

# Cognitive / Behavioral Strategies to Changing Offender Behavior

*September 1998*



## Facilitator Manual

*Introduction*

# **COGNITIVE/BEHAVIORAL STRATEGIES TO CHANGING OFFENDER BEHAVIORS**

## **FACILITATOR WORKBOOK**

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## **Facilitating This Course**

### **THE OBJECTIVE**

The objective of the Cognitive/Behavioral Strategies to Changing Offender Behavior training sessions is to empower corrections institutions to significantly decrease the percentage of recidivism as they work with offenders.

### **THE PROCESS**

These workshops are presented by leaders in the area of corrections. The ideology of training inmates in self-understanding, skill streaming and thinking skills comes from the united belief of many experts in the national corrections field that helping inmates develop habits of effectiveness as they deal with daily events allows them to be less vulnerable to external circumstances. A four-session training in the area of cognitive/behavioral strategies will help participants to:

1. Become aware of the research
2. Understand cognitive principles
3. Understand and apply cognitive principles and methods of cognitive restructuring
4. Understand principles and methods of cognitive skills theory

### **THE CONTENT**

The success of this training depends on the process of implementation of cognitive programs. These cognitive/behavioral strategies are based upon the development of the offender's skills in dealing with realistic situations to promote self-mastery and self-understanding.

This four part training for corrections officials begins with an overview of cognitive areas, including restructuring, skills, and social programs. The following two sessions provide specific information in the areas of cognitive restructuring, the process by which skills are taught, problem solving and social skills. In the final session, facilitators are given the opportunity to begin setting cognitive training goals for their specific institutions and defining action steps toward the achievement of those goals.

**NATIONAL INSTITUTE OF CORRECTIONS**  
**Cognitive/Behavioral Strategies To Changing Offender Behavior**

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Ms. Fabiano has co-authored many monographs and journal articles in the area of effective correctional treatment and is co-author of two books *Time to Think: A Cognitive Model of Delinquency Prevention and Offender Rehabilitation* (with R. Ross), and *Correctional Afterthoughts: Programs for Female Offenders* (with R. Ross).

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## Note to Facilitator

### Activity: Cognitive Behaviors -- Icebreaker

Before your training group begins this introductory activity, provide an opportunity for participants to get to know each other. This can be accomplished by asking each person to stand before the group and give his/her name and role in the correctional facility.

If you are working with a group of participants who are marginally acquainted with each other – where names and identities are known – ask the participants to do one of the following as they introduce themselves:

- Tell a little-known fact about themselves.
- Give one reason they chose corrections work.
- Provide a positive aspect of corrections work they particularly enjoy.



## Activity: Cognitive Behaviors - Icebreaker

1. What cognitive skills do you possess that contribute to your effectiveness, both personally and professionally?

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2. What kinds of cognitive skills are important to you?

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3. Who do you know who possesses and successfully uses these cognitive skills?

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4. Identify two cognitive skill areas in which you would like to improve.

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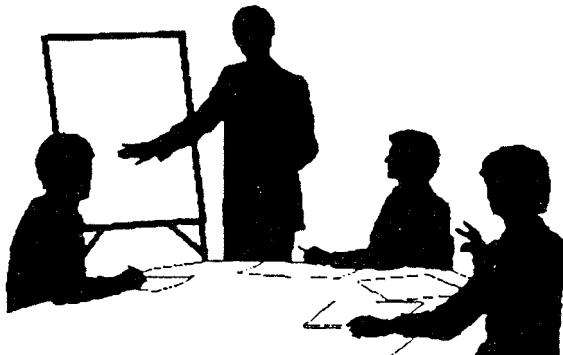
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## Timed Outline - Module 1

9:00 - 9:15	Open/Welcome	Objective
9:15-9:30		Activity: Cognitive Behaviors -- Icebreaker
9:30-10:00		Video: Introduction to Cognitive Programs
10:00-10:15		Activity: Internal and External Behaviors
10:15-10:45		Video: Designing Cognitive Programs
10:45-11:00		Break
11:00-11:15		Activity: Cognitive Skills for Offenders
11:15-11:30		Video: Cognitive Restructuring
11:30-11:45		Activity: Harmful Thinking
11:45-1:00		Lunch

## Cognitive/Behavioral Strategies to Changing Offender Behavior

1:00-1:20		Video: What Works for Offenders?
1:20-1:35		Activity: Cognitive vs. Non-Cognitive Programs
1:35-1:45		Q & A
1:45-2:00		Video: Concluding Remarks
2:00-2:30		Activity: Reflection Module 1



## Training Overview

### Module 1:

#### Cognitive Overview

- Cognitive principles
- Cognitive restructuring
- Cognitive skills
- Summary of research on what works

### Module 2:

#### Cognitive Restructuring Model: The Four Steps of Cognitive Self-change

### Module 3:

#### Introduction to Cognitive Skills

- Process by which skills are taught
- Social skills for offenders
- Problem solving
- Cognitive skills in perspective

### Module 4:

#### Broader Applications & Implementation

# **Module 1**

## *Video Graphics*



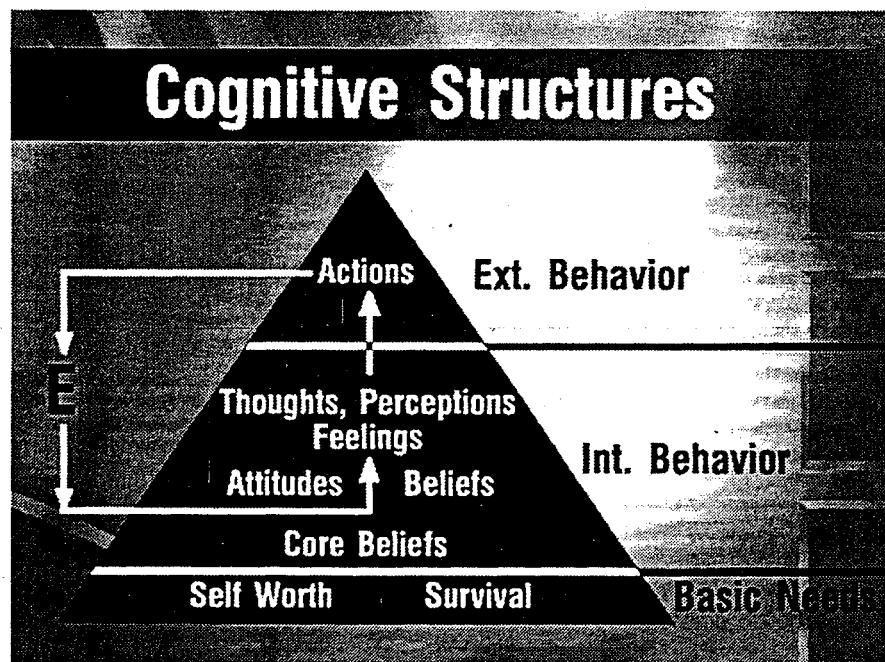
Cognitive / Behavioral Strategies to Changing Offender Behavior

## Session Objectives

### Module I

The participant will be able to:

- \*Differentiate between cognitive skills training and cognitive restructuring
- Identify internal and external behaviors that influence criminal behavior
- Identify a variety of cognitive skills that offenders can be taught
- Identify the public's expectations for criminal sanctions and address ways for cognitive programs meet those expectations
- Increase awareness of research on the effectiveness of cognitive programs
- Know the four steps of cognitive self-change



## Some Criminal Thinking Patterns

### Victim Stance:

"Look what you've done to me."

### Dehumanization:

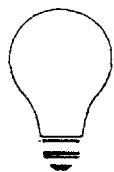
"They deserve what they get."

### Entitlement:

"It's mine if I want it."

### Righteous Anger:

(Victim Stance With Feeling)



*"Thinking straight ain't easy.  
Staying straight is even tougher.  
First, you have to learn to think straight."*

An Offender

## Some Familiar Cognitive Skills

- Problem Solving
- Moral Reasoning
- \* Social Skills
- Creative Thinking
- Emotional Control

## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p>Offender Attributes:</p> <ul style="list-style-type: none"><li>- impulsive</li><li>- egocentric</li><li>- habitual anti-social behavior</li><li>- rigid, narrow-thinking</li></ul>	
<p>Cognitive Restructuring</p> <p>Changing the attitudes, beliefs, and habits of thinking that lead to criminal behavior</p>	
<p><b>Four Steps Of Cognitive Self-Change</b></p> <p>Step 1: Pay attention to your thoughts &amp; feelings Step 2: Recognize when your thoughts &amp; feelings have risk of leading you to do something hurtful.</p>	
<p>Step 3: Use new thinking to reduce that risk. Step 4: Practice until you get good at it.</p>	

## Four Parts of a Thinking Report

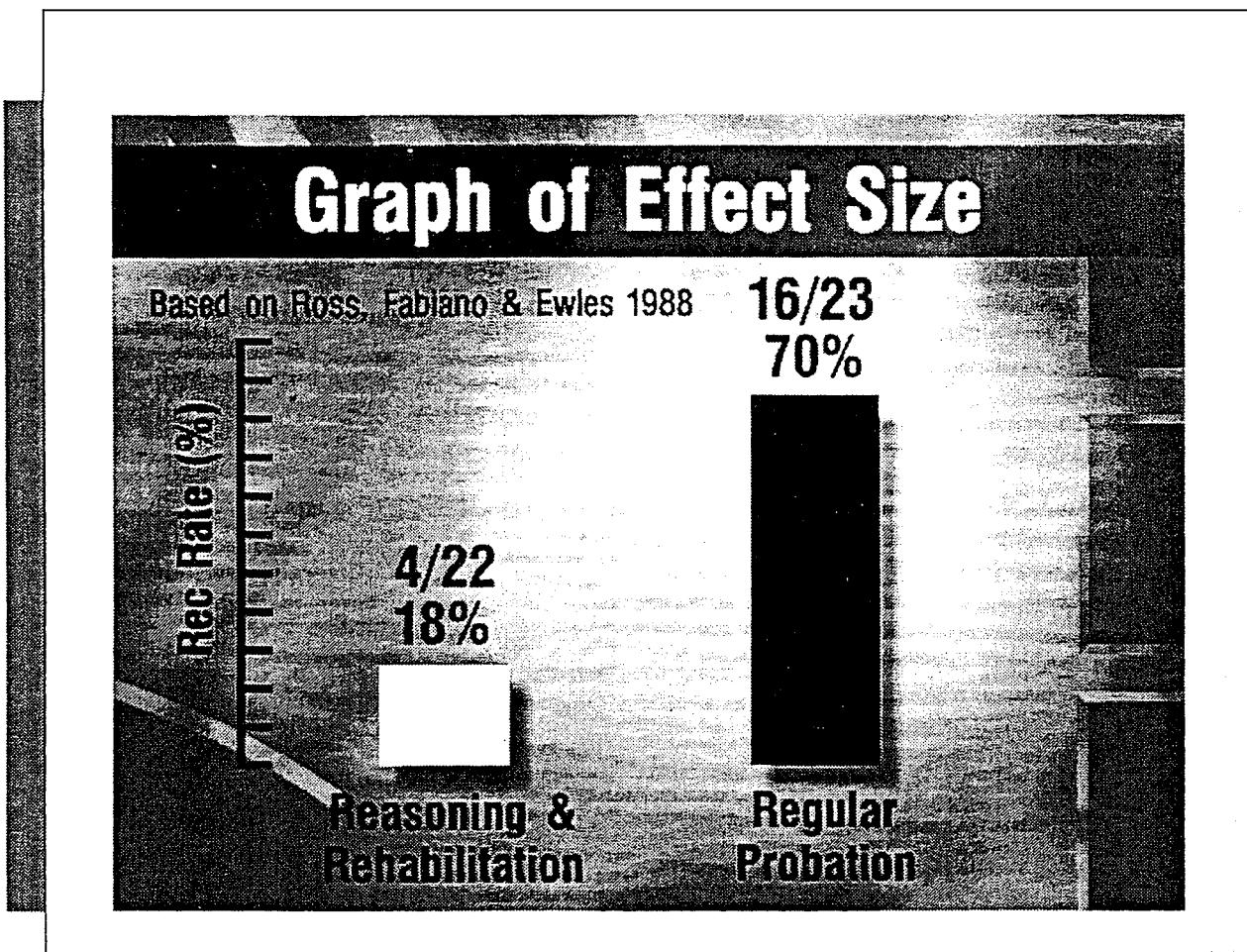
Situation:	Write a brief, objective description of the situation.
Thoughts:	Write down all the thoughts you can remember having in this situation.
Feelings:	Write down all the feelings you can remember having in this situation.
Attitudes	Write down all the attitudes or beliefs that were part of your thinking in this situation.
Beliefs:	

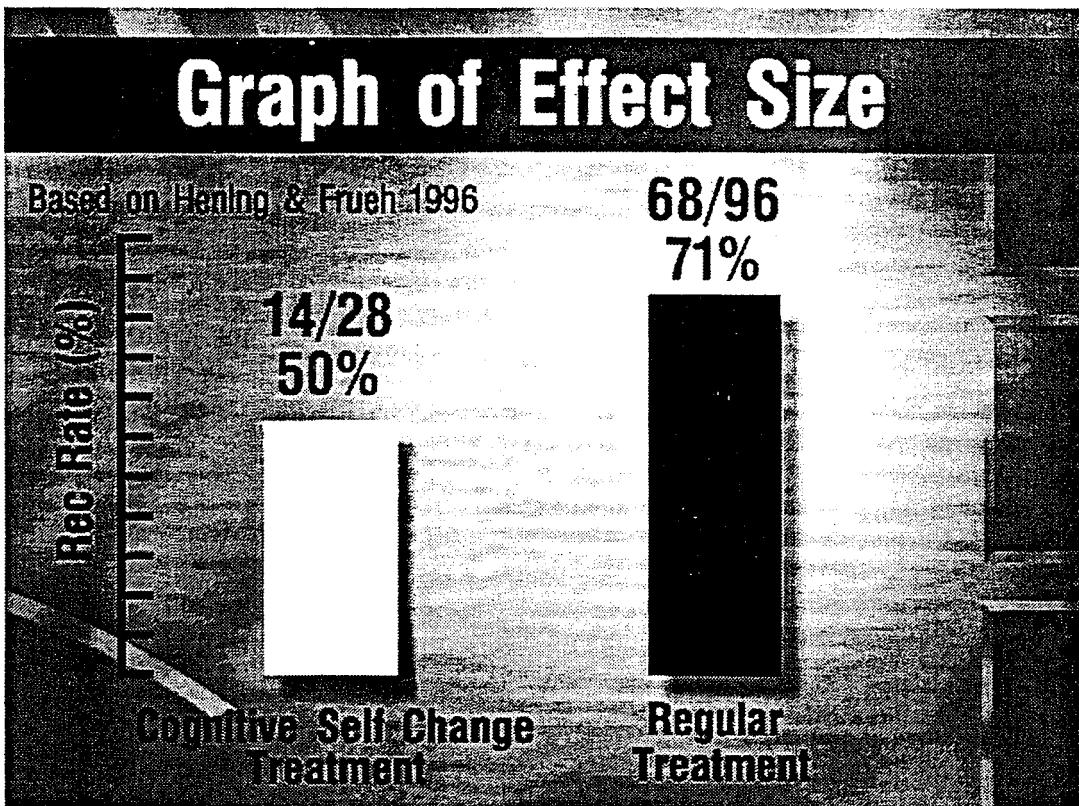
## Purpose of Sanctioning

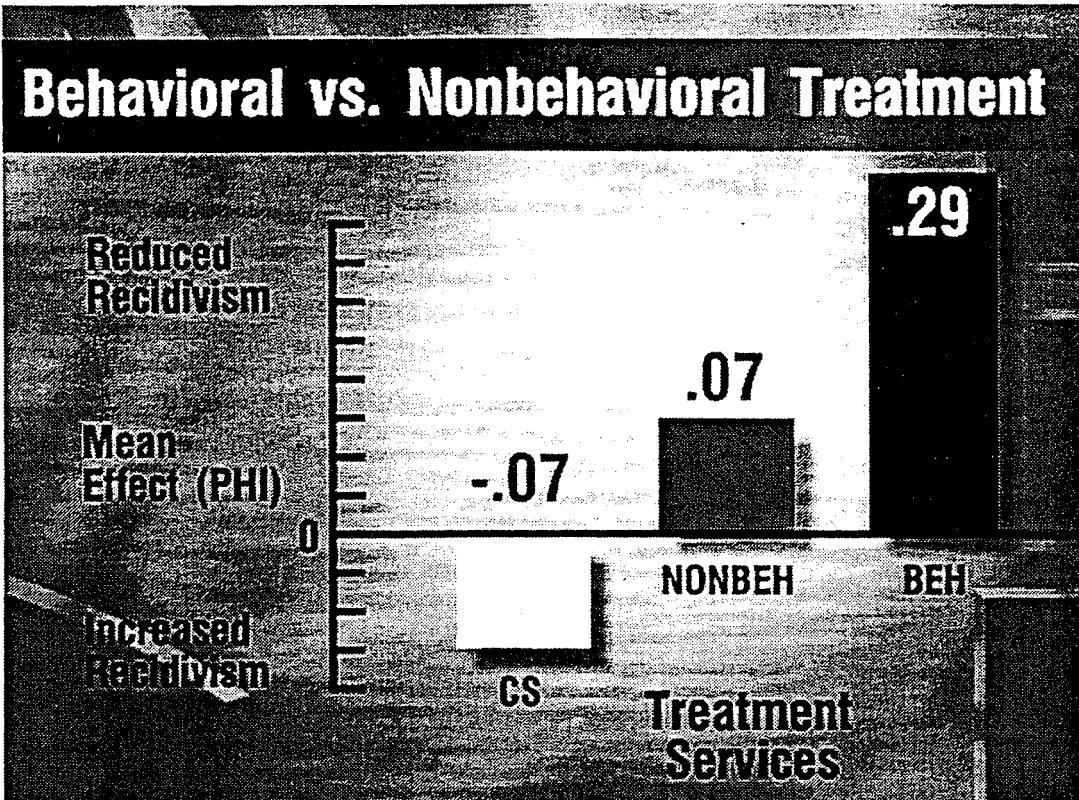
- Retribution
- Just Dessert
- Restoration
- General Deterrence
- Incapacitation
- Specific Deterrence
- Treatment/Rehabilitation

## Cognitive/Behavioral Programs - What Works?

- Modeling
- Reinforcement
- Graduated Practice
- Role Playing
- Extinction
- Resource Provision
- Concrete Verbal Suggestions







## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Criminogenic Risk Factors

#### Minor Influences

01) Lower Class Origins	.06	(24)
02) Personal Distress	.05	(64)
03) Lower Intelligence	.07	(31)
04) Family Structure <sup>1</sup> Parent Ch.	.11	(76)
05) Parenting Factors	.15	(27)
06) Pers. Ed. Achievement	.15	(154)
07) Criminogenic Need	.16	(175)

#### Major Influences

08) History Anti-Social Behav.	.16	(245)
09) Anti-Social Personality	.18	( 62)
10) Anti-Social Companions	.18	( 27)
11) Anti-Social Attitudes	.19	( 29)
12) Composite Risk Scales	.30	(123)
13) Age/Race/Gender	.14	( 94)

\* Pooled by DAA

Genreau, Little and Goggin  
(1996) Adult Offender Rec.

### Promising Intermediate Targets for Rehabilitative Programming

- \*Changing anti-social attitudes
- Changing anti-social feelings
- Reducing anti-social peer associations
- \*Promoting familial affection communication
- \*Promoting familial monitoring and supervision
- \*Promoting identification/association with anti-criminal role models
- Increasing self-control, self-management and problem solving skills
- Replacing the skills of lying, stealing and aggression with more pro-social alternatives
- Reducing chemical dependencies
- Increasing self-esteem
- \*Focusing on vague emotional/personal complaints
- \*Improving neighborhood-wide living conditions

# **Module 1**

## *Activities*



Cognitive / Behavioral Strategies to Changing Offender Behavior



### Note to Facilitator

#### Activity: Internal and External Behaviors

This activity may go more smoothly if you preface the individual work with an incident from your own experience with offenders. Group talk preceding individual work may loosen participants' thinking and establish a "free-flowing" atmosphere in the training group.

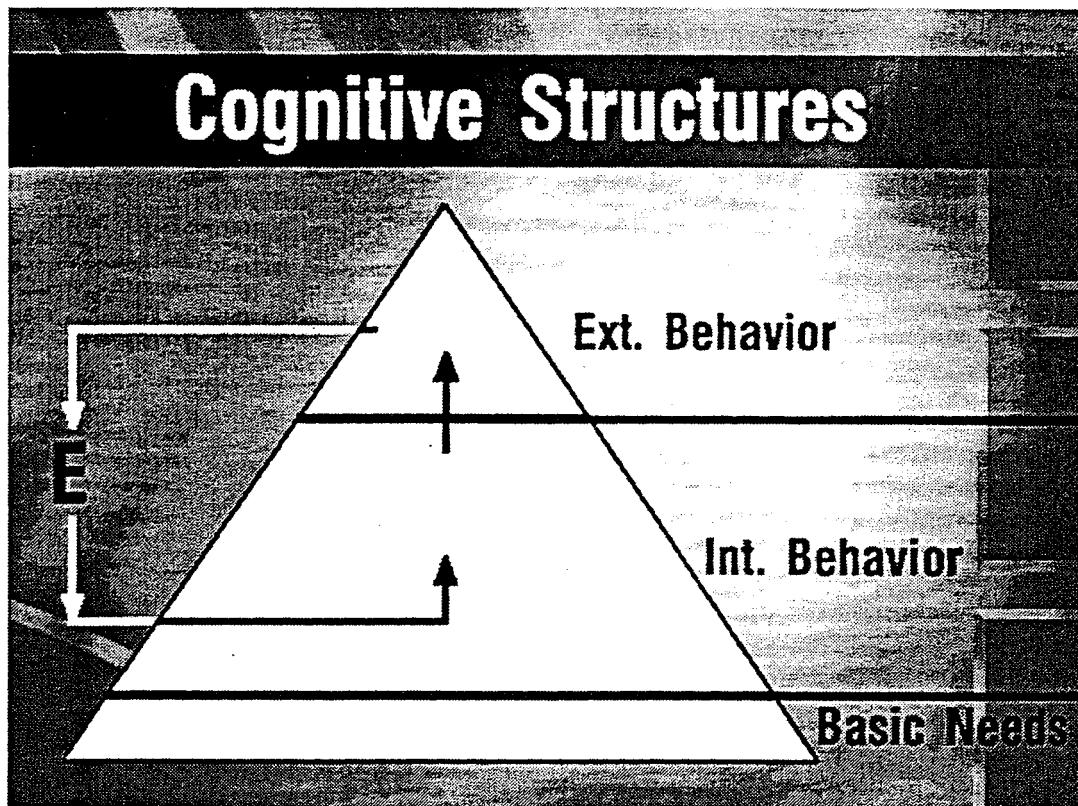


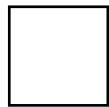
### Activity: Internal and External Behaviors

Using a situation, which has occurred in your experience with an offender, fill in the empty triangle. Begin with observable actions; then complete the specific internal elements and basic needs that accompany the external behavior.

Using a situation, which has occurred in your experience with an offender, fill in the empty triangle. Begin with observable actions; then complete the specific internal elements and basic needs that accompany the external behavior.

Desired Outcome: Participants will clearly see external actions as the "tip of the emotional iceberg" in analyzing and addressing anti-social behavior of offenders.





## Note to Facilitator

### Activity: Cognitive Skills for Offenders

Beginning a discussion with your site group before they complete this exercise will help their thinking process. Start by asking questions of the group about some of the skill areas listed. Please use your own experience with offenders when appropriate.



## Activity: Cognitive Skills For Offenders

Here again the same five areas of cognitive social skills are illustrated.

Under each category list several specific skills you would like to see developed by the offenders in your institution.

Desired Outcome: Participants will see specific ways in which cognitive skills training is relevant to offenders.

Problem Solving  
Specific Areas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Moral Reasoning  
Specific Areas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Social Skills  
Specific Areas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Creative Thinking  
Specific Areas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Emotional Control  
Specific Areas:

4. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### Note to Facilitator

#### Activity: Role Play - Harmful Thinking

Since this activity is modeled in the video, participants will be clear about their instructions.

You may wish to rotate trainees in and out of different group configurations during these 4 training modules. With a little direction on your part, participants can become better acquainted with each another.



### Activity: Role Play - Harmful Thinking

In small groups of only 2 or 3, role play a fictitious or real situation where harmful thinking leads to irresponsible or at-risk behavior. Each participant must provide his/her **spoken** and unspoken dialogue.

Desired Outcome: Participants will be able to clearly follow the relationship between internal and external behavior.



### Activity: Cognitive vs. Non-Cognitive Programs

As correctional professionals, you have had experience which worked to help offenders change their attitudes, feelings, and beliefs, as well as behavioral programs which work on teaching skills to offenders. During this 10-minute period, compare your experiences and perceptions with types of programs.

Desired Outcome: Participants will expand their scope of understanding types of programs and their effects through comparison and discussion.



### Activity: Reflection on Module 1

Each site group member will write 2 questions concerning cognitive programs. Then, in groups of 3 to 5, individuals will share their questions and provide answers whenever possible.

Desired Outcome: Group members will, through their questions and answers possibly provided by others, gain a broader perspective of cognitive skills in corrections settings.

# **Cognitive / Behavioral Strategies to Changing Offender Behavior**



## **Facilitator Manual**

### **Module 2**

*Cognitive Restructuring Training:  
The Four Steps Of Cognitive Self-change*

# Cognitive Behavioral Strategies to Changing Offender Behavior

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## Timed Outline - Module 2

9:00 - 9:15	Open/Welcome Objective
9:15 - 9:45	Video: introduction to Cognitive Restructuring
9:45 - 10:15	 Activity: Role Play - At Risk Thinking and Behavior
10:15 - 10:30	Break
10:30 - 10:40	Video Overview: Presenting A Thinking Report
10:40 - 11:30	 Activity: Writing A Thinking Report
11:30 - 1:00	 Lunch
1:00 - 1:10	Video: Modeling Part 1 - Thinking Report
1:10 - 1:25	 Activity: Presenting and Facilitating Thinking Report - Part 1

## Cognitive/Behavioral Strategies to Changing Offender Behavior

1:25 - 1:35	Video: Modeling Thinking Report: Part 2
1:35 - 1:50	 Activity: Presenting and Facilitating Thinking Report: Part 2
1:50 - 2:00	 Activity: Presenting and Facilitating Thinking Report: Part 3
2:15 - 2:25	Video: Modeling Thinking Report: Part 4
2:25 - 2:40	 Activity: Presenting and Facilitating Thinking Report: Part 4
2:40 - 3:00	 Questions and Answers

# **Module 2**

## *Video Graphics*



Cognitive / Behavioral Strategies to Changing Offender Behavior

## Module I - Brief Review

- Discussion of the cognitive skills principle
- Explanation of the cognitive restructuring process
- Introduction to wide array of cognitive social skills
- Summary of research on what programs work with offenders

## Session Objectives

The participant will be able to describe and apply the process of using Thinking Reports:

- To teach offenders the four steps of Cognitive Self-change
- To understand the purpose of Thinking Reports
- To describe the four parts of a Thinking Report
- To write and present a personal Thinking Report

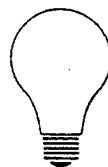
## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Program

### Participant Notes

#### 4 Steps of Cognitive Change:

- Step 1: Pay attention to your thoughts and feelings
- Step 2: Recognize when your thoughts and feelings have risk of leading you to do something hurtful
- Step 3: Use new thinking to reduce that risk
- Step 4: Practice until you're good at it



#### 4 Parts of a Thinking Report Situation:

- Write a brief, objective description of the situation.
- Write down all the thoughts you can remember having in this situation.
- Write down all the feelings you can remember having in this situation.
- Write down all the attitudes or beliefs that were part of your thinking in this situation



### Situation: Wanting To Get High

THOUGHTS:

1. Man, I'd like to smoke a fat log.
2. I could smoke one and it wouldn't affect my urine.
3. I'd have time to get clean before my next test.
4. I only need 2 weeks to get clean.
5. They might not even test me.
6. As long as they don't see me or smell me they can't test me.
7. I can get one right now, no problem.
8. It sure would be nice.
9. F, man, there's nothing wrong with it.
10. Why the f, do they even bother.
11. It doesn't hurt anything.
12. It helps me sleep good.
13. One joint wouldn't hurt.

FEELINGS:

Confused/pressured  
Challenged/desperate  
Threatened/defiant

BELIEFS:

There's nothing wrong with it. It should be legal.

CORE BELIEFS: I don't have to do anything I don't want to.  
No one has the right to tell me what to do.

## Program

## Participant Notes

### Intervention Thoughts:

1. I made a commitment, and I want to stand by it.
2. If I do it, I'll never get out of here.
3. You know it wouldn't be just one joint.
4. Eventually, they'd test me again.
5. I can't give them the satisfaction.
6. I want out of here.
7. It's just not worth it.

### Counter beliefs:

I'm not doing this for them; I'm doing it for me. Doing this doesn't make me less than. Sometimes a woman/man has to do things she/he doesn't want to.

### Presenting the Thinking Report: A Thinking Report is pure information:

- No blame
- No excuses
- No argument
- No counseling

In the first step, facilitators and group members should ask questions and make suggestions to help the person give a clear, complete and objective report. In later steps, the facilitator and group members should ask questions and make suggestions to help the person identify the thinking that puts them at risk and to think of new thinking they could use to reduce their risk. But the person giving the report is always the final authority. That person has the last word on what he/she thinks and feels and what he/she will think in the future.

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## Program

## Participant Notes

### Practicing the 4 Steps:

1. Review your thinking report.
2. Identify 1 key thought that put you at risk of doing something hurtful.
3. Identify 1 new thought, belief, or attitude that you could use to reduce the risk.
4. Sketch a realistic scenario using your new thinking as an intervention.



### Thinking Report Form

SITUATION: \_\_\_\_\_  
\_\_\_\_\_

THOUGHTS: \_\_\_\_\_  
\_\_\_\_\_

FEELINGS: \_\_\_\_\_  
\_\_\_\_\_

ATTITUDES1  
BELIEFS: \_\_\_\_\_  
\_\_\_\_\_

# **Module 2**

## **Activities**



Cognitive / Behavioral **Strategies** to Changing **Offender** Behavior



## Activity: At Risk Thinking and Behavior

Several members of the site group role play at-risk thinking portraying a tense situation between an offender and a corrections officer. After the role play, the remainder of the group will help identify the at-risk thinking and assist the "actors" in identifying new thinking patterns.

Outcome: Participants will observe a process for assisting offenders and use new thinking patterns and rethink old behaviors.



### Note to Facilitator

#### Activity: Writing a Thinking Report

Participants may be uncomfortable talking about their own inappropriate behavior. If you wish, give them the option instead of using a struggle with breaking a bad habit such as smoking.



### Activity: Writing a Thinking Report

Pick a stressful situation you have personally experienced in the last 24-48 hours which might have moved you toward inappropriate behavior, such as violence, excessive anger, confrontation. Using the blank Thinking Report form, complete the categories.

Desired Outcome: The participant recognizes the report as a helpful tool in understanding behavior.



## Note to Facilitator

### Activity: Presenting & Facilitating the Thinking Report

In this activity, participants will be presenting thinking reports written in the previous activity. This activity will be completed in 4 parts. Each part will be set up by presenters in the video.

#### Activity - Part 1: Objective reporting of thoughts & feelings

Each individual in your site group will present his or her Thinking Report to the group. Group members assist by drawing out objective information only. As facilitator, you need to encourage group members to beware of criticism as they separate objective material from subjective reporting.

#### Activity - Part 2: Identifying risky thinking

In this step, each member of the site group analyzes for the whole group the risk they can identify in their thinking.

#### Activity - Part 3: Finding new ways to think

Each member of the site group looks for new thinking patterns to reduce the risk. As facilitators, you can assist in asking questions to help the presenter identify new thinking that works. The person reporting is the final authority.

#### Activity - Part 4: Practicing new thinking (role play)

Each site group member chooses a partner for a role play of the new thinking patterns. The rest of the group will evaluate, ask questions and give feedback. Remember: no criticizing or judgment,



## Activity: Presenting and Facilitating Thinking Report Forms

This activity will be completed in four parts. Each part will be set up by presenters in the video.

Fill out this form for each part of the activity as it relates to your thinking report.

**Activity - Part 1:** Draw out objective information.

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**Activity - Part 2:** Identifying risky thinking.

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**Activity - Part 3:** Find new ways to think.

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**Activity - Part 4:** Practice new thinking (role play).

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# **Cognitive / Behavioral Strategies to Changing Offender Behavior**



## **Facilitator Manual Module 3**

- Introduction To Cognitive Skills:*
- A. Process By Which Skills Are Taught
  - B. Social Skills For Offenders
  - C. Problem Solving
  - D. Cognitive Skills In Perspective

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## Timed Outline - Module 3

9:00-9:15		Introduction/Welcome
9:15-9:30		Social Skills -- Introduction
9:30-9:45		Activity: Assessing Offenders' Skill Deficits
9:45-10:00		Video: Process By Which Skills Are Taught (Steps 1 & 2)
10:00-10:15		Activity: Practicing the Process of Teaching Skills
10:15-10:45		Video: Process By Which Skills Are Taught (Steps 3 & 4)
10:45-11:00		Break
11:00-11:15		Video: Priority Social Skills
11:15-11:30		Activity:Social Skills - "Dealing with Someone Else's Anger"
11:30-1:00		Lunch

## Cognitive/Behavioral Strategies to Changing Offender Behavior

1:00-1:20	Video: Demonstration - Social Skills: Expressing a Complaint
1:20-1:35	 Activity: Social Skills - Expressing a Complaint
1:35-1:45	Video: Social Skills Training in Correctional Settings
1:45-2:00	Video: Introduction: Problem Solving
2:00-2:15	 Activity: Conflict Cycle and Problem Solving Steps
2:15-2:30	Video: Cognitive Skills In Perspective
2:30-2:45	 Activity: Lateral Thinking Skills - The PMI
2:45-3:00	 Video: Offender Demonstration - Creative Thinking Skills
3:00-3:15	 Q & A
3:15-3:30	Closure and Wrap Up

# **Module 3**

## *Video Graphics*



**Cognitive / Behavioral Strategies to Changing Offender Behavior**

## Module 2 -- Brief Review

- Discussion of skill deficits of offenders
- Philosophical emphasis on changing the WHAT of offender thinking to HOW offenders think
- Emphasis on the process of using thinking skills, problem solving skills, and social skills with offenders

## Session Objectives

### Objectives - Cognitive Skills Training

The participant will be able to:

- Identify several cognitive social skills
- Learn strategies and techniques for motivating offenders
- Understand and apply the 5 step process for teaching skills to offenders

### Objectives - Social Skills For Offenders

The participant will be able to:

- Introduce the skill
- Model the skill
- Role play the skill
- Give discusslfeedback of performance
- Practice the skill (transfer training)

### Objectives - Problem Solving

The participant will be able to:

- Understand the conflict cycle
- Describe and recognize steps in problem solving

### Objectives - Cognitive Skills in Perspective

The participant will be able to:

- Understand and apply various lateral thinking skills and creative thinking skills

## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p><b>Process by which Skills are Taught</b></p> <ol style="list-style-type: none"><li>1. Define the <b>skill</b></li><li>2. Model the <b>skill</b></li><li>3. Role-play the <b>skill</b></li><li>4. Give performance feedback</li><li>5. Practice the <b>skill</b> (transfer training)</li></ol>	

### Cognitive/Behavioral Strategies to Changing Offender Behavior

# Program

# Participant Notes

## Focus of Cognitive Skills Programs

Self-regulation skills  
Self-management skills  
Social skills  
Problem solving skills  
Thinking/reasoning skills

Note: The predominant goal of this training is to increase pro-social behavior, while decreasing anti-social behavior.

## Offender Characteristics

- impulsive
- egocentric
- habitual anti-social behavior
- rigid, narrow-thinking patterns

## Step 2: Modeling the Cognitive Skill

1. Demonstrate each step
2. Use "think aloud" techniques
3. Use offender-relevant situations
4. Produce a "perfect" module
5. Debrief for clarity

## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p><b>Step 3: Role Playing the Skill</b></p> <ul style="list-style-type: none"><li>• Set up the situation realistically</li><li>• clearly identify the main actor</li><li>• review steps in skill training</li><li>• debrief by: getting the reactions of each one hearing feedback from each</li><li>• reserve trainer's response for times when clarity is blurred</li></ul>	_____
<p><b>Skill: Understanding the Feelings of Others</b></p> <p>*Observe the other person</p> <ul style="list-style-type: none"><li>• Listen to his/her words</li><li>• Try to decipher his/her feelings</li><li>• Make an effort to show that you understand:<ul style="list-style-type: none"><li>*conversations</li><li>*questions</li><li>•attention</li></ul></li></ul>	_____
<p><b>Step 5: Practicing New Cognitive Skills (Transferring the skill)</b></p> <p>A skill learned in isolation is fairly useless. Transferring the skill to "real life situations gives it validation. This can be done by:</p> <ul style="list-style-type: none"><li>• practicing the skill outside the classroom</li></ul>	_____
<ul style="list-style-type: none"><li>• displaying posters using "skill cards",</li><li>•reviewing the skill in class</li><li>•creating a supportive environment for new skills when other staff understand the focus</li></ul>	_____

## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p><b>Social Skills Definition</b></p> <ul style="list-style-type: none"><li>- acceptable, learned behaviors which maximize positive responses and minimize negative responses</li><li>- goal directed</li><li>- observable action steps</li><li>- unobservable thinking steps</li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Beginning Social Skills</p> <ol style="list-style-type: none"><li>1. Listening</li><li>2. Starting a conversation</li><li>3. Having a conversation</li><li>4. Asking a question</li><li>5. Saying thank you</li><li>6. Introducing yourself</li><li>7. Introducing others</li><li>8. Giving a compliment</li></ol>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Advanced Social Skills</p> <ol style="list-style-type: none"><li>9. Asking for help</li><li>10. Joining in</li><li>11. Giving instructions</li><li>12. Following instructions</li><li>13. Apologizing</li><li>14. Convincing others</li></ol>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Skills for Dealing with Feelings</p> <ol style="list-style-type: none"><li>15. Knowing your feelings</li><li>16. Expressing your feelings</li><li>17. Understanding the feelings of others</li><li>18. Dealing with someone's anger</li><li>19. Expressing affection</li><li>20. Dealing with fear</li><li>21. Rewarding yourself</li></ol>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Homework Sheet - Cognitive Social Skills

Fill in during class:

1. What skill will you use?
  
  
  
2. What are the steps for this skill?
  
  
  
3. Where will you try the skill?
  
  
  
4. When will you try the skill?

Fill in after doing homework:

1. What happened when you did the homework?
  
  
2. Which steps did you really follow?
  
  
3. Critique your performance in using the skills.  
  
\_\_\_\_ Excellent    \_\_\_\_ Good    \_\_\_\_ Fair    \_\_\_\_ Poor
  
4. What do you think should be your next homework assignment?

## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Program

- Skill Alternatives to Aggression
- 22. Asking permission
- 23. Sharing something
- 24. Helping others
- 25. Negotiating
- 26. Using self-control
- 27. Standing up for your rights
- 28. Responding to teasing
- 29. Avoiding trouble with others
- 30. Keeping out of fights

### Participant Notes

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- Skills for Dealing with Stress
- 31. Making a complaint
- 32. Answering a complaint
- 33. Sportsmanship after a game
- 34. Dealing with embarrassment
- 35. Dealing with being left out
- 36. Standing up for a friend

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- Skills for Dealing with Stress
- 37. Responding to persuasion
- 38. Responding to failure
- 39. Dealing with contradictory messages
- 40. Dealing with an accusation
- 41. Getting ready for a difficult conversation
- 42. Dealing with group pressure

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- Planning Skills
- 43. Deciding on something to do
- 44. Deciding what caused the problem
- 45. Setting a goal
- 46. Deciding on your abilities
- 47. Gathering information
- 48. Arranging problems by importance
- 49. Making a decision
- 50. Concentrating on a task

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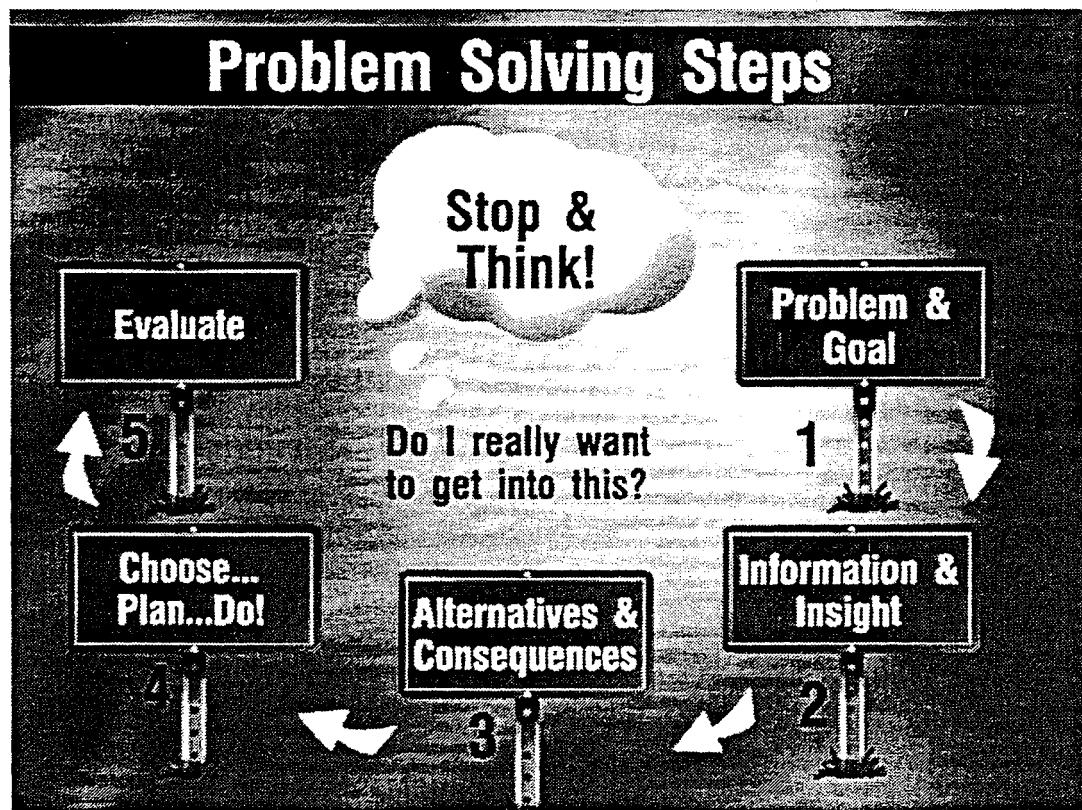
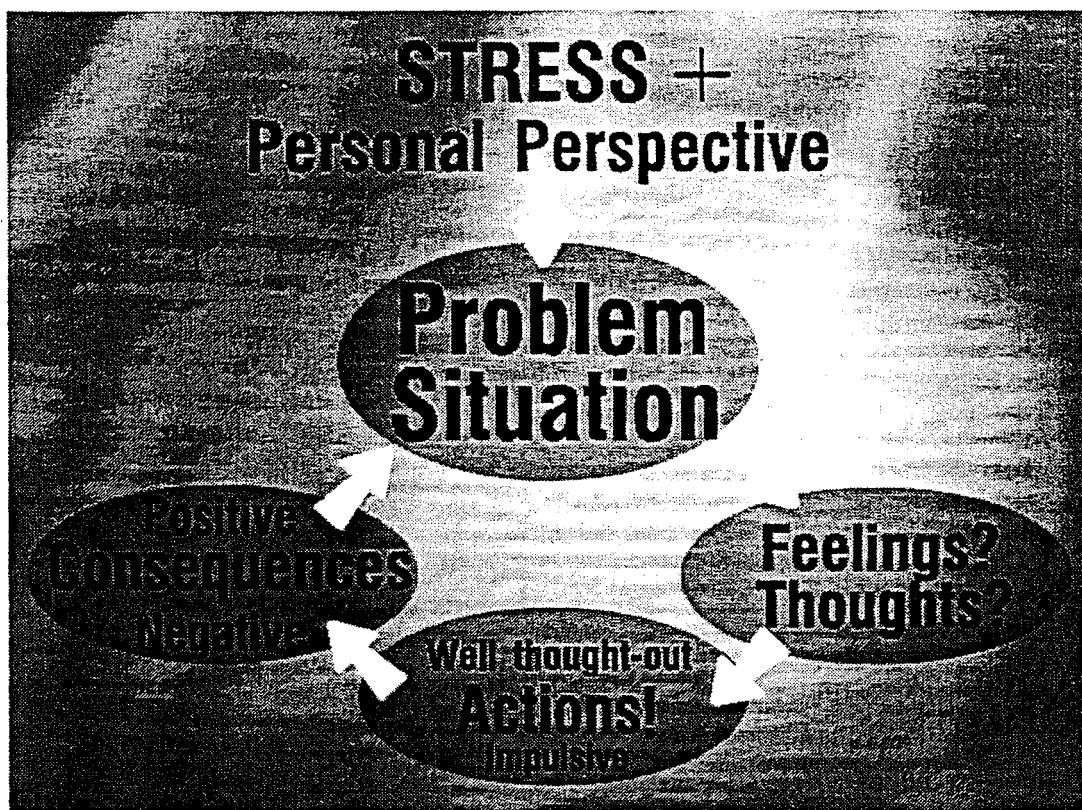
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## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Skills Cards:

These step-by-step prompters for social skills can be used by the site group to help group members as they role play specific skills. The following examples can help you formulate steps for other skills.

#### Listening

##### Steps

1. Look at person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say

##### Trainer Notes

1. Face the person; establish eye contact
2. Show this by nodding, saying "um um"
3. Don't fidget; shuffle your feet
4. Ask questions, express feelings, express your ideas

#### Keeping Out of Fights

##### Steps

##### Trainer Notes

#### Expressing Affection

##### Steps

##### Trainer Notes

## Program

PMI Positive, negative & interesting aspects of an idea

CAF Consider all factors

C&S Consequences & sequels

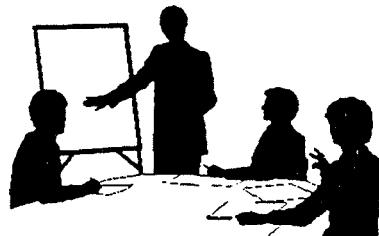
AGO Aims, goals objectives

FIP First important priorities

APC Alternatives, possibilities & choices

OPV Other people's point of view

Instead of saying that you like an idea, or don't like it, you can use a PMI. When you use a PMI you give the good points first, then the bad points, and then the points which are neither good nor bad, but are interesting. You can use a PMI as a way of treating ideas, suggestions and proposals.



## Participant Notes

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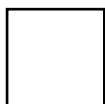
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# **Module 3**

## *Activities*



Cognitive | Behavioral Strategies to Changing Offender Behavior



### Note to Facilitator

#### Activity: Assessing Offenders' Skill Deficits

This activity will go more smoothly if you preface the individual work with conversation. Another option, depending on the size of your site group, is to ask participants to fill in this page in groups of two or three.



## Activity: Assessing offenders' skill deficits

As you look at the list of 50 cognitive skills programs, identify, as a group, specific skills areas and levels for meeting the needs of offenders in your institution. Prioritize the skills and identify the deficit being met.

For clarity, please use the worksheet provided.

Desired outcome: The participants will clearly see the connection between these cognitive skills and offender status.

Participant Worksheet:

Skill 1: Self-regulating skills

Example 1: \_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_

\_\_\_\_\_

Skill 2: Self-management skills

Example 1: \_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_

\_\_\_\_\_

Skill 3: Social Skills

Example 1: \_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_

\_\_\_\_\_

Skill 4: Problem Solving Skills

Example 1: \_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_



### Activity: Practicing the process of teaching skills

Choose one of these cognitive social skills:

- Listening
- Keeping out of fights
- Expressing affection
- Making a complaint

Your task: In your site group you will complete the first 2 steps in the process:  
introducing the skill and modeling the skill.

Desired Outcome: Participants will be able to recognize the value in applying this model  
with offenders.



### Activity: Social Skills - "Dealing with Someone's Anger"

This activity centers on Skill 18 "Dealing with Someone's Anger." Role play a situation which focuses on this skill. Remember these steps:

1. Listen openly and patiently to what the other person is saying.
2. Tell the person you understand why he/she is upset or that he/she has a right to be angry.
3. Apologize or explain.

After you have finished, examine the thinking steps that accompanied your actions.

Desired Outcome: The participants will be able to check the validity of this skill streaming technique.



## Activity: Social Skills - Expressing a Complaint

Choose a member of your site group to be an offender, then:

- Identify something he/she will complain about such as food, a counselor, cellmate.
- Follow this offender as he/she expresses the complaint in a role play.
- Evaluate this performance according to the following steps:

Steps to lodging a complaint:

1. Choose an appropriate time and place.
2. Introduce yourself and explain your complaint.
3. Offer a possible solution.
4. Listen to the other person.

Desired outcome: Participants will be able to see the validity of this process as they evaluate the performance of group members.



## Activity: Conflict Cycle and Problem Solving Steps

Create a realistic situation between an offender and a corrections professional. Role play this situation using impulsive behavior which results in negative consequences.

Desired outcome: Participants will experience the effects of a conflict where little or no problem solving is used.

### Part I:

1. What's the problem? (definition)
2. What feelings/thoughts led to the problem?
3. What are the negative consequences?

### Part II:

1. What possible problem is avoided?
2. Define some feelings/thoughts that helped in avoiding the problem.
3. What positive consequences emerged?



## Note to Facilitator

### Activity: Lateral Thinking Skills - the PMI

The PMI process usually generates lots of laughter as participants brainstorm possibilities. You may want to proceed without the worksheet. Written responses are not necessary for the success of this activity.

Step 1: Introduce the concept of brainstorming, stressing that responses are valid and that no censoring of ideas is allowed.

Step 2: Divide your site group into smaller groups of 5 or 6.

Step 3: Ask participants to consider only the positive aspects of this idea. Emphasize that a large total number of responses is the goal. Quantity is more important than quality.

Step 4: After no more than 5 minutes, collect the best ideas on a flipchart or board for the benefit of the whole group.

Step 5: Then ask participants to consider the negative aspects of this idea. Repeat the steps used with positive aspects.

Step 6: Brainstorm interesting aspects of the idea using the same process.



### Activity: Lateral Thinking Skills - the PMI

Using this form, generate the positive aspects of this idea, the negative aspects, and the interesting aspects. Then, share your ideas with the larger group.

**Ruling:** All cars must be painted yellow.

**Positive Aspects:**

**Negative Aspects:**

**Interesting Aspects:**

# **Cognitive / Behavioral Strategies to Changing Offender Behavior**



## **Facilitator Manual Module 4**

*Broader Applications And Implementation*

## Cognitive/Behavioral Strategies to Changing Offender Behavior

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Program/Graphics .....	65
Participant Activities .....	73

### Timed Outline - Module 4

9:00-9:15	Welcome/Introduction
9:15-9:30	 Video: Review/Introduction: Application & Implementation
9:30-10:00	 Activity: Visualizing Direction
10:00-10:20	Video: Research & Application with Specific Offender Populations
10:20-10:35	 Activity: Goal Setting 1
10:35-10:45	Break
10:45-11:30	Video: Considerations/Culture/Ethnicity/Age/Gender
11:30-1:00	Lunch

## Cognitive/Behavioral Strategies to Changing Offender Behavior

1:00-1:15		Activity: Goal Setting 2: Goals & Objectives
1:15-1:30		Video: Overview - Implementation
1:30-1:45		Activity: Goal Setting 3: Strengths & Barriers
1:45-2:15		Video: Overcoming Barriers
2:15-2:30		Break
2:30-3:00		Activity: Action Plan Presentation
3:00-3:30		Questions & Answers, Closure

# **Module 4**

## *Video Graphics*



Cognitive / Behavioral Strategies to Changing Offender Behavior

## **Module 3 - Brief Review**

- Skill deficits of offenders can be assessed.
- The process of teaching offenders the skills they lack is precise and can be accomplished through role play.
- Possessing priority social skills changes the way offenders think and therefore the way they subsequently act.
- Cognitive social skills and problem solving steps interrupt the conflict cycle.
- Lateral thinking patterns give options to offenders.

## **Session Objectives**

The participant will be able to:

- Demonstrate the wide applicability of cognitive behavioral programs
- Define the concept of responsivity
- Identify strategies for increasing offender responsiveness to programs
- Look at strategies to overcome barriers to cognitive behavioral programs

## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p>Responsibility: Major Client Considerations</p> <ul style="list-style-type: none"><li>- Motivation is barrier</li><li>- Client engages in denial</li><li>- Client is anxious</li><li>- Cultural/ethnicity issues</li><li>- Communication as barrier</li></ul>	_____ _____ _____ _____ _____
<p>Responsibility: Major Client Considerations</p> <ul style="list-style-type: none"><li>-Cognitive and emotional level</li><li>-Gender as an issue</li><li>-Historic factors (individual and family)</li><li>-Other</li></ul>	_____ _____ _____ _____
<p>Barriers to Implementation</p> <ol style="list-style-type: none"><li>1. Organizational climate</li><li>2. Program integrity</li><li>3. Program effectiveness (accountability and organization)</li><li>4. Program delivery (logistics)</li></ol>	_____ _____ _____ _____
<p>Program Applications</p> <ol style="list-style-type: none"><li>1. Outcomes research</li><li>2. Specific offender populations</li><li>3. Cultural/ethnic groups</li><li>4. Gender</li><li>5. Age/development level</li></ol>	_____ _____ _____ _____

## Stability of Findings

1. Across the prediction and treatment outcome literature
2. Across types of offenders, settings, methodical factors, and measures of outcome
3. Across different types of programs

Sirnourd & Andrews (1994)

	Female	Male
1. Lower Class Origins	.07	.06
2. Personal Distress/Psychopathology	.10	.09
3. Family Structure/Parent Problem	.07	.09
4. Minor Personality Variables	.18	.22
5. Poor Parent/Child Relations	.20	.22
6. Personal Ed./Vocabulary Achv.	.24	.23
7. Temperament/Misconduct/Self-Control	.35	.36
8. Antisocial Attitude/Assoc.	.39	.40

## Specific Offender Populations

- Sex offenders
- Domestic violence
- Violent offenders
- Substance abuse
- Relapse prevention

## Cognitive/Behavioral Strategies to Changing Offender Behavior

## Program

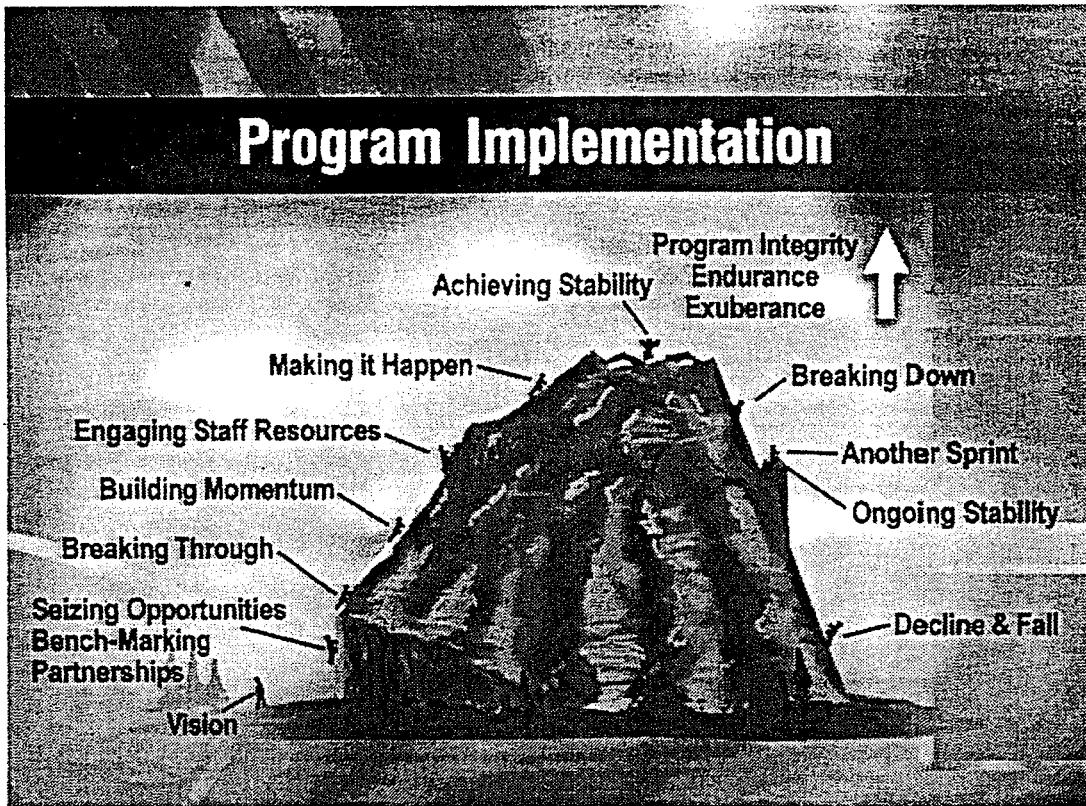
## **Participant Notes**

## Program Implementation Goals

- Develop an action plan
  - Be specific about agency goals and objectives
  - Identify potential obstacles and solutions to ensure successful follow-through

## Steps to Program Implementation

1. Vision
  2. Bench-marking
  3. Partnership
  4. Organizational inertia and resistance
  5. Breaking through
  6. Building momentum
  7. Engaging staff resources
  8. Making it happen
  9. Achieving stability
  10. Program integrity
  11. Endurance
  12. Exuberance
  13. Breaking down
  14. Another sprint
  15. On-going stability



Program	Participant Notes
<p><b>Barriers to Implementation</b></p> <ol style="list-style-type: none"><li>1. Organizational climate</li><li>2. Program integrity</li><li>3. Program effectiveness</li><li>4. Program delivery</li></ol>	_____ _____ _____ _____ _____
<p><b>Myths: Effective Program Implementation</b></p> <ul style="list-style-type: none"><li>- We can define it</li><li>- Bottom up better than top down</li><li>- Good programs will "catch on" and spread effortlessly</li><li>- Programs and research = oil &amp; water</li></ul>	_____ _____ _____ _____ _____
<p><b>Myths: Effective Program Implementation</b></p> <ul style="list-style-type: none"><li>- Yes . . . but we are different</li><li>- Good programs = "professionals"</li><li>- Program delivery = burn out</li><li>- Programs jeopardize security</li><li>- "Maytag" philosophy</li></ul>	_____ _____ _____ _____ _____
<p><b>Differential Programming</b></p> <p>Able to clearly and concretely define those programs and services available to you and the offender so that you can organize an array of programs and services along a continuum of care according to established criteria.</p>	_____ _____ _____ _____ _____

## Cognitive/Behavioral Strategies to Changing Offender Behavior

## Program

## Participant Notes

### Prescriptive Programming

Answers:

1. What intervention?
2. Which type of clients?
3. Delivered by which type of agents?
4. What outcomes?

### Major Outcomes

1. Reductions in offender recidivism
2. Enhance public safety
3. Increases in staff morale and personal safety at work
4. Decrease in offender non-compliance with community supervision and reductions in frequency of institutional misconduct

# **Module 4**

## *Activities*



Cognitive | Behavioral Strategies to Changing Offender Behavior



### Note to Facilitator

#### Activity: Visualizing Direction

Materials you will need to have available for participants include:

- Poster board
- Marking pens
- Glue sticks
- Several old magazines

This project allows for individual and group creativity, so any other materials you would like to bring for participants will probably be used.



## Activity: Visualizing Direction

### Instructions:

You will be creating a visual representation - in poster format - of how these cognitive programs might work together in your institution.

Some of the concepts and program elements which you might consider as you create your poster include:

- Offender skill deficits
- Attitudes, beliefs and behaviors
- Criminal thinking patterns
- Cognitive interventions
- Cognitive restructuring training
- Cognitive skills training
- Problem solving skills
- Program outcomes

### Example:

You will see a taped module of this activity as it was completed by a group of correctional professionals from Geiger Corrections Center in Airway Heights, Washington.



## Activity: Initial Goal Setting 1

### Directions:

Look at the list of options below and select four primary focus areas for your offender population.

1. Changes attitudes, orientation and values
2. Change in anti-social feelings
3. Improve attitudes toward authority
4. Reduce anger/hostility level
5. Promote pro-social skills
6. Improve problem solving skills
7. Improve interpersonal skills
8. Promote family affection/communication
9. Improve family problem solving
10. Relapse prevention

Now, express your goals specifically in terms of your institution and the offender population you serve.

### Offender Outcomes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Institution Outcomes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Participant Outcomes:

Corrections professionals form a concrete idea of how specifically chosen programs might be implemented in their correctional facilities.



### Note to Facilitator

#### **Exercise: Participant worksheet Part 2 - Goals and objectives**

Begin this exercise by talking to participants about the value of specific focus. If you emphasize that this is the first step in a process of narrowing and directing, your group will better understand the necessity for formality in this task.

## Participant Worksheet - Goal Setting Part 2: Goals & Objectives

### Directions:

Consider the outcomes you identified at the beginning of this module.  
Formulate at least three achievable goals you want your institute to achieve.  
Write those goals down on the worksheet.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now, state those goals in the form of objectives.

1. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_
2. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_
3. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_
4. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_
5. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_

## Participant Worksheet - Goal Setting Part 3: Strengths & Barriers

### Directions:

In your site groups, brainstorm the strengths and resources that your agency can provide to support your goals and objectives. Record those here.

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Now, collectively discuss and record specific challenges and barriers that might interfere with the achievement of these goals and objectives.

### Challenges | Barriers

### Possible Solutions

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### Note to Facilitator

#### Exercise: Action Plan Presentation

Depending on the setting and circumstances of your training group, you may be able to ask participants to gather in 4 or 5 weeks and look together at the parts of their action plans which have been reached.

Revisiting the original plan will allow trainees to adjust timelines and refocus as they work toward achievement of their goals.

## Participant Worksheet - Action Plan Presentation

TARGET:

Name

Role

Person 1:

Person 2:

Person 3:

Person 4:

STEP 4

STEP 3

Date:

STEP 2

Date:

STEP 1

Date:

Date:

**MAJOR FACILITATORS**

- 1.
- 2.
- 3.
- 4.

**BARRIERS**

- 1.
- 2.
- 3.
- 4.

## Participant Worksheet - Action Plan Presentation (Example)

### TARGET:

	Name	Role
<b>Person 1:</b>	Brian F. Skinner	Teacher
<b>Person 2:</b>	Ziggy Freund	Counselor
<b>Person 3:</b>	A.B.M. Aslow	Business Mgr.

<b>Implement Cognitive Restructuring Program</b>	
<b>Date: 6/30/94</b>	

### Person 4:

#### STEP 4

Obtain additional training in Cognitive restructuring for **staff** members

Date 3/31/94

#### STEP 3

Provide Training to correctional administrators and **staff**  
**re:** cognitive treatment methodology  
Date: 1/31/94

#### STEP 2

Develop a training module to present to Corrections Academy staff

Date: 11130193

#### STEP 1

Task force completion of social and cognitive skills curriculum development

Date: 10131193

#### MAJOR FACILITATORS

1. Support of administration especially Holly
2. Commitment from Dr. Bush for spring '94
3. Pressure from state to adopt **new** treatment approaches

#### BARRIERS

1. Poor staffing
2. Current Rx philosophy
3. Staff attitude
4. Internal politics

# **Appendix**



**Cognitive Behavioral Strategies to Changing Offender Behavior**

**9/1/98**

**NIC SUMMARY OUTLINE OF THE  
COGNITIVE-BEHAVIORAL STRATEGIES TO  
CHANGING OFFENDER BEHAVIOR VIDEO TRAINING**

**RESOURCES:**

- 1. Video Presenters**
- 2. Program Manual**
- 3. Attached References**

**1997 On Site Facilitator:  
Alan R. Burt LICSW  
Probation Officer  
Barnstable, MA 02630  
508-362-2511 ext. 459**

## **Section I. Overview of the What Works Literature**

In a nutshell, Don Andrews has presented the current research findings on effective offender treatment programs and approaches. These findings have been referred to as "The What Works Literature." Before we review the essential findings, let's take a look at some of the reasons that lead Andrews, Bonta, Gendreau, Fabiano and other leading criminologists to complete their mega analysis studies in the 1990's that critically reviewed the field of corrections in Canada, Europe and the U.S. in a search of "What Works" with offenders.

### **Current U.S. Estimates on Offenders:**

- 1 million in our state prisons
- 1 million in jails
- 3 million on probation .
- 10 million ex offenders.

It is very significant that of the approximate 190 countries in the world, the U.S. ranks second to Russia in the amount of people it incarcerates. Yet, with this get tough with crime policy, the U.S rates as one of the countries with the most violent adult and juvenile crime rates, right up there with Columbia.

Fortunately, other countries have developed effective policies to reduce crime and recidivism. Our close neighbor Canada is one of the most progressive countries in the world in terms of its highly preventative and correctional policies and plans in effect. Canada **and** other progressive nations have discounted Martinson's "nothing works" findings from the early 1970's in the U.S. . In this **decade**, they have replaced it with mega analysis research findings that clearly and empirically documents and proves what does work in corrections.

If we take an honest look. Martinson's nothing works findings has led many of our nation's policies over the past two decades. The costs of our growing correctional settings is enormous when compared with other countries. In terms of our budget for schools, we allot 4% as compared to 12% of budgets from other countries. Clearly, we have come to place a much higher priority on incarceration than on prevention policies. It is time that we, as a nation, take a hard look at the facts. **What we are doing is not working.**

**Research shows what works. We must now be willing to use it.**

## **I. Responding to the What Works Literature in Corrections**

- A. Training & Implementation in Social Learning Theory
- B. Training & Implementation in Effective Risk/ Need tools
- C. Training & Implementation in Cognitive/Behavior Approaches
- D. Training & Implementation in Effective Program Implementation

Essentially, Andrews and his colleagues provide the corrections field a prescription for change, **from nothing works to what works.**

### **Cog/Beh Program Components for Changing offender Behavior**

1. Throughout this training we have stressed the importance for understanding **Social Learning Theory** as it is the underlying structure for effective principles in offender treatment.
2. To insure effective implementation of effective program principles and practice according to social learning theory. we must utilize an effective **risk/need assessment tool such as the LSI**. As a result, we are able to both assess and address the Criminogenic risk and needs factors in an offender's profile to reduce the likelihood of recidivism. We therefore began this training with a review of the **Criminogenic Risk/Need Factors** and their implications for effective programs and interventions.
3. As we utilize effective instruments like the LSI to match risk/need factors with effective supervision plans, we need to insure that those designated to work with offenders have the corresponding "what works skills." Whereas the research indicates that **Cognitive/Behavior Approaches** are most effective, this training overviewed its two major components: Cognitive Restructuring and Cognitive Social Skills Training.
4. **Program Development** and Implementation was the last focus of this training. As probation, corrections and treatment workers complete trainings like this, we must take the important next step, that of developing and implementing our own effective programs. This training overviewed some of these programs as well as provided the direction for participants to develop their own effective programs.

## **4 General Principles of Classification:**

- 1. Risk Principle:** The level of services should be matched to the level of offender risk. High risk offenders receive intensive services while low risk offenders receive minimal services.
- 2. Need Principle:** Correctional services should focus resources on Criminogenic need.
- 3. Responsivity Principle:** While social learning and cognitive behavioral approaches are the preferred method of treatment, correctional services should be sensitive to special circumstances which warrant changes in approach based on the appropriateness of the individual client.
- 4. Professional Override Principle:** Not all clients fit into neat categories professional override must always be available when assessment tools are used.

## **5 Principles to Effective Correctional Services:**

1. Relationship factors: relating in open, enthusiastic, caring ways.
2. Authority: "firm but fair" distinguishing between rules and requests, monitoring, reinforcing compliance, not interpersonal domination or abuse.
3. Anti criminal modeling and reinforcement: demonstrating and reinforcing vivid alternatives to pro criminal styles of thinking, feeling and acting.
4. Concrete problem solving: skill-building and removal of obstacles toward increased reward levels of anti criminal behaviors in settings such as home, school and work.
5. Advocacy and brokerage: as long as the receiving agency offers appropriate correctional service.

**Andrews, D.S., Bonta, James ,** "The Psychology of Criminal Conduct." Cincinnati: Anderson Publishing, 1994.

## **I. The Major Risk Factors:**

1. Anti-social attitudes, values, beliefs supportive of crime
2. Social support for crime - pro-criminal associates
3. Anti-social personality characteristics
4. Early history of anti social behavior
5. Negative family system (stressors, traumas & lack of support)
6. Low levels of educational and vocational achievement

## **II. Promising Targets for Intervention**

### **A. General**

1. Changing antisocial attitudes
2. Changing antisocial feelings
3. Reducing antisocial peer associations
4. Promoting association and identification with anti criminal role models
5. Increasing self control, self monitoring problem solving
6. Replacing the skill of lying, stealing and aggression with prosocial alternatives.
7. Reducing chemical dependencies

### **B. Prevention and intervention with youth**

1. Promoting familial affection and communication
2. Promoting familial monitoring and supervision
3. Promoting child protection

## **III. Content of Anti Criminal and Pro Criminal Expressions**

- A. Expressions about the law, law violations and law violators
- B. Expressions about conventional institutions, values, rules including issues of dealing with authority figures.
- C. Expressions about conventional, noncriminal others and activities as necessary pursuits to prevent recidivism.
- D. Expressions about self management of behavior including problem solving, listening and assertiveness skills.
- E. Expressions about Attitudes toward self ability to achieve through conventional prosocial thinking and action steps.
- F. Expressions about Empathy, including following the examples of prosocial models in their lives.

## **IV. General Responsivity Considerations**

### **A. What works with offenders**

- 1.** Social learning strategies
- 2.** Behavioral techniques
- 3.** Cognitive approaches
- 4.** Educational approaches
- 5.** Family based therapies (structural, systemic).

### **B. What doesn't work with offenders**

- 1.** Non-directive client-centered counseling
- 2.** unstructured psychodynamic therapy
- 3.** Programs involving intense group process without personal responsibility
- 4.** Variations on themes of official punishment

### **C. Characteristics of the Facilitator**

<b>Relationship Factors</b>	<b>Skills Factors</b>
<ol style="list-style-type: none"><li><b>1.</b> Warmth, enthusiasm</li><li><b>2.</b> Genuineness</li><li><b>3.</b> Honesty</li><li><b>4.</b> Humor</li><li><b>5.</b> Self confidence</li><li><b>6.</b> Empathy</li><li><b>7.</b> Intelligence</li><li><b>8.</b> Maturity</li><li><b>9.</b> Prestige</li></ol>	<ol style="list-style-type: none"><li><b>1.</b> Directive</li><li><b>2.</b> Solution focused</li><li><b>3.</b> Structured</li><li><b>4.</b> Quality Content</li><li><b>5.</b> Contingency based incentives</li></ol>

### **D. Characteristics of the Offender**

- 1.** Level of risk/need
- 2.** Level of anxiety
- 3.** Motivation as a barrier
- 4.** Cultural/ethnicity issues
- 5.** Communication barriers
- 6.** Capacity to comprehend, process and retain information

## **V. Indicators of Effective Programs**

- A. An empirically validated theory underlying the interventions
- B. Trained and clinically supervised service deliverers
- C. Printed training/program manuals
- D. Addressing Criminogenic factors
- E. Uses concrete cognitive behavior approaches
- F. Structured follow up
- G. Workers are enthusiastic and engaged
- H. Workers are able to recognize antisocial thinking, feeling and acting and are able to demonstrate and reinforce concrete alternatives.
- I. Workers are predisposed to offer concrete problem solving and to engage in skill building.

## **VI. General Theoretical Psychology of Criminal Conduct (PCC)**

### **A. Antisocial attitudes**

- 1. Personal Choice
- 2. Intention

### **B. History of Antisocial Behavior**

- 1. Defs of Situation
- 2. Reward/Costs
- 3. Self-Efficacy
- 4. Ego Resolves
- 5. Algebraic Solution
- 6. Having Reasons

### **C. Antisocial Associates**

- 1. Low level of psychological development
- 2. Poor self management skills/impulsivity
- 3. Restlessly aggressive temperament
- 4. Psychopathy/weak socialization

#### **D. Characteristics of thoughts leading to procriminal beh.**

1. Unrealistic assumptions or demands about self, others or the world.
2. Catastrophizing
3. Over generalizations
4. Absolute or Rigid Self-Talk

#### **VII. Programs Target Range for Changing Offenders Behavior**

- A. Change attitudes, orientations, and values favorable to crime
- B. Change antisocial feelings.
- C. Reduce antisocial peer associations.
- D. Reduce problems associated with alcohol/drug use
- E. Reduce anger/hostility
- F. Teach prosocial alternatives to lying, stealing and aggression.
- G. Increase self control, self management and problem solving
- H. Encourage constructive use of leisure time
  - I. Improve skills in conflict resolution
  - J. Promote positive attitudes and performance re: work, school.
  - K. Resolve emotional problems associated with child abuse
  - L. Promote family affection/communication
  - M. Improve family problem solving
  - N. Promote family monitoring and supervision
  - O. Resolve deviant sexual arousal/attitudes/behavior.
  - P. Provide low pressure, sheltered environment for mentally ill
  - Q. Focus on **harm** done to victims.
  - R. Relapse prevention: teach client to recognize high risk situations **and** to deal with them.

#### **VIII. Corrective Program Assessment Inventory (CPAI)**

- A. Program Implementation
  - 1. Designer
  - 2. Program
- B. Client Pre-Service Assessment
- C. Program Characteristics
- D. Therapeutic Integrity
- E. Relapse Prevention
- F. Staff Characteristics
- G. Evaluation
- H. Other

## **IX. Applying Behavioral, Social Learning, Cognitive Approaches**

**Note, there is considerable overlap between these three approaches. In fact, it is difficult to refer to them separately. In what follows, one way of trying to separate them for academic purposes,**

### **A. Behavioral Approaches**

The primary tenet of behavioral treatment is that it is easier to focus on and increase positive behaviors than to try to decrease negative behaviors. By applying consistent reinforcement for positive behaviors the negative or coercive behaviors begin to dissipate.

### **B. Social Learning Approaches**

Social learning theory emerged from radical behaviorism. It describes the importance of the clients awareness of rules and the rewards and costs associated with the consequences of their behavior. This concept recognizes cognitive processes, self regulation, reciprocal determinism **and** is also related to vicarious learning or modeling. The primary tenet of social learning theory is that people can learn new behaviors, attitudes and feelings by observing other people or events. Modeling of prosocial behavior is the primary technique.

### **C. Cognitive Approaches**

There are several schools of cognitive behavioral therapy (see Spiegler & Guevremont, 1990). At their fundamental level they attempt to change the offenders cognitions, attitudes, values, and expectations which maintain their anti-social behavior. Problem solving, reasoning, self control and self instructional training are frequently used techniques. Cognitive therapists stress that a good therapeutic relationship, i.e., empathy, openness, warmth, is necessary for effective cognitive therapy.

### **D. Need for an Integrated Approach**

See next page for a summary outline of the integrated Cog/Beh/Social Approach which is the recommendation and essential focus of this training.

## **Summary Outline of the Integrated Cog/Beh/Social Approach**

### **I. Behavioral Approach Methods**

#### **A. Effective Reinforcement**

1. Immediately show or tell the client that you like what s/he did
2. Tell her/him why you like what they did
3. Congratulate the client for behaving the way s/he did
4. Encourage client to consider why their behavior is desirable and the short and long-term benefits of continuing the behavior.

#### **B. Effective Disapproval**

1. Immediately tell the client that you disapprove or disagree with what s/he did, be clear, specific and concrete.)
2. Explain why you disapprove with what the client did
3. Encourage the client to consider why his/her behavior is undesirable and the short and long term consequences of continuing the behavior.
4. Immediately stop showing disapproval as soon as the client stops the undesirable behavior.

### **II. Social Learning Approach Methods**

- |                              |   |
|------------------------------|---|
| <b>A. Modeling</b>           | - planned group leader & peer demonstrating learning    |
| <b>B. Covert modeling</b>    | - unplanned, spontaneous demonstration of learning      |
| <b>C. Rehearsal</b>          | - specifically using group to practice on a problem     |
| <b>D. Covert rehearsal</b>   | - generally using group to develop practice skills      |
| <b>E. Role playing</b>       | - live or contrived situations to practice learning     |
| <b>F. Reinforcement</b>      | - effective approval and effective disapproval          |
| <b>G. Coaching</b>           | - specific suggestions for in and out of group problems |
| <b>H. Graduated practice</b> | - working on progressively more difficult areas         |
| <b>I. Extinction</b>         | - targeting and eliminating certain behaviors           |
| <b>J. Resource provision</b> | - AA, counseling, job training, relapse prevention plan |

### **III. Cognitive Approach Methods**

#### **A. Cognitive Skills Training** - Teaching pro-social interpersonal skills

#### **B. Cognitive Restructuring** - Teaching pro-social thinking skills

See next section for a more comprehensive outline of an Integrated Approach

## **Section II. 8 Essential Components to an Effective Program**

The 8 Essential Components to an Effective Cog/Beh Program listed below provides one with the overall structure and general guidelines to insure one is implementing an effective cog/beh program. Workers should periodically review the 8 essential components as each client and group presents unique challenges for the worker to periodically look at and modify what is happening in the working relationship. Note that this material can likewise be incorporated into the client/worker context as well.

1. Integration of the 2 essential components of the cognitive behavior approach:  
**A. Cognitive Social Skills    B. Cognitive Restructuring Skills**  
Whereas the tendency in programming is to be more so one approach than the other, the cog/behavior model emphasizes the importance of effective integration.
2. Using the guidelines, **Process by Which Skills are Taught**, the group worker is provided a structure to follow each session to insure that cog. restructuring and cog. (social) skills are properly taught, learned, practiced and reinforced.
3. Using the guidelines, "**Providing Effective Approval and Disapproval**", the group worker is provided a structure to follow each session to insure that he/she is continually providing participants with feedback to positively reinforce pro-social skills and to negatively reinforce anti-social skills.
4. Using the guidelines "**Being a Facilitator**," the worker is provided with a structure to follow each session to enable active member motivation & involvement.
5. Using the guidelines for "**The Effective Interview**," facilitators are provided with a structure to follow each session to incorporate and balance the two important components of a helping relationship: relationship building & directive skills factors.
6. Using the guidelines of "**The Changed Self Perspective**" the worker encourages participants to be mindful that they are not only replacing old patterns with new patterns of thinking, feeling and behavior. More importantly, as they make these changes, they are transforming who, what and how they are with themselves, others and the world around them. This **Old Self vs New Self** realization can become a powerful motivation factor and is the essential focus of the program.
7. Using the guidelines of **What Works**, the worker is provided with the state of the art information on **Responsivity Factors** which provide the guidelines to professionally respond to the individual needs and differences of participants in the group membership selection, implementation process and after care planning.
8. Using the guidelines of "**Implementation**" the worker is provided with a structure to enable participants to develop their own individualized programs to further develop and to keep on top of the changes they have made during the training.

# A Closer Look at the 8 Essential Components

## I. Essential Components of an Effective Cognitive/Behavioral Program

### A. Cognitive Restructuring - Thinking and Self Change Skills

1. Using thinking reports as sessional and homework exercises to help participants identify, recognize and understand their thinking patterns.
2. Using 4 steps to cognitive change format as a structure to help participants to create alternative thinking, feeling and beliefs - (Jack Bush 1997)

### B. Cognitive Skills Training - Pro-Social **Skills** Development.

1. Listening Skills - learning how to listen so that others will talk to you
2. Expressing a complaint skill - learning how to be assertive
3. Avoiding a fight skill - learning how to avoid a verbal or physical fight
4. Responding with affection skill - learning how to express affection
5. Negotiating skills to achieve win-win solutions - Goldstein, B. Glick, B. 1987

The format above outlines how both cognitive restructuring & cognitive skills can be integrated into the essential structure of a group. In this way, participants are taught the necessary social skills to carry out the new thinking skills, and correspondingly, taught the necessary thinking skills to carry out the new social skills. This distinction and integration of thinking and social skills may seem overly simplistic. However, the Cognitive/Behavior Model contends that this integration of skills is essential for an effective program.

## II. The Process **by** Which Skills are Taught - Effective Teaching Method

1. Teach skill with a clear and functional description
2. Effective modeling of the skill
3. Allowing participants the opportunity to practice, to role play skills
4. Clear and constructive performance feedback to further develop skills
5. Homework assignments to apply, practice and reinforce the skills

Just as making sure to integrate cognitive restructuring and cognitive skills, it is likewise essential for the worker to adhere to the principles of effective teaching - The Process **by** which Skills are Taught. (Goldstein, A.P. & Glick, B. 1987)

This incorporation of the process by which skills are taught into each session helps to insure that the learning is cumulative and continually strengthened and reinforced. in addition, participants are taught how to provide this feedback to one another, thus learning how to give and take constructive feedback, which are essential in the development of pro-social thinking, feeling and behavior. **"so as we think, we do."**

### III. Effective Reinforcement - Ongoing Open and Direct **Feedback**

#### A. Effective Approval

1. immediately show or tell the client that you like what he/she said or did
2. clearly and specifically describe what you liked and why
3. congratulate the client for behaving the way he/she did
4. encourage him/her to consider why their behavior is desirable

#### B. Effective Disapproval

1. immediately tell the client you disapprove or disagree with what he/she did
2. explain why you disapprove with what he/she said or did
3. encourage the client to consider why his/her behavior is undesirable
4. immediately stop showing disapproval as client stops undesirable behavior.

As with Sections: I., II., Effective Reinforcement is another key component for implementing an effective cognitive change program. The worker models this skill by providing continual feedback to group members, seeking to give **4** times the amount of effective approval to effective disapproval as studies have shown that a greater ratio of positive feedback is necessary to counteract the potential negative effects to the negative feedback. Although familiar, most of us need to develop our skills here.

### IV. The Effective Facilitator's Role

1. states the learning outcome or objective and the amount of time for the outcome
2. explains that the facilitator seeks to manage, not control the learning process
3. keeps people on the topic, prevents wandering and repetition.
4. protects members from criticism or attack
5. encourages all to participate without embarrassing anyone
6. keeps one person from dominating.
7. listens carefully and helps clear up confusion
8. allows people time to pause silently and think
9. doesn't answer question, but restates them for other group members to consider
10. compliments the group
11. brings discussion to a close & explains action needed by the groups contribution

The effective facilitator component helps the worker from either being too non-directive or too controlling. The effective facilitator's role is therefore the balance of the two, involved but not controlling. **John Dewey**, who most agree was one of the greatest theorists on teaching skills contended that the effective teacher does not impart the desired learning material onto the learner as this robs the learner of the challenge, the experience and the success of self discovery and growth. When we adhere to the facilitator role parameters, we maximize the opportunities for the learners to seek and find, and hence, to own and make the learning their own achievement.

## V. The Effective interview • Components of an Effective interaction

### Relationship Factors

- 1. Warm
- 2. Genuine
- 3. Honest
- 4. Humorous
- 5. Self Confident
- 6. Empathic
- 7. Intelligent
- 8. Mature    9. Enthusiastic

### Skill Factors

- 1. Directive
- 2. Solution Focused
- 3. Structured
- 4. Contingency based incentives
- 5. Quality content
- 6. Quality instructional methods

(Andrews, Donald, 1997)

**The Cognitive/Behavior Model** contends that many groups error in either being overly non-directive and supportive, or on the other hand being overly directive and controlling. The Cognitive/Behavior Model contends that the effective group worker incorporates both relationship building and directive skills training factors as the essential ingredients to an effective interview, group & effective working relationship.

As a result, the cognitive/behavior model lends itself well to the corrections' context. Workers who are clinically oriented are able to continue using their relationship building (clinical) skills with a need to learn and incorporate some of the more directive skills to better balance their work with offenders. Likewise, those workers who are more directive oriented are able to continue using their skills approach with a need to learn and incorporate some of the relation building skills for a better balance.

Therefore, the Cognitive/Behavior Model suggests an integration of the directive and non-directive approaches as a more effective model. Finally, the results are in to put an end to the typical conflict in corrections facilities regarding which type of treatment approach to use. Rather than an either or situation, it is a both and approach.

## VI. Changed Self Perspective

- A. Mind Over Mind I. - Old Patterns, Old Self - self change reference point
- B. Mind Over Mind II.- New Patterns, New Self -self change target goal

Realizing that the **mind over mind** 1. self was pretty much imposed upon them as children, participants see the opportunity to become the present day architect by reconstructing who and what they are: **mind over mind** 2. For some, this realization can provide a powerful motivation to become the **new & improved self**. The effective program focuses heavily on this self change perspective. Through the use of thinking reports along with learning and practice of social skills in and outside of class, provides each participant with the 2 essential components for the self change process:  
1. **cognitive restructuring**   2. **cognitive skills**

## VII. What Works - Responsivity Factors: (Don Andrews, 1997)

- A. Characteristics of the effective worker
- B. Individual needs of the client

See pg. 7. regarding review of the responsivity factors.

## VIII. Action Planning

Change can be difficult. The successful implementation of a cognitive/behavioral program into an organization will require careful planning and ongoing monitoring.

- A. Major obstacles to effective implementation include concerns with respect to:

1. Organizational climate
2. Program integrity
3. Program effectiveness and accountability
4. Program delivery

- B. The major solutions to address barriers to implementation include:

1. Ensure there is a strong organizational commitment and sufficient resources
2. Provide intensive and ongoing staff training in program theory, outcome and intervention strategies
3. Involve appropriate staff in the ownership & delivery of cognitive programs
4. Provide a program manual, certification and ongoing clinical/technical supervision for program facilitators
5. Evaluate program effectiveness & monitor process & intermediate outcome
6. Select appropriate programs & provide ongoing assessment of client needs
7. Be aware of program delivery issues including timing & resources required

- C. The major outcomes reported by those who have successfully implemented cognitive-behavioral programs are:

1. Reductions in offender recidivism
2. Enhanced public safety
3. Increases in staff morale and personal safety at work
4. Decrease in offender noncompliance with community supervision and reductions in the frequency of institutional misconducts

Note: The Correctional Program Assessment Inventory (CPAI) designed by Drs. Don Andrews and Paul Gendreau is a measurement instrument used to assess the rehabilitation potential of intervention programs. It is possible to have your program assessed by the CPAI through a NIC application for technical assistance.

# **One Page Outline of the Cog/Beh Video Program**

In the effort to effectively reach our offenders, we

Teach specific and relevant skills

Effectively role model each skill

Allow them the opportunity to practice each skill

**C**lear and constructive feedback on their skills practice

Homework assignments to reinforce and strengthen the learning.

the 5 basic skills we believe are essential for them to

Law of listening skill

Expressing a complaint skill

Avoiding a fight skill

Responding with affection skill

Negotiating win-win outcomes skill

The thinking skills word to remember in a difficult situation is:

Stop

Think

**O**ptions

**P**lan

which will remind them to stop and restructure their thoughts to

Access self/other/situation

Choose best options      Vs

Tailor plans to success

Responding

**E**rratically

And

**C**ausing

Trouble

As they continue to **STOP**, LEARN and ACT they will change from

Their Old Ways - Old Self to Their New Ways - New Self.

In difficult situations, it is important to: Stop, Learn and Act.

Take Home Test - What You Should Know by End of Cog. Video Training

1. Know the Essential Cognitive Principles
2. Know the basic points of the What Work's Literature.
3. Know the interrelationship between cog. skills & cog. restructuring
4. Know the 4 parts to a thinking report
5. Know the 4 steps to cognitive change process
6. Know process and steps **by** which skills are effectively taught
7. Know distinctions between the effective and ineffective interview
8. Identify at least one cognitive program you are interested. in.
9. Identify ways you **can** incorporate material presented this **week**.

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Although there are some differences in delivery style that are recommended, the program can easily accommodate both male and female, and younger or older participants.

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# **Cognitive / Behavioral Strategies to Changing Offender Behavior**

*September 1998*



## **Participant Manual**

*Introduction*

# **COGNITIVE/BEHAVIORAL STRATEGIES TO CHANGING OFFENDER BEHAVIORS**

## **PARTICIPANT MANUAL**

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## **About this Course**

### **THE OBJECTIVE**

The objective of the Cognitive/Behavioral Strategies to Changing Offender Behavior training sessions is to empower corrections institutions to significantly decrease the percentage of recidivism as they work with offenders.

### **THE PROCESS,**

These workshops are presented by leaders in the area of corrections. The ideology of training inmates in self-understanding, skill streaming and thinking skills comes from the united belief of many experts in the national corrections field that helping inmates develop habits of effectiveness as they deal with daily events allows them to be less vulnerable to external circumstances. A four-session training in the area of cognitive/behavioral strategies will help participants to:

1. Become aware of the research
2. Understand cognitive principles
3. Understand and apply cognitive principles and methods of cognitive restructuring
4. Understand principles and methods of cognitive skills theory

### **THE CONTENT**

The success of this training depends on the process of implementation of cognitive programs. These cognitive/behavioral strategies are based upon the development of the inmate's skills in dealing with realistic situations to promote self-mastery and self-understanding.

## **Facilitating This Course**

### **THE OBJECTIVE**

The objective of the Cognitive/Behavioral Strategies to Changing Offender Behavior training sessions is to empower corrections institutions to significantly decrease the percentage of recidivism as they work with offenders.

### **THE PROCESS .**

These workshops are presented by leaders in the area of corrections. The ideology of training inmates in self-understanding, skill streaming and thinking skills comes from the united belief of many experts in the national corrections field that helping inmates develop habits of effectiveness as they deal with daily events allows them to be less vulnerable to external circumstances. A four-session training in the area of cognitive/behavioral strategies will help participants to:

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of cognitive restructuring
4. Understand principles and methods of cognitive skills theory

### **THE CONTENT**

The success of this training depends on the process of implementation of cognitive programs. These cognitive/behavioral strategies are based upon the development of the offender's skills in dealing with realistic situations to promote self-mastery and self-understanding.

This four part training for corrections officials begins with an overview of cognitive areas, including restructuring, skills, and social programs. The following two sessions provide specific information in the areas of cognitive restructuring, the process by which skills are taught, problem solving and social skills. In the final session, facilitators are given the opportunity to begin setting cognitive training goals for their specific institutions and defining action steps toward the achievement of those goals.

**NATIONAL INSTITUTE OF CORRECTIONS**  
**Cognitive/Behavioral Strategies To Changing Offender Behavior**

**SEMINAR STAFF**

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Ms. Fabiano has co-authored many monographs and journal articles in the area of effective correctional treatment and is co-author of two books *Time to Think: A Cognitive Model of Delinquency Prevention and Offender Rehabilitation* (with R. Ross), and *Correctional Afterthoughts: Programs for Female Offenders* (with R. Ross).

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is a correctional program specialist with the National Institute of Corrections Academy. He serves as the Bureau of Prisons representative where he was transferred from Federal Correctional Institution in Lompoc, CA. He has the responsibility of the producer/director for all video conferences and distance learning programs for NIC.



## Activity: Cognitive Behaviors - Icebreaker

What cognitive skills do you possess that contribute to your effectiveness, both personally and professionally?

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What kinds of cognitive skills are important to you?

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3. Who do you know who possesses and successfully uses these cognitive skills?

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Identify two cognitive skill areas in which you would like to improve.

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# Cognitive / Behavioral Strategies to Changing Offender Behavior



## Participant Manual Module 1

COGNITIVE OVERVIEW:  
*Cognitive Principle*  
*Cognitive Restructuring*  
*Cognitive Skills Training*  
*Research On What Works With Offenders*

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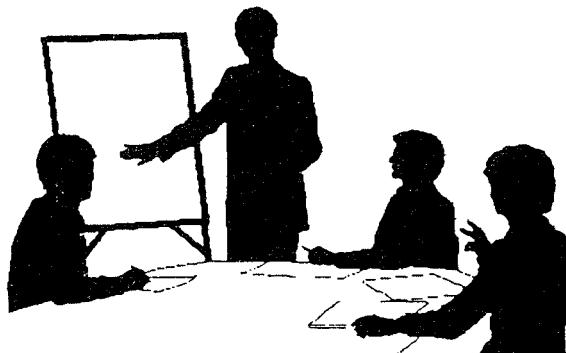
## Timed Outline - Module 1

9:00 - 9:15	Open/Welcome	Objective
9:15-9:30		Activity: Cognitive Behaviors -- Icebreaker
9:30-10:00		Video: Introduction to Cognitive Programs
10:00-10:15		Activity: Internal and External Behaviors
10:15-10:45		Video: Designing Cognitive Programs
10:45-11:00		Break
11:00-11:15		Activity: Cognitive Skills for Offenders
11:15-11:30		Video: Cognitive Restructuring
11:30-11:45		Activity: Harmful Thinking
11:45-1:00		Lunch

## Cognitive/Behavioral Strategies to Changing Offender Behavior

1:00-1:20	Video: What Works for Offenders?
1:20-1:35	 Activity: Cognitive vs. Non-Cognitive Programs
1:35-1:45	 Q & A
1:45-2:00	Video: Concluding Remarks
2:00-2:30	 Activity: Reflection Module 1

## Cognitive/Behavioral Strategies to Changing Offender Behavior



### Training Overview

#### Module 1:

##### Cognitive Overview

- Cognitive principles
- Cognitive restructuring
- Cognitive skills
- Summary of research on what works

#### Module 2:

##### Cognitive Restructuring Model: The Four Steps of Cognitive Self-change

#### Module 3:

##### Introduction to Cognitive Skills

- Process by which skills are taught
- Social skills for offenders
- Problem solving
- Cognitive skills in perspective

#### Module 4:

##### Broader Applications & Implementation

# **Module 1**

## *Video Graphics*

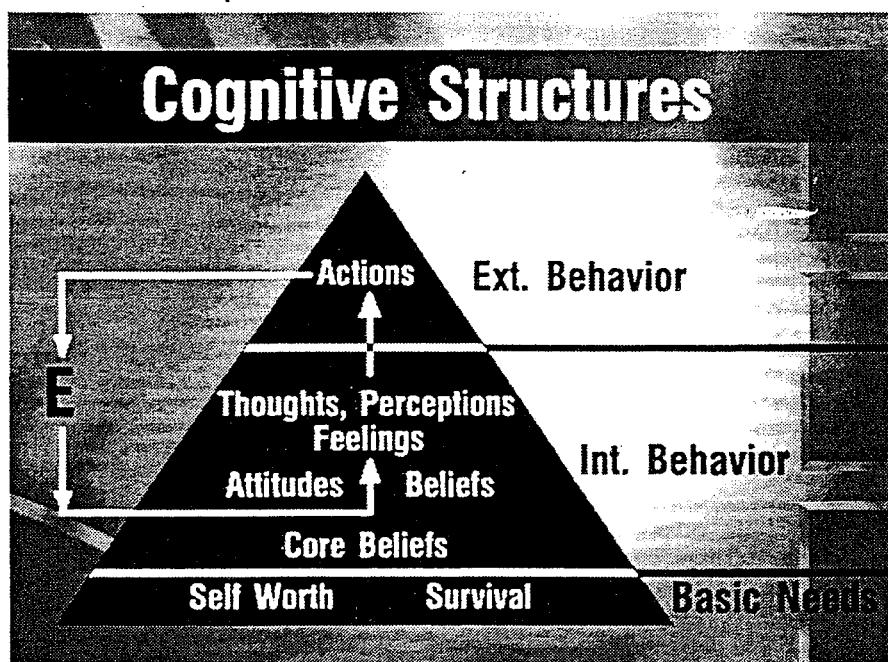


Cognitive / Behavioral Strategies to Changing Offender Behavior

## Session Objectives Module I

The participant will be able to:

- \*Differentiate between cognitive skills training and cognitive restructuring
- Identify internal and external behaviors that influence criminal behavior
- \*Identify a variety of cognitive skills that offenders can be taught
- \*Identify the public's expectations for criminal sanctions and address ways for cognitive programs meet those expectations
- \*Increase awareness of research on the effectiveness of cognitive programs
- \*Know the four steps of cognitive self-change



## Some Criminal Thinking Patterns

Victim Stance:

"Look what you've done to me."

Dehumanization:

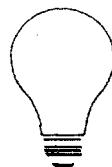
"They deserve what they get."

Entitlement:

"It's mine if I want it."

Righteous Anger:

(Victim Stance With Feeling)



*"Thinking straight ain't easy.  
Staying straight is even tougher.  
First, you have to learn to think straight."*

*An Offender*

## Some Familiar Cognitive Skills

- Problem Solving
- Moral Reasoning
- \* Social Skills
- Creative Thinking
- Emotional Control

## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p>Offender Attributes:</p> <ul style="list-style-type: none"><li>- impulsive</li><li>- egocentric</li><li>- habitual anti-social behavior</li><li>- rigid, narrow-thinking</li></ul>	_____
<p>Cognitive Restructuring</p> <p>Changing the attitudes, beliefs, and habits of thinking that lead to criminal behavior</p>	_____
<p>Four Steps of Cognitive Self-Change</p> <p>Step 1: Pay attention to your thoughts &amp; feelings Step 2: Recognize when your thoughts &amp; feelings have risk of leading you to do something hurtful.</p>	_____
<p>Step 3: Use new thinking to reduce that risk. Step 4: Practice until you get good at it.</p>	_____

## Four Parts of a Thinking Report

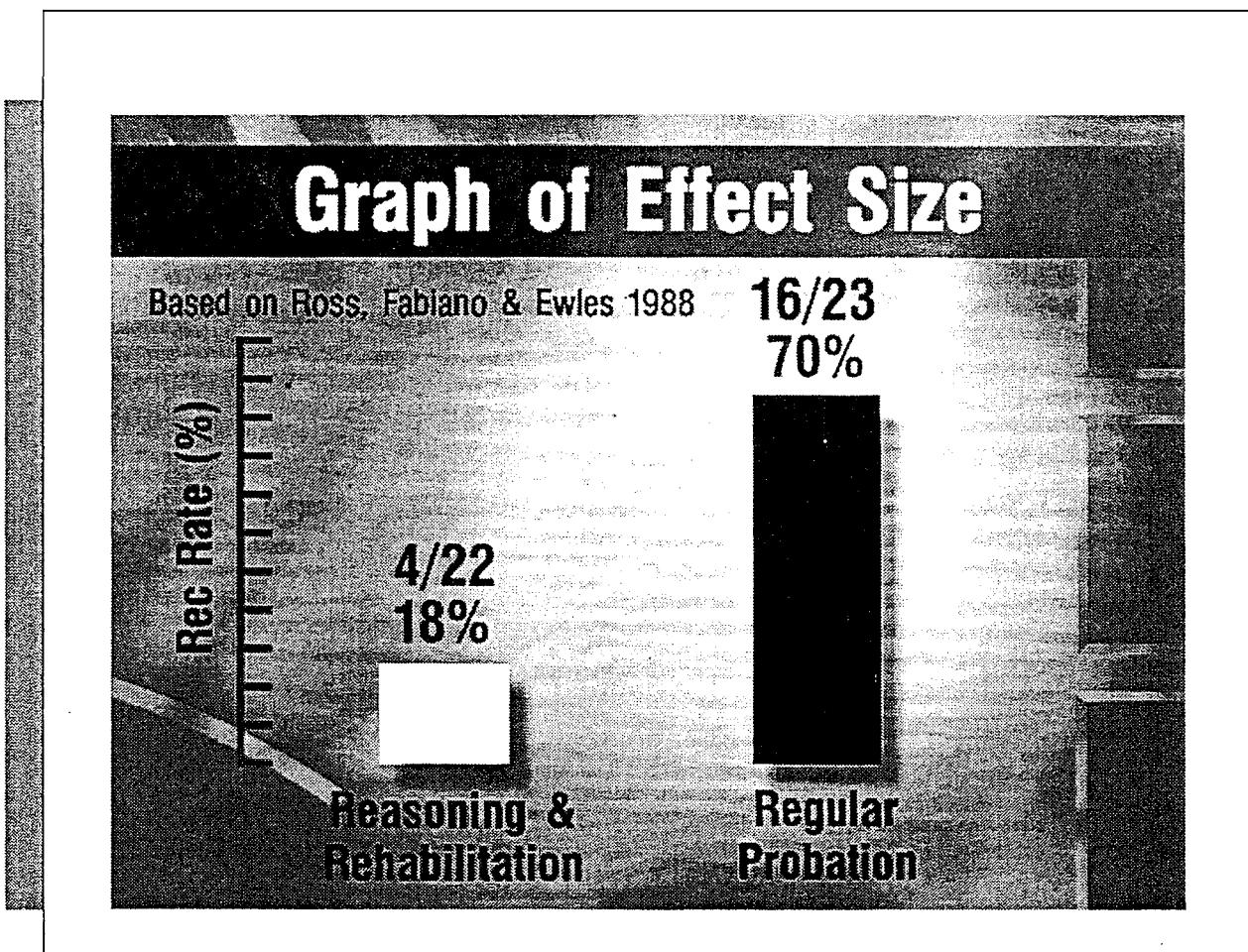
- |            |  |
|------------|--|
| Situation: | Write a brief, objective description of the situation.                 |
| Thoughts:  | Write down all the thoughts you can remember having in this situation. |
| Feelings:  | Write down all the feelings you can remember having in this situation. |
| Attitudes  | Write down all the attitudes or  |
| Beliefs:   | beliefs that were part of your thinking in this situation.             |

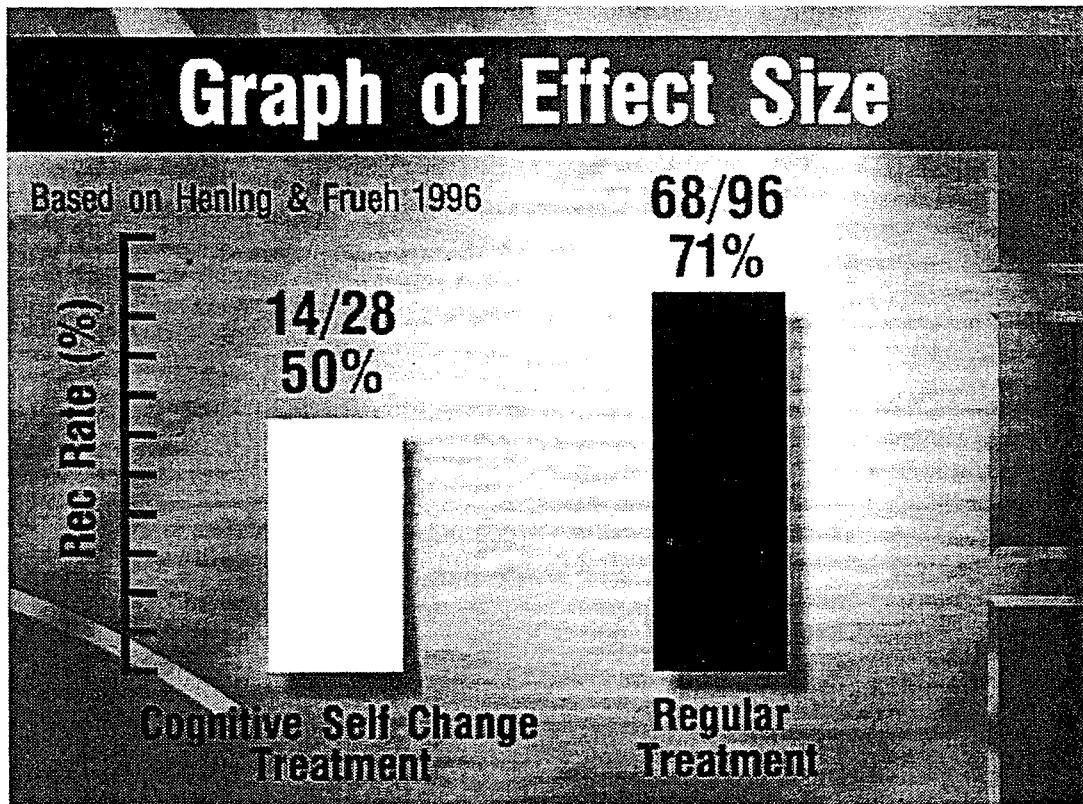
## Purpose of Sanctioning

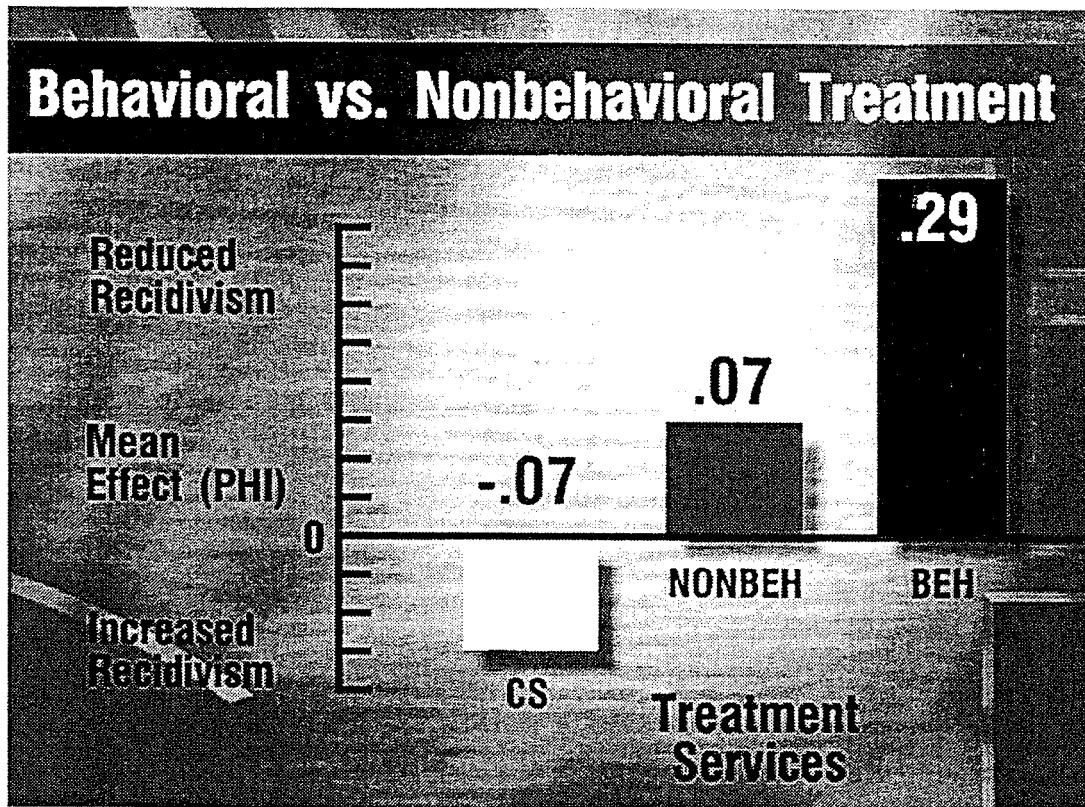
- Retribution
- Just Dessert
- Restoration
- General Deterrence
- Incapacitation
- Specific Deterrence
- Treatment/Rehabilitation

## Cognitive/Behavioral Programs - What Works?

- Modeling
- Reinforcement
- Graduated Practice
- Role Playing
- Extinction
- Resource Provision
- Concrete Verbal Suggestions







## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Criminogenic Risk Factors

#### Minor Influences

01) Lower Class Origins	.06	(24)
02) Personal Distress	.05	(64)
03) Lower Intelligence	.07	(31)
04) Family Structure1 Parent Ch.	.11	(76)
05) Parenting Factors	.15	(27)
06) Pers. Ed. Achievement	.15	(154)
07) Criminogenic Need	.16	(175)

#### Major Influences

08) History Anti-Social Behav.	.16	(245)
09) Anti-Social Personality	.18	( 62)
10) Anti-Social Companions	.18	( 27)
11) Anti-Social Attitudes	.19	( 29)
12) Composite Risk Scales	.30	(123)
13) Age/Race/Gender	.14	( 94)

\* Pooled by DAA

Genreau, Little and Goggin  
(1996) Adult Offender Rec.

### Promising Intermediate Targets for Rehabilitative Programming

- Changing anti-social attitudes
- Changing anti-social feelings
- Reducing anti-social peer associations
- Promoting familial affection communication
- Promoting familial monitoring and supervision
- Promoting identification/association with anti-criminal role models
- Increasing self-control, self-management and problem solving skills
- Replacing the skills of lying, stealing and aggression with more pro-social alternatives
- Reducing chemical dependencies
- Increasing self-esteem
- \*Focusing on vague emotional/personal complaints
- Improving neighborhood-wide living conditions

# **Module 1**

## *Activities*



Cognitive / Behavioral Strategies to Changing Offender Behavior

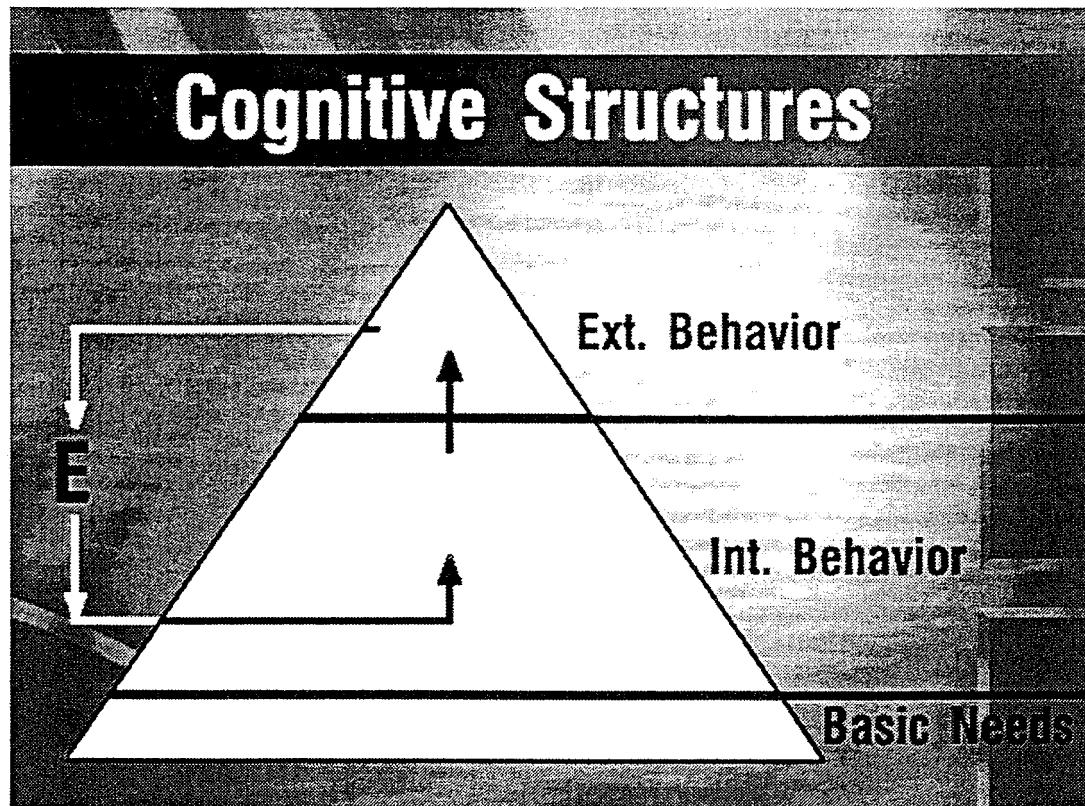


### Activity: Internal and External Behaviors

Using a situation, which has occurred in your experience with an offender, fill in the empty triangle. Begin with observable actions; then complete the specific internal elements and basic needs that accompany the external behavior.

Using a situation, which has occurred in your experience with an offender, fill in the empty triangle. Begin with observable actions; then complete the specific internal elements and basic needs that accompany the external behavior.

Desired Outcome: Participants will clearly see external actions as the "tip of the emotional iceberg" in analyzing and addressing anti-social behavior of offenders.





## Activity: Cognitive Skills For Offenders

Here again the same five areas of cognitive social skills are illustrated.

Under each category list several specific skills you would like to see developed by the offenders in your institution.

Desired Outcome: Participants will see specific ways in which cognitive skills training is relevant to offenders.

Problem Solving  
Specific Areas:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Moral Reasoning  
Specific Areas:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Social Skills  
Specific Areas:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Creative Thinking  
Specific Areas:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Emotional Control  
Specific Areas:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



### **Activity: Role Play - Harmful Thinking**

In small groups of only 2 or 3, role play a fictitious or real situation where harmful thinking leads to irresponsible or at-risk behavior. Each participant must provide his/her spoken and unspoken dialogue.

Desired Outcome: Participants will be able to clearly follow the relationship between internal and external behavior.



### Activity: Cognitive vs. Non-Cognitive Programs

As correctional professionals, you have had experience which worked to help offenders change their attitudes, feelings, and beliefs, as well as behavioral programs which work on teaching skills to offenders. During this 10-minute period, compare your experiences and perceptions with types of programs.

Desired Outcome: Participants will expand their scope of understanding types of programs and their effects through comparison and discussion.

## Cognitive/Behavioral Strategies to Changing Offender Behavior



### Activity: Reflection on Module 1

Each site group member will write 2 questions concerning cognitive programs. Then, in groups of 3 to 5, individuals will share their questions and provide answers whenever possible.

Desired Outcome: Group members will, through their questions and answers possibly provided by others, gain a broader perspective of cognitive skills in corrections settings.

# **Cognitive / Behavioral Strategies to Changing Offender Behavior**



## **Participant Manual Module 2**

*Cognitive Restructuring Training:  
The Four Steps Of Cognitive Self-change*

# Cognitive Behavioral Strategies to Changing Offender Behavior

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## Timed Outline - Module 2

9:00 - 9:15	Open/Welcome	Objective
9:15 - 9:45		Video: Introduction to Cognitive Restructuring
9:45 - 10:15		Activity: Role Play - At Risk Thinking and Behavior
10:15 - 10:30		Break
10:30 - 10:40		Video Overview: Presenting A Thinking Report
10:40 - 11:30		Activity: Writing A Thinking Report
11:30 - 1:00		Lunch
1:00 - 1:10		Video: Modeling Part 1 - Thinking Report
1:10 - 1:25		Activity: Presenting and Facilitating Thinking Report Part 1

## Cognitive/Behavioral Strategies to Changing Offender Behavior

1:25 - 1:35		Video: Modeling Thinking Report: Part 2
1:35 - 1:50		Activity: Presenting and Facilitating Thinking Report: Part 2
1:50 - 2:00		Activity: Presenting and Facilitating Thinking Report: Part 3
2:15 - 2:25		Video: Modeling Thinking Report: Part 4
2:25 - 2:40		Activity: Presenting and Facilitating Thinking Report: Part 4
2:40 - 3:00		Questions and Answers

# **Module 2**

## *Video Graphics*



**Cognitive / Behavioral Strategies to Changing Offender Behavior**

## Module I - Brief Review

- Discussion of the cognitive skills principle
- Explanation of the cognitive restructuring process
- Introduction to wide array of cognitive social skills
- Summary of research on what programs work with offenders

## Session Objectives

The participant will be able to describe and apply the process of using Thinking Reports:

- To teach offenders the four steps of Cognitive Self-change
- To understand the purpose of Thinking Reports
- To describe the four parts of a Thinking Report
- To write and present a personal Thinking Report

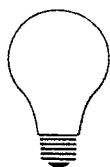
## Cognitive/Behavioral Strategies to Changing Offender Behavior

## Program

## **Participant Notes**

## 4 Steps of Cognitive Change:

- Step 1: Pay attention to your thoughts and feelings
  - Step 2: Recognize when your thoughts and feelings have risk of leading you to do something hurtful
  - Step 3: Use new thinking to reduce that risk
  - Step 4: Practice until you're good at it



## 4 Parts of a Thinking Report Situation:

- Write a brief, objective description of the situation. Write down all the thoughts you can remember having in this situation.
  - Write down all the feelings you can remember having in this situation.
  - Write down all the attitudes or beliefs that were part of your thinking in this situation



### Situation: Wanting To Get High

#### THOUGHTS:

1. Man, I'd like to smoke a fat log.
2. I could smoke one and it wouldn't affect my urine,
3. I'd have time to get clean before my next test.
4. I only need 2 weeks to get clean.
5. They might not even test me.
6. As long as they don't see me or smell me they can't test me.
7. I can get one right now, no problem.
8. It sure would be nice.
9. F, man, there's nothing wrong with it.
10. Why the f, do they even bother.
11. It doesn't hurt anything.
12. It helps me sleep good.
13. One joint wouldn't hurt.

#### FEELINGS:

Confused/pressed  
Challenged/desperate  
Threatened/defiant

#### BELIEFS:

There's nothing wrong with it. It should be legal.

CORE BELIEFS: I don't have to do anything I don't want to.  
No one has the right to tell me what to do.

## Cognitive/Behavioral Strategies to Changing Offender Behavior

## Program

## Participant Notes

### **Intervention Thoughts:**

1. I made a commitment, and I want to stand by it.
  2. If I do it, I'll never get out of here.
  3. You know it wouldn't be just one joint.
  4. Eventually, they'd test me again.
  5. I can't give them the satisfaction.
  6. I want out of here.
  7. It's just not worth it.

7. It's just not  
Counter beliefs:

I'm not doing this for them; I'm doing it for me. Doing this doesn't make me less than. Sometimes a woman/man has to do things she/he doesn't want to.

## Presenting the Thinking Report: A Thinking Report is pure information:

- No blame
  - No excuses
  - No argument
  - No counseling

In the first step, facilitators and group members should ask questions and make suggestions to help the person give a clear, complete and objective report. In later steps, the facilitator and group members should ask questions and make suggestions to help the person identify the thinking that puts them at risk and to think of new thinking they could use to reduce their risk. But the person giving the report is always the final authority. That person has the last word on what he/she thinks and feels and what he/she will think in the future.

## Program

### Practicing the 4 Steps:

1. Review your thinking report.
2. Identify 1 key thought that put you at risk of doing something hurtful.
3. Identify 1 new thought, belief, or attitude that you could use to reduce the risk.
4. Sketch a realistic scenario using your new thinking as an intervention.



## Participant Notes

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### Thinking Report Form

SITUATION: \_\_\_\_\_

\_\_\_\_\_

THOUGHTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FEELINGS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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ATTITUDES  
BELIEFS: \_\_\_\_\_

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# **Module 2**

## *Activities*



**Cognitive / Behavioral Strategies to Changing Offender Behavior**

## Cognitive/Behavioral Strategies to Changing Offender Behavior



### Activity: At Risk Thinking and Behavior

Several members of the site group role play at-risk thinking portraying a tense situation between an offender and a corrections officer. After the role play, the remainder of the group will help identify the at-risk thinking and assist the "actors" in identifying new thinking patterns.

Outcome: Participants will observe a process for assisting offenders and use new thinking patterns and rethink old behaviors.



### Activity: Writing a Thinking Report

Pick a stressful situation you have personally experienced in the last 24-48 hours which might have moved you toward inappropriate behavior, such as violence, excessive anger, confrontation. Using the blank Thinking Report form, complete the categories.

Desired Outcome: The participant recognizes the report as a helpful tool in understanding behavior.



### Activity: Presenting and Facilitating Thinking Report Forms

This activity will be completed in four parts. Each part will be set up by presenters in the video.

Fill out this form for each part of the activity as it relates to your thinking report.

Activity - Part 1: Draw out objective information.

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Activity - Part 2: Identifying risky thinking.

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Activity - Part 3: Find new ways to think.

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Activity - Part 4: Practice new thinking (role play).

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# **Cognitive / Behavioral Strategies to Changing Offender Behavior**



## **Participant Manual Module 3**

*Introduction To Cognitive Skills:*

- A. Process By Which Skills Are Taught*
- B. Social Skills For Offenders*
- C. Problem Solving*
- D. Cognitive Skills In Perspective*

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-Social Skills For Offenders . . . . .	45
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## Timed Outline - Module 3

9:00-9:15		Introduction/Welcome
9:15-9:30		Social Skills -- Introduction
9:30-9:45		Activity: Assessing Offenders' Skill Deficits
9:45-10:00		Video: Process By Which Skills Are Taught (Steps 1 & 2)
10:00-10:15		Activity: Practicing the Process of Teaching Skills
10:15-10:45		Video: Process By Which Skills Are Taught (Steps 3 & 4)
10:45-11:00		Break
11:00-11:15		Video: Priority Social Skills
11:15-11:30		Activity:Social Skills - "Dealing with Someone Else's Anger"
11:30-1:00		Lunch

## Cognitive/Behavioral Strategies to Changing Offender Behavior

1:00-1:20	Video: Demonstration - Social Skills: Expressing a Complaint
1:20-1:35	Activity: Social Skills - Expressing a Complaint
1:35-1:45	 Video: Social Skills Training in Correctional Settings
1:45-2:00	Video: Introduction: Problem Solving
2:00-2:15	 Activity: Conflict Cycle and Problem Solving Steps
2:15-2:30	Video: Cognitive Skills In Perspective
2:30-2:45	 Activity: Lateral Thinking Skills - The PMI
2:45-3:00	 Video: Offender Demonstration - Creative Thinking Skills
3:00-3:15	 Q & A
3:15-3:30	Closure and Wrap Up

# **Module 3**

## *Video Graphics*



Cognitive / Behavioral Strategies to Changing Offender Behavior

## Module 2 -- Brief Review

- Discussion of skill deficits of offenders
- Philosophical emphasis on changing the WHAT of offender thinking to HOW offenders think
- Emphasis on the process of using thinking skills, problem solving skills, and social skills with offenders

## Session Objectives

### Objectives - Cognitive Skills Training

The participant will be able to:

- Identify several cognitive social skills
- Learn strategies and techniques for motivating offenders
- Understand and apply the 5 step process for teaching skills to offenders

### Objectives - Social Skills For Offenders

The participant will be able to:

- Introduce the skill
- Model the skill
- Role play the skill
- Give discuss/feedback of performance
- Practice the skill (transfer training)

### Objectives - Problem Solving

The participant will be able to:

- Understand the conflict cycle
- Describe and recognize steps in problem solving

### Objectives - Cognitive Skills in Perspective

The participant will be able to:

- Understand and apply various lateral thinking skills and creative thinking skills

## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Program

### Participant Notes

#### Process by which Skills are Taught

1. Define the skill
2. Model the skill
3. Role-play the skill
4. Give performance feedback
5. Practice the skill  
(transfer training)

## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<b>Focus of Cognitive Skills Programs</b>  Self-regulation skills Self-management skills Social skills Problem solving skills Thinking/reasoning skills	_____
Note: The predominant goal of this training is to increase pro-social behavior, while decreasing anti-social behavior.	_____
<b>Offender Characteristics</b>  - impulsive - egocentric - habitual anti-social behavior - rigid, narrow-thinking patterns	_____
<b>Step 2: Modeling the Cognitive Skill</b>  1. Demonstrate each step 2. Use "think aloud" techniques 3. Use offender-relevant situations 4. Produce a "perfect" module 5. Debrief for clarity	_____

# Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p><b>Step 3:</b> Role Playing the Skill</p> <ul style="list-style-type: none"><li>• Set up the situation realistically</li><li>• clearly identify the main actor</li><li>• review steps in skill training</li><li>• debrief by:<ul style="list-style-type: none"><li>getting the reactions of each one</li><li>hearing feedback from each</li></ul></li><li>• reserve trainer's response for times when clarity is blurred</li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Skill: Understanding the Feelings of Others</b></p> <ul style="list-style-type: none"><li>• Observe the other person</li><li>*Listen to his/her words</li><li>• Try to decipher his/her feelings</li><li>• Make an effort to show that you understand:<ul style="list-style-type: none"><li>*conversations</li><li>•questions</li><li>•attention</li></ul></li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Step 5: Practicing New Cognitive Skills (Transferring the skill)</b></p> <p>A skill learned in isolation is fairly useless. Transferring the skill to "real life situations gives it validation. This can be done by:</p> <ul style="list-style-type: none"><li>• practicing the skill outside the classroom</li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"><li>• displaying posters using "skill cards"</li><li>•reviewing the skill in class</li><li>•creating a supportive environment for new skills when other staff understand the focus</li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/>

# Cognitive/Behavioral Strategies to Changing Offender Behavior

## Program

### Social Skills Definition

- acceptable, learned behaviors which maximize positive responses and minimize negative responses
- goal directed
- observable action steps
- unobservable thinking steps

## Participant Notes

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### Beginning Social Skills

1. Listening
2. Starting a conversation
3. Having a conversation
4. Asking a question
5. Saying thank you
6. Introducing yourself
7. Introducing others
8. Giving a compliment

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### Advanced Social Skills

9. Asking for help
10. Joining in
11. Giving instructions
12. Following instructions
13. Apologizing
14. Convincing others

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### Skills for Dealing with Feelings

15. Knowing your feelings
16. Expressing your feelings
17. Understanding the feelings of others
18. Dealing with someone's anger
19. Expressing affection
20. Dealing with fear
21. Rewarding yourself

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## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Homework Sheet - Cognitive Social Skills

Fill in during class:

1. What skill will you use?
  
  
  
2. What are the steps for this skill?
  
  
  
3. Where will you try the skill?
  
  
  
4. When will you try the skill?

Fill in after doing homework:

1. What happened when you did the homework?
  
  
2. Which steps did you really follow?
  
  
3. Critique your performance in using the skills.

Excellent    Good    Fair    Poor

4. What do you think should be your next homework assignment?

## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Program

### Participant Notes

#### Skill Alternatives to Aggression

- 22. Asking permission
- 23. Sharing something
- 24. Helping others
- 25. Negotiating
- 26. Using self-control
- 27. Standing up for your rights
- 28. Responding to teasing
- 29. Avoiding trouble with others
- 30. Keeping out of fights

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#### Skills for Dealing with Stress

- 31. Making a complaint
- 32. Answering a complaint
- 33. Sportsmanship after a game
- 34. Dealing with embarrassment
- 35. Dealing with being left out
- 36. Standing up for a friend

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#### Skills for Dealing with Stress

- 37. Responding to persuasion
- 38. Responding to failure
- 39. Dealing with contradictory messages
- 40. Dealing with an accusation
- 41. Getting ready for a difficult conversation
- 42. Dealing with group pressure

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#### Planning Skills

- 43. Deciding on something to do
- 44. Deciding what caused the problem
- 45. Setting a goal
- 46. Deciding on your abilities
- 47. Gathering information
- 48. Arranging problems by importance
- 49. Making a decision
- 50. Concentrating on a task

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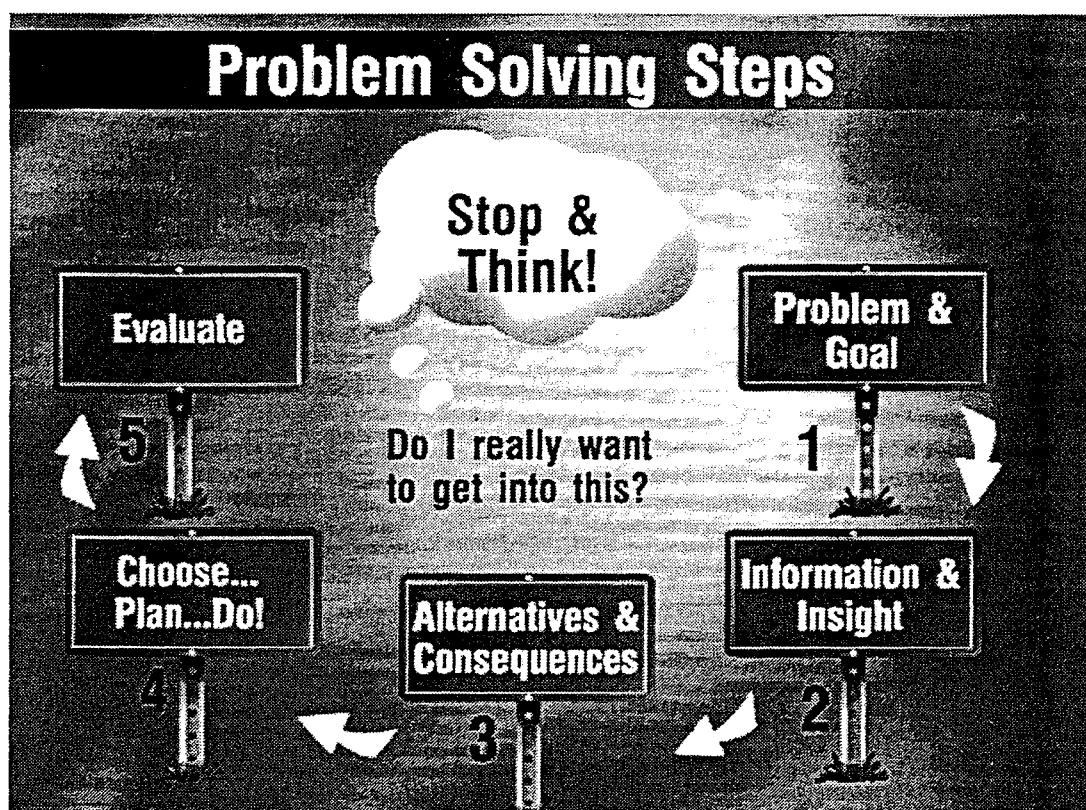
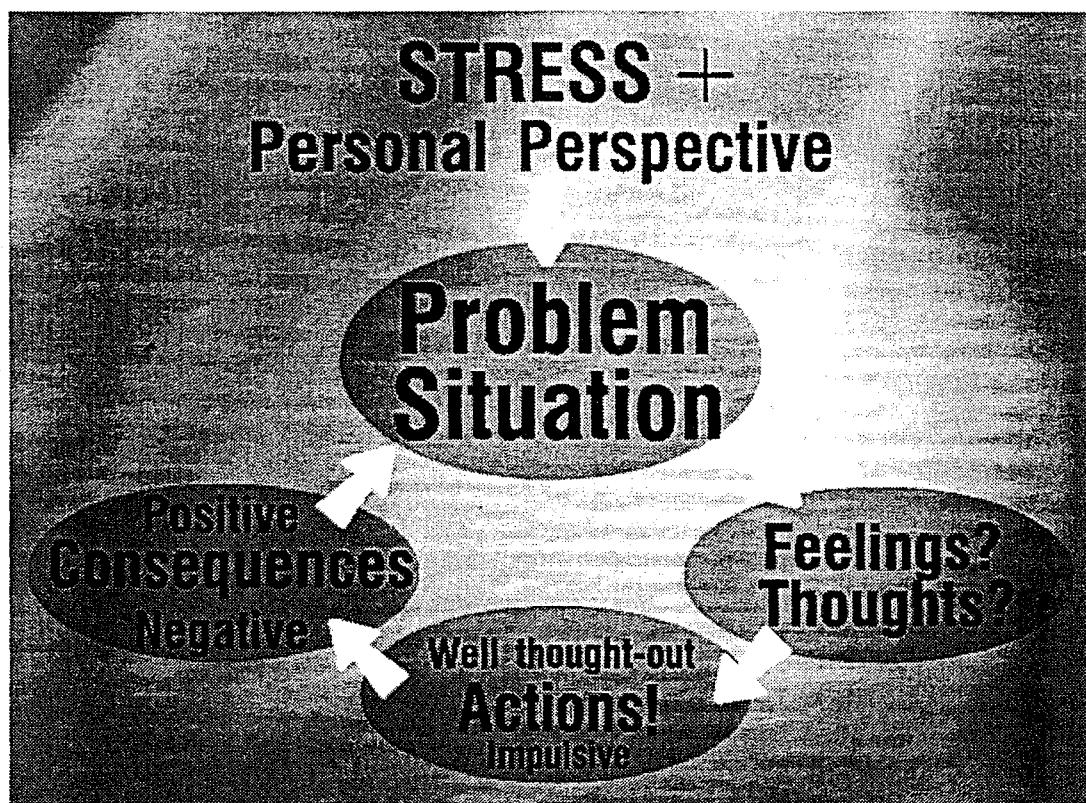
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## Cognitive/Behavioral Strategies to Changing Offender Behavior

### Skills Cards:

These step-by-step prompters for social skills can be used by the site group to help group members as they role play specific skills. The following examples can help you formulate steps for other skills.

#### Listening

##### Steps

1. Look at person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say

##### Trainer Notes

1. Face the person; establish eye contact
2. Show this by nodding, saying "um um"
3. Don't fidget; shuffle your feet
4. Ask questions, express feelings, express your ideas

#### Keeping Out of Fights

##### Steps

##### Trainer Notes

#### Expressing Affection

##### Steps

##### Trainer Notes

# Program

**PMI** Positive, negative & interesting aspects of an idea

CAF Consider all factors

## C&S Consequences & sequels

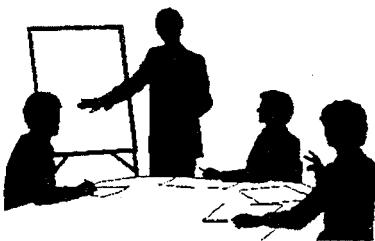
## AGO Aims, goals objectives

## FIP First important priorities

## APC Alternatives, possibilities & choices

OPV Other people's point of view

Instead of saying that you like an idea, or don't like it, you can use a PMI. When you use a PMI you give the good points first, then the bad points, and then the points which are neither good nor bad, but are interesting. You can use a PMI as a way of treating ideas, suggestions and proposals.



## Participant Notes

# **Module 3**

## *Activities*



Cognitive / Behavioral Strategies to Changing Offender Behavior



## Activity: Assessing offenders' skill deficits

As you look at the list of 50 cognitive skills programs, identify, as a group, specific skills areas and levels for meeting the needs of offenders in your institution. Prioritize the skills and identify the deficit being met.

For clarity, please use the worksheet provided.

Desired outcome: The participants will clearly see the connection between these cognitive skills and offender status.

Participant Worksheet:

Skill 1: Self-regulating skills

Example 1: \_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_

\_\_\_\_\_

Skill 2: Self-management skills

Example 1: \_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_

\_\_\_\_\_

Skill 3: Social Skills

Example 1: \_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_

\_\_\_\_\_

Skill 4: Problem Solving Skills

Example 1: \_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_



### Activity: Practicing the process of teaching skills

Choose one of these cognitive social skills:

- Listening
- Keeping out of fights
- Expressing affection
- Making a complaint

Your task: In your site group you will complete the first 2 steps in the process:  
introducing the skill and modeling the skill.

Desired Outcome: Participants will be able to recognize the value in applying this model  
with offenders.



### Activity: Social Skills - "Dealing with Someone's Anger"

This activity centers on Skill 18 "Dealing with Someone's Anger." Role play a situation which focuses on this skill. Remember these steps:

1. Listen openly and patiently to what the other person is saying.
2. Tell the person you understand why he/she is upset or that he/she has a right to be angry.
3. Apologize or explain.

After you have finished, examine the thinking steps that accompanied your actions.

Desired Outcome: The participants will be able to check the validity of this skill streaming technique.



### Activity: Social Skills - Expressing a Complaint

Choose a member of your site group to be an offender, then:

- Identify something he/she will complain about such as food, a counselor, cellmate.
- Follow this offender as he/she expresses the complaint in a role play.
- Evaluate this performance according to the following steps:

Steps to lodging a complaint:

1. Choose an appropriate time and place.
2. Introduce yourself and explain your complaint.
3. Offer a possible solution.
4. Listen to the other person.

Desired outcome: Participants will be able to see the validity of this process as they evaluate the performance of group members.



### Activity: Conflict Cycle and Problem Solving Steps

Create a realistic situation between an offender and a corrections professional. Role play this situation using impulsive behavior which results in negative consequences.

Desired outcome: Participants will experience the effects of a conflict where little or no problem solving is used.

Part I:

1. What's the problem? (definition)
2. What feelings/thoughts led to the problem?
3. What are the negative consequences?

Part II:

1. What possible problem is avoided?
2. Define some feelings/thoughts that helped in avoiding the problem..
3. What positive consequences emerged?



### **Activity: Lateral Thinking Skills - the PMI**

Using this form, generate the positive aspects of this idea, the negative aspects, and the interesting aspects. Then, share your ideas with the larger group,

**Ruling:** All cars must be painted yellow.

**Positive Aspects:**

**Negative Aspects:**

**Interesting Aspects:**

# **Cognitive / Behavioral Strategies to Changing Offender Behavior**



## **Participant Manual Module 4**

*Broader Applications And Implementation*

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## Timed Outline - Module 4

9:00-9:15		Welcome\Introduction
9:15-9:30		Video: Review\Introduction: Application & Implementation
9:30-10:00		Activity: Visualizing Direction
10:00-10:20		Video: Research & Application with Specific Offender Populations
10:20-10:35		Activity: Goal Setting 1
10:35-10:45		Break
10:45-11:30		Video: Considerations/Culture/Ethnicity/Age/Gender
11:30-1:00		Lunch

## Cognitive/Behavioral Strategies to Changing Offender Behavior

1:00-1:15	Activity: Goal Setting 2: Goals & Objectives
1:15-1:30	Video: Overview - Implementation
1:30-1:45	 Activity: Goal Setting 3: Strengths & Barriers
1:45-2:15	Video: Overcoming Barriers
2:15-2:30	Break
2:30-3:00	Activity: Action Plan Presentation
3:00-3:30	 Questions & Answers, Closure

# **Module 4**

## *Video Graphics*



Cognitive / Behavioral Strategies to Changing Offender Behavior

## Module 3 - Brief Review

- Skill deficits of offenders can be assessed.
- The process of teaching offenders the skills they lack is precise and can be accomplished through role play.
- Possessing priority social skills changes the way offenders think and therefore the way they subsequently act.
- Cognitive social skills and problem solving steps interrupt the conflict cycle.
- Lateral thinking patterns give options to offenders.

## Session Objectives

The participant will be able to:

- Demonstrate the wide applicability of cognitive/behavioral programs  
Define the concept of responsivity
- Identify strategies for increasing offender responsiveness to programs
- Look at strategies to overcome barriers to cognitive/behavioral programs

## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p>Responsibility: Major Client Considerations</p> <ul style="list-style-type: none"><li>- Motivation is barrier</li><li>- Client engages in denial</li><li>- Client is anxious</li><li>- Cultural/ethnicity issues</li><li>- Communication as barrier</li></ul>	_____
<p>Responsibility: Major Client Considerations</p> <ul style="list-style-type: none"><li>-Cognitive and emotional level</li><li>-Gender as an issue</li><li>-Historic factors (individual and family)</li><li>-Other</li></ul>	_____
<p><b>Barriers to Implementation</b></p> <ol style="list-style-type: none"><li>1. Organizational climate</li><li>2. Program integrity</li><li>3. Program effectiveness (accountability and organization)</li><li>4. Program delivery (logistics)</li></ol>	_____
<p><b>Program Applications</b></p> <ol style="list-style-type: none"><li>1. Outcomes research</li><li>2. Specific offender populations</li><li>3. Cultural/ethnic groups</li><li>4. Gender</li><li>5. Age/development level</li></ol>	_____

## Stability of Findings

1. Across the prediction and treatment outcome literature
2. Across types of offenders, settings, methodical factors, and measures of outcome
3. Across different types of programs

### Simourd & Andrews (1994)

	Female	Male
1. Lower Class Origins	.07	.06
2. Personal Distress/Psychopathology	.10	.09
3. Family Structure/Parent Problem	.07	.09
4. Minor Personality Variables	.18	.22
5. Poor Parent/Child Relations	.20	.22
6. Personal Ed./Vocabulary Achv.	.24	.23
7. Temperament/Misconduct/Self-Control	.35	.36
8. Antisocial Attitude/Assoc.	.39	.40

### Specific Offender Populations

#### Sex offenders

- Domestic violence
- Violent offenders
- Substance abuse
- Relapse prevention

### Cognitive/Behavioral Strategies to Changing Offender Behavior

Program

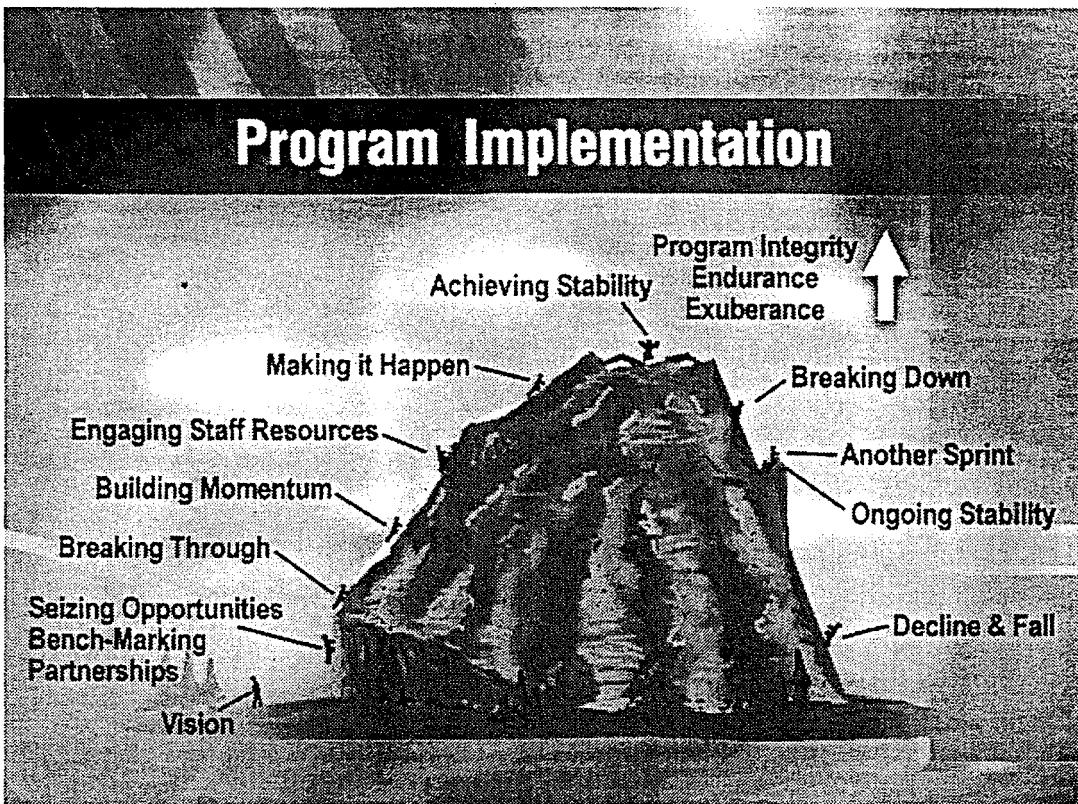
Participant Notes

### Program Implementation Goals

- Develop an action plan
- Be specific about agency goals and objectives
- Identify potential obstacles and solutions to ensure successful follow-through

### Steps to Program Implementation

1. Vision
2. Bench-marking
3. Partnership
4. Organizational inertia and resistance
5. Breaking through
6. Building momentum
7. Engaging staff resources
8. Making it happen
9. Achieving stability
10. Program integrity
11. Endurance
12. Exuberance
13. Breaking down
14. Another sprint
15. On-going stability



## Cognitive/Behavioral Strategies to Changing Offender Behavior

Program	Participant Notes
<p>Barriers to Implementation</p> <ul style="list-style-type: none"><li>1. Organizational climate</li><li>2. Program integrity</li><li>- 3. Program effectiveness</li><li>4. Program delivery</li></ul>	_____ _____ _____ _____ _____
<p>Myths: Effective Program Implementation</p> <ul style="list-style-type: none"><li>- We can define it</li><li>- Bottom up better than top down</li><li>- Good programs will "catch on" and spread effortlessly</li><li>- Programs and research = oil &amp; water</li></ul>	_____ _____ _____ _____ _____
<p>Myths: Effective Program Implementation</p> <ul style="list-style-type: none"><li>- Yes . . . but we are different</li><li>- Good programs = "professionals"</li><li>- Program delivery = burn out</li><li>- Programs jeopardize security</li><li>- "Maytag" philosophy</li></ul>	_____ _____ _____ _____ _____
<p>Differential Programming</p> <p>Able to clearly and concretely define those programs and services available to you and the offender so that you can organize an array of programs and services along a continuum of care according to established criteria.</p>	_____ _____ _____ _____ _____

Program	Participant Notes
Prescriptive Programming	
Answers:	
1. What intervention?	
2. Which type of clients?	
3. Delivered by which type of agents?	
4. What outcomes?	
Major Outcomes	
1. Reductions in offender recidivism	
2. Enhance public safety	
3. Increases in staff morale and personal safety at work	
4. Decrease in offender non-compliance with community supervision and reductions in frequency of institutional misconduct	

# **Module 4**

## *Activities*



Cognitive | Behavioral Strategies to Changing Offender Behavior



## Activity: Visualizing Direction

### Instructions:

You will be creating a visual representation - in poster format - of how these cognitive programs might work together in your institution.

Some of the concepts and program elements which you might consider as you create your poster include:

- Offender skill deficits
- Attitudes, beliefs and behaviors
- Criminal thinking patterns
- Cognitive interventions
- Cognitive restructuring training
- Cognitive skills training
- Problem solving skills
- Program outcomes

### Example:

You will see a taped module of this activity as it was completed by a group of correctional professionals from Geiger Corrections Center in Airway Heights, Washington.



## Activity: Initial Goal Setting 1

### Directions:

Look at the list of options below and select four primary focus areas for your offender population.

1. Changes attitudes, orientation and values
2. Change in anti-social feelings
3. Improve attitudes toward authority
4. Reduce anger/hostility level
5. Promote pro-social skills
6. Improve problem solving skills
7. Improve interpersonal skills
8. Promote family affection/communication
9. Improve family problem solving
10. Relapse prevention

Now, express your goals specifically in terms of your institution and the offender population you serve.

### Offender Outcomes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Institution Outcomes:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Participant Outcomes:

Corrections professionals form a concrete idea of how specifically chosen programs might be implemented in their correctional facilities.

## Participant Worksheet - Goal Setting Part 2: Goals & Objectives

### Directions:

Consider the outcomes you identified at the beginning of this module.  
Formulate at least three achievable goals you want your institute to achieve.  
Write those goals down on the worksheet.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now, state those goals in the form of objectives.

1. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_
2. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_
3. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_
4. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_
5. The learner will be able to \_\_\_\_\_  
\_\_\_\_\_

## Participant Worksheet - Goal Setting Part 3: Strengths & Barriers

### Directions:

In your site groups, brainstorm the strengths and resources that your agency can provide to support your goals and objectives. Record those here.

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Now, collectively discuss and record specific challenges and barriers that might interfere with the achievement of these goals and objectives.

### Challenges ■ Barriers

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### Possible Solutions

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## Participant Worksheet - Action Plan Presentation

**TARGET:**

Name                      Role

**Person 1:**

**Person 2:**

**Person 3:**

**Person 4:**

**STEP 4**

Date:

**STEP 3**

Date:

**STEP 2**

Date:

**STEP 1** Date:

Date:

**MAJOR FACILITATORS**

- 1.
- 2.
- 3.
- 4.

**BARRIERS**

- 1.
- 2.
- 3.
- 4.

## Participant Worksheet - Action Plan Presentation (Example)

### TARGET:

Name	Role
Person 1: Brian F. Skinner	Teacher
Person 2: Ziggy Freund	Counselor
Person 3: A.B.M. Aslow	Business Mgr.

Implement Cognitive Restructuring Program	
Date: 6/30/94	

Person 4:

### STEP 4

Obtain additional training in Cognitive restructuring for staff members

Date 3/31/94

### STEP 3

Provide Training to correctional administrators **and staff**  
re: cognitive treatment methodology  
Date: 1/31/94

### STEP 2

Develop a training module to present to Corrections Academy staff

Date: 11/30/93

### STEP 1

Task force completion of social and cognitive skills curriculum development

Date: 10/31/93

#### MAJOR FACILITATORS

1. Support of administration especially **Holly**
2. Commitment from **Dr. Bush** for spring '94
3. Pressure from state to adopt **new** treatment approaches

#### BARRIERS

1. Poor staffing
2. Current Rx philosophy
3. Staff attitude
4. Internal politics

# **Appendix**



Cognitive / Behavioral **Strategies** to Changing Offender Behavior

**9/1/98**

**NIC SUMMARY OUTLINE OF THE  
COGNITIVE-BEHAVIORAL STRATEGIES TO  
CHANGING OFFENDER BEHAVIOR VIDEO TRAINING**

**RESOURCES:**

- 1. Video Presenters**
- 2. Program Manual**
- 3. Attached References**

**1997 On Site Facilitator:  
Alan R. Burt LICSW  
Probation Officer  
Barnstable, MA 02630  
508-362-2511 ext. 459**

## **Section I Overview of the What Works Literature**

In a nutshell, Don Andrews has presented the current research findings on effective offender treatment programs and approaches. These findings have been referred to as "The What Works Literature." Before we review the essential findings, let's take a look at some of the reasons that lead Andrews, Bonta, Gendreau, Fabiano and other leading criminologists to complete their mega analysis studies in the 1990's that critically reviewed the field of corrections in Canada, Europe and the U.S. in a search of "What Works" with offenders.

### **Current U.S. Estimates on Offenders:**

- 1 million in our state prisons
- 1 million in jails
- 3 million on probation
- 10 million ex offenders.

It is very significant that of the approximate 190 countries in the world, the U.S. ranks second to Russia in the amount of people it incarcerates. Yet, with this get tough with crime policy, the U.S rates as one of the countries with the most violent adult and juvenile crime rates, right up there with Columbia.

Fortunately, other countries have developed effective policies to reduce crime and recidivism. Our close neighbor Canada is one of the most progressive countries in the world in terms of its highly preventative and correctional policies and plans in effect. Canada and other progressive nations have discounted Martinson's "nothing works" findings from the early 1970's in the U.S. . In this decade, they have replaced it with mega analysis research findings that clearly and empirically documents and proves what does work in corrections.

If we take an honest look, Martinson's nothing works findings has led many of our nation's policies over the past two decades. The costs of our growing correctional settings is enormous when compared with other countries. In terms of our budget for schools, we allot 4% as compared to 12% of budgets from other countries. Clearly, we have come to place a much higher priority on incarceration than on prevention policies. It is time that we, as a nation. take a hard look at the facts. **What we are doing is not working.**

**Research shows what works. We must now be willing to use it.**

## **I. Responding to the What Works Literature in Corrections**

- A. Training & Implementation in Social Learning Theory
- B. Training & Implementation in Effective Risk/Need tools
- C. Training & Implementation in Cognitive/Behavior Approaches
- D. Training & Implementation in Effective Program Implementation

Essentially, Andrews and his colleagues provide the corrections field a prescription for change, **from nothing works to what works.**

### **Cog/Beh Program. Components for Changing Offender Behavior**

1. Throughout this training we have stressed the importance for understanding **Social Learning Theory** as it is the underlying structure for effective principles in offender treatment.
  - To insure effective implementation of effective program principles and practice according to social learning theory, we must utilize an effective **risk/need assessment tool such as the LSI**. As a result, we are able to both assess and address the Criminogenic risk and needs factors in an offender's profile to reduce the likelihood of recidivism. We therefore began this training with a review of the **Criminogenic Risk/Need Factors** and their implications for effective programs and interventions.
2. As we utilize effective instruments like the LSI to match risk/need factors with effective supervision plans, we need to insure that those designated to work with offenders have the corresponding 'what works skills.' Whereas the research indicates that **Cognitive/Behavior Approaches** are most effective, this training overviewed its two major components: Cognitive Restructuring and Cognitive Social Skills Training.
3. **Program Development and Implementation was the last** focus of this training. As probation, corrections and treatment workers complete trainings like this, we must take the **important** next step, **that** of developing and implementing our own effective programs. This training overviewed some of these programs as well as provided the direction for participants to develop their own effective programs.

## **4 General Principles of Classification:**

- I. Risk Principle:** The level of services should be matched to the level of offender risk. High risk offenders receive intensive services while low risk offenders receive minimal services.
- 2. Need Principle:** Correctional services should focus resources on Criminogenic need.
- 3. Responsivity Principle:** While social learning and cognitive behavioral approaches are the preferred method of treatment, correctional services should be sensitive to special circumstances which warrant changes in approach based on the appropriateness of the individual client.
- 4. Professional Override Principle:** Not all clients fit into neat categories professional override must always be available when assessment tools are used.

## **5 Principles to Effective Correctional Services:**

1. Relationship factors: relating in open, enthusiastic, caring ways.
2. Authority: "firm but fair" distinguishing between rules and requests, monitoring, reinforcing compliance, not interpersonal domination or abuse.
3. Anti criminal modeling and reinforcement: demonstrating and reinforcing vivid alternatives to pro criminal styles of thinking, feeling and acting.
4. Concrete problem solving: skill-building and removal of obstacles toward increased reward levels of anti criminal behaviors in settings such as home, school and work.
5. Advocacy and brokerage: as long as the receiving agency offers appropriate correctional service.

**Andrews, D.S., Bonta, James,** "The Psychology of Criminal Conduct." Cincinnati: Anderson Publishing, 1994.

## **I. The Major Risk Factors:**

1. Anti-social attitudes, values, beliefs supportive of crime
2. Social support for crime - pro-criminal associates
3. Anti-social personality characteristics
4. Early history of anti social behavior
5. Negative family system (stressors, traumas & lack of support)
6. Low levels of educational and vocational achievement

## **II. Promising Targets for Intervention**

### **A. General**

1. Changing antisocial attitudes
2. Changing antisocial feelings
3. Reducing antisocial peer associations
4. Promoting association and identification with anti criminal role models
5. Increasing self control, self monitoring problem solving
6. Replacing the skill of lying, stealing and aggression **with** prosocial alternatives.
7. Reducing chemical dependencies

### **B. Prevention and intervention with youth**

1. Promoting familial affection **and** communication
2. Promoting familial monitoring and supervision
3. Promoting child protection

## **III. Content of Anti Criminal and Pro Criminal Expressions**

- A.** Expressions about the law, law violations and law violators
- B.** Expressions about conventional institutions, values, rules including issues of dealing with authority figures.
- C.** Expressions about conventional, noncriminal others and activities as necessary pursuits to prevent recidivism.
- D.** Expressions about self management of behavior including problem solving, listening and assertiveness **skills**.
- E.** Expressions about Attitudes toward self ability to achieve through, conventional prosocial thinking and action steps.
- F.** Expressions about Empathy, including following the examples of prosocial models in their lives.

## **IV. General Responsivity Considerations**

### **A. What works with offenders**

- 1.** Social learning strategies
- 2.** Behavioral techniques
- 3.** Cognitive approaches
- 4.** Educational approaches
- 5.** Family based therapies (structural, systemic).

### **B. What doesn't work with offenders**

- 1.** Non-directive client-centered counseling
- 2.** Unstructured psychodynamic therapy
- 3.** Programs involving intense group process without personal responsibility
- 4.** Variations on themes of official punishment

### **C. Characteristics of the Facilitator**

<b>Relationship Factors</b>	<b>Skills Factors</b>
<ol style="list-style-type: none"><li><b>1.</b> Warmth, enthusiasm</li><li><b>2.</b> Genuineness</li><li><b>3.</b> Honesty</li><li><b>4.</b> Humor</li><li><b>5.</b> Self confidence</li><li><b>6.</b> Empathy</li><li><b>7.</b> Intelligence</li><li><b>8.</b> Maturity</li><li><b>9.</b> Prestige</li></ol>	<ol style="list-style-type: none"><li><b>1.</b> Directive</li><li><b>2.</b> Solution focused</li><li><b>3.</b> Structured</li><li><b>4.</b> Quality Content</li><li><b>5.</b> Contingency based incentives</li></ol>

### **D. Characteristics of the Offender**

- 1.** Level of risk/need
- 2.** Level of anxiety
- 3.** Motivation as a barrier
- 4.** Cultural/ethnicity issues
- 5.** Communication barriers
- 6.** Capacity to comprehend, process and retain information

#### **D. Characteristics of thoughts leading to procriminal beh.**

1. Unrealistic assumptions or demands about self, others or the world.
2. Catastrophizing
- 3. Over generalizations**
4. Absolute or Rigid Self-Talk

#### **VII. Programs Target Range for Changing Offenders Behavior**

- A. Change attitudes, orientations, and values favorable to crime
- B. Change antisocial feelings.
- C. Reduce antisocial peer associations.**
- D. Reduce problems associated with alcohol/drug use
- E. Reduce anger/hostility
- F. Teach prosocial alternatives to lying, stealing and aggression.
- G. Increase self control, self management and problem solving**
- H. Encourage constructive use of leisure time
  - I. Improve skills in conflict resolution
  - J. Promote positive attitudes and performance re: work, school.
  - K. Resolve emotional problems associated with child abuse
  - L. Promote family affection/communication
  - M. Improve family problem solving
  - N. Promote family monitoring and supervision
  - O. Resolve deviant sexual arousal/attitudes/behavior.
  - P. Provide low pressure, sheltered environment for mentally ill
  - Q. Focus on harm done to victims.**
  - R. Relapse prevention: teach client to recognize high risk situations **and** to deal with them.

#### **VIII. Corrective Program Assessment Inventory (CPAI)**

- A. Program Implementation
  1. Designer
  2. Program
- B. Client Pre-Service Assessment
- C. Program Characteristics**
- D. Therapeutic Integrity
- E. Relapse Prevention
- F. Staff Characteristics
- G. Evaluation**
- H. Other

## **IX. Applying Behavioral, Social Learning, Cognitive Approaches**

**Note, there is considerable overlap between these three approaches. In fact, it is difficult to refer to them separately. In what follows, one way of trying to separate them for academic purposes.**

### **A. Behavioral Approaches**

The primary tenet of behavioral treatment is that it is easier to focus on and increase positive behaviors than to try to decrease negative behaviors. By applying consistent reinforcement for positive behaviors the negative or coercive behaviors begin to dissipate.

### **B. Social Learning Approaches**

Social learning theory emerged from radical behaviorism. It describes the importance of the clients awareness of rules and the rewards and costs associated with the consequences of their behavior. This concept recognizes cognitive processes, self regulation, reciprocal determinism and is also related to vicarious learning or modeling. The primary tenet of social learning theory is that people can learn new behaviors, attitudes and feelings by observing other people or events. Modeling of prosocial behavior is the primary technique.

### **C. Cognitive Approaches**

There are several schools of cognitive behavioral therapy (see Spiegler & Guevremont, 1990). At their fundamental level they attempt to change the offenders cognitions, attitudes, values, and expectations which maintain their anti-social behavior. Problem solving, reasoning, self control and self instructional training are frequently used techniques. Cognitive therapists stress that a good therapeutic relationship, i.e., empathy, openness, warmth, is necessary for effective cognitive therapy.

### **D. Need for an Integrated Approach**

See next page for a summary outline of the integrated Cog/Beh/Social Approach which is the recommendation and essential focus of this training.

## Summary Outline of the integrated Cog/Beh/Social Approach

### I. Behavioral Approach Methods

#### A. Effective Reinforcement

1. Immediately show or tell the client that you like what s/he did
2. Tell her/him why you like what they did
3. Congratulate the client for behaving the way s/he did
4. Encourage client to consider why their behavior is desirable and the short and long term benefits of continuing the behavior.

#### B. Effective Disapproval

1. Immediately tell the client that you disapprove or disagree with what s/he did, be clear, specific and concrete.)
2. Explain why you disapprove with what the client did
3. Encourage the client to consider why his/her behavior is undesirable and the short and long term consequences of continuing the behavior.
4. Immediately stop showing disapproval as soon as the client stops the undesirable behavior.

### II. Social Learning Approach Methods

- |                       |   |
|-----------------------|---|
| A. Modeling           | - planned group leader & peer demonstrating learning    |
| B. Covert modeling    | - unplanned, spontaneous demonstration of learning      |
| C. Rehearsal          | - specifically using group to practice on a problem     |
| D. Covert rehearsal   | - generally using group to develop practice skills      |
| E. Role playing       | - live or contrived situations to practice learning     |
| F. Reinforcement      | - effective approval and effective disapproval          |
| G. Coaching           | - specific suggestions for in and out of group problems |
| H. Graduated practice | - working on progressively more difficult areas         |
| I. Extinction         | - targeting and eliminating certain behaviors           |
| J. Resource provision | - AA, counseling, job training, relapse prevention plan |

### III. Cognitive Approach Methods

#### A. Cognitive Skills Training - Teaching pro-social interpersonal skills

#### B. Cognitive Restructuring - Teaching pro-social thinking skills

See next section for a more comprehensive outline of an Integrated Approach

## **Section 11 8 Essential Components to an Effective Program**

The 8 Essential Components to an Effective Cog/Beh Program listed below provides one with the overall structure and general guidelines to insure one is implementing an effective cog/beh program. Workers should periodically review the 8 essential components as each client and group presents unique challenges for the worker to periodically look at and modify what is happening in the working relationship. Note that this material can likewise be incorporated into the client/worker context as well.

1. Integration of the 2 essential components of the cognitive behavior approach:
  - A. Cognitive Social Skills B. **Cognitive** Restructuring Skills

Whereas the tendency in programming is to be more so one approach than the other, the cog/behavior model emphasizes the importance of effective integration.
2. Using the guidelines, **Process by** Which Skills are Taught, the group worker is provided a structure to follow each session to insure that cog. restructuring and cog. (social) skills are properly taught, learned, practiced and reinforced.
3. Using the guidelines, "Providing Effective Approval and Disapproval", the group worker is provided a structure to follow each session to insure that he/she is continually providing participants with feedback to positively reinforce pro-social skills and to negatively reinforce anti-social skills.
4. Using the guidelines "Being a Facilitator," the worker is provided with a structure to follow each session to enable active member motivation & involvement.
5. Using the guidelines for "**The** Effective interview," facilitators are provided with a structure to follow each session to incorporate and balance the two important components of a helping relationship: relationship building & directive skills factors.
  - Using the guidelines of "**The Changed Self Perspective**" the worker encourages participants to be mindful that they are not only replacing old patterns with new patterns of thinking, feeling and behavior. More importantly, as they make these changes, they are transforming who, what and how they are with themselves, others and the world around them. This **Old Self vs New Self** realization can become a powerful motivation factor and is the essential focus of the program.
7. Using the guidelines of **What Works**, the worker is **provided with** the state of the art information on Responslivity Factors which provide the guidelines to professionally respond to the individual needs and differences of participants in the group membership selection, implementation process and after care planning.
8. Using the guidelines of "**Implementation**" the worker is provided with a structure to enable participants to develop their own individualized programs to further develop and to keep on top of the changes they have made during the training.

# **A Closer Look at the 8 Essential Components**

## **I. Essential Components of an Effective Cognitive/Behavioral Program**

### **A. Cognitive Restructuring - Thinking and Self Change Skills**

1. Using thinking reports as sessional and homework exercises to help participants identify, recognize and understand their thinking patterns.
2. Using 4 steps to cognitive change format as a structure to help participants to create alternative thinking, feeling and beliefs - (Jack Bush 1997)

### **B. Cognitive Skills Training - Pro-Social Skills Development.**

1. Listening Skills - learning how to listen so that others will talk to you
2. Expressing a complaint skill - learning how to be assertive
3. Avoiding a fight skill - learning how to avoid a verbal or physical fight
4. Responding with affection skill - learning how to express affection
5. Negotiating skills to achieve win-win solutions - Goldstein, B. Glick, B. 1987

The format above outlines how both cognitive restructuring & cognitive skills can be integrated into the essential structure of a group. In this way, participants are taught the necessary social skills to carry out the new thinking skills, and correspondingly, taught the necessary thinking skills to carry out the new social skills. This distinction and integration of thinking and social skills may seem overly simplistic. However, the Cognitive/Behavior Model contends that this integration of skills is essential for an effective program.

## **II. The Process by Which Skills are Taught - Effective Teaching Method**

1. Teach skill with a clear and functional description
2. Effective modeling of the skill
3. Allowing participants the opportunity to practice, to role play skills
4. Clear and constructive performance feedback to further develop skills
5. Homework assignments to apply, practice and reinforce the skills

Just as making sure to integrate cognitive restructuring and cognitive skills, it is likewise essential for the worker to adhere to the principles of effective teaching - **The Process by which Skills are Taught.** (Goldstein, A.P. & Glick, B. 1987)

This incorporation of the process by which skills are taught into each session helps to insure that the learning is cumulative and continually strengthened and reinforced. In addition, participants are taught how to provide this feedback to one another, thus learning how to give and take constructive feedback, which are essential in the development of pro-social thinking, feeling and behavior. **- so as we think, we do.**

### III. Effective Reinforcement - Ongoing Open and Direct Feedback

#### A. Effective Approval

1. immediately show or tell the client that you like what he/she said or did
2. clearly and specifically describe what you liked and why
3. congratulate the client for behaving the way he/she did
4. encourage him/her to consider why their behavior is desirable

#### B. Effective Disapproval

1. immediately tell the client you disapprove or disagree with what he/she did
2. explain why you disapprove with what he/she said or did
3. encourage the client to consider why his/her behavior is undesirable
4. immediately stop showing disapproval as client stops undesirable behavior.

As with Sections I., II., Effective Reinforcement is another key component for implementing an effective cognitive change program. The worker models this skill by providing continual feedback to group members, seeking to give 4 times the amount of effective approval to effective disapproval as studies have shown that a greater ratio of positive feedback is necessary to counteract the potential negative effects to the negative feedback. Although familiar, most of us need to develop our skills here.

### IV. The Effective Facilitator's Role

1. states the learning outcome or objective and the amount of time for the outcome
2. explains that the facilitator seeks to manage, not control the learning process
3. Keeps people on the topic, prevents wandering and repetition.
4. protects members from criticism or attack
5. encourages all to participate without embarrassing anyone
6. keeps one person from dominating.
7. listens carefully and helps clear up confusion
8. allows people time to pause silently and think
9. doesn't answer question, but restates them for other group members to consider
10. compliments the group
11. brings discussion to a close & explains action needed by the groups contribution

The effective facilitator component helps the worker from either being too non-directive or too controlling. The effective facilitator's role is therefore the balance of the two, involved but not controlling. **John Dewey**, who most agree was one of the greatest theorists on teaching skills contended that the effective teacher does not impart the desired learning material onto the learner as this robs the learner of the challenge, the experience and the success of self discovery and growth. When we adhere to the facilitator role parameters, we maximize the opportunities for the learners to **seek and find**, and hence, to own and make the learning their own achievement.

## V. The Effective Interview - Components of an Effective Interaction

### Relationship Factors

- 1. Warm
- 2. Genuine
- 3. Honest
- 4. Humorous
- 5. Self Confident
- 6. Empathic
- 7. Intelligent
- 8. Mature    9. Enthusiastic

### Skill Factors

- 1. Directive
- 2. Solution Focused
- 3. Structured
- 4. Contingency based incentives
- 5. Quality content
- 6. Quality instructional methods

(Andrews, Donald, 1997)

**The Cognitive/Behavior Model** contends that many groups error in either being overly non-directive and supportive, or on the other hand being overly directive and controlling. The Cognitive/Behavior Model contends that the effective group worker incorporates both relationship building and directive skills training factors as the essential ingredients to an effective interview, group & effective working relationship.

As a result, the cognitive/behavior model lends itself well to the corrections' context. Workers who are clinically oriented are able to continue using their relationship building (clinical) skills with a need to learn and incorporate some of the more directive skills to better balance their work with offenders. Likewise, those workers who are more directive oriented are able to continue using their skills approach with a need to learn and incorporate some of the relation building skills for a better balance.

Therefore, the Cognitive/Behavior Model suggests an integration of the directive and non-directive approaches as a more effective model. Finally, the results are in to put an end to the typical conflict in corrections facilities regarding which type of treatment approach to use. Rather than an either or situation, it is a both and approach.

## VI. Changed Self Perspective

- A. Mind Over Mind I. - Old Patterns, Old Self - self change reference point
- B. Mind Over Mind II.- New Patterns, New Self -self change target goal

Realizing that the **mind over mind 1.** self was pretty much imposed upon them as children, participants see the opportunity to become the present day architect by reconstructing who and what they are: **mind over mind 2.** For some, this realization can provide a powerful motivation to become the **new & improved self.** The effective program focuses heavily on this self change perspective. Through the use of thinking reports along with learning and practice of social skills in and outside of class, provides each participant with the 2 essential components for the self change process:  
1. **cognitive restructuring**   2. **cognitive skills**

## VII. What Works - Responsivity Factors: (Don Andrews, 1997)

- A. Characteristics of the effective worker
- B. Individual needs of the client

See pg. 7. regarding review of the responsivity factors.

## VIII. Action Planning

Change can be difficult. The successful implementation of a cognitive/behavioral program into an organization will require careful planning and ongoing monitoring.

- A. Major obstacles to effective implementation include concerns with respect to:

1. Organizational climate
2. Program integrity
3. Program effectiveness and accountability
4. Program delivery

- B. The major solutions to address barriers to implementation include:

1. Ensure there is a strong organizational commitment and sufficient resources
2. Provide intensive and ongoing staff training in program theory, outcome and intervention strategies
3. Involve appropriate staff in the ownership & delivery of cognitive programs
4. Provide a program manual, certification and ongoing clinical/technical supervision for program facilitators
5. Evaluate program effectiveness & monitor process & intermediate outcome
6. Select appropriate programs & provide ongoing assessment of client needs
7. Be aware of program delivery issues including timing & resources required

- C. The major outcomes reported by those who have successfully implemented cognitive-behavioral programs are:

1. Reductions in offender recidivism
2. Enhanced public safety
3. Increases in staff morale and personal safety at work
4. Decrease in offender noncompliance with community supervision and reductions in the frequency of institutional misconducts

**Note:** The Correctional Program Assessment Inventory (**CPAI**) designed by Drs. Don Andrews and Paul Gendreau is a measurement instrument used to assess the rehabilitation potential of intervention programs. It is possible to have your program assessed by the CPAI through a NIC application for technical assistance.

# **One Page Outline of the Cog/Beh Video Program**

In the effort to effectively reach our offenders, we

Teach specific and relevant skills

**E**ffectively role model each skill

**A**llow them the opportunity to practice each skill

Clear and constructive feedback on their skills practice

Homework assignments to reinforce and strengthen the learning.

the 5 basic skills **we** believe are essential for them to

Law of listening skill

Expressing a complaint skill

Avoiding a fight skill

Responding with affection skill

**N**egotiating win-win outcomes skill

**T**he thinking skills word to remember in a difficult situation is:

Stop

Think

**O**nctions

Plan

which will remind them to stop and restructure their thoughts to

Access self/other/situation

Choose best options      Vs

**T**ailor plans to success

Responding

**E**rratically

And.

Causing

Trouble

As they continue to STOP, LEARN and ACT they will change from

Their Old Ways - Old Self to Their New Ways - New Self.

**I**n difficult situations, it is important to: Stop, Learn **and** Act.

Take Home Test • What You Should Know by End of Cog. Video Training

1. Know the Essential Cognitive Principles
2. Know the basic points of the What Work's Literature.
3. Know the **interrelationship** between cog. skills & cog. restructuring
4. Know the **4** parts to a thinking **report**
5. Know the **4** steps to cognitive change process
6. Know **process** and steps by which skills are effectively taught
7. Know distinctions between the effective and ineffective interview
8. Identify at least one cognitive program **you** are interested in.
9. Identify **ways** you can incorporate material presented this **week**.

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Although there are some differences in delivery style that are recommended, the program can easily accommodate both male and female, and younger or older participants.

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# **COGNITIVE-BEHAVIORAL PROGRAMS**

## **A RESOURCE GUIDE TO EXISTING SERVICES**

The following manual was prepared by Marilyn Van Dieten, Ph.D. for the National Institute of Corrections. Information in this report was submitted directly by program authors and program facilitators. This manual is NOT intended to be an inclusive list or to endorse or recommend any particular program. Rather it was designed to give correctional practitioners a general overview of services that are currently available for use with correctional clients.

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3. Positive Solutions	11
4. Reasoning and Rehabilitation	20
5. Functional Family Therapy	21
6. Breaking Barriers	2
7. Healthy Lifestyle	4

8. Social Thinking Skills	5
9. Cognitive Self Change	22
10. Dialectical Behavior Therapy	12
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2. Positive Steps	19
3 Reasoning and Rehabilitation	20
4. Functional Family Therapy	21
5. Healthy Lifestyle	4
6. Social Thinking Skills	5
7. Positive Solutions	11
8. Impact of Crime on Victims	14
9. OPTIONS	24
10. Problem Solving Skills for Offenders	15
11. Breaking Barriers	2
12. Thinking for a Change	7
13. Dialectical Behavior Therapy (DBT)	12

*D. Adult*

1 Strategies for Self Improvement and Change	18
2. Positive Steps	19
3. Reasoning and Rehabilitation	20
4 Whole Vision	1
5. White Bison	23
6. Breaking Barriers	2
7. Relapse Prevention	3
8. Cognitive Self Change	22
9. Wisconsin Dept of Corrections Cognitive Intervention Program (Think Manual)	6
10. Thinking for a Change	7
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12. CALM: Controlling Anger and Learning to Manage It	9
13. Moral Reconation Therapy (M.R.T)	10
14. Positive Solutions	11
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16. Impact of Crime on Victims	14
17. OPTIONS	24
18. Problem Solving Skills for Offenders	15
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21. Functional Family Therapy	21

## II. Program Name

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### III. Primary Need Area Addressed

#### A. *Substance Abuse*

1. Strategies for Self-Improvement and Change: A Cognitive Behavioral Approach for Treatment of the Substance Abusing Offender	18
2. Whole Vision	1
3. White Bison	23
4. Breaking Barriers	2
5. Relapse Prevention	3
6. Healthy Lifestyle	4
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9. Social Thinking Skills	5
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1. Healthy Lifestyle	4
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#### C. *Anger*

1. Reasoning and Rehabilitation	20
2. Pathways to Personal Empowerment	8
3. CALM: Controlling Anger and Learning to Manage It	9
4. Aggression Replacement Training	16
5. Breaking Barriers	2
6. Social Thinking Skills	5
7. Dialectical Behavior Therapy	12

#### D. *Cognitive Skills*

1. Strategies for Self-Improvement and Change: A Cognitive Behavioral Approach for Treatment of the Substance Abusing Offender	18
2. Reasoning and Rehabilitation	20
3. Whole Vision	1
4. Breaking Barriers	2
5. Social Thinking Skills	5
6. Cognitive Self Change	22
7. Wisconsin Dept of Corrections Cognitive Intervention Program (Think Manual)	6
8. Thinking for a Change	7
9. Pathways to Personal Empowerment	8
10. CALM: Controlling Anger and Learning to Manage It	9
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12. Positive Solutions	11
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2. Whole Vision	1
3. White Bison	23
4. Breaking Barriers	2
5. Relapse Prevention	3
6. Healthy Lifestyle	4
7. Cognitive Self Change	22
8. CALM: Controlling Anger and Learning to Manage It	9
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10. OPTIONS	24
11. Social Thinking Skills	5
12. Wisconsin Dept of Corrections Cognitive Intervention Program (Think: Manual)	6
13. Dialectical Behavior Therapy	12
14. Aggression Replacement Training	16
15. Strategies for Self-Improvement and Change: A Cognitive Behavioral Approach for Treatment of the Substance Abusing Offender	18

**F. *Domestic Abuse***

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b. Social Thinking Skills	5
c. Pathways to Personal Empowerment	8
2. Women's Program	
a. Positive Steps	19
b. Pathway to Personal Empowerment	8
c. Social Thinking Skills	5
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a. Positive Steps	19

**G. *Criminal Attitudes***

1. Strategies for Self-Improvement and Change: A Cognitive Behavioral Approach for Treatment of the Substance Abusing Offender	18
2. Reasoning and Rehabilitation	20

3. Whole Vision	1
4. Cognitive Self Change	22
5. Wisconsin Dept of Corrections Cognitive Intervention Program (Think Manual)	6
6. Thinking for a Change	7
7. Pathways to Personal Empowerment	8
8. CALM: Controlling Anger and Learning to Manage It	9
9. Moral Recognition Therapy (M.R.T.)	10
10. Impact of Crime on Victims	14
11. OPTIONS	24
12. Aggression Replacement Training	16
13. Breaking Barriers	2
14. Social Thinking Skills	5

#### H. Family Based Therapies

1. Whole Vision	1
2. Positive Solutions	11
3. Aggression Replacement Training	16

#### I. Other

1. Social Thinking Skills (Employment)	5
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3. Control Unit Program (Segregation or Control Unit Program)	13
4. Impact of Crime on Victims (Victim Awareness/Empathy)	14

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Whole Vision		
Program Author	Mark Gornik, M.S., C.C.S. 208-334-2013 ext 22		
Date Published	Revised January, 1995		
Available from	Author		
Target Population	Check all that apply <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult		
Primary Need Area Addressed	Check all that apply: <input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Domestic Abuse. <input type="checkbox"/> Sex offenses <input type="checkbox"/> Men's Programs <input type="checkbox"/> Anger <input type="checkbox"/> Women's Programs <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Children's Programs <input type="checkbox"/> Employment <input type="checkbox"/> Criminal Attitudes <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Parent Education <input type="checkbox"/> Other		
Setting	Check all that apply: <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Community <input type="checkbox"/> Residence		
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No    Describe: Pre-test, post-test measures		
Group Format	Check appropriate response: <input type="checkbox"/> Open: continuous intake <input type="checkbox"/> Closed		
Number of Sessions and Program Duration	16 3-hour sessions 4 day per week for four weeks		
Certification and Training Available	Check appropriate response: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Entry Criteria: Screening and Assessment Tools	Check appropriate response: <input type="checkbox"/> Yes <input type="checkbox"/> No		

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Breaking Barriers				
Program Author	Gordon Graham 206-827-2630				
Date Published	Revised February, 1993				
Available from	Author				
Target Population	<p><i>Check all that apply:</i></p> <p><input checked="" type="checkbox"/> Male   <input checked="" type="checkbox"/> Female   <input checked="" type="checkbox"/> Youth   <input checked="" type="checkbox"/> Adult</p>				
Primary Need Area Addressed	<p><i>Check all that apply:</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input checked="" type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input checked="" type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education                 </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Programs  <input type="checkbox"/> Children's Programs  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other                 </td> </tr> </table>			<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input checked="" type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Programs <input type="checkbox"/> Children's Programs <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input checked="" type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Programs <input type="checkbox"/> Children's Programs <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other				
Setting	<p><i>Check all that apply:</i></p> <p><input checked="" type="checkbox"/> Institution   <input type="checkbox"/> Community   <input checked="" type="checkbox"/> Residence</p>				
Program Evaluation	<input type="checkbox"/> Yes <input type="checkbox"/> No   Describe: Pre/post test				
Group Format	<p><i>Check appropriate response:</i></p> <p><input type="checkbox"/> Open: continuous intake   <input checked="" type="checkbox"/> Closed</p>				
Number of Sessions and Program Duration	<p>9 sessions 1 session per week for 9 weeks</p>				
Certification and Training Available	<p><i>Check appropriate response:</i></p> <p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p>				
Entry Criteria: Screening and Assessment Tools	<p><i>Check appropriate response:</i></p> <p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p>				

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Relapse Prevention		
Program Author	Elliott Weiss, CADC 208-334-2013		
Date Published	Not yet published		
Available from	Bureau of Offender Programs		
Target Population	Check all that apply: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult		
Primary Need Area Addressed	Check all that apply: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses:  <input type="checkbox"/> Anger  <input type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education             </div> <div style="width: 45%;"> <input type="checkbox"/> Domestic Abuse  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Programs  <input type="checkbox"/> Children's Programs  <input type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other             </div> </div>		
Setting	Check all that apply: <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Community <input type="checkbox"/> Residence		
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No    Describe: Pre-test, post-test measures		
Group Format	Check appropriate response: <input type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed		
Number of Sessions and Program Duration	20 hours- 10 sessions of 2hour duration each		
Certification and Training Available	Check appropriate response: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Entry Criteria: Screening and Assessment Tools	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No    Completion of Whole Vision		

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Healthy Lifestyle		
Program Author	Dr. Rita Dudley-Grant Virgin Islands Behavioral Institute 340-773-6445		
Date Published	November 1997		
Available from	Author		
Target Population	Check all that apply: <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Adult		
Primary Need Area Addressed	Check all that apply: <input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Domestic Abuse: <input checked="" type="checkbox"/> Sex offenses <input type="checkbox"/> Men's Programs <input type="checkbox"/> Anger <input type="checkbox"/> Women's Services <input type="checkbox"/> Cognitive Skills <input type="checkbox"/> Children's Services <input type="checkbox"/> Employment <input type="checkbox"/> Criminal Attitudes <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other		
Setting	Check all that apply: <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input type="checkbox"/> Residence		
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No      Describe:		
Group Format	Check appropriate response: <input type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed		
Number of Sessions and Program Duration	4 times weekly for six weeks.		
Certification and Training Available	Check appropriate response: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Entry Criteria: Screening and Assessment Tools	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Program Name	Social Thinking Skills				
Program Author	Kathy Larsen 805-658-8135				
Date Published	1988 revised 1995				
Available from	Ventura California- Clear Pointe Press				
Target Population	<p>Check all that apply:</p> <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Adult				
	"Developed for youth who are academic in achievers and/or behavior disordered				
Primary Need Area Addressed	<p>Check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input checked="" type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input checked="" type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education             </td> <td style="width: 50%;"> <input checked="" type="checkbox"/> Domestic Abuse:  <input checked="" type="checkbox"/> Men's Programs  <input checked="" type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input checked="" type="checkbox"/> Other Employment             </td> </tr> </table>			<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input checked="" type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input checked="" type="checkbox"/> Domestic Abuse: <input checked="" type="checkbox"/> Men's Programs <input checked="" type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input checked="" type="checkbox"/> Other Employment
<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input checked="" type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input checked="" type="checkbox"/> Domestic Abuse: <input checked="" type="checkbox"/> Men's Programs <input checked="" type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input checked="" type="checkbox"/> Other Employment				
Setting	<p>Check all that apply:</p> <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence				
Program Evaluation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   Describe: Larsen, K. (1988) Remediating problem solving skills. <u>Journal of Correctional Education</u> , 39, 70-74				
Group Format	<p>Check appropriate response:</p> <input type="checkbox"/> Open: continuous intake <input type="checkbox"/> Closed				
Number of Sessions and Program Duration	25-50 Sessions				
Certification and Training Available	<p>Check appropriate response:</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
Entry Criteria: Screening and Assessment Tools	<p>Check appropriate response:</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Wisconsin Department of Corrections Cognitive Interventions Program (Think Manual)
Program Author	Sandy Reno & Department of Corrections, State of Wisconsin 608-266-6825
Date Published	1994 Revised 1996, 1997
Available from	Wisconsin Department of Corrections (available March 1998)
Target Population	<i>Check all that apply:</i>  <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult
Primary Need Area Addressed	<i>Check all that apply:</i>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input checked="" type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education       </div> <div style="width: 45%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other       </div> </div>
Setting	<i>Check all that apply:</i>  <input type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   Describe: Comprehensive evaluation in process
Group Format	<i>Check appropriate response:</i>  <input type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed
Number of Sessions and Program Duration	Phase I - 15 lessons      Phase II - 15 lessons Phase III & IV - in development
Certification and Training Available	<i>Check appropriate response:</i>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Entry Criteria: Screening and Assessment Tools	<i>Check appropriate response:</i>  <input type="checkbox"/> Yes <input type="checkbox"/> No   being developed

Cognitive Behavioral Programs: Resource' Sheet

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Program Name	Thinking for a Change				
Program Author	Jack Bush, Barry Glick, Julianna Taymans 202-994-6170				
Date Published	1997				
Available from	author				
Target Population	<p><i>Check all that apply:</i></p> <p><input checked="" type="checkbox"/> Male   <input type="checkbox"/> Female   <input checked="" type="checkbox"/> Youth   <input checked="" type="checkbox"/> Adult</p>				
Primary Need Area Addressed	<p><i>Check all that apply:</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> Substance abuse  <input checked="" type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education         </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other         </td> </tr> </table>			<input type="checkbox"/> Substance abuse <input checked="" type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
<input type="checkbox"/> Substance abuse <input checked="" type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other				
Setting	<p><i>Check all that apply:</i></p> <p><input checked="" type="checkbox"/> Institution   <input checked="" type="checkbox"/> Community   <input type="checkbox"/> Residence</p>				
Program Evaluation	<input type="checkbox"/> Yes <input type="checkbox"/> No   Describe: In process. Two pilot projects with program evaluation planned for 1997-98				
Group Format	<p><i>Check appropriate response:</i></p> <p><input type="checkbox"/> Open: continuous intake   <input type="checkbox"/> Closed</p>				
Number of Sessions and Program Duration	25 sessions				
Certification and Training Available	<p><i>Check appropriate response:</i></p> <p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p>				
Entry Criteria: Screening and Assessment Tools	<p><i>Check appropriate response:</i></p> <p><input type="checkbox"/> Yes   <input checked="" type="checkbox"/> No</p>				

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Pathways to Personal Empowerment				
Program Author	Dr. Martha Bireda, Diversity Training Assoc., Inc. 813-870-2374				
Date Published	1995				
Available from	Diversity Training Assoc., Inc. - P.O. Box 10171, Tampa, FL 33679-0171				
Target Population	<p><i>Check all that apply</i></p> <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult				
Primary Need Area Addressed	<p><i>Check all that apply</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education         </td> <td style="width: 50%;"> <input checked="" type="checkbox"/> Domestic Abuse  <input checked="" type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other         </td> </tr> </table>			<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input checked="" type="checkbox"/> Domestic Abuse <input checked="" type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input checked="" type="checkbox"/> Domestic Abuse <input checked="" type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other				
Setting	<p><i>Check all that apply:</i></p> <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input type="checkbox"/> Residence				
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   Description: Orient Road, Tampa, FL				
Group Format	<p><i>Check appropriate response</i></p> <input type="checkbox"/> Open, continuous intake <input checked="" type="checkbox"/> Closed				
Number of Sessions and Program Duration	10 sessions 2 hours each week 10 week duration				
Certification and Training Available	<p><i>Check appropriate response:</i></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Entry Criteria: Screening and Assessment Tools	<p><i>Check appropriate response:</i></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Not currently developed				

Cognitive Behavioral Programs: Resource Sheet

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Program Name	CALM: Controlling Anger and Learning to Manage It.				
Program Author	Winograd, W., Van Dielen, M., and Gauzas, L.,				
Date Published	1996				
Available from	Multi-Health Systems 416-424-1700				
Target Population	<p>Check all that apply:</p> <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Youth <input type="checkbox"/> Adult				
Primary Need Area Addressed	<p>Check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input checked="" type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education                 </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input checked="" type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other                 </td> </tr> </table>			<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input checked="" type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input checked="" type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input checked="" type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input checked="" type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other				
Setting	<p>Check all that apply:</p> <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input type="checkbox"/> Residence				
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   Describe: Pre-post evaluation				
Group Format	<p>Check appropriate response:</p> <input type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed				
Number of Sessions and Program Duration	25 sessions over minimum of 8 weeks				
Certification and Training Available	<p>Check appropriate response:</p> <input type="checkbox"/> Yes <input type="checkbox"/> No				
Entry Criteria: Screening and Assessment Tools	<p>Check appropriate response:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Moral Reconation Therapy (M.R.T.)				
Program Author	Dr. Kenneth Robinson Dr. Gregory Little				
Date Published	1983, revised 1988				
Available from	Correctional Counselling Inc., Memphis Tennessee, 901-360-1564				
Target Population	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Male   <input checked="" type="checkbox"/> Female   <input type="checkbox"/> Youth   <input checked="" type="checkbox"/> Adult</p>				
Primary Need Area Addressed	<p>Check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input checked="" type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education                 </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input checked="" type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input checked="" type="checkbox"/> Other Chemical Dependency                 </td> </tr> </table>			<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input checked="" type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input checked="" type="checkbox"/> Other Chemical Dependency
<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input checked="" type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input checked="" type="checkbox"/> Other Chemical Dependency				
Setting	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Institution   <input checked="" type="checkbox"/> Community   <input type="checkbox"/> Residence</p>				
Program Evaluation	<p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No   Describe:SASSI Post Evaluation State tracking System (Target) Treatment Assessment Generation Tool</p>				
Group Format	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Open: continuous intake   <input type="checkbox"/> Closed</p>				
Number of Sessions and Program Duration	12 Step process, usually takes 14 to 16 sessions				
Certification and Training Available	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p>				
Entry Criteria: Screening Tools	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p>				

Program Name	Positive Solutions				
Program Author	George Nelson, Mitch Voron				
Date Published					
Available from	Positive Solutions 215-638-2340				
Target Population	<p>Check all that apply:</p> <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult				
Primary Need Area Addressed	<p>Check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education                 </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other: Values Based Cognitive Skills                 </td> </tr> </table>			<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other: Values Based Cognitive Skills
<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other: Values Based Cognitive Skills				
Setting	<p>Check all that apply:</p> <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence				
Program Evaluation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   Describe:				
Group Format	<p>Check appropriate response:</p> <input checked="" type="checkbox"/> Open: continuous intake <input type="checkbox"/> Closed				
Number of Sessions and Program Duration	Up to 84 modules (tailor to needs)- approximately 168 hours				
Certification and Training Available	<p>Check appropriate response:</p> <input type="checkbox"/> Yes <input type="checkbox"/> No				
Entry Criteria: Screening and Assessment Tools	<p>Check appropriate response:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Dialectical Behavior Therapy (DBT)		
Program Author	Marsha Lierehan 206-543-9336		
Date Published Available from	see Attachment A		
Target Population	Check all that apply <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult		Female--research Youth-- teens
Primary Need Area Addressed	Check all that apply  <input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Domestic Abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Men's Programs <input checked="" type="checkbox"/> Anger <input type="checkbox"/> Women's Services <input type="checkbox"/> Cognitive Skills <input type="checkbox"/> Children's Services <input type="checkbox"/> Employment <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Parent Education <input checked="" type="checkbox"/> Other Parasuicidal Behaviors-impulsivity		
Setting	Check all that apply <input type="checkbox"/> Institution <input type="checkbox"/> Community		<input checked="" type="checkbox"/> Residence      Can be used in variety of settings
Program Evaluation	<input type="checkbox"/> Yes <input type="checkbox"/> No   Describe.		
Group Format	Check appropriate response:  <input checked="" type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed   can be either		
Number of Sessions and Program Duration	Programs lasts 12 months		1-2 individual sessions/week 1 group
Certification and Training Available	Check appropriate response:  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   training only		
Entry Criteria: Screening and Assessment Tools	Check appropriate response:  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Program Name	Control Unit Program														
Program Author	Tim Knight, Kurt Kinlund, Dr. Shannon Beaver 402-471-2861 ext.'6199 or 6117														
Date Published	Not yet published														
Available from	Attention to: Any of the above authors Lincoln Correctional Center, P.O. Box 22800, Lincoln, e 68542-28														
Target Population	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Male   <input type="checkbox"/> Female   <input type="checkbox"/> Youth   <input checked="" type="checkbox"/> Adult</p>														
Primary Need Area Addressed	<p>Check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding-right: 20px;"><input type="checkbox"/> Substance abuse</td> <td style="width: 50%;"><input type="checkbox"/> Domestic Abuse:</td> </tr> <tr> <td><input type="checkbox"/> Sex offenses</td> <td><input type="checkbox"/> Men's Programs</td> </tr> <tr> <td><input type="checkbox"/> Anger</td> <td><input type="checkbox"/> Women's Services</td> </tr> <tr> <td><input type="checkbox"/> Cognitive Skills</td> <td><input type="checkbox"/> Children's Services</td> </tr> <tr> <td><input type="checkbox"/> Employment</td> <td><input type="checkbox"/> Criminal Attitudes</td> </tr> <tr> <td><input type="checkbox"/> Relapse Prevention</td> <td><input type="checkbox"/> Family Based Therapies</td> </tr> <tr> <td><input type="checkbox"/> Parent Education</td> <td><input checked="" type="checkbox"/> Other Segregation or Control Unit Populations</td> </tr> </table>	<input type="checkbox"/> Substance abuse	<input type="checkbox"/> Domestic Abuse:	<input type="checkbox"/> Sex offenses	<input type="checkbox"/> Men's Programs	<input type="checkbox"/> Anger	<input type="checkbox"/> Women's Services	<input type="checkbox"/> Cognitive Skills	<input type="checkbox"/> Children's Services	<input type="checkbox"/> Employment	<input type="checkbox"/> Criminal Attitudes	<input type="checkbox"/> Relapse Prevention	<input type="checkbox"/> Family Based Therapies	<input type="checkbox"/> Parent Education	<input checked="" type="checkbox"/> Other Segregation or Control Unit Populations
<input type="checkbox"/> Substance abuse	<input type="checkbox"/> Domestic Abuse:														
<input type="checkbox"/> Sex offenses	<input type="checkbox"/> Men's Programs														
<input type="checkbox"/> Anger	<input type="checkbox"/> Women's Services														
<input type="checkbox"/> Cognitive Skills	<input type="checkbox"/> Children's Services														
<input type="checkbox"/> Employment	<input type="checkbox"/> Criminal Attitudes														
<input type="checkbox"/> Relapse Prevention	<input type="checkbox"/> Family Based Therapies														
<input type="checkbox"/> Parent Education	<input checked="" type="checkbox"/> Other Segregation or Control Unit Populations														
Setting	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Institution   <input type="checkbox"/> Community   <input type="checkbox"/> Residence</p>														
Program Evaluation	<p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No   Describe: Evaluated effectiveness at decreasing the acting out behaviors of cognitive components done on an individual basis</p>														
Group Format	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Open: continuous intake   <input type="checkbox"/> Closed</p>														
Number of Sessions and Program Duration	Ongoing														
Certification and Training Available	<p>Check appropriate response:</p> <p><input type="checkbox"/> Yes   <input checked="" type="checkbox"/> No   not at this time</p>														
Entry Criteria: Screening or Assessment Tools	<p>Check appropriate response:</p> <p><input type="checkbox"/> Yes   <input checked="" type="checkbox"/> No</p>														

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Impact of Crime on Victims		
Program Author	Kip Lowe, Ph.D. California Youth Authority Mother's Against Drunk Driving 916-262-1392		
Date Published	1996		
Available from	Author		
Target Population	Check all that apply: <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult		
Primary Need Area Addressed	Check all that apply: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education           </div> <div style="width: 45%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input checked="" type="checkbox"/> Other: Victim Awareness/Empathy           </div> </div>		
Setting	Check all that apply: <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence Teens crime and the Community		
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe: Washington State DOC		
Group Format	Check appropriate response: <input type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed		
Number of Sessions and Program Duration	20-60 hours		
Certification and Training Available	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Entry Criteria: Screening and Assessment Tools	Check appropriate response: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Problem Solving Skills for Offenders also known as The Detour through the Wyndon School District (in Texas)
Program Author	Julianna Taymans & Steve Parese <b>202-994-6170</b>
Date Published	1991, revised 1994, 1996, 1997
Available from	Author
Target Population .	<b>Check all that apply:</b>  <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult
Primary Need Area Addressed	<b>Check all that apply:</b>  <input type="checkbox"/> Substance abuse <input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Sex offenses <input checked="" type="checkbox"/> Men's Programs <input type="checkbox"/> Anger <input type="checkbox"/> Women's Services <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Children's Services <input type="checkbox"/> Employment <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
Setting	<b>Check all that apply:</b>  <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   Describe: New Hampshire Recidivism study Texas pre-post test results
Group Format	<b>Check appropriate response:</b>  <input type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed
Number of Sessions and Program Duration	8 - 1 to 2 hour sessions and 6 to 10 weeks of Transfer training groups
Certification and Training Available	<b>Check appropriate response:</b>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Entry Criteria: Screening and Assessment Tools	<b>Check appropriate response:</b>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Aggression Replacement Training		
Program Author	Arnold P. Goldstein and Barry Glick 518-399-7933		
Date Published	1987, revised 1997		
Available from	Research Press, Champaign, Illinois		
Target Population	Check all that apply: <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult		
Primary Need Area Addressed	Check all that apply: <input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Domestic Abuse: <input checked="" type="checkbox"/> Sex offenses <input type="checkbox"/> Men's Programs <input checked="" type="checkbox"/> Anger <input type="checkbox"/> Women's Services <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Children's Services <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Criminal Attitudes <input checked="" type="checkbox"/> Prevention <input checked="" type="checkbox"/> Family Based Therapies <input type="checkbox"/> Parent Education <input type="checkbox"/> Other		
Setting	Check all that apply: <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence		
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe: Quantitative and Qualitative Program Evaluation involving maximum security to community interventions		
Group Format	Check appropriate response: <input type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed		
Number of Sessions and Program Duration	10 week program - 3 sessions per week = 1 session is Structured Learning Training 1 session is Anger Control 1 session is Moral Reasoning		
Certification and Training Available	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Training is available		
Entry Criteria: Screening and Assessment Tools	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Program Name	Multi Systemic Therapy																
Program Author	Scott Hengeller Family Services Research Centre, Medical University of South Carolina 803-792-8300																
Date Published	1991, (manual to be available in 1998)																
Available from	MST Services 803-853-8300 (training and program development)																
Target Population	<p><i>Check all that apply</i></p> <p><input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input type="checkbox"/> Adult</p>																
Primary Need Area Addressed	<p><i>Check all that apply</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Substance abuse</td> <td style="width: 50%;"><input type="checkbox"/> Domestic Abuse</td> </tr> <tr> <td><input type="checkbox"/> Sex offenses</td> <td><input type="checkbox"/> Men's Programs</td> </tr> <tr> <td><input type="checkbox"/> Anger</td> <td><input type="checkbox"/> Women's Services</td> </tr> <tr> <td><input type="checkbox"/> Cognitive Skills</td> <td><input type="checkbox"/> Children's Services</td> </tr> <tr> <td><input type="checkbox"/> Employment</td> <td><input type="checkbox"/> Criminal Attitudes</td> </tr> <tr> <td><input checked="" type="checkbox"/> Parent Education</td> <td><input type="checkbox"/> Family Based Therapies</td> </tr> <tr> <td><input type="checkbox"/> Relapse Prevention</td> <td><input type="checkbox"/> Other</td> </tr> </table>			<input type="checkbox"/> Substance abuse	<input type="checkbox"/> Domestic Abuse	<input type="checkbox"/> Sex offenses	<input type="checkbox"/> Men's Programs	<input type="checkbox"/> Anger	<input type="checkbox"/> Women's Services	<input type="checkbox"/> Cognitive Skills	<input type="checkbox"/> Children's Services	<input type="checkbox"/> Employment	<input type="checkbox"/> Criminal Attitudes	<input checked="" type="checkbox"/> Parent Education	<input type="checkbox"/> Family Based Therapies	<input type="checkbox"/> Relapse Prevention	<input type="checkbox"/> Other
<input type="checkbox"/> Substance abuse	<input type="checkbox"/> Domestic Abuse																
<input type="checkbox"/> Sex offenses	<input type="checkbox"/> Men's Programs																
<input type="checkbox"/> Anger	<input type="checkbox"/> Women's Services																
<input type="checkbox"/> Cognitive Skills	<input type="checkbox"/> Children's Services																
<input type="checkbox"/> Employment	<input type="checkbox"/> Criminal Attitudes																
<input checked="" type="checkbox"/> Parent Education	<input type="checkbox"/> Family Based Therapies																
<input type="checkbox"/> Relapse Prevention	<input type="checkbox"/> Other																
Setting	<p><i>Check all that apply</i></p> <p><input type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input type="checkbox"/> Residence</p>																
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>Describe:</i> _____																
Group Format	<p><i>Check appropriate response:</i></p> <p><input type="checkbox"/> Open continuous intake <input type="checkbox"/> Closed</p>																
Number of Sessions and Program Duration	3-5 months intensive family involvement																
Certification and Training Available	<p><i>Check appropriate response</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>																
Entry Criteria: Screening and Assessment Tools	<p><i>Check appropriate response:</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <i>No primary caregiver- cannot be applied (e.g. not applicable to street youth)</i></p>																

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Strategies for Self-Improvement and Change: A Cognitive Behavioral Approach for Treatment of the Substance Abusing Offender				
Program Author	Ken Wanburg and Harvey Milkman The Centre for Interdisciplinary Studies 303-830-8500 (Dr. H. Milkman)				
Date Published	1998				
Available from	Sage Publications & The Centre for Interdisciplinary Studies 303-830-8500				
Target Population	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult</p>				
Primary Need Area Addressed	<p>Check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input checked="" type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education                 </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other                 </td> </tr> </table>			<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other				
Setting	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input type="checkbox"/> Residence</p>				
Program Evaluation	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Describe: In process</p>				
Group Format	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed</p> <p style="text-align: right;">Phase I Closed Phase II specific points of entry (22 sessions)</p>				
Number of Sessions and Program Duration	50 - 2 hour sessions variable time periods				
Certification and Training Available	<p>Check appropriate response:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>				
Entry Criteria: Screening and Assessment Tools	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>				

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Positive Steps				
Program Author	Ida Jane Graham and Marilyn Van Dieten				
Date Published	1993				
Available from	John Howard Society of Ottawa 613-789-7418				
Target Population	<p><i>Check all that apply:</i></p> <p><input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult</p>				
Primary Need Area Address	<p><i>Check all that apply:</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education                 </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse  <input checked="" type="checkbox"/> Men's Programs  <input checked="" type="checkbox"/> Women's Services  <input checked="" type="checkbox"/> Children's Services  <input type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other                 </td> </tr> </table>			<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse <input checked="" type="checkbox"/> Men's Programs <input checked="" type="checkbox"/> Women's Services <input checked="" type="checkbox"/> Children's Services <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse <input checked="" type="checkbox"/> Men's Programs <input checked="" type="checkbox"/> Women's Services <input checked="" type="checkbox"/> Children's Services <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other				
Setting	<p><i>Check all that apply:</i></p> <p><input type="checkbox"/> Institution      <input type="checkbox"/> Community      <input type="checkbox"/> Residence</p>				
Program Evaluation.	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Describe.</p>				
Group Format	<p><i>Check appropriate response</i></p> <p><input type="checkbox"/> Open continuous intake <input checked="" type="checkbox"/> Closed</p>				
Number of Sessions and Program Duration	Varies (20+)				
Certification and Training Available	<p><i>Check appropriate response:</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>				
Entry Criteria: Screening and Assessment Tools	<p><i>Check appropriate response:</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>				

Cognitive Behavioral Programs: Resource Sheet

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Program Name	Reasoning and Rehabilitation		
Program Author	Robert Ross and Elizabeth Fabiano		
Date Published	1986		
Available from	T <sup>3</sup> Associates 613-236-4188		
Target Population	Check all that apply: <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult		
Primary Need Area Addressed	Check all that apply: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input checked="" type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education           </div> <div style="width: 45%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other           </div> </div>		
Setting	Check all that apply: <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence		
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe:		
Group Format	Check appropriate response: <input type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed		
Number of Sessions and Program Duration	36 sessions		
Certification and Training Available	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Entry Criteria: Screening and Assessment Tools	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Program Name	Functional Family Therapy		
Program Author	Don Gordon 614-593-1074		
Date Published	1989		
Available from	Author		
Target Population	Check all that apply: <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult- Parents		
Primary Need Area Addressed	Check all that apply <input type="checkbox"/> Substance abuse <input type="checkbox"/> Domestic Abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Men's Programs <input type="checkbox"/> Anger <input type="checkbox"/> Women's Services <input type="checkbox"/> Cognitive Skills <input type="checkbox"/> Children's Services <input type="checkbox"/> Employment <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Parent Counselling <input type="checkbox"/> Other		
Setting	Check all that apply <input type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence		
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No      Describe		
Group Format	Check appropriate response: <input type="checkbox"/> Open continuous intake <input checked="" type="checkbox"/> Closed		
Number of Sessions and Program Duration	-verage 14 sessions- 4 months		
Certification and Training Available	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Entry Criteria Screening and Assessment Tools	Check appropriate response: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Program Name	Cognitive Self Change				
Program Author	Jack Bush 802-496-5980				
Date Published	1997				
Target Population	<p>Check all that apply</p> <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult				
Primary Need Area Addressed	<p>Check all that apply</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education         </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse.  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input type="checkbox"/> n Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other         </td> </tr> </table>			<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse. <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input type="checkbox"/> n Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse. <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input type="checkbox"/> n Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other				
Setting	<p>Check all that apply:</p> <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input type="checkbox"/> Residence				
Program Evaluation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No      Describe: Criminal Justice & Behavioral Dec. 1996 (Henning) (earlier version of program)				
Group Format	<p>Check appropriate response:</p> <input checked="" type="checkbox"/> Open: continuous intake <input type="checkbox"/> Closed				
Number of Sessions and Program Duration	48 sessions and 100 sessions of aftercare				
Certification and Training Available	<p>Check appropriate response:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
Entry Criteria: Screening and Assessment Tools	<p>Check appropriate response:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				

Program Name	White Bison		
Program Author	Don Coyhis 719-548-1000		
Date Published			
Target Population	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Male   <input type="checkbox"/> Female   <input type="checkbox"/> Youth   <input checked="" type="checkbox"/> Adult</p>		
Primary Need Area Addressed	<p>Check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input checked="" type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input checked="" type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education         </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input checked="" type="checkbox"/> Other         </td> </tr> </table>	<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input checked="" type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input checked="" type="checkbox"/> Other		
Setting	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Institution   <input checked="" type="checkbox"/> Community   <input type="checkbox"/> Residence</p>		
Program Evaluation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   Describe:		
Group Format	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Open: continuous intake   <input type="checkbox"/> Closed</p>		
Number of Sessions and Program Duration	7 Sessions		
Certification and Training Available	<p>Check appropriate response:</p> <p><input type="checkbox"/> Yes   <input checked="" type="checkbox"/> No</p>		
Entry Criteria: Screening and Assessment Tools	<p>Check appropriate response:</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>		

Cognitive Behavioral Programs: Resource Sheet

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Program Name	OPTIONS		
Program Author	Jack Bush, Brian Bilodeau 802-496-5980		
Date Published	1993		
Available through			
Target Population	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Adult</p>		
Primary Need Area Addressed	<p>Check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> Substance abuse  <input type="checkbox"/> Sex offenses  <input type="checkbox"/> Anger  <input type="checkbox"/> Cognitive Skills  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Relapse Prevention  <input type="checkbox"/> Parent Education         </td> <td style="width: 50%;"> <input type="checkbox"/> Domestic Abuse:  <input type="checkbox"/> Men's Programs  <input type="checkbox"/> Women's Services  <input type="checkbox"/> Children's Services  <input checked="" type="checkbox"/> Criminal Attitudes  <input type="checkbox"/> Family Based Therapies  <input type="checkbox"/> Other         </td> </tr> </table>	<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other
<input type="checkbox"/> Substance abuse <input type="checkbox"/> Sex offenses <input type="checkbox"/> Anger <input type="checkbox"/> Cognitive Skills <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Relapse Prevention <input type="checkbox"/> Parent Education	<input type="checkbox"/> Domestic Abuse: <input type="checkbox"/> Men's Programs <input type="checkbox"/> Women's Services <input type="checkbox"/> Children's Services <input checked="" type="checkbox"/> Criminal Attitudes <input type="checkbox"/> Family Based Therapies <input type="checkbox"/> Other		
Setting	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Residence'</p>		
Program Evaluation	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Describe: "Cog Self Change" Program began as "Options" Criminal Justice and Behaviour, 12, 1996</p>		
Group Format	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Open: continuous intake <input checked="" type="checkbox"/> Closed      Phase I=Closed Phase II&amp;III=Open</p>		
Number of Sessions and Program Duration	<p>15 sessions= Phase I 100 sessions=Phase III</p> <p>32-150 sessions=Phase II</p>		
Certification and Training Available	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Entry Criteria: Screening and Assessment Tools	<p>Check appropriate response:</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		

## Attachment A

### Dialectical Behavior Therapy (DBT) Criminal Justice- Forensic

Below is a list of people who are currently doing DBT or DBT-informed work in forensic or criminal settings.

Andre Ivanoff, PhD Columbia University School of Social Work 622 W. 113 St. New York, NY 10025 Phone. 212-854-8545 Fax: 212-854-8549	Todd Hogue Department of Psychology Rampton Hospital RETFORD Nottinghamshire, DN22 OPD United Kingdom Phone: 44-1777-247312 Fax 44-1777-247316
Elissa Ball, MD IFP- CMHIP 1600 West 24th Pueblo, CO 81004 Phone: 719-546-4705 Fax: 719-546-4841	Gail Low, MA Department of Psychology Rampton Hospital RETFORD Nottinghamshire, DN22 OPD United Kingdom Phone: 44-1777-247160 Fax: 44-1777-247737
Robin McCann, PhD IFP-CMHIP 1600 West 24th Pueblo, CO 81004 Phone: 719-540-4965 Fax: 719-546-4841	Gerald Hover, Ed.D Department of Corrections Sex Offenders Treatment Program Monroe, WA 98272 Phone: 360-794-2380 Fax: 360-794-2368
Halch Ghanizadeh, MD SFGH, Unit 7L 1001 Potrero Avenue San Francisco, CA 94110 Phone: 415-206-5184	