovery	Designed to enhance emotional intelligence, self-knowledge, and enhance links with prosocial elements in the community, including available traditional options. 15 elements, designed to be used flexibly with different clients. Supports class and group work and individual assignments. We suggest that this resource be used in conjunction with core New Freedom or Phoenix programs. A supplemental part of this resource addresses significant community issues, including suicide, alcoholism, family dysfunction, grief, loss, and trauma. As these topics are more sensitive, we suggest they be introduced at the mid-point of programming.	\$155
NA-3	Problems and solutions	Addresses specific risk factors, including a range of significant issues with local gangs. This resource also includes elements designed to increase linkage with available prosocial options and protective factors. (20 elements)	\$195
NA-1,2,3	all three elements above	full resource (above)	\$495

Pathways to Daily Living/Returning Home - life skills program			
LT/LI	Making Good Use of Your Leisure Time & Life Issues	9 lessons (with complete lesson plans, worksheets and participant activities). These activities remind participants of the positive possibilities in their lives. (Includes Pathway to success, and Pathway to better use of your leisure time)	\$155
TT	Handling the Tough Times	18 lessons (with complete lesson plans, worksheets and participant activities). Included are lessons addressing key coping skills, managing stress, better personal organization, using community resources and external supports, and decision making.	\$305
PDLa	Pathways to Daily Living	One hour lessons with detailed lesson plans, instructor's scripts, worksheets, activity cards, and other program activities.	
		(H) Pathway to better hygiene (8)	\$115
		(N) Pathway to better basic food shopping and nutrition (8)	\$115
		(PO) Pathway to better personal organization (5)	\$95
		(PEH) Pathway to better physical and emotional health (6)	\$95
		(IL) Pathway to independent living (6)	\$95
MAV	Anti-violence skills Communication/ social skills	50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Replaces MAS resource. Shorter version (MAV 25) is also available (\$995). This resource is available in juvenile and adult versions. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others.	\$1,995
MM	Managing Your Money	9 lessons (with complete lesson plans, worksheets and participant activities)	\$115
Vocational Program Resources			
P3	Personal Preparation Program	Identification of work skills and job options, a positive attitude, thinking realistically about work, practical aspects of finding a job, development of personal data sheet, handling applications, resumes, and interviews, and keeping a job (10 sessions).	\$215
Problem Solving and Decision Making			
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>	\$195
AM1/ RH1I	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).	2
PS2/ RH2I am/af	Problem Solving I-2-3	Using basic problem solving model, presents 54 community and home problem situations experienced by people in transition and/or recovery.	\$195
PS2j/ RH2Ij	Problem Solving I-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>	\$195
PS3/ RH24	Self-efficacy and problem solving	This short workbook summarizes the key coping or avoidance/escape strategies used by clients for their highest risk situations. <i>(key summary activity).</i>	2

Anger and Violence Program Resources			
MAV-MI-1,2,3,4	The Motivational Interviewing Anger, Aggression, and Violence Resource (4 elements)	The Motivational Interviewing Anger, Aggression, and Violence Resource. This is a series of four (4) resources which are designed to address motivation and change talk issues in a sequential fashion. Includes tools for addressing angry feelings, symptoms, triggers, and self-efficacy in handling anger, aggression and violence. Suggested for 1:1 use. Also recommended to build and enhance motivation in programs using the MAV Anger Skills lessons.	\$250
F2 am jm af jf	Anger	Identifies client anger symptoms, issues, and triggers, links anger to dependencies. Topics include repressed anger and passive-aggressive behavior.	
F13	What does anger do to you?	A comprehensive approach for individual participants to identify and begin to manage their symptoms and triggers for anger. It provides a range of tools and scales of self-assessment of symptoms (frequency, intensify, duration, current issues, consequences for poor self-management, and decisional balance tool for learning to manage this feeling better). Internal and external triggers for anger are identified and self-management is assessed through a range of rulers and scales. This resource may serve as a valuable building block for learning and mastering appropriate coping skills.	
MAV	Anti-violence skills Communication/ social skills	50 lessons (with complete lesson plans, worksheets and participant activities). Included are practice in key assertion skills, conflict resolution, coping with peer pressure, and avoiding violence. Shorter version (MAV 25) is also available (\$995). This resource is available in juvenile and adult versions. Scripted lesson plans make this resource especially helpful for implementation by line staff, para-professionals, and others. Can be supplemented by selected elements from the “What do <u>you</u> think?” resource, introductory motivational resources and summary confidence elements (tailored to your population, age, and gender). <i>Tailorable (cost depends on resources selected).</i>	\$1,995
GG7	Understanding yourself #1	This is the “risk factors” approach to aggression and violence. It provides an alternative approach to violence issues and behavior, addressing community and family risk factors for violence. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. “If you plan for them, and develop options for how you will handle them better, you stand a good chance.”	8
GG8	Understanding Yourself #2	This is the “risk factors” approach to passive-aggressive behavior, which can often lead to violence and other problems. It provides an alternative approach to violence, addressing community and family risk factors for this passive-aggressive behavior. For clients, the objective is to begin by increasing awareness. Then, clients can admit that they have these risk factors and acknowledge that these risks and temptations will be out there, waiting, upon release. “If you plan for them, and develop options for how you will handle them better, you stand a good chance.”	2
GG4	Living a non-violent life #1	This workbook provides the opportunity for clients to identify their triggers and highest personal risk factors for violence and to develop strategies to avoid these issues or to cope more effectively in the future.	8
GG5	Living a non-violent life # 2	This workbook provides a more focused opportunity for clients to identify their highest risk factors for violence (the people, places, things, times, and situations where they are at highest risk). It guides the development of “environmental control” strategies to avoid these issues and situations - and helps clients explore their options.	5

Di5 m/f	Holding in my anger	Addresses passive-aggressive thinking and behavior.	
Di12m	Tough-minded	Identifies and addresses issues underlying aggressive behavior. Topics include overly-"macho" approach and controlling others by anger.	
FFT	Food for Thought	Short (3-4 page) activities, each addressing one type of problem or faulty thinking. Participants examine that issue, options, and outcomes. More than 300 FFT options are available, and typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female).	<i>tailorable</i>
Summary activities: <ul style="list-style-type: none"> ● Checkpoints ● Worksheets ● Situational Confidence Questionnaires (SCQs) 		We have developed more than 200 focused summary activities, multi–page worksheets, progress checkpoints based on learning objectives and behaviorally-stated objectives, and Situational Confidence Questionnaires - SCQs -shaped to specific target issues and outcomes. They typically are selected to fit specific program models, stage of change, agendas, desired treatment outcomes, and population (adult/juvenile//male/female).	<i>tailorable</i>
<p>Revocation and Relapse Intervention Programs (post-release interventions)</p> <p>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.</p> <p>While some of these workbooks are based on elements of the <i>Returning Home</i> (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.</p>			
RI-MI 1,2,3,4	The Motivational Interviewing Relapse Intervention Resource (4 elements)	The Motivational Interviewing Relapse Intervention Resource. This is a series of four (4) comprehensive resources which are designed to address motivation and change talk issues in a sequential fashion. Designed to support community reintegration and preparation for release in those that have had past “lapses” in their recovery, these MI resources each include more than a dozen MI tools or elements focused on the transition. They help participants and staff assess readiness and confidence for handling specific high risk situations, as well as internal risk factors. Included are parole/probation confidence rulers and resources which may be especially helpful in working with parole staff or members of an individual protective factor safety net (as appropriate). Includes an additional comprehensive element addressing feelings, symptoms, triggers, and self-efficacy in handling transition issues.	\$295
RI-1 m/f	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 m/f	Dealing with people in new ways	Helps participants identify what they can do differently if the “old ways” didn’t work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided. The RI version of this workbook includes reference to issues with family and old friends which developed upon returning home.	4
RI-3 m/f	How did you deal with your feelings?	Addresses feelings of discomfort which led to relapse or other problems. “Trouble spots” are addressed individually or in group setting, and a more effective response developed. Again, the focus of the RI resource is on the specific feelings experienced upon returning home, and any connection between those feelings and the issues leading to revocation.	3

RI-4	Facing your responsibilities	This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility. The responses can be shared and evaluated in individual or group settings. The RI resource targets areas where these responsibilities were not met, including the issues leading to revocation.	4
RI-5 m/f	Practice in handling lapses	This activity provides practice for clients in identifying and coping effectively with the issues involved in their lapse, relapse, or revocation. <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.	5
RI-9	Avoiding problems with authority	This workbook addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger, hurt, and resentment - and the ways in which they may create more problems for themselves. It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations. Situation cards provide opportunities for modeling appropriate responses.	3
RI-10 m/f	Avoiding trouble (when you are with others)	Peer pressure and poor choices often lead to trouble. Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure. This workbook identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills.	3
RI-11 m/f	Making long-term changes	Participants evaluate their post-release and relapse prevention plans, and modify elements as needed to increase their chances of success.	5
RI-12	Identifying and addressing your highest risks	Reviews personal highest risk factors with specific coping skills to be used and demonstration of competence (self-efficacy) in addressing risks for relapse. Focuses on the risk factors present at the time of lapse, relapse, and revocation. <i>(Similar to CS8)</i>	5
RI-13 m/f	Handling problem feelings	Activities identify issues and ask participants to demonstrate how they plan to handle difficult feelings and situations.	3
RI-14	Handling common problems	Helps participants identify - and develop solutions for - common difficult situations encountered during the transition.	3
RI-15 jm/jf	Giving yourself options	Risk factors-based workbook for high risk youth. Clients identify problem situations and practice options to substance abuse or violence. Action planning activities support diversion program. <i>(for juvenile programs)</i>	3

RI-16/ CS1/ DP2	Coping skills for emergencies.	Clients learn to identify their own highest risk situations, the cues that they are becoming at higher risk, what they will do to cope effectively, and then practice these new coping skills until they are confident they will work. Included in these skills are thought stopping, conflict avoidance and “escape” skills), and a comprehensive set of “refusal skills.” <i>(Similar to CS1)</i>	3
RI-17/ F12/ DP3	Let’s talk about feelings	Specific feelings (anger, anxiety or fear, low-self-esteem/shame, hurt, and loneliness) are addressed in activities which help clients identify and experience feelings safely.	3
RI-18/ DP5 m/f	Violence at home	This short workbook is designed to help clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. <i>(for juvenile programs)</i>	2
RI-19	How are things at home?	Helps clients start to discuss family issues (neglect, abuse, abandonment, or addictions) with program staff. Targets problem areas experienced upon release.	2
RI-20/ DP4juv	Gangs	Short workbook helps client identify gang issues and options to participation. This is specifically for use as a prevention resource for younger adolescents. <i>(for juvenile programs)</i>	3
RI-21 m/f	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>	5
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>	5
RI-27	What’s going on in my life?	Introductory workbook helps identify feelings, issues, and risk factors, reducing resistance, and beginning the process of personal awareness and change.	5
RI-28	Key elements of change	This workbook provides a comprehensive overview of personal change from substance abuse. It includes elements of motivational interviewing (MI) and cognitive-behavioral therapy (CBT), as well as analysis of risk factors, the development of key coping and refusal skills, and the development of a safety net. Highly recommended.	9
RI-29	Relapse intervention issues - for women	This workbook provides the counselor and clients with a variety of issues and activities, each of which addresses a facet of the different nature of women’s abuse, relapse and recovery issues - including revocation issues. It can be used in a variety of ways: as a class or group workbook, as a series of topics and activities for individual and group discussion, or as an individual assignment.	6
RI-30	Handling tough situations	<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 people in transition and/or recovery.	7

RI-32	Problem solving cards for Revocation programs	Using basic problem solving model, presents community and home problem situations experienced by people in transition and/or recovery. Focus includes women returning home to the community from prison.	5
RI-33	Reducing your risk	Basic risk reduction workbook, includes obvious high risk situations, warning signs, high risk feelings leading to relapse, and coping skills suggestions for avoiding a person's high risks. <i>(Similar to CS10)</i>	2
RI-34	How are you going to do?	This resource helps participants gauge how confident they are in dealing with the most common or serious situations they will face upon their return home.	2
RI-35	Keeping your focus on what's important	Continues Identification of critical goals, high risk choices, and increases importance of making pro-social choices. <i>Can be used as a follow up to Pre4</i>	1
RI-36	Preparation for program completion	Designed as a summary program element, this resource allows participants to summarize their external and internal risk factors and their plans to deal with them effectively. A supplemental element to this resource provides an optional post-release element for use while on probation or parole.	1
RI-37j	Problem recognition	This workbook addresses a basic element in problem solving: problem recognition. The point of this workbook is to help participants "think" and learn to look beyond the obvious. The key skill elements are the STOP and THINK parts of STOP-THINK-ACT. <i>(for juvenile programs)</i>	3
RI-38	What happened?	This resource allows participants to explore what happened during and prior to their last relapse. By exploring the people, places, things, situations and feelings they had, the participants will be in a better position to plan for their next attempt at change.	2
RI-39	Back again (RI)	Twenty-five (25) problem situations. The RI version of this resource focuses on the problems they may have handled unsuccessfully, which resulted in their parole violation, revocation or assignment to a relapse intervention program. Important resource.	\$525 If sold separately
RH35/ RI-41	Going home	Twenty-seven (27) problem situations/scenarios. Appropriate for pre-release, transition, and post-release relapse intervention (revocation) programs.	\$525 If sold separately

Recursos del programa Una Libertad Nueva

Manual	Título		Horas
Auto-Descubrimiento	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.		
Preparación de los materiales de tratamiento: 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. <i>(Para programas correccionales juveniles)</i>	1
Pre2	Mientras tu estes aquí	Actividades cortas clarifican las oportunidades y expectativas para los participantes en programas de tratamiento a nivel correccional. <i>(Para programas correccionales juveniles)</i>	1
Manuales de Auto-descubrimiento			
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. <i>(Para programas correccionales de jóvenes y adultos)</i>	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
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

Manual	Título		Horas
RH25/ SD12 jm/jf	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.	8 (up to 12)
Comprendiendo tus sentimientos		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
CBT1	Introducción al pensamiento funcional		4
CBT4	Síntomas y señales tempranas de advertencia		3
CBT5	Factores Causantes		3
CBT5a	Factores Causantes 2		4
CBT7b/ CSI	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." (También mencionadas como CSI)		6
TX2	Ayudando que funcione el tratamiento		1
FID	Frecuencia, intensidad y duración		
TSA	Actividad de Resumen de los Factores Causantes		1
PDL26/27	Vías para una mejor salud física o emocional -I		1
F3m	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
F5m	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	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

Manual	Título		Horas
“Auto-conocimiento”		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 incómodos, 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.	6
SA2 am/af	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 más comunes y dañinas, sus pensamientos, sentimientos, y conductas después de la recaída, y los asuntos resultante de la recaída.	10
Habilidades de Enfrentamiento para la Prevención de Recaída		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”.	
CS1/ CBT7b	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.” (También mencionadas como CBT7b)	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.	7
CS4	Habilidades de enfrentamiento, serie # 3: técnicas para el manejo sentimientos y pensamientos incómodos	Provee una guía importante para el dominio de trece habilidades de enfrentamiento en la prevención de recaída.	7

Manual	Título		Horas
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.	7
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.	7
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
ADR (also RH)	Actividades de resumen	<ul style="list-style-type: none"> ● Lista de Control de las Habilidades de Enfrentamiento de Auto-Eficacia ● Revisión de las habilidades de enfrentamiento ● ¿Cuáles son tus elecciones? 	1
Regresando a Casa		Manuales cortos altamente interactivos para la reintegración a la comunidad y parte del plan para el mantenimiento.	
RH1m	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
RH2m	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
RH3m	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

Manual	Título		Horas
RH4m	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
RH5m	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
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
RH7m	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
RH8m	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

Manual	Título		Horas
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 j/a?	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
RH14m	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 Dos opciones	(A) 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. (B) Este recurso cuenta con 28 situaciones problemáticas en el líder debe escoger los que mejor se adapten al grupo.	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

Manual	Titulo		Horas
RH25/ SD12	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.	12
RH26/ CSI0	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
ADR	Actividades de resumen	<ul style="list-style-type: none"> ● Lista de Control de las Habilidades de Enfrentamiento de Auto-Eficacia ● Revisión de las habilidades de enfrentamiento ● ¿Cuáles son tus elecciones? 	1
Manuales del Programa de Intervención a las Pandillas			
GG1m	¿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 mas positiva.	8
GG2 m	¿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
GG3m	¿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
GG4m	Viviendo una vida sin violencia #1	Este manual provee a los clientes la oportunidad de identificar sus estímulos y factores de riesgo personal mas altos para la violencia, y desarrolla estrategias para evitar estos asuntos o enfrentarlos en el futuro con mas efectividad.	10
GG5m	Viviendo una vida sin violencia # 2	Este manual provee a los clientes una oportunidad mas enfocada para identificar sus factores de mas alto riesgo para la violencia (personas, lugares, cosas, momentos, y situaciones donde ellos están en un riesgo mas 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

Manual	Titulo		Horas
GG7m	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. “Si planeas para ellos, y desarrollas opciones sobre como los vas a manejar mejor, entonces tendrás una buena oportunidad.”	9
GG8m	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
Recursos de los Programas de Desviación			
DPIj	¿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/ RI20j	Pandillas	Manual corto que ayuda al cliente a identificar asuntos relacionados con las pandillas y opciones a la participación.	2
DP5 /RI18j	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

Manual	Título		Horas
DP6j	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 j?	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
Resolución del Problema y Toma de Decisión			
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).	3
CURRÍCULO PHOENIX			
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